Darrang College (Autonomous), Tezpur-784001

Syllabus for FYUGP

Subject: psychology

Course Type: major

Approved by:
Board of Studies meeting held on 24-12-2025
&
Academic Council vide Resolution no. 2, dated- 29-12-2025

A Comprehensive Summary of the Total Number of Papers and Credits for All Semesters under the FYUGP

Darrang College (Autonomous)

Semester	Discipline specific Courses core	Minor	Major Credits	Credit distribution of the course					
				L	T	P			
1	Major 1 Introduction to Psychology	Minor 1 (*For Major in other subject*) Introduction to Psychology	4	3	0	1			
2	Major 2 Bio-Psychology	Minor 2 (*For Major in other subject*) Bio-Psychology	4	3	0	1			
3	Major 3 Cognitive Psychology	Minor 3 Cognitive Psychology	4	3	0	1			
	Major 4 Psychology of individual difference		4	3	0	1			
4	Major 5 Developmental Psychology	Minor 4 Developmental Psychology	4	3	0	1			
	Major6 Social Psychology		4	3	0	1			
	Major7 Psychological Research 1		4	4	0	0			
	Major 8 Statistical Methods for Psychological research 1		4	3	0	1			
5	Major 9 Positive Psychology	Minor 5 Positive Psychology	4	3	0	1			
	Major 10 Developmental Psychological thought		4	4	0				

	Major 11 Abnormal Psychology		4	3	0	1			
6	Major 12 Dealing with Psychological Disorder	Minor 6 Dealing with Psychological Disorder	4	3	0	1			
	Major13 Counseling Psychology		4	3	0	1			
	Major 14 Psychology of Indian Knowledge system		4	4	0				
	Major 15 Organizational Behaviour		4	3	0	1			
	UNDER GRADUATE DEGREE WITH HONORS / UNDER GRADUATE DEGREE WITH HONORS WITH RESEARCH								
7	Major 16 Psychology of Personality	Minor 7 Psychology of Personality (4 Cradit)							
	Major 17 Advance Cognitive Psychology			3		1			
	Major 18 Psychometric Techniques			3		1			
	Major 19 Advanced Psycho pathology			3		1			
	UNDER GRADUATE DEGREE WITH HONORS								
8	Major 20 Advanced Psycho therapy	Minor 8 Advanced Psycho therapy (4 Cradit)		3		1			
	Major 21 Geriatric Psychology								
	Major 22 Psychology of Gender								
	Research Mini Project/Dissertation		4						

8	UNDER GRADUATE DEGREE WITH HONORS WITH RESEARCH								
	Major 20 Research/Dissertation	Minor 9 Geriatric Psychology	12	3		1			
	Major 21 Seminar/Project based course and Presentation		4						

SYLLABUS FYUGP Department of Psychology
Darrang College (Autonomous)
(Major)

Aims of the course in FYUGP is to

- Provide students with a comprehensive understanding of the field.
- Encompassing basic concepts, research methodologies, and ethical considerations.
- Fostering critical thinking, self-directed learning, and practical application of psychological principles.
- To equip students with the knowledge and skills necessary for further academic pursuits or careers in various psychology-related fields.

Program Outcome:

- Describe theoretical constructs in the discipline of Psychology including recent advances.
- Administer psychological tests on individuals and in social settings ,as and when required to render services to humankind and society at large.
- Learn the skills of Counselling and Psychotherapy following appropriate ethics for positive mental health in society.
- Produce scientific research output to cultivate happier, healthier and more sustainable society.

Teaching learning process: The teaching learning process encourages active and experiential learning through innovative pedagogies such as blended learning, project-based assignments, and the integration of digital tools. Emphasis is laid on skill development, research, internships, and value-based education, aiming to nurture critical thinking, creativity, and lifelong learning among students.

Teaching Learning tools: A variety of innovative teaching-learning tools are encouraged to enhance student engagement and promote holistic learning. These include experiential learning, project-based learning, ICT-enabled tools, and blended learning methods. Teachers will use Learning Management Systems (LMS), online platforms (like SWAYAM, DIKSHA, and MOOCs), along with interactive classroom strategies such as group discussions, role plays, and flipped classrooms. Skill-based assignments, internships, and fieldwork are integrated into the curriculum to ensure real-world application of knowledge. Additionally, formative assessment methods, peer learning, and portfolio development are used to track and support student progress throughout the programme.

Evaluation/ Assessment: Descriptive and Objective written exam, followed by practical Covering all the Units.

Course Structure:

Detail syllabus of 1st semester Major

1ST SEMESTER MAJOR	
Title of the course	INTRODUCTION TO PSYCHOLOGY
Course code	PSYMJ01014
Total Credit (theory +practical)	3+1= 4
Contact hours	60
Distribution of Marks	100
Course outcomes	• Identify the key concepts of the field of psychology with an emphasis on applications of psychology in everyday life. • Explain and interweave basic concepts of learning, memory, motivation and emotion In Psychology. • Discuss key figures, diverse theoretical perspectives and research findings that has shaped some of the major areas of contemporary psychology.

