

**B.A.+M.A. Integrated Psychology (H)-5years (1st Semester)**

Sr No	Course Code	Course Title	Course Type	Credit Units			Total Credits
				L	T	P	
1	PSY 102	Emotional Intelligence	Skill enhancement courses	2	0	0	2
2	PSY 103	Youth, gender & Identity	Allied Courses	4	0	4	6
3	PSY 104	Introduction to Psychology	Core Courses	4	0	0	4
4	PSY 105	Biopsychology	Core Courses	4	0	0	4
5	PSY 111	Psychological Assessment	Core Courses	4	0	0	4
6	ENG101	Communication Skills-I	-	1	0	0	1
7	FOL101/ FOL102	Introduction to French culture and language/ Introduction to German culture and language	FBL	1	0	0	1
8	ENV101	Environmental Studies-I	Ability Enhancement courses	2	0	0	2
9	INL107/ INL102	Punjabi language and literature I/ History & Culture of Punjab for BA	Ability Enhancement courses	1	0	0	1
<b>Total Credits</b>				<b>Min Required: 25 Semester Credits: 25</b>			

**COURSE CODE: PSY102 (EMOTIONAL INTELLIGENCE)**

L	T	P	Total Credits
2	0	0	2

**Course Contents/syllabus:**

	Teaching hours
Unit I: Introduction	9

Definition of Emotional Intelligence, Emotional Intelligence and its importance, Models of Emotional Intelligence, EQ competencies: self-awareness, self-regulation, motivation, empathy, and interpersonal skills.	
<b>Unit II: Knowing One's and Others' Emotions</b>	<b>9</b>
Levels of emotional awareness, Recognizing emotions in oneself and others, The universality of emotional expression, Perceiving emotions accurately in others	
<b>Unit III: Managing Emotions</b>	<b>9</b>
The relationship between emotions, thought and behavior, Techniques and Approaches to manage emotions	
<b>Unit IV: Applications of Emotions</b>	<b>9</b>
Workplace; Relationships; Conflict Management; Effective Leadership. Styles and theories.	

**Course Learning Outcomes:** At the end of this course, the students will be able to understand the concept of emotional intelligence and learn ways of developing it.

**Text / Reference Books:**

AUTHOR	TITLE	Publisher	Year of publication	ISBN	Pages
Daniel Goleman	Emotional Intelligence: Why It Can Matter More Than IQ	Bloomsbury India	2021	978-9354352805	352
Anand, P	Emotional Intelligence: Journey to Self-Positive.	The Readers Paradise.	2017	978-9385958625	115

**COURSE CODE: PSY103 (YOUTH, GENDER, & IDENTITY)**

L	T	P	Total Credits
4	0	4	6

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I: Introduction</b>	<b>18</b>
Concepts of Youth: Transition to Adulthood, Extended Youth in the Indian context, Concepts of Gender: Sex, Gender Identity, Sexual Orientation, Gender Roles, Gender Role Attitudes, Gender Stereotypes; Family: Parent-youth conflict, sibling relationships, intergenerational gap.	
<b>Unit II: Youth and Identity</b>	<b>18</b>
Concepts of Identity, (Erikson and Marcia's Work on Identity), Peer group identity: Friendships and Romantic relationships; Workplace identity and relationships; Youth culture: Influence of globalization on Youth identity and Identity crisis.	
<b>Unit III: Gender and Identity</b>	<b>18</b>
Issues of Sexuality in Youth; Gender discrimination; Body Image concerns among youth; Peer Pressure and Bullying. Substance (Alcohol) Use among Youth, Culture and	

Gender: Influence of globalization on Gender identity	
<b>Unit IV: Issues related to Youth, Gender and Identity</b>	<b>18</b>
Youth, Gender and violence; Enhancing work-life balance; Changing roles and women empowerment; Women Empowerment in the Indian Context, Encouraging non-gender stereotyped attitudes in youth.	

**(36 HOURS TOTAL)**

**PRACTICALS**

Based on theory following are suggestive:

1. Moral Judgment Test for Adolescents
2. Youth Problem Inventory
3. Self Esteem Scale
4. Adjustment Inventory
5. Emotional Maturity Scale

**Course Learning Outcomes:** At the end of this course, the students will be able to

- Students will be able to get exposure to the psychophysical aspects of a particular age group.
- Students will be able to analyze the influences of socialization on gender roles and their impact on personality and identity formation.
- Students will understand the ways in which social construction of gender in different cultures and socio-economic circumstances affects adolescent identities.

**Text / Reference Books:**

<b>AUTHOR</b>	<b>TITLE</b>	<b>Publisher</b>	<b>Year of publication</b>	<b>ISBN</b>	<b>Pages</b>
Papalia, Diane E - Sterns, Harvey L. - Feldman, Ruth Duskin	Adult Development and aging	McGraw Hill	2002	9780071130981	594
Rashee Singh	Issues of adolescence	Alfa	2013	9789382302698	195

**COURSE CODE: PSY104 (INTRODUCTION TO PSYCHOLOGY)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Credits</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Contents/syllabus:**

	<b>Teaching hours</b>
<b>Unit I: Introduction</b>	<b>18</b>

Nature of Psychology: Definition, Psychology as a science, History, interdisciplinary context, and methods.	
<b>Unit II: Attention</b>	<b>18</b>
Types: Selective Attention, Divided Attention, Span of Attention, Theories of Attention. <i>that subjective awareness is the brain's internal model of the process of attention</i>	
<b>Unit III: Memory</b>	<b>18</b>
Encoding, Storage and retrieval. Metaphors of Memory, Sensory, Short-term and Long-term. Working Memory	
<b>Unit IV: Thinking and Creativity</b>	<b>18</b>
Concept, types, and processes.	

**Course Learning Outcomes:** At the end of this course, the students will learn.

- Students will be able to demonstrate critical and creative thinking, skeptical enquiry, and the scientific approach to understand the behavior.
- Students will be able to demonstrate understanding of the major concepts, theoretical perspectives, empirical findings and historical trends in core areas of psychology.
- Students will be able to conduct experiments on learning, memory, perception and thinking efficiently.
- Students will be able to use information in an ethical manner and solve problems related to behavior and mental processes.

**Text / Reference Books:**

AUTHOR	TITLE	Publisher	Year of publication	ISBN	pages
Robert Feldman	Understanding Psychology	Mc Graw Hill	2021	1260829464	-
Passer, M.W. & Smith, R.E.	Psychology - The Science of Mind and Behavior	Tata McGraw - Hill Education	2010	9780073532127	816
Hanuman Singh	Introduction to Modern Psychology	Alfa	2006	818958216X	-
Dhar, Shravani - Rawat, Neeraj	Elements of General Psychology	Alfa	2012	9789381465400	-
Shukla, K C - Chand, Tara	General Psychology	Commonwealth	2020	8171699022	-

**COURSE CODE: PSY105 (BIOPSYCHOLOGY)**

L	T	P	Total Credits
4	0	0	4

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I: Introduction to Biopsychology</b>	<b>18</b>
Concept, ethical issues. brain and neurotransmitters and introduction. <i>chemical messengers that carry, boost, and balance signals between neurons</i>	
<b>Unit II: Physiological Aspect</b>	<b>18</b>
Neurons, Synapses, Neurotransmitters. relationship between the mind and the body. neuropsychology, behavioural neuroscience, and cognitive neuroscience	
<b>Unit III: The nervous system</b>	<b>18</b>
Basic subdivisions- Peripheral and Centra.	
<b>Unit IV: Memory</b>	<b>18</b>
Anterograde and retrograde Amnesia, Korsakoff's Psychosis, Alzheimer disease., Biochemistry of memory. the faculty of encoding, storing, and retrieving information. <i>processes of acquiring, storing, retaining, and later retrieving information</i>	

**Course Learning Outcomes**

At the end of this course,

- students will be able to understand major anatomical structures and functions of the nervous system.
- Students will get basic knowledge about the structures of human brain, their functions and impact on human behavior.
- Students will be able to discover the Bio-psychological behavioral models to understand human behavior, including perception, learning, hunger, language, and emotions.
- Students will understand the biological mechanisms involved in psychological processes such as learning, memory, emotion, motivation, sleep, and arousal.
- Students will be able to understand the physiology of various mental abilities inculcating an applied perspective on psychopathology including disorders such as Amnesias, Korsakoff's Psychosis, Alzheimer disease, and Anorexia.
- Students will develop critical thinking to use scientific techniques for biological psychology and develop an awareness of ethical issues accompanying them.
- Students will be able to judge and realize the complex interplay of biological factors with psychological, social, and cultural in shaping human behavior.

**Text / Reference Books:**

**COURSE CODE: PSY111 (PSYCHOLOGICAL ASSESSMENT)**

AUTHOR	TITLE	PUBLISHER	YEAR OF PUBLICATION	ISBN	PAGES
Passer, Michael - Smith, Ronald - Holt, Nigel	Psychology: the science of mind and behavior	Mcgraw Hill	2009	9780077118365	1036
Giles, Bridget	The brain and the mind: introducing psychology	Garange books	2002	9781840138023	191

L	T	P	Total Credits
4	0	0	4

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I: Introduction to Psychological Assessment</b>	<b>18</b>
Psychological assessment: Principles of assessment, Nature and purpose, Similarity and difference between test and assessment Types of assessment: Observation, Interview, scales and tests.	
<b>Unit II: Psychological Testing</b>	<b>18</b>
Definition of a test, types of test, Characteristics of a Good Test	
<b>Unit III: Applications of psychological tests in various contexts</b>	<b>18</b>
Educational, Counselling - Guidance, Clinical and Organizational	
<b>Unit IV: Tests of personality</b>	<b>18</b>
Inventories such as NEO-FFI, 16 PF, FIRO B, MMPI etc., Projective tests like Rorschach and Thematic Apperception Test (a brief introduction to both), semi-projective tests like Rotter's Incomplete Sentence Blank, Rosenzweig's Picture Frustration test	

**Course Learning Outcomes**

- Developing an understanding of the basic principles of psychological assessment and its various phases. Developing knowledge about the steps in test construction and test standardization
- Demonstrating understanding of the impact of cultural contexts on assessment
- Developing knowledge of the ethical and legal issues involved in the assessment Process.
- Acquiring knowledge to effectively evaluate the appropriateness and quality of psychological tests and their psychometric strengths and weaknesses.
- Developing knowledge about the application of tests in a variety of settings.

**Text / Reference Books:**

<b>AUTHOR</b>	<b>TITLE</b>	<b>PUBLISHER</b>	<b>YEAR OF PUBLICATION</b>	<b>pages</b>
Aiken, L. R., & Groth-Marnet, G.	Psychological testing and assessment (12th Ed.	Pearson Education.	2009	552
Anastasi, A., & Urbina	Psychological testing (7th Ed.)	Prentice– Hall of India Pvt. Ltd.	(2003	656
Gregory	Psychological testing: History, principals, and applications. (6th Ed.).	Pearson Education	2014	696

**COURSE CODE: ENG101 (COMMUNICATION SKILLS-I)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Credits</b>
<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>

**Course Contents/syllabus:**

	<b>Teaching hours</b>
<b>Unit I: Basic Concepts in Communication</b>	<b>4</b>
Definition of communication, Nature and process of communication, role and purpose of communication, types and channels of communication, communication networks/flow of communication: vertical, diagonal, horizontal, barriers to communication: physical, language, and semantic, socio-psychological, organizational, gateway to effective communication, towards communicative competence, choosing the appropriate channel and medium of communication, social communication: small talk and building rapport, barriers in communication.	
<b>Unit II: Communication Types</b>	<b>6</b>
Verbal communication: Oral Communication: Forms, Advantages & Disadvantages, Written Communication: Forms, Advantages & Disadvantages, Introduction of Communication Skills (Listening, Speaking, Reading, Writing), Nonverbal communication: functions and effective use, KOPPACT(Kinesics, Oculesics, Proxemics, Para-language, Artifacts, Chronemics, Tactilics). The	

implication of appropriate communication; effective ways of using social media, importance of digital literacy.	
<b>Unit III: Reading and Writing Skills</b>	<b>3</b>
Significance of reading; Reading Comprehension, gathering ideas from a given text, identify the main purpose and context of the text, evaluating the ideas, interpretation of the text, Paragraph development; essay writing.	
<b>Unit IV: Speaking and Presentation Skills</b>	<b>5</b>
Speaking skills: fluency, vocabulary, grammar, and pronunciation; effective speaking: selection of words, your voice, and non-verbal communication, functions of speaking: interaction, transaction, and performance; structuring the message; effective speaking strategies. Planning, preparation, practice, and performance; audience analysis, audio-visual aids, analyzing the non-verbal communication, methods of delivery: impromptu, extemporaneous, memorization, manuscript, and outlining.	

### **Course Learning Outcomes:**

- Students will be able to understand the basic processes of communication, both verbal as well as non-verbal—nature, scope, and power of communication processes.
- Students will be able to demonstrate cultural sensitivity in communication and appreciation of cultural variations of diverse socio-cultural contexts.
- Students will be able to develop an awareness of the role of mass media in shaping public psyche, beliefs, and perceptions about social realities and build an informed and critical perspective.
- Students will be able to analyze situations and audiences to make right choices about the most effective and efficient ways to communicate and deliver messages.
- Students will be able to assess various barriers in communication and develop communicative competence thereby for effective communication.

### **Books/literature**

<b>AUTHOR</b>	<b>TITLE</b>	<b>Publisher</b>	<b>Year of publication</b>	<b>ISBN</b>	<b>pages</b>
P. D. Chaturvedi and Mukesh Chaturvedi	Business Communication: Concepts, Cases and Applications	Pearson Education	2006	9788131701720	729
Meenakshi Raman and Prakash Singh	Business Communication	Oxford University Press	2012	9780198077053	640
Jeff Butterfield	Soft Skills for Everyone	Cengage Learning	2017	9789351350105	640

### **COURSE CODE: FOL101 (INTRODUCTION TO FRENCH CULTURE & LANGUAGE)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Credits</b>
<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>

### **Course Contents/syllabus:**

	<b>Teaching hours</b>
<b>Unit-I Introduction to French language</b>	<b>3</b>
<ul style="list-style-type: none"> <li>• Brief introduction of French and Francophone countries</li> <li>• Presenting oneself</li> <li>• Getting information about someone else</li> </ul>	

<ul style="list-style-type: none"> <li>• Greeting and taking leave</li> <li>• Asking/giving personal information</li> </ul>	
<b>Unit-II- A rendez-vous ; Visiting a place</b>	<b>6</b>
<ul style="list-style-type: none"> <li>• Pronouncing and writing numbers in French</li> <li>• Spell and count numbers</li> <li>• Telling the time</li> <li>• Temporal expressions</li> <li>• Communicating in class</li> <li>• Fixing an hour, place for a meeting.</li> <li>• Describing a person.</li> <li>• Identifying a person, object, and place</li> <li>• Describing relation in a family</li> <li>• A specific person, object, and place</li> </ul>	
<b>Unit-III- An interview</b>	<b>5</b>
<ul style="list-style-type: none"> <li>• Description of objects, people and places</li> <li>• Nationalities</li> <li>• Speaking about one's professions.</li> <li>• Expressing Actions using regular –er ending verbs; avoir, être; reflexive verbs – usage, conjugation</li> <li>• Interview of celebrity</li> </ul>	
<b>Unit-IV- At the discotheque</b>	<b>4</b>
<ul style="list-style-type: none"> <li>• Portrait by a journalist</li> <li>• Giving a positive or negative reply</li> <li>• Asking questions</li> <li>• Discussion with a person</li> <li>• Activities in a day</li> </ul>	

**Course Learning Outcomes:** At the end of this course, the students will be able to express themselves in writing and orally in basic French. This course content focuses on the speech of the students in a lucid and a concurrent manner using appropriate vocabulary and pronunciation techniques. Extra stress will be given on their understanding of grammatical structures and the foreign accent of the language. At the end of the course, the student shall be able to :

- Understand information; Express in his own words; Paraphrase; Interpret and translate.
- Apply information in a new way in a practical context
- Analyse and break-down information to create new ideas
- Evaluate and express opinion in a given context

**Text / Reference Books:**

Author	Title	Publisher	Year	ISBN No	pages
Christine Andant, Chaterine Metton, Annabelle Nachon, Fabienne Nugue	A Propos - A1 Livre De L'Eleve, Cahier D' Exercices	Langers International Private Limited	2010	978-9380809069	-
<a href="#">Manjiri Khandekar and Roopa Luktuke</a>	Jumelage - 1 Methode De Fraincis - French	Langers International Private Limited	2020	978-9380809854	-
<a href="#">Michael Magne</a> , <a href="#">Marie-Laure Lions-Olivieri</a>	Version Originale 1: Cahier d'exercices	Maison Des Langues	2010	9788484435617	80

**COURSE CODE: FOL102 (INTRODUCTION TO GERMAN CULTURE & LANGUAGE)**

L	T	P	Total Credits
1	0	0	1

**Course Contents/syllabus:**

	Teaching hours
<b>Unit-I Introduction to German Language (Einführung)</b>	<b>3</b>
<ul style="list-style-type: none"> <li>Introduction to German as a global language, Self-introduction and Greetings, Die Alphabeten, Phonetics: the sound of consonants and vowels, Wie buchstabieren Sie Ihren Name?</li> </ul>	
<b>Unit-II- Numbers and everyday conversation (die Zahl und Gespräche)</b>	<b>6</b>
<ul style="list-style-type: none"> <li>Counting in German from 1-100, Simple Calculation and verb 'kosten' - Wie viel kostet das? Plural Forms, Vocabulary: Wochentage, Monate, Jahreszeiten, Ordinal numbers and the question - Wann haben Sie Geburtstag?</li> </ul>	
<b>Unit-III- Regular verbs and nominative case: articles and pronouns (Regelmässige Verben und Nominativ Kasus: Artikel und Pronomen)</b>	<b>5</b>
<ul style="list-style-type: none"> <li>Introduction to all personal pronouns and conjugation of Regular verbs Detailed exercise on regular verbs. Reading a text on regular verbs. Introduction to definite. Vocabulary: Schulsachen und Getränke, Nominative case/ Articles (der, die, das) Nominative Pronouns: - Applicability of pronouns for both persons and things. Usage of nominative Personal Pronouns Introduction of nominative possessive pronouns usage of nominative possessive pronouns</li> </ul>	
<b>Unit-IV- The Family, Work-life and Professions (Familienmitglieder und Berufe) &amp; Interrogative sentences (W-Fragen)</b>	<b>4</b>
<ul style="list-style-type: none"> <li>The Family, Work-life and Professions (Familienmitglieder und Berufe) Vocabulary: Professions and conjugation of the verb 'sein' Introduction to simple possessive pronouns with the help of the verb 'haben' Usage of possessive pronouns. Interrogative sentences (W-Fragen) W-Fragen: who, what, where, when, which, how, how many, how much, etc. Exercises on the question pronouns</li> </ul>	

**Course Learning Outcomes:** At the end of this course,

- the students will be able to express themselves in writing and orally in basic German. This course content focuses on the speech of the students in a lucid and a concurrent manner using appropriate vocabulary and pronunciation techniques. Extra stress will be given to their understanding of grammatical structures and the foreign accent of the language.
- Understand information; Express in his own words; Paraphrase; Interpret and translate.
- Apply information in a new way in a practical context.
- Analyse and break-down information to create new ideas.

**Text / Reference Books:**

Author	Title	Publisher	Year	ISBN	pages
<a href="#">Rolf Bruseke</a>	Starten Wir A 1	Langers International Pvt Ltd (Max Hueber Verlag)	2017	978-3190160006	-
<a href="#">Giorgio Motta</a>	Wir Plus Grundkurs Deutsch fur Junge Lerner Book	Ernst Kleit Verlog	2011	978-8183072120	248

Heimy Taylor, <a href="#">Werner Haas</a>	Station en Deutsch Self Study Course German Guide	Wiley	20 07	978- 0470165 515	28 8
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**COURSE CODE: ENV101 (ENVIRONMENTAL STUDIES-I)**

L	T	P	Total Credits
2	0	0	2

**Course Contents/syllabus:**

	Teaching hours
<b>Unit-1- Multidisciplinary nature of environmental studies</b>	<b>9</b>
Multidisciplinary nature of environmental studies: Definition, scope and importance; components of environment –atmosphere, hydrosphere, lithosphere and biosphere. Concept of sustainability and sustainable development.	
<b>Unit-2-Ecosystems</b>	<b>9</b>
Ecosystem: What is an ecosystem; Structure and function of an ecosystem; Energy flow in the ecosystem; Food chains, food webs and ecological succession. Case studies of the following ecosystems: Forest ecosystem, Grassland ecosystem, Desert ecosystem Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries).	
<b>Unit-3- Natural Resources</b>	<b>9</b>
Natural resources: Land resources and land use change, land degradation, soil erosion and desertification. Deforestation: causes and impacts due to mining, dam building on the environment, forests, biodiversity, and tribal population. Water Resources-Use and over-exploitation of surface and groundwater, floods, drought, conflicts over water (international and inter-state). Heating of earth and circulation of air; air mass formation and precipitation. Energy resources- renewable and non-renewable energy sources, use of alternate energy sources, Growing energy needs, Case studies.	
<b>Unit-4- Biodiversity and its conservation</b>	<b>9</b>
Biodiversity: Levels of biological diversity: genetic, species and ecosystem diversity; Biogeographic zones of India; biodiversity patterns and global biodiversity hot spots. India as a mega-biodiversity nation; endangered and endemic species of India. Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; conservation of biodiversity: in-situ and ex-situ conservation of biodiversity. Ecosystem and biodiversity services: ecological, economic, social, ethical, aesthetic and information value.	

**Course Learning Outcomes:** At the end of this course, the students will be able to develop:

- Appreciate the multi-disciplinary nature of environmental science.
- Understand natural resources and evaluate limitations surrounding renewable and non-renewable resources.
- Understand the nuances of ecosystem and learn about behavior of various ecosystems.
- Learn about the types, services and threats to our biodiversity and importance of conserving it.

**Text / Reference Books:**

AUTHOR	TITLE	Publisher	Year of publication	ISBN	pages
William P. Cunningham, Mary Ann Cunningham	Principles of Environmental Science	McGraw-Hill	2019	9781260219715	464

Dash and Dash	Fundamentals of ecology	Tata McGraw-Hill Education	2009	978-0070083660	-
William P. Cunningham, Mary Ann Cunningham, Barbara Woodworth Saigo	Environmental Science: A global concern,	McGraw-Hill	2021	9781260363821	646
Gaston K.J. and Spicer, J. I.	Biodiversity – An Introduction 2 <sup>nd</sup> edition	Blackwell Publishing	2004	978-1-405-11857-6	208

### COURSE CODE: INL107 (PUNJABI)

L	T	P	Total Credits
1	0	0	1

### Course Contents/syllabus:

	Teaching hours
<b>Unit I:</b>	<b>5</b>
ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਅਧਿਐਨ	
<b>Unit II:</b>	<b>4</b>
ਲੇਖਕਚਰਨਾ	
<b>Unit III:</b>	<b>5</b>
ਸੰਖੇਪਚਰਨਾ	
<b>Unit IV:</b>	<b>4</b>
ਵਿਆਕਰਨ : ਸਿੱਧਾਂਤ ਤੇ ਵਿਹਾਰ	

### Course Learning Outcomes:

- Understand modern Punjabi poetry.
- Interpret the importance of essay writing.
- Analyze the essentials of composition writing.
- Examine the impact and importance of grammar on Punjabi language.

