



CHRIST

(DEEMED TO BE UNIVERSITY)

BENGALURU • INDIA

BACHELOR OF SCIENCE

IN

PSYCHOLOGY

(HONOURS / HONOURS WITH RESEARCH)

Syllabus 2025-2026

Department overview

The Department of Psychology, CHRIST (Deemed to be University), Bannerghatta Road Campus, Bangalore runs a range of programs that include Certificate courses, Interdisciplinary courses, and Undergraduate programmes. Through these programmes students are encouraged to consider careers and missions that integrate an understanding of life. The programmes integrate scholarship with professional practice and offer courses that are cutting edge in social science and management. It is a goal that students who complete these programs demonstrate high degrees of self-awareness, service orientation and are encouraged to embrace humane values in their vocation.

The department realizes its vision to promote high academic standards through a continuous and dynamic curriculum review process based on feedback from peers, professionals, potential employers, and students. A variety of student-centered teaching and training pedagogies are practiced by the faculty members. Prominent among them is the use of seminars, experiential methodologies, laboratory training, conferences, workshops, field-based studies, and film-based discussions and interactions with field experts.

Introduction to the Programme

The B.Sc. Psychology Honours program offered by CHRIST (Deemed to be University) is an initiative to meet the increasing demand for psychological understanding and application in diverse fields. Drawing upon the recommendations of the American Psychological Association, the British Psychological Society, and the University Grants Commission, this program integrates both natural sciences and social sciences disciplines, requiring students to take courses from these two broad disciplines. The course structure is designed to enable students to think critically and creatively and investigate how human beings interact with the environment through the modalities of Mind, Body, and Behaviour. To this end, courses are offered from disciplines such as Biotechnology, Biochemistry, Computer Science, Engineering, and Social Sciences.

Programme overview

Program Objective: The program is designed to enable students to actively interact with, and investigate the dynamic interrelations between the human being and the environment. The program specifically focuses on the study of human interaction with significant others, society, environment, and machine interface through directed research in the laboratory, library, and field settings. The program facilitates students to have first-hand experience in various fields of psychology. Further, it endeavours to inculcate research culture among students. Finally, it focuses on the holistic development of the student through the incorporation of curricular aspects with personal growth.

Program Outcomes: By the end of this program students should be able to:

PO1: Fundamental Knowledge: Apply the fundamental principles, concepts, and methods in key areas of science and multidisciplinary fields.

PO2 Critical Thinking and Problem-solving Skills: Develop critical thinking with a scientific temper to evaluate evidence and address real-world issues

PO3: Research Skills: Demonstrate research culture and uphold scientific integrity and objectivity.

PO4 Professional skills: Demonstrate effective science communication, sustainable technology use, and a strong commitment to professional ethics and scientific social responsibility

PO5 Lifelong Learning: Engage in continuous reflective learning in the context of technological and

scientific advancements

Program structure for FYUG

Course Code	Title of the Course	Core/Elective/ Ability Enhancement Course/ Project	No of Hrs	Credits
SEMESTER – I				
BPSY101-1	Psychological Processes	Programme Core	4	4
BPSY102-1	Basic Statistics in Psychology	Programme Core	4	4
BPSY161-1	Academic Writing - I	SEC	3	2
BPSY411-1	Experimental Psychology - I	SEC	3	2
BPSY121-1	Fundamentals of Human Anatomy and Physiology	Minor Core	4	4
ENG184-1	English Language and Composition	AEC	2	2
HED181-1	Holistic Education and Development	VAC	1	1
EVS181-1	Environmental Sciences	VAC		1
	Total			20
SEMESTER – II				
BPSY101-2	History and Systems of Psychology	Programme Core	4	4
BPSY201-2	Quantitative Research Methods	Programme Core	4	4
BPSY461-2	Neuroanatomy Lab	SEC	3	2
BPSY411-2	Experimental Psychology – II	Programme Core	3	2
ENG184-2	Language and Contemporary Society	AEC	2	2
BPSY121-2	Medicinal Chemistry	Allied Core	4	4
HED181-2	Holistic Education and Development	VAC	1	1
UOI181-2	Understanding of India	VAC	1	1

	Total			20
Summer Internship of 2 credits in case of Exit				
SEMESTER – III				
BPSY101-3	Developmental Psychology	Programme Core	4	4
BPSY201-3	Qualitative Research Methods	Programme Core	4	4
BPSY411-3	Research Methods Lab – I	Programme Core	3	2
BPSY461-3	Academic Writing – II	SEC	3	2
BPSY121-3	Genetics & Bio-informatics	Allied Core	4	4
BPSY462-3	Internship	Internship		2
HED281-3	Holistic Education and Development	VAC	1	1
UOI181-3	Understanding of India	VAC	1	1
	Total			20
SEMESTER – IV				
BPSY101-4	Social Psychology	Programme Core	4	4
BPSY102-4	Physiological Psychology	Programme Core	4	4
BPSY121-4	Artificial Intelligence	Allied Core	4	4
BPSY411-4	Research Methods Lab-II	Programme Core	3	2
BPSY461-4	Service Learning	SEC	2	2
BPSY281-4	Holistic Education and Development	VAC		1
	Swayam			2
	Total			19
Summer Internship of 2 credits in case of Exit				
SEMESTER – V				
BPSY201-5	Theories of Personality	Major Core	4	4
BPSY202-5	Abnormal Psychology	Major Core	4	4
BPSY301A-5/B PSY301B-5/BPS	Clinical Psychology/ Organizational Behavior/School Psychology	Major Core DSE	4	4

Y301C-5				
BPSY302A-5/B PSY302B-5/BPS Y302C-5	Counselling Psychology/Human Resource Management/Forensic Psychology	Major Core DSE	4	4
BPSY481-5	Internship	Summer Internship	2	2
BPSY461-5	Psychology Lab - I	SEC	2	2
	Total			20
SEMESTER – VI				
BPSY201-6	Cognitive Psychology	Major Core	4	4
BPSY202-6	Cultural Psychology	Major Core	4	4
BPSY301A-6/B PSY301B-6/PSY 301C-6	Psychotherapy/ Consumer Psychology/ Indian Psychology	Major Core DSE	4	4
BPSY302A-6/B PSY302A-6/BPS Y302A-6	Neuropsychology/ Aviation Psychology/Sports Psychology	Major Core DSE	4	4
BPSY481-6	Minor Group Project	SEC		4
BPSY461-6	Psychology Lab - II	SEC		2
	Total			22
SEMESTER – VII (BSc Psychology Honours)				
	Indian Psychology	Major Core	4	4
	Advanced Research Methods	Major Core	4	4
	Military Psychology	Major Core	4	4
	Psychological Testing	Major Core	4	4
	Internship/Capstone Projects	Practicum		6
	Total			22
SEMESTER – VIII (BSc Psychology Honours)				
	Professional Development	Major Core	4	4
	Community Psychology	Major Core	4	4

	Environmental Psychology	Major Core	4	4
	Positive Psychology	Major Core	4	4
	Internship/Capstone Projects	Practicum		6
	Total			22
TOTAL CREDITS				176

Summary of the programme structure

Category of Course as per UGC	Minimum Credit Requirement	
	3 Year UG	4 Year UG
Major (Core)	64 (16)	32 (8)
Minor	16 (4)	-
Inter/Multidisciplinary	6 (2)	-
Ability Enhancement Course (AEC)	10 (4)	-
Skill Enhancement Courses (SEC)	26 (13)	-
Value Added Courses common for all UG	6 (3)	-
Summer Internship	4 (2)	-
Research Project / Dissertation/Practicum	-	12
Total	132	44

Minimum Credits to Graduate	
Levels	Minimum Credits
UG Certificate	48
UG Diploma	90
3-year UG Degree	132
4-year UG Degree (Honours)	176
4-year UG Degree (Honours with Research)	176

Syllabus

FOUNDATIONS OF HUMAN SCIENCES

Course Code	BPSY001-1	Course Title	Foundations of Human Sciences
Credits	1	Course Type	Bridge Course
Hours	15	Hours per week	
Course Prerequisites	There are no prerequisites required.		
Course Description	This course will provide students with a general introduction to Psychology and scientific study of behavior. The course will familiarize with basic concepts of the field of psychology and create awareness about the various terms that are used in the field of Psychology. This course will also allow them to understand the historical foundation of the discipline and also provides an overview of the contemporary perspective of Psychology.		
Course Objectives	To enable students to <ul style="list-style-type: none">● Understand how psychology study behavior● Understand the different methods that are used to study psychology and development of the discipline● Create awareness about various terms used in the field of psychology.		

Programme outcomes

PO1: Fundamental Knowledge: Apply the fundamental principles, concepts, and methods in key areas of science and multidisciplinary fields.

PO2: Critical Thinking and Problem-solving Skills: Develop critical thinking with a scientific temper to evaluate evidence and address real-world issues.

PO3: Research Skills: Demonstrate research culture and uphold scientific integrity and objectivity.

PO4: Professional skills: Demonstrate effective science communication, sustainable technology use, and a strong commitment to professional ethics and scientific social responsibility.

PO5: Lifelong Learning: Engage in continuous reflective learning in the context of technological and scientific advancements.

Course outcomes/Programme outcomes	PO1	PO2	PO3	PO4	PO5
CO1: Understand the basics of psychology and emergence of the field	3	2	3	-	-
CO2: Understand the historical development and the different schools of Psychology.	2	1	2	-	-

Course Outline

Course Name	Foundations of Human Sciences	Course Code	BPSY001-1
Total Number of Hours	15	Credits	1

Course Description: This course will provide students with a general introduction to Psychology and scientific study of behavior. The course will familiarize with basic concepts of the field of psychology and create awareness about the various terms that are used in the field of Psychology. This course will also allow them to understand the historical foundation of the discipline and also provides an overview of the contemporary perspective of Psychology.

By the end of the course the learner should be able to:

CO1: Understand the basics of psychology and emergence of the field

CO2: Understand the historical development and the different schools of Psychology.

CO 1 mapped with Unit I**5 Hours****Introduction to Psychology:**

Definition and goals of Psychology; Psychology as a science; Contemporary perspectives in psychology

Teaching learning strategies: Lectures, presentations, videos, group discussions

Essential Reading:

Baron, R. A. (2001). *Psychology*. New Delhi: Pearson Education India.

Recommended Reading :

Feldman, R. S. (2011). *Understanding Psychology*. New Delhi: Tata McGraw Hill.

Unit II mapped with CO2**10 Hours****Major Systems in Psychology :**

Structuralism, Functionalism, Gestalt psychology, Psychoanalysis, Behaviorism, Humanistic Psychology,

Teaching learning strategies: Lectures, presentations, videos, group discussions, group assignments

Essential Readings:

Brennan, J.F. (2003). *History and systems of psychology (6thEdn.)*. New Delhi: Pearson Education Inc.

Recommended Readings:

Hergenhahn, B.R. & Henley, T. (2013). *An Introduction to the History of Psychology*. Belmont, CA: Cengage Learning.

Course Code	BPSY002-1	Course Title	Foundations of Natural Sciences
Credits	1	Course Type	Bridge Course
Hours	15	Hours per week	1
Course Description	This course will provide a basic overview of the chemical process in our body forming the basis of functioning. Taking a fundamental approach, this course will highlight the basics of organic chemistry and biochemistry involved in metabolic processes and form the basis of understanding of physiology.		
Course Outcomes	<p>Upon successful completion of this course, the student should be able to:</p> <p>CO1: Elaborate the understanding of basics of organic chemistry and communicate effectively in class discussions.</p> <p>CO2: Demonstrate knowledge of the biomolecules related to it orally and written.</p> <p>CO3: Understand the metabolism of the biomolecules and discuss them in class.</p>		

Programme outcomes

PO1: Fundamental Knowledge: Apply the fundamental principles, concepts, and methods in key areas of science and multidisciplinary fields.

PO2: Critical Thinking and Problem-solving Skills: Develop critical thinking with a scientific temper to evaluate evidence and address real-world issues.

PO3: Research Skills: Demonstrate research culture and uphold scientific integrity and objectivity.

PO4: Professional skills: Demonstrate effective science communication, sustainable technology use, and a strong commitment to professional ethics and scientific social responsibility.

PO5: Lifelong Learning: Engage in continuous reflective learning in the context of technological and scientific advancements.

Course outcomes/Programme outcomes	PO1	PO2	PO3	PO4	PO5
CO1: Elaborate the understanding of basics of organic chemistry and communicate effectively in class discussions	3	-	3	-	-
CO2: Demonstrate knowledge of the biomolecules and their metabolism related to it orally and written.	3	-	3	-	-
CO3: Understand the metabolism of the biomolecules and discuss them in class.	3	-	3	-	-

FOUNDATIONS OF NATURAL SCIENCES

Course Name	Foundations of Natural Sciences	Course Title	BPSY002-1
Total Number of Hours	15	Credits	1
Course Description This course will provide a basic overview of the chemical process in our body forming the basis of functioning. Taking a fundamental approach, this course will highlight the basics of organic chemistry and biochemistry involved in metabolic processes and form the basis of understanding of physiology.			
Course Outcome Upon successful completion of this course, the student should be able to: CO1: Elaborate the understanding of basics of organic chemistry and communicate effectively in class discussions. CO2: Demonstrate knowledge of the biomolecules and their metabolism related to it orally and written. CO3: Understand the metabolism of the biomolecules and discuss them in class.			

Course outcomes mapped to Unit 1: CO1

Unit 1 – Basics of organic chemistry

5 Hours

Tetravalence of carbon, structural representation, classification and nomenclature of organic compounds (Aliphatic and Aromatic) Isomerism,

Teaching learning strategies: Lectures/Discussion/Activity

Essential Readings: NCERT Class XII Chemistry

Recommended Readings:

Morrison, R. T. (1972). Organic chemistry. Pearson Education India.

Course outcomes mapped to Unit 2: CO2

Unit 2 – Introduction to Biomolecules

5 Hours

Carbohydrates, lipids, proteins, NA, vitamins & minerals, Enzymes – classification, models of action, enzyme activity.

Essential Readings:

Berg, J. M., Tymoczko, J. L., & Stryer, L. (2007). Biochemistry (Loose-Leaf). Macmillan.

Voet, D., & Voet, J. G. (2010). Biochemistry. John Wiley & Sons.

Recommended Readings:

Satyanarayana, U., & Chakrapani, U. (2020). Biochemistry, (Updated and Revised Edition)-E-Book. Elsevier India.

Course outcomes mapped to Unit 3: CO3

Unit 3 – Introduction to Metabolism.

5 Hours

Carbohydrate metabolism: glycolysis, TCA, electron transport chain, Amino acid metabolism (transamination, deamination, decarboxylation), Fatty acid metabolism (digestion, cholesterol metabolism)

Teaching learning strategies: Powerpoint presentations/Discussion/practice sessions/Activity

Essential Readings:

Berg, J. M., & John, L. (2002). Biochemistry 9th edition pdf.

Voet, D., & Voet, J. G. (2010). Biochemistry. John Wiley & Sons.

Recommended Readings:

Satyanarayana, U., & Chakrapani, U. (2020). Biochemistry, (Updated and Revised Edition)-E-Book. Elsevier India.

PSYCHOLOGICAL PROCESSES

Course Code	BPSY101-1	Course Title	Psychological Processes
Credits	4	Course Type	Major Core
Hours	60	Hours per week	4
Course Description	This course is about the study of basic psychological processes. It is an introductory paper that gives an overall understanding about the field of Psychology. It also introduces students to the key concepts, perspectives, theories, and subfields in psychology. It focuses on various basic processes underlying human behavior.		
Course Outcome	CO1 - Conceptualize and evaluate the historical and contemporary perspectives in Psychology and reflect on individual differences. CO2 - Describe the process of sensation and perception through various theoretical frameworks. CO3 - Relate and apply the theories of learning and intelligence in real-life settings.		

	CO4 - Understand the role of motivation and emotions in the functioning of human life.
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Programme outcomes

PO1: Fundamental Knowledge: Apply the fundamental principles, concepts, and methods in key areas of science and multidisciplinary fields.

PO2: Critical Thinking and Problem-solving Skills: Develop critical thinking with a scientific temper to evaluate evidence and address real-world issues.

PO3: Research Skills: Demonstrate research culture and uphold scientific integrity and objectivity.

PO4: Professional skills: Demonstrate effective science communication, sustainable technology use, and a strong commitment to professional ethics and scientific social responsibility.

PO5: Lifelong Learning: Engage in continuous reflective learning in the context of technological and scientific advancements.

Course outcomes/Programme outcomes	PO1	PO2	PO3	PO4	PO5
CO1: Conceptualize and evaluate the historical and contemporary perspectives in Psychology and reflect on individual differences.	3	2	3	-	-
CO2: Describe the process of sensation and perception through various theoretical frameworks.	2	1	2	-	-
CO3: Relate and apply the theories of learning and intelligence in real-life settings.					
CO4 - Understand the role of motivation and emotions in the functioning of human life.					

Unit-1

Teaching Hours:12

Introduction to Psychology

Definition and goals of Psychology; Psychology as a science; Historical foundations of Psychology; Nature vs Nurture; Contemporary perspectives in psychology; Methods of research; Ethics in psychological research.

Unit-2

Teaching Hours: 18

Sensation and Perception

Definitions; Absolute and difference threshold; Signal detection theory; Sensory adaptation; Perception: Understanding perception, Gestalt laws of organization, Perceptual constancy - depth perception, size perception, perception of movement; Various sensory modalities (vision, hearing, touch, taste, smell, pain, kinesthetic and vestibular); Extrasensory perception.

Unit-3

Teaching Hours:12

Learning

Learning – Definitions; Classical conditioning – experiments, extinction, spontaneous recovery, generalization, discrimination, higher order conditioning; Operant conditioning – Thorndike’s law of effect, basics of operant conditioning, Reinforcement and Punishment, Schedules of reinforcement; Cognitive learning: Latent learning, Observational learning and Insight learning.

Unit-4

Teaching Hours: 18

Motivation, emotion, and intelligence

Motivation –Meaning, Approaches: instinct, drive reduction, arousal, incentive, cognitive, humanistic; Types of motivation - physiological Motivation (Hunger, Thirst, Sex) and psychological motivation (Achievement, Affiliation and Power)

Emotion: Meaning, Physiological basis of emotions; Theories – James-Lange Theory, Cannon-Bard theory, Cognitive theory; Emotional expression, facial feedback hypothesis,

Intelligence – Definition, theories of intelligence,

Essential References

Baron, R. A. (2001). *Psychology*. New Delhi: Pearson Education India.

Weiten, W. (2016). *Psychology: Themes and variations*. Nelson Education.

Recommended References

Feldman, R. S. (2011). *Understanding Psychology*. New Delhi: Tata McGraw Hill.

Morgan, C. T., King, R. A., & Schopler, J. (2004). *Introduction to Psychology*. New Delhi: Tata McGraw Hill.

Kalat, J. W. (2016). *Understanding Psychology*. New York: Cengage Learning.

Evaluation Pattern

CIA 1	CIA 2	CIA 3	Attd	ESE
20	25	20	05	30

BASIC STATISTICS IN PSYCHOLOGY

Course Code	BPSY102-1	Course Title	Basic Statistics in Psychology
Credits	4	Course Type	Core
Hours	60	Hours per week	4
Course Type	Core		
Course Description	The purpose of this course is to provide an introduction to statistics in psychology. Statistics are essential in allowing us to assess whether or not an observed phenomenon might have occurred by chance alone. Additionally, we will read psychological journal articles that utilize the statistics we are learning so that we can see how psychologists use and write about statistics. Students will learn how to manually calculate, interpret and present data.		

Course Outcomes	<p>Upon successful completion of this course, the student should be able to:</p> <p>CO1: Understand and explain basic concepts of statistics.</p> <p>CO2: Describe the nature, purposes, and limitations of descriptive statistical techniques and manually calculate/draw and interpret.</p> <p>CO3: Explain the concepts of inferences, hypothesis testing, and measures of statistical significance and manually calculate and interpret data using inferential statistics.</p> <p>CO4: Describe the nature, purposes, and limitations of correlational and regression techniques and explain the nature, purposes, and limitations of various nonparametric statistical techniques and manually calculate and interpret various statistical techniques.</p>
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<p>Programme outcomes</p> <p>PO1: Fundamental Knowledge – Develop a strong foundation in statistical principles to effectively analyze and interpret data.</p> <p>PO2: Critical Thinking and Problem-Solving Skills – Apply logical reasoning, analytical thinking, and statistical techniques to solve complex psychological and real-world problems.</p> <p>PO3: Research Skills – Demonstrate the ability to design, conduct, and evaluate psychological research using appropriate methodologies, data analysis, and ethical considerations.</p> <p>PO4: Professional Skills – Enhance communication, collaboration, and leadership abilities in academic, research, and applied psychological settings.</p> <p>PO5: Lifelong Learning – Cultivate adaptability, self-directed learning, and interdisciplinary knowledge to stay relevant in evolving psychological and scientific domains.</p>

Course outcomes/Programme outcomes	PO1	PO2	PO3	PO4	PO5
CO1: Understand and explain basic concepts of statistics.	3	2	2	1	1
CO2: Describe the nature, purposes, and limitations of descriptive statistical techniques and manually calculate/draw and interpret.	3	3	2	2	1
CO3: Explain the concepts of inferences, hypothesis testing, and measures of statistical significance and manually calculate and interpret data using inferential statistics.	3	3	3	2	2
CO4: Describe the nature, purposes, and limitations of correlational and regression techniques and explain the nature, purposes, and limitations of various nonparametric statistical techniques and manually calculate and interpret various statistical techniques.	3	3	3	3	2

Course Outline

Course Name	Basic Statistics in Psychology	Course Title	BPSY102-1
Total Number of Hours	60	Credits	4

Course Description

The purpose of this course is to provide an introduction to statistics in psychology. Statistics are essential in allowing us to assess whether or not an observed phenomenon might have occurred by chance alone. Additionally, we will read psychological journal articles that utilize the statistics we are learning so that we can see how psychologists use and write about statistics. Students will learn how to manually calculate, interpret and present data.

Upon successful completion of this course, the student should be able to:

CO1: Understand and explain basic concepts of statistics.

CO2: Describe the nature, purposes, and limitations of descriptive statistical techniques and manually calculate/draw and interpret.

CO3: Explain the concepts of inferences, hypothesis testing, and measures of statistical significance and manually calculate and interpret data using inferential statistics.

CO4: Describe the nature, purposes, and limitations of correlational and regression techniques and explain the nature, purposes, and limitations of various nonparametric statistical techniques and manually calculate and interpret various statistical techniques.

Course outcomes mapped to Unit 1: CO1

Unit – I Introduction to Statistics

10 Hours

Statistics: definition, functions, and uses in research; Basic concepts: variables; levels of measurement, hypotheses; The Normal Curve: characteristics, applications, Skewness, Kurtosis.

Teaching learning strategies: Discussion/Activity

Essential Readings:

Gravetter, F. J., & Wallnau, L. B. (2014). Essentials of Statistics for the Behavioral Sciences (8th ed.). Wadsworth Cengage Learning.

Aron, A., Coups, E. J., & Aron, E. N. (2014). Statistics for Psychology (6th ed.). Pearson.

Recommended Readings:

Howell, D. C. (2013). Statistics Methods for Psychology (8th ed.). Wadsworth Cengage Learning.

Course outcomes mapped to Unit 2: CO2

Unit – II Descriptive Statistics

15 Hours

Frequency distributions; Graphical representation – Bar graph, Pie chart, Line graphs, Histogram, Frequency polygon, Frequency curve, Ogive; Measures of Central Tendency: mean, median, mode – calculation, interpretation, uses; Measures of Variability: Range, Quartile Deviation, Average Deviation, Variance, Standard Deviation - calculation, interpretation, use.

Teaching learning strategies: Discussion/Activity

Essential Readings:

Gravetter, F. J., & Wallnau, L. B. (2014). Essentials of Statistics for the Behavioral Sciences (8th ed.). Wadsworth Cengage Learning.

Aron, A., Coups, E. J., & Aron, E. N. (2014). Statistics for Psychology (6th ed.). Pearson.

Recommended Readings:

Howell, D. C. (2013). Statistics Methods for Psychology (8th ed.). Wadsworth Cengage Learning.

Course outcomes mapped to Unit 3: CO3

Unit III: Inferential Statistics

15 Hours

Hypothesis/Significance Testing; Errors in Significance Testing; Measuring Statistical Significance: Standard Error, Z-scores; t-test – One-sample t-test, Independent samples t-test, Paired samples t-test; One-way Analysis of Variance (ANOVA).

Teaching learning strategies: Discussion/Activity

Essential Readings:

Gravetter, F. J., & Wallnau, L. B. (2014). Essentials of Statistics for the Behavioral Sciences (8th ed.). Wadsworth Cengage Learning.

Aron, A., Coups, E. J., & Aron, E. N. (2014). Statistics for Psychology (6th ed.). Pearson.

Recommended Readings:

Howell, D. C. (2013). Statistics Methods for Psychology (8th ed.). Wadsworth Cengage Learning.

Course outcomes mapped to Unit 4: CO4

Unit IV: Correlational and Non-parametric Statistics

20 Hours

Correlation and correlation coefficient; Scatter plot; Correlation methods: Pearson's correlation, and Spearman's rank correlation – Assumptions and Calculation; Overview of Regression analysis: Difference between parametric and non-parametric statistics; Assumptions for non-parametric techniques; Types of Non-parametric tests: Chi-square test, Mann-Whitney U test, Wilcoxon Signed Rank test, Kruskal-Wallis test, Friedman's test.

Teaching learning strategies: Discussion/Activity

Essential Readings:

Gravetter, F. J., & Wallnau, L. B. (2014). Essentials of Statistics for the Behavioral Sciences (8th ed.). Wadsworth Cengage Learning.

Aron, A., Coups, E. J., & Aron, E. N. (2014). Statistics for Psychology (6th ed.). Pearson.

Recommended Readings:

Howell, D. C. (2013). Statistics Methods for Psychology (8th ed.). Wadsworth Cengage Learning.

Course outcomes	CIA1 (20 marks)	MSE/ CIA2 (50 marks)	CIA3 (20 marks)	ESE (50 marks)
CO1: Understand and explain basic concepts of statistics.	10	15		10
CO2: Describe the nature, purposes, and limitations of descriptive statistical techniques and manually calculate/draw and interpret.	10	25		10
CO3: Explain the concepts of inferences, hypothesis testing, and measures of statistical significance and manually calculate and interpret data using inferential statistics.		10	10	10
CO4: Describe the nature, purposes, and limitations of correlational and regression techniques and explain the nature, purposes, and limitations of various nonparametric statistical techniques and manually calculate and interpret various statistical techniques.			10	10

ACADEMIC WRITING - 1

Class	1 BSc. (H)	Semester	I
Course Code	BPSY161-1	Course Title	Academic Writing – 1
Hours	45	Hours per week	3 (Theory- 1 hour; Practicals-2 hours)
Credits	2	Course Type	Practical
Course Description	This course aims to improve students' knowledge of Academic Writing and the necessity of academic writing as a skill, focused towards instilling a research orientation in the student. The student will also be enabled to understand the ethical challenges that might arise during the process and the necessity for adhering to a styling process.		

Course objectives	This course will help the student to understand concepts of academic writing and ways to plan writing that avoids plagiarism, appropriate use of APA style, and ethical process, also application of different academic models.
Course Outcomes	Upon successful completion of this course, the student should be able to: CO1: Understand the importance and distinction of Academic Writing as a skill CO2: Create knowledge of the different models of Academic Writing CO3: Develop an awareness of the ethico-legal challenges and styling of Academic Writing

Programme outcomes
PO1: Fundamental Knowledge: Apply the fundamental principles, concepts, and methods in key areas of science and multidisciplinary fields.
PO2: Critical Thinking and Problem-solving Skills: Develop critical thinking with a scientific temper to evaluate evidence and address real-world issues
PO3: Research Skills: Demonstrate research culture and uphold scientific integrity and objectivity.
PO4: Professional skills: Demonstrate effective science communication, sustainable technology use, and a strong commitment to professional ethics and scientific social responsibility
PO5: Lifelong Learning: Engage in continuous reflective learning in the context of technological and scientific advancements

Course outcomes/Programme outcomes	PO1	PO2	PO3	PO4	PO5
CO1: Understand the importance and distinction of Academic Writing as a skill	3	3	-	-	-
CO2: Create knowledge of the different models of Academic Writing	3	-	3	-	-
CO3: Develop an awareness of the ethico-legal challenges and styling of Academic Writing	-	-	3	3	3

Course Outcome and Continuous Internal Assessment Mapping

Course outcomes mapped to Unit 1: CO1

Unit I: Introduction to Academic Writing

15 Hours

Introduction to Academic Writing, Introduction to Writing in Psychology, Need for Academic Writing, Difference between Academic and Non-academic Language, Language rules of Academic Writing, Skills necessary for Academic Writing: Reading, understanding purpose, critical thinking, selecting key points, note taking and note making, paraphrasing, summarising, synthesizing sources, organising, re-reading and re-writing, proof-reading

Teaching learning strategies: Lecture, activities, web search, reading, evaluation of research, Experiential learning, Research Based Learning

Essential Readings:

Bailey, S. (2003). *Academic Writing: A Practical Guide for Students*. New York: Taylor and Francis.

Hartley, J. (2008). *Academic Writing and Publishing: A Practical Guide*. New York: Taylor and Francis.

Course outcomes mapped to Unit 2: CO2

Unit II: Academic Models

15 Hours

Comparison Essay, Discursive Essay, Theoretical Articles, Conceptual Article, Review Article, Research article, Case Studies, Interpretative Paper, Short Reports, Opinions, Methodologies.

Teaching learning strategies: Lecture, activities, web search, reading, evaluation of research, Experiential learning, Research Based Learning

Essential Readings:

Beins, B. C., & Beins, A. M. (2020). *Effective writing in psychology: Papers, posters, and presentations* (3rd ed.). John Wiley & Sons.

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Course outcomes mapped to Unit 2: CO2

Unit III: Standards of Academic Writing and Styling

Ethical, Legal and Professional standards in Research, Plagiarism and Intellectual Property Rights, APA Styling and formatting

Teaching learning strategies: Diagnostic and peer assessment, Experiential learning, Research Based Learning

Essential Readings:

American Psychological Association. (2019). Publication manual of the American Psychological Association (7th ed.). Washington, DC: American Psychological Association.