UNIT	TITLE	CONTENT	LECTURE	TUTORIAL	TOTAL HOURS
Unit 1	Introduction	Meaning, Nature and Goals of Psychology, Historical Background, Scope and Subfields of Psychology, Methods of Psychology, Major approaches.	13	2	15

Unit 2	Perception	Perceptual processing, Role of attention in perception, Perceptual organization, Perceptual sets, Perceptual constancies, depth perception, distance and movement, Illusions.	13	2	15
Unit 3	Learning, Memory & Motivation.	**Learning:**Nature of learning, Principles and applications of Classical Conditioning, Operant Learning, Observational Learning, and Cognitive Learning. **Memory:** Definition, Models of memory, Levels of processing : Parallel Distributed processing model, information processing Concept and Theories of Forgetting, Improving memory **Motivation:** Nature, Perspectives, Types of Motivation, relationship between motivation and emotion.	16	2	18
Unit 4	Practical	Any one laboratory experiment based on Learning. Any one laboratory experiment based on Memory.	10	2	12

Total Contact Hours: 60

Reading list:

- Baron, R.,& Misra, G. (2016). *Psychology* (5th ed.). New Delhi: Pearson.
- Feldman, R.S. (2011). *Understanding Psychology* (10th ed.). New York: McGraw Hill.
- Galotti, K.M. (2014). *Cognitive Psychology In and Out of the Laboratory* (5th ed.). New Delhi: Sage.
- Passer, M.W.,& Smith, R.E. (2010). *Psychology: The science of mind and behaviour* New Delhi: Tata McGraw-Hill.
- Zimbardo, P.G., Johnson, R.L., & McCann, V.M. (2012). *Psychology: Core concepts* (7th ed.). U.S.A.: Pearson.
- Singh, K. (2022). There isn't only cultural blindness in psychology; psychology is culture blind. In Robert W. Hood, Jr. & Sariya Cheruvallil-Contractor (Eds.), *Research in the social scientific study of religion, volume 32* (pp. 399-426). Boston: Brill.
- Morgan, C. And King, R. A. (2017) *Introduction to Psychology* 7th Eds.McGraw Hill.

DETAIL SYLLABUS OF 2nd SEMESTER:

2ND SEMESTER MAJOR	
Title of the course	**Biopsychology**
Course code	PSYMJ02014
Total Credit (theory +practical)	4+0 = 4
Contact hours	60
Distribution of Marks	100
Course outcomes	1. Explain the nature and scope of Bio Psychology and its applications in Psychology 2. Describe the structure and functions of Neuron and the importance of action potential and synaptic activity 3. Organization of nervous system 4. Examine the role of endocrine glands in mediating behaviour.

2ND SEMESTER MAJOR Biopsychology					
Unit	**Title**	**Content**	**Lecture**	**Tutorial**	**Total hours**
1	**Introduction to Biopsychology**	Nature, scope and divisions of biopsychology, Methods and Ethics in bio psychology.	**13**	**2**	**15**
2	**Nerve Impulse:**	Structure and function of Neurons, action potential/nerve impulse, synaptic transmission.	**13**	**2**	**15**
3	**Organization of nervous system**	CNS and PNS: Structure and function, functional abnormalities of neuro transmitter- Dopamine and serotonin hypothesis, Neuro plasticity of Brain (Neural degeneration, Neural re generation and neural re organization.) Hemispheric specialization	**13**	**2**	**15**
4	**Endocrine System**:	Endocrine basis of behavior, Structure, function and abnormalities (Pituitary, Adrenal, Thyroid, Gonads)	**13**	**2**	**15**

Total Contact Hours: 60

Reading list:

Pinel, J. P. J. (2016). *Biopsychology* (9th ed.). New Delhi: Pearson Education.(Pp 25-39,pp 75-120).

Carlson, N. R.(2009). *Foundations of Physiological Psychology* (6th ed.). New Delhi: Pearson Education. (Latest ed., pp. 26-59; pp. 62-92).

Khosla, M. (2017).*Physiological Psychology: An Introduction*.Delhi: Sage Texts.

Leukel,F. (1976). *Introduction to Physiological Psychology*. Pearson: New Delhi. (pp35-55).

Levinthal, C. F. (1983). *Introduction to Physiological psychology*. New Delhi. PHI. (pp116- 151).

Kolb, B., & Whishaw, I. Q. (2009). Fundamentals of Human Neuropsychology, 6th Edition.Worth Publishers: New York. Pg 51-81, 110-131

Rains, G. D. (2002). *Principles of Human Neuropsychology*. McGraw Hill: New York.Pg 45-

3rd SEMESTER (MAJOR 3)

Title of the course	Cognitive Psychology
Course code	
Total Credit (theory +practical)	3+1=4
Contact hours	60
Distribution of Marks	100
Course outcomes	CO1: Identify basic theoretical, empirical, and applied knowledge that has shaped Cognitive Psychology. CO2: Describe various cognitive processes. CO3: Apply strategies of effective problem solving and decision making.

UNIT	TITLE	CONTENT	LECTURE	TUTORIAL	TOTAL HOURS
Unit 1	Introduction to Cognitive Psychology:	Brief history, Nature, Scope and Domains of Cognitive Psychology, Paradigms- Information processing, Connectionist, Evolutionary, Ecological, Current status: Indian approaches to cognition	13	2	15
Unit 2	Sensation, Perception and Attention:	Sensory processes: Auditory, Visual, Touch, Taste, Smell, Perception: Approaches to perception, Perception of object and forms, Illusion, Attention: Meaning , Nature and Definition, Issues of Attention; Selective attention	13	2	15
Unit 3	Thinking, Problem Solving and Decision Making:	Components of thoughts, imagery and cognitive maps, Strategies and barriers of effective problem solving; Decision making: biases and methods.	16	2	18
Unit 4	Practical		10	2	12

3rd SEMESTER (MAJOR 4)	
Title of the course	Psychology of individual difference
Course code	
Total Credit (theory +practical)	3+1=4
Contact hours	60
Distribution of Marks	100

Course outcomes	CO1: Explain the concept of individual differences with the goal to promote self-reflection and understanding of self and others. CO2: Illustrate the concept of intelligence, emotional intelligence and creativity. CO3: Examine different theories of personality and to develop skills for personality enhancement.