### Text / Reference Books:

#### ਸਹਾਇਕ ਪੁਸਤਕਾਂ :

1. ਪੰਜਾਬੀ ਸੰਚਾਰ ਯੋਗਤਾ ਅਭਿਆਸ, ਪੰਜਾਬ ਸਟੇਟ ਯੂਨੀਵਰਸਿਟੀ ਟੈਕਸਟ ਬੁੱਕ ਬੋਰਡ, ਚੰਡੀਗੜ੍ਹ।
  2. ਅਗਨੀਹੋਤਰੀ, ਵੈਦ, ਪਰਿਚਾਇਕ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਦੀਪਕ ਪਬਲਿਸ਼ਰਜ਼, ਜਲੰਧਰ, 1981.
  3. ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੰਘਾ ਅਤੇ ਹੋਰ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਭਾਗ-ਪਹਿਲਾ, ਦੂਜਾ ਤੇ ਤੀਜਾ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ, 1997.
  4. ਹਰਕੀਰਤ ਸਿੰਘ (ਡਾ.), ਕਾਲਜ ਪੰਜਾਬੀ ਵਿਆਕਰਨ, ਪੰਜਾਬ ਸਟੇਟ ਯੂਨੀਵਰਸਿਟੀ ਟੈਕਸਟ ਬੁੱਕ ਬੋਰਡ, ਚੰਡੀਗੜ੍ਹ, 1999
  5. ਧਾਲੀਵਾਲ, ਪ੍ਰੋਮ ਪ੍ਰਕਾਸ਼ ਸਿੰਘ (ਡਾ.) ਸਿਧਾਂਤਕ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਮਦਾਨ ਪਬਲਿਕੇਸ਼ਨਜ਼, ਪਟਿਆਲਾ, 2002.
  6. ਬਰਾੜ, ਬੁਟਾ ਸਿੰਘ (ਡਾ.), ਪੰਜਾਬੀ ਵਿਆਕਰਨ, ਸਿਧਾਂਤ ਅਤੇ ਵਿਹਾਰ, ਚੇਤਨਾ ਪ੍ਰਕਾਸ਼ਨ ਲੁਧਿਆਣਾ, 2008.
  7. ਜੱਸਲ ਕਵਲਜੀਤ, ਪੰਜਾਬੀ ਵਿਆਕਰਨ ਦੇ ਕੁਝ ਪੱਖ, ਰਵੀ ਸਾਹਿਤ ਪ੍ਰਕਾਸ਼ਨ, ਹਾਲ ਬਾਜ਼ਾਰ, ਅੰਮ੍ਰਿਤਸਰ, 2012.
  8. ਮਨਜੀਤ ਕੌਰ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ : ਵਰਤੋਂ ਤੇ ਬਣਤਰ, ਲੋਕਗੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਚੰਡੀਗੜ੍ਹ।
- ਨੋਟ:
1. ਟੈਕਸਟ ਲਈ ਹਫ਼ਤੇ ਦੇ ਛੇ ਪੀਰੀਅਡ।
  2. ਕੰਪਜੀਸ਼ਨ ਲਈ 25-30 ਵਿਦਿਆਰਥੀਆਂ ਦਾ ਗਰੁੱਪ ਅਤੇ ਹਫ਼ਤੇ ਦੇ ਤਿੰਨ ਹੋਰ ਪੀਰੀਅਡ।
  3. ਹਫ਼ਤੇ ਦੇ 6+3= 9 ਪੀਰੀਅਡ ।

### COURSE CODE: INL102 (HISTORY AND CULTURE OF PUNJAB FOR BA)

L	T	P	Total Credits
1	0	0	1

### Course Contents/syllabus

	Teaching hours
<b>Unit I: Harappan Civilization</b>	<b>5</b>
1. Harappan Civilization: extent and town planning and socio-economic life. 2. Life in Vedic Age: socio-economic and religious. 3. Growth and impact of Jainism and Buddhism in Panjab.	
<b>Unit II: Mauryas and Guptas</b>	<b>4</b>
4. Society and Culture under Maurayas and Guptas. 5. Bhakti movement: Main features; prominent saints and their contribution. 6. Origin and development of Sufism	
<b>Unit III: Sikhism</b>	<b>4</b>
7. Evolution of Sikhism: teaching of Guru Nanak; Institutional Development- Manji, Masand, Sangat and Pangat 8. Transformation of Sikhism: Martyrdom of Guru Arjan; New policy of Guru Hargobind, martyrdom of Guru Tegh Bahadur. 9. Institution of Khalsa: New baptism; significance	
<b>Unit IV: Changes in Society in 18th century:</b>	<b>5</b>
10. Changes in Society in 18th century: social unrest; emergence of misls and other institutions - rakhi, gurmata, dal khalsa. 11. Society and Culture under Maharaja Ranjit Singh. 12. MAP (of undivided physical geographical map of Punjab): Major Historical Places: Harappa, Mohenjodaro, Sanghol, Ropar, Lahore, Amritsar, Kiratpur, Anandpur Sahib, Tarn Taran, Machhiwara, Goindwal, Khadur Sahib.	

**Course Learning Outcomes:**

- Understand the history of various cultures in Punjab.
- Interpret the importance of Maurayan, Gupta and Bhakti influences on Punjab
- Apply the teaching of Sikhism on the emergence of the Khalsa.
- Examine the impact of societal changes on socio-cultural and physical landscape of Punjab.

**Text / Reference Books:**

Author	Title	Publisher	Ed/year	ISBN No	pages
L.M Joshi,	History and Culture of the Punjab, Part-I	Punjabi University, Patiala	1989, 3 <sup>rd</sup>	-	354
Buddha Prakash	Glimpses of Ancient Punjab	Punjabi University, Patiala,	1983	-	-
Khushwant Singh	A History of the Sikhs, vol I: 1469-1839,	oxford University Press, Delhi	1991	-	436

**B.A.+M.A. Integrated Psychology (H)-5years (2nd Semester)**

Sr No	Course Code	Course Title	Course Type	Credit Units	Total Credits
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				L	T	P	
1	PSY107	Psychology of Individual Differences	Core Courses	4	0	4	6
2	PSY 108	Statistical Methods for Psychological Research	Core Courses	6	0	0	6
3	PSY 109	Psychology of Health & Wellbeing	Allied courses	6	0	0	6
4	PSY 110	Psychology of Relationships	Skill Enhancement courses	2	0	0	2
5	ENG103	Communication Skills-II	Value Added courses	1	0	0	1
6	FOL103/ FOL104	French Grammar German Grammar	FBL	1	0	0	1
7	ENV106	Environmental Studies-II	Ability Enhancement courses	2	0	0	2
8	INL108/ INL105	Punjabi language and literature 2/ History & Culture of Punjab for BA-II	Ability Enhancement courses	1	0	0	1
			<b>Total Credits</b>	<b>Min Required: 25 Semester Credits: 25</b>			

**COURSE CODE: PSY107 (PSYCHOLOGY OF INDIVIDUAL DIFFERENCES)**

L	T	P	Total Credits
4	0	4	6

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I: PERSONALITY</b>	<b>18</b>
Nature of Personality; Biological Foundations of Personality; Culture, Gender and Personality; Perspectives on Personality: Psychodynamic, Phenomenological-Humanistic and Social Cognitive	
<b>Unit II: Concept of Intelligence</b>	<b>18</b>
Psychometric and Cognitive Approaches to Intelligence; Gardner's Multiple Intelligences; Issues in the Measurement of Intelligence: Nature Versus Nurture Growth, Gender and Culture; Group Differences in Intelligence; Extremes of Intelligence, Intelligence and Creativity	
<b>Unit III: Motivation</b>	<b>18</b>

Nature, Types of Motivation: Biogenic and Sociogenic; Theories of Motivation, Culture and Motivation, Enhancing Motivation in Educational and Work Setting	
<b>Unit IV: Emotion</b>	<b>18</b>
Nature, Theories of Emotion, Expressions of Emotion: Universal Versus Culture Specific	

**PRACTICAL'S: (36 HOURS TOTAL)**

- Terman, L. M. & Merrill, M.A. (1937). Measuring Intelligence. Boston, MA: Houghton Mifflin
- WAIS 4
- Cattell, H. E. P. (2001). The Sixteen Personality Factor (16PF) Questionnaire. In: Dorfman W. I., Hersen M. (eds). Understanding Psychological Assessment. Perspectives on Individual Differences. Springer, Boston MA
- Temperament Scale

**Course Learning Outcomes:** At the end of this course, the students will be able to

- understand, compare and critically evaluate major theories about personality and intelligence.
- To develop an understanding of the concept of individual differences
- To acquaint the learner with the complexities of personality theories
- Understanding the various approaches to Intelligence and appreciation of the diverse frameworks
- To know the processes and principles of motivation and emotion and appreciating the diverse frameworks

**Text / Reference Books:**

AUTHOR	TITLE	PUBLISHER	YEAR OF PUBLICATION	ISBN	pages
Tomas Chamorro–Premuzic	Personality and Individual Differences	John Wiley & Sons;	2011	978-1405199278	456
Wiley-Blackwell	Handbook of Individual Differences	Blackwell Publishing Ltd	2011	9781444334388	848
Eleanor Roberson	Psychology of Individual Differences	NOVA	2015	978-1-63484-508-3	149

**COURSE CODE: PSY108 (STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH)**

L	T	P	Total Credits
6	0	0	6

**Course Contents/syllabus:**

	Hours
<b>Unit I: Introduction</b>	<b>27</b>

Meaning of Statistics, Need for and importance of Statistics in Education and Psychology Psychological Research; Relevance of Statistics in Psychological Research; Descriptive and Inferential Statistics; Variables and Constants. Scales of Measurement. Quantitative and Qualitative research	
<b>Unit II: Measures of Central Tendency &amp; Variability</b>	<b>27</b>
Meaning of the Measures of Central Tendency- Arithmetic Mean, Median and Mode, Properties and Comparison of Measures of Central Tendency, Computation of Median and Mode from the Curves of Frequency Distribution and when to use Mean, Median and Mode	
<b>Unit III: The Normal Probability Distribution</b>	<b>27</b>
Meaning (in terms of skewness and kurtosis), Characteristics, Properties and Applications of the normal curve and illustrations of the Applications of the Normal Curve.	
<b>Unit IV: Correlation &amp; Sampling</b>	<b>27</b>
The Meaning of Correlation; Historical Perspective; The Coefficient of Correlation; Calculating Pearson's Correlation Coefficient from Deviation Scores and Raw Scores; Spearman's Rank-Order Correlation Coefficient. Random Sampling; Using a Table of Random Numbers; The Random Sampling Distribution of the Mean: An Introduction; Characteristics of the Random Sampling Distribution of the Mean; Using the Sampling Distribution of Sample Means to Determine the Probability for Different Ranges of Values	

**Course Learning Outcomes:** At the end of this course, student will be able to

- develop an understanding of the basics of Statistical Techniques
- Awareness of the basic features of various types of research undertaken with human beings and understanding of the use of basic terminology used in human research.
- To Demonstrate ability to plan simple experiments and state its requirements. Also, to develop awareness of the critical components of experimental design and its conduction
- Developing familiarity with different kinds of measures and techniques for assessing individual differences.
- Understanding the distinctive features of selecting qualitative research methods and plan small qualitative research.

**Text / Reference Books:**

AUTHOR	TITLE	PUBLISHER	YEAR OF PUBLICATION	ISBN	pages
A.Haslam and C.McGarty	<i>Research Methods and Statistics in Psychology</i>	SAGE Publications	2018	978-1526423290	520
Colin Dyer	introduction to psychological research methods	Wiley–Blackwell	1995	978-0631189299	336
<a href="#">Hugh</a>	<i>Research Methods and</i>	Psychology	2014	978-	788

<a href="#">Coolican</a>	<i>Statistics in Psychology-6<sup>th</sup> edition</i>	Press		1444170115	
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**COURSE CODE: PSY109 (PSYCHOLOGY OF HEALTH & WELLBEING)**

L	T	P	Total Credits
6	0	0	6

**Course Contents/syllabus:**

	Hours
<b>Unit I: Illness, Health and Well being</b>	<b>27</b>
Continuum and Models of health and illness: Medical, Biopsychosocial, holistic health; health and well being.	
<b>Unit II: Stress and Coping</b>	<b>27</b>
Nature and sources of stress; Personal and social mediators of stress; Effects of stress on physical and mental health; Coping and stress management	
<b>Unit III: Health Management</b>	<b>27</b>
Health-enhancing behaviors: Exercise, Nutrition, meditation, Yoga; Health compromising behaviors (alcoholism, smoking, internet addiction and the like); Health Protective behaviors, Illness Management	
<b>Unit IV: Promoting Human strengths and life enhancement</b>	<b>27</b>
Classification of human strengths and virtues; cultivating inner strengths: Hope and optimism; gainful Employment and Me/We Balance.	

**Course Learning Outcomes:** At the end of this course, student will be able to develop an:-

- Understanding the spectrum of health and illness for better health management.
- Identifying stressors in one's life and how to manage them.
- Understanding a variety of health enhancing, health protective, and health compromising behaviors and to be able to know their application in illness management.
- Developing an understanding of human strengths and virtues, and gain insights into positive aspects of work.

**Text / Reference Books:**

AUTHOR	TITLE	PUBLISHER	YEAR OF PUBLICATION	ISBN	PAGES
Dr.Geetika Patnaik	Positive Psychology for Improving Mental Health and Well-being	Notion Press	2021	978-1638065128	238
Manika Ghosh	Health Psychology Concepts In	PEARSON INDIA	2015	9789332537620	468

	Health And Well-Being				
Dr. Rajbir Singh, Dr. Radhey Shyam	Psychology of Wellbeing	Global Vision Publishing House	2019	9789389124125	455

**COURSE CODE: PSY110 (PSYCHOLOGY OF RELATIONSHIPS)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Credits</b>
<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**Course Contents/syllabus:**

	<b>Teaching hours</b>
<b>Unit I: Social Psychology of Relationships</b>	<b>9</b>
Psychology of Friendship (making friends, friendship and social media; benefits and maintenance of friendships); Marriage (marriage for love versus arranged marriage; the marital ideal: characteristics of an ideal partner, factors affecting marital Happiness)	
<b>Unit II: Love</b>	<b>9</b>
Understanding love, Types of love; Theories of love (love styles; two-factor theory of love; Sternberg's triangular theory); Relationship satisfaction	
<b>Unit III: Distress in relationships</b>	<b>9</b>
Jealousy, Infidelity, Breakup, Divorce	
<b>Unit IV: Healing</b>	<b>9</b>
Understanding the dynamics of broken and flourishing relationships; Practicing positive relational attitudes like self-acceptance, gratitude, forgiveness	

**Course Learning Outcomes:**

- Increasing understanding regarding the dynamics of establishing, maintaining, and dissolving relationships
- To foster an understanding of love as a psychological construct
- Developing insights about distress in relationships (divorce, break-up, etc.) as well as the healing process
- Appreciating the importance of positive relational attitudes like self-acceptance, gratitude and forgiveness for healthy relationship

**Text / Reference Books:**

<b>AUTHOR</b>	<b>TITLE</b>	<b>PUBLISHER</b>	<b>YEAR OF PUBLICATION</b>	<b>ISBN</b>	<b>pages</b>
Daniel Goleman	Emotional Intelligence: Why It Can Matter More Than IQ	Bloomsbury India	2021	978-9354352805	352

John Karter	Introducing Psychology of Relationships: A Practical Guide	Icon	2012	978-1848313590	227
<a href="#">Steve Duck</a>	Human Relationships-4 <sup>th</sup> Edition	SAGE Publications Ltd	2017	9781412929981	312

**COURSE CODE: ENG 103 (COMMUNICATION SKILLS-II)**

L	T	P	Total Credits
1	0	0	1

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I: Basic Concepts in Communication</b>	<b>4</b>
Towards communicative competence; choosing the appropriate channel and medium of communication; ways to develop communication skills in the areas of Listening, Speaking, Reading, and Writing.	
<b>Unit II: Communication Types</b>	<b>5</b>
Nonverbal communication: detailed analysis, KOPPACT (Kinesics, Oculistics, Proxemics, Paralanguage, Artefacts, Chronemics, Tactilics).	
<b>Unit III: Communication and Technology</b>	<b>4</b>
Importance of digital literacy and communication on digital platforms.	
<b>Unit IV: Presentation Skills</b>	<b>5</b>
Planning, preparation, practice, and performance; audience analysis, audio-visual aids, analyzing the non-verbal communication, methods of delivery: impromptu, extemporaneous, memorization, manuscript, and outlining.	

**Course Learning Outcomes:**

- Students will be able to understand the basic processes of communication, both verbal as well as non-verbal—nature, scope, and power of communication processes.
- Students will be able to demonstrate cultural sensitivity in communication and appreciation of cultural variations of diverse socio-cultural contexts.
- Students will be able to develop an awareness of the role of mass media in shaping public psyche, beliefs, and perceptions about social realities and build an informed and critical perspective.
- Students will be able to analyze situations and audiences to make right choices about the most effective and efficient ways to communicate and deliver messages.
- Students will be able to assess various barriers in communication and develop communicative competence thereby for effective communication.

**Books/literature**

AUTHOR	TITLE	Publisher	Year of publication	ISBN	pages

P. D. Chaturvedi and Mukesh Chaturvedi	Business Communication: Concepts, Cases and Applications	Pearson Education	2006	9788131701720	729
Meenakshi Raman and Prakash Singh	Business Communication	Oxford University Press	2012	9780198077053	729
Jeff Butterfield	Soft Skills for Everyone	Cengage Learning	2017	9789353501051	640

**COURSE CODE: FOL103 (FRENCH GRAMMAR)**

L	T	P	Total Credits
1	0	0	1

**Course Contents/syllabus:**

	Teaching hours
<b>Unit-I : My family and my house</b>	<b>4</b>
Descriptors/Topics <ul style="list-style-type: none"> <li>• Talk about your family members.</li> <li>• Usage of possessive adjectives</li> <li>• Describe your house/apartment.</li> <li>• Prepositions of location</li> <li>• Negation</li> </ul>	
<b>Unit-II- Lifestyle</b>	<b>5</b>
Descriptors/Topics <ul style="list-style-type: none"> <li>• Talk about your hobbies and pastimes.</li> <li>• Usage of appropriate articles: definite and contracted.</li> <li>• Talk about your daily routine.</li> <li>• Usage of pronominal verbs</li> </ul>	
<b>Unit-III- In the city</b>	<b>5</b>
Descriptors/Topics <ul style="list-style-type: none"> <li>• Filling up a simple form</li> <li>• Ask for personal information.</li> <li>• Usage of interrogative adjectives</li> <li>• Give directions about a place.</li> <li>• Ordinal numbers</li> <li>• Usage of demonstrative adjectives</li> </ul>	
<b>Unit-IV- Week-end</b>	<b>4</b>
Descriptors/Topics <ul style="list-style-type: none"> <li>• Talk about your weekend plans.</li> <li>• Usage of disjunctive pronouns</li> <li>• Usage of Near Future tense</li> <li>• Talk about weather.</li> <li>• Write a simple post card</li> </ul>	

**Course Learning Outcomes:** At the end of this course,

- the students will be able to express themselves in writing and orally in basic French. This course content focuses on the speech of the students in a lucid and a concurrent manner using appropriate vocabulary and pronunciation techniques. Extra stress will be given on their understanding of grammatical structures and the foreign accent of the language. At the end of the course, the student shall be able to:
- Understand information; Express in his own words; Paraphrase; Interpret and translate.

- Apply information in a new way in a practical context.
- Analyze and break-down information to create new ideas.
- Evaluate and express opinion in a given context.

**Text / Reference Books:**

Author	Title	Publisher	Year	ISBN No	pages
Christine Andant, Chaterine Metton, Annabelle Nachon, Fabienne Nugue	A Propos - A1 Livre De L'Eleve, Cahier D' Exercices	Langers International Private Limited	2010	978-9380809069	-
<a href="#">Manjiri Khandekar and Roopa Luktuke</a>	Jumelage - 1 Methode De Fraincis - French	Langers International Private Limited	2020	978-9380809854	-
<a href="#">Michael Magne, Marie-Laure Lions-Olivieri</a>	Version Originale 1: Cahier d'exercices	Maison Des Langues	2010	9788484435617	80

**COURSE CODE: FOL104 (GERMAN GRAMMAR)**

L	T	P	Total Credits
1	0	0	1

**Course Contents/syllabus:**

	Teaching hours
<b>Module I: Time (Uhrzeit); People and the World: Land, Nationalität und Sprache</b>	<b>3</b>
<ul style="list-style-type: none"> <li>• Introduction of time</li> <li>• Read text related to time and teach the students the time expressions.</li> <li>• Exercises related to Time.</li> <li>• Adverbs of time and time related prepositions</li> <li>• Vocabulary: Countries, Nationalities, and their languages</li> <li>• Negation: "nicht/ kein"</li> <li>• Ja/Nein Fragen.</li> <li>• All the colors and color related vocabulary, adjectives, and opposites</li> <li>• Exercises and comprehension for the same.</li> </ul>	
<b>Module II: Irregular verbs (unregelmässige Verben)</b>	<b>6</b>
<ul style="list-style-type: none"> <li>• Introduction to irregular verbs and their conjugation e.g., fahren, essen, lesen etc</li> <li>• Read a text related to the eating habits of Germans.</li> <li>• Vocabulary: Obst, Gemüse, Kleiderstück with usage of irregular verbs</li> <li>• Free time and hobbies</li> <li>• Food and drinks</li> </ul>	
<b>Module III: Accusative case: articles and pronouns (Akkusativ Kasus: Artikel und Pronomen)</b>	<b>5</b>
<ul style="list-style-type: none"> <li>• Introduction to the concept of object (Akkusativ)</li> <li>• Formation of sentences along with the translation and difference between nominative and accusative articles</li> <li>• Usage of accusative Definite articles</li> <li>• Usage of accusative Indefinite articles</li> </ul>	
<b>Module IV: Accusative case: possessive pronouns (Akkusativ Kasus: Possessivpronomen) Family and Relationship</b>	<b>4</b>

<ul style="list-style-type: none"> <li>• Accusative Personal Pronouns: - Revision of the nominative personal pronouns and introduction of accusative. Applicability of pronouns for both persons and things.</li> <li>• Usage of accusative Personal Pronouns</li> <li>• Introduction of accusative possessive pronouns</li> <li>• Difference between nominative and accusative possessive pronouns</li> <li>• usage of accusative possessive pronouns</li> </ul>	
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**Course Learning Outcomes:** At the end of this course,

- the students will be able to express themselves in writing and orally in basic German. This course content focuses on the speech of the students in a lucid and a concurrent manner using appropriate vocabulary and pronunciation techniques. Extra stress will be given on their understanding of grammatical structures and the foreign accent of the language. At the end of the course, the student shall be able to:
  - Understand information; Express in his own words; Paraphrase; Interpret and translate.
  - Apply information in a new way in a practical context.
  - Analyze and break-down information to create new ideas.
  - Evaluate and express opinion in each context.

**Text / Reference Books:**

Author	Title	Publisher	Year	ISBN	pages
<a href="#">Rolf Bruseke</a>	Starten Wir A 1	Langers International Pvt Ltd (Max Hueber Verlag)	2017	978-3190160006	-
<a href="#">Giorgio Motta</a>	Wir Plus Grundkurs Deutsch für Junge Lerner Book	Ernst Kleit Verlag	2011	978-8183072120	248
Heimy Taylor, <a href="#">Werner Haas</a>	Station en Deutsch Self Study Course German Guide	Wiley	2007	978-0470165515	288

**COURSE CODE: ENV 106 (ENVIRONMENTAL STUDIES-II)**

L	T	P	Total Credits
2	0	0	2

**Course Contents/syllabus:**

	Teaching hours
<b>Unit-1- Environmental Pollution</b>	<b>9</b>
Environmental Pollution: types, Cause, effects, and controls –Air, water, soil, chemical and noise pollution. Nuclear hazard and human health risk Solid waste Management-control measures of urban and industrial waste. Pollution case studies.	
<b>Unit-2- Environmental Policies and practices</b>	<b>9</b>
Environmental Policies and practices: Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture.	

Environment laws: Environment Protection Act; Air (Prevention and Control of Pollution) Act; Water (Prevention and Control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act, international agreements: Montreal and Kyoto protocols and convention on biological diversity (CBD), The Chemical Weapons Convention (CWC). Natural reserves, tribal population and rights and Human-wildlife conflict in Indian context.	
<b>Unit-3- Human communities and the Environment</b>	<b>9</b>
Impacts on environment, human health, and welfare. Carbon footprint. Resettlements and rehabilitation of project affected persons, case studies. Disaster management: floods, earthquake, cyclone, and landslides. Environmental movements: Chipko, Silent valley, Bishnoi's of Rajasthan. Environmental ethics: Role of Indian and other religions and cultures in environmental conservation. Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).	
<b>Unit-4- Field work</b>	<b>9</b>
Visit to an area to document environmental assets: river/forest/flora/fauna, etc. Visit to local polluted Site-Urban/Rural/Industrial/Agricultural Study of common plants, insects, birds and basic principles of identification. Study of simple ecosystems-pond, river, Delhi Ridge, etc.	

**Course Learning Outcomes:** At the end of this course, the students will be able to develop:

- Appreciate the multi-disciplinary nature of environmental science.
- Understand natural resources and evaluate limitations surrounding renewable and non-renewable resources.
- Understand the nuances of ecosystem and learn about behavior of various ecosystem.
- Learn about the types, services and threats to our biodiversity and importance of conserving it.