Learning Outcomes of the course	Components of assessment	
	CIA I	CIA II
CO1: Understand the importance and distinction of Academic Writing as a skill	30	
CO2: Create knowledge of the different models of Academic Writing	20	
CO3: Develop an awareness of the ethics-legal challenges and styling of Academic Writing		50

EXPERIMENTAL PSYCHOLOGY 1

Course Code	BPSY411-1	Course Title	Experimental Psychology-1
Credits	2	Course Type	SEC
Hours	45	Hours per week	3
Course Prerequisites		Basic Psychological Process	
Course Description	This course will introduce students to various famous experiments used in the field of psychology such as, psychophysics, intelligence, learning, sensation and perception. It will make students understand how experimental methods are applied to study psychological phenomena and the processes that underlie it. They will learn how to conduct experiments in a controlled setting and write accurate reports.		
Course Outcomes	Course Outcomes: By the end of the course the learner should be able to: CO1: Understand various experiments in psychology. CO2: Demonstrate effective conduction of experiments. CO3: Prepare reports for experiments.		

Programme outcomes

PO1: Fundamental Knowledge: Apply the fundamental principles, concepts, and methods in key areas of science and multidisciplinary fields.

PO2: Critical Thinking and Problem-solving Skills: Develop critical thinking with a scientific temper to evaluate evidence and address real-world issues.

PO3: Research Skills: Demonstrate research culture and uphold scientific integrity and objectivity.

PO4: Professional skills: Demonstrate effective science communication, sustainable technology use, and a strong commitment to professional ethics and scientific social responsibility.

PO5: Lifelong Learning: Engage in continuous reflective learning in the context of technological and scientific advancements.

Course outcomes/Programme outcomes	PO1	PO2	PO3	PO4	PO5
CO1: Understand various experiments in psychology.	3	2	1	1	-
CO2: Demonstrate effective conduction of experiments.	3	2	1	1	1
CO3: Prepare reports for experiments	3	2	1	1	1

Course Outline

Course Name	Experimental Psychology	Course Code	BPSY411-1
Total Number of Hours	45	Credits	2
<p>Course Description: This course will introduce students to various famous experiments used in the field of psychology such as, psychophysics, intelligence, learning, sensation and perception. It will make students understand how experimental methods are applied to study psychological phenomena and the processes that underlie it. They will learn how to conduct experiments in a controlled setting and write accurate reports.</p>			
<p>By the end of the course the learner should be able to: CO1: Understand various experiments in psychology. CO2: Demonstrate effective conduction of experiments. CO3: Prepare reports for experiments.</p>			
<p>Unit I: Introduction to Experimental Psychology</p>		06 Hours	
<p>Definition of experimental psychology; History and evolution of experimental</p>			
<p>Unit II: Conduction of Experiments and Report Writing:</p>		39 Hours	
<p>1. Sensation: Method of Minimal Changes to determine AL (Two Point Threshold) 2. Perception: Muller -Lyer Illusion 3. Memory: Serial Position Curve 4. Learning: Bilateral Transfer</p>			

5. Learning: Paired association test (PEBL)

6. Memory: Digit span test (PEBL)

Essential References:

Myers, A., & Hansen, C. (2006). *Experimental psychology*. Thomson Wadsworth.

Manual: Method of limits Method of Minimal Changes to determine AL (Two Point Threshold)

Manual: Muller-Lyer illusion

Manual: Bilateral Transfer

Manual: Level of Processing

Manual: Serial Position Curve

Recommended References:

Feldman, R. S. (2011). *Understanding Psychology*. Tata McGraw Hill.

Evaluation Pattern

Continuous Internal Report	Conduction	Viva
20	20	10

Each report for the experiment would be given 10 marks.

FUNDAMENTALS OF HUMAN ANATOMY AND PHYSIOLOGY

Course Code	BPSY121-1	Course Title	Fundamentals of Human Anatomy and Physiology
Credits	4	Course Type	Minor Core
Hours	60	Hours per week	4 (4+0+0)
Course Type	Core	Course Prerequisites	Basic understanding of cellular organization, biochemistry and systems of the body
Course Description	This course will provide a basic overview of human anatomy and physiology and how the various systems of the body function together. Taking an organ system approach, this course will highlight the structure-function relationships that maintain homeostasis in a healthy human body.		

Course Outcomes	<p>Upon successful completion of this course, the student should be able to:</p> <p>CO1: Elaborate the understanding of structural organization of maintaining life and homeostasis</p> <p>CO2: Demonstrate knowledge of the structure and function of different systems and disease related to it.</p> <p>CO3: Explain differences in 4 basic tissue types in order to be able to predict tissue and organ function based on structure individually.</p> <p>CO4: Elaborate the understanding of control and coordination of internal body states.</p>
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<p>Programme outcomes</p> <p>PO1: Fundamental Knowledge: Apply the fundamental principles, concepts, and methods in key areas of science and multidisciplinary fields.</p> <p>PO2 Critical Thinking and Problem-solving Skills: Develop critical thinking with a scientific temper to evaluate evidence and address real-world issues</p> <p>PO3: Research Skills: Demonstrate research culture and uphold scientific integrity and objectivity.</p> <p>PO4 Professional skills: Demonstrate effective science communication, sustainable technology use, and a strong commitment to professional ethics and scientific social responsibility</p> <p>PO5 Lifelong Learning: Engage in continuous reflective learning in the context of technological and scientific advancements</p>
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Course outcomes/Programme outcomes	PO1	PO2	PO3	PO4	PO5
CO1: Elaborate the understanding of structural organization of maintaining life and homeostasis and communicate effectively in class discussions.	3	-	3	-	3
CO2: Demonstrate knowledge of the structure and function of different systems and disease related to it orally and written.	3	-	3	-	3
CO3: Explain differences in 4 basic tissue types in order to be able to predict tissue and organ function based on structure individually	3	-	3	-	3
CO4: Elaborate the understanding of control and coordination of internal body states.	3	-	3		3

Course Outline

Course Name	Fundamentals of Human Anatomy and Physiology	Course Title	BPSY121-1
Total Number of Hours	60	Credits	4

Course Description

This course will provide a basic overview of human anatomy and physiology and how the various systems of the body function together. Taking an organ system approach, this course will highlight the structure-function relationships that maintain homeostasis in a healthy human body.

Upon successful completion of this course, the student should be able to:

CO1: Elaborate the understanding of structural organization of maintaining life and homeostasis and communicate effectively in class discussions

CO2: Demonstrate knowledge of the structure and function of different systems and disease related to it orally and written
CO3: Explain differences in 4 basic tissue types to be able to predict tissue and organ function based on structure individually

Course outcomes mapped to Unit 1: CO1

Unit 1 – Levels of organization

10 Hours

Introduction to Levels of Organization: Biological hierarchy (from atoms to organisms), **unicellular vs. multicellular organisms. Cell and its Classification** (Cell theory, prokaryotic vs. eukaryotic cells, animal vs. plant cells, specialized cells and their functions). **Cell Organelles** (Structure & Function: Plasma membrane, mitochondria, Golgi bodies, endoplasmic reticulum, lysosomes, centrioles, nucleus, ribosomes, peroxisomes). **Membrane Transport** [Passive (diffusion, osmosis) and active transport (pumps, endocytosis, exocytosis)]. **Tissues, and Organs**, (Types of tissues, different organ systems, and their functions).

Teaching learning strategies: Lectures/Discussion/Activity/Audio-Visual Aids/Kahoot!/flipped classroom

Essential Readings: Sherwood, L. (2007). Human Physiology: From cells to systems. Sydney, Australia: Thomson/Brooks/Cole.

Moini, J. (2012). Anatomy and physiology for health professionals. Sudbury, MA:

Martini, F. H., Nath, J. L., & Bartholomew, E. F. (2005). Anatomy and physiology. New York: Prentice Hall.

Recommended Readings:

Mader. S.S. (2004). Understanding human anatomy and physiology. McGraw-Hill Publication. Sue Longenbaker

Course outcomes mapped to Unit 2: CO2

Unit 2 - Systems of the body

20 Hours

Circulatory & Lymphatic Systems: Blood components (formed elements and their functions), plasma, platelets, cardiovascular system and its organs, Physiology of blood circulation and its regulation (Hemodynamics, Short and long term regulation along with local regulation of arterial blood pressure). **Lymphatic system** and its organs (lymph nodes, thymus, spleen), Physiology of lymphatic fluid circulation and its regulation. **Immunity** [**non-specific** (physical barriers, Chemical barriers, Cellular defenses, Inflammatory responses, Fever and complement system) and **specific** (Humoral immunity, cell-mediated immunity and memory cells)].

Digestive System: Digestion stages along with associated and accessory organs involved in the process, absorption of nutrients (biomolecules: carbohydrates, proteins, fats and nucleic acids at various stages), digestive enzymes and pathway, accessory organs.

Respiratory System: Mechanism of Breathing and organs involved with their functions, Physiology of respiration, (control of breathing, gaseous exchange and their transport mechanism).

Excretory System: Mechanism of excretion and organs involved with their functions, Physiology of excretion (Kidney function, filtration, reabsorption, secretion).

Teaching learning strategies: Powerpoint presentations/Animations/Discussion/flipped classroom/group discussion/group activities/ **Mentimeter**- MCQs/case studies

Essential Readings:

Sherwood, L. (2007). Human Physiology: From cells to systems. Sydney, Australia: Thomson/Brooks/Cole.

Moini, J. (2012). Anatomy and physiology for health professionals. Sudbury, MA:

Martini, F. H., Nath, J. L., & Bartholomew, E. F. (2005). Anatomy and physiology. New York: Prentice Hall.

Recommended Readings:

Mader. S.S. (2004). Understanding human anatomy and physiology. McGraw-Hill Publication. Sue Longenbaker

Course outcomes mapped to Unit 3: CO3

Unit 3 - Support and movement.

15

Hours

Introduction to Support and Movement (Overview of the integumentary, skeletal, and muscular systems, their functions, and their interconnections in maintaining posture and movement). **Integumentary**

System: Structure and Function [Layers of the skin (epidermis, dermis, hypodermis), skin appendages (hair, nails, glands)].

Skeletal System: Skeletal Organization and Function (Types of bones, axial vs. appendicular skeleton, bone growth, remodeling, and mineral homeostasis). **Physiology of Bones and Joints:** Bone tissue structure, joint types, biomechanics of movement. **Muscular System: Muscle Organization and Function:** [Types of muscle tissue (skeletal, cardiac, smooth), muscle fiber structure, contraction mechanisms].

Physiology of Movement: Neuromuscular coordination, muscle metabolism, and fatigue. Teaching learning strategies: Powerpoint presentations/Discussion/Guest lecture/Seminars/Webinars

Essential Readings:

Sherwood, L. (2007). Human Physiology: From cells to systems. Sydney, Australia: Thomson/Brooks/Cole.

Moini, J. (2012). Anatomy and physiology for health professionals. Sudbury, MA:

Martini, F. H., Nath, J. L., & Bartholomew, E. F. (2005). Anatomy and physiology. New York: Prentice Hall.

Recommended Readings:

Mader. S.S. (2004). Understanding human anatomy and physiology. McGraw-Hill Publication. Sue Longenbaker

Course outcomes mapped to Unit 4: CO1, CO2, CO3

Unit 4 – Neuroendocrinology

15 Hours

Introduction to Neuroendocrinology (Overview of the nervous and endocrine systems, the hypothalamic-pituitary axis, neural control of hormone secretion, feedback mechanisms, and neuroendocrine integration in homeostasis.)

Endocrine Glands and Hormone Regulation (Types of endocrine glands—hypothalamus, pituitary, thyroid, parathyroid, adrenal, pancreas, gonads, and pineal gland—their secretions and physiological roles, hormone synthesis, transport, receptors, and signal transduction mechanisms.)

Disorders of the Neuroendocrine System

Teaching learning strategies: Powerpoint presentations/Discussion/models/Site visits

Essential Readings:

Sherwood, L. (2007). Human Physiology: From cells to systems. Sydney, Australia: Thomson/Brooks/Cole.

Moini, J. (2012). Anatomy and physiology for health professionals. Sudbury, MA:

Martini, F. H., Nath, J. L., & Bartholomew, E. F. (2005). Anatomy and physiology. New York: Prentice Hall.

Recommended Readings:

Mader. S.S. (2004). Understanding human anatomy and physiology. McGraw-Hill Publication. Sue Longenbaker

HISTORY AND SYSTEMS

Course Code	BPSY101-2	Course Title	History and Systems of Psychology
Credits	4	Course Type	Major Core (DSE)
Hours	60	Hours per week	4

Course Prerequisites	Knowledge on the basics of Psychology
Course Description	This course aims to introduce the emergence of Psychology as a separate discipline. Students will study the philosophical, and scientific background led to the development of Psychology as a formal discipline. Once they are familiar with the foundation, this course allows students to learn the systems in Psychology and examine the differences between each system. Finally, it takes students to identify the significance of indigenization and diversities when applying psychological knowledge, where a special focus is given to Psychology in India.
Course Outcomes	By the end of the course the learner should be able to: 1.CO1 - Demonstrate an understanding of the philosophical foundations of psychology. 2.CO2 - Demonstrate the knowledge of scientific foundations of Psychology and apply it in psychological experiments. 3.CO3 - Integrate the philosophical and Scientific understanding of psychology for a deeper understanding of the systems in Psychology. 4.CO4 - Understand the status and the need for Psychology in India.

Programme outcomes

PO1: Fundamental Knowledge: Apply the fundamental principles, concepts, and methods in key areas of science and multidisciplinary fields.

PO2: Critical Thinking and Problem-solving Skills: Develop critical thinking with a scientific temper to evaluate evidence and address real-world issues.

PO3: Research Skills: Demonstrate research culture and uphold scientific integrity and objectivity.

PO4: Professional skills: Demonstrate effective science communication, sustainable technology use, and a strong commitment to professional ethics and scientific social responsibility.

PO5: Lifelong Learning: Engage in continuous reflective learning in the context of technological and scientific advancements.

Course outcomes/Programme outcomes	PO1	PO2	PO3	PO4	PO5
CO1: Demonstrate an understanding of the philosophical foundations of psychology.					
CO2: Demonstrate the knowledge of scientific foundations of Psychology and apply it in psychological experiments.					
CO3: Integrate the philosophical and Scientific understanding of psychology for a deeper understanding of the systems in Psychology.					
CO4: Understand the status and the need for Psychology in India.					

Course Outline

Course Name	History and Systems of Psychology	Course code	BPSY101-2
Total Number of Hours	60	Credits	4

Course description: This course aims to introduce the emergence of Psychology as a separate discipline. Students will study the philosophical, and scientific background led to the development of Psychology as a formal discipline. Once they are familiar with the foundation, this course allows students to learn the systems in Psychology and examine the

differences between each system. Finally, it takes students to identify the significance of indigenization and diversities when applying psychological knowledge, where a special focus is given to Psychology in India.

Course outcomes: By the end of the course the learner will be able to:

- 1.CO1 - Demonstrate an understanding of the philosophical foundations of psychology.
- 2.CO2 - Demonstrate the knowledge of scientific foundations of Psychology and apply it in psychological experiments.
- 3.CO3 - Integrate the philosophical and Scientific understanding of psychology for a deeper understanding of the systems in Psychology.
- 4.CO4 - Understand the status and the need for Psychology in India.

Unit-1 - Psychology: An introduction to historical and philosophical foundation

Teaching Hours:20

Syllabus Unit Mapping

1. Development Needs: Global,
2. Skill Focused: Skill Development, Employability,
3. Integration of Cross Cutting Issues: Human Values, Philosophical Foundations of Psychology

Psychology: An introduction to historical and philosophical foundation

The Eastern Philosophical roots: Persia and Middle East, India, and China

The Western Philosophical roots are Greek and Roman traditions and influences from the Middle Ages and the Renaissance.

Eastern versus Western influences

Unit-2 - Scientific Foundations of Psychology.

Teaching Hours:20

Syllabus Unit Mapping

1. Development Needs: Global,
2. Skill Focused: Employability, Skill Development,
3. Integration of Cross Cutting Issues: Professional Ethics, Human Values, Psychology: Scientific foundation

The emergence of Science: The French, British and German tradition

Scientific movements of 19th century: Physiology, Psychophysics, and Evolution

An introduction to the Human models of Psychology

Unit-3 - Schools of Psychology

Teaching Hours:10

Syllabus Unit Mapping

1. Development Needs: Global,
 2. Skill Focused: Skill Development, Employability,
 3. Integration of Cross Cutting Issues: Human Values, Professional Ethics, Major Systems in Psychology
- Structuralism, Functionalism, Gestalt psychology, Psychoanalysis, Behaviourism, Humanistic Psychology

Unit-4 - Psychology - India and the Contemporary World. Teaching Hours:10

Syllabus Unit Mapping

1. Development Needs: National, Regional, Global,
2. Skill Focused: Employability, Skill Development,
3. Integration of Cross Cutting Issues: Professional Ethics, Human Values, Psychology in the Contemporary World

History of Psychology in India, Philosophical Roots of Indian Psychology, Why does indigenization matter? Diversity, Gender, Globalization, Current Trends and Status of Psychology in India

Essential References

Brennan, J.F. (2003). History and systems of psychology (6thEdn.).New Delhi: Pearson Education Inc.
 Hergenhahn, B.R. & Henley, T. (2013). An Introduction to the History of Psychology. Belmont, CA: Cengage Learning.

Recommended References

Mishra, A. K., & Padalia, D. (2021). Re-envisioning psychology: A critical history of psychology in India. Psychology in modern India: Historical, methodological, and future perspectives, 163-201.
 Dalal, A. K. (2014). A journey back to the roots: Psychology in India. Foundations and applications of Indian psychology, 18-39.

QUANTITATIVE RESEARCH METHODS

Course Code	BPSY201-2	Course Title	Quantitative Research Methodology
Credits	4	Course Type	Core
Hours	60	Hours per week	4
Course Prerequisites	Statistics for Behavioral Sciences, Academic Writing		
Course Description	This course provides an introduction to quantitative research methods and its application in psychology. It gives a comprehensive overview of the sampling techniques, methods of data collection, and different types of research designs. The process of quantitative research with special emphasis on experimental designs and developmental research designs will be covered in this course.		
Course Outcomes	Upon successful completion of this course, the student should be able to: CO1: Explain the fundamental principles of scientific research, including research types, philosophical foundations, and sources of research ideas. CO2: Analyze key components of quantitative research, including variables, hypotheses, sampling techniques, and data collection methods. CO3: Demonstrate an understanding of experimental, quasi-experimental, and developmental research designs, along with research proposal writing. CO4: Evaluate reliability, validity, and ethical considerations in psychological research, including human and animal ethics guidelines and report writing.		

Programme outcomes

PO1: Fundamental Knowledge: Demonstrate expertise in psychological theories, principles, and interdisciplinary research foundations.

PO2: Critical Thinking and Problem-Solving Skills: Analyze research problems, assess variables, and apply appropriate research methodologies.

PO3: Research Skills- Design and conduct quantitative research, ensuring methodological rigor and ethical compliance.

PO4: Professional Skills: Develop scholarly writing, effective communication, teamwork, and leadership in research contexts.

PO5: Lifelong Learning: Apply psychological knowledge to real-world scenarios, fostering continuous academic and professional growth.

Course outcomes/Programme outcomes	PO1	PO2	PO3	PO4	PO5
CO1: Explain the fundamental principles of scientific research, including research types, philosophical foundations, and sources of research ideas.	3	2	3	1	1
CO2: Define and explain basic concepts of quantitative research methods	3	3	3	1	2
CO3: Identify and describe experimental and developmental research designs and design a psychological study	3	3	3	2	2
CO4: Evaluate and report psychological research in relation to the APA Ethical Code in the conduct of human and animal research	2	3	3	3	2

Course Outline

Course Name	Quantitative Research Methodology	Course Title	BPSY
Total Number of Hours	60	Credits	4

Course Description

This course provides an introduction to quantitative research methods and its application in psychology. It gives a comprehensive overview of the sampling techniques, methods of data collection, and different types of research designs. The process of quantitative research with special emphasis on experimental designs and developmental research designs will be covered in this course.

Upon successful completion of this course, the student should be able to:

CO1: Explain the fundamental principles of scientific research, including research types, philosophical foundations, and sources of research ideas.

CO2: Analyze key components of quantitative research, including variables, hypotheses, sampling techniques, and data collection methods.

CO3: Demonstrate an understanding of experimental, quasi-experimental, and developmental research designs, along with research proposal writing.

CO4: Evaluate reliability, validity, and ethical considerations in psychological research, including human and animal ethics guidelines and report writing.

Course outcomes mapped to Unit 1: CO1

Unit – I Foundations of Quantitative Research

10 Hours

Definition of scientific research; Research Questions – types; Methods of Inquiry; Sources of research ideas; Philosophical roots of research; Ontology and epistemology; Research types: Fundamental, Action, Experimental, Exploratory, and Descriptive research.

Teaching learning strategies: Lecture, Case study, Evaluation of research papers

Essential Reading:

Bordens, K.S., & Abbott, B.B. (2006). *Research and design methods: A process approach* (6th ed.). New Delhi: Tata McGraw-Hill.

Singh, A.K. (2019). *Test, measurements and research methods in behavioural sciences*. Patna: Bharathi Bhavan Publishers and Distributors.

Recommended Reading:

Gravetter, F. J., & Forzana, L. A .B (2009). *Research methods for behavioral sciences*. Wordsworth Cengage learning.

Kerlinger, N. (1996). *Foundations of behavioural research*. India: Prentice Hall

Course outcomes mapped to Unit 2: CO2

Unit – II Process of Quantitative Research **15 Hours** Variables: Definition, nature, and types Hypothesis: Definition, nature, and types Population and Sample: Sample, sampling and sampling techniques Methods of data collection: observational methods, surveys, questionnaires. Steps in quantitative research.

Teaching learning strategies: Lecture, Evaluation of research papers, activities of research

Essential Reading:

Bordens, K.S., & Abbott, B.B. (2006). *Research and design methods: A process approach* (6th ed.). New Delhi: Tata McGraw-Hill.

Singh, A.K. (2019). *Test, measurements and research methods in behavioural sciences*. Patna: Bharathi Bhavan Publishers and Distributors.

Recommended Reading:

Gravetter, F. J., & Forzana, L. A . B (2009). *Research methods for behavioral sciences*. Wordsworth Cengage learning.

Kerlinger, N. (1996). *Foundations of behavioural research*. India: Prentice Hall

Course outcomes mapped to Unit 3: CO3

Unit III: Experimental and Developmental Research Designs **15 Hours**

Causality and experimentation; Experimental manipulation and control of variables; Experimental research designs; Quasi-experimental design; Developmental research designs; How to write a research proposal.

Teaching learning strategies: Lecture, Evaluation of research papers

Essential Reading:

Bordens, K.S., & Abbott, B.B. (2006). *Research and design methods: A process approach* (6th ed.). New Delhi: Tata McGraw-Hill.

Singh, A.K. (2019). *Test, measurements and research methods in behavioural sciences*. Patna: Bharathi Bhavan Publishers and Distributors.

Recommended Reading:

Gravetter, F. J., & Forzana, L. A . B (2009). *Research methods for behavioral sciences*. Wordsworth Cengage learning.

Kerlinger, N. (1996). *Foundations of behavioural research*. India: Prentice Hall

Course outcomes mapped to Unit 4: CO4

Unit IV: Ethical Issues in Quantitative Research

20 Hours

Reliability and validity of psychological measurements: Types and threats; Ethical issues in psychological research: evolution; human participants; animal research; APA guidelines. Institutional Human and Animal Ethical Committees

and the process of review; Report writing.

Teaching learning strategies: Lecture, Evaluation of research papers, Case study

Essential Reading:

American Psychological Association. (2003). *Five Principles for Research Ethics*. Retrieved from <https://www.apa.org/monitor/jan03/principles>.

Bordens, K.S., & Abbott, B.B. (2006). *Research and design methods: A process approach* (6th ed.). New Delhi: Tata McGraw-Hill.

Singh, A.K. (2019). *Test, measurements and research methods in behavioural sciences*. Patna: Bharathi Bhavan Publishers and Distributors.

Recommended Reading:

Gravetter, F. J., & Forzana, L. A .B (2009). *Research methods for behavioral sciences*. Wordsworth Cengage learning.

Kerlinger, N. (1996). *Foundations of behavioural research*. India: Prentice Hall

Course outcomes	CIA1 (20 marks)	MSE/ CIA2 (50 marks)	CIA3 (20 marks)	ESE (50 marks)
CO1: Explain research principles, types, and philosophical foundations.	10	15		10
CO2: Analyze variables, hypotheses, sampling, and data collection methods.	10	25		10
CO3: Demonstrate understanding of experimental, quasi-experimental, and developmental research designs.		10	10	15
CO4: Evaluate reliability, validity, and ethical considerations in research.			10	15

NEUROANATOMY LAB

Course Code	BPSY461-2	Course Title	Neuroanatomy Lab
Credits	2	Course Type	SEC
Hours	45	Hours per week	3
Course Type	Core	Course Prerequisites	-
Course Description	Course Description: Neuroanatomy is the study of the anatomy and stereotyped organization of nervous systems. This subject will be an intensive introduction to neuroanatomy, involving lectures and demonstrations		

Course Outcomes	<p>At the conclusion of the course students will be able to:</p> <p>CO1. Identify the major features of the brain and spinal cord and its arterial supply and venous drainage (using specimens, digital models and cross-sectional images).</p> <p>CO2. Describe the structural and functional relationships between these structures.</p> <p>CO3. Understand the ultrastructure of neurons and glia and the major cytoarchitectural features of the brain and spinal cord through histological techniques</p>
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Programme outcomes

PO1: Fundamental Knowledge: Apply the fundamental principles, concepts, and methods in key areas of science and multidisciplinary fields.

PO2 Critical Thinking and Problem-solving Skills: Develop critical thinking with a scientific temper to evaluate evidence and address real-world issues

PO3: Research Skills: Demonstrate research culture and uphold scientific integrity and objectivity.

PO4 Professional skills: Demonstrate effective science communication, sustainable technology use, and a strong commitment to professional ethics and scientific social responsibility

PO5 Lifelong Learning: Engage in continuous reflective learning in the context of technological and scientific advancements

Course outcomes/Programme outcomes	PO1	PO2	PO3	PO4	PO5
CO1. Identify the major features of the brain and spinal cord and its arterial supply and venous drainage (using specimens, digital models and cross-sectional images).	3	-	3	-	3
CO2. Describe the structural and functional relationships between these structures.	3	-	3	-	3
CO3. Understand the ultrastructure of neurons and glia and the major cytoarchitectural features of the brain and spinal cord through histological techniques.	3	-	3	-	3

Course Name	Neuroanatomy Lab	Course Code	BPSY461-2
Total Number of Hours	45	Credits	3
Course Description: Neuroanatomy is the study of the anatomy and stereotyped organization of nervous systems. This subject will be an intensive introduction to neuroanatomy, involving lectures and demonstrations			
Course Outcomes: At the conclusion of the course students will be able to:			

- CO1. Identify the major features of the brain and spinal cord and its arterial supply and venous drainage (using specimens, digital models and cross-sectional images).
- CO2. Describe the structural and functional relationships between these structures.
- CO3. Understand the ultrastructure of neurons and glia and the major cytoarchitectural features of the brain and spinal cord through histological techniques.

Course outcomes mapped to Unit 1: CO1, CO2

Unit I: Introduction to Neuroanatomy

30 Hours

Definition of neuroanatomy; History and evolution of neuroanatomy; structural organization of the brain [forebrain (all 4 lobes plus insular cortex), Introduction to limbic system, basal ganglia, mid brain, hind brain (cerebellum, pons and medulla oblongata), Spinal cord, Blood brain barrier, ventricles, meninges and blood supply to brain and spinal cord.

Ultrastructure of neurons and glia and the major cytoarchitectural features of the brain and spinal cord.

Teaching learning strategies: Discussion/Activity/ Spotters

Essential Readings:

Snell, R. S. (2010). *Clinical neuroanatomy*. Lippincott Williams & Wilkins.

Recommended Readings:

Kiernan, J. A., & Barr, M. L. (2009). *Barr's the human nervous system: an anatomical viewpoint*. Lippincott Williams & Wilkins.

Course outcomes mapped to Unit 2: CO3

Unit II: Conduction of Experiments and Record Writing

15 Hours

Staining (Toluidine Blue)/CV/ Haematoxylin and eosin/Golgi-cox staining
Observing

Teaching learning strategies: Demonstration and Activity

Essential Readings:

Bancroft, J. D., & Gamble, M. (Eds.). (2008). *Theory and practice of histological techniques*. Elsevier health sciences.

Course outcomes	ESE
CO1: Identify the major features of the brain and spinal cord and its arterial supply and venous drainage of the CNS. (using specimens, digital models and cross-sectional images).	10
CO2: To describe the structural and functional relationships between these structures.	10
CO3: Understand the ultrastructure of neurons and glia and the major cytoarchitectural features of the brain and spinal cord through histological techniques.	30

EXPERIMENTAL PSYCHOLOGY II

Course Code	BPSY411-2	Course Title	Experimental Psychology-2
Credits	2	Course Type	SEC

Hours	45	Hours per week	3
Course Prerequisites	Basic Psychological Process		
Course Description	This course will introduce students to various famous experiments used in the field of psychology such as, psychophysics, intelligence, learning, sensation and perception. It will make students understand how experimental methods are applied to study psychological phenomena and the processes that underlie it. They will learn how to conduct experiments in a controlled setting and write accurate reports.		
Course Outcomes	<p>Course Outcomes: By the end of the course the learner should be able to:</p> <p>CO1: Understand various experiments in psychology.</p> <p>CO2: Demonstrate effective conduction of experiments.</p> <p>CO3: Prepare reports for experiments.</p>		

<p>Programme outcomes</p> <p>PO1: Fundamental Knowledge: Apply the fundamental principles, concepts, and methods in key areas of science and multidisciplinary fields.</p> <p>PO2: Critical Thinking and Problem-solving Skills: Develop critical thinking with a scientific temper to evaluate evidence and address real-world issues.</p> <p>PO3: Research Skills: Demonstrate research culture and uphold scientific integrity and objectivity.</p> <p>PO4: Professional skills: Demonstrate effective science communication, sustainable technology use, and a strong commitment to professional ethics and scientific social responsibility.</p> <p>PO5: Lifelong Learning: Engage in continuous reflective learning in the context of technological and scientific advancements.</p>
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Course outcomes/Programme outcomes	PO1	PO2	PO3	PO4	PO5
CO1: Understand various experiments in psychology.	3	2	1	1	-
CO2: Demonstrate effective conduction of experiments.	3	2	1	1	1
CO3: Prepare reports for experiments	3	2	1	1	1

Course Outline

Course Name	Experimental Psychology	Course Code	BPSY411-1
Total Number of Hours	45	Credits	2

Course Description: This course will introduce students to various famous experiments used in the field of psychology such as, psychophysics, intelligence, learning, sensation and perception. It will make students understand how experimental methods are applied to study psychological phenomena and the processes that underlie it. They will learn how to conduct experiments in a controlled setting and write accurate reports.