UNIT	TITLE	CONTENT	LECTURE	TUTORIAL	TOTAL HOURS
Unit 1	**Personality:**	Nature of personality; Biological foundations of personality; Culture, gender and personality; Perspectives on personality: Psychodynamic, Phenomenological- humanistic: Carl Rogers, Abraham Maslow, Trait and type.	13	2	15
Unit 2	**Intelligence:**	Concept of intelligence: Psychometric and cognitive approaches to intelligence; Gardner's multiple intelligences; Emotional Intelligence, Heredity, environment and intelligence; Group differences in intelligence; Extremes of intelligence,	13	2	15
Unit 3	**Enhancing individual's potential:**	Motivation: Self-determination theory; Enhancing cognitive potential, Self regulation and self enhancement; Fostering creativity.	16	2	18
Unit 4	Practical		10	2	12

4th SEMESTER (MAJOR 5)	
Title of the course	Developmental Psychology
Course code	
Total Credit (theory +practical)	3+1=4
Contact hours	
Distribution of Marks	100
Course outcomes	CO1: Explain the concept and significance of Developmental Psychology CO2: Understand the concept and process of human development across the lifespan, CO3: Analyze the various domains of human development CO4: Describe socio-cultural context of human development

UNIT	TITLE	CONTENT	LECTURE	TUTORIAL	TOTAL HOURS
Unit 1	**Introduction**	Concept of Human Development, stage and research methods, Role of Family, Peers, Media and Schooling on human development.	13	2	15
Unit 2	**Periods of Life Span Developmen t**	Prenatal development, Birth and InfancyChildhood, Adolescence, Adulthood, Old age: characteristics, developmental task and hazards.	13	2	15
Unit 3	**Domains of Human Developmen t**	Cognitive development: perspectives of Piaget and Vygotsky, Language development, Physical development, Emotional development, Moral development, Personality development.	16	2	18
Unit 4	Practical		10	2	12

4th SEMESTER (MAJOR 6)	
Title of the course	Social Psychology
Course code	
Total Credit (theory +practical)	3+1=4
Contact hours	
Distribution of Marks	100
Course outcomes	CO1: Develop an understanding of the nuances of the social world as well as different perspectives on relations between individual and society. CO2: Critically analyze the social influence and behavior, as to how individuals think, feel and behave in social situations. CO3: Explain group behavior and group dynamics.

UNIT	TITLE	CONTENT	LECTURE	TUTORIAL	TOTAL HOURS
Unit 1	**Introduction**	Introduction: Nature and scope of social psychology; Overview of the history of social psychology (including development in India); Relationship with sociology and anthropology.	13	2	15

Unit 2	Understanding and evaluating the social world	Self and its processes: Self concept, Self-esteem, and self-presentation; Social cognition, Attitudes and attitude formation, Strategies for attitude change.	13	2	15
Unit 3	Social interaction and Influence	Interpersonal attraction, Pro-Social Behaviour, Aggression: basic concept, causes and management, Social influence: social facilitation, conformity and social loafing, Group Dynamics and inter-group relations, inter-group conflict.	16	2	18
Unit 4	Practical		10	2	12

4th SEMESTER (MAJOR 7)	
Title of the course	Psychological Research 1
Course code	
Total Credit (theory +practical)	4
Contact hours	
Distribution of Marks	100
Course outcomes	

UNIT	TITLE	CONTENT	LECTURE	TUTORIAL	TOTAL HOURS
Unit 1	**Basics of Research in Psychology and Research Traditions**:	Concept of Psychological Research; the Goals of Psychological Research; Principles of Good Research; Ethics in Psychological Research; Quantitative and Qualitative Orientations towards Research and their Steps; Comparing Qualitative and Quantitative Research Traditions.	13	2	15
Unit 2	**Sampling:**	Meaning, Techniques, Types of sampling, Applications, Strengths and limitations, Sampling Error.	13	2	15

Unit 3	**Methods of Data Collection:**	Case Study; Observation; Surveys, Focus Group Discussion, Interviews; Use of secondary data.	16	2	18
Unit 4	**Research Design:**	single case design, group design – randomized group design (between group design) and repeated measure design (within group design)	10	2	12

4th SEMESTER (MAJOR 8)	
Title of the course	Statistical methods in Psychology 1
Course code	
Total Credit (theory +practical)	4
Contact hours	
Distribution of Marks	100
Course outcomes	CO1: Explain the psychological research and basics of statistical methods CO2: Analyze the tools used in descriptive statistics of quantitative research. CO3: Understand the graphical representation of data CO4: Examine the different properties of Normal Curve CO5: Discuss the basic concept of correlation.

UNIT	TITLE	CONTENT	LECTURE	TUTORIAL	TOTAL HOURS
Unit 1	**Introduction**	Relevance of Statistics in Psychological research; Descriptive and Inferential Statistics; Variables and Constants; Measurement Scales; Frequency Distributions, Percentiles, and Percentile Ranks. **Organizing Quantitative data:** Constructing a grouped frequency distribution, a relative frequency distribution and a cumulative frequency distribution; Computation of Percentiles and Percentile Ranks.	13	2	15
Unit 2	**Graphic Representation of Data And Measures of Central**	**Graphic Representation of Data** Basic procedures; The Histogram; The Frequency Polygon; The Bar Diagram; The Pie Chart; The Cumulative	13	2	15

	Tendency:	Frequency Graph; Factors Affecting the Shape of Graphs. **Measures of Central Tendency:** Mode; Median; Mean; Properties and Relative Advantages and Disadvantages of the Mode, the Median and the Mean; Central Tendency Measures in Normal and Skewed Distributions.			
Unit 3	**The Normal Distribution**	The Nature and Properties of the Normal Probability Distribution; Standard Scores and the Normal Curve; The Standard Normal Curve: Finding areas when the score is known; The Standard Normal Curve: Finding scores when the area is known. The Normal Curve as a Model for Real Variables; The Normal Curve as a Model for Sampling Distributions; Divergence from Normality (Skewness and Kurtosis).	16	2	18
Unit 4	**Correlation**	The Meaning of Correlation; The Scatterplot of Bivariate Distributions; Correlation: A Matter of Direction; Correlation: A Matter of Degree; The Coefficient of Correlation; Calculating Pearson's Correlation Coefficient from Deviation Scores; Calculating' Pearson's Correlation Coefficient from Raw Scares; Spearman's Rank-Order Correlation Coefficient; Correlation and Causation; Cautions Concerning Correlation Coefficients.	10	2	12

5th SEMESTER (MAJOR 9)	
Title of the course	Positive Psychology
Course code	
Total Credit (theory +practical)	3+1=4
Contact hours	
Distribution of Marks	100
Course outcomes	CO1: Describe the basic concepts of the growing approach of positive psychology. CO2: Illustrate the concepts of Psychological wellbeing, happiness, emotional intelligence and resilience. CO3: Apply the concepts of Positive Psychology into everyday life.