**Text / Reference Books:**

<b>AUTHOR</b>	<b>TITLE</b>	<b>Publ ishe r</b>	<b>Year of public ation</b>	<b>ISBN</b>	<b>p a g e s</b>
William P. Cunningham, Mary Ann Cunningham	Principles of Environmental Science	McG raw- Hill	2019	9781 2602 1971 5	4 6 4
William P. Cunningham, Mary Ann Cunningham, Barbara Woodworth Saigo	Environmental Science: A global concern,	McG raw- Hill	2021	9781 2603 6382 1	6 4 6
Gurjar B. R., Molina L.T., Ojha C.S.P. (Eds.)	Air Pollution: Health and Environmental Impacts	CRC	2010	9781 4398 0962 4	5 5 6
Elaine M.A. and Bugyi G.(Eds.)	Impact of Water Pollution on Human Health and Environmental Sustainability (Practice, Progress, and Proficiency in Sustainability)	Idea Grou p, U.S	2016	978- 1466 6955 97	3 8 9

**COURSE CODE: INL108 (PUNJABI LANGUAGE AND LITERATURE 2)**

L	T	P	Total Credits
1	0	0	1

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I:</b>	<b>4.5</b>
ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਹਾਣੀ ਦਾ ਅਧਿਐਨ(ਕਥਾ ਕਹਾਣੀ)	
<b>Unit II:</b>	<b>4.5</b>
ਦਫ਼ਤਰੀ ਚਿੱਠੀ-ਪੱਤਰ	
<b>Unit III:</b>	<b>4.5</b>
ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਆਕਰਨ ਅਤੇ ਬਣਤਰ	
1. ਪੰਜਾਬੀ ਅਰਥ ਬੋਧ	
2. ਪੰਜਾਬੀ ਵਾਕ ਬੋਧ	
<b>Unit IV:</b>	<b>4.5</b>
ਪੰਜਾਬੀ ਭਾਸ਼ਾ: ਲਿੱਪੀ ਅਤੇ ਉਪਭਾਸ਼ਾਵਾਂ	
1. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਗੁਰਮੁਖੀ ਲਿੱਪੀ	
2. ਭਾਸ਼ਾ, ਉਪਭਾਸ਼ਾ,ਟਕਸਾਲੀ ਭਾਸ਼ਾ ਅਤੇ ਪੰਜਾਬੀ ਦੀਆਂ ਉਪਭਾਸ਼ਾਵਾਂ	

**Course Learning Outcomes:**

- Understand modern Punjabi poetry.
- Interpret the importance of essay writing.
- Analyze the essentials of composition writing.
- Examine the impact and importance of grammar on Punjabi language.

**Text / Reference Books:**

- ਸੁਰਿੰਦਰ ਸਿੰਘ ਖਹਿਰਾ (ਸੰਪਾ.), ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਆਕਰਨ ਅਤੇ ਬਣਤਰ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ਪਟਿਆਲਾ, 2015.
- ਡਾ. ਹਰਕੀਰਤ ਸਿੰਘ, ਕਾਲਜ ਪੰਜਾਬੀ ਵਿਆਕਰਨ ਅਤੇ ਲੇਖ ਰਚਨਾ, ਪੰਜਾਬ ਸਟੇਟ ਯੂਨੀਵਰਸਿਟੀ ਟੈਕਸਟ ਬੁੱਕ ਬੋਰਡ, ਚੰਡੀਗੜ੍ਹ, 1999.
- ਡਾ. ਹਰਬੰਸ ਸਿੰਘ ਧੀਮਾਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਵਿਆਕਰਣ, ਸੰਗਮ ਪਬਲੀਕੇਸ਼ਨ, ਸਮਾਣਾ, 2014.
- ਡਾ. ਪ੍ਰੇਮ ਪ੍ਰਕਾਸ਼ ਸਿੰਘ, ਸਿਧਾਂਤਕ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਮਦਾਨ ਪਬਲੀਕੇਸ਼ਨਜ਼, ਪਟਿਆਲਾ, 2002.
- ਡਾ. ਬੂਟਾ ਸਿੰਘ ਬਰਾੜ, ਪੰਜਾਬੀ ਵਿਆਕਰਨ ਸਿਧਾਂਤ ਅਤੇ ਵਿਹਾਰ, ਚੇਤਨਾ ਪ੍ਰਕਾਸ਼ਨ, ਪੰਜਾਬੀ ਭਵਨ, ਲੁਧਿਆਣਾ, 2012.

**COURSE CODE: INL 105 (HISTORY AND CULTURE OF PUNJAB FOR BA II)**

L	T	P	Total Credits
1	0	0	1

**Course Contents/syllabus**

	Teaching

	hours
<b>Unit I:</b>	<b>4</b>
The Mauryan Empire: Social, economic, and religious life Buddhism and Jainism: Impact on Punjab with special reference to 4th Buddhist Council. The Kushans: Impact of Kanishka's rule on Punjab	
<b>Unit II:</b>	<b>4</b>
Gandhara School of Art: Salient features. The Guptas: Cultural and scientific developments. Position of Women: Under the Mauryas, the Guptas and the Vardhanas.	
<b>Unit III:</b>	<b>5</b>
Depiction of Punjab in the accounts of Chinese travellers: Fahien and Huen Tsang: Main developments in literature. Education: Significant developments; Taxila	
<b>Unit IV:</b>	<b>5</b>
Society and Culture on the eve of the Turkish invasion of Punjab. Punjab in the Kitab-ul-Hind of Alberuni.	

**Course Learning Outcomes:**

- Understand the history of various cultures in Punjab.
- Interpret the importance of Maurayan, Gupta and Bhakti influences on Punjab
- Apply the teaching of Sikhism on the emergence of the Khalsa.
- Examine the impact societal changes on socio-cultural and physical landscape of Punjab.

**Text / Reference Books:**

Author	Title	Publisher	Ed/year	ISBN No	pages
L.M Joshi,	History and Culture of the Punjab, Part-I	Punjabi University, Patiala	1989, 3 <sup>rd</sup>	-	354
Buddha Prakash	Glimpses of Ancient Punjab	Punjabi University, Patiala,	1983	-	-
Khushwant Singh	A History of the Sikhs, vol I: 1469-1839,	oxford University Press, Delhi	1991	-	407

**B.A.+M.A. Integrated Psychology (H)-5years (3rd Semester)**

Sr No	Course Code	Course Title	Course Type	Credit Units			Total Credits
				L	T	P	
1	PSY 201	Foundation of	Core Courses	6	0	0	6

		Developmental Psychology					
2	PSY 202	Foundation of Counselling- I	Core Courses	6	0	0	6
3	PSY 203	Foundation of Clinical Psychology-1	Core Courses	4	0	4	6
4	PSY 204	Psychology of Work	Allied courses	6	0	0	6
		<b>Total Credits</b>			<b>Min Required: 24 Semester Credits: 24</b>		

**COURSE CODE: PSY201 (FOUNDATIONS OF DEVELOPMENTAL PSYCHOLOGY)**

**Course Contents/syllabus:**

L	T	P	Total Credits
6	0	0	6

	Teaching hours
<b>Unit I: Introduction</b>	<b>27</b>
Issues and theories in Developmental Psychology -Nature and nurture; continuity and discontinuity, plasticity in development. Theoretical Perspectives: Psychodynamic (Freud and Erikson); Behavioral (classical and operant conditioning; social cognitive learning theory). Cognitive (Piaget, information processing approaches). Socio-cultural (Vygotsky, Ecological model of Bronfenbrenner). Research methods: Longitudinal, cross sectional and sequential; ethics in research.	
<b>Unit II Domains of Development across life span – I</b>	<b>27</b>
Physical development (from infancy to late adulthood) Cognitive development and language development, Role of language in cognitive development	
<b>Unit III: Domains of Development across life span – II</b>	<b>27</b>
Socio-emotional development and Moral development, across life span. development of being able to: Form and sustain positive relationships. Experience, manage and express emotions.	
<b>Unit IV: Developmental issues in Indian context</b>	<b>27</b>
Issues of social relevance (gender, disability, and poverty) Developmental issues in children and adolescents Challenges of adulthood; Aging	

**COURSE LEARNING OUTCOMES:**

This program trains students in integrating the perspectives of multiple disciplines, to approach the research in human development with a critical eye, and to develop the skills that will allow them both to

conduct their own research and to apply them to contemporary, real-world situations Demonstrate an understanding of the biological, psychological, social, and cultural influences of lifespan human development-

- Demonstrate an understanding of how gender, ethnicity, class, historical period, and social location relate to the life course experience.
- Critically evaluate research relevant to human development as well as popular notions of human nature.
- Use the primary literature of the field to prepare a clear, organized summary of a topic.
- Understand and work effectively with a diversity of individuals and communities.
- Apply theory and research to contemporary problems and real-world situation.
- Design and implement research, analyze data appropriately, and judge the significance of findings.

**TEXT / REFERENCE BOOKS:**

Author	Title	Publisher	Year of publication	ISBN	pages
Berk, L. E.	Child development (9th Ed.).	Prentice Hall. Feldman	2010	9332585202	800
R. S., & Babu, N.	Discovering the life-span	Pearson.	2011	8131734021	508
Kakar, S.	The inner world: A psychoanalytic study of childhood and society in India (4th Ed.).	Oxford University Press.	2012	0198077157	-
Mitchell, P., & Ziegler, F.	Fundamentals of development: The psychology of childhood	Psychology Press	2007	1848720513	248
Papalia, D. E., Olds, S. W., & Feldman, R. D	Human development (9th Ed).	Tata McGraw-Hill.	2006	0070586918	827

**COURSE CODE: PSY202 (FOUNDATION OF COUNSELLING-I)**

L	T	P	Total Credits
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6	0	0	6
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**Course Contents/syllabus:**

	Hours
<b>Unit I: INTRODUCTION TO COUNSELLING</b>	<b>27</b>
Guidance- Definition, Concept- Counseling- Definition, Concept of Counseling – Evolution of Counseling in India and Abroad- Difference between Guidance and counseling Principles of Counseling-Theories of counseling-	
<b>Unit II: APPROACHES TO COUNSELLING</b>	<b>27</b>
Directive and Authoritative – Psycho analytic- Behaviorist – Humanistic – Eclectic- Stages of Counseling Types of counseling - Educational-Rehabilitation-Mental Health- Marriage and Family Workplace counseling	
<b>Unit III: PHILOSOPHICAL BASES</b>	<b>27</b>
The basic urge of life adjustment and its challenges in relation to women – Quest of happiness – Value System. Sociological Bases – The social nature of human – conservation of human energy – increasing complexity of today’s world -Educational sociology	
<b>Unit IV: PSYCHOLOGICAL BASES</b>	<b>27</b>
The phenomenon of behavior and individual differences – The nature of personalities – concept of self – self-actualization – Psychological Education for Women- Psychological determinants – Behavioral – Cognitive-Humanistic.	

**COURSE LEARNING OUTCOMES:** After studying this Unit, you would be able to:

- Understand the significance of counselling process.
- Have basic understanding and knowledge of counselling process.
- Explain the basic stages of counselling processes.
- Comprehend the factors influencing counselling process.
- Explain the ethical issues in counselling.

**Text / Reference Books:**

Author	Title	Publisher	Year of publication	ISBN	pages
Aguilera, D.C.	Crisis Intervention: Theory and Methodology (8thEd.)	Mosby	1998	9780815126042	335
Belkin, G. S.	Introduction to Counseling	Brown	1998	9780697066932	630
Capuzzi,D. &Gross, D. R.	Counselling and Psychotherapy: Theories and Interventions	Wiley	2007	9781556202717	403
Sharf, R. S	Theories of	CENGAGE	2012	978130508732	768

	Psychotherapy and Counseling: Concepts and Cases				
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**COURSE CODE: PSY203 (FOUNDATION OF CLINICAL PSYCHOLOGY-I)**

L	T	P	Total Credits
4	0	4	6

**Course Contents/syllabus:**

	Hours
<b>Unit I: Introduction</b>	<b>18</b>
Definition of Clinical Psychology, Historical development of Clinical Psychology in (with special reference to India), Ethics of the profession. Concept of Abnormal behavior. practical application of research methodologies and findings in the diagnosis.	
<b>Unit II: Clinical Assessment and Classification</b>	<b>18</b>
Clinical Assessment: Clinical Interview (emphasis on Mental Status Examination MSE and Case History Interview), Observation, Psychological testing, neuropsychological testing and interviews. Classification and Diagnosis: Classification models: DSM V (latest) and ICD (latest)	
<b>Unit III: Anxiety and Obsessive-Compulsive Disorders: Clinical Picture and Etiology</b>	<b>18</b>
Generalized Anxiety Disorder Specific Phobia and Social Anxiety Disorder (Social Phobia) Panic Disorder Obsessive-Compulsive disorder Clinical picture and etiology	
<b>Unit IV: Trauma &amp; Stressor-related, Dissociative and Personality Disorders: Clinical Picture &amp; Etiology</b>	<b>18</b>
Adjustment Disorder Post-Traumatic Stress Disorder Dissociative Identity Disorder Personality Disorders (Clusters A, B and C): Only Clinical Picture	

**PRACTICAL'S: (36 H)**

1. Raven's test of intelligence (all forms)
2. Bhatia's battery of intelligence tests
3. Multiphasic Personality questionnaire
4. Children' apperception test
5. Thematic apperception test

**Course Learning Outcomes:** At the end of this course,

- student will be able to develop an understanding of the concepts.
- Developing a foundational knowledge of Clinical Psychology, its historical development (especially w.r.t India) and professional ethics.

- Acquiring knowledge and skills for distinguishing normal and abnormal behaviour and learn the criteria of determining abnormality.
- Developing competencies for assessing the psychological functioning of individuals through techniques such as psychological assessment, observation, and interviewing.
- Developing familiarity with the current diagnostic systems (current edition of the Diagnostic and Statistical Manual of Mental Disorders and International Classification of Diseases- Mental Disorder section)
- Acquiring knowledge about anxiety disorders and Trauma & Stressor-related, Dissociative and Personality Disorders.
- Developing sensitivity towards individual and cultural diversity and understanding its implication in clinical work especially within the Indian context.
- Understanding the essence of a reflective practitioner by engaging in reflective processes that make him or her aware of his or her strengths and vulnerabilities.

**Text / Reference Books:**

Author	Title	Publisher	Year of publication	ISBN	Pages
Butcher, J.N., Hooly, J. M, Mineka, S. & Dwivedi, C.B	Abnormal Psychology	Pearson	2017	9332579407	733
Hecker, J. E., & Thorpe, G. L.	Introduction to clinical psychology	Pearson Education	2005	0205277748	624
Llewelyn, S., Murphy, D. (Eds.)	What is clinical psychology?	Oxford University Press	2014	019968149X	304
Sommers-Flanagan, J. & Sommers-Flanagan, R.	Clinical Interviewing.	Wiley	2017	1119215587	704

**COURSE CODE: PSY204 (PSYCHOLOGY OF WORK)**

L	T	P	Total Credits
6	0	0	6

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I: Introduction to I/O Psychology</b>	<b>27</b>
Introduction to I/O Psychology: Definition, Brief History, Contemporary Trends and Challenges. Issues of recruitment, selection and placement, training and development, performance measurement, workplace motivation and reward systems, quality of work life, structure of work and human factors, organizational development, and consumer behaviour.	

<b>Unit II: Work Motivation</b>	<b>27</b>
Work Motivation: Theories and applications: Maslow, Herzberg, Goal Setting, Expectancy, Equity. Development of an action plan designed to motivate and guide a person or group toward a goal.	
<b>Unit III: Communication in Organizations</b>	<b>27</b>
Communication in Organizations: Communication process, purpose of communication in organizations, barriers to effective communication, managing communication. Effects of organizational <i>communication</i> on the organizational commitment, emphasizing the importance of <i>communication</i> .	
<b>Unit IV: Leadership</b>	<b>27</b>
Leadership: Early approaches to leadership and its styles, contemporary approaches to leadership. Transformational & Transactional Leadership. Importance and relevance.	

**Course Learning Outcomes:**

- Understanding the meaning and theoretical foundations of I/O Psychology
- Knowing how to apply knowledge of I/O Psychology to the real work settings.
- Demonstrate an understanding of how to apply psychological principles and research methods to improve the overall work environment, including performance, communication, professional satisfaction, and safety.
- Critically evaluate research relevant to examination of individual and group behaviour, and the overall function, within the workplace.

**Text / Reference Books:**

Author	Title	Publisher	Year of publication	ISBN	pages
Greenberg, J. & Baron, R.A.	Behavior in Organizations	Dorling Kindersley	2007	97810136090192	720
Robbins, S. P. & Judge, T.A.	Essentials of Organizational Behavior	Prentice Hall of India	2008	97810134523857	400
Steve Duck	Human Relationships-4 <sup>th</sup> Edition	SAGE Publications Ltd	2017	9781412929981	312

**B.A.+M.A. Integrated Psychology (H)-5years (4<sup>th</sup> Semester)**

Sr No	Course Code	Course Title	Course Type	Credit Units			Total Credits
				L	T	P	
1	PSY-207	Foundation of Clinical Psychology-2	Core Courses	4	0	4	6
2	PSY-208	Foundation of Counseling-II	Core Courses	6	0	0	6
3	PSY-209	Introduction to Personality	Core Courses	6	0	0	6
4	PSY-210	Inter Group Relationship	Allied courses	6	0	0	6
<b>Total Credits</b>				<b>Min Required: 24 Semester Credits: 24</b>			

**COURSE CODE: PSY207 (FOUNDATION OF CLINICAL PSYCHOLOGY-2)**

L	T	P	Total Credits
4	0	4	6

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I: Bipolar, and Depressive Disorders: Clinical Picture and Etiology</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• Bipolar-I and Bipolar-II Disorders</li> <li>• Major Depressive Disorder Clinical Picture and Etiology</li> </ul>	
<b>Unit II: Schizophrenia:</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• Schizophrenia Clinical Picture and Etiology</li> </ul>	
<b>Unit III: Neurodevelopmental Disorders: Clinical Picture and Etiology</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• Intellectual Disability</li> <li>• Autism Spectrum Disorder</li> <li>• Attention Deficit/Hyperactivity Disorder Clinical Picture and Etiology</li> </ul>	
<b>Unit IV: Treatment of Abnormal Behaviour:</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• Biological Approaches</li> <li>• Psychological Approaches: Behavioral, Cognitive, Humanistic, Psychoanalytic.</li> <li>• Indian Approaches: Guru-Chela relationship and Logotherapy: Vedantic Approach. Clinical Picture and Etiology</li> </ul>	

**PRACTICALS: (36 HRS)**

1. MMPI-2
2. Beck Cognitive Inventories

**COURSE LEARNING OUTCOMES:** This program trains students in integrating the perspectives of multiple disciplines, to approach the research in human development with a critical eye, and to develop the skills that will allow them both to conduct their own research and to apply them to contemporary, real-world situations Demonstrate an understanding of the biological, psychological, social and cultural influences of lifespan human development-

- Demonstrate an understanding of how gender, ethnicity, class, historical period, and social location relate to the life course experience.
- Critically evaluate research relevant to human development as well as popular notions of human nature.
- Use the primary literature of the field to prepare a clear, organized summary of a topic.
- Understand and work effectively with a diversity of individuals and communities.
- Apply theory and research to contemporary problems and real-world situation.
- Design and implement research, analyze data appropriately, and judge the significance of findings.

**Text / Reference Books:**

Author	Title	Publisher	Year of publication	ISBN	pages
Butcher, J.N., Hooly, J. M, Mineka, S. & Dwivedi, C.B	Abnormal Psychology	Pearson	2017	9332579407	733
Comer, R. J.	Abnormal psychology	Worth publishers	2015	1319066941	667
Nevid, J., Rathus, S., & Greene, B.	Abnormal psychology in a changing world.	Pearson Prentice Hall.	2014	0134484924	688
Mitchell, P., & Ziegler, F.	Fundamentals of development: The psychology of childhood	Psychology Press	2007	1848720513	248
Papalia, D. E., Olds, S. W., & Feldman, R. D	Human development (9th Ed).	Tata McGraw-Hill.	2006	0070586918	827

**COURSE CODE: PSY208 (FOUNDATION OF COUNSELING - II)**

L	T	P	Total Credits
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6	0	0	6
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**Course Contents/syllabus:**

	Hours
<b>Unit I: QUALITIES OF A COUNSELLOR</b>	<b>27</b>
<ul style="list-style-type: none"> <li>Professional qualities, Personal qualities, Communication skills, Acceptance, Empathy, Problem-solving skills, Rapport-Building skills, Flexibility, Self-awareness, Multicultural Competency, Human skills, Practice Management skills– Client-centered – Counselor Centered- Relationship between Counselor and Client</li> </ul>	
<b>Unit II: Rational</b>	<b>27</b>
<ul style="list-style-type: none"> <li>Emotive Therapy – Gestalt Therapy-Cognitive therapy- Psychoanalytic therapy- Egan Model of Counseling – Preliminary I, II, III stages of Counseling – Individual, Group Transaction Analysis/ Behavior Therapy- Transference-Counter Transference</li> </ul>	
<b>Unit III: COUNSELLING STANDARDS</b>	<b>27</b>
<ul style="list-style-type: none"> <li>Ethical and Legal – Counselling Faculty – Certification – Selection and Training of Counsellors - Government schemes and trainings for counsellor.</li> </ul>	
<b>Unit IV : INTERPERSONAL DEVELOPMENT</b>	<b>27</b>
<ul style="list-style-type: none"> <li>Counsellor skill development-interpersonal relationship-communication-emotional maturity- Personality development.</li> </ul>	

**Course Learning Outcomes:** After studying this Unit, you would be able to:

- understand the significance of counselling process.
- have basic understanding and knowledge of counselling process.
- explain the basic stages of counselling processes.
- comprehend the factors influencing counselling process.
- Explain the ethical issues in counselling.

**Text / Reference Books:**

Author	Title	Publisher	Year of publication	ISBN	pages
Aguilera, D.C.	Crisis Intervention: Theory and Methodology (8thEd.)	Mosby	1998	9780815126042	335
Belkin, G. S.	Introduction to Counseling	Brown	1998	9780697066932	630
Capuzzi, D. & Gross, D. R.	Counselling and Psychotherapy: Theories and Interventions	Wiley	2007	9781556202717	403
Sharf, R. S.	Theories of Psychotherapy and Counseling: Concepts and Cases	CENGAGE	2012	9781305087321	768

**COURSE CODE: PSY209 (INTRODUCTION TO PERSONALITY)**

L	T	P	Total Credits
6	0	0	6

**Course Contents/syllabus:**

	Hours
<b>Unit I: Introduction to personality</b>	<b>27</b>
<ul style="list-style-type: none"> <li>• Concept and Definition of personality</li> <li>• Role of Factors in the Development of Personality (heredity and environment)</li> <li>• Assessment of personality</li> </ul>	
<b>Unit II: Western approaches to personality – I</b>	<b>27</b>
<ul style="list-style-type: none"> <li>• Trait and Type Approaches (including Eastern Perspective such as “Tri-guna”theory)</li> <li>• Socio-cognitive Approach to Personality</li> </ul>	
<b>Unit III: Western approaches to personality – II</b>	<b>27</b>
<ul style="list-style-type: none"> <li>• Psychoanalytical Approach to Personality</li> <li>• Humanistic Approach to Personality</li> </ul>	
<b>Unit IV: Understanding self through Eastern Perspectives</b>	<b>27</b>
<ul style="list-style-type: none"> <li>• Understanding self through Mimamsa, Vedanta, Samkhya and Yoga</li> <li>• Understanding self through Sufi and Buddhist tradition</li> <li>• Understanding Self through Sri Aurobindo’s Integral Yoga</li> </ul>	

**Course Learning Outcomes:** At the end of this course, student will be able to develop an understanding of the concepts.

- Knowledge of the psychological theories and research in the field of personality psychology.
- Understanding of the role of psychodynamic, trait dimension, biological, humanistic, behavioral, and cognitive approaches to personality.
- Familiarity with the research methods and ethical considerations appropriate for the study of personality psychology.
- Ability to apply course materials to assessments of their own and others’ personalities.

**Text / Reference Books:**

Author	Title	Publisher	Year of publication	ISBN	Pages
Carducci, B. J.	The psychology of personality: Viewpoints, research & application.	Wiley	2009	9781405136359	736
Ciccarelli, S. K., & Meyer, G. E.	Psychology	Pearson	2010	9780131839594	792

Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.)	Foundations of Indian psychology—Theories and concepts	Pearson	2011	B00AYDNY4C	330
Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (Eds.)	Handbook of Indian psychology	Foundation Books	2008	978175966025	270
Patnaik, D.	My Gita	Rupa Publications India	2015	978129137704	256

**COURSE CODE: PSY210 (INTERGROUP RELATIONS)**

L	T	P	Total Credits
6	0	0	6

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I: Nature of intergroup relations</b>	<b>27</b>
Nature of intergroup relations: Cooperation vs. competition; Classical study of Robbers cave experiment; Realistic conflict theory. Interactions between individuals in different social group and interactions taking place between the groups themselves collectively.	
<b>Unit II: Social categorization and conflict</b>	<b>27</b>
Social categorization and conflict: Ingroup vs. outgroup; Consequences of social categorization: Cognitive biases & stereotypes, conflict, and social categorization; Minimal ingroup situation.	
<b>Unit III: Cultural aspects of intergroup relations</b>	<b>27</b>
Cultural aspects of intergroup relations: Social identity, Stereotypes: National & ethnic stereotypes cases for Indian context.	
<b>Unit IV: Resolving intergroup conflict</b>	<b>27</b>
Resolving intergroup conflict: Intergroup contact; Promoting intergroup cooperation; Conflict management strategies: Collaborating, competing, accommodating, avoiding & compromising.	