By the end of the course the learner should be able to:

CO1: Understand various experiments in psychology.

CO2: Demonstrate effective conduction of experiments.

CO3: Prepare reports for experiments.

Unit I: Introduction to Experimental Psychology 06 Hours

Definition of experimental psychology; History and evolution of experimental

Unit II: Conduction of Experiments and Report Writing: 39 Hours

Perception: Method of Constant Stimuli to determine DL

Learning: Transfer of Learning (Maze learning)

Memory: Verbal Working Memory

Thinking: Tower of London (PEBL)

Thinking: Level of Categorization

Essential References:

Myers, A., & Hansen, C. (2006). Experimental psychology. Thomson Wadsworth.

Manual: Size weight illusion

Manual: Transfer of Learning (Maze learning)

Manual: PGI memory scale

Manual: Tower of London

Manual: concept formation

Recommended References:

Feldman, R. S. (2011). *Understanding Psychology*. Tata McGraw Hill.

Evaluation Pattern

Continuous Internal Report	Conduction	Viva
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20	20	10
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Each report for the experiment would be given 10 marks.

MEDICINAL CHEMISTRY

Course Code	BPSY121-2	Course Title	Medicinal Chemistry
Credits	4	Course Type	Minor Core
Hours	60	Hours per week	4 (4+0)
Course Type	Minor Core	Course Prerequisites	Fundamentals of Human Anatomy
Course Description	This course gives an insight about pharmacological management of various diseases and effects of various drugs on the human system through introduction to medicinal chemistry.		
Course Outcomes	By the end of the course the student should be able to understand: CO1: The concept of medicinal chemistry, pharmacokinetics and pharmacodynamics CO2: The classification of drugs and various drugs to treat communicable and non-communicable diseases CO3: The chemotherapy of the psyche, the concept of drug abuse and psychological manifestations using case studies CO4: The concept of drug abuse and mechanisms of habit forming drugs besides the psychology and physiology of addiction.		

Programme outcomes

PO1: Fundamental Knowledge: Apply the fundamental principles, concepts, and methods in key areas of science and multidisciplinary fields.

PO2: Critical Thinking and Problem-solving Skills: Develop critical thinking with a scientific temper to evaluate evidence and address real-world issues

PO3: Research Skills: Demonstrate research culture and uphold scientific integrity and objectivity.

PO4: Professional skills: Demonstrate effective science communication, sustainable technology use, and a strong commitment to professional ethics and scientific social responsibility

PO5: Lifelong Learning: Engage in continuous reflective learning in the context of technological and scientific advancements

Course outcomes/Programme outcomes	PO1	PO2	PO3	PO4	PO5
CO1: The concept of medicinal chemistry, pharmacokinetics and pharmacodynamics	3	-	3	-	3
CO2: The classification of drugs and various drugs to treat communicable and non-communicable diseases	3	-	3	-	3

CO3: The chemotherapy of the psyche, the concept of drug abuse and psychological manifestations of drug addiction using case studies	3	-	3	-	3
CO4: The concept of drug abuse and mechanisms of habit forming drugs and psychology and physiology of addiction.	3	-	3	-	3

Course Outline

Course Name	Medicinal Chemistry	Course Title	BPSY121-2
Total Number of Hours	60	Credits	4

Course Description:

This course gives an insight about pharmacological management of various diseases and effects of various drugs on the human system through introduction to medicinal chemistry.

Course Objectives: Upon successful completion of this course, the student should be able to understand:

CO1: The concept of medicinal chemistry, pharmacokinetics and pharmacodynamics

CO2: The classification of drugs and various drugs to treat communicable and non-communicable diseases

CO3: The chemotherapy of the psyche, the concept of drug abuse and psychological manifestations using case studies

CO4: The concept of drug abuse and mechanisms of habit forming drugs and psychology and physiology of addiction.

Course outcomes mapped to Unit I: CO1

Unit I -Introduction to Medicinal Chemistry

15 Hours

Chemotherapy, Drug development process, general principles of dosage form, drug design and modes of drug administration, pharmacokinetics, pharmacodynamics, pro-drugs, me too drugs, Theories of drug activity: Occupancy theory, rate theory, and induced fit theory, green chemistry in the manufacture of drugs.

Teaching learning strategies: PowerPoint presentations/ Discussion/Activity/Videos

Essential Readings:

Gareth Thomas (2003), Fundamentals of Medicinal Chemistry, Wiley-Blackwell.

Foye, W. O. (2008). Foye's principles of medicinal chemistry. Lippincott Williams & Wilkins

Kar, A. & Wiley (2018). Medicinal Chemistry. New Age International Publishers.

S.C. Sharma and Jyotsana Chaturvedi (2016), Medicinal Chemistry, Vishal Publishing Co.,

Course outcomes mapped to Unit II: CO2

Unit II: Classification of Drugs and types of drugs

20 Hours

Sources, indication, mechanism of action, and adverse reactions of - antipyretics, analgesics and Anti- inflammatory Drugs (Aspirin, paracetamol, ibuprofen), Antibiotics (Penicillin-G, Sulphonamides, quinolones, dapsone, isoniazid, chloramphenicol, rifampicin), Antihistamines (Methapyrilene, chlorpheniramine), Antiviral (Acyclovir, Amantadine), Anti-fungal (griseofulvin), Cardio and cerebro-vascular drugs (Amyl nitrite, sorbitrate, levodopa, methyl dopa), Antidiabetics (Insulin and oral hypoglycaemic agents), Cholesterol lowering drugs (statins).

Teaching learning strategies: PowerPoint presentations/Discussion/ Lab teaching

Essential Readings:

Foye, W. O. (2008). Foye's principles of medicinal chemistry. Lippincott Williams & Wilkins

S.C. Sharma and Jyotsana Chaturvedi (2016), Medicinal Chemistry, Vishal Publishing Co.,

Kar, A. & Wiley (2018). Medicinal Chemistry. New Age International Publishers.

Course outcomes mapped to Unit 3: CO3

Unit III: Psychoactive drugs- the chemotherapy of the mind

12 Hours

CNS Depressants: Barbiturates (Phenobarbital, Thiopental sodium), Benzodiazepines, (Diazepam, Alprazolam,

Chlordiazepoxide), Anticonvulsants -(Phenytoin, Trimethadione, Ethosuximide), Meprobamate, Pethidine, Methadone, Glutethimide, Chlorpromazine.

Teaching learning strategies: PowerPoint presentations/ Discussion/Activity/Videos

Essential Readings:

Foye, W. O. (2008). Foye's principles of medicinal chemistry. Lippincott Williams & Wilkins

S.C. Sharma and Jyotsana Chaturvedi (2016), Medicinal Chemistry, Vishal Publishing Co.,

Kar, A. & Wiley (2018). Medicinal Chemistry. New Age International Publishers.

Course outcomes mapped to Unit 4: CO4

Unit IV: Psychoactive drugs: Drugs of abuse

13 Hours

Physiology of addiction, Drugs of abuse –Alcohol, Nicotine, Marijuana, Cocaine, Heroin, MDMA, Amphetamine, Hallucinogens, LSD, Opioids, Cannabinoids, Biological, behavioural and social effects of drug addiction, Combating substance abuse and Deaddiction.

Teaching learning strategies: PowerPoint presentations/ Discussion/Activity/Videos

Essential Readings:

Foye, W. O. (2008). Foye's principles of medicinal chemistry. Lippincott Williams & Wilkins

S.C. Sharma and Jyotsana Chaturvedi (2016), Medicinal Chemistry, Vishal Publishing Co.,

Kar, A. & Wiley (2018). Medicinal Chemistry. New Age International Publishers.

Course outcomes	CIA1 (20 marks)	MSE/ CIA2 (50 marks)	CIA3 (20 marks)	ESE (50 marks)
CO1: The concept of medicinal chemistry, pharmacokinetics and pharmacodynamics	10	25		15
CO2: The classification of drugs and various drugs to treat communicable and non-communicable diseases	10	25		15
CO3: The chemotherapy of the psyche, the concept of drug abuse and psychological manifestations of drug addiction using case studies			10	10
CO4: The concept of drug abuse and mechanisms of habit forming drugs and psychology and physiology of addiction.			10	10

DEVELOPMENTAL PSYCHOLOGY

Semester - 3

Course Code	BPSY201-3	Course Title	Developmental Psychology
Credits	4	Course Type	Major Core (LCA)
Hours	60	Hours per week	4

Course Description	Lifespan Development focuses on processes of change in individuals and groups across the lifespan. Topics of interest include developmental theories, patterns of development in physical, motor, cognitive and psychosocial domains within.
Program objectives	<ul style="list-style-type: none"> ● PO1: Fundamental Knowledge: Apply the fundamental principles, concepts, and methods in key areas of science and multidisciplinary fields. ● PO2: Critical Thinking and Problem-solving Skills: Develop critical thinking with a scientific temper to evaluate evidence and address real-world issues ● PO3: Research Skills: Demonstrate research culture and uphold scientific integrity and objectivity. ● PO4: Professional skills: Demonstrate effective science communication, sustainable technology use, and a strong commitment to professional ethics and scientific social responsibility ● PO5: Lifelong Learning: Engage in continuous reflective learning in the context of technological and scientific advancements
Course Objectives	<ol style="list-style-type: none"> 1. Understand basic concepts, issues, and debates in the field of developmental psychology. 2. Discuss human development from the perspective of different domains such as physical, motor, cognitive, and psychosocial. 3. Comprehend human development as progressing through different stages. 4. Equip students in designing effective interventions for various groups based on their developmental stage.
Course Outcomes	<ol style="list-style-type: none"> 1. CO1 - Understand the basics of the science behind developmental psychology and map the progression from conception to infancy. 2. CO2 - Analyze developmental milestones as well as challenges during infancy and childhood. 3. CO3 - Infer the physical, cognitive, and psychosocial changes accompanying the period of adolescence. 4. CO4 - Evaluate the holistic progression of adulthood, with intertwined challenges in the biological and psychological domains.

COURSE OUTCOME AND PROGRAM OUTCOME MAPPING:

Programme Outcomes	CO1	CO2	CO3	CO4
PO1: Fundamental Knowledge	3	3	3	3
PO2: Critical Thinking and Problem-solving	2	3	3	3
PO3: Research Skills	-	-	3	2
PO4: Professional Skills	3	3	3	3
PO5: Lifelong Learning	-	3	3	3

Course Title:	Developmental Psychology	Course Code	BPSY201-3
Total Number of Hours	60	Credits	4
Course Description: Lifespan Development focuses on processes of change in individuals and groups across the lifespan. Topics of interest include developmental theories, patterns of development in physical, motor, cognitive and psychosocial domains within.			

Course Objectives

1. Understand basic concepts, issues, and debates in the field of developmental psychology.
2. Discuss human development from the perspective of different domains such as physical, motor, cognitive, and psychosocial.
3. Comprehend human development as progressing through different stages.
4. Equip students in designing effective interventions for various groups based on their developmental stage.

Course Outcomes

1. CO1 - Understand the basics of the science behind developmental psychology and map the progression from conception to infancy.
2. CO2 - Analyze developmental milestones as well as challenges during infancy and childhood.
3. CO3 - Infer the physical, cognitive, and psychosocial changes accompanying the period of adolescence.
4. CO4 - Evaluate the holistic progression of adulthood, with intertwined challenges in the biological and psychological domains.

COURSE OUTCOMES MAPPED TO UNIT 1: CO1

Unit – I Introduction to Developmental Psychology & Prenatal Development

Hours: 15

Introduction to Human Development: Definition of Developmental Psychology, Growth vs. development, Domains, 8 Principles (Paul Baltes), and 8 Stages of Lifespan development; **Historical foundations:** An overview and brief of major theories of development – Freud’s Psychosexual stages of development, Erikson’s Psychosocial Theory, Piaget’s Cognitive Development Theory, Vygotsky’s Sociocultural Theory, Bronfenbrenner’s Ecological Systems Theory; **Prenatal Development:** Stages of prenatal development and Factors influencing development -teratogens; **Childbirth:** Definition, Stages, childbirth methods.

Teaching Learning Strategies: Lecture, Group presentation, Video session and Discussion, Case Study and Real-Life Applications.

Essential Readings:

- Hurlock, E.B. (1980). Developmental Psychology: A Life-Span Approach. McGraw-Hill Ltd.
- Santrock, John W. (2002). Life-span Development (Ed. 8). McGraw-Hill.
- Berk, L.C. (2008). Child Development. Prentice Hall of India.

COURSE OUTCOMES MAPPED TO UNIT 2: CO2

Unit – II Infancy and Childhood

Hours:20

INFANCY: Birth complications and Neonatal Environment: Preterm and low birth weights infants. Physical adjustment, emotional and psychological adjustment, bonding; **Assessments at Birth:** Apgar Scale , Brazelton Neonatal Behavioral Assessment Scale (NBAS); **Reflexes at Birth:** Reflex: Survival reflex(rooting, Sucking, swallowing and Breathing), Primitive reflex (Moro/ Startle, grasping/ Palmer, babinski, tonic neck/ fencing and Stepping); **Sensory, Perceptual and motor function:** Sensory Abilities in infancy (Vision, Hearing, Touch and Pain, Smell and Taste), Perceptual development(intermodal, size , shape and depth) , Motor Development (fine and gross); **Communication:** Language's rule systems, Prelinguistic (crying, cooing, babbling and gestures) , first words, vocabulary spurt, two words and sentence formation, brief outlook to Chomsky's theory; **Attachment: Development and Patterns of Attachment:** Bowlbys theory, Ainsworth's theory , Stranger and separation Anxiety.

CHILDHOOD: Locomotion: Major milestones -fine and gross motor development; **Language Development in Toddlerhood:** Language milestones and early childhood education; **Socioemotional Development:** The emotional development, Gender-biological, social and cognitive influences, LGBTQAI+ identities- Gender sensitization, Inclusivity,

Role of Family and peer relations on development- Parents, siblings, changing dynamics of family, Peer Relations. Influence of media and school on development.

Teaching Learning Strategies: Lecture, Demonstrations, Video based discussion, group presentation, peer teaching, self-reflections and case studies.

Essential Readings:

- Santrock, John W. (2002). Life-span Development (Ed. 8). McGraw-Hill.
- Sigelman, Carol K. et al. (2019). Life-span Human Development. Cengage

COURSE OUTCOMES MAPPED TO UNIT 3: CO3

Unit – III Adolescence

Hours:10

Introduction to Adolescence: Characteristics and Challenges Puberty and its Psychological Impact; **Moral Reasoning:** Kohlberg's and Gilligan; **Important Milestones in Language Development:** Milestone, sentence structure refinement, Pragmatic and social language, metalinguistic awareness, written language awareness; **Immature Characteristics of Adolescent Thought; Psychosocial Development:** Identity, Friendships, Parental Disciplinary Practices, Intimate Relationships and Autonomy.

Teaching learning strategies: Lecture, Case Studies and Real-Life Applications, self -reflection based discussions.

Essential Readings:

- Santrock, John W. (2002). Life-span Development (Ed. 8). McGraw-Hill.
- Berk, L.C. (2008). Child Development. Prentice Hall of India.
- Papalia, D. E., Olds, S. W., & Feldman, R. D. (2007). Human Development (10th ed.). McGraw-Hill.

COURSE OUTCOMES MAPPED TO UNIT 4: CO4

Unit –IV: Adulthood and Ageing

Hours:15

Developmental changes during adulthood: Physical, Cognitive; **Arnetts theory, Levinson and PECK theory:** Career development and midlife transitions, Early Adulthood (Arnett's theory), Middle Adulthood (Levinson's theory) and Late Adulthood (Robert Peck's tasks of ego integrity); **Theories of Ageing:** Biological- Genetic cellular, Psychological- Cognitive Aging and Emotional Regulation, Sociological- Disengagement, Activity, Continuity, Socioemotional selective theory; **Retirement:** Psychological adjustment to retirement, Phases of retirement, factors affecting retirement; **Coping strategies:** Types: Problem focus, Emotion focused and Meaning based Coping, Theory (selective optimism, Socioemotional selective and resilience and Adaptation Theory); **End of Life considerations:** Psychological Perspective of aging and death- Kubler Ross Theory, Preparing for End of life- Advance Directives & Living Wills, Palliative & Hospice Care, Euthanasia & Assisted Dying, Coping with Death and Bereavement- Anticipatory Grief, Social and Emotional Support, Legacy Building

Teaching Learning Strategies: Lecture, group discussion with elderly person, Case Studies and Real-Life Applications, Guest Lectures, peer teaching and case study discussions.

Essential Readings:

- Santrock, John W. (2002). Life-span Development (Ed. 8). McGraw-Hill.
- Papalia, D. E., Olds, S. W., & Feldman, R. D. (2007). Human Development (10th ed.). McGraw-Hill.

QUALITATIVE RESEARCH METHODS

Course Code	BPSY201-3	Course Title	Qualitative Research Methodology
Credits	4	Course Type	Core
Hours	60	Hours per week	4
Course Prerequisites	History and Systems in Psychology		
Course Description	This course aims to introduce the traditions of qualitative research to the students of psychology highlighting the approaches, pragmatics, analyses, and validation strategies. This would enable the student to appreciate the significance of qualitative methods for psychological research.		
Course Outcomes	<p>Upon successful completion of this course, the student should be able to:</p> <p>CO1: Understand the history, philosophical roots, and design issues of qualitative research.</p> <p>CO2: Discern various core approaches to qualitative research.</p> <p>CO3: Choose appropriate methods of sampling and data collection.</p> <p>CO4: Apply relevant analysis, validation, and reporting of qualitative data.</p>		

Programme outcomes

PO1: Fundamental Knowledge: Demonstrate expertise in psychological theories, principles, and interdisciplinary research foundations.

PO2: Critical Thinking and Problem-Solving Skills: Analyze research problems, assess variables, and apply appropriate research methodologies.

PO3: Research Skills- Design and conduct quantitative research, ensuring methodological rigor and ethical compliance.

PO4: Professional Skills: Develop scholarly writing, effective communication, teamwork, and leadership in research contexts.

PO5: Lifelong Learning: Apply psychological knowledge to real-world scenarios, fostering continuous academic and professional growth.

Course outcomes/Programme outcomes	PO1	PO2	PO3	PO4	PO5
CO1: Understand the history, philosophical roots, and design issues of qualitative research.	3	2	3	1	1
CO2: Discern various core approaches to qualitative research.	3	3	3	1	2
CO3: Choose appropriate methods of sampling and data collection.	3	3	3	2	2
CO4: Apply relevant analysis, validation, and reporting of qualitative data.	2	3	3	3	2

Course Outline

Course Name	Qualitative Research Methodology	Course Code	BPSY 201-3
Total Number of Hours	60	Credits	4
<p>Course Description</p> <p>This course aims to introduce the traditions of qualitative research to the students of psychology highlighting the approaches, pragmatics, analyses, and validation strategies. This would enable the student to appreciate the significance of qualitative methods for psychological research.</p>			
<p>Course Outcomes</p> <p>Upon successful completion of this course, the student should be able to:</p> <p>CO1: Understand the history, philosophical roots, and design issues of qualitative research.</p> <p>CO2: Discern various core approaches to qualitative research.</p> <p>CO3: Choose appropriate methods of sampling and data collection.</p> <p>CO4: Apply relevant analysis, validation, and reporting of qualitative data.</p>			

Course outcomes mapped to Unit 1: CO1

Unit – I Foundations of Qualitative Research

15 Hours

Defining qualitative research; Historical development of qualitative research: interpretivism, post-modernism, feminism, critical theory; Key philosophical and design issues in qualitative research: ontological and epistemological stances, developing research questions, time framing, participatory action research; Research Paradigms; Combining methods

Teaching learning strategies: Lecture, Classroom discussions, Interactive sessions ,Case study, Evaluation of research papers

Essential Reading:

Ritchie, J., Lewis, J., Nicholls, C. M., & Ormston, R. (Eds.). (2013). *Qualitative research practice: A guide for social science students and researchers*. Sage.

Recommended Reading:

Creswell, J.W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. Sage

Course outcomes mapped to Unit 2: CO2

Unit – II Approaches to Qualitative Research

15 Hours

Different traditions of qualitative research: Grounded theory, Phenomenological approach, Narrative approach, Discourse analysis, and Ethnography

Teaching learning strategies: Lecture, Classroom discussions, Interactive sessions , Evaluation of research papers, activities of research

Essential Reading:

Frost, N. (2011). *Qualitative Research Methods in Psychology: Combining core approaches*.

Recommended Reading:

McGrawHill. *The practice of qualitative research*. Sage.

Course outcomes mapped to Unit 3: CO3

Unit III: Qualitative Research Design

15 Hours

Designing samples: Theoretical sampling, Purposive Sampling, Types, Creating Sample frame, Sample matrix; Various methods of collecting qualitative data: participant observation, interviewing, focus groups, life history and oral history, documents, diaries, photographs, films and videos, conversation, texts and case studies.

Teaching learning strategies: Lecture, Classroom discussions, Interactive sessions , Evaluation of research papers

Essential Reading:

Essential Reading:

Ritchie, J., Lewis, J., Nicholls, C. M., & Ormston, R. (Eds.). (2013). *Qualitative research practice: A guide for social science students and researchers*. Sage.

Recommended Reading:

Creswell, J.W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. Sage

Course outcomes mapped to Unit 4: CO4

Unit IV: Analyzing and Reporting Qualitative Data

15 hours

Different models of qualitative data analysis: Data Analysis Spiral, Thematic analysis, Narrative analysis, Discourse analysis, Content analysis; Issues of Credibility and trustworthiness: validation strategies; Reporting Qualitative data

Teaching learning strategies: Lecture, Classroom discussions, Interactive sessions , Evaluation of research papers, Case study

Essential Reading:

Frost, N. (2011). *Qualitative Research Methods in Psychology: Combining core approaches*. McGrawHill.

Recommended Reading:

Creswell, J.W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. Sage.

Course outcomes	CIA1 (Total 20 marks)	MSE/ CIA2 (Total 50 marks)	CIA3 (Total 20 marks)	ESE (Total 50 marks)
CO1: Understand the history, philosophical roots, and design issues of qualitative research		30		10
CO2: Discern various core approaches to qualitative research		20	5	10
CO3: Choose appropriate methods of sampling and data collection	10		10	15
CO4: Apply relevant analysis, validation, and reporting of qualitative data	10		5	15

Evaluation Pattern

CIA 1	CIA 2	CIA 3	Attd	ESE
20	25	20	05	30

RESEARCH METHODS LAB 1

Course Code	BPSY411-3	Course Title	Research Methods Lab – 1
Credits	2	Course Type	SEC
Hours	45	Hours per week	3
Course Type	SEC	Course Prerequisites	Academic Writing – I, Basic Statistics in Psychology, Quantitative Research Methods
Course Description	This lab is designed to offer students an opportunity to develop an academic and professional ‘toolbox’. To accomplish this objective, the students will be given insights, experiences, and challenges to cultivate their research prowess in quantitative research methods.		
Course Outcomes	<p>Upon successful completion of this course, the student should be able to:</p> <p>CO1: Demonstrate skills in data collection and management.</p> <p>CO2: Demonstration of data analysis choosing appropriate statistical techniques and reporting the findings in accordance with the APA format.</p>		

Programme outcomes

PO1: Fundamental Knowledge: Apply the fundamental principles, concepts, and methods in key areas of science and multidisciplinary fields.

PO2: Critical Thinking and Problem-solving Skills: Develop critical thinking with a scientific temper to evaluate evidence and address real-world issues

PO3: Research Skills: Demonstrate research culture and uphold scientific integrity and objectivity.

PO4: Professional skills: Demonstrate effective science communication, sustainable technology use, and a strong commitment to professional ethics and scientific social responsibility

PO5: Lifelong Learning: Engage in continuous reflective learning in the context of technological and scientific advancements

Course outcomes/Programme outcomes	PO1	PO2	PO3	PO4	PO5
CO1: Demonstrate skills in data collection and management.	1	2	3	-	-
CO2: Demonstration of data analysis choosing appropriate statistical techniques and reporting the findings in accordance with the APA format.	-	2	2	2	-

Course Outline

Course Name	Research Methods Lab – 1	Course Title	BPSY411-3
Total Number of Hours	45	Credits	2

Course Description

This lab is designed to offer students an opportunity to develop an academic and professional ‘toolbox’. To accomplish this objective, the students will be given insights, experiences, and challenges to cultivate their research prowess in quantitative research methods.

Upon successful completion of this course, the student should be able to:

CO1: Demonstrate skills in data collection and management.

CO2: Demonstration of data analysis choosing appropriate statistical techniques and reporting the findings in accordance with the APA format.

Course outcomes mapped to Unit 1: CO1

Unit – I Data Collection and Management

20 Hours

Data Collection: Observation (event sampling, time sampling methods), surveys, etc.; Data Management: Preparing the data file; Creating a data file and entering data; Screening and cleaning the data.

Essential Reading:

Gravetter, F. J., & Wallnau, L. B. (2014). *Essentials of Statistics for the Behavioral Sciences* (8th ed.). Wadsworth Cengage Learning.

Aron, A., Coups, E. J., & Aron, E. N. (2014). *Statistics for Psychology* (6th ed.). Pearson.

Recommended Reading:

Howell, D. C. (2013). *Statistics Methods for Psychology* (8th ed.). Wadsworth Cengage Learning.

Teaching Strategies: Lecture, Discussion, experiential learning, group discussions

Course outcomes mapped to Unit 2: CO2

Unit – II Data Analysis and Reporting

25 Hours

Tests of Normality; Application of Descriptive statistics, Inferential statistics, and correlational statistics; Reporting the results

Teaching learning strategies: Lecture, Evaluation of research papers, Jamovi, activities of research

Essential Reading:

Gravetter, F. J., & Wallnau, L. B. (2014). *Essentials of Statistics for the Behavioral Sciences* (8th ed.). Wadsworth Cengage Learning.

Aron, A., Coups, E. J., & Aron, E. N. (2014). *Statistics for Psychology* (6th ed.). Pearson.

Recommended Reading:

Howell, D. C. (2013). *Statistics Methods for Psychology* (8th ed.). Wadsworth Cengage Learning.

Kerlinger, N. (1996). *Foundations of behavioural research*. India: Prentice Hall

ACADEMIC WRITING II

Class	BSc Psychology Honours	Semester	3
Course Code	BPSY551Y	Course Title	Academic Writing - II
Hours	45	Hours per week	3 (Theory – 1 hour; Practical – 2 hours)
Credits	3	Course Type	Practical
Course Description	This course aims to enhance students & research reporting abilities. Different units will focus on parts of a research paper, encompassing knowledge of the five sections of a research report. The student will also be prepared to disseminate the knowledge acquired through research through presentations and publications.		
Course Objectives	This course aims to enhance the research reporting abilities of students. Different units will focus on different parts of a research paper encompassing knowledge of the five different sections of a research report. The student will also be prepared to disseminate the knowledge acquired through research through presentation and publications.		
Course Outcomes	Upon successful completion of this course, the student should be able to: CO1: Conceptualise, propose, and formulate research CO2: Understand reporting of procedures and findings of a research CO3: Disseminate the findings of the research through effective means.		

Programme Outcomes	<p>PO1: Fundamental Knowledge: Apply the fundamental principles, concepts, and methods in key areas of science and multidisciplinary fields.</p> <p>PO2: Critical Thinking and Problem-solving Skills: Develop critical thinking with a scientific temper to evaluate evidence and address real-world issues</p> <p>PO3: Research Skills: Demonstrate research culture and uphold scientific integrity and objectivity.</p> <p>PO4: Professional skills: Demonstrate effective science communication, sustainable technology use, and a strong commitment to professional ethics and scientific social responsibility</p> <p>PO5: Lifelong Learning: Engage in continuous reflective learning in the context of technological and scientific advancements</p>
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Course outcomes/Programme outcomes	PO1	PO2	PO3	PO4	PO5
CO1: Conceptualize, propose, and formulate a research	1	2	-	2	-
CO2: Understand reporting of procedures and findings of a research	3	-	-	2	-
CO3: Disseminate the findings of the research	-	-	3	-	3

Unit-1

Teaching Hours:15

Syllabus Unit Mapping1.Development Needs:Global,2.Skill Focused:Skill Development,Employability,3.Integration of Cross Cutting Issues:Professional Ethics,Formulating a Research Paper

Formulating a Research Idea, Sources of Research Ideas, Ontological Clarity, Research Writing: Research Proposal, Writing a Research Paper: Introducing the research idea and Reviewing Literature.

Unit-2

Teaching Hours:15

Syllabus Unit Mapping1.Development Needs:Global,2.Skill Focused:Employability,Skill Development,3.Integration of Cross Cutting Issues:Professional Ethics,Verifying and Discussing

Writing a Research Paper: Methods section; Analysing and Discussing: Results and Discussion Section, Summary and Conclusions.

Unit-3

Teaching Hours:15

Syllabus Unit Mapping1.Development Needs:Global,2.Skill Focused:Employability,Skill Development,3.Integration of Cross Cutting Issues:Professional Ethics,Disseminating Research

Reporting Research, Publishing Research, Presenting Research: Oral presentation, poster presentation, presenting through online media, Finding the right journals.

Essential References

Beins, B. C., & Beins, A. M. (2020). *Effective writing in psychology: Papers, posters, and presentations 3rd ed.*. John Wiley & Sons.

American Psychological Association. (2019). *Publication manual of the American Psychological Association (7th ed.)*. Washington, DC: American Psychological Association.

Recommended References

Hartley, J. (2008). *Academic Writing and Publishing: A Practical Guide*, New York: Taylor and Francis.

Evaluation Pattern

Assessment Pattern	Assignment Worksheets/Lab Reports	Case study/Exhibition/Activity	Presentation/Quiz/Objective Tests/Worksheets
Marks	15	15	20

GENETICS AND BIOINFORMATICS

Course Code	BPSY121-3	Course Title	Genetics and Bioinformatics
Credits	4	Course Type	Core
Hours	60	Hours per week	4 (4+0)
Course Type	Core	Course Prerequisites	Basics of biology; Fundamentals of Human anatomy and Physiology
Course Description	This course is about the science of inheritance of traits, the disorder and alteration pertaining to it, thus helping in genetic counselling. Bioinformatics uses the techniques from biology and information technology and mathematical modelling for understanding.		
Course Outcomes	<p>Course Outcomes: Upon successful completion of this course, the student should be able to:</p> <p>CO1: Understand about the flow of inherited characters from one generation to the next.</p> <p>CO2: Gain the knowledge of the variation of characters and features between the siblings and will get a detailed account on the basis of genetic disorders.</p> <p>CO3: Gain the knowledge of a few molecular biological techniques to give an idea about how to study the genetic materials and its use in diagnosis of diseases or disorders.</p> <p>CO4: Familiarize the generation, maintenance and use of large biological data.</p>		

	CIA I	CIA II	CIA III
CO1: Understand about the flow of inherited characters from one generation to the next	20	30	
CO2: Gain the knowledge of the variation of characters and features between the siblings and will get a detailed account on the basis of genetic disorders.		20	10
CO3: Gain the knowledge of a few molecular biological techniques to give an idea about how to study the genetic materials and its use in diagnosis of diseases or disorders.			10
CO4: Familiarize the generation, maintenance and use of large biological data.			10

Programme outcomes

PO1: Fundamental Knowledge: Apply the fundamental principles, concepts, and methods in key areas of science and multidisciplinary fields.