UNIT	TITLE	CONTENT	LECTURE	TUTORIAL	TOTAL HOURS
Unit 1	**Introduction to Positive Psychology:**	Perspectives on Positive Psychology: Western and Eastern, Character Strengths and virtues. Applications of Positive psychology at Work and in the field of education	13	2	15
Unit 2	**Positive Emotional States and Processes:**	Happiness and Well being, Positive Affect and Positive Emotions, Emotional Intelligence, Resilience	13	2	15
Unit 3	**Positive Cognitive States and Processes: Positive Environments**	**Positive Cognitive States and Processes:** Self-efficacy, Optimism, Hope, Wisdom, Flow, And Mindfulness. **Positive Environments:** Positive schooling, good work: psychology of gainful employment. The Me/ We balance: building better communities	16	2	18
Unit 4	Practical		10	2	12

5th SEMESTER (MAJOR 10)	
Title of the course	Developmental Psychological thought
Course code	
Total Credit (theory +practical)	4
Contact hours	
Distribution of Marks	100
Course outcomes	CO1: Understand the development of the psychological thought both from the Indian as well as Western perspective. CO2: Illustrate early schools of Psychological thoughts and their functions. CO3: Discuss the issues and debates in contemporary psychology. CO4: Explain Psychoanalytic and Humanistic-Existential Orientation

UNIT	TITLE	CONTENT	LECTURE	TUTORIAL	TOTAL HOURS
Unit 1	**Understanding Psyche from Indian Perspectives:**	Universal quest for understanding consciousness; Consciousness from the Indian perspectives: Bhagwat Gita, Vedanta, Integral Yoga and Buddhism.	13	2	15

Unit 2	**Early Schools of Psychology:**	Western perspectives of content and methodology with reference to Classical schools; Emergence of Modern Psychology. Associationism, Structuralism and Functionalism (Brief Introduction); Developments in Behaviourism (Watson), Neo Behaviouristic traditions (Skinner), Cognitive revolution- A paradigm shift.	13	2	15
Unit 3	**Psychoanalytic and Humanistic-Existential Orientation**	Freudian psychoanalysis, the turn towards 'social' — Adler, Jung, ego psychology — Erik Erikson, cultural psychoanalysis (Sudhir Kakkar).	16	2	18
Unit 4	**Essential aspects of knowledge paradigm**	Ontology, Epistemology and methodology. Positivism, Post-positivism, Critical perspectives, social- constructivism.	10	2	12

5th SEMESTER (MAJIR 11)	
Title of the course	Abnormal Psychology
Course code	3+1=4
Total Credit (theory +practical)	
Contact hours	
Distribution of Marks	100
Course outcomes	CO1: Explain the concept of abnormal behaviour. CO2: Discuss the clinical picture and dynamics of various psychological disorders. CO3: Understand Psychotic disorders and their etiology CO4: Describe mood and personality disorders.

UNIT	TITLE	CONTENT	LECTURE	TUTORIAL	TOTAL HOURS
Unit 1	**Introduction to Abnormal Psychology:**	Meaning, definition, brief history and criteria/indicators, Biological, Psychological, Social,	13	2	15

		Behavioral, and Cognitive-behavioral and cultural causes of abnormal behavior, ICD-11 and DSM-5			
Unit 2	Schizophrenia spectrum and other psychotic disorders.	Clinical picture and causal factors of- Schizophrenia, Delusional disorder, Anxiety Disorder: Panic disorder, Phobia, Generalized anxiety disorder.	13	2	15
Unit 3	Personality Disorders and Mood Disorders:	Antisocial Personality Disorder and Borderline Personality Disorder; Obsessive- compulsive Disorder, Mood disorders: causal factors and subtypes of mood disorder; **Suicide:** Identification and prevention.	16	2	18
Unit 4	Practical		10	2	12

6th SEMESTER (MAJOR 12)	
Title of the course	Dealing with Psychological Disorder
Course code	
Total Credit (theory +practical)	3+1=4
Contact hours	
Distribution of Marks	100
Course outcomes	CO1: Understand the clinical picture and dynamics of psychological disorders. CO2: Explain the concept of Psycho-diagnostic assessment CO3: Illustrate the classifications of disorders. CO4: Describe the therapeutic interventions for the various psychological disorders.

UNIT	TITLE	CONTENT	LECTURE	TUTORIAL	TOTAL HOURS
Unit 1	**Introduction to Clinical Psychology:**	Basic concept and brief history of Clinical Psychology, role of Clinical Psychologists, distinguishing Clinical Psychology from related professions, Ethics in Clinical practice	13	2	15
Unit 2	**Psycho diagnostic Assessments and classification of disorders:**	Stages of Psychological assessments, Application of Psychological test in the assessment of abnormal behavior: Projective methods, Objective methods, Behavioral	13	2	15

		assessments. Diagnostic and Statistical Manual of mental disorders (DSM-5), International Classification of Disorders (ICD-11)			
Unit 3	**Treatment of Psychological disorders:**	Concept of psychotherapy, Psychoanalytic therapy, Behaviour therapy, Cognitive-Behaviour therapy, Yoga therapy.	16	2	18
Unit 4	Practical		10	2	12

Reading list:

- Barlow D.H. and Durand V.M. (2005). Abnormal Psychology: An Integrated Approach (4th Ed.).Wadsworth: New York.
- Korchin, S. J. (1976). Modern clinical psychology: Principles of intervention in the clinic and community.
- Hecker, J. E, & Thorpe, G. L. (2004). Introduction to clinical psychology : science, practice, and ethics. Boston (Mass.): Pearson/Allyn and Bacon.
- Bennett,P.(2006). Abnormal and Clinical Psychology: An introductory textbook. New York: Open University Press.
- Brewer,K.(2001). Clinical Psychology. Oxford :Heinemann Educational Publishers Carson, R.C., Butcher,J.N.,Mineka,S.&Hooley,J.M. (2008). Abnormal Psychology. New Delhi: Pearson.
- Kearney, C. A. &Trull, T. J. (2012). Abnormal Psychology and Life: A dimensional approach. New Delhi:Cengagelearn
- Rao, K. (2010); Psychological Interventions: From Theory to Practice. In G. Misra (Ed):Psychology in India. Volume 3: Clinical and Health Psychology. New Delhi. ICSSR/ Pearson.

6th SEMESTER (MAJOR 13)	
Title of the course	Counselling Psychology
Course code	
Total Credit (theory +practical)	3+1=4
Contact hours	
Distribution of Marks	100

Course outcomes	CO1: Understand the basic concepts, skills, goals and objectives of Counseling. CO2: Discuss the process and stages of Counseling. CO3: Illustrate the applicability of counseling in various fields.

UNIT	TITLE	CONTENT	LECTURE	TUTORIAL	TOTAL HOURS
Unit 1	**Introduction to Counseling Psychology:**	Definition, Nature and Scope, Goals and Objectives of Counseling, Counseling skills and Ethics; The Effective Counsellor.	13	2	15
Unit 2	**Counselling process, stages and relationship:**	Intake, Initial Disclosure, In-depth Exploration, Goal Setting, Termination, Building Counseling Relationships; Working in Counselling Relationship; Closing Counselling Relationships.	13	2	15
Unit 3	**Applications of Counselling:**	Child Counseling, Family-Counseling, and Career Counseling. Crisis intervention: suicide, substance abuse and sexual abuse, Gender related issues.	16	2	18
Unit 4	Practical		10	2	12

Reading list:

- Welfel, E.R.N Patterson, L. E. The Counseling Process: A multi theoretical integrative approach, Thomson.
- Capuzzi, D. &Gross, D. R. (2007). Counseling and Psychotherapy: Theories and Interventions (4thEd.) New Delhi. Pearson.
- Corey, G. (2009) Counseling and Psychotherapy; Theory and Practice. (7th Ed.) New Delhi: Cengage Learriing.
- Gibson, R. L. & Mitchell, M. H. (2012). Introduction to Counseling and Guidance (7th Ed.) New Delhi: Pearson
- Gladding, S. T. (2012). Counseling: A Comprehensive Profession. (7thEd) New Delhi. Pearson.
- Hansen, J.C. (2012). Contemporary Counseling Psychology. In E. M. Altmaier and J.C.

Hansen (Eds) The Oxford Handbook of Counseling Psychology. New York: Oxford UniversityPress.

- Nelson-Jones, Richard. (2008). Basic Counseling Skills: A helper's manual, Second Edition, Sage, South Asia Edition
- Rao, K. (2010); Psychological Interventions: From Theory to Practice. In G. Misra (Ed):Psychology in India. Volume 3: Clinical and Health Psychology. New Delhi. ICSSR/ Pearson.

- Rao, S.N. &Sahajpal, P. (2013) Counseling and Guidance. New Delhi: Tata McGraw Hill.

6th SEMESTER (MAJOR 14)	
Title of the course	Psychology of Indian Knowledge system
Course code	
Total Credit (theory +practical)	4
Contact hours	
Distribution of Marks	100
Course outcomes	CO1: To explore the psychological concepts embedded in Indian philosophical and spiritual traditions. CO2: To introduce indigenous frameworks of cognition, personality, self, and mental health. CO3: To develop critical appreciation for integrating Indian and Western psychological knowledge.

UNIT	TITLE	CONTENT	LECTURE	TUTORIAL	TOTAL HOURS
Unit 1	Foundations of Indian Knowledge System	Meaning and scope of Indian Knowledge System (IKS); Holistic worldview of Indian psychology: Integration of body, mind, and consciousness; Methods of knowledge: Pramanas (perception, inference, testimony, comparison)	13	2	15
Unit 2	Concepts of Mind and Self	Models of mind: Antahkarana Chatushtaya – Manas, Buddhi, Ahamkara, Chitta; Concept of Self (Atman), Jiva, Purusha (Samkhya), and Alayavijnana (Buddhist); Comparisons with Western models of mind and self	13	2	15
Unit 3	Emotions, Motivation, and Personality in Indian Perspective	Concept of Rasa and Bhava (from Natyashastra), Triguna theory (Sattva, Rajas, Tamas) and its implications for personality; Motivation and the concept of Purusharthas (Dharma, Artha, Kama, Moksha); Emotional regulation and equanimity	16	2	18

		(Stitha Prajna)			
Unit 4	Mental Health, Well-being and Therapy	Ayurveda and Yoga perspectives on mental health (Manas Roga, Gunas, Doshas); Meditation, Pranayama, and their psychological effects, Well-being in Indian context: Sukha, Dukha, Ananda, Moksha; Indian models of counseling: Bhagavad Gita as a dialogue of psychological support	10	2	12

Reading list:

1. Rao, K. R. (2011). *Cognitive Anomalies, Consciousness and Yoga*. Springer.
2. Dalal, A. K. & Misra, G. (2010). *Psychology in India: Retrospect and Prospect (Vols 1–4)*. ICSSR.
3. Cornelissen, R. M. M., Misra, G., & Varma, S. (2014). *Foundations of Indian Psychology (Vols 1 & 2)*. Pearson.
4. Chakrabarti, K. (1999). *Classical Indian Philosophy of Mind: The Nyaya Dualist Tradition*. SUNY.
5. Mohan, K. (2014). *Yoga Psychology*. Himalayan Institute Press.