**Course Learning Outcomes:**

- Demonstrate advanced knowledge of the core domains of intergroup relation.
- Develop the intellectual skill of critical reflection when considering the diversity of theoretical and empirical perspectives that underpin the study of intergroup relations.
- Show key intellectual skills when critically evaluating theoretical and empirical literature on intergroup relations.
- Develop the skill to apply the theoretical models to real-life social contexts.
- Develop the transferable skills to communicate and evaluate analyses of intergroup relations in speech and writing.

**Text / Reference Books:**

Author	Title	Publisher	Year of publication	ISBN	pages
Baron, R.A., Branscombe, N.R, Byrne,D. & Bhardwaj, G.	Social psychology	Pearson	2009	8131728714	404
Austin, W.G. & Worchel.S.	Psychology of Intergroup Relations	Nelson-Hall Publishers	1986	0830410759	369
Miller, N.& Breuer, M.B.	Intergroup Relations (Mapping Social Psychology)	Open University Press	1996	0335209890	160

**B.A.+M.A. Integrated Psychology (H)-5years (5<sup>th</sup> Semester)**

Sr No	Course Code	Course Title	Course Type	Credit Units			Total Credits
				L	T	P	
1	PSY-301	Cognitive Psychology for BA	Core Courses	4	0	4	6
2	PSY-302	Foundation of Social Psychology	Core Courses	6	0	0	6
3	PSY- 303	Human Resource Management in psychology	Specialized Elective courses	6	0	0	6
4	PSY- 304	Forensic Psychology	Specialized Elective courses	6	0	0	6
5	PSY-305	Psychology & Mental Health	Allied courses	2	0	0	2
6		Internship		0	0	0	0
		<b>Total Credits</b>			<b>Min Required: 26</b>		

			<b>Semester Credits: 26</b>
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**COURSE CODE: PSY301 (COGNITIVE PSYCHOLOGY FOR BA)**

L	T	P	Total Credits
4	0	4	6

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I: Introduction to Cognitive Psychology</b>	<b>18</b>
Nature, History, and Methods in Cognitive Psychology 1 Approaches-Experimental Cognitive Psychology, Cognitive Neuroscience and Cognitive neuropsychology. Paradigms of Cognitive Psychology: Information-Processing Approach, Connectionist Approach, Evolutionary Approach, Ecological Approach	
<b>Unit II: Attention &amp; Consciousness</b>	<b>18</b>
Types: Selective Attention, Divided Attention and Sustained Attention. Theories: Early and Late Selection, Capacity and Mental Effort Models. Consciousness: Nature, Types and Functions	
<b>Unit III: Memory Process</b>	<b>18</b>
Encoding, Storage and retrieval. Metaphors of Memory: Sensory, Short-term, and Long-term. Working Memory, and Mnemonics Everyday Memory: Autobiographical Memory, Eyewitness Memory and Prospective Memory	
<b>Unit IV: Reasoning and Decision Making</b>	<b>18</b>
Types of Reasoning: Inductive and Deductive. Approaches to Reasoning: Componential, Rules/Heuristics and Mental Models. Heuristics and Biases in Decision Making ('Cognitive Illusions'): Availability, Representativeness, Framing Effect and Hindsight Bias.	

**PRACTICALS- (36H)**

- 1.Division of attention board.
- 2.cognitive ability test by Madhu Gupta and Bindiya Lakhani
- 3.long term memory and short-term memory by Beena Srivastava.
- 4.Analytical reasoning ability scale by Nilabh Tiwari.

**COURSE LEARNING OUTCOMES:**

- Analyze and critically reflect on central experimental findings, and on core cognitive processes in areas such as perception, attention, memory, consciousness, reasoning and the extent to which human thought can be considered rational, judgement and decision-making including advantages and disadvantages of heuristic processing, problem solving, creativity, risk assessment, and how emotion influences cognitive processes.
- Apply knowledge of cognitive processes to help understand cognitive deficits in certain clinical populations, and to facilitate clinical evaluations and decisions.
- Analyze and critically reflect on current theory and research within cognitive psychology, be able to place these in a historical context, and be able to apply cognitive psychology to professional reasoning.
- Compare and contrast the theories of used in the scientific study of cognitive psychology.

**Text / Reference Books:**

AUTHOR	TITLE	PUBLISHER	YEAR OF PUBLICATION	ISBN	pages
Mark T. Keane & Michael W. Eysenck	Cognitive Psychology: A Student's Handbook	Psychology Press	2000	978-0863775512	948
Ling	Psychology Express: Cognitive Psychology	Pearson Education India	2013	978-9332517080	256
Solso	Cognitive Psychology	Pearson Education	2014	978-9332536739	532

**COURSE CODE: PSY302 :(FOUNDATION OF SOCIAL PSYCHOLOGY)**

L	T	P	Total Credits
6	0	0	6

**Course Contents/syllabus:**

	Hours
<b>Unit I: Psychology of the Social</b>	<b>27</b>
The meaning of 'social'; Key assumptions and approaches to social psychology; Overview of the history of social psychology (including India); Relationship with sociology and anthropology; Areas of application: Health, Law, Workplace. Social psychology and sustainable future	
<b>Unit II: Understanding and evaluating the social world</b>	<b>27</b>
Self and its processes: Self-concept, Self-esteem, and self-presentation; Social identity and its functions. Social Cognition, Social perception, Attitudes, Attitude-behavior link; Strategies for attitude change.	
<b>Unit III: Social interaction and Influence:</b>	<b>27</b>
Interpersonal attraction, Pro-Social Behavior, Aggression, Social influence. By-stander effect, conformity, stereotype, social facilitation.	
<b>Unit IV: Group Dynamics and inter-group relations</b>	<b>27</b>
Nature of groups, Consequences of belonging - performance, decision making, cooperation and conflict. Nature of intergroup relations-prejudice, inter-group conflict, Intervention techniques.	

**Course Learning Outcomes:** After studying this Unit, you would be able to:

- Demonstrate the ability to articulate independently and creatively about human Social Behavior and the cultural influences that affect our behavior.
- Describe, discuss, and analyze major issues and concepts in the field of Social Psychology.
- Compare and contrast the research methodologies used in the scientific study of human Social Behavior.
- Demonstrate the ability to state the fundamental principles of Social Psychology.

**Text / Reference Books:**

AUTHOR	TITLE	PUBLISHER	YEAR OF PUBLICATION	ISBN	pages
<a href="#">R. Branscombe</a> , <a href="#">Nyla, A. Baron</a> , <a href="#">Robert, Kapur Preeti</a>	Social Psychology	Pearson	2017	978-9332586116	592
Gopa Bhardwaj	Fundamentals of Social Psychology	Pearson	2011	978-8131759530	244
Peter B Smith, Ronald Fischer, Vivian L. Vignoles, Michael H. (Harris) Bond	Understanding Social Psychology Across Cultures: Living and Working in a Changing World	SAGE Publications Ltd	2013	978-1446267103	480

**COURSE CODE: PSY303 (HUMAN RESOURCE MANAGEMENT IN PSYCHOLOGY)**

L	T	P	Total Credits
6	0	0	6

**Course Contents/syllabus:**

	Hours
<b>Unit I: Human Resource Management</b>	<b>27</b>
Strategic and traditional HRM, HR manager proficiencies Changing role and changing environment of HRM Labor legislation in India. Understanding policies, practices, and activities concerned with the management of people in organizations.	
<b>Unit II: Person-organization Fit</b>	<b>27</b>
Job Analysis Recruitment and selection Performance management system. organizational functions and processes including staffing the organization, designing jobs	

<b>Unit III: Human Resource Development</b>	<b>27</b>
Training need analysis (competency mapping), methods of training. Learning and development Career development. understanding of managing people from psychological perspective through understanding behaviour, attitudes, motivation and wellbeing.	
<b>Unit IV: International HRM</b>	<b>27</b>
Understanding cultural and contextual differences, Context of globalization, Forms of IHRM/ Types of cross-national organizations (Domestic, International, Multinational, Global, Transnational)	

**Course Learning Outcomes:** At the end of this course, student will be able to develop an understanding of the concepts.

- To develop the understanding of the concept of human resource management and to understand its relevance in organizations.
- To develop necessary skill set for application of various HR issues.
- To analyze the strategic issues and strategies required to select and develop manpower resources.
- To integrate the knowledge of HR concepts to take correct business decisions.

**Text / Reference Books:**

<b>AUTHOR</b>	<b>TITLE</b>	<b>PUBLISHER</b>	<b>YEAR OF PUBLICATION</b>	<b>ISBN</b>	<b>PAGES</b>
<a href="#">Gary Dessler &amp; Biju Varrkey</a>	Human Resource Management-16 <sup>th</sup> Edition	Pearson Education	2020	978-9353942205	760
Dr. Vaman R. Naik, Shreeyash Sohani, Dr. Sonali Saha	Human Resource Management	Thakur Publication	2020	B09C67TP49	456
Decenzo D A	Human Resource Management-11 <sup>th</sup> Edition	John Wiley	2015	9788126553785	448
K Aswathappa	Human Resource Management : Text And Cases : 8th Edition	McGraw Hill Education (India) Private Limited	2017	9789352605439	858
Dipak Kumar Bhattacharya	Human Resource Planning-3 <sup>rd</sup> Edition	Excel Books	2016	978-9350620571	497

R Wayne Mondy	Human Resource Management-12 <sup>th</sup> Edition	Pearson	2010	9780132553001	456
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**COURSE CODE: PSY 304 (FORENSIC PSYCHOLOGY)**

L	T	P	Total Credits
6	0	0	6

**Course Content/ Syllabus**

	Lecture Hours
<b>Unit I: Introduction</b>	<b>27</b>
Defining forensic psychology History of forensic psychology The roles of the Forensic Psychologist: Clinical and Experimental	
<b>Unit II: The Psychologist in Court</b>	<b>27</b>
Expert evidence, Forensic reports Pre-trial preparation, Forensic portfolio Examination in chief, Cross Examination	
<b>Unit III: Eyewitness Testimony and False Confession</b>	<b>27</b>
The accuracy of witness evidence Eyewitness evidence in court Consequences and types of false confession	
<b>Unit IV: Profile Analysis</b>	<b>27</b>
Nature of profiling work FBI Profiling – Stage 1: Data assimilation stage. Stage 2: Crime scene classification. Stage 3: Crime scene reconstruction. Stage 4: Profile generation Statistical/Actuarial profiling	

**Course Learning Outcomes:** At the end of this course, the students will be able.

- Students will be able to demonstrate an understanding how various theories and principles of psychology are applied in the court of law and criminal justice system.
- Students will be able to demonstrate understanding the roles of forensic psychologists and psychologists in court and demonstrating knowledge of key issues in forensic psychology including eyewitness testimony and false confession.
- Students will be able to Develop a working knowledge and understanding of the basic theory and methods of investigation used in forensic psychology with an emphasis on crime scene analysis and forensic psychological tools.
- Students will be able to Demonstrate ability to developing offender or criminal profiling.

**Text / Reference Books:**

<b>AUTHOR</b>	<b>TITLE</b>	<b>Publisher</b>	<b>Year of publication</b>	<b>ISBN</b>	<b>Pages</b>
Ronet Bachman & Russell K. Schutt,	Fundamentals of Research in Criminology and Criminal Justice	SAGE	2008	9781412960526	432
Connor Whiteley	Forensic Psychology	CGD Publishing	2020	9781914081101	294
Navin Kumar	Criminal Psychology	Lexis Nexis; First Edition	2015	978-9351434238	240
IB Weiner	The Handbook of Forensic Psychology	John Wiley & Sons Inc; 4th edition	2012	978-1118348413	944

**COURSE CODE: PSY305 (PSYCHOLOGY & MENTAL HEALTH)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Credits</b>
<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**Course Contents/syllabus:**

	<b>Teaching hours</b>
<b>Unit I: Introduction to Mental Health</b>	<b>9</b>
Concept of mental health. Issues of mental health in India and the globe: Some common conditions and their epidemiology Importance of mental health, identify mental health challenges to help reduce the stigma of mental illness	
<b>Unit II: Anxiety, Depression &amp; Suicide</b>	<b>9</b>
Anxiety: Signs and Symptoms. Depression: Signs and Symptoms, Causes. Suicide: Preventative treatment measures, becoming gatekeepers of suicide	
<b>Unit III: Intervention</b>	<b>9</b>
Recognizing the signs that someone may need support Knowing what to do and what not to do when a person reaches out for help. Psychological first aid: Utilizing the RAPID model (Reflective listening, Assessment of needs, Prioritization, Intervention, and Disposition), guiding the person towards appropriate professional help.	
<b>Unit IV: Mental Health Practice &amp; Care</b>	<b>9</b>
Counseling, therapy, guidance, mentoring. Peer mentoring: concept and skills	

**Course Learning Outcomes:**

- Be able to describe the major concepts, language, and major theories of the disciplines relevant to psychology.
- Be able to critically evaluate and analyze theoretical perspectives, historical trends and empirical findings that address psychology.
- Be able to describe and apply ethical principles pertaining to all aspects of the disciplines relevant to psychology.
- Developing insights into the sense of importance of mental health and its various facets.

**Text / Reference Books:**

AUTHOR	TITLE	PUBLISHER	YEAR OF PUBLICATION	ISBN	pages
Charles R Strother	Psychology and Mental Health	Literary Licensing, LLC	2012	978-1258379438	162
Sigmund Freud	Psychopathology of Everyday Life	Fingerprint! Publishing	2021	978-9354402203	116
G Sarason Irwin and R Sarason Barbara	Abnormal Psychology the Problem of Maladaptive Behavior 11Th Edition	PEARSON INDIA	2017	9789332584846	728

**B.A.+M.A. Integrated Psychology (H)-5years (6<sup>th</sup> Semester)**

Sr No	Course Code	Course Title	Course Type	Credit Units			Total Credits
				L	T	P	
1	PSY-	Quantitative Data Analysis	Core Courses	6	0	0	6
2	PSY-	Introduction to Indian Psychological Thoughts	Core Courses	6	0	0	6
3	PSY-	Environmental	Specialized	6	0	0	6

		Psychology	Elective courses				
4	PSY-	Psychology of Health & Yoga	Specialized Elective courses	4	0	4	6
5	PSY-	Community Psychology	Allied courses	2	0	0	2
		<b>Total Credits</b>			<b>Min Required: 26 Semester Credits: 26</b>		

**COURSE CODE: PSY (QUANTITATIVE DATA ANALYSIS)**

L	T	P	Total Credits
6	0	0	6

**Course Content/ Syllabus**

	Lecture Hours
<b>Unit I : Nature of Quantitative Data and Descriptive Statistics in Psychology</b>	<b>27</b>
Levels of measurement ,Measures of central tendency: Characteristics and computation of mean, median and mode Measures of variability or dispersion: Characteristics and computation of range, semi-interquartile range, standard deviation, variance Derived scores: Standard scores (z-scores, T-scores- (meaning and calculations), percentiles scores and percentile ranks (meaning and calculations), normalized standard scores (Stens and Stanines, normalized T scores - meaning)	
<b>Unit II: Normal distribution and Correlation</b>	<b>27</b>
Normal distribution Curve (NPC): Nature, Properties and application of NPC; deviation from NPC: Skewness and kurtosis; finding areas when the score is known, finding the scores when the area is known. Correlation: Calculation of Pearson's and Spearman coefficient, Correlation, and its significance; factors affecting correlation	
<b>Unit III: Inferential Statistics (parametric) in Psychology</b>	<b>27</b>
Hypothesis testing: Logic of hypothesis testing, Z and Student's t test- Assumptions and computation of single & double means (dependent & independent) Type I & II errors, power of a test. (a) Hypothesis testing for more than two means: Logic of ANOVA, Sources of variance, assumptions and computation of one-way ANOVA	
<b>Unit IV: Non-parametric tests</b>	<b>27</b>
Nature and assumptions Chi-square: Assumptions and computation of Chi-square	

**Course Learning Outcomes:** At the end of this course, the students will be able.

- Students will be able to Develop skills to use quantitative techniques such as measures of central tendency, variability, and correlation.
- Students will be able to Know how to use the normal probability curve as a model in scientific theory.
- Students will be able to Grasp concepts related to hypothesis testing and developing related computational skills.
- Students will be able to Learn basic techniques of descriptive and inferential statistics (parametric as well as non-parametric)

**Text / Reference Books:**

AUTHOR	TITLE	Publisher	Year of publication	ISBN	Pages
Broota, K.D	Experimental Design in Behavioral Research	John Wiley & Sons	1990	978-0470216415	460
Minium, E. W., King, B. M., & Bear, G.	Statistical Reasoning in Psychology and Education	John Wiley & Sons; 3rd Edition	1993	978-0471821885	608
Mohanty, B.	Statistics for behavioral and social sciences.	SAGE	2015	978-9351501817	1036

**COURSE CODE: PSY: (INTRODUCTION TO INDIAN PSYCHOLOGICAL THOUGHTS)**

L	T	P	Total Credits
6	0	0	6

**Course Contents/syllabus:**

	Hours
<b>Unit I: Introduction</b>	<b>27</b>
Introduction to Indian psychological thought – what is psychology and what could it be: alternative perspectives; what the Indian tradition can contribute: a psychology friendly philosophy; rigorous methods of enquiry in the subjective domain; effective methods for therapy and the harmonious development of the individual and the society; Consciousness as the foundation of reality; a short historical overview of Indian thought focusing on the common thread; how different concepts of consciousness affect the relation between self, others and world and lead to different perspectives on the aim of life.	

Types of knowledge and how to improve our understanding – knowledge for different purposes; vidya and avidya; Sri Aurobindo’s 4 types of knowledge; stages in experiential learning; self-knowledge for its own sake, for healing, and for developing one’s potential; sources of error and how to eliminate them: higher and inner knowledge -- basic methods to arrive at them; a first look at the methods of rigorous subjective enquiry	
<b>Unit II: Self and Personality</b>	<b>27</b>
Who am I? – different Indian traditions on the self and the structure of personality; the character and location of the border between self and world; personality types; emotion and attitudes; states of consciousness and their effect on perception and quality of life; possibilities for increasing our perceptiveness; emotions as colors of perception; rasa and bhava; detachment and commitment. Individual development – various determinants of who and how we are; prenatal influences; past impressions and formations during childhood, adolescence, and adulthood; ashramas then and now; immediate and ultimate aims of development; processes involved in willed, self-chosen development. Health and healing – perspectives on suffering, growth and healing; positive and negative motivations for change; yoga-based coping techniques ranging from surface-adjustment to deep inner transformation.	
<b>Unit III: Self in action</b>	<b>27</b>
Self in the social context – relationships with family, friends and partners, social groups, work and the world; relationship with oneself and oneself, group membership by birth and by choice; roles and hierarchies; shifting identities; positive and negative group-derived values and judgments. Motivation, action, and agency – identifying the various dynamisms behind action; perspectives on karma, fate and free will. Can there be motiveless, egoless action?	
<b>Unit IV: Applications of Indian psychology: A first look</b>	<b>27</b>
Counselling and therapy – vipassana and mindfulness; Hathayoga-based therapies; The Gita as guide Education – Gandhi’s Nai Talim; Tagore’s system of education; Sri Aurobindo’s integral education Organizational behavior & community work – Gita-based approaches to OB	

**Course Learning Outcomes:** After studying this Unit, you would be able to:

- Initiation of the journey of self-understanding by adopting the stance of a witness and exploring self and personality from a developmental perspective.
- Understanding the notion of knowledge and ability to discriminate the various forms of knowledge in the tradition of experiential learning.
- Recognizing the various kinds of errors made during knowledge acquisition and steps to get rid of them.
- Developing insights into the sense of self and personality and their various facets including course of development, and related issues of health, suffering and healing.
- Mapping selfhood in the context of relationships, motivation, action, and agency.
- Formulating strategies to address issues in therapeutic, educational, and organizational settings from the indigenous Indian perspective.

**Text / Reference Books:**

AUTHOR	TITLE	PUBLISHER	YEAR OF PUBLICATION	ISBN	pages
Shashi Jain	Introduction to Psychology	Amit Books	2021	978-8127256432	-

Sandi Mann	Psychology-A complete Introduction	Teach Yourself	2016	978-1473609303	336
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### **Additional References**

Abhedananda, Swami (1992). True psychology. Calcutta: Ramakrishna Vedanta Math. Aurobindo, Sri (2007).

A few representative short texts by Sri Aurobindo. Pondicherry: Sri Aurobindo Centre of Consciousness Studies. [These texts can be accessed at: <http://www.saccs.org.in/texts/integralyoga-sa.php>.] Aurobindo, Sri. (2008).

The integral yoga. Pondicherry: Sri Aurobindo Ashram Trust. Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.) (2014).

Foundations and applications of Indian psychology. New Delhi: Pearson. Cortright, B. (2007). Integral psychology. Albany: State University of New York.

### **COURSE CODE: PSY (ENVIRONMENTAL PSYCHOLOGY)**

L	T	P	Total Credits
6	0	0	6

### **Course Contents/syllabus:**

	Hours
<b>Unit I: Emergence of environmental psychology and its growth</b>	<b>27</b>
Definition and scope. Human-environment relationship: different worldviews to understand human-environment relationship. Salient features of environmental psychology. Recent trends and future directions in environmental psychology. Indian views on human-environment relationship	
<b>Unit II: Human-environment transaction</b>	<b>27</b>
Personal space, territoriality, crowding. Indian research on crowding and personal space. Theoretical models: stimulus overload, behavioral constraint, ecological and adaptation.	
<b>Unit III: Environmental stress:</b>	<b>27</b>
M Concept and type of stress. Sources of stressors: Cataclysmic, ambient stressors, daily hassles. Pollutions: noise, air, water, chemical and their consequences.	
<b>Unit IV: Pro-environmental behavior</b>	<b>27</b>
Changing the environmental destructive mindset. Environmental education, environmental prompts, and cues. Reinforcement strategies, Environmental movements.	

**Course Learning Outcomes:** At the end of this course, student will be able to develop an understanding of the concepts.

- Understanding the role of psychological processes (people's attitude, beliefs) in people's responses to environmental problems.

- Understanding the processes related to environmental degradation and their impact on human life.
- Understanding pro-environment behavior and human-environment transaction and being able to design behavioral interventions to minimize the adverse effects of anti-environment behavior.
- Developing adequate knowledge about the promotion of environment.

**Text / Reference Books:**

AUTHOR	TITLE	PUBLISHER	YEAR OF PUBLICATION	ISBN	PAGES
Linda Stag	Environmental Psychology: An Introduction-2 <sup>nd</sup> Edition	Wiley–Blackwel	2018	978-0470976388	398
Dak Kopec	Environmental Psychology for Design, 2nd Edition	FairChild Books	2012	9781609011413	430

**COURSE CODE: PSY (PSYCHOLOGY OF HEALTH & YOGA)**

L	T	P	Total Credits
4	0	4	6

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I: Introduction to Health Psychology</b>	<b>18</b>
Emergence and development of the field. Concept of 'health' and Cross-cultural definitions of health (including Indian) and Biopsychosocial models. Cultural approaches to medicines (especially with respect to Traditional Indian medicine: Ayurveda)	
<b>Unit II: Stress and Coping</b>	<b>18</b>
Theories of Stress (Cannon's fight-or-flight theory, Taylor et al.'s Tend-and Befriend Theory, Selye's General Adaptation Syndrome, Lazarus' Cognitive Appraisal Model). Physiology of stress. Types of psychological stressors. Coping with stress and stress management (including biofeedback)	
<b>Unit III: Promoting Healthy Behaviors</b>	<b>18</b>
Determinants of health behaviors. Theories of health behaviors: Health Belief Model, Theory of Planned Behavior, Self-Determination Theory, Cognitive-Behavioral Approaches, Transtheoretical Model of Behavior Change, and other Current Trends. Using the mass media for health promotion	
<b>Unit IV: Health promotion through Yoga</b>	<b>18</b>
Yoga intervention for lifestyle disorders. Research evidence on the impact of yoga intervention on lifestyle disorder	

**PRACTICALS (36 HOURS)**

1. Self-actualization inventory by KN Sharma.
2. Problem solving ability test by DrJasjit Kaur, Dr Manju Gera.
3. Mental health inventory by Jagdish and AK Srivastava.
4. Psychological well-being scale by DS Sisodia and Pooja Choudhary.
5. Perceived loneliness scale (16-22 years) by Praveen Kumar Jha.

**Course Learning Outcomes:**

- Demonstrating knowledge of health psychology.
- Demonstrating adequate knowledge about issues related to stress, stress management and coping.
- Developing adequate knowledge about the promotion of healthy behavior.
- Appreciating the value of practicing Yoga in daily life through research evidence and in-depth understanding of the promotion of health benefits of Yoga.