PO2 Critical Thinking and Problem-solving Skills: Develop critical thinking with a scientific temper to evaluate evidence and address real-world issues

PO3: Research Skills: Demonstrate research culture and uphold scientific integrity and objectivity.

PO4 Professional skills: Demonstrate effective science communication, sustainable technology use, and a strong commitment to professional ethics and scientific social responsibility

PO5 Lifelong Learning: Engage in continuous reflective learning in the context of technological and scientific advancements

Course outcomes/Programme outcomes	PO1	PO2	PO3	PO4	PO5
CO1: Understand about the flow of inherited characters from one generation to the next	3	-	3	-	3
CO2: Gain the knowledge of the variation of characters and features between the siblings and also, will get a detailed account on the basis of genetic disorders	3	-	3	-	3
CO3: Gain the knowledge of a few molecular biological techniques to give an idea about how to study the genetic materials and its use in diagnosis of diseases or disorders.	3	-	3	-	3
CO4: Familiarize the generation, maintenance and use of large biological data	3	-	3	-	3

Course Outline

Course Name	Genetics and Bioinformatics	Course Title	BPSY121-3
Total Number of Hours	60	Credits	4

Course Description

Course Description: This course is about the science of inheritance of traits, the disorder and alteration pertaining to it, thus helping in genetic counselling. Bioinformatics uses the techniques from biology and information technology and mathematical modelling for understanding.

Course Objectives: Upon successful completion of this course, the student should be able to:

CO1: Understand about the flow of inherited characters from one generation to the next

CO2: Gain the knowledge of the variation of characters and features between the siblings and will get a detailed account on the basis of genetic disorders.

CO3: Gain the knowledge of a few molecular biological techniques to give an idea about how to study the genetic materials and its use in diagnosis of diseases or disorders.

CO4: Familiarize the generation, maintenance and use of large biological data.

Course outcomes mapped to Unit I: CO1

Unit I - Introductory Genetics, Mendelian Concepts and Deviations

15 Hours

Nucleus and chromosomes; Structure and functions of nuclear membrane, nuclear pore complex, Chromosomal organization, cell cycle- Genetic material-DNA and RNA (types) Central Dogma-Replication, transcription, translation and modification., Introduction to the concept of Epigenetics. Mendel's work on transmission of traits - Genetic Variation - Molecular basis of Genetic Information. Principles of Inheritance, Chromosome theory of inheritance, Laws of Probability, Pedigree analysis Inheritance patterns of traits: autosomal recessive, autosomal dominant, X-linked recessive, X-linked dominant and Y-linked. Allelic interaction - Incomplete dominance, Codominance and Multiple allelism.

Teaching learning strategies: Powerpoint presentations/ Discussion/Activity/Videos/Lab teaching

Essential Readings:

P. S. Verma and V.K. Agarwal. (2010). Cell Biology, Genetics, Molecular Biology, Evolution and Ecology. New Delhi, India: S. Chand and Co. Pvt. Ltd.

E. J. Gardner, M. J. Simmons and D. P. Snustad. (2006). Principles of Genetics: 8th edn, USA: Wiley and sons Inc.

Course outcomes mapped to Unit II: CO2

Unit II: Genetic Alterations and Genetic disorders

15 Hours

Genetic Alterations - Deletion, Duplication, Inversion and Translocation. Aneuploidy and Polyploidy. Genetic Disorders - Down Syndrome, Duchenne Muscular Dystrophy, Fragile X Syndrome, Klinefelter syndrome, Turner Syndrome, Phenylketonuria, Cri du chat, Severe Combined Immunodeficiency (SCID), Progeria, Osteogenesis Imperfecta, Hemophilia

Teaching learning strategies: Powerpoint presentations/ Discussion/Activity/Videos

Essential Readings:

P. S. Verma and V.K. Agarwal. (2010). Cell Biology, Genetics, Molecular Biology, Evolution and Ecology. New Delhi, India: S. Chand and Co. Pvt. Ltd.

E. J. Gardner, M. J. Simmons and D. P. Snustad. (2006). Principles of Genetics: 8th edn, USA: Wiley and sons Inc.

K. Wilson and J. Walker. (2010). *Principles and Techniques of Biochemistry and Molecular Biology*, 7 Ed. Cambridge University Press.

Course outcomes mapped to Unit III: CO3

Unit III: Identification of genetic disorders and Genetic Counseling

15 Hours

Molecular Biology techniques for identification of genetic disorders: Agarose gel electrophoresis and PAGE electrophoresis, PCR, ELISA, Fingerprinting; Chromosomal tests - Karyotyping, FISH, Genetic tests with reference to newborn screening, diagnostic testing, Carrier testing, prenatal testing, Pre-implantation testing etc. Genetic Counseling - significance and procedure.

Teaching learning strategies: Powerpoint presentations/ Discussion/Activity/Videos / Hospitals and Lab visit

Essential Readings:

K. Wilson and J. Walker. (2010). *Principles and Techniques of Biochemistry and Molecular Biology*, 7 Ed. Cambridge University Press.

S. B. Primrose and R. Twyman R. (2010). *Principles of Gene Manipulation and Genomics*. John Wiley and Sons.

E.L. Winnacker (2003). *From Genes to Clones Introduction to Gene Technology*. New Delhi, India: Panima Publishing Corporation.

Course outcomes mapped to Unit IV: CO3 and CO4

Unit IV: Onco-genetics and bio-informatics

15 Hours

An overview of cell cycle; Components of cell cycle control system, haploid, diploid, mitosis, meiosis (stages). Demonstration of mitosis / Meiosis / related experiments in the lab. DNA repair mechanisms, DNA repair defects and their relationship to cancer. Cell cycle control and checkpoints of cell cycle control. Apoptosis and Necrosis. p53 tumor suppressor, angiogenesis, Cellular senescence, Telomeres, cellular immortalization, and tumorigenesis. RAS signalling in cancer. What is bioinformatics? Relation with molecular biology. Biological Database and its types. General Introduction of Biological Databases - Nucleic acid databases; Protein databases Structure databases.

Essential Readings:

K. Wilson and J. Walker. (2010). *Principles and Techniques of Biochemistry and Molecular Biology*, 7 Ed. Cambridge University Press.

S. B. Primrose and R. Twyman R. (2010). *Principles of Gene Manipulation and Genomics*. John Wiley and Sons.
 E.L. Winnacker (2003). *From Genes to Clones Introduction to Gene Technology*. New Delhi, India: Panima Publishing Corporation

INTERNSHIP

Course Code	BPSY481-5	Course Title	Summer Internship
Credits	2	Course Type	Summer Internship
Hours	30	Hours per week	2
Course Prerequisites	Introduction to Psychology		
Course Description	Students have to undertake internship in any of their interested sectors during the fourth semester vacation of the course. Students will be attached to various agencies where they will be trained and supervised in acquiring skills competencies. They will be mentored by a supervisor at the department also. Students have to periodically meet their supervisors and submit a report at the end of their practicum period. The format of the report and the type of cases to be presented will be decided by the Department Council.		
Course Outcomes	CO1 - Demonstrate amicable relationship with their colleagues and co-workers 2.CO2 - Appreciate and respect the ethical guidelines of organizations with which they work 3.CO3 - Effectively conceptualize the clients concerns, demonstrate and apply psychological skills and write reports.		

Programme outcomes

PO1: Fundamental Knowledge: Demonstrate expertise in psychological theories, principles, and interdisciplinary research foundations.

PO2: Critical Thinking and Problem-Solving Skills: Analyze research problems, assess variables, and apply appropriate research methodologies.

PO3: Research Skills- Design and conduct quantitative research, ensuring methodological rigor and ethical compliance.

PO4: Professional Skills: Develop scholarly writing, effective communication, teamwork, and leadership in research contexts.

PO5: Lifelong Learning: Apply psychological knowledge to real-world scenarios, fostering continuous academic and professional growth.

Course outcomes/Programme outcomes	PO1	PO2	PO3	PO4	PO5
CO1: Demonstrate amicable relationships with their colleagues and co-workers	3	2	1	2	-
CO2: Appreciate and respect the ethical guidelines of organizations with which they work	3	2	1	-	1
CO3: Effectively conceptualize the clients concerns, demonstrate and apply psychological skills and write reports.	2	1	-	1	-

Course Outline

Course Name	Summer Internship	Course Code	BPSY 481-5
Total Number of Hours	30	Credits	2
<p>Course Description</p> <p>Students have to undertake internship in any of their interested sectors during the fourth semester vacation of the course. Students will be attached to various agencies where they will be trained and supervised in acquiring skills competencies. They will be mentored by a supervisor at the department also. Students have to periodically meet their supervisors and submit a report at the end of their practicum period. The format of the report and the type of cases to be presented will be decided by the Department Council.</p>			
<p>Course Outcomes</p> <p>Upon successful completion of this course, the student should be able to:</p> <p>CO1 - Demonstrate amicable relationship with their colleagues and co-workers</p> <p>2.CO2 - Appreciate and respect the ethical guidelines of organizations with which they work</p> <p>3.CO3 - Effectively conceptualize the clients concerns, demonstrate and apply psychological skills and write reports.</p>			

Unit-1

Summer Internship

Working in various organizational setups for a period of 30 days (one month with minimum of 100 hours)

The students are required to undertake an internship at any one of the following organizations-

1. NGOs or organizations that engage with Social Service
2. Hospitals
3. Counseling Centers
4. Rehabilitation Centers
5. Deaddiction Centers
6. Juvenile Delinquency
7. Orphanage (NGOs/GO)
8. Schools (public/private)
9. Organizations (private / public sector)
10. Marketing companies (only Industrial/consumer/media psychology related work)
11. Any other organization approved by the programme coordinator

- The internship, which is a mandatory requirement for the completion of the programme, is to be undertaken only during the semester break. During ongoing semester internships cannot be continued.
- Any engagement involving freelancing, work from home, online internship etc will not be accepted as valid internships.
- The work done during internship should be skill-development based and clearly connected to the field of psychology. The same needs to be reflected in the internship report.
- The students must complete the requisite paperwork, including project reports, presentations in the prescribed formats (if any), and obtain the completion certificates from the sponsoring organizations adhering to minimum specified duration of internship.
- Absenteeism, premature abandonment, non-submission of reports, misconduct at the workplace are some examples of serious misconduct during the internship. In case the student intern is found to have indulged in such misconduct, then he/she is liable for disciplinary actions.
- Faculty members from the department will be assigned to groups of students as guides.
- The students will have to be in touch with the guides during the internship period either by meeting them in person, or contacting them through email. Ethical guidelines must be followed and discussed with the concerned guide.
- The students will have to give the mentor weekly reports of the work they have done at the organization. The work diary is to be regularly filled and to be attested by the mentor at the place of work.
- Regular contact with the guide, submission of regular weekly reports and maintaining regular internship diary/record carry 10 marks.
- At the place of internship, the students are advised to be in constant touch with their mentors.
- The students should work towards creating a portfolio of the work they have done for the organization.
- Internship diary/Logbook and Internship Report should be submitted by the students duly signed and stamped by the industry to the Institute immediately after the commencement of the new academic year.

Essential Reading / Recommended Reading

Sweitzer, H.F. & King, M. (2004). The successful internship: Transformation and empowerment in experiential learning (2nd ed). Brooks/Cole-Thompson.

<https://www.apa.org/ethics/code/>

Evaluation Pattern

Internship Log sheet & Report	Viva
40	10

SOCIAL PSYCHOLOGY

Course Code	BPSY201-4	Course Title	Social Psychology
Credits	4	Course Type	Core
Hours	60	Hours per week	4
Course Prerequisites	Basic Psychological Process		
Course Description	This course will enable students to understand how people's thoughts, feelings, and behaviors are influenced by the social context consisting of actual, imagined, or implied presence of others. The course introduces students to the existing theory and research in the past and contemporary social settings comprising viz, the intraindividual, interindividual, social factors that influence individual and group behavior.		
Course Objectives	<p>To enable students to</p> <ul style="list-style-type: none"> • Understand the historical and scientific origin and development of the field in the western and Indian context. • Understand the development of the self and the dynamics of interpersonal attraction, prosocial behavior, aggression, prejudice, group processes and attitude formation and change in a social context. • Comprehend the nature of scientific methods employed to study behavior in the social context and developing a critical outlook. 		

Programme outcomes

PO1: Fundamental Knowledge: Apply the fundamental principles, concepts, and methods in key areas of science and multidisciplinary fields.

PO2: Critical Thinking and Problem-solving Skills: Develop critical thinking with a scientific temper to evaluate evidence and address real-world issues.

PO3: Research Skills: Demonstrate research culture and uphold scientific integrity and objectivity.

PO4: Professional skills: Demonstrate effective science communication, sustainable technology use, and a strong commitment to professional ethics and scientific social responsibility.

PO5: Lifelong Learning: Engage in continuous reflective learning in the context of technological and scientific advancements.

Course outcomes/Programme outcomes	PO1	PO2	PO3	PO4	PO5
CO1: Describe the evolution of social psychology as a scientific field.	3	2	1	-	-
CO2: Illustrate the role of various factors in	3	2	2	1	1

the development of the self, in understanding how people evaluate and respond to the social world and group processes.					
CO3: Explain the origin, nature and causes of attitude formation, stereotype, prejudice, discrimination, and aggression	3	2	1	1	1
CO4: Explicate the dynamics of interpersonal attraction, prosocial behavior, aggression and factors influencing change in behavior of others.	3	2	1	1	1

Course Outline

Course Name	Social Psychology	Course Code	BPSY201-4
Total Number of Hours	60	Credits	4
<p>Course Description: This course will enable students to understand how people's thoughts, feelings, and behaviors are influenced by the social context consisting of actual, imagined, or implied presence of others. The course introduces students to the existing theory and research in the past and contemporary social settings comprising viz, the intraindividual, interindividual, social factors that influence individual and group behavior.</p>			
<p>By the end of the course the learner should be able to:</p> <p>CO1: Describe the evolution of social psychology as a scientific field.</p> <p>CO2: Illustrate the role of various factors in the development of the self, in understanding how people evaluate and respond to the social world and group processes.</p> <p>CO3: Explain the origin, nature and causes of attitude formation, stereotype, prejudice, discrimination, and aggression</p> <p>CO4: Explicate the dynamics of interpersonal attraction, prosocial behavior, social influence and factors influencing behavior of others.</p>			
<p>CO1 mapped with Unit I</p> <p>Unit I: Introduction to Social Psychology 15 Hours</p> <p>Historical Roots of Psychology: Origin and Development of Social Psychology -US and UK perspective, Development of social psychology in India. Social Psychology: An Overview – Basic human motives - Cognition and behaviour – Social Neuroscience - Research Methods in Social Psychology - The Role of Theory in Social Psychological Research - Ethical Issues in Social Psychology.</p> <p>Teaching learning strategies: Lectures, presentations, videos, group discussions</p> <p>Essential Readings</p> <p>Branscombe, N. R., Baron, R.A. & Kapur, P. (2017). Social psychology. Pearson.</p> <p>Myers, D.G, Sahajpal, P. & Behera, P. (2017) Social psychology. McGraw Hill Education</p> <p>Recommended Readings</p> <p>Taylor, S .E., Peplau, L.A & Sears, D.O. (2006). <i>Social psychology</i>. Pearson Prentice-Hall of India.</p>			

Crisp, R.J. & Turner, R.N. (2007). *Essential social psychology*. Sage Publications India Pvt., Ltd.

CO2 mapped with Unit II

Unit II: The Self, Social Perception and Social Cognition

15 Hours

The Self: Self Presentation – Self Promotion -Social comparison – Self Esteem, Social Perception: Nonverbal Communication – Attribution - Impression Formation and Impression Management, Social Cognition: Schemas - Automatic and Controlled Processing - Error in Social Cognition - Affect and Cognition

Teaching learning strategies: Lectures, presentations, videos, group discussions, Movie screening, lecture and discussion, introspection

Essential Readings

Branscombe, N. R., Baron, R.A. & Kapur, P. (2017). *Social psychology*. Pearson.

Myers, D.G, Sahajpal, P. & Behera, P. (2017) *Social psychology*. McGraw Hill Education

Recommended Readings:

Brehm, S.S. & Kassin, SN. (1996). *Social psychology*. Houghton Mifflin Company.

Crisp, R.J. & Turner, R.N. (2007). *Essential social psychology*. Sage Publications India Pvt., Ltd.

Baumeister, R.F. & Bushman, B.J. (2016). *Social psychology and human nature*. Cengage learning

CO3 mapped with Unit III

Unit III: Attitude, Stereotype, Prejudice, Discrimination and Aggression

15 Hours

Attitude Formation – Persuasion – cognitive dissonance, The Nature and Origins of Stereotyping - Prejudice: Feelings Toward Social Groups - Discrimination: Prejudice in Action, Perspectives on Aggression - Causes of Human Aggression – Bullying - The Prevention and Control of Aggression

Teaching learning strategies: Lectures, presentations, videos, group discussions, role playing

Essential Readings

Branscombe, N. R., Baron, R.A. & Kapur, P. (2017). *Social psychology*. Pearson.

Myers, D.G, Sahajpal, P. & Behera, P. (2017) *Social psychology*. McGraw Hill Education

Recommended Readings:

Taylor, S .E., Peplau, L.A & Sears, D.O. (2006). *Social psychology*. Pearson Prentice-Hall of India.

Crisp, R.J. & Turner, R.N. (2007). *Essential social psychology*. Sage Publications India Pvt., Ltd.

CO 4 mapped with Unit IV

15 Hours

Unit IV: Prosocial behaviour, Interpersonal attraction and Social Influence

Prosocial behaviour: Motives for Prosocial Behavior - Responding to an Emergency - Factors influencing the Tendency to Help, Interpersonal Attraction: Internal & External Sources of Attraction - Factors Based on Social Interaction - Close Relationships, Social Influence: Conformity – Compliance - Obedience to Authority

Teaching learning strategies: Lectures, presentations, videos, group discussions, role playing

Essential Readings

Branscombe, N. R., Baron, R.A. & Kapur, P. (2017). *Social psychology*. Pearson.

Myers, D.G, Sahajpal, P. & Behera, P. (2017) Social psychology. McGraw Hill Education

Recommended Readings:

Taylor, S .E., Peplau, L.A & Sears, D.O. (2006). *Social psychology*. Pearson Prentice-Hall of India.

Crisp, R.J. & Turner, R.N. (2007). *Essential social psychology*. Sage Publications India Pvt., Ltd.

Course outcomes	CIA1 (20 marks)	MSE/ CIA2 (50 marks)	CIA3 (20 marks)	ESE (50 marks)
CO1: Describe the evolution of social psychology as a scientific field.	10	10		10
CO2: Illustrate the role of various factors in the development of the self, in understanding how people evaluate and respond to the social world and group processes.	10	10		10
CO3: Explain the origin, nature and causes of attitude formation, stereotype, prejudice, discrimination, and aggression		20	10	15
CO4: Explicate the dynamics of interpersonal attraction, prosocial behavior, social influence and factors influencing behavior of others.			10	15

PHYSIOLOGICAL PSYCHOLOGY

Course Code	BPSY102-4	Course Title	Physiological Psychology
Credits	4	Course Type	Major Core
Hours	60	Hours per week	4

Course Type	Core	Course Prerequisites	Basic Psychological processes, Basic Biology
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Course Description	Physiological psychology is the scientific study of the structure and function of the nervous system, the development and evolution of neural and behavioral systems, and interactions among behavior, environment, physiology, and heredity. This area focuses on the relationship between the brain and behavior. In this course, students will understand the biological underpinnings of behavior and explore the known biological basis of various psychological and cognitive functions.
Course Outcomes	<p>Upon successful completion of this course, the student should be able to:</p> <p>CO1: Understand the general principles and tools of physiological psychology.</p> <p>CO2: Identify the major anatomy and physiology of the nervous system.</p> <p>CO3: Understand the neural basis of sensory and motor systems.</p> <p>CO4: Comprehensively understand the brain-body interface and homeostasis of internal body states.</p>

Course outcomes/Programme outcomes	PO1	PO2	PO3	PO4	PO5
CO1: Understand the general principles and tools of physiological psychology.	3	-	3	-	3
CO2: Identify the major anatomy and physiology of the nervous system.	3	-	3	-	3
CO3: Understand the neural basis of sensory and motor systems.	3	-	3	-	3
CO4: Comprehensively understand the brain-body interface and homeostasis of internal body states.	3	-	3	-	3

Course Outline

Course Name	Physiological Psychology	Course Title	BPSY102-4
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Course outcomes/Programme outcomes	PO1	PO2	PO3	PO4	PO5
CO1: Understand the general principles and tools of physiological psychology.	3	-	3	-	3
CO2: Identify the major anatomy and physiology of the nervous system.	3	-	3	-	3

CO3: Understand the neural basis of sensory and motor systems.	3	-	3	-	3
CO4: Comprehensively understand the brain-body interface and homeostasis of internal body states.	3	-	3	-	3

Total Number of Hours	60	Credits	4
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Course Description

Physiological psychology is the scientific study of the structure and function of the nervous system, the development and evolution of neural and behavioral systems, and interactions among behavior, environment, physiology, and heredity. This area focuses on the relationship between the brain and behavior. In this course students will understand the biological underpinnings of behavior and explore what is currently known about the biological basis of various psychological and cognitive functions.

Upon successful completion of this course, the student should be able to: CO1: Understand the general principles and tools of physiological psychology.
CO2: Identify the major anatomical structures of the nervous system by their function and relative position.
CO3: Understand comprehensively the structure of neurons, types of neurotransmitters and their function
CO4: Understand the neural basis of sensory and motor systems.
CO5: Comprehensively understand the brain-body interface and homeostasis of internal body states.

Course outcomes mapped to Unit 1: CO1

Unit I: Introduction to Physiological Psychology

15 Hours

Physiological Psychology covers its **definition** and **relation with other branches** (biopsychology, psychopharmacology, neuropsychology, psychophysiology, and comparative psychology), along with **ethical issues in research**. **Biological explanations of human behavior** linked to **anatomical areas** (Central Nervous System—forebrain, midbrain, hindbrain, brainstem, protection of the brain, ventricles; cerebral cortex—occipital lobe, parietal lobe, temporal lobe, frontal lobe, insular lobe; spinal cord, Peripheral Nervous System, limbic system, and basal ganglia), emphasizing their roles in cognition, emotion, movement, and regulation of physiological processes.

Teaching learning strategies: PowerPoint presentations/ Discussion/Activity/Videos

Essential Readings:

Kalat, J. (2014). Biological Psychology. Boston: Cengage Learning. Carlson, N.R. (2016). Physiology of Behavior. Pearson India.
Pinel, J.P. (2019). Biopsychology. Pearson India.

Course outcomes mapped to Unit 2: CO2

Unit II: The Nervous System: Structure and Function

15 Hours

Development of the brain, (formation and structural organization). **Cells of the nervous system**, including neurons and glial cells, and the role of the **blood-brain barrier** in regulating brain homeostasis. **Nerve impulse** (resting potential, action potential, and propagation mechanisms, Synaptic transmission), **neurotransmitters (their receptors, and signaling pathways)**. **Effects of drugs on behavior**, (various substances influence neurotransmission and neural function).

Teaching learning strategies: PowerPoint presentations/ Discussion/Activity/Videos

Essential Readings:

Kalat, J. (2014). Biological Psychology. Boston: Cengage Learning. Carlson, N.R. (2016). Physiology of Behavior. Pearson India.
Pinel, J.P. (2019). Biopsychology. Pearson India.

Carlson, N.R. (2016). Physiology of Behavior. Pearson India. Pinel, J.P. (2019). Biopsychology. Pearson India.

Course outcomes mapped to Unit 3: CO3

Unit III: Sensory and Motor Systems

15 Hours

Neural basis of sensory perception (vision, audition, mechanical senses, taste, and olfaction), **Neural pathways** (visual pathway, auditory pathway, somatosensory pathways (dorsal column-medial lemniscus and spinothalamic tract), taste and olfactory pathways, vestibular pathways for balance, and motor pathways such as the corticospinal and extrapyramidal tracts) and processing mechanisms. **Physiology of muscle movements and neural control of skeletal muscles.** (motor coordination, and the role of the central and peripheral nervous systems in executing voluntary and involuntary movements).

Teaching learning strategies: PowerPoint presentations/ Discussion/Lab activity/Videos

Essential Readings:

Kalat, J. (2014). Biological Psychology. Boston: Cengage Learning. Carlson, N.R. (2016). Physiology of Behavior. Pearson India. Pinel, J.P. (2019). Biopsychology. Pearson India.

Course outcomes mapped to Unit 4: CO4

Unit IV: Hormone and Internal Body States

15 Hours

Hormones and Behaviour - mechanism of action of hormones and their physiological processes. **Sex hormones** (organizing and activating effects, Puberty-hormonal changes). **Temperature regulation** and the **physiological mechanisms of thirst** (types of thirst), **hunger and satiety** (role of hormones like leptin, ghrelin, and insulin). **Neural and hormonal regulation of sleep and circadian rhythms** (roles of the suprachiasmatic nucleus, melatonin, and homeostatic sleep mechanisms).

Teaching learning strategies: PowerPoint presentations/ Discussion/Activity/Videos

Essential Readings:

Kalat, J. (2014). Biological Psychology. Boston: Cengage Learning. Carlson, N.R. (2016). Physiology of Behavior. Pearson India. Pinel, J.P. (2019). Biopsychology. Pearson India.

Course outcomes	CIA1 (20 marks)	MSE/ CIA2 (50 marks)	CIA3 (20 marks)	ESE (50 marks)
CO1: Understand the general principles and tools of physiological psychology.	10	10		10
CO2: Identify the major anatomy and physiology of the nervous system.	10	15		15
CO3: Understand the neural basis of sensory and motor systems.		25		15
CO4: Comprehensively understand the brain-body interface and homeostasis of internal body states.			20	10

ARTIFICIAL INTELLIGENCE

Course Code	BPSY121-4	Course Title	Artificial Intelligence
Credits	4	Course Type	Core

Hours	60	Hours per week	4
Course Prerequisites		Basic knowledge on Artificial Intelligence	
Course Description	This course explores the knowledge representation, learning and problem solving of artificial intelligence. Students will appreciate how machine cognition functions and acquire the skills to process psychological data using Machine learning techniques.		
Course Objectives	To enable students to <ul style="list-style-type: none"> ● Understand fundamentals of Artificial Intelligence. ● Analyse the methods by which intelligent agents represent and acquire knowledge and solve problems. ● Examine various machine learning techniques. ● Apply machine learning techniques in psychological research 		

Programme Outcomes	CO1	CO2	CO3	CO4
PO1	3	3	3	-
PO2	2	1	1	-
PO3	-	-	1	1
PO4	-	-	-	3
PO5	1	2	2	2

Course Outline

Course Name	Artificial Intelligence	Course Code	BPSY121-4
Total Number of Hours	60	Credits	4
<p>Course Description: This course explores the knowledge representation, learning and problem solving of artificial intelligence. Students will appreciate how machine cognition functions and acquire the skills to process psychological data using machine learning techniques.</p>			
<p>By the end of the course the learner should be able to:</p> <p>CO1: Understand fundamentals of Artificial Intelligence.</p> <p>CO2: Analyse the methods by which intelligent agents represent and acquire knowledge and solve problems.</p> <p>CO3: Examine various machine learning techniques.</p> <p>CO4: Apply machine learning techniques in psychological research</p>			

CO1 mapped with Unit I**Unit I: Introduction to Artificial Intelligence****15 Hours**

Basic concepts; Intelligent Agents: Agents and environments; Problem solving: problem solving agents, example of problems.

Teaching learning strategies: Lectures, presentations, videos, group discussions

Essential Readings

Russell, S. and Norvig, P. (2014). Artificial Intelligence – A Modern Approach. 3rd Ed, India: Pearson Education.

CO2 mapped with Unit II**Unit II: Knowledge Representation****15 Hours**

First order logic: Syntax and semantics for first order logic, Using first order logic, Knowledge engineering in first order logic, inference in first order logic; propositional versus first order logic.

Teaching learning strategies: Lectures, presentations, videos, group discussions, introspection

Essential Readings

Russell, S. and Norvig, P. (2014). Artificial Intelligence – A Modern Approach. 3rd Ed, India: Pearson Education.

CO3 mapped with Unit III**Unit III: Learning****15 Hours**

Learning from observations: forms of learning, learning decision trees, Ensemble learning; Logical formulation of learning; Statistical learning methods; Learning with Artificial Neural Networks.

Teaching learning strategies: Lectures, presentations, videos, group discussions.

Essential Readings

Russell, S. and Norvig, P. (2014). Artificial Intelligence – A Modern Approach. 3rd Ed, India: Pearson Education.

CO 4 mapped with Unit IV**Unit IV: Applications****15 Hours**

Applications in Mental Health, Psychotherapy, Modelling.

Tool: Python

Teaching learning strategies: Lectures, presentations, videos, group discussions.

Essential Readings

Russell, S. and Norvig, P. (2014). Artificial Intelligence – A Modern Approach. 3rd Ed, India: Pearson Education.

Course outcomes	CIA1 (20 marks)	MSE/ CIA2 (25 marks)	CIA3 (50 marks)
CO1: Understand fundamentals of Artificial Intelligence.	10		10
CO2: Analyse the methods by which intelligent agents represent and acquire knowledge and solve problems.	10	10	10
CO3: Examine various machine learning techniques.		15	15
CO4: Apply machine learning techniques in			15

psychological research.			
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RESEARCH METHODS LAB II

Course Code	BPSY411-4-	Course Title	RESEARCH METHODS LAB - II
Credits	2	Course Type	Practical
Hours	45	Hours per week	3
Course Type	Practical	Course Prerequisites	Qualitative Research methods
Course Description	<p>Qualitative research is a process of scientific inquiry that seeks an in-depth understanding of psychological phenomena within their natural setting. This course provides a practical application of qualitative research methods. Different methods of collecting qualitative data and analysing them will be discussed in this course</p>		
Course Learning Outcomes	<p>By the end of the course the learner should be able to:</p> <p>1.CO1 - Conduct qualitative research with an understanding of various traditions in qualitative research.</p> <p>2.CO2 - Analyze qualitative data and present the same</p>		

Program outcomes

PO1: Fundamental Knowledge: Apply the fundamental principles, concepts, and methods in key areas of science and multidisciplinary fields.