6th SEMESTER (MAJOR 15)	
Title of the course	Organizational Behaviour
Course code	
Total Credit (theory +practical)	3+1= 4
Contact hours	
Distribution of Marks	100
Course outcomes	CO1: Understand the concepts related to organizational behavior. CO2: Analyze connectivity between concepts and practices of organizations. CO3: Discuss the dynamics of Organizational Behavior

UNIT	TITLE	CONTENT	LECTURE	TUTORIAL	TOTAL HOURS
Unit 1	**Introduction**	**Nature and definition; Historical antecedents of Organizational Behaviour; Contemporary Trends and Challenges; Organizational Behavior: Challenges in the Indian Setting.**	13	2	15
Unit 2	**Individual level processes**	Employee attitudes: Job satisfaction, Organizational Commitment, Organizational Citizenship Behaviour; **Work Motivation:** Early theories: Maslow, McClelland, Two factor; Contemporary theories: Goal setting, Equity, Expectancy; Applications: Job Characteristics Model, Job redesign.	13	2	15
Unit 3	**Dynamics of Organizational Behavior and organizational culture**	Power and Politics: Influence, empowerment, sexual harassment, organizational politics; Positive empowerment, organizational politics; Positive Organizational Behavior; **Leadership**: Basic approaches: Trait theories, Behavioral theories, Contingency theories.	16	2	18
Unit 4	Practical		10	2	12

Reading list:

Luthans, F. (2009). Organizational behavior. New Delhi: McGraw Hill.

Pareek,U. (2010).Understanding organizational behaviour. Oxford:Oxford UniversityPress.

Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9thEd.). India: Dorling Kindersley.

Griffin, R.W. & Moorhead, G. (2009). Organizational Behavior: Managing People & Organizations. New Delhi :Biztantra publishers.

Landy, F.J. &Conte,J.M.(2007) Work in the 2 I stCentury: An Introduction to Industrial and Organizational Psychology. New York : WileyBlackwell.

Prakash, A. (2011). Organizational behavior in India: An indigenous perspective. In G. Misra (Ed.), Handbook of Psychology. New Delhi: Oxford University Press.

Robbins, S. P. & Judge, T.A. (2007) Organizational Behavior(12 Ed). New Delhi: Prentice Hall of India

Chadha, N.K. (2007). Organizational Behavior. Galgotia Publishers: New Delhi.

UNDER GRADUATE DEGREE WITH HONORS

Or

UNDER GRADUATE DEGREE WITH HONORS WITH RESEARCH

7th SEMESTER(MAJOR 16)	
Title of the course	Psychology of Personality
Course code	
Total Credit (theory +practical)	3+1= 4
Contact hours	
Distribution of Marks	100
Course outcomes	● Describe the scope of the study of personality and the concept of personality. ● Discuss the various personality theories. ●ExplainpersonalityassessmentandthecredibilityofBogusPersonalityAssessment ● Critically analyse the concept of personality. ● IllustratepsychoanalyticapproachtopersonalityDiscussandcomparethetheoriesof Freud, Jung, Adler, and Erik. ● Differentiateamongvariousapproachestopersonalityandcomparetraitandtype approaches ● Examine existentialism and humanism; critically evaluate the various theories. ● Explain behaviourism and Cognitive approaches.

UNIT	TITLE	CONTENT	LECTURE	TUTORIAL	TOTAL HOURS
Unit 1	**Introduction**	The scope of the study of personality; The concept of personality; personality theories; Personality assessment; the credibility of Bogus Personality Assessment; Personality change.	13	2	15
Unit 2	**The Factor Approach** –	Introduction to the factor approach. Trait and Type Approaches: Allport's trait approach, typologies, heritable aspects of personality, Cattel's trait approach, The Big Five Factors or the Super Traits.	13	2	15

Unit 3	Phenomenology and the Phenomenological Approach- The Behavioural and Cognitive Approach –	Existentialism and humanism, Maslow's hierarchical theory of human motivation, Roger's theory of the self, Kelley's theory of personal constructs. Radical and Methodological Behaviourism. Social learning theories: Rotter, Bandura. Mischel's Cognitive-Behavioural theory.	16	2	18
Unit 4	Practical		10	2	12

Readinglist:

- Liebert,R.M.&Spiegler,M.D.Personality:Strategiesand issues.PacificGrove,California:Brooks/Cole PublishingCompany.
- Biscoff,L.J.(1970).Interpretingpersonalitytheories.NewYork:Harper&Roe.
- Hall,C.S.&Lindzey,G.(1978).Theoriesofpersonality,3rdEd.NewYork:J.Wiley &Sons.
- Hjelle,L.A.&Ziegler, D.J.(1991).Personalitytheories:Basicassumptions,researchandapplications. 2ndEd. International Student Edition. McGraw Hill International BookCompany.
- Ryckman,RichardM.(2008).TheoriesofPersonality(NinthEdition).ThomsonWadsworth.