**Text / Reference Books:**

AUTHOR	TITLE	Publisher	Year of publication	ISBN	pages
<a href="#">Jane Ogden</a>	Health Psychology: A textbook, 5th edition	McGrow Hill	2012	9780335243839	608
Swami Rama	YOGA AND PSYCHOTHERAPY	Himalayan Institute Press	2005	978-0893890360	305
JENNIFER NICOLE LEE	The Mind-Body Problem	Ascent Audio	2011	9781596598393	272

**COURSE CODE: PSY (COMMUNITY PSYCHOLOGY)**

L	T	P	Total Credits
2	0	0	2

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I: Introduction to Community Psychology</b>	<b>9</b>
Definition of community psychology; types of communities – locality based and relational; models: ecological level analysis of community, conceptual level model.	
<b>Unit II: Core values in community psychology</b>	<b>9</b>
Individual and family wellness; sense of community; respect for human diversity; social justice; empowerment and citizen participation; collaboration and community strengths Community functions – learning, socialization, and supportive functions.	
<b>Unit III: Communities as setting for health promotion</b>	<b>9</b>
Need and process of community organization and building for health promotion	

programming Community programme for child and maternal health, for physical challenged and old age in the Indian context	
<b>Unit IV: Interventions for Community Development and Empowerment</b>	<b>9</b>
Concept and practices for community development and empowerment Case studies of community intervention programs by the governmental and nongovernmental organizations in Indian context such as, rural panchayat programs, children's education, citizen right, self- help group, social accounting	

**Course Learning Outcomes:**

- Understanding the role of Psychology in community development.
- Developing an appreciation of the core values that guide community psychology and facilitate community functions.
- Developing insights with respect to health promotion programs in communities, community programme for child and maternal health, for physically challenged and elderly people in the Indian context, through case studies.
- Demonstrating knowledge of community psychology.

**Text / Reference Books:**

AUTHOR	TITLE	PUBLISHER	YEAR OF PUBLICATION	ISBN	pages
John Moritsugu	Community Psychology	2017	Taylor & Francis Ltd	9781138462717	558
Kloos B. Hill, J Thomas, Wanderman A, Elias M.J. & Dalton J.H	Community Psychology: Linking Individuals and Communities- 3 <sup>rd</sup> Edition	2013	Cengage India	9788131521038	606

**B.A.+M.A. Integrated Psychology (H)-5years (7<sup>th</sup> Semester)**

Sr No	Course Code	Course Title	Course Type	Credit Units			Total Credits
				L	T	P	
1	PSY-	Personality Psychology	Core Courses	6	0	0	6
2	PSY-	Evolutionary Psychology	Core Courses	6	0	0	6

3	PSY-	Practicum	Core Courses	0	0	4	2
4	PSY-	Introduction to Transpersonal Psychology	Skill enhancement courses	4	0	0	4
5	PSY-	Life Span Psychology	Allied Courses	3	0	0	3
6.	PSY-	Sports & Exercise Psychology	Allied Courses	3	0	0	3
7.	PSY-	Personal Growth and Development	Ability Enhancement Courses	1	0	0	1
		<b>Total Credits</b>	<b>Min Required: 25 Semester Credits: 25</b>				

**COURSE CODE: PSY (PERSONALITY PSYCHOLOGY)**

L	T	P	Total Credits
6	0	0	6

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I: Intrapsychic domain</b>	<b>27</b>
<ul style="list-style-type: none"> <li>• Psychoanalytic aspects of personality.</li> <li>• Psychodynamic perspective: contemporary issues</li> <li>• Motives and personality: basic concepts, big three motives,</li> <li>• Humanistic tradition.</li> </ul>	
<b>Unit II: Biological domain and cognitive-behavioral domain</b>	<b>27</b>
<ul style="list-style-type: none"> <li>• Genetic and personality evolutionary approach to personality.</li> <li>• Physiological approaches to personality.</li> <li>• Behaviorist and learning aspects of personality.</li> <li>• Cognitive and cognitive-experiential aspects of personality.</li> </ul>	
<b>Unit III: Dispositional domain: trait approach</b>	<b>27</b>
<ul style="list-style-type: none"> <li>• Allport, R. B. Cattel, Eysenck's three factor.</li> <li>• Big-Five and Five-Factor Model: theory, evidence and applications, circumplex approach.</li> <li>• Personality trait and personality disorders.</li> <li>• Measurement of trait and theoretical and measurement issues, personality dispositions over time.</li> </ul>	
<b>Unit IV: Social-cultural and adjustment domain</b>	<b>27</b>
<ul style="list-style-type: none"> <li>• Personality and social interaction</li> <li>• Sex-gender and personality</li> </ul>	

<ul style="list-style-type: none"> <li>• Culture and personality</li> <li>• Stress, coping adjustment, and health.</li> <li>• Cultural influences on personality expression and assessment</li> <li>• Individualism vs. collectivism and cultural variations in traits</li> <li>• Universal and culture-specific aspects of personality</li> </ul>	
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**Course Learning Outcomes:**

- Knowledge of the psychological theories and research in the field of personality psychology.
- Understanding of the role of psychodynamic, trait dimension, biological, humanistic, behavioral, and cognitive approaches to personality.
- Familiarity with the research methods and ethical considerations appropriate for the study of personality psychology.
- Ability to apply course materials to assessments of their own and others' personalities.

**Text / Reference Books:**

<b>AUTHOR</b>	<b>TITLE</b>	<b>PUBLISHER</b>	<b>YEAR OF PUBLICATION</b>	<b>ISBN</b>	<b>pages</b>
Buss D. M. & Larsen R. J	Personality Psychology: Domains of Knowledge About Human Nature-4 <sup>th</sup> Edition	McGraw-Hill Education	2009	978- 0070164994	800
Corr, P. J. & Gerald Matthews, G.	The Cambridge Handbook of Personality 9 Psychology.	Cambridge University Press.	2009	9781108417099	906
Dan P. McAdams D. P.	The Person: An Introduction to the Science of Personality Psychology	Wiley	2008	978-0-470- 12913-5	624
Friedman, H. S. & Schustack, M. W	Personality: Classic Theories and Modern Research	Pearson	2009	9780133861068	576

**COURSE CODE: PSY : (INTRODUCTION TO TRANSPERSONAL PSYCHOLOGY)**

L	T	P	Total Credits
4	0	0	4

**Course Content/ Syllabus**

	Lecture Hours
<b>Unit I: Introduction</b>	<b>18</b>
Definitions of transpersonal psychology; The varieties of transpersonal experience and behavior. The parapsychology of spirituality: The creative nature of transpersonal experiences and behaviors A new approach to religious issues; Criticisms of transpersonal psychology; The transpersonal vision	
<b>Unit II: Origin of transpersonal psychology</b>	<b>18</b>
Brief history of transpersonal psychology, The personalistic approach to the history of transpersonal psychology The naturalistic approach to the history of transpersonal psychology Transpersonal psychology around the world	
<b>Unit III: Contemporary perspectives in transpersonal psychology</b>	<b>18</b>
Biological and environmental Cognitive and psychodynamic Phenomenological and integral	
<b>Unit IV: Transpersonal research methods</b>	<b>18</b>
Overview of quantitative, qualitative, and mixed method research approaches Transpersonal research methods as the art of transformation Examples of transpersonal research using quantitative, qualitative, and mixed method approaches.	

**Course Learning Outcomes:** At the end of this course, the students will be able.

- Appreciating the unbound potential inherent in human beings, and the growth one is capable of.
- Appreciating the confluence of science and spirituality in psychology in the field of transpersonal psychology
- Understanding the theory of transpersonal psychology can help demystify many assumptions in the young minds about religion, spirituality, soul, spirit etc.
- Understanding the research and practice of transpersonal psychology can help demystify many assumptions in the young minds about religion, spirituality, soul, spirit etc.

**Text / Reference Books:**

AUTHOR	TITLE	Publisher	Year of publication	ISBN	Pages

Anderson, R., & Braud, W.	Transforming self and others through research: Transpersonal research methods and skills for the human sciences and humanities.	SUNY Press	2011	978-1438436722	368
Creswell, J. W.	Research design: Qualitative, quantitative, and mixed methods approaches	SAGE -3 <sup>rd</sup> Edition	2015	978-1-4129-6557-6	270

**COURSE CODE: PSY : (EVOLUTIONARY PSYCHOLOGY)**

L	T	P	Total Credits
6	0	0	6

**Course Contents/syllabus:**

	Hours
<b>Unit I: Foundation of evolutionary psychology</b>	<b>27</b>
<ul style="list-style-type: none"> <li>Historical development, landmarks in evolution of human beings &amp; common misunderstandings</li> <li>Origins of human nature, evolutionary game theory.</li> <li>Evolution of psychological mechanism, evolutionary and psychological foundation of human behavior, psychological basis of culture</li> <li>Research methods and hypothesis-testing in evolutionary psychology, use and misuse of Darwinism</li> <li>Cognitive adaptations, mental modules, and evolutionary psychology of language</li> <li>Concepts of theory of mind, social cognition, and their adaptive significance</li> </ul>	
<b>Unit II: Major aspects of evolutionary theory: survival and mating</b>	<b>27</b>
<ul style="list-style-type: none"> <li>Problems of survival: food acquisition, human fear sand landscape preferences</li> <li>. Mate selection and sexual strategies</li> <li>Women's long-term mating strategies, men's long-term mating strategies</li> <li>Short-term sexual strategies across sexes</li> <li>Evolutionary origins of emotions, such as fear, anger, and love</li> <li>Kin selection, reciprocal altruism, and cooperation in social interactions</li> </ul>	
<b>Unit III: Parenting and social behavior</b>	<b>27</b>
<ul style="list-style-type: none"> <li>Parenting: maternal involvement, parental involvement, parent-offspring conflict</li> </ul>	

<ul style="list-style-type: none"> <li>• Kinship: theory of implicit and inclusive fitness and empirical support</li> <li>• Cooperation: evolution of cooperation, reciprocal altruism,</li> <li>• Cognitive adaptations for social exchange</li> <li>• Evolutionary explanations for gender differences in behavior and cognition</li> <li>• Critiques and alternative perspectives on evolutionary psychology of gender</li> </ul>	
<b>Unit IV: Social behavior and specific topics</b>	<b>27</b>
<ul style="list-style-type: none"> <li>• Aggression as solution to adaptive problem&amp; empirical evidence, sex differences in aggression, conflicts between sexes.</li> <li>• Evolution of morality, evolution of art.</li> <li>• Cognitive development, modularity of mind, and innateness issues,</li> <li>• . Status, prestige and social dominance.</li> <li>• Applying evolutionary psychology to real-world scenarios (e.g., parenting, mate selection)</li> <li>• Emerging trends and controversies in evolutionary psychology research</li> </ul>	

**Course Learning Outcomes:** After studying this Unit, you would be able to:

- Theoretical knowledge of Evolutionary Psychology basic concepts and general assumptions;
- Theoretical knowledge of Evolutionary Psychology main subjects, concerning human development and applied research.
- Understanding the theories regarding the evolution of language.
- Analyzing the potential links between evolutionary factors and mental health.

**Text / Reference Books:**

AUTHOR	TITLE	PUBLISHER	YEAR OF PUBLICATION	ISBN	pages
Barker, G	<i>Beyond Biofatalism: Human Nature for an Evolving World</i>	Columbia University Press.	2015	9780231171885	176
Barrett, H.C	<i>The Shape of Thought: How mental adaptations evolve</i>	Oxford	2015	9780199348305	416
W. Frankish and W.M. Ramsey	"Evolutionary Psychology	Cambridge	2012	9780199348330	348
Bjorklund, D. F. and C. Hernandez Blasi	"Evolutionary Developmental Psychology", in <i>The Handbook of Evolutionary Psychology,</i>	Wiley	2005,	9780231171897	680

**COURSE CODE: PSY (PRACTICUM)**

L	T	P	Total Credits
0	0	4	2

**Course Contents/syllabus:**

	Hours
<b>Practical I:</b>	<b>18</b>
• The test for social acceptability among peers by SL chopra	
<b>Practical II:</b>	<b>18</b>
• Ergo graph for measuring physical fatigue	
<b>Practical III:</b>	<b>18</b>
• Color preference apparatus	
<b>Practical IV:</b>	<b>18</b>
• Mirror drawing apparatus	

**Course Learning Outcomes:** At the end of this course, students will be able to develop an understanding of the concepts.

- Gain insight into the application of theory
- To acquire skills to conduct practical successfully.

**Text / Reference Books:**

AUTHOR	TITLE	PUBLISHER	YEAR OF PUBLICATION	ISBN	pages
Hussain, Akbar	Experiments in Psychology	PHI learning Pvt. Ltd.	2014	9788120350373	477
Mohanty. G.	Experiments in Psychology	Kalyani Publishers.	2010	978-81-272-6004-0	-
Dandekar. W.N	Experiments in Psychology	Proficient publishing house	1999		-

**COURSE CODE: PSY (LIFE SPAN PSYCHOLOGY)**

L	T	P	Total Credits
3	0	0	3

**Course Contents/syllabus:**

	Teaching hours

<b>Unit I: Introduction</b>	<b>13</b>
<ul style="list-style-type: none"> <li>• Concept of human development-Introduction, meaning, stages of life span development. Aspects of human development- Physical, social, cognitive, moral. Principles of human development (Balte). Factors influencing human development-Ecological factors, hereditary factors; chromosomal abnormalities. Overview of theories of human development- Erickson, Piaget, Vygotsky, Kohlberg.</li> </ul>	
<b>Unit II: Prenatal Development and Infancy</b>	<b>14</b>
<ul style="list-style-type: none"> <li>• prenatal development; Teratogens and prenatal environment Newborn appearance, reflexes, assessment and states Infancy: Physical and motor development, cognitive and language development, psychosocial development: Emotions, attachment and temperament.</li> </ul>	
<b>Unit III: Development from Infancy to Adolescence</b>	<b>13</b>
<ul style="list-style-type: none"> <li>• Infancy and middle childhood Physical and motor development; Cognitive development; Language development; Psychosocial development: Emotions, play, aggression, and altruism.</li> <li>• Puberty: Meaning, biological changes: Sexual maturation, growth spurt, primary and secondary sexual characteristics; responses to physical change; Development of identity: Erikson and Marcia's views; Adolescent relationships: Family, Peers, Adult society.</li> </ul>	
<b>Unit IV: Adulthood</b>	<b>14</b>
<ul style="list-style-type: none"> <li>• Early Adulthood: Vocational adjustment; Foundations of intimate relationships: friendship, love, and sexuality; Marriage: Marital adjustment and conditions influencing it. Parenthood: adjustment to parenthood. Middle Adulthood: Physical development; occupational adjustment: Stable and unstable patterns, preparation for retirement. Psychosocial changes: Coping with Mid-life crisis, changes in relationships- marriage, relationship with maturing children, ageing parents, siblings, grand parenthood, friendships.</li> <li>• Late Adulthood: Primary and secondary ageing, theories of ageing. Psychosocial aspects: models of coping, models of successful ageing, lifestyle, and social issues: work retirement and leisure. Personal relationships: Relationship with adult children, siblings, great grandparenthood. Stages and patterns of grieving</li> </ul>	

**Course Learning Outcomes:**

- Describe the physiological, biological, cognitive, and socioemotional changes that occur throughout the lifespan.
- Demonstrate a basic understanding of the different developmental psychological theories such as Piaget, Erikson, Kohlberg and Kubler-Ross.
- Assess and critically analyze these theoretical orientations.
- Identify and evaluate the extent to which environmental and genetic factors influence human growth and development.
- Evaluate the impact of culture, ethnicity and gender on human growth and development.
- Apply developmental psychology principles to daily life throughout the lifespan.

**Text / Reference Books:**

Author	Title	Publisher	Year of publication	ISBN	pages
Papalia,D.E. Olds Sally	Human Development. 9thEdition,	Tata McGraw Hill.	2004	9780070586918	827

John Santrock	Life Span Development-17 <sup>th</sup> Edition	McGraw Hill	2021	978-9390727551	672
Dale Goldhaber	Life Span Human Development	Houghton Mifflin Harcourt P	1986	9780155403802	-
Srivastava Susheela	Text Book on Human Development	S Chand & Company	2016	978-9383746798	150

**COURSE CODE: PSY (SPORTS & EXERCISE PSYCHOLOGY)**

L	T	P	Total Credits
3	0	0	3

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I: Introduction</b>	<b>14</b>
<ul style="list-style-type: none"> <li>History of sport and exercise psychology; What is sport and exercise psychology?</li> <li>Sport psychology specialties: Clinical-sport psychology, educational psychology</li> <li>Role of exercise and sport psychologists – teaching, research and consultation</li> <li>Bridging science and practice gap</li> </ul>	
<b>Unit II: Personality and sport</b>	<b>13</b>
<ul style="list-style-type: none"> <li>Why study personality in sport?</li> <li>Approaches to personality</li> <li>Assessment of personality</li> <li>Personality research in sport and exercise</li> </ul>	
<b>Unit III: Motivation</b>	<b>13</b>
<ul style="list-style-type: none"> <li>Motivation: Definition and views</li> <li>Guidelines for building motivation: Role of coaching and mentoring</li> <li>Achievement motivation and competitiveness</li> <li>Developing achievement motivation and competitiveness in sportspersons</li> </ul>	
<b>Unit IV: Enhancing performance and self-confidence</b>	<b>14</b>
<ul style="list-style-type: none"> <li>Psychological skills training (PST): why PST is important? PST knowledge base and its effectiveness</li> <li>Phases of PST programmes: Education, acquisition and practice</li> <li>Designing and implementing a PST program: Common problems in implementing PST programmes</li> <li>Defining self-confidence, assessing and building self-confidence</li> </ul>	

**Course Learning Outcomes:**

- Familiarizing with the evolving field of sports and exercise psychology as a profession and having knowledge about its specialities particularly clinical-sport psychology and educational psychology
- Comprehending the links between theory and practice in sports and exercise psychology; understanding the current shifts from traditional paradigms and appreciating the role of practical theory to guide professional practice so that real life issues may be addressed
- Developing a critical understanding of general personality approaches as well as the sport specific personality approaches.
- Being able to develop a psychological profile for a sportsperson/team to help assess the psychological skills that can improve self-awareness, goal setting and communication with the coach.
- Understanding the motivational processes for sport and exercise participation especially in the context of achievement motivation and ways of enhancing it.
- Knowing the key aspects of designing and implementing a psychological skills training program and the important psychological skills in training (eg. focusing attention, arousal regulation, enhancing confidence, and improving motivation.)
- Developing effective communication skills to be able to develop a trusting relationship with the sportspersons.

**Text / Reference Books:**

AUTHOR	TITLE	Publisher	Year of publication	ISBN	pages
Horn, T. S.	Advances in sport psychology.	Human Kinetics Publishers	2009	978-0736057356	512
Andrew Lane	Sports & Exercise Psychology	Routledge	2015	978-1848722231	358
Dr.Hoshiyar Singh	Sports Psychology	KHEL SAHITYA KENDRA	2017	9788175249158	-

**COURSE CODE: PSY (PERSONAL GROWTH AND DEVELOPMENT)**

L	T	P	Total Credits
1	0	0	1

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I: Critical Thinking Skills in Psychology</b>	<b>4</b>
<ul style="list-style-type: none"> <li>• Critical Thinking Model to encourage you to observe behavior carefully, consider other explanations for behavior, and ultimately develop greater empathy and tolerance for other</li> </ul>	
<b>Unit II: Values in Psychology</b>	<b>5</b>
<ul style="list-style-type: none"> <li>• An important aspect of the Critical Thinking Model is becoming aware of and exploring values (yours and others') in order to make active and intentional</li> </ul>	



1	PSY-	Social Perception and Behavior	Core Courses	6	0	0	6
2	PSY-	Physiological Psychology	Core Courses	6	0	0	6
3	PSY-	Child Psychology	Core Courses	6	0	0	6
4	PSY-	Psychology of Peace	Skill enhancement courses	4	0	0	4
5	PSY-	Career Counseling & World of Work	Allied Courses	2	0	0	2
6	PSY-	Stress Management	Ability Enhancement Course	1	0	0	1
<b>Total Credits</b>				<b>Min Required: 25 Semester Credits: 25</b>			

**COURSE CODE: PSY (SOCIAL PERCEPTION AND BEHAVIOR)**

L	T	P	Total Credits
6	0	0	6

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I: Introduction</b>	<b>27</b>
<ul style="list-style-type: none"> <li>• Introduction to the field of Social Psychology &amp; Applied Social Psychology; Definitions, historical roots, theories.</li> <li>• The role of brain structures in social perception and decision-making</li> <li>• Mirror neuron system and empathy</li> <li>• Embodied cognition and the interaction between the mind and body</li> </ul>	
<b>Unit II: Social Cognition</b>	<b>27</b>
<ul style="list-style-type: none"> <li>• Social Cognition; Self in a social world; Attribution, biases, impression formation and impression management.</li> <li>• Theory of mind development and its significance in social cognition</li> <li>• Cognitive and affective empathy: Neural mechanisms and individual differences</li> <li>• Perspective-taking, empathic accuracy, and prosocial behavior</li> <li>• Embodied simulation and its role in understanding others</li> <li>• Metaphorical framing and its impact on social judgments</li> <li>• The interplay between language, perception, and social cognition</li> </ul>	
<b>Unit III: Social Relationship</b>	<b>27</b>

<ul style="list-style-type: none"> <li>• Social relationship: Nature, formation, interpersonal conflicts and managing relation referring to different types of relations</li> <li>• Theories of interpersonal attraction: similarity, proximity, and reciprocity</li> <li>• Formation of friendships and romantic relationships</li> <li>• Factors influencing initial impressions and relationship initiation</li> <li>• Attachment theory and its application to adult relationships</li> <li>• The cycle of violence and factors contributing to intimate partner violence</li> <li>• Intervention strategies and prevention efforts</li> </ul>	
<b>Unit IV: Social Attitude &amp; Change</b>	<b>27</b>
<ul style="list-style-type: none"> <li>• Attitude and Attitude Change.</li> <li>• Normative social influence and the need for affiliation</li> <li>• Informational social influence and the desire for accuracy</li> <li>• Groupthink, group polarization, and the role of group dynamics</li> <li>• Applying social psychology to address global challenges such as climate change, migration, and pandemics</li> <li>• International cooperation, intergroup relations, and conflict resolution</li> <li>• The role of social identity in shaping responses to global crises</li> </ul>	

**Course Learning Outcomes:**

- Understand the fundamental theories of social psychology.
- To develop skills in critically evaluating social psychological experiments
- Analyze real-world problems using social psychological theories.
- To develop an understanding of the emerging areas of social psychology

**Text / Reference Books:**

<b>AUTHOR</b>	<b>TITLE</b>	<b>PUBLISHER</b>	<b>YEAR OF PUBLICATION</b>	<b>ISBN</b>	<b>pages</b>
Linda Steg & Kees Kaiser et al	Applied Social Psychology	Cambridge University Press	2017	978-1107620292	-
Frank .W.Schnieder, Jamie .A.Gruman, Larry.M.Coutts	Applied Social Psychology- 2 <sup>nd</sup> Edition	SAGE	2017	9788132110125	504
Buunk and Van Vugt	Applied Social Psychology's	SAGE	2013	978-1446249079	200

**COURSE CODE: PSY: (PHYSIOLOGICAL PSYCHOLOGY)**

L	T	P	Total Credits
6	0	0	6

**Course Contents/syllabus:**

	Hours
<b>Unit I: Introduction Physiological Psychology</b>	<b>27</b>
<ul style="list-style-type: none"> <li>• Structure and function of neurons, glia, and neural networks</li> <li>• Action potential, synaptic transmission, and neurotransmitters</li> <li>• Organization of the central and peripheral nervous systems</li> <li>• Brain regions and their functions: cerebrum, cerebellum, brainstem, etc.</li> <li>• Neuroimaging methods: fMRI, PET, EEG, and their applications</li> <li>• Case studies of brain lesions and their impact on behavior</li> </ul>	
<b>Unit II: Hormones and Behavior</b>	<b>27</b>
<ul style="list-style-type: none"> <li>• Major endocrine glands and their functions</li> <li>• Hormones of stress</li> <li>• Hormones of growth, Sexual behavior and reproduction.</li> <li>• Major neurotransmitter systems: dopamine, serotonin, GABA, etc.</li> <li>• Role of neurotransmitters in mood regulation and mental disorders</li> <li>• Psychopharmacology: drugs for mental health treatment</li> </ul>	
<b>Unit III: Physiological basis of perception</b>	<b>27</b>
<ul style="list-style-type: none"> <li>• Visual, auditory, olfactory, gustatory, and somatosensory systems</li> <li>• Neural processing of sensory information and sensory adaptation</li> <li>• Plasticity and sensory rehabilitation after sensory loss</li> <li>• Motor pathways, motor cortex, and basal ganglia</li> <li>• Coordination of movement and motor learning</li> <li>• Disorders of motor control: Parkinson's disease, stroke, etc.</li> </ul>	
<b>Unit IV: Physiological basis of Emotions and Learning and Amygdala</b>	<b>27</b>
<ul style="list-style-type: none"> <li>• Emotion regulation and the role of the limbic system</li> <li>• Amygdala's involvement in emotional processing</li> <li>• Stress response, HPA axis, and implications for mental health</li> <li>• Language processing in the brain: Broca's area and Wernicke's area</li> <li>• Hemispheric specialization and brain lateralization</li> </ul>	

**Course Learning Outcomes:**

- Describing research methods used in the study of psychology and use standard guidelines of the discipline to evaluate psychological research.
- Identifying major neurotransmitter systems and their roles.
- Explain how culture, social contexts and situational factors affect human behavior including one's own
- Identify ways that the brain and biology impact behavior.
- Integrate knowledge from different areas of physiological psychology
- Understanding the role of neurotransmitters in mood regulation.