PO2: Critical Thinking and Problem-solving Skills: Develop critical thinking with a scientific temper to evaluate evidence and address real-world issues

PO3: Research Skills: Demonstrate research culture and uphold scientific integrity and objectivity.

PO4: Professional skills: Demonstrate effective science communication, sustainable technology use, and a strong commitment to professional ethics and scientific social responsibility

PO5: Lifelong Learning: Engage in continuous reflective learning in the context of technological and scientific advancements

Course outcomes/Programme outcomes	PO1	PO2	PO3	PO4	PO5
CO 1: Conduct qualitative research with an understanding of various traditions in qualitative research.	3	3	3	3	NA
CO2 - Analyze qualitative data and present the same	3	3	3	3	NA

Unit-1: Traditions of qualitative research

Grounded theory, Phenomenological approach, Narrative approach, Discourse analysis, and Ethnography

Teaching and learning strategies: Lecture method, videos and group research activities

Unit-2: Qualitative Analysis

Different models of qualitative data analysis: Data Analysis Spiral, Thematic analysis, Narrative analysis, Discourse analysis, Content analysis; Issues of Credibility and trustworthiness: validation strategies; Reporting Qualitative data

Essential References

Frost, N. (2011). *Qualitative Research Methods in Psychology: Combining core approaches*. McGraw-Hill.

Recommended References

Creswell, J.W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. Sage..

Evaluation Pattern

Assignment Worksheets/Lab reports	Case study/ Exhibition Activity	Presentation/quiz/Objective tests/Worksheets
15	15	20

SERVICE LEARNING

SECTION I

Semester	IV	Class	4
Course Code	BPSY-461-4	Course title	Service Learning
Hours	50	Hours per week	2
	2	Course Type	
Course Description	Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. The course involves students going to various non-governmental, educational and health care institutions and carry out community connecting activities or awareness programs and/or projects.		
Course Outcomes	Successful completion of this course, the student should be able to: To make students aware of how community systems work. To make them understand community related issues. To develop skills of students in relating with local community members. To provide exposure to various community intervention programs.		

Program Outcomes	<p>PO1: Fundamental Knowledge: Apply the fundamental principles, concepts, and skills in key areas of science and multidisciplinary fields.</p> <p>PO2: Critical Thinking and Problem-solving Skills: Develop critical thinking with a scientific temper to evaluate evidence and address real-world issues</p> <p>PO3: Research Skills: Demonstrate research culture and uphold scientific integrity and objectivity.</p> <p>PO4: Professional skills: Demonstrate effective science communication, sustainable technology use, and a strong commitment to professional ethics and scientific social responsibility</p> <p>PO5: Lifelong Learning: Engage in continuous reflective learning in the context of technological and scientific advancements</p>
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SECTION II

Unit Number	Unit Details	Duration (starting and end dates)	Pedagogy (teaching learning methods used)/activities and or field trips/ dates for assessment	Resource/ Reference details
	<p>Community Service</p> <p>Requirement to spend two hours per week or a total of 24 hours over the semester involved in organized community service.</p>	<p>Week 1</p> <p>08-11-2024 to 03-2025)</p>	<p>Participation in activities relating to children and tutoring, community organization, psychological development and mental health awareness.</p> <p><i>Reflective report writing, Final report and Viva.</i></p>	<p>Bibliographical References</p> <p>David (2010) To provide exposure to community intervention programmes: New York: McMillan Publishers.</p> <p>Recommended References</p> <p>John M. Cress, Peter J. Collier, et al. (2013) Learning Through Experience: A Student Guidebook for Experiential Learning and Engagement Across Academic Disciplines and Cultural Communities: Sterling: Stylus Publishing.</p>

SECTION III

Assessment outline: The weightage of marks allotted is as follows:

Field Work	Reflective Diary	Service-Learning Report	Viva	Total
10	10	20	10	50

Course Outcomes and Programme Outcome Mapping:

Course Outcomes	Programme Outcomes				
	PO 1	PO2	PO3	PO4	PO5
CO1: To make students aware of how community systems work.	1	3	2	-	-
CO2: To make them understand community related issues.	-	3	-	2	1
CO3: To develop skills of students in relating with local community members.	3	-	2	-	-
CO4: To provide exposure to various community intervention programs.	-	3	3	-	3

SECTION IV

Assessment outline:

- I. Field Work – Field work is assessed through the work that the student has done which will be presented in the project done at the end of the semester. Smooth execution of the action plan, punctuality in visiting the NGOs or community, commitment to the work will be evaluated.**
- II. Reflective Journal – Reflective journal is reviewed every week with inputs and corrections and will be evaluated to understand the student’s learning which happens as a result of service.**
- III. Report – The report of the entire project will be evaluated at the end of the semester. It would be used to assess application of skills learnt in the class room in the real-world scenario, in the execution of the project. It would also reflect the learning of the student through-out the process.**
- IV. Viva – To assess the experiential learning that the student has assimilated through the course.**

THEORIES OF PERSONALITY

Course Code	BPSY201-5	Course Title	Theories of Personality
Credits	4	Course Type	Core
Hours	60	Hours per week	4
Course Prerequisites	Knowledge on the basics of Psychology		
Course Description	This course introduces students to the prominent theories of personality in psychology. Students will review various theoretical models, the historical context in which they were developed, how these theories have informed empirical research, and methodologies for assessing personality. The course also introduces students to indigenous understandings of personality, and aims to establish an understanding of why people behave the way they do.		
Course Outcomes	<p>Upon successful completion of this course, the student should be able to:</p> <p>CO1: Compare and contrast the biological, psychodynamic, trait, humanistic, behavioural, and cognitive approaches to personality.</p> <p>CO2: Analyze a person's behaviour, thought processes, and emotional responses using theories of personality.</p> <p>CO3: Critically examine the scholarly literature and popular discourse around theories of personality.</p> <p>CO4: Apply theories of personality to the analysis of behaviour across situations in the personal and professional domains.</p>		

Programme outcomes

- PO1:** Fundamental Knowledge: Apply the fundamental principles, concepts, and methods in key areas of science and multidisciplinary fields.
- PO2:** Critical Thinking and Problem-solving Skills: Develop critical thinking with a scientific temper to evaluate evidence and address real-world issues.
- PO3:** Research Skills: Demonstrate research culture and uphold scientific integrity and objectivity.
- PO4:** Professional skills: Demonstrate effective science communication, sustainable technology use, and a strong commitment to professional ethics and scientific social responsibility.
- PO5:** Lifelong Learning: Engage in continuous reflective learning in the context of technological and scientific advancements.

Course outcomes/Programme outcomes	PO1	PO2	PO3	PO4	PO5
CO1: Compare and contrast the biological, psychodynamic, trait, humanistic, behavioural, and cognitive approaches to personality.	3	2	2	1	1
CO2: Analyze a person's behaviour, thought processes, and emotional responses using theories of personality.	3	2	1	1	-
CO3: Critically examine the scholarly literature and popular discourse around theories of personality.	3	2	1	1	1
CO4: Apply theories of personality to the analysis of behaviour across situations in the personal and professional domains.	3	2	1	1	1

Course Outline

Course Name	Theories of Personality	Course code	BPSY201-5
Total Number of Hours	60	Credits	4

Course description: This course introduces students to the prominent theories of personality within the field of psychology. Students will review various theoretical models, the historical context in which they were developed, and how empirical research has been formed by these theories. The course also aims to introduce students to various indigenous understanding about personality.

Course outcomes: By the end of the course the learner will be able to:

CO1: Compare and contrast the biological, psychodynamic, trait, humanistic, behavioural, and cognitive approaches to personality.

CO2: Analyze a person's behaviour, thought processes, and emotional responses using theories of personality.

CO3: Critically examine the scholarly literature and popular discourse around theories of personality.

CO4: Apply theories of personality to the analysis of behaviour across situations in the personal and professional domains.

Course outcomes mapped to Unit I: CO1

Unit I: Introduction to Personality Psychology

Hours: 15

Introduction to personality; Definition and concepts;
Early theories- Hippocrates, Sheldon,
Factors influencing personality- Nature-nurture debate;
Assessment and methods of research in personality.

Teaching learning strategies: Discussions, Videos, Lectures

Essential Readings:

Funder D. C. (2019). *The personality puzzle* (Eighth). W. W. Norton & Company.

Schultz, D.P. & Schultz, S.E. (2013). *Theories of Personality* (10 Ed.). New Delhi: Cengage Learning.

Hall, C.S., Lindzey, G. & Camobell, J.B. (2002). *Theory of personality*(4th ed.).New York: John Wiley and Sons.

Cornelissen, R. M. M., Misra, G & Varma, S (2014). *Foundations and Applications of Indian Psychology*. New Delhi: Dorling Kindersley Pvt Ltd. India.

Recommended Readings:

Carpara, G., & Cereone, D. (2000). *Determinants, dynamics and potentials*. Cambridge: Cambridge University Press.

Friedman, H., & Schustack, M. (2004). *Personality* (2nd ed.). New Delhi: Pearson Education Pvt. Ltd.

Hergenhann, B. &. (1999). *An Introduction to Theories of Personality* (5th ed.). New Jersey: Prentice Hall.

Course outcomes mapped to Unit II: CO2

Unit II: Psychodynamic Theories

Hours: 15

Classical psychoanalysis: Freud;
Neo-Freudians: Jung, Adler, Erickson and Horney
Practicum: Neo - Five Factor Inventory
Practicum: HEXACO

Teaching learning strategies: Discussions, Videos, Lectures and Case analysis

Essential Readings:

Funder D. C. (2019). *The personality puzzle* (Eighth). W. W. Norton & Company.
Schultz, D.P. & Schultz, S.E. (2013). *Theories of Personality* (10 Ed.). New Delhi: Cengage Learning.
Hall, C.S., Lindzey, G. & Camobell, J.B. (2002). *Theory of personality*(4th ed.).New York: John Wiley and Sons.
Cornelissen, R. M. M., Misra, G & Varma, S (2014). *Foundations and Applications of Indian Psychology*. New Delhi: Dorling Kindersley Pvt Ltd. India.

Recommended Readings:

Carpara, G., & Cereone, D. (2000). *Determinants, dynamics and potentials*. Cambridge: Cambridge University Press.
Friedman, H., & Schustack, M. (2004). *Personality* (2nd ed.). New Delhi: Pearson Education Pvt. Ltd.
Hergenhann, B. &. (1999). *An Introduction to Theories of Personality* (5th ed.). New Jersey: Prentice Hall.

Course outcomes mapped to Unit III: CO3

Unit III: Behavioral and Trait Theories

Hours: 15

Behaviorism: Skinner;
Social Learning: Bandura;
Trait theories: Allport and Cattell
Practicum: 16 personality Factor

Teaching learning strategies: Discussions, Videos, Lectures and Case analysis

Essential Readings:

Funder D. C. (2019). *The personality puzzle* (Eighth). W. W. Norton & Company.
Schultz, D.P. & Schultz, S.E. (2013). *Theories of Personality* (10 Ed.). New Delhi: Cengage Learning.
Hall, C.S., Lindzey, G. & Camobell, J.B. (2002). *Theory of personality*(4th ed.).New York: John Wiley and Sons.
Cornelissen, R. M. M., Misra, G & Varma, S (2014). *Foundations and Applications of Indian Psychology*. New Delhi: Dorling Kindersley Pvt Ltd. India.

Recommended Readings:

Carpara, G., & Cereone, D. (2000). *Determinants, dynamics and potentials*. Cambridge: Cambridge University Press.
Friedman, H., & Schustack, M. (2004). *Personality* (2nd ed.). New Delhi: Pearson Education Pvt. Ltd.
Hergenhann, B. &. (1999). *An Introduction to Theories of Personality* (5th ed.). New Jersey: Prentice Hall.

Course outcomes mapped to Unit 4: CO4

Unit IV: Humanistic, Existential and Mini Theories

Hours: 15

Humanistic theories: Abraham Maslow and Carl Rogers;
Existential theories: Rollo May and Victor Frankl.
Rotter: Locus of Control; Seligman: Learned helplessness, explanatory style;
Zukerman: Sensation-seeking

Teaching learning strategies: Discussions and Lectures

Essential Readings:

Funder D. C. (2019). *The personality puzzle* (Eighth). W. W. Norton & Company.

Schultz, D.P. & Schultz, S.E. (2013). *Theories of Personality* (10 Ed.). New Delhi: Cengage Learning.

Hall, C.S., Lindzey, G. & Camobell, J.B. (2002). *Theory of personality*(4th ed.).New York: John Wiley and Sons.

Cornelissen, R. M. M., Misra, G & Varma, S (2014). *Foundations and Applications of Indian Psychology*. New Delhi: Dorling Kindersley Pvt Ltd. India.

Recommended Readings:

Carpara, G., & Cereone, D. (2000). *Determinants, dynamics and potentials*. Cambridge: Cambridge University Press.

Friedman, H., & Schustack, M. (2004). *Personality* (2nd ed.). New Delhi: Pearson Education Pvt. Ltd.

Hergenhann, B. &. (1999). *An Introduction to Theories of Personality* (5th ed.). New Jersey: Prentice Hall.

Course outcomes	CIA1 (Total 20 marks)	MSE/ CIA2 (Total 50 marks)	CIA3 (Total 20 marks)	ESE (Total 50 marks)
CO1: Compare and contrast the biological, psychodynamic, trait, humanistic, behavioural, and cognitive approaches to personality.	10	20		10
CO2: Analyze a person's behaviour, thought processes, and emotional responses using theories of personality.	10	20	5	10
CO3: Critically examine the scholarly literature and popular discourse around theories of personality.		10	10	15
CO4: Apply theories of personality to the analysis of behaviour across situations in the personal and professional domains.			5	15

ABNORMAL PSYCHOLOGY

Course Code	BPSY433	Course Title	Abnormal Psychology
Credits	4	Course Type	Core
Hours	60	Hours per week	4
Course Type	Core	Course Pre-requisites	Developmental Psychology and Social Psychology
Course Description	This course will provide an overview of major psychological disorders. The course will cover basic concepts, historical perspectives on psychological disorders, aetiology and clinical description of the various disorders. Key focus areas include terminology, classification, causes, assessment, and treatment of major disorders. By the end of the course, students should be able to differentiate between normal and abnormal behaviours and exhibit understanding of the causes, symptoms, and therapeutic methods associated with these disorders.		

Course Outcomes	<p>Upon successful completion of this course, the student should be able to:</p> <p>CO1: To inspire students to explore and comprehend the causes, signs, and symptoms associated with different mental disorders.</p> <p>CO2: To promote a scientific perspective in differentiating between normal and abnormal behaviors, while classifying mental disorders based on the most current classification standards.</p> <p>CO3: To help students gain a clear understanding of the characteristics and progression of various abnormal psychological conditions.</p> <p>CO4: To equip students with the knowledge of assessment and therapeutic approaches for addressing major psychological disorders.</p>
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Course Name	Abnormal Psychology	Course Title	BPSY202-5
Total Number of Hours	60	Credits	4

<p>Course Description</p> <p>This course will provide an overview of major psychological disorders. The course will cover basic concepts, historical perspectives on psychological disorders, aetiology and clinical description of the various disorders. Key focus areas include terminology, classification, causes, assessment, and treatment of major disorders. By the end of the course, students should be able to differentiate between normal and abnormal behaviours and exhibit understanding of the causes, symptoms, and therapeutic methods associated with these disorders.</p>			
<p>Upon successful completion of this course, the student should be able to:</p> <p>CO1: To inspire students to explore and comprehend the causes, signs, and symptoms associated with different mental disorders.</p> <p>CO2: To promote a scientific perspective in differentiating between normal and abnormal behaviours, while classifying mental disorders based on the most current classification standards.</p> <p>CO3: To help students gain a clear understanding of the characteristics and progression of various abnormal psychological conditions.</p> <p>CO4: To equip students with the knowledge of assessment and therapeutic approaches for addressing major psychological disorders.</p>			

<p>Programme outcomes</p> <p>PO1: Fundamental Knowledge: Apply the fundamental principles, concepts, and methods in key areas of science and multidisciplinary fields.</p> <p>PO2: Critical Thinking and Problem-solving Skills: Develop critical thinking with a scientific temper to evaluate evidence and address real-world issues</p> <p>PO3: Research Skills: Demonstrate research culture and uphold scientific integrity and objectivity.</p>			
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PO4: Professional skills: Demonstrate effective science communication, sustainable technology use, and a strong commitment to professional ethics and scientific social responsibility

PO5: Lifelong Learning: Engage in continuous reflective learning in the context of technological and scientific advancements

Course outcomes/Programme outcomes	PO1	PO2	PO3	PO4	PO5
CO1: To inspire students to explore and comprehend the causes, signs, and symptoms associated with different mental disorders.	3	-	-	-	1
CO2: To promote a scientific perspective in differentiating between normal and abnormal behaviours, while classifying mental disorders based on the most current classification standards.	-	3	1	-	-
CO3: To help students gain a clear understanding of the characteristics and progression of various abnormal psychological conditions.	-	2	3	-	1
CO4: To equip students with the knowledge of assessment and therapeutic approaches for addressing major psychological disorders.	-	-	2	3	1

Course Name	Abnormal Psychology	Course Title	BPSY202-5
Total Number of Hours	60	Credits	4

Course Description

This course will provide an overview of major psychological disorders. The course will cover basic concepts, historical perspectives on psychological disorders, aetiology and clinical description of the various disorders. Key focus areas include terminology, classification, causes, assessment, and treatment of major disorders. By the end of the course, students should be able to differentiate between normal and abnormal behaviours and exhibit understanding of the causes, symptoms, and therapeutic methods associated with these disorders.

Upon successful completion of this course, the student should be able to:

CO1: To inspire students to explore and comprehend the causes, signs, and symptoms associated with different mental disorders.

CO2: To promote a scientific perspective in differentiating between normal and abnormal behaviours, while classifying mental disorders based on the most current classification standards.

CO3: To help students gain a clear understanding of the characteristics and progression of various abnormal psychological conditions.

CO4: To equip students with the knowledge of assessment and therapeutic approaches for addressing major psychological disorders.

Course outcomes mapped to Unit 1: CO1-4

Unit-I Introduction to Abnormal Psychology

Hours: 15

Abnormality – Concept and definition, Indicators of abnormality; Historical Perspectives on Abnormal Behavior: the supernatural tradition, biological tradition, psychological tradition.

Diagnostic systems – ICD and DSM (latest edition).

Teaching Learning Strategies: Lecture, Discussion, Demonstration

Essential Readings:

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (DSM-5). American Psychiatric Pub.

Barlow, D. H. & Durand, V. M. (2015). Abnormal Psychology: An Integrated Approach (7thEd.). Stanford, CT: Cengage Learning.

Butcher, J. N., Mineka, S., & Hooley, J. M. (2017). Abnormal psychology. Pearson Education India.

Course outcomes mapped to Unit 2: CO1-4

Unit II: Anxiety and Trauma related disorders

Hours:15

Anxiety Disorders: specific phobia, social anxiety disorder, panic disorder, generalized anxiety disorder.

Obsessive-Compulsive and Related Disorders: obsessive-compulsive disorder, body dysmorphic disorder, trichotillomania.

Trauma- and Stressor-Related Disorders; posttraumatic stress disorder.

Teaching Learning Strategies: Lecture, Discussion, Demonstration

Essential Readings:

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (DSM-5). American Psychiatric Pub.

Barlow, D. H. & Durand, V. M. (2015). Abnormal Psychology: An Integrated Approach (7thEd.). Stanford, CT: Cengage Learning.

Butcher, J. N., Mineka, S., & Hooley, J. M. (2017). Abnormal psychology. Pearson Education India.

Course outcomes mapped to Unit 3: CO1-4

Unit III: Somatoform, Dissociative, Eating and Impulse -control disorders

Hours:15

Somatic symptom and related disorders: somatic symptom disorder, illness anxiety disorders, conversion disorder.

Dissociative disorders: depersonalization- derealization disorder, dissociative amnesia, dissociative identity disorder.

Major types of eating disorders: bulimia nervosa, anorexia nervosa, binge eating disorder, obesity.

Impulse- Control disorders - Intermittent Explosive Disorder, Pyromania, Kleptomania

Teaching learning strategies: Lecture, Discussion, Demonstration

Essential Readings:

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (DSM-5). American Psychiatric Pub.

Barlow, D. H. & Durand, V. M. (2015). Abnormal Psychology: An Integrated Approach (7thEd.). Stanford, CT: Cengage Learning.

Butcher, J. N., Mineka, S., & Hooley, J. M. (2017). Abnormal psychology. Pearson Education India.

Course outcomes mapped to Unit 4: CO1-4

**Unit IV: Substance related disorders and addictive disorders, Mood and Personality Disorders
Hours:15**

Brief description of Substance related and addictive disorders and: Depressants, stimulants, opioids, cannabis-related disorders, hallucinogen-related disorders, other drugs of abuse
Mood Disorders: Major depressive disorders; Bipolar I and Bipolar II

Personality Disorders: Cluster A, B, C personality disorders

Teaching Learning Strategies: Lecture, Discussion, Demonstration

Essential Readings:

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (DSM-5). American Psychiatric Pub.

Barlow, D. H. & Durand, V. M. (2015). Abnormal Psychology: An Integrated Approach (7thEd.). Stanford, CT: Cengage Learning.

Butcher, J. N., Mineka, S., & Hooley, J. M. (2017). Abnormal psychology. Pearson Education India.

Recommended References

Adams, H.E., Sutker, P.B. (2001). Comprehensive handbook of psychopathology (3rd Ed.). New York: Kluwer Academic publishers.

Hecker, S.E. & Thorpe, G.L. (2005). Introduction to clinical psychology: Science, practice & ethics. Delhi: Pearson Education, Inc.

Millon, T., Blaney, P., & Davis, R.D. (1998). The oxford textbook of psychopathology. London: Oxford University Press.

Sadock, B.J. & Sadock, V.A. (2003). Synopsis of psychiatry: Behavioral sciences/clinical psychiatry (9th. Ed.). Philadelphia: Lippincott Williams & Wilkins.

Smith, N.W. (2001). Current systems in psychology: History, theory, research & applications. USA: Wadsworth/Thomson learning.

CLINICAL PSYCHOLOGY

Course Code	BPSY301A-5	Course Title	Clinical Psychology
Credits	4	Course Type	Major Core DSE (Discipline Specific Elective)

Hours	60	Hours per week	4
Course Description	This course is an introduction to the field of Clinical Psychology. The course will provide students an understanding of the nature and scope of the field and assist students in getting a clear idea about the different mental health professions. The course will include an overview of assessment, psycho-diagnosis and research in clinical settings and would also enable students to become sensitive towards ethical, legal and socio-cultural issues in the practice of Clinical Psychology.		
Program objectives	<ul style="list-style-type: none"> • PO1: Fundamental Knowledge: Apply the fundamental principles, concepts, and methods in key areas of science and multidisciplinary fields. • PO2: Critical Thinking and Problem-solving Skills: Develop critical thinking with a scientific temper to evaluate evidence and address real-world issues • PO3: Research Skills: Demonstrate research culture and uphold scientific integrity and objectivity. • PO4: Professional skills: Demonstrate effective science communication, sustainable technology use, and a strong commitment to professional ethics and scientific social responsibility • PO5: Lifelong Learning: Engage in continuous reflective learning in the context of technological and scientific advancements 		
Course Objectives	<p>The course aims to –</p> <ol style="list-style-type: none"> 1. To introduce students to the roles and responsibilities of clinical psychologists and other mental health professionals. 2. To develop skills in analyzing clinical cases using multidimensional psychological models. 3. To provide hands-on training in psychological assessment and psycho-diagnostic methods, including MSE and risk assessment. 4. To foster critical evaluation of scientific, ethical, legal, and cultural aspects of clinical psychology practice. 		
Course Outcomes	<ol style="list-style-type: none"> 1. CO1 - Demonstrate understanding of the nature of work done by clinical psychologists and other mental health professionals. 2. CO2 - Analyse clinical cases by using multidimensional models. 3. CO3 - Administer various assessment and psycho-diagnostic methods such as MSE, risk assessment and diagnostic formulation. 4. CO4 - Critically evaluate various practice-oriented issues related to the scientific, ethical, legal, and cultural aspects of Clinical Psychology 		

COURSE OUTCOME AND PROGRAM OUTCOME MAPPING:

Programme Outcomes	CO1	CO2	CO3	CO4
PO1: Fundamental Knowledge	3	3	3	2
PO2: Critical Thinking and Problem-solving Skills	2	3	2	3
PO3: Research Skills	-	-	3	2
PO4: Professional Skills	3	3	3	3
PO5: Lifelong Learning	-	3	3	3

Course Title:	Clinical Psychology	Course Code	BPSY301A-5
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Total Number of Hours	60	Credits	4
Course Description:			
<p>This course is an introduction to the field of Clinical Psychology. The course will provide students an understanding of the nature and scope of the field and assist students in getting a clear idea about the different mental health professions. The course will include an overview of assessment, psycho-diagnosis and research in clinical settings and would also enable students to become sensitive towards ethical, legal and socio-cultural issues in the practice of Clinical Psychology.</p>			
Course Objectives			
<p>The course aims to –</p> <ol style="list-style-type: none"> 1. To introduce students to the roles and responsibilities of clinical psychologists and other mental health professionals. 2. To develop skills in analysing clinical cases using multidimensional psychological models. 3. To provide hands-on training in psychological assessment and psycho-diagnostic methods, including MSE and risk assessment. 4. To foster critical evaluation of scientific, ethical, legal, and cultural aspects of clinical psychology practice. 			
Course Outcomes			
<ol style="list-style-type: none"> 1. CO1 - Demonstrate understanding of the nature of work done by clinical psychologists and other mental health professionals. 2. CO2 - Analyse clinical cases by using multidimensional models. 3. CO3 - Administer various assessment and psycho-diagnostic methods such as MSE, risk assessment and diagnostic formulation. 4. CO4 - Critically evaluate various practice-oriented issues related to the scientific, ethical, legal, and cultural aspects of Clinical Psychology 			
COURSE OUTCOMES MAPPED TO UNIT 1: CO1			
Unit – I Foundations of Clinical Psychology		Hours: 15	
<p>Mental health law in India: Historical & Philosophical background; Nature of discipline: Theory and research; Towards a Clinical Identity: Education & training, professional activities and employment settings, differences/similarities with other mental health professions; Diagnosis and Classification: evolution of classification systems: Overview to DSM and ICD, classification issues; Statistical versus clinical significance.</p>			
Teaching Learning Strategies: Lecture, Discussion, Case Study and Real-Life Applications			
Essential Readings:			
<ul style="list-style-type: none"> ● Hecker, J. E., & Thorpe, G. L. (2005). <i>Introduction to Clinical Psychology: Science, Practice, and Ethics</i>. New Delhi: Pearson Education. ● Pomerantz, A. M. (2008). <i>Clinical Psychology: Science, Practice, and Culture</i>. New Delhi: Sage Publications. 			
Recommended Readings:			
<ul style="list-style-type: none"> ● Hersen, M., Kazdin, A. E., & Bellack, A. S. (Eds.). (1991). <i>The Clinical Psychology Handbook</i> (2nd ed.). New York: Pergamon Press. ● World Health Organization. (1993). <i>The ICD-10 Classification of Mental and Behavioural Disorders: Diagnostic Criteria for Research</i> (Vol. 2). 			
COURSE OUTCOMES MAPPED TO UNIT 2: CO2			

Unit – II Models of Psychopathology**Hours:15**

One dimensional versus multidimensional models: Biological: genetic contributions and neuroscience; Psychological: psychoanalytic, behavioral, cognitive and humanistic approaches; cultural, social and interpersonal factors; lifespan development. The role of an integrative approach. 4P model & Bio-psycho-social models of diagnostic formulation.

Teaching Learning Strategies: Lecture, Case Studies and Real-Life Applications, Mock Trials, Guest Lectures and Expert Panel.

Essential Readings:

- Trull, T. J., & Phares, E. J. (2001). *Clinical Psychology: Concepts, Methods, and Profession* (6th ed.). Belmont, CA: Wadsworth/Thomson Learning.
- Barlow, D. H., & Durand, V. M. (2015). *Abnormal Psychology: An Integrated Approach* (7th ed.). Stamford, CT: Cengage Learning.

Recommended Readings:

- Freeman, F. S. (1965). *Theory and Practice in Psychological Testing* (3rd ed.). New Delhi: Oxford and IBH.
- Kaplan, R. M., & Saccuzzo, D. P. (2001). *Psychological Testing: Principles, Applications, and Issues* (5th ed.). New Delhi: Asian Books Pvt. Ltd.

COURSE OUTCOMES MAPPED TO UNIT 3: CO3**Unit – III Clinical diagnosis and research****Hours:15**

Assessing psychological disorders: key concepts in assessment, severity assessment, risk assessment, clinical interview: case history taking, mental status examination; behavioural assessment, psychological testing, physical examination, neuropsychological testing, neuroimaging, psychophysiological assessment.

Teaching learning strategies: Lecture, Case Studies and Real-Life Applications, Mock Trials and Role-Playing, Problem-Based Learning (PBL), Laboratory Simulations and Psychometric Testing, Peer Teaching and Group Presentations.

Essential Readings:

- Hecker, J. E., & Thorpe, G. L. (2005). *Introduction to Clinical Psychology: Science, Practice, and Ethics*. New Delhi: Pearson Education.
- Pomerantz, A. M. (2008). *Clinical Psychology: Science, Practice, and Culture*. New Delhi: Sage Publications.

Recommended Readings:

- Anastasi, A., & Urbina, S. (1997). *Psychological Testing* (7th ed.). Delhi: Pearson Education.
- Fernandes-Ballesteros, R. (Ed.). (2003). *Encyclopedia of Psychological Assessment (Vol. I & II)*. New Delhi: Sage.

COURSE OUTCOMES MAPPED TO UNIT 4: CO4**Unit – IV Critical Issues in Clinical Psychology****Hours:15**

Professional Regulation and Ethics-legal issues, Cultural issues, Current scenario and future prospect: Problems and promise.

Teaching Learning Strategies: Lecture, group discussion, Case Studies and Real-Life Applications, Guest Lectures and Expert Panels.