7th SEMESTER (MAJOR 17)	
Title of the course	Advance Cognitive Psychology
Course code	
Total Credit (theory +practical)	3+1=4
Contact hours	
Distribution of Marks	100
Course outcomes	• Identify and gain insight into the different types and models of memory • Explain about the nature and complexity of cognitive processes • Discuss human beings as information processing organisms. • Describe importance of analogical thinking in model making • Explain heuristics in human problem solving • Evaluate role of artificial intelligence in problem solving

UNIT	TITLE	CONTENT	LECTURE	TUTORIAL	TOTAL HOURS
Unit 1	SHORTTER MMEMORY:	Short Term Memory; Serial Position Curve, Recency and STM capacity, Long term Recency; Constant ratio rule, Drugs and STM, Amnesia and Recency effects	13	2	15
Unit 2	LONGTERM MEMORY:	Concept and Models of Long Term Memory, Amnesia and Episodic- Semantic Distinction,	13	2	15

		Declarative Vs Procedural Memory, Implicit and Explicit Memory. Models of Memory; Waugh & Norman, Atkinson & Shiffrin, Levels of Recall, Levels of Processing, Connectionist's model of memory.			
Unit 3	Knowledge representation & mental imagery thinking ,reasoning and problem solving	The Representation of Knowledge, Knowledge as Proposition, Imagery as an Experimental Variable, The Dual Coding Hypothesis, Arguments against Mental Imagery, Imagery and Perception, Neuropsychological Evidence for Mental Imagery. Concept Formation, Logic, Inference and Deductive Reasoning, Syllogistic Reasoning, Decision Making Problem Solving: State G, Goals, and Operators, Heuristics, Analogy, Games and Expertise, Creativity, Human Intelligence.	16	2	18
Unit 4	Practical		10	2	12

Readinglist

- Solso, R.L.(2014).*Cognitive Psychology*. (8thEd.).NewDelhi. Pears on Education India.
- Parkin,A.J.(2015).EssentialCognitivePsychology.PsychologyPress.EastSussex.
- Solso, R.,(2008). Experimental Psychology: A Case Approach (7th ed.).Pearson.
- Woodworth,R.S.,Schlosberg,H.(1971).ExperimentalPsychology.Oxford&Ibh Publishing.
- Hansen,C.,Myers,A.(2005).ExperimentalPsychology.WadsworthPublishingCo.
- Eysenck,M.,&Keane,M.(2010).Cognitivepsychology:Astudent'shandbook(6thEd.). Psychology Press.
- Anderson,J.R.(2014).CognitivePsychologyanditsImplications.(8thEd.).Worth.
- Harré, R.(2000).Cognitive Science: A Philosophical Introduction. Sage: London.
- Baddeley,A.,Eysenck,M.W.,Anderson,M.C.,(2014).Memory.(2ndEd.)Psychology Press.
- Galotti,K.M.(2017).CognitivePsychologyInandOutoftheLaboratory.(6thEd.).Sage Publications.
- Frankish,K.&Ramsey,W.M.(Ed.)(2012).TheCambridgeHandbookofCognitive Science. CUP.
- Goldstein,E.B.(2018).CognitivePsychology:ConnectingMind,Research,andEveryday Experience. (5th Ed.). Wadsworth Publishing Co Inc.

7th SEMESTER (MAJOR 18)	
Title of the course	Psychometric Techniques
Course code	
Total Credit (theory +practical)	3+1= 4
Contact hours	
Distribution of Marks	100
Course outcomes	• Outline the meaning and definition of measurement in psychology and Identify sources of error in measurement and Interpret different scales or levels of measurement explain the nature and origin of psychometrics. • Identify the steps involved in scale/test construction and apply the process of scale standardization include Classical Test Theory and Item Response Theory. • Apply psychological tests in various settings such as clinical, organizational, school and educational and developmental settings. • Apply psychological tests in career counselling and guidance, forensic, sports, defence, and military services. • Outline international guidelines for psychological testing, Identify sources of bias in psychological testing, about professional, illustrate moral, and social issues involved in psychological testing, develop culture-faire tests.

UNIT	TITLE	CONTENT	LECTURE	TUTORIAL	TOTAL HOURS
Unit 1	**Introduction -**	Meaning & definition of measurement; sources of error in Measurement; scales or levels of measurement; nature and origin of psychometrics; history of intelligence testing; ethics of IQ testing.	13	2	15
Unit 2	**Test/Scale construction -**	Steps followed in scale/test construction, Scale Standardization; Classical Test theory and Item Response theory. Ethical issues in psychological testing.	13	2	15
Unit 3	**Application of psychological tests indifferent settings-**	Clinical, Organizational, School and educational, developmental settings. Career counseling and guidance, forensic, sports, defense and military services**.**	16	2	18
Unit 4	**Practical**		10	2	12

Readinglist

- Gregory,R.J.(2008).PsychologicalTesting.(2ndEd.).NewDelhi.DorlingKindersley
- Kaplan,R.M,Saccuzzo,D.P,(2013).PsychologicalTesting:Principles,Applicationand Issues. (8th Ed.). Belmont.CA. Wadsworth

- Anastasi,A.,Ubrina,S.(2009).PsychologicalTesting.(7thEd.).NewDelhi.PHIPvt.Ltd.
- Goldstein,G.,Hersen,M.(2000).HandbookofPsychologicalAssessment.Elsevier
- Nunnally,J.C,Bernstein,I.H,(2010)PsychometricTheory.TataMcGraw-Hills.
- Miller,L.A.,Lovler,R.L.(2015).FoundationsofPsychologicalTesting.(5thEd.).Sage Publications.
- Rust,J.,Golombok,S.(2008).ModernPsychometrics:TheScienceofPsychological Assessment. (3rd Ed.). Routledge.
- Singh,A.K.(2017).Tests,MeasurementsandResearchMethodsinBehaviouralSciences. Bharati Bhawan Publishers & Distributors.
- Cohen,R.J.,Swerdlik,M.E.(2018).PsychologicalTestingandAssessment:An IntroductiontoTestsandMeasurement.(9thEd.).McGrawHillEducation.
- AmericanPsychologicalAssociation.(1993).StandardsforEducationalandPsychological Testing. American Psychological Association.