**Text / Reference Books:**

AUTHOR	TITLE	PUBLISHER	YEAR OF PUBLICATION	ISBN	pages

Levinthal, C.F	Introduction to Physiological Psychology, 3rd edition	Prentice Hall	1996	978- 0134930244	528
Pinel, J.P.J.	Biopsychology, 8th edition	Pearson	2010	9780205832569	608

**COURSE CODE: PSY (CHILD PSYCHOLOGY)**

L	T	P	Total Credits
6	0	0	6

**Course Contents/syllabus:**

	Hours
<b>Unit I: Introduction and Theories of Child Development</b>	<b>27</b>
<ul style="list-style-type: none"> <li>Historical perspectives and the importance of studying child development.</li> <li>Piaget's cognitive development theory</li> <li>Erikson's psychosocial stages of development</li> <li>Vygotsky's sociocultural theory and other major perspectives</li> </ul>	
<b>Unit II: Prenatal, Infancy Development and Early Childhood</b>	<b>27</b>
<ul style="list-style-type: none"> <li>Prenatal development and factors influencing fetal growth.</li> <li>Physical, motor, and cognitive development during infancy</li> <li>Attachment theory and the role of early relationships.</li> <li>Piaget's preoperational stage and symbolic thought</li> <li>Language development milestones and theories of language acquisition</li> <li>Play and its role in cognitive and social development.</li> <li>Erikson's stages of psychosocial development in early childhood</li> <li>Development of self-concept, self-esteem, and identity</li> <li>Emotion regulation, empathy, and the role of emotions in social interactions</li> </ul>	
<b>Unit III: Middle Childhood and Adolescence</b>	<b>27</b>
<ul style="list-style-type: none"> <li>Concrete operational stage and development of logical thinking</li> <li>Kohlberg's theory of moral development and its stages</li> <li>Problem-solving skills, school achievement, and learning disabilities.</li> <li>Friendships, peer groups, and social comparisons</li> <li>Bullying, aggression, and prosocial behavior</li> <li>Family dynamics and sibling relationships</li> <li>Erikson's identity vs. role confusion stage</li> <li>Self-concept, self-esteem, and identity development</li> <li>Identity exploration, identity crisis, and cultural influences</li> </ul>	
<b>Unit IV: Cognitive, Emotional Changes, Social and Peer Relationships</b>	<b>27</b>
<ul style="list-style-type: none"> <li>Piaget's formal operational stage and abstract thinking</li> <li>Changes in decision-making, risk-taking, and future orientation</li> <li>Emotional development, identity formation, and mental health</li> <li>Peer pressure, conformity, and identity within peer groups</li> <li>Romantic relationships, dating, and sexuality</li> <li>Family relationships and parent-adolescent interactions</li> </ul>	

**Course Learning Outcomes:** At the end of this course, student will be able to develop an

understanding of the concepts.

- To provide practical experience to the students to understand the role of interview, observation, and case-history in assessment of clients.
- To learn the assessment of cognitive abilities, aptitude, personality, and interest on field
- To train students in skills for counseling special population and career counseling on field.
- To acquaint student with case presentation and reporting.

**Text / Reference Books:**

AUTHOR	TITLE	PUBLISHER	YEAR OF PUBLICATION	ISBN	pages
Brian Greyson	Child Psychology	Author's Republic	2017	9781518943386	-
<a href="#">Dr. Vijender Sharma</a>	Child Psychology	Sports Publication	2011	B008O6FS7M	-
S.K.Mangal	Child Psychology &Development	<i>Sterling Publishers Pvt.Ltd</i>	2021	978-9386245540	536

**COURSE CODE: PSY (PSYCHOLOGY OF PEACE)**

L	T	P	Total Credits
4	0	0	4

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I: Introduction</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• What is Peace Psychology?</li> <li>• Core Concepts -management to transformation</li> <li>• key concepts: peacekeeping, peacemaking, peacebuilding, reconciliation, conflict management, conflict resolution, conflict prevention, and conflict transformation.</li> </ul>	
<b>Unit II: Psychological Understanding of Peace and Conflict</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• Psychoanalytical - Freud, Vamik Volkan; Social-Psychological – Herbert C. Kelman, Vollhardt &amp; Bilali, Psychocultural Interpretations – Marc Howard Ross.</li> <li>• Conflict resolution models and negotiation strategies.</li> <li>• Cognitive biases in decision-making and their impact on conflict resolution</li> <li>• Mediation, arbitration, and effective dispute resolution techniques</li> </ul>	
<b>Unit III: Building peace</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• Understanding the psychological barriers to environmental sustainability</li> <li>• Eco-psychology and promoting pro-environmental behaviors</li> </ul>	

<ul style="list-style-type: none"> <li>Psychological factors in addressing climate change and ecological crises</li> <li>Structure, Process, Integrated framework for peace building, peace education</li> <li>Understanding the psychological barriers to environmental sustainability</li> <li>Eco-psychology and promoting pro-environmental behaviors</li> <li>Psychological factors in addressing climate change and ecological crises</li> </ul>	
<b>Unit IV: Peace Process and Transformation</b>	<b>18</b>
<ul style="list-style-type: none"> <li>Kashmir, North-East – Manipur, Nagaland, Assam, Pakistan, Northern Ireland-inter-community diversity network model, South Africa – truth and reconciliation model, and Israel – cross community network model, stories of peace challenge</li> <li>Role of education in promoting values of peace and tolerance</li> <li>Implementing peace education programs in schools and communities</li> <li>The psychology of social change and activism</li> </ul>	

**Course Learning Outcomes:**

- Understanding and identification of the various psycho- social problems
- Suggest appropriate skills and interventions.
- Developing strategies for promoting peace and resolving conflicts in various contexts.
- Analyzing ethical dilemmas and the role of psychologists in promoting peace and justice.

**Text / Reference Books:**

AUTHOR	TITLE	Publisher	Year of publication	ISBN	pages
Rachel M. Macnair	The Psychology of Peace-2 <sup>nd</sup> Edition	ABC-CLIO	2012	9780313397233	280
Blumberg Herbert H	Peace Psychology	Cambridge University Press	2006	9780521547857	394
Daniel J. Christie	Peace, Conflict & Violence	Prentice-Hall.	2001	2197-5779(ISSN)	448

**COURSE CODE: PSY (CAREER COUNSELING & WORLD OF WORK)**

L	T	P	Total Credits
2	0	0	2

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I: Introduction to career counselling</b>	<b>9</b>
<ul style="list-style-type: none"> <li>Definition of terms: career, career development, career development interventions, career counselling, career education, Career guidance.</li> <li>History of career guidance and counselling</li> <li>Career guidance movement in India</li> </ul>	
<b>Unit II: Understanding and applying theories</b>	<b>9</b>

<ul style="list-style-type: none"> <li>• Super's life span theory: life span theory, life space theory, self-concepts, applying and evaluating super's theory</li> <li>• John Hollands's theory of types and person-environment interactions</li> <li>• Trait and factor theory.</li> </ul>	
<b>Unit III: Framework for Career Counselling:</b>	<b>9</b>
<ul style="list-style-type: none"> <li>• The beginning or initial phase of career counseling.</li> <li>• The middle or working phase of career counseling.</li> <li>• The ending or termination phase of career counselling.</li> <li>• Using information and technology in career counseling.</li> </ul>	
<b>Unit IV: Career development interventions</b>	<b>9</b>
<ul style="list-style-type: none"> <li>• Career development and interventions in elementary schools: the elementary school child, high school &amp; higher school environmental influences, children's values towards work, importance of the early school years, goals for career guidance, parental influences, concrete strategies for implementing goals, career guidance techniques.</li> <li>• Work and mental health: career development and mental health, unemployment and mental and emotional distress, individual reaction to unemployment, indicators of links between career development and mental health and intervention in unemployment.</li> </ul>	

**Course Learning Outcomes:**

- To understand role of theory in career development and assessment in counselling set ups.
- To know how career development relates to human development over the lifespan.
- To appraise students for skills of interventions in career guidance and counselling.
- Synthesizing psychological theories and evidence to propose informed solutions.

**Text / Reference Books:**

<b>Author</b>	<b>Title</b>	<b>Publisher</b>	<b>Year of publication</b>	<b>ISBN</b>	<b>pages</b>
Capuzzi, D.& Staufer, M.D.	Career counseling: Foundations, perspectives, and applications	Routledge	2006	9781138744356	589
Herr, E.L., & Cramer, S.H.	Career guidance and counselling through the life span: Systematic approaches 6 <sup>th</sup> edition	Pearson;	2003	978-0321081391	784
Sharf, R.S.	Applying Career Development Theory to Counselling (5th ed.)	Brooks Cole	2009	978-0495804703	516

**COURSE CODE: PSY (STRESS MANAGEMENT)**

L	T	P	Total Credits
1	0	0	1

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I: Understanding Stress</b>	<b>4</b>
<ul style="list-style-type: none"> <li>Nature of stress: components, stress appraisals, characteristics of stressful events, good stress v/s bad stress.</li> <li>Dimensions of stress: biological aspects &amp; psychosocial aspects of stress.</li> <li>Sources of stress: within the person, family &amp; community/society.</li> <li>Individual differences in coping with stress</li> </ul>	
<b>Unit II: Stress and Health</b>	<b>5</b>
<ul style="list-style-type: none"> <li>Diathesis stress model</li> <li>Burnout: meaning, Burnout Stress Syndrome, Distinct stages of burnout.</li> <li>Stress behaviour and illness</li> <li>Psychoneuroimmunology</li> <li>Stress and cardiovascular disorders: hypertension, coronary heart diseases.</li> <li>Psychophysiological disorders and stress</li> </ul>	
<b>Unit III: Managing Stress – 1</b>	<b>4</b>
<ul style="list-style-type: none"> <li>Psychosocial modifiers of stress: Social support, Sense of personal control, Personality as resilience and vulnerability.</li> <li>Methods: Yoga, Meditation, Relaxation techniques</li> </ul>	
<b>Unit IV: Managing Stress – 2</b>	<b>5</b>
<ul style="list-style-type: none"> <li>Approaches to coping:</li> <li>A) Coping patterns of limited value: giving up, striking out at others, Selfindulgence, blaming self, using defensive coping.</li> <li>B) Constructive coping</li> <li>: i. Appraisal focused coping: Ellis Rational Thinking, Humor as a stress reducer, Positive reinterpretation.</li> <li>ii. Problem -focused coping: Using systematic problem solving, seeking help, using time more effectively, improving self control</li> <li>. iii. Emotion- focused coping: Enhancing emotional awareness, releasing pent-up emotions, managing hostility and forgiving others</li> </ul>	

**Course Learning Outcomes:**

- Understanding the role of Psychology in community development.
- Developing an appreciation of the core values that guide community psychology and facilitate community functions..
- Developing insights with respect to health promotion programs in communities, community programme for child and maternal health, for physically challenged and elderly people in the Indian context, through case studies.
- Understanding the concept of stress appraisal and individual differences in stress perception

**Text / Reference Books:**

Author	Title	Publisher	Year of publication	ISBN	pages
Jonathon C. Smith	Stress Management: A Comprehensive book on Techniques & Strategies	Springer Publishing Co Inc	2002	978-0826149473	280

Paul M. Lehrer	Principle & Practice of Stress Management- 3 <sup>rd</sup> Edition	Guilford Press	2007	978-1593850005	734
Dr Viswanathan Gopalan	Stress Management- An Integral Approach	GenNext Publication	2016	9789380223049	120

**B.A.+M.A. Integrated Psychology (H)-5years (9<sup>th</sup> Semester)**

Sr No	Course Code	Course Title	Course Type	Credit Units			Total Credits
				L	T	P	
1	PSY 702	Educational Psychology	Core Courses	2	0	0	2
2		Practicum III	Core Courses	0	0	4	2
3	PSY 703	Counselling Psychology: Professional Foundation	Core Courses	4	0	0	4
4	PSY 704	Fundamentals of Psychological Assessment	Core Courses	4	0	0	4
5	IP 701/CP 701	Organization culture and climate /Disorders of Psychological Dysfunctional/Principles of guidance	Specialized Elective courses	4	0	0	4
6	IP 702/CP 702	Organizational Change & Development/ Clinical Neuropsychology/Advance Counselling and	Specialized Elective courses	4	0	0	4

		Therapeutic Skills					
7	IP 703/CP 703	Organizational Psychology-I/Basics of Clinical & Abnormal Psychology/Community mental health	Specialized Elective courses	4	0	0	4
8	PSY 705	Rehabilitation Psychology	Skill Enhancement courses	2	0	0	2
<b>Total Credits</b>				<b>Min Required: 26 Semester Credits: 26</b>			

**COURSE CODE: PSY621 (EDUCATIONAL PSYCHOLOGY)**

L	T	P	Total Credits
2	0	0	2

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I: Introduction</b>	<b>9</b>
<ul style="list-style-type: none"> <li>• Aims of education in relation to relationship of self, society and education.</li> <li>• . Education and self-knowledge: Becoming a reflective practitioner.</li> <li>• Brief introduction to problems of schooling in contemporary India.</li> <li>• Transformative education for individual and social change</li> </ul>	
<b>Unit II: Cognition and Learning</b>	<b>9</b>
<ul style="list-style-type: none"> <li>• An overview of the key theoretical approaches: Behaviorism, Individual Constructivism, Social constructivism, social learning theory</li> <li>• Indian perspectives: Learning through deep contemplation and purified perception, learning through silence.</li> <li>• Mindfulness in learning</li> </ul>	
<b>Unit III: Learning and Motivation</b>	<b>9</b>
<ul style="list-style-type: none"> <li>• Critical reflection on the folk understanding of 'intelligence', 'ability' and 'achievement' in contemporary India.</li> <li>• Motivation and developmental dynamics</li> <li>• Creativity and Imagination, Learning Styles, Cooperative Learning.</li> <li>• Creating an emotionally secure classroom that encourages democracy, self-expression, and self-determination.</li> </ul>	
<b>Unit IV: Education in the Indian Context</b>	<b>9</b>
<ul style="list-style-type: none"> <li>• Understanding the hidden curriculum of education; learner diversity and hidden discrimination.</li> <li>• Understanding educational stress and anxiety, bullying, parental and peer pressure.</li> </ul>	

<ul style="list-style-type: none"> <li>• Education, consumerism, and the market. Enhancing mental health and well-being of learners and teachers.</li> <li>• Education and technology in contemporary India. References</li> </ul>	
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**Course Learning Outcomes:** At the end of this course, the students will be able to

- To acquaint students with the nature, scope and basic concepts of environmental psychology
- To help students understand environmental influences and its practical implications.

**Text / Reference Books:**

AUTHOR	TITLE	Publisher	Year of publication	ISBN	pages
Cornelissen, M., Misra G., & Varma, S	Foundations of Indian psychology (Vol. 2)	Pearson	2011	978-8131730850	330
Woolfolk, A., Misra, G., & Jha, A.	Fundamentals of educational psychology-11 <sup>th</sup> Edition	Pearson	2012	9788131758663	560
S.S.Chauhan	Advance Educational Psychology-7 <sup>th</sup> Edition	S Chand	2010	978-8125919070	-
Murlidhar Dasg7 Neena Dash	Fundamental of Educational Psychology	Atlantic	2006	978-8126902637	440

**COURSE CODE: PSY622 (COUNSELLING PSYCHOLOGY- PROFESSIONAL FOUNDATION)**

L	T	P	Total Credits
4	0	0	4

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I: Introduction</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• Introduction to Counseling and Characteristics of a counselor</li> <li>• Process of counseling</li> <li>• Theoretical approaches to counseling</li> <li>• Ethics in counseling</li> </ul>	
<b>Unit II: Counseling: models and Approaches</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• Psychoanalysis, Psychodynamic, Psychotherapy</li> </ul>	

<ul style="list-style-type: none"> <li>• Behavioural therapy and Cognitive Behaviour Therapy Approaches to Counseling</li> <li>• Drama and Art Therapy in Counseling</li> <li>• Other therapies (persons centered counseling, solution focused counseling)</li> </ul>	
<b>Unit III: Types of Counseling</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• HIV/AIDS Counseling</li> <li>• Educational and vocational Counseling</li> <li>• Child Protection and Child Rights Counseling</li> <li>• Addiction/Anxiety Counseling</li> </ul>	
<b>Unit IV: Counseling for mental Disorders</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• Depression</li> <li>• Personality disorder</li> <li>• Gender identity disorder</li> <li>• Eating disorder</li> </ul>	

**Course Learning Outcomes:** At the end of this course, the students will be able to

- To understand academic, emotional, behavioural difficulties of children and adolescents
- To acquaint students with counselling needs in marriage, workplace and among elderly
- To highlight counselling for people with addiction issues, attempted suicide, disabilities and trauma
- To delineate the theories of career development and technological advances in counselling

**Text / Reference Books:**

<b>AUTHOR</b>	<b>TITLE</b>	<b>Publisher</b>	<b>Year of publication</b>	<b>ISBN</b>	<b>pages</b>
David Murphy	Counselling Psychology: A Textbook for Study and Practice	Wiley-Blackwell	2011	978-1119106869	496
Gerald Corey	Theory & Practice of Counseling & Psychotherapy	Cengage Learning	2019	978-9353502072	552
Samuel T. Gladding	Counseling: A Comprehensive Profession, 8e	Pearson Education	2018	978-9353061807	776
<a href="#">Charles J. Gelson</a> , & <a href="#">Elizabeth Nutt Williams</a>	<i>Counseling Psychology</i> 4 <sup>th</sup> Edition	APA Publication	2021	978-1-4338-3647-3	533

**COURSE CODE: PSY623 (FUNDAMENTALS OF PSYCHOLOGICAL ASSESSMENT)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Credits</b>
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4	0	0	4
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**Course Contents/syllabus:**

	Teaching hours
<b>Unit I: Introduction</b>	<b>18</b>
<ul style="list-style-type: none"> <li>Psychological Testing: Nature, Present uses, Test Administration, Rapport, Test Anxiety, Examiner and other Situational Variables, Coaching, Practice, Test Sophistication.</li> </ul>	
<b>Unit II: Construction of tests</b>	<b>18</b>
<ul style="list-style-type: none"> <li>Construction of tests : Selection of items, Item analysis- Item difficulty, discrimination &amp; Validity power</li> </ul>	
<b>Unit III: Reliability</b>	<b>18</b>
<ul style="list-style-type: none"> <li>Reliability : Concept, Stability and Consistency of Measures, Types-Test-retest, Split-half and Parallel Form. Factors Affecting Reliability. Validity : Concept, Content validity, Criterion Related Validity, Estimation of Validity, Factors Affecting Validity</li> </ul>	
<b>Unit IV:</b>	<b>18</b>
<ul style="list-style-type: none"> <li>Introduction to Factor Analysis (Exploratory and Confirmatory Factor Analysis). Principal Component, Rotation: Orthogonal and Oblique. Multiple Regression (Linear, Stepwise and Logistic).</li> </ul>	

**Course Learning Outcomes:**

- The student will be able to understand, participate and conduct various steps involved in research.
- The student will be able to have knowledge of the general principles of psychological research and the most common elementary designs.
- The student will be able to be aware of the kinds of approach that is appropriate for different research questions.
- The student will be able to have knowledge of descriptive statistics.
- Student will learn to differentiate understanding of appropriate techniques to be used in various types of scientific research in social sciences.

**Text / Reference Books:**

AUTHOR	TITLE	Publisher	Year of publication	ISBN	pages
Broota, K. D.	Experimental Designs in Behavioural Research	New Age Publishers.	2006	9781412978835	476
Heiman, G. W	Research Methods in Psychology	Houghton Mifflin Co.	1995	978-1-118-02202-3	544
Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister,	Research methods in psychology (9th ed.)	McGraw Hill.	2012	978-0471234159	512

J. S.					
Garrett McAulifee & Associates	Culturally Alert Counseling: A Comprehensive Introduction	SAGE	2008	978- 1412981354	584

**COURSE CODE: PSY (PRINCIPLES OF GUIDANCE)**

L	T	P	Total Credits
4	0	0	4

**Course Contents/syllabus:**

	Lecture Hours
<b>Unit I: Introduction to Guidance</b>	<b>18</b>
<ul style="list-style-type: none"> <li>Basic assumptions and principles of guidance, Importance of understanding the individual, Barriers to understanding, Aids in understanding, Measurement and application of self-understanding, Guidance movement in India.</li> </ul>	
<b>Unit II: Guidance Techniques &amp; Educational Guidance</b>	<b>18</b>
<ul style="list-style-type: none"> <li>Nature, Pupil personnel work, pupil appraisal information, Role of teacher, Preparation and training, School curriculum and guidance, Vocational guidance: Nature, study of occupations, occupational information, Theories of occupational choices, Job placement and Satisfaction</li> </ul>	
<b>Unit III: Personal Guidance</b>	<b>18</b>
<ul style="list-style-type: none"> <li>Nature of emotional problem, Adjustment problems of adolescents and delinquents: prevention and treatment.</li> </ul>	
<b>Unit IV: Exceptional Children</b>	<b>18</b>
<ul style="list-style-type: none"> <li>Identification and guidance of gifted, creative, mentally retarded and underachievers, Guidance of persons with learning disabilities, visual and hearing impairment, Research and evaluation of guidance</li> </ul>	

**List of Professional Skill Development Activities (PSDA):**

**Case Study:** educational, vocational guidance (special population/ career guidance, behavioral problem, adolescent counseling, premarital counseling, counseling of delinquent, crisis intervention, health counseling etc. (each student has to take up two case studies from the above areas).

**Text / Reference Books:**

Author	Title	Publisher	Year of publication	ISBN	Pages
Brooks, F., & McHenry, B.	A contemporary approach to substance use disorders and addiction counseling	John Wiley & Sons	2015	978-1-119-09819-5	328

Connors, G. J., DiClemente, C. C., Velasquez, M. M., & Donovan, D. M.	Substance abuse treatment and the stages of change: Selecting and planning interventions	Guilford Press.	2016	978-1462524983	3 5 6
Fisher, E. S., & Kennedy, K. S.	Counselling special populations in schools.	Oxford University Press.	2016	9780199355785	2 3 2
Davies, N., & Bacon, E	Eating disorder recovery handbook: A practical guide to long-term recovery	Jessica Kingsley Publishers.	2016	978-1785921339	2 4 0
James, R., & Gilliland, B.	Crisis intervention strategies (8th ed.).	Cengage Learning.	2016	978-1305271470	7 5 2

**COURSE CODE: PSY625 (DISORDERS OF PSYCHOLOGICAL DYSFUNCTIONS)**

L	T	P	Total Credits
4	0	0	4

**Course Contents/syllabus:**

	Teaching hours
<b>Unit – I: Introduction</b>	<b>18</b>
Meaning and Definition of Abnormal Behaviour; Approaches of Study in Psychopathology: Biological Approach – Brain and Behaviour, Biological Factors (Neurotransmitters, Hormones, Genetic, Constitutional, Brain Dysfunction, Physical Deprivation); Psychosocial Approaches - Psychodynamic, Behavioral and Cognitive; Psychosocial Causal Factors; Sociocultural Approach – Sociocultural Causal Factors; Humanistic Perspective.	
<b>Unit – II: Classification of Mental Disorders</b>	<b>18</b>
Classification of Mental Disorders – DSM-IV-TR and ICD-10. Schizophrenia: History, Prevalence, Symptoms and Sub-types – Paranoid, Disorganized, Catatonic, Undifferentiated and Residual Types	
<b>Unit – III: Anxiety Disorders</b>	<b>18</b>
Introduction, Fear and Anxiety, Types, Prevalence and Symptoms of Anxiety Disorders – Generalized Anxiety Disorder (GAD), Phobic Disorders (Specific, Social and Agoraphobia), Panic Disorders, Obsessive-Compulsive Disorder (OCD), Post-traumatic Stress Disorder (PTSD)..	
<b>Unit – IV: Mood Disorders</b>	<b>18</b>
Introduction, Types – Prevalence and Symptoms of (i) Unipolar Disorders: Dysthymia, Depressive Mood with Adjustment Disorder, Major Depressive Disorder (MDD) and (ii) bipolar disorders: Bipolar I, Bipolar II, Cyclothymia; Seasonal Affective Disorder.	