Essential Readings:

- Trull, T. J., & Phares, E. J. (2001). *Clinical Psychology: Concepts, Methods, and Profession* (6th ed.). Belmont, CA: Wadsworth/Thomson Learning.
- Barlow, D. H., & Durand, V. M. (2015). *Abnormal Psychology: An Integrated Approach* (7th ed.). Stanford, CT: Cengage Learning.

Recommended Readings:

- Aiken, L. R. (2000). *Psychological Testing and Assessment* (10th ed.). Boston: Allyn & Bacon.
- Holt, R. R. (Ed.). (1984). *Diagnostic Psychological Testing*. New York: International Universities Press.

ORGANIZATIONAL BEHAVIOUR

Course Code	BPSY301B-5	Course Title	Organizational Behavior
Credits	4	Course Type	MAJOR CORE DSE
Hours	60	Hours per week	4
Course Type	Core	Course Prerequisites	Basic Psychological processes, Social Psychology
Course Description	This course provides an introduction to organizational behavior, focusing on how individuals behave within an organizational setting. It explores factors influencing behavior at individual, group, and organizational levels, using case studies to enhance understanding. Key topics include human diversity, culture, social perception, group dynamics, leadership, and motivation, all examined in an organizational context. The course also covers relevant theories and research in the field. In addition to textbook readings, students will engage with journal articles on related topics and participate in class discussions on their findings.		
Course Learning Outcomes	By the end of the course the learner should be able to: CO 1: Explain workplace behavior. CO2: Relate the individual and group dimensions and its implications in organizations. CO3: Interpret and predict human behaviour at the workplace. CO4: Make rational and logical applications by providing scientific explanations of employee behavior and offering insights that foster a productive workplace environment.		

Program outcomes

PO1: Fundamental Knowledge: Apply the fundamental principles, concepts, and methods in key areas of science and multidisciplinary fields.

PO2: Critical Thinking and Problem-solving Skills: Develop critical thinking with a scientific temper to evaluate evidence and address real-world issues

PO3: Research Skills: Demonstrate research culture and uphold scientific integrity and objectivity.

PO4: Professional skills: Demonstrate effective science communication, sustainable technology use, and a strong commitment to professional ethics and scientific social responsibility

PO5: Lifelong Learning: Engage in continuous reflective learning in the context of technological and scientific advancements

CO1

Unit I: Foundation for Organizational Behavior 08 Hours Defining organizations and organizational behavior; A historical background for modern organizational behavior; Challenges and opportunities for OB.

Organizational Culture; Diversity in Organisation, Organizational commitment- Outcomes.

CO2

Unit II: Socio-cognitive and Group Processes 19 Hours

Social perception and attribution, managerial implications of social perception; Impression formation and its management; Values- Organizational values and work values;

Attitude- Definition, work attitudes, attitude-behaviour relationship, changing attitudes; Job satisfaction- Influences, outcomes and consequences; Organizational citizenship behavior, Ineffective job performance, Turnover.

Group processes - Nature of groups; Theories of intergroup relations; Understanding teams and teamwork: Types of teams, team building, effectiveness and cohesiveness; Individual and Group Decision making: Models and styles of decision making, decision making biases, Group DM techniques, Creative DM techniques.

CO3

Unit III: Individuals at Workplace: Learning, Personality and Motivation 21 Hours

Learning: Theories and its organizational applications- Operant Conditioning (Skinner), Social Learning Theory (Bandura), Cognitive Learning Theory, Experiential Learning (Kolb), Constructivist Learning Theory - (Reward systems - Pay, Recognition & Feedback) - Behavioural Performance Management/OBM;

Personality: Personality determinants, type and trait theories - Big Five" personality traits & MBTI, Personality- Job fit theory, personal effectiveness;

Motivation concepts and applications: Content, Process and Contemporary theories of work motivation.
Managing work motivation;

CO4

Unit IV: Leadership

12 Hours

Leadership - Defining leader, characteristics, styles - Autocratic, Democratic, Laissez-Faire Leadership, Authentic, LMX, Servant leadership, transactional and transformational leadership - implication on group and productivity.

Essential Readings:

Robbins, S.P., Judge, T.A. & Vohra, N. (2019). *Organizational Behavior*. Pearson India Education Services Pvt. Ltd.

Luthans, F. (2017). *Organizational Behavior: An Evidence-Based Approach*. Mc-Graw Hill.

Course outcomes mapped to Unit 2: CO2

Recommended Readings:

Crisp, R. J., & Turner, R. N. (2020). *Essential social psychology*. Sage.

Course outcomes	CIA1 (20 marks)	MSE/ CIA2 (50 marks)	CIA3 (20 marks)	ESE (50 marks)
CO1: Explain workplace behavior.	10	25		10
CO2: Relate the individual and group dimensions and its implications in organizations.	10	25		15
CO3: Interpret and predict human behaviour at the workplace.			10	15
CO4: Make rational and logical applications by providing scientific explanations of employee behavior and offering insights that foster a productive workplace environment.			10	10

SCHOOL PSYCHOLOGY

Course Code	BPSY	Course Title	School Psychology
Credits	4	Course Type	Theory
Hours	60	Hours per week	4
Course Type	Project	Course Prerequisites	Social Psychology, Counselling Psychology and Psychopathology

Course Description	This course introduces different concepts related to the application of psychology in the field of education. They can apply expertise in mental health, learning, and behaviour to help children and youth succeed academically, socially, behaviorally, and emotionally.
Course Outcomes	CO1: Understand the concept of school psychology, its historical development, current trends, and issues. CO2: Demonstrate evidence-based programs and interventions in managing various psychological issues faced by the students in school settings. CO3: Knowing the mental health concerns related to students across academic, behavioral and social/emotional domains. CO4: Assess the concepts related to the futuristic role of school psychologists in the Indian context and evaluate various perspectives, policies, and/or practices relevant to school psychology

<p>Programme outcomes</p> <p>PO1: Fundamental Knowledge: Apply the fundamental principles, concepts, and methods in key areas of science and multidisciplinary fields.</p> <p>PO2 Critical Thinking and Problem-solving Skills: Develop critical thinking with a scientific temper to evaluate evidence and address real-world issues</p> <p>PO3: Research Skills: Demonstrate research culture and uphold scientific integrity and objectivity.</p> <p>PO4 Professional skills: Demonstrate effective science communication, sustainable technology use, and a strong commitment to professional ethics and scientific social responsibility</p> <p>PO5 Lifelong Learning: Engage in continuous reflective learning in the context of technological and scientific advancements</p>

Course outcomes/Programme outcomes	PO1	PO2	PO3	PO4	PO5
CO1: Understand the concept of school psychology, its historical development, current trends, and issues.	1	3	3	2	--
CO2: Demonstrate evidence-based programs and interventions in managing various psychological issues faced by the students in school settings.	1	3	2	2	--
CO3: Knowing the mental health concerns related to students across academic, behavioral and social/emotional domains.	1	2	3	1	1
CO4: Assess the concepts related to the futuristic role of school psychologists in the Indian context and evaluate various perspectives, policies, and/or practices relevant to school psychology	2	2	3	--	1

Course Outline

Course Name	School Psychology	Course Title	
Total Number of Hours	60	Credits	4

Course Description:

This course introduces different concepts related to the application of psychology in the field of education. They can apply expertise in mental health, learning, and behaviour to help children and youth succeed academically, socially, behaviorally, and emotionally..

Course outcomes:

CO1: Understand the concept of school psychology, its historical development, current trends, and issues.

CO2: Demonstrate evidence-based programs and interventions in managing various psychological issues faced by the students in school settings.

CO3: Knowing the mental health concerns related to students across academic, behavioral and social/emotional domains.

CO4: Assess the concepts related to the futuristic role of school psychologists in the Indian context and evaluate various perspectives, policies, and/or practices relevant to school psychology

Course outcome mapped to Unit 1: CO1

10 Hours

Unit 1:

Defining School Psychology. School Psychologists as Data-Driven Problem Solvers. School Psychologists in the Workforce. How Does One Become a School Psychologist? Differentiating School Psychology from Related Professions, The Historical Context of School Psychology, Philosophical, Intellectual, and Social–Cultural Foundation. NASP and APA, Future of School Psychology in India, Child Rights and Safety in India

Essential Reading:

Merrell, K. W., Ervin, R. A., & Peacock, G. G. (2011). *School psychology for the 21st century: Foundations and practices*. Guilford Press

Course outcomes mapped to Unit 2 : CO2

20 Hours

General guidelines for selecting interventions; Multi-tiered system of support (MTSS): Functional behaviour assessment(FBA); Functional communication training(FCT), Response to Intervention (RtI); Suicide Prevention, Intervention, and Postvention

Essential Reading:

Leschied, A. W., Saklofske, D. H., & Flett, G. L. (2018). *Handbook of school-based mental health promotion*. Cham, Switzerland: Springer International Publishing.

Peacock, G. G., Ervin, R. A., Daly, E. J., & Merrell, K. W. (Eds.). (2009). *Practical handbook of school psychology: Effective practices for the 21st century*. Guilford Press.

Sylvia,R. (2009). *Implementing Evidence Based Academic Interventions in School Settings*

Course outcomes mapped to Unit 3 : CO3

20 hours

Sensory, physical, speech and language disorders, learning disabilities, ADHD, emotional and behavioral disorders; Gifted child and Talented
; Affect in the classroom: Positive Affect, Negative Affect, and Cognition Affect and Learning Arousal, Anxiety, and Performance

Essential Reading:

Slavin, R. E. (2018). *Educational psychology: Theory and practice* (12th ed.). Pearson.

Moreno, R. (2010). *Educational psychology*. Wiley.

Santrock, John W. (2006). *Educational Psychology* (2nd ed.). New Delhi: Tata McGraw-Hill Publishing Company Limited.

Course outcomes mapped to unit 4: CO4

10 hours

Intervening with problem behaviors: communication and strategies: addressing serious issues of classroom management: aggression, violence and bullying

Essential Reading:

Slavin, R. E. (2018). *Educational psychology: Theory and practice* (12th ed.). Pearson.

Moreno, R. (2010). *Educational psychology*. Wiley.

Santrock, John W. (2006).
Educational Psychology (2nd ed.). New Delhi: Tata mcgraw-Hill publishing company limited.

Learning Outcomes of the course	Components of assessment (examples given below)			
	CIA I (20 marks)	MSE/ CIA2 (Total 50 marks)	CIA III (20 marks)	ESE (50 marks)
CO1: Understand the role of school psychologists and the strategies to be adopted.		30		10
CO2: Demonstrate evidence-based programs and interventions in managing various psychological issues faced by the students in school settings	10	20	5	10
CO3: Knowing the mental health concerns related to students across academic, behavioural and social/emotional domains	10		10	15
CO4: Assess the concepts related to the futuristic role of school psychologists in the Indian context and evaluate various perspectives, policies, and/or practices relevant to school psychology			5	15

Course Code	BPSY302A-5	Course Title	Counselling Psychology
Credits	4	Course Type	Major Core (DSE)
Hours	60	Hours per week	4
Course Prerequisites	Knowledge on the basics of Psychology		
Course Description	This course provides an in-depth understanding of the counselling process, from establishing a therapeutic relationship to termination. It explores fundamental counselling concepts, ethical considerations, and multicultural perspectives. Students will understand essential counselling skills such as active listening, empathy, reflection, and influencing techniques. The course also examines key challenges in counselling, including transference, countertransference, and resistance. The course also explains the role of assessment, intervention planning, and ethical record-keeping.		
Course Objectives	<p>This course aims to</p> <p>To familiarize students with understanding counseling, its significance, and the application of ethical counseling practice.</p> <p>To understand multicultural issues and the process of counseling</p> <p>To understand the various skills used in each stage of the counseling process</p>		
Course Outcomes	<p>By the end of the course the learner should be able to:</p> <p>CO1 : Describe the significance of ethical practice in counseling.</p> <p>CO2 : Understand and gain knowledge of the dynamics of counseling relationships and engagement in the counseling process.</p> <p>CO3 : Understanding the multicultural issues faced during the counseling process</p> <p>CO4 : Understanding and learning the use of various skills in the stages of the counseling process.</p>		

Programme outcomes

PO1: Fundamental Knowledge: Apply the fundamental principles, concepts, and methods in key areas of science and multidisciplinary fields.

PO2: Critical Thinking and Problem-solving Skills: Develop critical thinking with a scientific temper to evaluate evidence and address real-world issues.

PO3: Research Skills: Demonstrate research culture and uphold scientific integrity and objectivity.

PO4: Professional skills: Demonstrate effective science communication, sustainable technology use, and a strong commitment to professional ethics and scientific social responsibility.

PO5: Lifelong Learning: Engage in continuous reflective learning in the context of technological and scientific advancements.

Course outcomes/Programme outcomes	PO1	PO2	PO3	PO4	PO5
CO1: Describe the significance of ethical practice in counseling.	2	3	1	3	1
CO2: Understand and gain knowledge of the dynamics of counseling	3	2	1	3	-
CO3: Understanding the multicultural issues faced during the counseling process	2	3	1	3	1
CO4: Understanding and learning the use of various skills in the stages of the counseling process.	3	2	1	3	1

Course Outline

Course Name	Theories of Personality	Course code	BPSY201-5
Total Number of Hours	60	Credits	4

Course description: This course provides an in-depth understanding of the counselling process, from establishing a therapeutic relationship to termination. It explores fundamental counselling concepts, ethical considerations, and multicultural perspectives. Students will understand essential counselling skills such as active listening, empathy, reflection, and influencing techniques. The course also examines key challenges in counselling, including transference, countertransference, and resistance. The course also explains the role of assessment, intervention planning, and ethical record-keeping.

Course outcomes: By the end of the course the learner will be able to:

CO1 : Describe the significance of ethical practice in counseling.

CO2 : Understand and gain knowledge of the dynamics of counseling relationships and engagement in the counseling process.

CO3 : Understanding the multicultural issues faced during the counseling process

CO4 : Understanding and learning the use of various skills in the stages of the counseling process

Course outcomes mapped to Unit I: CO1

Unit I: Introduction to Counselling

Hours: 15

Meaning, goals, importance and difference between guidance, counselling and psychotherapy; Levels of Helping; Qualities of an effective counsellor; Assessment in Counselling; ACA ethics in Counselling. Multicultural counselling - issues, difficulties and considerations.

Essential Readings:

Corey, G. (1996). Theory and practice of counseling and psychotherapy (5thed.). Pacific Grove, CA: Thomson-Brooks/Cole.

Gladding, S.T. (2009). Counselling: A Comprehensive Profession: New Delhi: Pearson Education.

Sharf, R.S. (2000). Theories of psychotherapy and counseling: Concepts and cases (2nd Ed.). Singapore: Brooks/Cole.

Recommended Readings:

Brems, C. (2001). Basic skills in psychotherapy and counseling. Singapore: Brooks/Cole.

Ivey, A.E., Ivey, M.B., & Simek-Morgan, L. (1997). Counseling and psychotherapy: A multi-cultural perspective (4thed.). Boston: Allyn & Bacon.

Miltenberger, R.G. (2001). Behavior modification: Principles and procedures (2nd Ed.). Belmont, CA: Wadsworth/Thomson Learning.

Course outcomes mapped to Unit II: CO2

Unit II: The Counselling Process - Building Counselling Relationships

Hours: 15

Establishing Initial contact, Handling inhibitions, contracts, active listening, empathy skills, encouraging, paraphrasing, summarising, reflection of feeling and meaning

Essential Readings:

Corey, G. (1996). Theory and practice of counseling and psychotherapy (5thed.). Pacific Grove, CA: Thomson-Brooks/Cole.

Gladding, S.T. (2009). Counselling: A Comprehensive Profession: New Delhi: Pearson Education.

Sharf, R.S. (2000). Theories of psychotherapy and counseling: Concepts and cases (2nd Ed.). Singapore: Brooks/Cole.

Recommended Readings:

Brems, C. (2001). Basic skills in psychotherapy and counseling. Singapore: Brooks/Cole.

Ivey, A.E., Ivey, M.B., & Simek-Morgan, L. (1997). Counseling and psychotherapy: A multi-cultural perspective (4th ed.). Boston: Allyn & Bacon.

Miltenberger, R.G. (2001). Behavior modification: Principles and procedures (2nd Ed.). Belmont, CA: Wadsworth/Thomson Learning.

Course outcomes mapped to Unit III: CO3

Unit III: The Counselling Process - Working in a counselling relationship

Hours: 15

Clarifying problem skills, assess feelings and thinking, influencing skills - changing perceptions, leading, multifocused responding, accurate empathy, self-disclosure, immediacy, confrontation, empathic confrontation. Reframing. Transference and countertransference. Planning intervention

Essential Readings:

Corey, G. (1996). Theory and practice of counseling and psychotherapy (5th ed.). Pacific Grove, CA: Thomson-Brooks/Cole.

Gladding, S.T. (2009). Counselling: A Comprehensive Profession: New Delhi: Pearson Education.

Sharf, R.S. (2000). Theories of psychotherapy and counseling: Concepts and cases (2nd Ed.). Singapore: Brooks/Cole.

Recommended Readings:

Brems, C. (2001). Basic skills in psychotherapy and counseling. Singapore: Brooks/Cole.

Ivey, A.E., Ivey, M.B., & Simek-Morgan, L. (1997). Counseling and psychotherapy: A multi-cultural perspective (4th ed.). Boston: Allyn & Bacon.

Miltenberger, R.G. (2001). Behavior modification: Principles and procedures (2nd Ed.). Belmont, CA: Wadsworth/Thomson Learning.

Course outcomes mapped to Unit IV: CO4

Unit IV: The Counselling Process - Termination of counselling 15 Hours

Importance of termination, Interpretation, follow up and post termination support, resistance to closure, feedback, record keeping, reporting format and case work

Essential Readings:

Corey, G. (1996). Theory and practice of counseling and psychotherapy (5th ed.). Pacific Grove, CA: Thomson-Brooks/Cole.

Gladding, S.T. (2009). Counselling: A Comprehensive Profession: New Delhi: Pearson Education.

Sharf, R.S. (2000). Theories of psychotherapy and counseling: Concepts and cases (2nd Ed.). Singapore: Brooks/Cole.

Recommended Readings:

Brems, C. (2001). Basic skills in psychotherapy and counseling. Singapore: Brooks/Cole.

Ivey, A.E., Ivey, M.B., & Simek-Morgan, L. (1997). Counseling and psychotherapy: A multi-cultural perspective (4th ed.). Boston: Allyn & Bacon.

Miltenberger, R.G. (2001). Behavior modification: Principles and procedures (2nd Ed.). Belmont, CA: Wadsworth/Thomson Learning.

HUMAN RESOURCE MANAGEMENT

Course Code	BPSY302B-5	Course Title	Human Resource Management
Credits	4	Course Type	Major Core DSE
Hours	60	Hours per week	4
Course Type	Major Core DSE	Course Prerequisites	Knowledge on the basics of psychology
Course Description	The most valued resource of any organization is the people and success of any organization depends upon how efficiently they are able to make use of the human resource. The course is designed to give students an insight of the theoretical and practical perspective, concepts, issues and practices in Human Resource Management.		
Course Outcome	<p>Upon the completion of the course, students will be able to:</p> <p>CO1: Understand the various issues in acquisition of human resources.</p> <p>CO2: Analyze a job and evaluate it scientifically.</p> <p>CO3: Identify the issues in performance and choose the right method of training.</p> <p>CO4: Apply their knowledge in order to maintain productivity, be cost effective and be ready for different situations in the workplace.</p>		

Programme outcomes:

PO1: Fundamental Knowledge: Apply the fundamental principles, concepts, and methods in key areas of science and multidisciplinary fields.

PO2: Critical Thinking and Problem-solving Skills: Develop critical thinking with a scientific temper to evaluate evidence and address real-world issues.

PO3: Research Skills: Demonstrate research culture and uphold scientific integrity and objectivity.

PO4: Professional skills: Demonstrate effective science communication, sustainable technology use, and a strong commitment to professional ethics and scientific social responsibility

PO5: Lifelong Learning: Engage in continuous reflective learning in the context of technological and scientific advancements

Course Outline Course Name	Human Resource Management	Course Code	BPSY302B-5
Total Number of Hours	60	Credits	4

Course Description

The most valued resource of any organization is the people and success of any organization depends upon how efficiently they are able to make use of the human resource. The course is designed to give students an insight of the theoretical and practical perspective, concepts, issues and practices in Human Resource Management.

Course Outcomes:

Upon the completion of the course, students will be able to:

- CO1:** Understand the various issues in acquisition of human resources.
CO2: Analyze a job and evaluate it scientifically.
CO3: Identify the issues in performance and choose the right method of training.
CO4: Apply their knowledge in order to maintain productivity, be cost effective and be ready for different situations in the workplace.

Course outcome mapped to unit-1: CO1

Unit-1: Introduction to Human Resource Management.

10 Hours

Human Resource Function, Human Resource Philosophy, Changing environments of HRM, Strategic human resource management (SHRM), using HRM to attain competitive advantage, Trends in HRM;

Organisation of HR departments: Line and staff functions, Role of HR Managers.

Teaching learning strategies: Reflective activities, Discussion.

Essential Readings:

Dessler, G. & Varkkey, B. (2017). Human resource management. 15th Ed, Florida: Pearson.

Rao, V.S.P. (2005). Human resource management: Text and cases. 2nd Ed, India: Excel books.

Recommended Readings:

Decenzo, D. A. & Robbins, S.P. (2002). Human resource management. John Wiley and Sons Inc.

Dessler, G. (2009). A framework for Human resource management. 5th Ed, India: Prentice Hall Publishing.

Course outcome mapped to unit-2: CO2

Unit-II: Recruitment & Placement.

15 Hours

HRP: Objectives, Importance, Process of HRP, Methods and techniques of HRP;

Job Analysis: Nature and use of job analysis, methods of job analysis, Process of job analysis; Job Description (JD), Job Specification (JS);

Job design: Nature, techniques for designing jobs;

Recruitment and selection process: Sources, Developing and Using application forms, IT and recruiting on the internet; external vs. internal recruitment;

Employee Testing & selection : Selection process, types of test, selection techniques, interview, common interviewing mistakes.

Teaching learning strategies: Reflective activities, Surprise tests, Discussion, Videos, IV, Case Studies.

Essential Readings:

Dessler, G. & Varkkey, B. (2017). Human resource management. 15th Ed, Florida: Pearson.

Rao, V.S.P. (2005). Human resource management: Text and cases. 2nd Ed, India: Excel books.

Recommended Readings:

Decenzo, D. A. & Robbins, S.P. (2002). Human resource management. John Wiley and Sons Inc.

Dessler, G. (2009). A framework for Human resource management. 5th Ed, India: Prentice Hall Publishing

Course outcome mapped to unit-3: CO3

Unit-III: Training & Development.

15 Hours

Orientation & Training: Orienting the employees, Training process, need analysis, Training techniques, Training via the internet;

Developing Managers: Management Development, Responsive managers, On-the-job and off-the-job development techniques using HR to build a responsive organization;

Performance appraisal: Methods, Problem and solutions, MBO approach, appraisal interviews, performance appraisal in practice;

Career management: Nature and concept, stages of career management, Managing promotions and transfers.

Teaching learning strategies: Lecture, discussion, Videos, Classroom activities, Case Studies.

Essential Readings:

Dessler, G. & Varkkey, B. (2017). *Human resource management*. 15th Ed, Florida: Pearson.

Rao, V.S.P. (2005). *Human resource management: Text and cases*. 2nd Ed, India: Excel books.

Recommended Readings:

Decenzo, D. A. & Robbins, S.P. (2002). *Human resource management*. John Wiley and Sons Inc. Dessler, G. (2009). *A framework for Human resource management*. 5th Ed, India: Prentice Hall Publishing.

Course outcome mapped to unit 4: CO4

20 Hours

Unit-IV: Compensation, Benefits & Labor Relations

Quality Establishing Pay plans: Factors determining pay rate, Current trends in compensation;

Job evaluation: pricing managerial and professional jobs. Computerized job evaluation; Pay for performance and financial incentives: Money and motivation, organization wide incentive plans, practices in Indian organisations;

Benefits and services: Insurance benefits, retirement benefits and other welfare measures to build employee commitment.

Labor relations and employee security: Trade unions, Collective bargaining, future of trade unionism;

Discipline administration: grievances handling, Managing dismissals and separation;

Labor welfare: Importance & implications of labor legislations, Employee health.

Teaching learning strategies: Lecture, discussion, Videos, Classroom activities, Case Studies.

Essential Readings:

Dessler, G. & Varkkey, B. (2017). *Human resource management*. 15th Ed, Florida: Pearson.

Rao, V.S.P. (2005). *Human resource management: Text and cases*. 2nd Ed, India: Excel books.

Recommended Readings:

Decenzo, D. A. & Robbins, S.P. (2002). *Human resource management*. John Wiley and Sons Inc. Dessler, G. (2009). *A framework for Human resource management*. 5th Ed, India: Prentice Hall Publishing.

Course Outcome and Continuous Internal Assessment Mapping

Course outcomes	CIA1 (20 marks)	MSE/ CIA2 (50 marks)	CIA3 (20 marks)	ESE (50 marks)
CO1: Understand the various issues in acquisition of human resources	10	15		10
CO2: Analyze a job and evaluate it scientifically.	10	25		10
CO3: Identify the issues in performance and choose the right method of training.		10	10	15
CO4: Apply their knowledge in order to maintain productivity, be cost effective and be ready for different situations in the workplace.			10	15

FORENSIC PSYCHOLOGY

Course Code	BPSY302C-5	Course Title	Forensic Psychology
Credits	4	Course Type	Major Core DSE
Hours	60	Hours per week	4
Course Description	This course is designed to introduce students to the application of psychology in the legal and criminal justice systems. Students will explore the role of psychology in criminal investigations and the treatment of offenders. The course will cover topics such as criminal behavior, various deception techniques used in interrogations, the role of memory in eyewitness testimony, and forensic interventions.		
Program objectives	<ul style="list-style-type: none"> ● PO1: Fundamental Knowledge: Apply the fundamental principles, concepts, and methods in key areas of science and multidisciplinary fields. ● PO2: Critical Thinking and Problem-solving Skills: Develop critical thinking with a scientific temper to evaluate evidence and address real-world issues ● PO3: Research Skills: Demonstrate research culture and uphold scientific integrity and objectivity. ● PO4: Professional skills: Demonstrate effective science communication, sustainable technology use, and a strong commitment to professional ethics and scientific social responsibility ● PO5: Lifelong Learning: Engage in continuous reflective learning in the context of technological and scientific advancements 		

Course Objectives	<p>This course aims to help the students:</p> <ul style="list-style-type: none"> • Understand fundamental concepts of Forensic Psychology. • Develop an understanding of various theoretical approaches to criminal behavior. • Learn how psychological principles are applied in evaluation of criminal behavior.
Course Outcomes	<p>By the end of the course the learner should be able to</p> <ol style="list-style-type: none"> 1. CO1: Describe key concepts, principles, and overarching themes in forensic psychology. 2. CO2: Understand the different theoretical approaches to explaining criminal behavior and analyze the factors that contribute to criminal behavior, including biological, environmental, social-structural, situational, and psychological factors. 3. CO3: Apply psychological principles to the evaluation of homicidal and sexual offenders and criminal behavior. 4. CO4: Explain deception techniques involved in criminal investigations, including interrogation and the role of memory in eyewitness testimony. 5. CO5: Evaluate the effectiveness of different types of interventions for offenders, including treatment and rehabilitation programs.

COURSE OUTCOME AND PROGRAM OUTCOME MAPPING:

Programme Outcomes	CO1	CO2	CO3	CO4	CO5
PO1: Fundamental Knowledge	3	3	3	-	3
PO2: Critical Thinking and Problem-solving Skills	2	1	1	-	2
PO3: Research Skills	-	-	3	-	-
PO4: Professional Skills	-	-	-	3	-
PO5: Lifelong Learning	-	-	-	-	3

Course Title:	Forensic Psychology	Course Code	BPSY302C-5
Total Number of Hours	60	Credits	4

Course Description: This course is designed to introduce students to the application of psychology in the legal and criminal justice systems. Students will explore the role of psychology in criminal investigations and the treatment of offenders. The course will cover topics such as criminal behavior, various deception techniques used in interrogations, the role of memory in eyewitness testimony, and forensic interventions.

<p>This course aims to help the students:</p> <ul style="list-style-type: none"> • Understand fundamental concepts of Forensic Psychology. • Develop an understanding of various theoretical approaches to criminal behavior. • Learn how psychological principles are applied in evaluation of criminal behavior
<p>By the end of the course the learner should be able to</p> <ol style="list-style-type: none"> 1. CO1: Describe key concepts, principles, and overarching themes in forensic psychology. 2. CO2: Understand the different theoretical approaches to explaining criminal behavior and analyze the factors that contribute to criminal behavior, including biological, environmental, social-structural, situational, and psychological factors. 3. CO3: Apply psychological principles to the evaluation of homicidal and sexual offenders and criminal behavior. 4. CO4: Explain deception techniques involved in criminal investigations, including interrogation and the role of memory in eyewitness testimony.

5. **CO5:** Evaluate the effectiveness of different types of interventions for offenders, including treatment and rehabilitation programs.

COURSE OUTCOMES MAPPED TO UNIT 1: CO1

Unit – I Introduction Forensic Psychology

Hours: 12

Forensic Psychology and Forensic Sciences; A brief history of forensic psychology; The roles of forensic psychologist; Relationship between Psychology & Law; Modern-day Debates: Psychological Experts in court; Myths associated with the field of Forensic Psychology.

Teaching Learning Strategies: Lecture, Discussion, Case Study and Real-Life Applications

Essential Readings:

- Pozzulo, J., Forth, A. E., & Bennell, C. (2018). Forensic psychology. 5th Ed. Pearson Prentice Hall.
- Bartol, C., & Bartol, A. (2008). Introduction to Forensic Psychology: Research and Application (Second ed.). London: SAGE

COURSE OUTCOMES MAPPED TO UNIT 2: CO2

Unit – II Understanding Crime and Criminal Behaviour

Hours:12

Crime: causes and levels of analysis of crime; Approaches to understand Criminal Behaviour: Evolutionary, Social-structural and cultural; Developmental; Psychological, Biological, Neuropsychological; Situational. **Teaching Learning Strategies:** Lecture, Discussion, Demonstration.

Teaching Learning Strategies: Lecture, Case Studies and Real-Life Applications, Mock Trials, Guest Lectures and Expert Panel.

Essential Readings:

- Pozzulo, J., Forth, A. E., & Bennell, C. (2018). Forensic psychology. 5th Ed. Pearson Prentice Hall.
Bartol, C., & Bartol, A. (2008). Introduction to Forensic Psychology: Research and Application (Second ed.). London: SAGE.
Durrant, R (2013) An Introduction to Criminal Psychology. Routledge

COURSE OUTCOMES MAPPED TO UNIT 3: CO3

Unit – III Offender Profiling, Homicidal Offenders, and Risk Assessment

Hours:12

Examination of Crime Scene; Offender Profiling; Forensic Interviewing; Nature and Extent of Homicidal violence; Types of Homicide; Serial Killers; Theories of Homicidal Aggression; Treatment of Homicidal Aggression.

Risk Assessment: Methodological Issues, Approaches to the Assessment of Risk; Important Risk Factors; Risk Assessment Instruments. Making Decisions: Basic concepts, Phases of decision making, Applications of decision making.

Teaching learning strategies: Lecture, Case Studies and Real-Life Applications, Mock Trials and Role-Playing, Problem-Based Learning (PBL), Laboratory Simulations and Psychometric Testing, Peer Teaching and Group Presentations.

Essential Readings:

- Pozzulo, J., Forth, A. E., & Bennell, C. (2018). Forensic psychology. 5th Ed. Pearson Prentice Hall.
Bartol, C., & Bartol, A. (2008). Introduction to Forensic Psychology: Research and Application (Second ed.). London: SAGE.

Durrant, R. (2013). An introduction to criminal psychology. Routledge.

COURSE OUTCOMES MAPPED TO UNIT 4: CO4

Unit – IV Deception and Eyewitness Testimony

Hours:12

Detection of Deception; Deception Techniques: Polygraph Examination, fMRI, Brain Electrical Oscillation Signature Profiling, Narco-analysis, Forensic Hypnosis, Voice-stress Analysis.

Eyewitness testimony: The role of Memory; How do We study Eyewitness Issues; Recall Memory; Procedures that help Police Interview

Eyewitnesses; Recall of the Perpetrator; Recognition Memory.

Teaching Learning Strategies: Lecture, group discussion, Case Studies and Real-Life Applications, Guest Lectures and Expert Panels, Laboratory Simulations and Psychometric Testing, Multimedia and Documentary Analysis

Essential Readings:

Pozzulo, J., Forth, A. E., & Bennell, C. (2018). Forensic psychology. 5th Ed. Pearson Prentice Hall.

Bartol, C., & Bartol, A. (2008). Introduction to Forensic Psychology: Research and Application (Second ed.). London: SAGE.

COURSE OUTCOMES MAPPED TO UNIT 5: CO5

Unit V: Assessment and Treatment of Young Offenders and Sexual Offenders Hours:12

Assessment of Young Offenders; Theories of Antisocial Behaviour; Risk and Protective Factors; Prevention, Intervention, and Treatment of Young Offending.

Nature and Extent of Sexual Violence; Consequences for Victims; Classification of Sexual Offenders; Theories of Sexual Aggression; Assessment and Treatment.

Teaching Learning Strategies: Case Studies and Real-Life Applications, Guest Lectures and Expert Panels, Problem-Based Learning (PBL), Ethical Dilemma Discussions.

Essential Readings:

Pozzulo, J., Forth, A. E., & Bennell, C. (2018). Forensic psychology. 5th Ed. Pearson Prentice Hall.

Bartol, C., & Bartol, A. (2008). Introduction to Forensic Psychology: Research and Application (Second ed.). London: SAGE.

PSYCHOLOGY LAB - I

Course Code	BPSY	Course Title	Psychology Lab- 1 (Personality Assessment)
Credits	2	Course Type	Core
Hours	45	Hours per week	3
Course Type	SEC	Course Prerequisites	

Course Description	<p>Course Description:</p> <p>This course provides an in-depth exploration of personality testing methods and tools. It introduces students to popular personality assessments. This course emphasizes skill development in administration, scoring, and interpretation of several measures of personality functioning.</p>
Course Outcomes	<p>Course Outcomes: Upon successful completion of this course, students will be equipped to:</p> <p>CO1: Understand the conceptual and practical implications of various personality theories</p> <p>CO2: Administer, score, and interpret a variety of personality tests</p> <p>CO3: Apply personality testing in real-world contexts in industry, clinics, education, and research</p>

Programme Outcomes

PO1: Fundamental Knowledge: Apply the fundamental principles, concepts, and methods in key areas of science and multidisciplinary fields.

PO2 Critical Thinking and Problem-solving Skills: Develop critical thinking with a scientific temper to evaluate evidence and address real-world issues

PO3: Research Skills: Demonstrate research culture and uphold scientific integrity and objectivity.

PO4 Professional skills: Demonstrate effective science communication, sustainable technology use, and a strong commitment to professional ethics and scientific social responsibility

PO5 Lifelong Learning: Engage in continuous reflective learning in the context of technological and scientific advancements

Course outcomes/Programme outcomes	PO1	PO2	PO3	PO4	PO5
CO1: Understand the conceptual and practical implications of various personality theories	1	-		-	1
CO2: Administer, score, and interpret a variety of personality tests	1		2		2
CO3: Apply personality testing in real-world contexts in industry, clinics, and education	1		3		3

Course Outline

Course Name	Psychology Lab-I (Personality Assessment)	Course Code	BPSY
Total Number of Hours	45	Credits	2

Course Description:

This course provides an in-depth exploration of personality testing methods and tools. It introduces students to popular personality assessments. This course emphasizes skill development in administration, scoring, and interpretation of several measures of personality functioning.

Course Outcomes: Upon successful completion of this course, students will be equipped to:

CO1: Understand the conceptual and practical implications of various personality theories

CO2: Administer, score, and interpret a variety of personality tests

CO3: Apply personality testing in real-world contexts in industry, clinics, education, and research

Course outcomes mapped to Unit 1: CO1

Unit I: Introduction to Personality Testing**09 Hours**

History of Personality Testing, Process of Personality testing, Uses of Personality testing, Types of Personality Testing, Psychometric properties, Ethical considerations in personality assessment

Teaching learning strategies: Discussion/Activity

Essential Readings:

1. Ronald J Cohen & Mark E Swerdlik (2018). *Psychological Testing and Assessment: An Introduction to Tests and Measurements*. McGraw Hill Education

Recommended Readings:

1. Gary Groth-Marnat, A. Jordan Wright. (2016). *Handbook of Psychological Assessment (6th ed.)* Hoboken, NJ: John Wiley and Sons.
2. Irving B. Weiner & Roger, L. Greene (2009). *Handbook of Personality Assessment*. John Wiley and Sons.

Course outcomes mapped to Unit 2: CO2, CO3

Unit II: Administration, Scoring, Interpretation, and Report Writing**36 Hours**

1. 16 Personality Factors (16 -PF)
2. The Myers-Briggs Type Indicator (MBTI)
3. NEO-FFI
4. Sentence Completion Tests
5. Eysenck Personality Questionnaire (EPQ)
6. State-Trait Anxiety Test (STAT)

Teaching learning strategies: lecture, demonstration, and activity

Essential Readings:

1. Ronald J Cohen & Mark E Swerdlik (2018). *Psychological Testing and Assessment: An Introduction to Tests and Measurements*. McGraw Hill Education
2. The test manuals of all the above tests

Recommended readings:

1. Gary Groth-Marnat, A. Jordan Wright. (2016). *Handbook of Psychological Assessment (6th ed.)* Hoboken,

NJ: John Wiley and Sons.

2. Irving B. Weiner & Roger, L. Greene (2009). *Handbook of Personality Assessment*. John Wiley and Sons

COGNITIVE PSYCHOLOGY

Course Code	BPSY 201-6	Course Title	Cognitive Psychology
Credits	4	Course Type	Core
Hours	60	Hours per week	4
Course Type	Core	Course Prerequisites	Basic Psychological processes, Social Psychology
Course Description	This course is an introduction to basic concepts of cognitive psychology. The course will cover basic concepts and major theories of Cognitive Psychology. The course will also provide a good understanding of research done on various cognitive variables. By studying this course, students will be encouraged to appreciate diverse approaches and models in the field of cognitive psychology. Relevant experiments will also be discussed.		
Course Outcomes	Upon successful completion of this course, the student should be able to: CO1: Demonstrate theoretical understanding of various cognitive processes CO2: Understand cognitive theories, models, and perspectives CO3: Understand cognitive phenomena in day-to-day life from research perspective CO4: Analyse the design and importance of experimental studies in cognitive psychology		

Programme outcomes

PO1: Fundamental Knowledge: Apply the fundamental principles, concepts, and methods in key areas of science and multidisciplinary fields.

PO2: Critical Thinking and Problem-solving Skills: Develop critical thinking with a scientific temper to evaluate evidence and address real-world issues

PO3: Research Skills: Demonstrate research culture and uphold scientific integrity and objectivity.

PO4: Professional skills: Demonstrate effective science communication, sustainable technology use, and a strong commitment to professional ethics and scientific social responsibility

PO5: Lifelong Learning: Engage in continuous reflective learning in the context of technological and scientific advancements

Course outcomes/Programme outcomes	PO1	PO2	PO3	PO4	PO5
CO1: Demonstrate theoretical understanding of various cognitive processes	3	-	-	-	-
CO2: Understand cognitive theories, models, and perspectives	3	-	2	-	-
CO3: Understand cognitive phenomena in day-to-day life from a research perspective	-	2	3	-	1
CO4: Analyse the design and importance of experimental studies in cognitive psychology	-	-	2	3	-

Course outcomes mapped to Unit 1: CO1-4

Unit-I Introduction to Cognitive Psychology

Hours: 15

Meaning, Definition, History and development of Cognitive Psychology as a discipline, Mind, Brain and Behaviour (Cognitive science, artificial intelligence and cognitive neuroscience)

Attention and Perception

Attention (kinds of attention, theories of selective and sustained attention, neuroscience of attention)

Perceptual Processes (Visual & Auditory Recognition, Perceptual organization, Top Down and Bottom-up approaches, Subliminal perception, Pattern recognition in perception, Signal detection and vigilance, visual imagery and cognitive maps)

Teaching Learning Strategies: Lecture, Discussion, Demonstration

Essential Readings:

Matlin, M. W. (2003). Cognition. London: Wiley Publication.

Galotti K.M(2001). Cognitive Psychology in and out of the Laboratory. New Delhi: SAGE Publications.

Course outcomes mapped to Unit 2: CO1-4

Unit II: Memory

Hours:15

Processes of memory; Models of Memory (Atkinson-Shiffrin, Craik and Lockhart and Baddeley Hitch); Working Memory; Long term memory, Semantic and episodic memory, Autobiographical memory, Flashbulb memory, traumatic and false memory; Forgetting: Concept and Theories, Memory Enhancing Strategies.

Teaching Learning Strategies: Lecture, Discussion, Demonstration

Essential Readings:

Matlin, M.W. (2003). Cognition. London: Wiley Publication.

Galotti, K.M. (2001). Cognitive Psychology in and out of the Laboratory. New Delhi: SAGE Publications.

Course outcomes mapped to Unit 3:CO1-4

Unit III: Problem-solving, Reasoning and Decision Making

Hours:15

Understanding problems and general methods of solution, blocks of problem solving, Human problem-solving strategies- heuristics and algorithmic.

Types of reasoning (deductive reasoning, inductive reasoning, everyday reasoning)

Patterns of reasoning (performance effects of premise phrasing, alteration of premise meaning, failure to consider all possibilities, content and believability effects, biases)

Making Decisions: Basic concepts, Phases of decision making, Applications of decision making

Teaching learning strategies: Lecture, Discussion, Demonstration

Essential Readings:

Matlin, M.W. (2003). Cognition. London: Wiley Publication.

Galotti, K.M. (2001). Cognitive Psychology in and out of the Laboratory. New Delhi: SAGE Publications.

Course outcomes mapped to Unit 4: CO1-4

Unit IV: Language

15 Hours

Introduction to Language; Language Comprehension (reading processes, understanding discourse); Language Production (speaking and writing); Bilingualism.

Teaching Learning Strategies: Lecture, Discussion, Demonstration

Essential Readings:

Matlin, M.W. (2003). Cognition. London: Wiley Publication.

Galotti, K.M. (2001). Cognitive Psychology in and out of the Laboratory. New Delhi: SAGE Publications.

Course Code	BPSY202-6	Course Title	Cultural Psychology
Credits	4	Course Type	Core
Hours	60	Hours per week	4
Course Type	Core	Course Pre-requisites	Developmental Psychology and Social Psychology
Course Description	<p>This course provides an in-depth examination of the complex relationship between culture and human psychology, exploring how cultural contexts shape thoughts, emotions, behaviors, and social interactions. It covers key concepts, theories, and research in cultural psychology, emphasizing the role of culture in cognitive processes, identity formation, socialization, and mental health. Students will engage with topics such as acculturation, globalization, and indigenous healing traditions, gaining insight into cross-cultural psychological variations. By the end of the course, students will be able to critically analyze cultural influences on psychological functioning and apply cultural psychology principles to real-world contexts, with a special focus on Indian society.</p>		
Course Outcomes	<p style="text-align: center;">Upon successful completion of this course, the student should be able to:</p> <p>CO1: Explain key concepts and theories in cultural psychology and their role in shaping human thoughts, emotions, and behaviors.</p> <p>CO2: Analyze cultural influences on cognitive processes, self-concept, personality, and emotional regulation.</p> <p>CO3: Apply cultural psychology principles to real-world contexts, including acculturation, globalization, and mental health.</p> <p>CO4: Examine the psychological impact of Indian cultural traditions, caste dynamics, gender roles, and societal changes.</p>		

<p>Programme outcomes</p> <p>PO1: Fundamental Knowledge: Apply the fundamental principles, concepts, and methods in key areas of science and multidisciplinary fields.</p> <p>PO2: Critical Thinking and Problem-solving Skills: Develop critical thinking with a scientific temper to evaluate evidence and address real-world issues</p> <p>PO3: Research Skills: Demonstrate research culture and uphold scientific integrity and objectivity.</p> <p>PO4: Professional skills: Demonstrate effective science communication, sustainable technology use, and a strong commitment to professional ethics and scientific social responsibility</p>
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PO5: Lifelong Learning: Engage in continuous reflective learning in the context of technological and scientific advancements					
Course outcomes/Programme outcomes	PO1	PO2	PO3	PO4	PO5
CO1: : Explain key concepts and theories in cultural psychology and their role in shaping human thoughts, emotions, and behaviors.	1	-	-	-	1
CO2: Analyze cultural influences on cognitive processes, self-concept, personality, and emotional regulation.	3	3	1	-	-
CO3: Apply cultural psychology principles to real-world contexts, including acculturation, globalization, and mental health.	3	2	-	1	3
CO4: Examine the psychological impact of Indian cultural traditions, caste dynamics, gender roles, and societal changes.	2	3	2	3	2

Course Name	Cultural Psychology	Course Title	BPSY202-6
Total Number of Hours	60	Credits	4

Course Description: This course provides an in-depth examination of the complex relationship between culture and human psychology, exploring how cultural contexts shape thoughts, emotions, behaviors, and social interactions. It covers key concepts, theories, and research in cultural psychology, emphasizing the role of culture in cognitive processes, identity formation, socialization, and mental health. Students will engage with topics such as acculturation, globalization, and indigenous healing traditions, gaining insight into cross-cultural psychological variations. By the end of the course, students will be able to critically analyze cultural influences on psychological functioning and apply cultural psychology principles to real-world contexts, with a special focus on Indian society.

Upon successful completion of this course, the student should be able to:

CO1: Explain key concepts and theories in cultural psychology and their role in shaping human thoughts, emotions, and behaviors.

CO2: Analyze cultural influences on cognitive processes, self-concept, personality, and emotional regulation.

CO3: Apply cultural psychology principles to real-world contexts, including acculturation, globalization, and mental health.

CO4: Examine the psychological impact of Indian cultural traditions, caste dynamics, gender roles, and societal changes.

Course outcomes mapped to Unit 1: CO1-4

Unit-I Introduction to Culture and Psychology

Hours: 15

Culture- definition, Origin of Culture Psychology- importance; Interface between psychology and culture; Cultural differences; Culture and Human Behaviour.

Teaching Learning Strategies: Lecture, Discussion, Case Studies.

Essential Readings: Matsumoto M. & Juang, L. (2016). Culture and Psychology. New York: Cengage Learning.

Heine, S. J. (2015). Cultural Psychology: Third International Student Edition. New York: W. W. Norton & Company

Bennett, T., & Frow, J. (Eds.). (2008). *The SAGE handbook of cultural analysis*. SAGE Publications.

Course outcomes mapped to Unit 2: CO1-4

Hours:15

Unit II: Culture and Mental Process

Childhood experiences differences across culture; Culture, parenting, and families; Culture and Peer, Culture and self, self-esteem, and self-enhancement; Culture and personality; Reasoning styles; Analytic and holistic thinking; Emotion and language

Teaching Learning Strategies: Lecture, Discussion, Group Discussion, Quiz

Essential Readings:

Matsumoto M. & Juang, L. (2016). Culture and Psychology. New York: Cengage Learning.

Heine, S. J. (2015). Cultural Psychology: Third International Student Edition. New York: W. W. Norton & Company

Course outcomes mapped to Unit 3: CO1-4

Unit III: Culture and Applied Psychology

Hours:15

Enculturation and Socialization, Acculturation, Multiculturalism Today ,Globalization and Culture, Cyberculture and New Media, Culture and Mental Health. : Indigenous Healing Methods

Teaching learning strategies: Lecture, Discussion, Videos, Case Studies, Documentaries, TED talks.

Essential Readings:

Bennett, T., & Frow, J. (Eds.). (2008). *The Sage handbook of cultural analysis*. SAGE Publications.

Unit IV: Understanding Indian Culture

Hours:15

The Hierarchical Man :The Web of Family Life , Indian Culture and Authority
The Inner Experience of Caste:Dirt and Discrimination
Indian Women: Traditional and Modern A Daughter Is Born
Discrimination and the Maiden: Entering Puberty Marriage: Is Love Necessary?
The Home and the World.

Teaching Learning Strategies: Lecture, Discussion, Role Play, Group Discussion, Film or or Documentary Analysis, Ethnographic Case Studies.

Essential Readings:

Kakar, S., & Kakar, K. (2009). *The Indians: Portrait of a people*. Penguin India.

Recommended References

Jahanbegloo, R., & Kakar, S. (2009). *India analysed: Sudhir Kakar in conversation with Ramin Jahanbegloo*. Oxford University Press.

Kitayama, S. & Cohen, D. (2010). *Handbook of Cultural Psychology*. New York: Guilford Press.

Biswas-Diener, R. & Thin, N. (2019). Culture. In R. Biswas-Diener & E. Diener (Eds), *Noba textbook series: Psychology*. Champaign, IL: DEF publishers. Retrieved from <http://noba.to/y9xcptqw>

Oyserman, D. (2017). Culture three ways: Culture and subcultures within countries. *Annual review of psychology*, 68, 435-463.

PSYCHOTHERAPY

Course Code	BPSY301A-6	Course Title	Psychotherapy
Credits	4	Course Type	Major Core (DSE)
Hours	60	Hours per week	4
Course Prerequisites	Knowledge of the basics of Psychology		
Course Description	This course examines the basic tenets, concepts of diagnosis and therapeutic processes that characterize various theoretical approaches to psychotherapy. The models are clustered according to the four major forces in psychology: Psychodynamic (Psychoanalytic, Adlerian); Behavioural and Cognitive-Behavioural (Behavioural, Cognitive-Behavioural, Reality); Humanistic (Existential, Person-Centred, Gestalt); and Contextual/Systemic (Family Systems, Multicultural). Emphasis is placed on critically analysing the various approaches and self-reflection about values, beliefs, assumptions about human nature, and worldview.		
Course Objectives	This course aims to <ul style="list-style-type: none"> ● Understand the theories of psychotherapy. ● Understand the process and different approaches to psychotherapy. ● Gaining knowledge of the therapeutic techniques of major psychotherapies and how they can be applied in real life. 		

Course Outcomes	<p>By the end of the course, the learner should be able to:</p> <p>CO1: Describe the significance of ethical practice in psychotherapy.</p> <p>CO2: Describe the various psychotherapies and their significance.</p> <p>CO3: Demonstrate an understanding of major therapeutic processes and approaches used for psychotherapies.</p> <p>CO4: Discuss the significance of developing client specific psychotherapeutic skills and choosing a suitable therapeutic approach.</p>
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Programme outcomes

- PO1:** Fundamental Knowledge: Apply the fundamental principles, concepts, and methods in key areas of science and multidisciplinary fields.
- PO2:** Critical Thinking and Problem-solving Skills: Develop critical thinking with a scientific temper to evaluate evidence and address real-world issues.
- PO3:** Research Skills: Demonstrate research culture and uphold scientific integrity and objectivity.
- PO4:** Professional skills: Demonstrate effective science communication, sustainable technology use, and a strong commitment to professional ethics and scientific social responsibility.
- PO5:** Lifelong Learning: Engage in continuous reflective learning in the context of technological and scientific advancements.

Course outcomes/Programme outcomes	PO1	PO2	PO3	PO4	PO5
CO1: Describe the significance of ethical practice in psychotherapy.	3	1	1	3	2
CO2: Describe the various psychotherapies and their significance.	3	1	1	-	-
CO3: Demonstrate an understanding of major therapeutic processes and approaches used for psychotherapies.	3	1	-	2	1
CO4: Discuss the significance of developing client specific psychotherapeutic skills and choosing a suitable therapeutic approach.	3	3	-	2	1

Course Outline

Course outcomes mapped to Unit I: CO1

Unit I: Introduction to Psychotherapy

Hours: 15

Definition and Nature, Principles, Major types- Supportive, Re-educative, Reconstructive, Ethical guidelines for conducting psychotherapy interviews and techniques.

Essential Readings:

Wolberg, L. R. (1954). The technique of psychotherapy. Grune & Stratton.

Sharf, R.S. (2000). Theories of psychotherapy and counselling: Concepts and cases (2nd Ed.). Singapore: Brooks/Cole.

Recommended Readings:

Brems, C. (2001). Basic skills in psychotherapy and counselling. Singapore: Brooks/Cole.

Nelson-Jones, R. (2006). Theory and practice of counselling and therapy (4th ed.). Sage Publications Ltd.

Corey, G. (1996). Theory and practice of counselling and psychotherapy (5th ed.). Pacific Grove, CA: Thomson-Brooks/Cole.

Course outcomes mapped to Unit II: CO2, CO3 and CO4

Unit II: Psychoanalytic, Existential and Relational Approaches: Major Concepts

Hours: 15

Concepts explaining psychopathology and treatment from - Classical Psychoanalysis and Psychoanalytic therapy, Jungian Psychotherapy, Existential Therapy, Rogerian Person-centered Therapy.

Essential Readings:

Sharf, R.S. (2000). Theories of psychotherapy and counselling: Concepts and cases (2nd Ed.). Singapore: Brooks/Cole.

Nelson-Jones, R. (2006). Theory and practice of counselling and therapy (4th ed.). Sage Publications Ltd.

Recommended Readings:

Brems, C. (2001). Basic skills in psychotherapy and counselling. Singapore: Brooks/Cole.

Wolberg, L. R. (1954). The technique of psychotherapy. Grune & Stratton.

Course outcomes mapped to Unit III: CO2, CO3 and CO4

Unit 3: Behavioural, Cognitive Behavioural and Third Wave Therapies: Concepts and Major Techniques

Hours: 15

Concepts explaining psychopathology and treatment/techniques from - Behaviour Therapy, Rational Emotive Behaviour Therapy, Cognitive Therapy, Introduction to Third Wave Approaches with special emphasis on Acceptance and Commitment Therapy, Dialectical Behaviour Therapy

Essential Readings:

Sharf, R.S. (2000). Theories of psychotherapy and counseling: Concepts and cases (2nd Ed.). Singapore: Brooks/Cole.

Nelson-Jones, R. (2006). Theory and practice of counselling and therapy (4th ed.). Sage Publications Ltd.

Recommended Readings:

Miltenberger, R.G. (2001). Behavior modification: Principles and procedures (2nd Ed.). Belmont, CA:

Wadsworth/Thomson Learning.

Hofmann, S. G. (2012). An Introduction to Modern CBT: Psychological Solutions to Mental Health Problems Malden, MA: Wiley-Blackwell

Hawton, K. et al (2010). Cognitive Behaviour Therapy for Psychiatric Problems: A practical Guide. New York: Oxford University Press.

Course outcomes mapped to Unit IV: CO2, CO3 and CO4

Unit 4: Systems and Postmodern Approaches: Concepts and Major Techniques

15 Hours

Concepts explaining psychopathology and treatment from - Family therapy, Solution-focused therapy, Narrative therapy

Essential Readings:

Sharf, R.S. (2000). Theories of psychotherapy and counseling: Concepts and cases (2nd Ed.). Singapore: Brooks/Cole.

Nelson-Jones, R. (2006). Theory and practice of counselling and therapy (4th ed.). Sage Publications Ltd.

Recommended Readings:

Nichols, M. P., & Schwartz, R. C. (1998). *Family therapy: Concepts and methods* (4th ed.). Allyn & Bacon.

HEALTH PSYCHOLOGY

Course Code	BPSY301C-6	Course Title	Health Psychology
Credits	4	Course Type	Core
Hours	60	Hours per week	4
Course Type	Core	Course Prerequisites	Knowledge on the basics of Psychology
Course Description	This course introduces students to the prominent theories of personality in psychology. Students will review various theoretical models, the historical context in which they were developed, how these theories have informed empirical research, and methodologies for assessing personality. The course also introduces students to indigenous understandings of personality, and aims to establish an understanding of why people behave the way they do.		
Course Outcomes	<p>Upon successful completion of this course, the student should be able to:</p> <p>CO1: Compare and contrast the biopsychosocial approaches to the behaviour.</p> <p>CO2: Analyse a person's health beliefs and health-enhancing behaviours using theories of behaviour.</p> <p>CO3: Critically examine behavioural intricacies of factors involved in learning addictive behaviour and coping.</p> <p>CO4: Apply theories of behaviour to the analysis of various behaviours across Chronic and Terminal Illnesses.</p>		

Programme outcomes

- PO1:** Fundamental Knowledge: Apply the fundamental concepts, in key areas of behavioral science and multidisciplinary fields.
- PO2:** Critical Thinking and Problem-solving Skills: Develop critical thinking with a scientific temper to evaluate evidence and address real-world issues on behavioural management for various lifestyle problems.
- PO3:** Research Skills: Demonstrate research culture and uphold scientific integrity and objectivity.
- PO4:** Professional skills: Demonstrate effective science communication, sustainable technology use, and a strong commitment to professional ethics and scientific social responsibility.
- PO5:** Lifelong Learning: Engage in continuous reflective learning in the context of AI related technological and other scientific advancements.

Course outcomes/Programme outcomes	PO1	PO2	PO3	PO4	PO5
CO1: Compare and contrast the biopsychosocial approaches to the behaviour.	3	2	3	1	1
CO2: Analyse a person's health beliefs and health-enhancing behaviours using theories of behaviour.	1	2	2	1	1
CO3: Critically examine behavioural intricacies of factors involved in learning addictive behaviour and coping.	-	3	3	1	2

CO4: Apply theories of behaviour to the analysis of various behaviours across Chronic and Terminal Illnesses.	1	3	1	2	2
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Course Outline

Course Name	Theories of Personality	Course code	BPSY201-5
Total Number of Hours	60	Credits	4

Course description: Health psychology is the study of psychological and behavioral processes in health, illness, and healthcare. It is concerned with understanding how psychological, bio-behavioral, social and cultural factors contribute to physical health and illness. It also allows you to understand the different health-related issues in the contemporary world and different interventions that can be used to deal with them.

Course outcomes: By the end of the course, the learner will be able to:

CO1: Compare and contrast the biopsychosocial approaches to the behaviour.

CO2: Analyse a person's health beliefs and health-enhancing behaviours using theories of behaviour.

CO3: Critically examine behavioural intricacies of factors involved in learning addictive behaviour and coping.

CO4: Apply theories of behaviour to the analysis of various behaviours across Chronic and Terminal Illnesses.

Course outcomes mapped to Unit I: CO1

UNIT I: Health psychology – introduction

Hours: 15

Health psychology: Definition, Need, aim and future of health psychology; Aims and future of the biomedical model of health and Biopsychosocial model in health Psychology

Teaching learning strategies: Discussions, Videos, Lectures

Essential readings:

1. Straub, R.O. (2014). *Health Psychology a BioPsychosocial Approach* (4th Ed). Worth Publishers A Macmillan Higher Education Company
2. Morrison, V., & Bennett, P. (2009). *Introduction to Health Psychology*(2nd Ed) Pearson Education Limited, New York.
3. Morrison, V., & Bennett, P. (2009). *Introduction to Health Psychology*(2nd Ed) Pearson Education Limited, New York.

Recommended readings:

1. Sarafino, E. P. (1999). *Health Psychology*. John Wiley & Sons Inc.
2. Ayers, S., Baum, A., McManus, C., Newman, S., Wallston, K., Weinman, J., & West, R. (2007). *Cambridge Handbook of Psychology, Health and Medicine* (2nd Ed). Cambridge University Press
3. Brannon, L., McNeese, J. F., & Updegraff, J. A. (2014). *Health Psychology an introduction to behavior and health* (8th Ed). Delhi: Cengage Learning
4. Lyons, A.C. & Chamberlain, K. (2006). *Health Psychology A Critical Introduction*. Cambridge University Press

Course outcomes mapped to Unit II: CO2

UNIT II: Health Belief and Health Enhancing Behaviours Hours: 15

Social Cognitive Theory, Health belief model, transtheoretical theory of behavior change, HAPA, Protection Motivation theory, Theory of Reasoned action, and Theory of Planned behaviour; Self-regulatory model; Health enhancing behaviours: exercise, maintaining a healthy diet, weight control, eating disorder, obesity, Latest trends in health psychology.

Teaching learning strategies: Discussions, Videos, Lectures and Case studies

Essential readings:

1. Straub, R.O. (2014). *Health Psychology a BioPsychosocial Approach* (4th Ed). Worth Publishers A Macmillan Higher Education Company
2. Morrison, V., & Bennett, P. (2009). *Introduction to Health Psychology*(2nd Ed) Pearson Education Limited, New York.
3. Morrison, V., & Bennett, P. (2009). *Introduction to Health Psychology*(2nd Ed) Pearson Education Limited, New York.