**Course Learning Outcomes:** At the end of this course, the students will be able To acquaint students with the nature, scope and basic concepts of different types of disorders.

**Text / Reference Books:**

AUTHOR	TITLE	Publisher	Year of publication	ISBN	pages
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American Psychiatric Association	Diagnostic and Statistical Manual of Mental Disorders – IV- Text Revision (DSM-IV-TR).	Tapee Brothers Medical Publishers	2000	978-9332551831	980
Carson, R.C., Butcher, J.W., Mineka, S., Hooley, J.M.	Abnormal Psychology	Pearson Education	2007	978-1412903875	816
Sarason, I.G. and Sarason, B.R.	Abnormal Psychology,	Pearson Education Asia	2002	978-0534640323	728

**COURSE CODE: PSY627 (ORGANISATIONAL CHANGE & DEVELOPMENT)**

L	T	P	Total Credits
4	0	0	4

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I: Organizational Change</b>	<b>18</b>
<ul style="list-style-type: none"> <li>Forces for Change, planned change, critique of planned change, Resistances to change, Lewin's and Kotter's model of Change, Managing, motivating and sustaining change.</li> </ul>	
<b>Unit II: Organizational Developmen</b>	<b>18</b>
<ul style="list-style-type: none"> <li>The field of OD, Definitions, History, Values, assumptions and beliefs, Action Research and OD, The OD Practitioner: Skills, knowledge, Professional values and ethics, The process of OD: The contract between consultant and client.</li> </ul>	
<b>Unit III: Interpersonal and Group Interventions</b>	<b>18</b>
<ul style="list-style-type: none"> <li>T-Groups, Process consultation, 3rd party peacemaking interventions, Quality circles and team building interventions. Comprehensive Interventions: Confrontation meeting, Grid OD, Survey feedback and intergroup relations interventions.</li> </ul>	
<b>Unit IV: Techno-structural Interventions</b>	<b>18</b>
<ul style="list-style-type: none"> <li>Its applicability, Restructuring Organizations, Employee Involvement. Power, politics and OD, Research on OD, Future of OD.</li> </ul>	

**Course Learning Outcomes:** At the end of this course, the students will be able.

- To acquaint the students with the concept of competence and competency at work
- To learn the various steps, methods, and application of competency

- To acquaint the students with competency-based application in selection, performance management, development, career pathing and compensation
- To develop the understanding of assessment center methodology

**Text / Reference Books:**

<b>AUTHOR</b>	<b>TITLE</b>	<b>Publisher</b>	<b>Year of publication</b>	<b>ISBN</b>	<b>pages</b>
Robbins, S. P., & Judge, T	Organizational behavior (15th ed.)	Pearson	2013	978-9332500334	712
French, W. L. & Bell, C. H, Vohra Veena	Organization Development: Behavioral Science Interventions for Organizational Improvement, 6th Edition	Pearson Education	2017	978-9332575264	256
Cummings, T.G. & Worley, C. G	Organizational Development and Change, 10th Edition	Cenage Learning	2015	978-8131531679	832
Dipak Kumar Bhattacharyya	Organizational Change and Development	OUP India	2011	9780198066460	712

**COURSE CODE: PSY (Advance Counselling and Therapeutic Skills)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Credits</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Contents/syllabus:**

**Course Objectives:** Training students in understanding and using the basic and advanced skills for counseling and therapy.

**Course Content/ Syllabus**

	<b>Lecture Hours</b>
<b>Unit-1 -Skills for counseling and psychotherapy</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• a. Basic skills: empathy, genuineness, unconditional positive regard, congruence, listening, paraphrasing, reflecting, summarizing.</li> </ul>	

<ul style="list-style-type: none"> <li>• b. Advanced skills: interpretation, insight, transference interpretation, exploring projections, identifying failure of therapy, identifying working with burnout, self-supervision, confrontation.</li> <li>• c. Characteristics of effective counselor/ therapists</li> <li>• d. Issues faced by young therapist: dealing with anxiety, being oneself, self-disclosure, avoiding perfectionism, honesty with limitations, understanding silence, demands from clients; understanding one's own self and psychotherapy with self</li> </ul>	
<b>Unit-2 - Therapeutic assessment, contracting and initiating therapy</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• a. Therapeutic assessment, history taking, and formulation, setting goals.</li> <li>• b. Contracting and its implications: contracting for therapy and socialization, communicating ethical and professional rights responsibilities, violations of contract.</li> <li>• c. Skills for opening and closing sessions.</li> <li>• d. Initial contact and first session, crisis and support.</li> </ul>	
<b>Unit-3- Process of counselling and psychotherapy</b>	<b>18</b>
<ul style="list-style-type: none"> <li>a. initial phase: psych- education, supportive psychotherapy, selecting techniques.</li> <li>b. Ice-breaking, exploration, loss framework.</li> <li>c. Dealing with resistance: techniques and applications.</li> <li>d. Transference and countertransference.</li> </ul>	
<b>Unit-4- Termination and follow-up and documentation</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• a. Termination: evaluating and sharing progress, issues in termination and resolution.</li> <li>• b. Follow-up: systems and techniques, sustained changes.</li> <li>• c. Documentation: therapists' documentation, communication with other professionals and referrals</li> <li>• d. Legal implications: legalities with therapy and legal communication, documentation.</li> </ul>	

**Course Learning Outcomes:** By the end of this course, students will be able to

- Training students in understanding and using the basic and advanced skills for counselling and psychotherapy.
- Training students in understanding and using therapeutic process and related aspects for counselling and psychotherapy.
- Make students practice these skills and techniques.
- To delineate the theories of career development and technological advances in counselling.

**Text / Reference Books:**

Author	Title	Publisher	Year of publication	ISBN	Pages

Robert Bro	Counselling in Schools	SAGE Publications	2002	9780761972754	160
Gibson, R.L., & Mitchell, M.H.	Introduction to Counseling and Guidance-7 <sup>th</sup> Edition	PHI Learning	2015	978-9332551831	544
Nelson – Jones, R.	Practical Counselling & Helping Skills: Text and Exercises for Life Skills Counselling Model	SAGE	2005	978-1412903875	<b>512</b>
Welfel, E.R., & Patterson, L.E	The Counselling Process: A Multi theoretical Integrative Approach	Cengage Learning	2004	978-0534640323	384
Asha.K.Kinra	Guidance & Counseling	Pearson	2008	9788131715277	179

**COURSE CODE: PSY (CLINICAL NEUROPSYCHOLOGY)**

L	T	P	Total Credits
4	0	0	4

**Course Contents/syllabus:**

	Hours
<b>Unit I:</b> Introduction to Clinical Neuropsychology	<b>18</b>
<ul style="list-style-type: none"> <li>Role of neuropsychology in clinical practice, neuroanatomy, and neuropathology</li> </ul>	
<b>Unit II:</b> Neuro-psychopathology	<b>18</b>
<ul style="list-style-type: none"> <li>Memory disorders, executive dysfunction, disorders of language and communication, visuospatial and attentional disorders</li> </ul>	
<b>Unit III:</b> Neuropsychological Assessment	<b>18</b>
<ul style="list-style-type: none"> <li>Psychological and psychiatric aspects of brain disorders, psychometric foundations of neuro-psychological assessment</li> </ul>	
<b>Unit IV:</b> Neuropsychological Rehabilitation	<b>18</b>
<ul style="list-style-type: none"> <li>Theoretical approaches to cognitive rehabilitation, brain injury and psychological problems-issues and intervention, neurorehabilitation strategies for people with neuro-degenerative disorders, psychopharmacology</li> </ul>	

**Course Learning Outcomes:** At the end of this course, student will be able to

- Appreciate social and cultural roots of mental health.
- Develop intervention for community mental health.

**Reference Books:**

Author	Title	Publisher	Year of publication	ISBN	Pages
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D'Esposito, M. (Ed.)	Neurological foundations of cognitive neuroscience	MIT press	2003	0-262-04209-6	290
Goldstein, L. H., & McNeil, J. E. (Eds.).	Clinical neuropsychology: A practical guide to assessment and management for clinicians	John Wiley & Sons	2012	978-0470683712	624
Heilman, M. K. M., & Valenstein, E.	Clinical neuropsychology	Oxford University Press	2010	9780195384871	720

**COURSE CODE: PSY627 (ORGANIZATIONAL PSYCHOLOGY-1)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Credits</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Contents/syllabus:**

	<b>Teaching hours</b>
<b>Unit I: Introduction</b>	<b>18</b>
Nature, history and methodology; Extension of classical concepts of organization, Bureaucratic model. Introduction to the concept of Human Resource Development.	
<b>Unit II:</b>	<b>18</b>
Leadership: Concept. Classical studies, Trait Theory, Group Exchange theories, Fiedler's contingency model, Path goal theory, social learning approach. Leadership styles: Reddin's three-dimensional model, Hersey and Blanchard's Life Cycle, Likert's four systems of management, Vroom - Yetton normative model.	
<b>Unit III:</b>	<b>18</b>
Decision Making: Nature, Types; Models (Social model, Simon's satisfying model); Techniques.	
<b>Unit IV:</b>	<b>18</b>
Organizational Development: Meaning, importance, Characteristics. Traditional and modern approaches (Sensitivity training, grid training, survey feedback, team building, transactional analysis, MBO).	

**Course Learning Outcomes:** At the end of this course, the students will be able to orient students about nature, scope, leadership Decision Making in organizations

**Text / Reference Books:**

<b>AUTHOR</b>	<b>TITLE</b>	<b>Publisher</b>	<b>Year of publication</b>	<b>ISBN</b>	<b>pages</b>
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McCormick.E.J.& Ilgen.D.R	Industrial & Organizational Psychology	Pearson Prentice Hall	1984	9780134630922	480
Blum.M.L.& Naylor.J.C	Industrial Psychology	Harper and Row	1984	9788123908601	-
Schultz,D.and Schultz,S.E	Psychology and Work Today: An Introduction to Industrial and Organisational Psychology.	Pearson	2001	978-0130341310	608
Noe,R.A. & Amitabh Deo Kodwani	Employee Training and Development-7 <sup>th</sup> Edition	Tata McGraw Hill.	2000	9789353161651	572

**COURSE CODE: PSY627 (BASICS OF CLINICAL & ABNORMAL PSYCHOLOGY)**

L	T	P	Total Credits
4	0	0	4

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I:</b>	<b>18</b>
Clinical Psychology: Nature, Historical foundation, Activities of a clinical psychologist. Clinical Psychology and Related Fields: Clinical psychology as a profession, Professional regulation, Training, Ethical and cultural issues.	
<b>Unit II:</b>	<b>18</b>
Approaches to Clinical Psychology: Biological, Psychological, Psychoanalytic, Behaviouristic, Humanistic. Methods to Study Clinical Psychology: Epidemiological, Experimental, Correlational.	
<b>Unit III:</b>	<b>18</b>
Abnormal Psychology: Meaning and Criteria of abnormality, Etiological factors of abnormal behaviour, Past and present of abnormal psychology. Developmental Disorders: Conduct disorder, ADHD, Learning disorder, Mental retardation.	
<b>Unit IV:</b>	<b>18</b>
Sexual and Gender Identity Disorders: Clinical picture, Types, Etiology. Eating Disorders: Clinical features, Types, Etiology.	

**Course Learning Outcomes:** At the end of this course, the students will be able.

- To understand academic, emotional, behavioral difficulties of children and adolescents
- To acquaint students with counselling needs in marriage, workplace and among elderly
- To highlight counselling for people with addiction issues, attempted suicide, disabilities and trauma
- To delineate the theories of career development and technological advances in counselling

**Text / Reference Books:**

<b>AUTHOR</b>	<b>TITLE</b>	<b>Publisher</b>	<b>Year of publication</b>	<b>ISBN</b>	<b>PAGES</b>
Gibson, R.L., & Mitchell, M.H.	Introduction to Counseling and Guidance-7 <sup>th</sup> Edition	PHI Learning	2015	978- 9332551831	544
Nelson – Jones, R.	Practical Counselling & Helping Skills: Text and Exercises for Life Skills Counselling Model	SAGE	2005	978- 1412903875	528
Welfel, E.R., & Patterson, L.E	The Counselling Process: A Multitheoretical Integrative Approach	Cengage Learning	2004	978- 0534640323	384
Asha.K.Kinra	Guidance & Counseling	Pearson	2008	9788131715277	179

**COURSE CODE: PSY (COMMUNITY MENTAL HEATH)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Credits</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Contents/syllabus:**

	<b>Hours</b>
<b>Unit I: Introduction to Community Mental Health (CMH)</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• Community mental health in India-relevance, challenges, historical evolution of community health services in India, general hospital psychiatry, future of community health in India, Mental Health Act 2017</li> </ul>	

<b>Unit II: Social dimensions of CMH</b>	<b>18</b>
<ul style="list-style-type: none"> <li>Family and mental health in India, stigma and mental illness, disability and functioning, gender and CMH, homelessness</li> </ul>	
<b>Unit III: Emergent Issues and CMH</b>	<b>18</b>
<ul style="list-style-type: none"> <li>Farmers' suicidal behavior and suicide prevention, crisis and violence intervention, disaster management from mental health perspective</li> </ul>	
<b>Unit IV: Models and Strategies</b>	<b>18</b>
<ul style="list-style-type: none"> <li>Preventive approach, Integrating mental health services in general health care- issues and challenges, mental health literacy and education, addressing social stigma and social inclusion, community based intervention-role of governmental and non-governmental organizations, self-help groups, role of psychiatry and counseling, psychosocial rehabilitation</li> </ul>	

**Course Learning Outcomes:** At the end of this course, student will be able to;

- Appreciate social and cultural roots of mental health.
- Develop intervention for community mental health.

**Reference Books:**

Author	Title	Publisher	Year of publication	ISBN	Pages
Bloom, B. L	Community mental health: A general introduction	Brooks/Cole	1977	9780818502156	331
Chavan, B. S., Gupta, N., Arun, P., Sidana, A., & Jadhav, S.	Community mental health in India	Jaypee Brothers Medical Publishers (P) Limited	2012	978-9350258057	704
de Jong, J. (Ed.)	Trauma, war, and violence: Public mental health in sociocultural context	Springer Science & Business Media.	2006	978-0306467097	742

**COURSE CODE: PSY628 (REHABILITATION PSYCHOLOGY)**

L	T	P	Total Credits
2	0	0	2

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I: Introduction</b>	<b>9</b>
<ul style="list-style-type: none"> <li>Nature and scope of rehabilitation psychology</li> <li>Concepts of ability and disability</li> <li>Recovery, symptom control and rehabilitation</li> </ul>	

<b>Unit II: Approaches</b>	<b>9</b>
<ul style="list-style-type: none"> <li>• Rehabilitation of addictions: drug and alcohol</li> <li>• Rehabilitation after abuse and violence</li> <li>• Rehabilitation of persons with physical disabilities: physical, psycho- social and vocational rehabilitation</li> </ul>	
<b>Unit III: Psychological models</b>	<b>9</b>
<ul style="list-style-type: none"> <li>• Medical and neuropsychological model</li> <li>• Psychodynamic, behavioral approaches to rehabilitation counselling</li> </ul>	
<b>Unit IV: Issues in rehabilitation psychology</b>	<b>9</b>
<ul style="list-style-type: none"> <li>• Parental care and support systems for persons with disabilities</li> <li>• Assessment of persons with disabilities</li> <li>• Legal issues in rehabilitation for persons with disabilities: overview of PWD act, RCI act, national trust act, United Nations convention on the rights of persons with disabilities.</li> </ul>	

**Course Learning Outcomes:** At the end of this course, the students will be able.

- To introduce the importance of rehabilitation in various conditions
- To highlight the importance of rehabilitation and recovery, rather than symptom reduction
- To explore the various types and models of rehabilitation
- To understand the different issues in rehabilitation

**Text / Reference Books:**

<b>AUTHOR</b>	<b>TITLE</b>	<b>Publisher</b>	<b>Year of publication</b>	<b>ISBN</b>	<b>pages</b>
Frank, G.R., Rosenthal, M., Caplan, B.	Handbook of Rehabilitation Psychology	American Psychological Association	2010	978-1-4338-0444-1	504
Kennedy, P.	The Oxford Handbook of Rehabilitation Psychology	Oxford University Press	2012	9780199733989	624
Marini, I. & Stebnicki, N.	The Psychological and Social Impact of Illness and Disability	Springer Publishing Company	2012	978-0826106551	570
Gawali, G.	Vocational Rehabilitation of Persons with Disability: Psychosocial and	Himalaya Publications	2012	9789350515457	60

	Legal Perspectives				
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**COURSE CODE: PSY (PRACTICUM III)**

L	T	P	Total Credits
0	0	4	2

**Course Contents/syllabus:**

List of Practical	Teaching hours
<b>Practical-1</b>	<b>14</b>
Clinical analysis questionnaire	
<b>Practical-2</b>	<b>15</b>
Indian modification of Thematic Apperception test by Uma choudhary	
<b>Practical-3</b>	<b>14</b>
Rorschach ink blot Psychodiagnostics test plates by H. Rorschach	
<b>Practical-4</b>	<b>15</b>
Alexander pass-a-long test of intelligence by Alexander.	
<b>Practical-5</b>	<b>14</b>
Muller Lyre apparatus-with stand.	

**Course Learning Outcomes** Student will be able to review the concepts of psychology through the mediums of the experiments.

- Student will develop skills of conducting & documenting experiments in the field of psychology.
- Student will be able to analyze and interpret the result findings.
- Student will apply the knowledge in research and practice.
- Student will assess and use the finding of the practical for understanding their behavior and cognitive processes.

**B.A.+M.A. Integrated Psychology (H)-5years (10<sup>th</sup> Semester)**

Sr No	Course Code	Course Title	Course Type	Credit Units			Total Credits
				L	T	P	
1	PSY 708	Child Psychopathology	Core Courses	4	0	0	4
2	PSY 709	Psychological Measurement	Core Courses	3	0	0	3
3	FAHCDS 600	Dissertation	Core Courses	4	0	0	4

4	CP 704	Training and Consultancy in Organizations/ Disorders of Psychosomatic Dysfunction and Substance Abuse/Counselling and socio-cultural context	Specialized Elective courses	4	0	0	4
5	CP 705	Organizational Psychology –II/ Interventions in Clinical Psychology/Counselling techniques for special groups	Specialized Elective courses	4	0	0	4
6	CP 706	Multicultural psychology/Clinical assessment and diagnosis/Psychoanalytical & Cognitive Behavioral Approaches to Counselling	Specialized Elective courses	4	0	0	4
7		Interventions in Organisational Development/Psychology of disability/Counselling Techniques and Strategies	Specialized Elective courses	3	0	0	3
<b>Total Credits</b>				<b>Min Required: 26 Semester Credits: 26</b>			

**COURSE CODE: PSY631 (CHILD PSYCHOPATHOLOGY)**

L	T	P	Total Credits
4	0	0	4

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I:</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• Nature, Diagnosis and Assessment of Child Psychopathology.</li> <li>• Causes of Child Psychopathology: Biological, Psychological, Family and Social influences</li> </ul>	
<b>Unit II:</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• Intellectual Disabilities Externalizing Disorders: Attention Deficit Hyperactivity Disorders</li> <li>• Disruptive Behavior Disorders: Oppositional Defiant Disorder, Conduct Disorder</li> </ul>	

<b>Unit III:</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• Developmental Disorders: Autism, Childhood Onset Schizophrenia</li> <li>• Communication and Learning disorders</li> </ul>	
<b>Unit IV:</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• Feeding and Eating disorders.</li> <li>• Elimination Disorders</li> </ul>	

**Course Learning Outcomes:** At the end of this course, the students will be able.

- To explore the biological basis of experience and behavior.
- To develop an understanding of the influence of behavior, cognition, and the environment on bodily system.
- To develop an appreciation of the neurobiological basis of psychological function and dysfunction.

**Text / Reference Books:**

<b>AUTHOR</b>	<b>TITLE</b>	<b>Publisher</b>	<b>Year of publication</b>	<b>ISBN</b>	<b>pages</b>
Bill McHenry , Kathryn C. Maccluskie , Jim McHenry	Testing & Assessment in Counseling	Routledge	2018	9781138228702	228
Richard Nelson-Jones'.	Theory and Practice of Counselling and Therapy	SAGE	2012	978- 8132110347	512
Joshua C. Watson & <b>Brandé Flamez</b>	Counseling Testing & Evaluation	SAGE	2010	978- 1452226248	582
N.Murphy	Treating Personality Disorder	Routledge	2010	9781138871809	320

**COURSE CODE: PSY632 (PSYCHOLOGICAL MEASUREMENTS)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Credits</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Course Contents/syllabus:**

	<b>Teaching hours</b>
<b>Unit I: .</b>	<b>13</b>
<ul style="list-style-type: none"> <li>• . Norms: Concept, Types – Development of Norms, Age Norms, Grade Norms, Intergroup Norms, Reliability of Norms.</li> </ul>	
<b>Unit II:</b>	<b>14</b>

<ul style="list-style-type: none"> <li>Intelligence Testing: Nature, Theories of Intelligence – (Spearman, Thurston, Guilford, Cattell). Information Processing Approach and Pass Model, Speed and Power Tests, Individual and Group Tests, Verbal and Performance Tests and Cross-cultural tests.</li> </ul>	
<b>Unit III:</b>	<b>13</b>
<ul style="list-style-type: none"> <li>Personality Testing: Concept of personality, Psychometric tests (Inventory, questionnaire), Projective Techniques - Problems of Reliability and Validity of Projective Tests.</li> </ul>	
<b>Unit IV:</b>	<b>14</b>
<ul style="list-style-type: none"> <li>Tests of Special Abilities: Aptitude testing, Occupational testing, Clinical testing, Educational testing. Ethical aspects: User's Qualification, Confidentiality, Communication of Results, Invasion of Privacy, Civil Rights of Minority, Evaluation of Tests.</li> </ul>	

**Course Learning Outcomes:** At the end of this course, the students will be able.

- To explore the biological basis of experience and behavior.
- To develop an understanding of the influence of behavior, cognition, and the environment on bodily system.
- To develop an appreciation of the neurobiological basis of psychological function and dysfunction.

**Text / Reference Books:**

<b>AUTHOR</b>	<b>TITLE</b>	<b>Publisher</b>	<b>Year of publication</b>	<b>ISBN</b>	<b>pages</b>
Ramamurti P. V.	An Introduction to Psychological Measurements	PHI Learning	2021	9788120348813	313
Kaplan and Saccuzzo'	Psychological Testing: Principles, Applications, and Issues	Cengage India Private Limited	2018	9353502187	752
W. Holmes Finch and Brian F. French E.	Introduction to Educational and Psychological Measurement	Routledge	2018	9781138963443	468

**COURSE CODE: PSY633 (DISSERTATION)**

L	T	P	Total Credits
4	0	0	4

**Course Contents/syllabus:**

**COURSE CODE: PSY635 (TRAINING AND CONSULTANCY IN ORGANIZATIONS)**

L	T	P	Total Credits
4	0	0	4

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I: Introduction</b>	<b>18</b>
<ul style="list-style-type: none"> <li>Nature and value of Organizational consultancy, Roles and Responsibilities of organizational consultants, Preparing and contracting with the organization for consultancy,</li> <li>Building capabilities for consulting, Ethical issues in consulting.</li> </ul>	
<b>Unit II: Creating a culture of consulting and coaching</b>	<b>18</b>
<ul style="list-style-type: none"> <li>the seven-eyed process model of supervision, shadow consultancy and consultant teams, the skills of consultants: core skills and capabilities, key qualities and capacities</li> </ul>	
<b>Unit III: Training</b>	<b>18</b>
<ul style="list-style-type: none"> <li>Role of Organizational environment, Stages, proactive and reactive route</li> <li>Training Needs assessment, training objectives, learning and motivational principles involved in training,</li> <li>Role of trainer in training, the training course: Selection, design and delivery</li> </ul>	
<b>Unit IV: Methods of training</b>	<b>18</b>
<ul style="list-style-type: none"> <li>Their critical evaluation, e-training,</li> <li>Assessing the effectiveness of training, Competency based Training and Development.</li> <li>Training and development in India: The National Training policy, Training and Development Scenario of Various sectors in India</li> </ul>	

**Course Learning Outcomes:** At the end of this course, the students will be able to

- To help students understand the various processes and issues inherent in organizations related to human resources.

**Text / Reference Books:**

AUTHOR	TITLE	Publisher	Year of publication	ISBN	pages
Hodges J	Consultancy, Organizational Development and Change	Kogan Page	2017	978-0749478636	328

Hawkins, P. & Smith, N.	Coaching Mentoring and Organizational Consultancy: Supervision, Skills and Development, 2nd edition	Open University Press	2013	978- 0335247141	347
Chadha, N.K	Human Resource Management, 3rd Edition	SHRI SAI PRINTOGRAPHERS	2012	978- 8189996574	652

**COURSE CODE: PSY (COUNSELLING AND SOCIOCULTURAL CONTEXT)**

L	T	P	Total Credits
4	0	0	4

**Course Contents/syllabus:**

	Lecture Hours
<b>Unit I: Introduction</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• Meaning and definitions of counseling; Goals and Scope of counseling;</li> <li>• Qualities of an effective Counselor; Counselee-Counselor relationship; Personal and professional development; Ethical and Legal issues in counseling</li> </ul>	
<b>Unit II: Counseling Skills</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• Nature and definitions of Acceptance, Genuineness, Respect, Warmth, Immediacy;</li> <li>• (b) Meaning , definitions and types of : Attending, Observing, Encouraging, Paraphrasing, Summarizing, Reflecting feeling, Confronting, Focusing,</li> <li>• Reflecting meaning, Influencing : Interpretation / reframe, Logical consequences , Self disclosure, feedback, information/ suggestions, directive</li> </ul>	
<b>Unit III: Assessment &amp; Diagnosis</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• Assessment and Appraisal and Diagnosis in Counseling: Interest, Aptitude and Personality Assessment for Counseling, Nature and Assessment of Creativity, Data Appraisal in Counseling</li> </ul>	
<b>Unit IV: Special Concern in Counseling</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• Counseling for Suicide prevention, Substance abuse, Child abuse.</li> <li>• Expressive Therapies: Art Therapy, Drama Therapy and Psychodrama.</li> </ul>	

**List of Professional Skill Development Activities (PSDA):**

1. Presentation on theoretical basis of counseling skills, counseling models, counselor's personal and professional issues and growth and ethical and legal issues.
2. Demonstration of assessment, appraisal and special concerns in Counseling.

**Text / Reference Books:**

Author	Title	Publisher	Year of publication	ISBN	Pages
Gladding .T.S	Counseling: A Comprehensive Profession. (7th ed.)	Pearson	2017	9780132657976	656
Edward E., Jacobs; Robert L., Masson & Riley L., Harvill	Group Counseling: Strategies and Skills. (8th edi)	Cengage learning	2016	9781305087309	478
Malchiodi, C.A. (Ed.)	Expressive Therapies	The Guilford Press	2005	9781593853792	220

**COURSE CODE: PSY636 (DISORDERS OF PSYCHO-SOMATIC DYSFUNCTION AND SUBSTANCE ABUSE)**

L	T	P	Total Credits
4	0	0	4

**Course Contents/syllabus:**

	Teaching hours
<b>Unit – I: Somatoform Disorders</b>	<b>18</b>
Introduction, Types – Characteristics and Symptoms of Somatization Disorder, Pain Disorder, Hypochondriasis, Conversion Disorder, and Body Dysmorphic Disorder. Dissociative Disorders: Introduction, Types – Symptoms and Causes of Dissociative Amnesia, Fugue States, Dissociative Identity Disorder, Depersonalization Disorder.	
<b>Unit – II: Dementia</b>	<b>18</b>
Introduction, Characteristics and Causes of Alzheimer’s Disease and Vascular Dementia, Parkinson’s Disease, Huntington’s Disease.	
<b>Unit – III: Substance Abuse and Dependence</b>	<b>18</b>
Introduction, Addictive Behavior, Meaning of Drug Abuse, Dependence, Withdrawal and Tolerance; Classes of Psychoactive Substance Involved in Drug Abuse, Dependence and Abuse of Tobacco (Nicotine), Caffeine, Cocaine, Amphetamines, Cannabis, Opium, and its Derivatives (Morphine and Heroin), Alcohol, Hallucinogens and Sedatives, Hypnotics, Anxiolytics, and Inhalants	
<b>Unit – IV: Psychosomatic Disorders</b>	<b>18</b>
Theory of Stress, Neurochemical and Endocrine Reactions to Stress; Psychosomatic Disorders of Gastrointestinal (Peptic Ulcer, Ulcerative Colitis), Cardiovascular (Coronary Heart Disease, Hypertension), Respiratory (Asthma)	

**Course Learning Outcomes:** At the end of this course, the students will be able.

- account too and apply a biopsychosocial perspective on mental/psychosomatic disease, long pain, and stress-related troubles.
- account for body therapy, affect focused and behavioural interventions and their applications.

- co-operate in a multi-disciplinary team and argue for the own specific field of knowledge and the role in the rehabilitation of patients with mental/psychosomatic problems, long lasting pain, and stress-related problems.
- demonstrate a scientific and critical thinking and a reflective attitude to one's own perspectives/values and realise the needs of life-long learning.

**Text / Reference Books:**

<b>AUTHOR</b>	<b>TITLE</b>	<b>Publisher</b>	<b>Year of publication</b>	<b>ISBN</b>	<b>pages</b>
American Psychiatric Association	Diagnostic and Statistical Manual of Mental Disorders – IV-Text Revision (DSM-IV-TR).	Tapee Brothers Medical Publishers	2000	9781315857664	980
Carson, R.C., Butcher, J.W., Mineka, S., Hooley, J.M.	Abnormal Psychology	Pearson Education	2007	9780765622624	816
Sarason, I.G. and Sarason, B.R.	Abnormal Psychology,	Pearson Education Asia	2002	978-0131927674	728

**COURSE CODE: PSY637 (ORGANIZATIONAL PSYCHOLOGY-II)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Credits</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Contents/syllabus:**

	<b>Teaching hours</b>
<b>Unit I:</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• Communication: Nature, models, types and methods to improve communication.</li> </ul>	
<b>Unit II:</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• Organizational Power and Politics: Concept, Sources of Power, Politics, Functioning of organizations.</li> </ul>	
<b>Unit III:</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• Stress Management. Time Management</li> </ul>	
<b>Unit IV:</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• Organizational Climate. Organizational Change.</li> </ul>	

**Course Learning Outcomes:** At the end of this course, the students will be able.

- To help students understand the various processes and issues inherent in organizations related to human resources.

**Text / Reference Books:**

AUTHOR	TITLE	Publisher	Year of publication	ISBN	pages
McCormick.E.J.& Ilgen.D.R	Industrial & Organizational Psychology	Pearson Prentice Hall	1984	9780134630922	480
Blum.M.L.& Naylor.J.C	Industrial Psychology	Harper and Row	1984	9788123908601	-
Schultz,D.and Schultz,S.E	Psychology and Work Today: An Introduction to Industrial and Organisational Psychology.	Pearson	2001	978-0130341310	608
Noe,R.A. & Amitabh Deo Kodwani	Employee Training and Development-7 <sup>th</sup> Edition	Tata McGraw Hill.	2000	9789353161651	572

**COURSE CODE: PSY638 (INTERVENTION IN CLINICAL PSYCHOLOGY)**

L	T	P	Total Credits
4	0	0	4

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I:</b>	<b>18</b>
<ul style="list-style-type: none"> <li>Clinical Intervention: Nature, Models- Biological, Psychodynamic, Behavioural, Cognitive, Humanistic. Psychotherapy: Nature, General principles, Types, Process.</li> </ul>	
<b>Unit II:</b>	<b>18</b>
<ul style="list-style-type: none"> <li>Clinical Intervention: Psychodynamic, Behavioural- Systematic desensitization, Contingency management, Token economy. Cognitive: CBT, REBT; Humanistic- Client- centered, Gestalt.</li> </ul>	
<b>Unit III:</b>	<b>18</b>
<ul style="list-style-type: none"> <li>Community Mental Health: History of community movement, Concept and types of prevention. Community Intervention: Meaning, Principles, Methods:</li> </ul>	

Crisis intervention- Concept, conditions and techniques of crisis intervention; Consultation- Concept, types, general characteristics.	
<b>Unit IV:</b>	<b>18</b>
<ul style="list-style-type: none"> <li>Use of Non- Professionals in Community Intervention: Why non-professionals, non-professional programs, Problems in use of non-professionals. Epidemiology of Mental Health: Fields and Uses of mental health epidemiology, social correlates of mental disorders.</li> </ul>	

**Course Learning Outcomes:** At the end of this course, the students will be able to

- To develop an understanding of basic concepts, processes, and techniques of Counseling.
- To acquaint the learner with the challenges of Counseling.
- To highlight theory and new advance in Assessment
- To delineate specific competencies and interventions

**Text / Reference Books:**

AUTHOR	TITLE	Publisher	Year of publication	ISBN	pages
Cormier, S., & Hackney, H.	Counseling strategies and interventions-8 <sup>th</sup> Edition	Pearson	2011	978-0137070183	240
Gladding, S. T	Counseling: A comprehensive profession-8 <sup>th</sup> Edition	Pearson Education	2018	978-9353061807	776
Jones E	Therapeutic Action: A Guide to Psychoanalytic Therapy	Jason Aronson, Inc.	2000	978-0765702432	381
Beck, J. S	Cognitive behavior therapy: Basics and beyond	Guilford press	2011	9781609185060	414

**COURSE CODE: PSY (COUNSELLING CHILDREN AND ADOLESCENTS)**

L	T	P	Total Credits
4	0	0	4

**Course Contents/syllabus:**

	<b>Hours</b>
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<b>Unit I: Establishing the relationship</b>	<b>18</b>
<ul style="list-style-type: none"> <li>Goals for counselling children and adolescents, adapting counselling theories to children and adolescents, child counsellor relationships, ethical considerations, attributes of a counsellor, cultural factors</li> </ul>	
<b>Unit II: Assessment, Goal-setting and Intervention</b>	<b>18</b>
<ul style="list-style-type: none"> <li>Constructive Understanding-formulation and diagnosis, practice frameworks-understanding internal processes of therapeutic change in children, facilitating change.</li> <li>Terminating the process</li> </ul>	
<b>Unit III: Child and adolescent counselling skills and techniques</b>	<b>18</b>
<ul style="list-style-type: none"> <li>Active listening, use of minimal responses, use of reflection, dealing with resistance and transference, paraphrasing and summarizing, dealing with self-destructive beliefs. Group counselling, play therapy, art therapy, use of narratives</li> </ul>	
<b>Unit IV: Counselling in specialized contexts</b>	<b>18</b>
<ul style="list-style-type: none"> <li>Trauma focused care-child abuse and neglect, juvenile-justice involved adolescents, working with suicidal adolescents, school counselling and career planning</li> </ul>	

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

- Adapt and apply counselling theories to children and adolescents.
- Appreciate issues pertaining to specialized context and intervene accordingly.

**Reference Books:**

Author	Title	Publisher	Year of publication	ISBN	Pages
Thompson, C. L., Rudolph, L. B., & Henderson, D. A.	Counseling children. Pacific Grove	CA: Brooks/Cole	2000	978-0534363277	656
Sharry, J.	Counselling children, adolescents and families: A strengths-based approach	Sage	2004	978-0761949510	183
Geldard, K., Geldard, D., & Foo, R. Y.	Counselling children: A practical introduction	Sage	2017	978-1473953321	384

**COURSE CODE: PSY 624 (ORGANIZATIONAL CULTURE AND CLIMATE)**

L	T	P	Total Credits
4	0	0	4

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I: Introduction</b>	<b>18</b>
<ul style="list-style-type: none"> <li>Historical antecedents of Organizational culture and climate and current state of the field, differences between Organizational culture and climate.</li> </ul>	

<ul style="list-style-type: none"> <li>• Foundations of Organizational culture: approaches to understanding organizational cultures and methods of studying them</li> </ul>	
<b>Unit II: Theories &amp; Models</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• Theories/models of organizational culture,</li> <li>• Culture as a variable and root metaphor, the emergence, effectiveness and change of organizational cultures.</li> </ul>	
<b>Unit III: Cultural Intelligence</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• Sources of Cultural Intelligence, Self-Assessment of Cultural Quotient (CQ).</li> <li>• Culture shock and Acculturation: Nature of culture shock and Coping, Reverse culture shock,</li> <li>• Art of Negotiation, Dos' and Don'ts of Cross-cultural Negotiation, Challenges of Cross cultural Negotiations.</li> </ul>	
<b>Unit IV: Cross Cultural Dimensions</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• Intercultural communication Ethics; complexities in managing across cultures; cross cultural communication, cross cultural misperceptions, cross cultural misinterpretations, need for linguistic proficiency in international business, linguistic diversity. Developing global managers.</li> </ul>	

**Course Learning Outcomes:** At the end of this course, the students will be able.

- know an overview of the key concepts, topics and issues in personnel psychology.
- understand the potential characteristics of employee.
- identify the effective development and training programs.
- examine the process of performance evaluation.

**Text / Reference Books:**

<b>AUTHOR</b>	<b>TITLE</b>	<b>Publisher</b>	<b>Year of publication</b>	<b>ISBN</b>	<b>pages</b>
Ehrhart, M.G., Schneider, B. & Macey, W.H	Organizational Climate and Culture: An Introduction to Theory, Research and Practice	Routledge	2013	9781315857664	384
Ang, S & Dyne, L.V	Handbook of Cultural Intelligence	Routledge	2008	9780765622624	432
Ferraro, G.P	The Cultural Dimensions of International Business (5th Ed.).	Taylor & Francis	2005	978-0131927674	216
Schein, E. H.	Organizational Culture and Leadership, 4 th	John Wiley & Sons	2010	978-0470190609	-

	Edition				
James, R., & Gilliland, B.	Crisis intervention strategies (8th ed.).	Cengage Learning.	2016	978-1305271470	752

**COURSE CODE: PSY (PSYCHOANALYTIC AND COGNITIVE BEHAVIORAL APPROACHES TO COUNSELING)**

L	T	P	Total Credits
4	0	0	4

**Course Contents/syllabus:**

	Lecture Hours
<b>Unit I: Introduction</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• Introduction to A Psychoanalytic approach to Understanding ourselves,</li> <li>• Development of Psychodynamic Approach: Theory and The Therapy.</li> </ul>	
<b>Unit II: Psychoanalysis</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• Psychoanalysis, The therapeutic techniques used in psychoanalysis, Dream</li> <li>• Analysis, The post-Freudian evolution of the psychodynamic approach, , Alderian Counselling</li> </ul>	
<b>Unit III: CBT</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• Cognitive and Behavioral Therapy and Approaches to Counseling:</li> <li>• Understanding, Defining and assessment of the issue: History taking, Observation, Empathy, Integration of intake. Interventions: Exposure Therapies, Flooding and Implosion, Modeling, Systematic Desensitization, Assertiveness training, EMDR</li> </ul>	
<b>Unit IV: REBT</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• The Rational Emotive Behavioral Therapy, Self-Instructional and Stress</li> <li>• Inoculation Training. Thought Blocking, Problem Focused Brief Counseling,</li> <li>• Narrative Counseling, and Transactional Analysis</li> </ul>	

**Course Learning Outcomes:** At the end of this course, the students will be able to

- Understand, apply, and analyze Skills of effective therapist.

**Text / Reference Books:**

Author	Title	Publisher	Year of publication	ISBN	pages
Cormier, S., & Hackney, H.	Counseling strategies and interventions-8 <sup>th</sup> Edition	Pearson	2011	978-0137070183	240
Gladding,	Counseling: A	Pearson Education	2018	978-9353061807	776

S. T	comprehensive profession-8 <sup>th</sup> Edition				
Jones E	Therapeutic Action: A Guide to Psychoanalytic Therapy	Jason Aronson, Inc.	2000	978-0765702432	381
Beck, J. S	Cognitive behavior therapy: Basics and beyond	Guilford press	2011	9781609185060	414

**COURSE CODE: PSY (CLINICAL ASSESSMENT AND DIAGNOSIS)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Credits</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Contents/syllabus:**

	<b>Hours</b>
<b>Unit I: Basic Elements in Assessment</b>	<b>18</b>
<ul style="list-style-type: none"> <li>Epistemological issues of assessment and diagnosis, addressing the presenting problems, taking social and behavioral history, mental status examination (MSE), making assessment decisions- micro, mezzo and macro perspectives, importance of culturally sensitive assessment procedures-cultural competence of the clinician, clinician and client relationship</li> </ul>	
<b>Unit II: Classification</b>	<b>18</b>
<ul style="list-style-type: none"> <li>Differing models of classification of disorders-prototypal and dimensional approach, Formal diagnostic classifications- ICD and DSM, unresolved issues in DSM 5-a critical approach, cultural roots of abnormal behavior and its impact on classification</li> </ul>	
<b>Unit III: Assessment and Diagnostic Tools</b>	<b>18</b>
<ul style="list-style-type: none"> <li>Assessment interviews, clinical observation, psychological testing, neurological examination-MRI, fMRI, CAT, PET. Integration of data</li> </ul>	
<b>Unit IV: Situating disorders</b>	<b>18</b>
<ul style="list-style-type: none"> <li>Narratives of illness, difference and personhood, contextualized and person-centered diagnosis, examining the psychosocial context, psychopathology in Ayurveda</li> </ul>	

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

- Adapt and apply counselling theories to children and adolescents.
- Appreciate issues pertaining to specialized context and intervene accordingly.

**Reference Books:**

<b>Author</b>	<b>Title</b>	<b>Publisher</b>	<b>Year of publication</b>	<b>ISBN</b>	<b>Pages</b>
American Psychiatric Association	Diagnostic and statistical manual of mental disorders (DSM-5®)	American Psychiatric Pub	2013	9780890425541	991
Castillo, R. J.	Culture & mental illness: A client-centered approach	Thomson Brooks/Cole Publishing	1997	0534345581	339

		Co.			
Gupta, S. P.	Psychopathology in Indian Medicine (Ayurveda)	Varanasi: Chaukhamba Sanskrit Pratishthan	2011	8170842808	568

**COURSE CODE: PSY (INTERVENTIONS IN ORGANISATIONAL DEVELOPMENT)**

L	T	P	Total Credits
3	0	0	3

**Course Contents/syllabus:**

	Lecture Hours
<b>Unit I:</b>	<b>14</b>
<ul style="list-style-type: none"> <li>Organization Development: Nature, History and Dimensions of Organization Development; Process, Values and Assumptions of Organization Development. Foundation of Organization Development: Models, Theories of Planned change; Teams and Teamwork; Parallel Learning Structures, Applications in Applied Behavioral Science</li> </ul>	
<b>Unit II:</b>	<b>13</b>
<ul style="list-style-type: none"> <li>Interventions in Organizations: Nature and types of Interventions; Need and relevance of Interventions in Organization Development (OD). Organization Development Interventions: Managing, Diagnosis, Action Component, Programme Management Component.</li> </ul>	
<b>Unit III:</b>	<b>14</b>
<ul style="list-style-type: none"> <li>Team Interventions I: Board Team, Formal Group Diagnostic meeting and Team Building, Process Consultation, Gestalt Approach to Team Building. Team Interventions II: Role Analysis, Role Negotiation, Interdependency Exercise, Responsibility, Charting, Visioning and Force Field Analysis.</li> </ul>	
<b>Unit IV:</b>	<b>13</b>
<ul style="list-style-type: none"> <li>Comprehensive Interventions: Strategic Management Activities, Survey Feedback, Stream Analysis, Grid Organization Development, Confrontation meeting. Structural Interventions: Sociotechnical Systems, Self-Managed Teams, Work Redesign, MBO and Appraisal Quality Circle, Quality of work life, TQM.</li> </ul>	

**Course Learning Outcomes:** At the end of this course, the students will be able to  
To facilitate students on effective & smooth functioning of organizations.

**Text / Reference Books:**

Author	Title	Publisher	Year	ISBN	p a g e

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McCor mick.E. J.& Ilgen.D .R	Industrial & Organizational Psychology	Pearson Prentice Hall	1984	9780134630922	4 8 0
Blum. M.L.& Naylor. J.C	Industrial Psychology	Harper and Row	1984	9788123908601	-
Schultz ,D.and Schultz ,S.E	Psychology and Work Today: An Introduction to Industrial and Organisational Psychology.	Pearson	2001	978-0130341310	6 0 8
Noe,R. A. & Amitab h Deo Kodwa ni	Employee Training and Development-7 <sup>th</sup> Edition	Tata McGraw Hill.	2000	9789353161651	5 7 2

**(COUNSELLING TECHNIQUES & STRATEGIES)**

L	T	P	Total Credits
3	0	0	3

**Course Contents/syllabus:**

	Lecture Hours
<b>Unit I: Introduction</b>	<b>13</b>
<ul style="list-style-type: none"> <li>Strategies of Counselling: Directive, Non-Directive Approach to Counselling; Elements of Effective Therapeutic Position, Goals Directed Nature of Counselling &amp; Psychotherapy, Need for Pragmatic Therapeutic Position. Counselling vs. Psychotherapy. Psychoanalytic Approach: View of Human Nature, Development of Personality, Defense Mechanisms, Major methods &amp; techniques.</li> </ul>	
<b>Unit II: Counseling Approaches/Techniques</b>	<b>14</b>

<ul style="list-style-type: none"> <li>Affectively Oriented Approaches: Existential therapy; Person-centered therapy; Gestalt therapy; Theoretical analysis of affective approaches.</li> <li>Cognitively Oriented Approaches: Rational Emotive Therapy; Beck's Model; Transactional Analysis. Theoretical analysis of cognitive approaches</li> </ul>	
<b>Unit III: Counseling Approaches/Techniques</b>	<b>13</b>
<ul style="list-style-type: none"> <li>Behaviorally Oriented Approaches: Behavior Therapy: Meaning &amp; Goals, Behavioral Connections; Systematic Desensitization, Relaxation, Flooding Therapies; Behavioral Contingencies: Reinforcement, Punishment, Shaping; Modelling Techniques; Self Instructional Training, Self-Inoculation. Theoretical analysis of behavioral approaches.</li> </ul>	
<b>Unit IV: Counseling Strategies</b>	<b>14</b>
<ul style="list-style-type: none"> <li>Family Systems Approach: Bowen's Intergenerational Approach, Structural Family Therapy, Strategic Therapy and Current Trends in Family Systems Therapy. Promotional Approaches: Creative Art Therapies, Yoga and Meditation, Mindfulness.</li> </ul>	

**Course Learning Outcomes:** At the end of this course, the students will be able to

- Understanding on theoretical basis of counseling skills, counseling models, counselor's personal and professional issues and growth and ethical and legal issues.

**Text / Reference Books:**

Author	Title	Publisher	Year of publication	ISBN	pages
Gladding, T.S	Counseling: A Comprehensive Profession. (7th ed.)	Pearson	2017	9780132657976	528
Edward E., Jacobs; Robert L., Masson & Riley L., Harvill	Group Counseling: Strategies and Skills. (8th edi)	Cengage learning	2016	9781305087309	496
Malchiodi, C.A. (Ed.)	Expressive Therapies	The Guilford Press	2005	9781593853792	220

**(PSYCHOLOGY OF DISABILITY)**

L	T	P	Total Credits
3	0	0	3

**Course Contents/syllabus:**

	<b>Teaching</b>
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	hours
<b>Unit I: Stress and Coping Style</b>	<b>14</b>
<ul style="list-style-type: none"> <li>Stress due to disability, threat to life and physical well being, body image, independency, autonomy and control, self-concept, self esteem, life goals and future plan, invisible disabilities, marginalization, Denial, regression, compensation, rationalization, emotional reaction – grief, loss, guilt and fear, coping styles and strategies, stages of adaptation and adjustment, factors impeding adjustment to disability and disabling processes, psychological control</li> </ul>	
<b>Unit II: Mental health issues</b>	<b>13</b>
<ul style="list-style-type: none"> <li>Psychopathological reactions such as anxiety, depression, adjustment problems, other co-existing mental morbidity, emotional and behavioral disorders in children and adolescents, problems related to marital and sexual life, abuse and exploitation, substance use, interventions for mental illnesses</li> </ul>	
<b>Unit III: Social issues</b>	<b>13</b>
<ul style="list-style-type: none"> <li>Societal attitudes toward disabilities, measurement of attitude and strategies for attitude change, social environment, social participation, social interaction, social network and support, disabling factors, prejudice, stigma, discrimination, marginalization, gender disparity</li> </ul>	
<b>Unit IV: Vocational issues</b>	<b>14</b>
<ul style="list-style-type: none"> <li>Career competency, career development issues, work related stress, economic independence, well-being, assistive devices for activities of daily living, mobility aids, at work place, sensory devices, environment modifications and universal designs, needed support system</li> </ul>	

#### **Course Learning Outcomes:**

- An understanding of basic physical, sensory, developmental and cognitive impairments and effects such impairments have on functional performance.
- Demonstrate an understanding of caregiver and family burden, suggest and/ or undertake interventions drawing on their knowledge and problem solving skills.
- Knowledge of commonly accepted interventions for various impairments and skill in communicating verbally and in writing the decisions made and explaining and answering questions.
- Ability to develop plans for vocational rehabilitation clients, and counsel, motivate, and inspire clients.

#### **Text / Reference Books:**

AUTHOR	TITLE	Publisher	Year of publication	ISBN	pages
Ghai, A	Rethinking Disability in India	Routledge	2015	9780815373216	392
Goodley, D. & Lawthom, R.	Disability and Psychology: Critical Introductions and Reflections.	Bloomsbury Publishing	2006	9781403936011	248
Sally French	Understanding Disability	EHS	2008	9780443101397	256

John Swain					
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