Recommended readings:

1. Sarafino, E. P. (1999). *Health Psychology*. John Wiley & Sons Inc.
2. Ayers, S., Baum, A., McManus, C., Newman, S., Wallston, K., Weinman, J., & West, R. (2007). *Cambridge Handbook of Psychology, Health and Medicine* (2nd Ed). Cambridge University Press
3. Brannon, L., McNeese, J. F., & Updegraff, J. A. (2014). *Health Psychology an introduction to behavior and health* (8th Ed). Delhi: Cengage Learning
4. Lyons, A.C. & Chamberlain, K. (2006). *Health Psychology A Critical Introduction*. Cambridge University Press

Course outcomes mapped to Unit III: CO3

UNIT III: Addiction And Lifestyle Behaviours

Hours: 15

Addiction, factors involved in learning addictive behaviour; Stages of substance abuse; Interventions to promote cessation; Stress management and Coping: nature of coping, effective Indian coping strategies

Teaching learning strategies: Discussions, Videos, Lectures and Case analysis

Essential readings:

1. Straub, R.O. (2014). *Health Psychology a BioPsychosocial Approach* (4th Ed). Worth Publishers A Macmillan Higher Education Company
2. Morrison, V., & Bennett, P. (2009). *Introduction to Health Psychology*(2nd Ed) Pearson Education Limited, New York.
3. Morrison, V., & Bennett, P. (2009). *Introduction to Health Psychology*(2nd Ed) Pearson Education Limited, New York.

Recommended readings:

1. Sarafino, E. P. (1999). *Health Psychology*. John Wiley & Sons Inc.
2. Ayers, S., Baum, A., McManus, C., Newman, S., Wallston, K., Weinman, J., & West, R. (2007). *Cambridge Handbook of Psychology, Health and Medicine* (2nd Ed). Cambridge University Press
3. Brannon, L., McNeese, J. F., & Updegraff, J. A. (2014). *Health Psychology an introduction to behavior and health* (8th Ed). Delhi: Cengage Learning
4. Lyons, A.C. & Chamberlain, K. (2006). *Health Psychology: A Critical Introduction*. Cambridge University Press

Course outcomes mapped to Unit 4: CO4

UNIT IV: Management of Pain, Chronic and Terminal Illness

Hours: 15

Nature of pain; Early pain theories, including psychology in theories of pain; the gate control theory of pain; The role of psychosocial factors in pain perception; The role of psychology in pain treatment; Psychological intervention to manage pain; Pain control techniques—pharmacological, surgical and sensory; Managing pain: biofeedback, relaxation technique, hypnosis, acupuncture, distraction, guided imagery.

Chronic and terminal illnesses: women and health; PCOS-PCOD and reproductive cancers; men and health: prostate cancers.

Teaching learning strategies: Discussions and Lectures

Essential readings:

1. Straub, R.O. (2014). *Health Psychology a BioPsychosocial Approach* (4th Ed). Worth Publishers A Macmillan Higher Education Company
2. Morrison, V., & Bennett, P. (2009). *Introduction to Health Psychology*(2nd Ed) Pearson Education Limited, New York.

3. Morrison, V., & Bennett, P. (2009). *Introduction to Health Psychology*(2nd Ed) Pearson Education Limited, New York.

Recommended readings:

1. Sarafino, E. P. (1999). *Health Psychology*. John Wiley & Sons Inc.
2. Ayers, S., Baum, A., McManus, C., Newman, S., Wallston, K., Weinman, J., & West, R. (2007). *Cambridge Handbook of Psychology, Health and Medicine* (2nd Ed). Cambridge University Press
3. Brannon, L., McNeese, J. F., & Updegraff, J. A. (2014). *Health Psychology an introduction to behavior and health* (8th Ed). Delhi: Cengage Learning
4. Lyons, A.C. & Chamberlain, K. (2006). *Health Psychology A Critical Introduction*. Cambridge University Press

Course outcomes	CIA1 (Total 20 marks)	MSE/ CIA2 (Total 50 marks)	CIA3 (Total 20 marks)	ESE (Total 50 marks)
CO1: Compare and contrast the biopsychosocial approaches to the behaviour.	10	20		10
CO2: Analyse a person's health beliefs and health-enhancing behaviours using theories of behaviour.	10	20	5	10
CO3: Critically examine behavioural intricacies of factors involved in learning addictive behaviour and coping.		10	10	15
CO4: Apply theories of behaviour to the analysis of various behaviours across Chronic and Terminal Illnesses..			5	15

NEUROPSYCHOLOGY

Course Code	BPSY302A-6	Course Title	Neuropsychology
Credits	4	Course Type	Major Core DSE
Hours	60	Hours per week	4
Course Prerequisites	Medicinal Chemistry, Neuroanatomy, Physiological Psychology and anatomy		
Course Description	This undergraduate course will be a comprehensive introduction to human neuropsychology structured to provide students with a basic understanding of the relationship between brain and behavior. Topics covered will include foundations of neuropsychology, structure of the nervous system, functional specialization of the brain, cognitive functions, and assessments of brain disorders.		
Course Outcomes	<p>CO1: Understand the basic terminology and neuropsychological concepts.</p> <p>CO2: Outline the organization of the nervous system through systematic review of research carried out.</p> <p>CO3: Understand the relationship of the structure of brain systems and associated cognitive functions.</p> <p>CO4: Integrate principles towards the understanding of brain disorders through reviewing disease models.</p>		

Programme outcomes

PO1: Fundamental Knowledge: Apply the fundamental principles, concepts, and methods in key areas of science and multidisciplinary fields.

PO2 Critical Thinking and Problem-solving Skills: Develop critical thinking with a scientific temper to evaluate evidence and address real-world issues

PO3: Research Skills: Demonstrate research culture and uphold scientific integrity and objectivity.

PO4 Professional skills: Demonstrate effective science communication, sustainable technology use, and a strong commitment to professional ethics and scientific social responsibility

PO5 Lifelong Learning: Engage in continuous reflective learning in the context of technological and scientific advancements

Course outcomes/Programme outcomes	PO1	PO2	PO3	PO4	PO5
CO1: Understand the basic terminology and neuropsychological concepts.	3	-	-	2	1
CO2: Outline the organization of the nervous system through systematic review of research carried out.		2	3	1	--
CO3: Understand the relationship of the structure of brain systems and associated cognitive functions.	1	2	3	1	1
CO4: Integrate principles towards the understanding of brain disorders through reviewing disease models.	2	2	3	--	1

Course Outline**Course Description**

This undergraduate course will be a comprehensive introduction to human neuropsychology structured to provide students with a basic understanding of the relationship between brain and behavior. Topics covered will include foundations of neuropsychology, structure of the nervous system, functional specialization of the brain, cognitive functions, and assessments of brain disorders

Course outcomes

CO1: Understand the basic terminology and clinical neuropsychological concepts.

CO2: Outline the organization of the nervous system through systematic review of research carried out.

CO3: Understand the relationship of the structure of brain systems and associated cognitive functions.

CO4: Integrate principles towards the understanding of brain disorders through reviewing disease models.

Course outcome mapped to Unit 1: CO1 & CO2

Unit I: Introduction to Neuropsychology**10 Hours**

Definition, Nature and scope of clinical neuropsychology. Functions of Neuropsychologists. History, Branches of Neuropsychology. Methods of study of research in neuropsychology-Neuro-histology- Radiologic Procedures, Electrophysiologic Procedures, Imaging of Brain metabolism, Magnetic Imaging. Ethical issues in research.

Course outcomes mapped to Unit 2: CO2 and CO3

Unit II: Developmental Neuropsychology**15 Hours**

Brain development; Postnatal stages of Brain Development. Brain and Nutrition, Brain maturation process. Neuropsychology of cognitive development; Neuropsychology of developmental abnormalities and remediation.

Course outcomes mapped to Unit 3: CO3

Unit III: Cognitive Neuropsychology**20 Hours**

Cerebral Specialization; Neuropsychology of Memory and its types, Mechanism of formation of memories; Neuropsychology of Attention and Executive Functioning; Neuropsychology of Emotion; Neuropsychology of Language; Neuropsychology of Consciousness and its types.

Course outcomes mapped to Unit 4: CO4

Unit IV: Clinical Neuropsychology

15 Hours

Neuropsychological Assessments and examination; Dementia and its types; Alzheimer's disease, Vascular dementia, Lewy body dementia, Mixed dementia. Parkinson's, Huntington's and Creutzfeldt-Jakob disease; Anxiety and mood disorders; Schizophrenia.

Essential Readings:

Kandel, E.R. Schwartz, J.H. & Jessel, T.M. (2000). Principles of neural science (4th .ed.), New York: McGraw-Hill.
Walsh K. (2008). Neuropsychology. New Delhi: B.I. Churchill Livingstone Pvt. Ltd
Zillmer, E.A., Spiers, M.V. & Culbertson (2008). Principles of Neuropsychology (2nd ed.), Wadsworth: Cengage Learning.

Course outcomes	CIA1 (20 marks)	MSE/ CIA2 (50 marks)	CIA3 (20 marks)	ESE (50 marks)
CO1: Understand the basic terminology and clinical neuropsychological concepts.	10	25		10
CO2: Outline the organization of the nervous system through systematic review of research carried out.	10	25		15
CO3: Understand the relationship of the structure of brain systems and associated cognitive functions.			10	15
CO4: Integrate principles towards the understanding of brain disorders through reviewing disease models.			10	10

AVIATION PSYCHOLOGY

Course Code	BPSY302B-6	Course Title	Aviation Psychology
Credits	4	Course Type	Major Core DSE
Hours	60	Hours per week	4
Course Description	This course introduces the field of aviation psychology by providing an overview of human factors in aviation safety. Students will be exposed to a range of specialized topics like CRM, aviation medicine, cognitive ergonomics, and will be exposed to abroad array of psychological issues faced in the aviation context, which helps to improve safety in the industry.		
Course Outcome	Upon the completion of the course, students will be able to: CO 1: Identify the relevance of aviation psychology and current problems in aviation safety. CO 2: Understand human factor components of aviation that lead to situation awareness. CO 3: Apply various health and safety models to mitigate the risks in the industry.		

CO 4: Analyze psychological stress of the employees in the industry.

Programme outcomes

PO1: Fundamental Knowledge: Apply the fundamental principles, concepts, and methods in key areas of science and multidisciplinary fields.

PO2: Critical Thinking and Problem-solving Skills: Develop critical thinking with a scientific temper to evaluate evidence and address real-world issues.

PO3: Research Skills: Demonstrate research culture and uphold scientific integrity and objectivity.

PO4: Professional skills: Demonstrate effective science communication, sustainable technology use, and a strong commitment to professional ethics and scientific social responsibility

PO5: Lifelong Learning: Engage in continuous reflective learning in the context of technological and scientific advancements

Course Outline	Course Name	Aviation Psychology	Course Code	BPSY302B-6
Total Number of Hours	60	Credits	4	

Course Description

This course introduces the field of aviation psychology by providing an overview of human factors in aviation safety. Students will be exposed to a range of specialized topics like CRM, aviation medicine, cognitive ergonomics, and will be exposed to a broad array of psychological issues faced in the aviation context, which helps to improve safety in the industry.

Course Outcomes: Upon successful completion of this course, the student should be able to:

CO 1: Identify the relevance of aviation psychology and current problems in aviation safety.

CO 2: Understand human factor components of aviation that lead to situation awareness.

CO 3: Apply various health and safety models to mitigate the risks in the industry.

CO 4: Analyse psychological stress of the employees in the industry.

Course outcomes mapped to Unit 1: CO 1

Unit- 1 Introduction to Aviation psychology Hours: 15

Meaning and scope of aviation psychology. Role of aviation psychologists. Crew resource management- Communication, Workload Management, Decision-making, Conflict Resolution, Leadership, Team Management, workload, and Stress Management; Future of pilot training: Virtual Reality (VR) and Augmented Reality (AR). Professional bodies and safety enforcing agencies. Pilot Selection and Training: Psychological assessments in pilot selection, cognitive abilities and personality traits of pilots, training methodologies: Pilot Licensing: Medical, Psychological, and Regulatory Standards.

Teaching Learning Strategies: Lecture, Case study analysis, discussions, debate and videos

Essential Readings:

Bor, R., & Hubbard, T. (Eds.). (2006). Aviation mental health: Psychological implications for air transportation. Ashgate Publishing, Ltd.

Martinussen, M. & Hunter, D. R. (2017). Aviation Psychology and Human Factors. CRC Press

Recommended Readings:

Harris, D. (2011). Human Performance on the Flight Deck. CRC Press.

Course outcomes mapped to Unit 2: CO2

Unit – II Human factors and Cognitive Ergonomics Hours: 15

Human factors; Models on human factor: SHELL Model, Swiss Cheese Model, Human Information Processing Model, Situational Awareness Model, Threat and Error Management (TEM) Model, Skills, Rules, Knowledge (SRK) Model, Five Hazardous Attitudes Model; IMSAFE model, PEAR model; PAVE Checklist. Human Information Processing; Situation Awareness; Mental Workload and Stress; Teamwork and Sense-making; Pilot checklists.

Teaching Learning Strategies: Lecture, Case study analysis, discussions, debate and videos

Essential Readings:

Bor, R., & Hubbard, T. (Eds.). (2006). Aviation mental health: Psychological implications for air transportation. Ashgate Publishing, Ltd.

Martinussen, M. & Hunter, D. R. (2017). Aviation Psychology and Human Factors. CRC Press

Recommended Readings:

Harris, D. (2011). Human Performance on the Flight Deck. CRC Press.

Course outcomes mapped to Unit 3: CO3

Unit - III Aviation Medicine Hours: 15

Occupational Health and Human Physiology (relevant to human factors), Health and Pathology in the Aviation Environment. Sensory illusions.

Teaching Learning Strategies: Lecture, Case study analysis, discussions, debate and videos

Essential Readings:

Bor, R., & Hubbard, T. (Eds.). (2006). Aviation mental health: Psychological implications for air transportation. Ashgate Publishing, Ltd.

Martinussen, M. & Hunter, D. R. (2017). Aviation Psychology and Human Factors. CRC Press

Recommended Readings:

Harris, D. (2011). Human Performance on the Flight Deck. CRC Press.

Course outcomes mapped to Unit 4: CO4

Unit IV: Aviation Mental Health Hours: 15

Psychological issues of aviation employees: Psychological stress, post-traumatic stress reactions following aircraft disasters, psychiatric disorders, and syndrome among pilots;

Emotions at workplace, psychological assessments, and reporting of crew mental health.

Teaching Learning Strategies: Lecture, Case study analysis, discussions, debate and videos

Essential Readings:

Bor, R., & Hubbard, T. (Eds.). (2006). Aviation mental health: Psychological implications for air transportation. Ashgate Publishing, Ltd.

Martinussen, M. & Hunter, D. R. (2017). Aviation Psychology and Human Factors. CRC Press

Recommended Readings:

Harris, D. (2011). Human Performance on the Flight Deck. CRC Press.

Course Outcome and Continuous Internal Assessment Mapping

Course outcomes	CIA1 (20 marks)	MSE/ CIA2 (50 marks)	CIA3 (20 marks)	ESE (50 marks)
CO 1: Identify the relevance of aviation psychology and current problems in aviation safety.	10	25		10
CO 2: Understand human factor components of aviation that lead to situation awareness.	10	25		10
CO 3: Apply various health and safety models to mitigate the risks in the aviation industry.			10	15
CO 4: Analyze psychological stress of the employees in the aviation industry.			10	15

Course Code	BPSY302A-6	Course Title	Sports Psychology
Credits	4	Course Type	Discipline Specific Elective
Hours	60	Hours per week	4
Course Type	Core	Course Prerequisites	Introduction to Psychology, Research Methods in Psychology or equivalent, Basic understanding of sports and physical activity contexts (recommended)
Course Description	This course provides a comprehensive introduction to sports psychology, exploring the mental, emotional, and social factors that influence athletic performance and wellbeing. Students will examine theoretical frameworks underlying sports psychology, analyze individual and group dynamics in sports settings, and learn about evidence-based psychological interventions used to enhance performance. The course integrates contemporary perspectives on diversity in sports and examines the emerging field of sports psychology in India.		
Course Outcomes	<p>Upon successful completion of this course, the student should be able to:</p> <p>CO 1: Critically discuss the evolution and current scope of sports psychology as an interdisciplinary field</p> <p>CO 2: Apply psychological theories to explain and predict behavior in sports contexts</p> <p>CO 3: Analyze how individual differences and social contexts influence sports performance and participation</p> <p>CO 4: Evaluate the effectiveness of various psychological interventions for performance enhancement</p>		

Programme outcomes

PO1: Fundamental Knowledge: Apply the fundamental principles, concepts, and methods in key areas of science and multidisciplinary fields.

PO2: Critical Thinking and Problem-solving Skills: Develop critical thinking with a scientific temper to evaluate evidence and address real-world issues

PO3: Research Skills: Demonstrate research culture and uphold scientific integrity and objectivity.

PO4: Professional skills: Demonstrate effective science communication, sustainable technology use, and a strong commitment to professional ethics and scientific social responsibility

PO5: Lifelong Learning: Engage in continuous reflective learning in the context of technological and scientific advancements

Course outcomes/Programme outcomes	PO1	PO2	PO3	PO4	PO5
CO1: Critically discuss the evolution and current scope of sports psychology as an interdisciplinary field	3	1	2	3	2
CO2: Apply psychological theories to explain and predict behavior in sports contexts	3	3	2	2	3
CO3: Analyze how individual differences and social contexts influence sports performance and participation	3	3	1	-	1
CO4: Evaluate the effectiveness of various psychological interventions for performance enhancement	3	3	2	3	3

Course Name	Sports Psychology	Course Title	BPSY302 A-6
Total Number of Hours	60	Credits	4

Course Description

This course provides a comprehensive introduction to sports psychology, exploring the mental, emotional, and social factors that influence athletic performance and wellbeing. Students will examine theoretical frameworks underlying sports psychology, analyze individual and group dynamics in sports settings, and learn about evidence-based psychological interventions used to enhance performance. The course integrates contemporary perspectives on diversity in sports and examines the emerging field of sports psychology in India.

Upon successful completion of this course, the student should be able to:

CO 1: Critically discuss the evolution and current scope of sports psychology as an interdisciplinary field

CO 2: Apply psychological theories to explain and predict behavior in sports contexts

CO 3: Analyze how individual differences and social contexts influence sports performance and participation

CO 4: Evaluate the effectiveness of various psychological interventions for performance enhancement

Course outcomes mapped to Unit 1: CO1-4

UNIT I: Introduction to Sports Psychology (15 Hours)

History and evolution of sports psychology as a discipline; Nature and scope of sports psychology: Academic and applied perspectives; Theoretical foundations: Psychodynamic, behavioral, and cognitive approaches; Contemporary issues in sports: Race, gender, and sexual orientation; Role and responsibilities of a sports psychologist: Ethical considerations; Sports Psychology in India: Current status, educational pathways, opportunities, and challenges

Teaching and Learning strategies

Interactive lectures and discussions, Case study analyses, Small group activities and presentations, Video analysis of sports performances, Guest lectures from practicing sports psychologists, Practical demonstrations of psychological interventions, Student-led seminars on current research topics

UNIT II: Individual, cognitive and social dimensions in sports (15 Hours)

Personality and sports performance: Trait theories and their applications; Psychological resilience and mental toughness in athletes; Social learning theory: Modelling and observational learning in sports; Attitude formation and change in sports contexts; Theories of motivation: Achievement goal theory and self-determination theory; Intrinsic and extrinsic motivation: Impact on performance and persistence; Self-efficacy and perceived competence; Counterfactual thinking and attributions in sports; Group dynamics in sports teams: Cohesion, leadership, and communication; Social facilitation and social loafing in team performance

Teaching and Learning strategies

Interactive lectures and discussions, Case study analyses, Small group activities and presentations, Video analysis of sports performances, Guest lectures from practicing sports psychologists, Practical demonstrations of psychological interventions, Student-led seminars on current research topics

UNIT III: Correlates of sports (15 Hours)

Arousal, anxiety, and stress in sports contexts; Bio- psycho-social factors inducing anxiety and stress; Inverted-U catastrophe theory, and zones of optimal functioning; Burnout in athletes: Symptoms, causes, and prevention strategies and overreaching: Physiological and psychological dimensions; Athletic injury and rehabilitation; Career transitions and from sports; Aggression in sports: Theories, and strategies for reducing aggression in sports; Addictive behaviors related to participation

Teaching and Learning strategies

Interactive lectures and discussions, Case study analyses, Small group activities and presentations, Video analysis of sports performances, Guest lectures from practicing sports psychologists, Practical demonstrations of psychological interventions, Student-led seminars on current research topics

UNIT IV: Psychological Interventions in Sports (15 Hours)

Stages of skill development: Cognitive, associative, and autonomous phases; Psychological skills training- Evidence-based approaches of design intervention and evaluation; to psychological skills training; Cognitive and behavioral interventions-Applications and effectiveness; Relaxation techniques: Progressive muscle relaxation and mindfulness; Self-talk: Types, functions, and modification strategies; Clinical and sport-focused applications of hypnosis; Imagery and visualization: Theoretical foundations and practical applications; Motor skill acquisition: Cognitive and ecological perspectives; Technology and innovation in sports psychology interventions

Teaching and Learning strategies

Interactive lectures and discussions, Case study analyses, Small group activities and presentations, Video analysis of sports performances, Guest lectures from practicing sports psychologists, Practical demonstrations of psychological interventions, Student-led seminars on current research topics

Essential Readings

1. Weinberg, R. S., & Gould, D. (2023). *Foundations of Sport and Exercise Psychology* (8th ed.). Human Kinetics.
2. Jarvis, M. (2006). *Sport psychology: A student's handbook*. Routledge.
3. Singh, A., & Parmar, D. S. (2020). Sports Psychology in India: Challenges and Future Directions. *Sports Psychology Journal of India*.

MINOR RESEARCH PROJECT

Course Code	BPSY481-6	Course Title	Minor Research Project
Credits	4	Course Type	Practical
Hours	60	Hours per week	4
Course Type	Project	Course Prerequisites	Quantitative Research Methods, Qualitative Research Methods, Statistics in Behavioural Sciences, RML I, RML II, Academic writing I, Academic Writing II
Course Description	The Minor Research Project aims to familiarize undergraduate psychology students with the process of developing a research project. It guides students through the steps of designing, conducting, analyzing, and presenting a group research project, utilizing quantitative, qualitative, or mixed methods designs to investigate a psychological phenomenon of their choice while demonstrating collaborative research skills. A faculty member will be assigned as a guide for the group. By the end of the semester, students are expected to develop a manuscript that meets the formatting requirements of reputable journals. While communicating the manuscript to journals is not mandatory, it is encouraged.		

Course Outcomes	<p>CO1: Apply psychological research methods in a collaborative learning environment</p> <p>CO2: Demonstrate skills in problem identification, developing research design, data collection, and analysis</p> <p>CO3: Demonstrate a mastery over scientific writing and presentation abilities</p> <p>CO4: Critically evaluate/ appraise the psychological research and findings</p> <p>CO5: Demonstrate the capacity to select the right journal to communicate the results and present the manuscript in a manner acceptable to the journals.</p>
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<p>Programme outcomes</p> <p>PO1: Fundamental Knowledge: Apply the fundamental principles, concepts, and methods in key areas of science and multidisciplinary fields.</p> <p>PO2 Critical Thinking and Problem-solving Skills: Develop critical thinking with a scientific temper to evaluate evidence and address real-world issues</p> <p>PO3: Research Skills: Demonstrate research culture and uphold scientific integrity and objectivity.</p> <p>PO4 Professional skills: Demonstrate effective science communication, sustainable technology use, and a strong commitment to professional ethics and scientific social responsibility</p> <p>PO5 Lifelong Learning: Engage in continuous reflective learning in the context of technological and scientific advancements</p>
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Course outcomes/Programme outcomes	PO1	PO2	PO3	PO4	PO5
CO1: Apply psychological research methods in a collaborative learning environment	1	3	3	2	--
CO2: Demonstrate skills in problem identification, developing research design, data collection, and analysis	1	3	2	2	--
CO3: Demonstrate a mastery over scientific writing and presentation abilities	1	2	3	1	1
CO4: Critically evaluate/ appraise the psychological research and findings	2	2	3	--	1
CO5: Demonstrate the capacity to select the right journal to communicate the results and present the manuscript in a manner acceptable to the journals.	2	2	3	2	1

Course Outline

Course Name	Minor Research Project	Course Title	BPSY481-6
Total Number of Hours	60	Credits	4

Course Description:

The Minor Research Project aims to familiarize undergraduate psychology students with the process of developing a research project. It guides students through the steps of designing, conducting, analyzing, and presenting a group research project, utilizing quantitative, qualitative, or mixed methods designs to investigate a psychological phenomenon of their choice while demonstrating collaborative research skills using human participants designed in an ethical manner. A faculty member will be assigned as a guide for the group. By the end of the semester, students are expected to develop a manuscript that meets the formatting requirements of reputable journals. While communicating the manuscript to journals is not mandatory, it is encouraged.

Course outcomes:

CO1: Apply psychological research methods in a collaborative learning environment

CO2: Demonstrate skills in problem identification, developing research design, data collection, and analysis

CO3: Demonstrate a mastery over scientific writing and presentation abilities

CO4: Critically evaluate/ appraise the psychological research and findings

CO5: Demonstrate the capacity to select the right journal to communicate the results and present the manuscript in a manner acceptable to the journals.

Course outcome mapped to Unit 1: CO1 & CO2

15 Hours

Unit 1: Designing a Research Study in a collaborative learning environment

Form research groups (3-4 students per group); Explore potential research areas and narrow down topics; Conduct a preliminary literature review. Submit topic proposal with research question and justification and research design

Essential Reading:

How to delegate work in teams? Group contracts.

<https://uwaterloo.ca/centre-for-teaching-excellence/catalogs/tip-sheets/making-group-contracts>

Martin, R. (1980). *Writing and Defending a Thesis or Dissertation in Psychology and Education*, Michigan University Press.

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Course outcomes mapped to Unit 2 : CO2

20 Hours

Data collection: Implement participant recruitment strategy; Collect data according to approved protocols; Document research process and challenges; Data Analysis: Clean and organize collected data; Apply appropriate statistical or qualitative analyses, Interpret findings in context of research question.

Course outcomes mapped to Unit 3 : CO3, CO4

20 hours

Research report; Peer feedback and revisions; Faculty feedback and revisions.

Course outcomes mapped to unit 4: CO5

05 hours

Identifying the right journal to communicate the manuscript; preparing the manuscript according to author guidelines, and preparing a cover letter to be submitted. Individual reflections and peer feedback.

Essential Reading:

Ramia, J. M. (2023). How to select a journal for your research. *World Journal of Gastroenterology*, 29(21), 3379.

Course outcomes	Component-1 Research Proposal	Component-2 Data Collection Log and Preliminary Findings	Component-3 Manuscript	Component 4- Efficacy in collaborative learning process
CO1: Apply psychological research methods in a collaborative learning environment		--	--	5
CO2: Demonstrate skills in problem identification, developing research design, data collection, and analysis	10	10	--	--
CO3: Demonstrate a mastery over scientific writing and presentation abilities	5	5	--	--
CO4: Critically evaluate/ appraise the psychological research and findings	--	5	--	--
CO5: Demonstrate the capacity to select the right journal to	--	--	10	--

communicate the results and present the manuscript in a manner acceptable to the journals.

PSYCHOLOGY LAB 2

Course Code	BPSY	Course Title	Psychology Lab- 2 (Cognitive Assessment)
Credits	2	Course Type	Core
Hours	45	Hours per week	3
Course Type	Core	Course Prerequisites	
Course Description	<p>Course Description: This course provides an in-depth exploration of cognitive testing methods and tools. It introduces students to popular cognitive assessments. This course emphasizes skill development in administration, scoring, and interpretation of several measures of cognitive functioning.</p>		
Course Outcomes	<p>Course Outcomes: Upon successful completion of this course, students will be equipped to: CO1: Understand the conceptual and practical implications of various cognitive theories CO2: Administer, score, and interpret a variety of cognitive tests CO3: Apply cognitive testing in real-world contexts in industry, clinics, education, and research</p>		

Program Outcomes

PO1: Fundamental Knowledge: Apply the fundamental principles, concepts, and methods in key areas of science and multidisciplinary fields.

PO2 Critical Thinking and Problem-solving Skills: Develop critical thinking with a scientific temper to evaluate evidence and address real-world issues

PO3: Research Skills: Demonstrate research culture and uphold scientific integrity and objectivity.

PO4 Professional skills: Demonstrate effective science communication, sustainable technology use, and a strong commitment to professional ethics and scientific social responsibility

PO5 Lifelong Learning: Engage in continuous reflective learning in the context of technological and scientific advancements

Course outcomes/Programme outcomes	PO1	PO2	PO3	PO4	PO5
CO1: Understand the conceptual and practical implications of various cognitive theories	1	-		-	1
CO2: Administer, score, and interpret a variety of cognitive tests	1		2		2

CO3: Apply cognitive testing in real-world contexts in industry, clinics, and education	1		3		3
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Course Outline

Course outcomes mapped to Unit 1: CO1

Unit I: Introduction to Intelligence Testing

09 Hours

History of Intelligence testing, Theories of Intelligence and Cognition, Methods of cognitive assessments, Uses of Cognitive/intelligence testing, Psychometry of Intelligence testing

Teaching learning strategies: Discussion/Activity

Essential Readings:

1. Ronald J Cohen & Mark E Swerdlik (2018). *Psychological Testing and Assessment: An Introduction to Tests and Measurements*. McGraw Hill Education

Recommended Readings:

1. Gary Groth-Marnat, A. Jordan Wright. (2016). *Handbook of Psychological Assessment (6th ed.)* Hoboken, NJ: John Wiley and Sons.
2. Andre A. Rupp (Editor), Jacqueline P. Leighton (Editor) (2016). *The Wiley Handbook of Cognition and Assessment: Frameworks, Methodologies, and Applications*. WILEY Blackwell.

Course outcomes mapped to Unit 2: CO2, CO3

Unit II: Administration, Scoring, Interpretation, and Report Writing

36 Hours

1. Standard Progressive Matrices (SPM)
2. Addenbrooke's Cognitive Examination – ACE-111
3. Wechsler Adult Intelligence Scale (WAIS)
4. Draw A Man Test
5. Differential Aptitude Test (DAT)
6. Bender-Gestalt Test (BGT)

Teaching learning strategies: Discussion, Demonstration, and Activity

Essential Readings:

1. Ronald J Cohen & Mark E Swerdlik (2018). *Psychological Testing and Assessment: An Introduction to Tests and Measurements*. McGraw Hill Education
2. The test manuals of all the above tests

Recommended Readings:

1. Gary Groth-Marnat, A. Jordan Wright. (2016). *Handbook of Psychological Assessment (6th ed.)* Hoboken, NJ: John Wiley and Sons.
2. Andre A. Rupp (Editor), Jacqueline P. Leighton (Editor) (2016). *The Wiley Handbook of Cognition and Assessment: Frameworks, Methodologies, and Applications*. WILEY Blackwell.