7th SEMESTER (MAJOR 19)	
Title of the course	**Advanced Psycho-pathology**
Course code	
Total Credit (theory +practical)	
Contact hours	
Distribution of Marks	100
Course outcomes	●Describe the meaning, criteria, and causes of psychopathology and reflect criticall yon the diagnosis and classification of mental disorders, considering cultural issues and challenges as well as learn to diagnose and examine psychiatric patients using DSM-5 and ICD-10. ●Demonstrate various psychological disorders including anxiety, depression, trauma, stress, Obsessive Compulsive Disorder and related disorders ●Detect various lifestyle disorders including internet disorders, sleep disorders, eating disorders, and body image disorders. ●Explain the importance of empathy building, policy and awareness in ntegrated schooling and point out the importance of social inclusion and the role of a psychologist in addressing these issues.

UNIT	TITLE	CONTENT	LECTURE	TUTORIAL	TOTAL HOURS
Unit 1	Concept of Psychopathology-	Meaning criteria, causes; Critical reflection on diagnosis and classification-cultural issues and challenges, diagnosis and examination of psychiatric patients, DSM-5 and ICD-10.	13	2	15
Unit 2	Overview of Psychological disorders-	Anxiety, Depression, trauma and stress, Obsessive Compulsive Disorder and related disorders.	13	2	15

Unit 3	Lifestyle disorders-	Internet addiction disorders-mobile phone addiction, Social media addiction, sleep disorders, eating disorders, body image disorders.	16	2	18
Unit 4	Integrated Schooling, Current issues and socialinclusion -	Empathy building, Role of a psychologist to challenges and threats to social inclusion, sexuality and gender related disorders; media and mental health issues.	10	2	12

Readinglist:

●Comer,R.&Comer,J.(2017).Abnormalpsychology(10thEd.).NewYork:Worth Publishers.Plante, T. G. (2011), Contemporary Clinical Psychology 3rd edition.

●John Wiley & Sons, Inc.Hooley,J., Butcher,J., Nock,M.&Mineka,S.(2016). Abnormalpsychology(17thed.).Pear son.

●Kring,A.,Johnson, S.&Davison, G. (2013). Abnormalpsychology(12thed.).Hoboken, N.J.:Wiley.

●Nevid,J.,Rathus,S.&Greene,B.(2017).Abnormalpsychologyinachangingworld(10thed.).Pearson.

●Whitbourne,S.(2019).AbnormalPsychology:ClinicalPerspectivesonPsychological Disorders (9thed.).NewYork,NY:McGraw-Hill.

8th SEMESTER (MAJOR 20)	
Title of the course	Advanced Psychotherapy
Course code	
Total Credit (theory +practical)	3+1=4
Contact hours	
Distribution of Marks	100
Course outcomes	●Apply Cognitive Therapy by Aaron Beck and Rational Emotive Behavioral Therapy by Albert Ellis practical situations. Apply of the third wave of psychology as techniques in therapy. Represent Carl Rogers' Person-cantered therapy and Victor Frankl's Logo therapy and apply these approaches in practical situations. ●Apply Gestalt techniques including the Empty Chair Technique, Dialogue, Discussion dreams, Attention to body language, Top dog-Underdog, Fantasy, and The Body as a Vehicle of Communication and indicate the strengths, weaknesses of Gestalt Therapy. ●Apply Transactional Analysis, Psychodrama, and Expressive therapy and its types, Indigenous therapies based on transpersonal psychology including trauma- informed therapy, yoga, and mindfulness.

UNIT	TITLE	CONTENT	LECTURE	TUTORIAL	TOTAL HOURS

Unit 1	**Cognitive Behavioral Therapy-**	Cognitive therapy by Aron Beck; Rational Emotive Behavior Therapy by Albert Ellis.	13	2	15
Unit 2	**Third wave of Psychology**	-its applications as techniques in therapy; Humanistic Approach: Carl Rogers Person Centered therapy; Existential Approach: Logo therapy.	13	2	15
Unit 3	**Gestalt technique-** **Therapy in special conditions and other therapeutic interventions-**	Empty Chair technique; Dialogue; Attention to body language; Discussion dreams; Top dog-Underdog; Fantasy; The body as a vehicle of communication-Repetition and Exaggeration; Application of Gestalt Therapy; strengths and Weaknesses. Substance use; HIV/AIDS; Family therapy approaches and techniques; Learning Disabilities; Intellectual disabilities; Transactional analysis; Psychodrama; Expressive therapy and its types: yoga, mindfulness	16	2	18
Unit 4	Practical		10	2	12

Readinglist:

- Boorstein,S.(2000).TranspersonalpsychotherapyAmericanJournalofPsychotherapy,54(3),408-423
- Brems,C.(2001).BasicskillsinPsychotherapy&Counselling.PacificGrove,CA:Brooks/Cole ThomsonLearning.
- Cortright,B.(1997).Psychotherapyandspirit:Theoryandpracticeintranspersonalpsychother apy.SUNYPress.
- Jena,S.P.K.(2008).BehaviourTherapy:Techniques,ResearchandApplications NewDelhi:Sage.
- Kazdin,A.E.(2001).BehaviourModificationinAppliedsettings,6thEd.
- Wadsworth Nelson-Jones,R.(2010).Theory and practice of counselling and therapy. Sage.
- Palmer,S.(Ed.).(2000).IntroductiontoCounselling&Psychotherapy:theessentialguide.Sage.
- SharfR.S.(2015).TheoriesofPsychotherapy&Counselling:Concepts&cases.Cengage Learning.

8th SEMESTER (MAJOR 21)	
Title of the course	**Geriatric Psychology**
Course code	
Total Credit (theory +practical)	4
Contact hours	
Distribution of Marks	100

Course outcomes	●Understand the concept of Geriatric Psychology and its importance. ●Apply basic principles from lifespan development to the study of aging. ●Recognize important normal and pathological age-related changes. ●Describe the different age related diseases and coping strategies. ●Examine the importance of care and welfare needs of the aged.

UNIT	TITLE	CONTENT	LECTURE	TUTORIAL	TOTAL HOURS
Unit 1	UNDERSTANDINGGERIATRICPSYCHOLOGY	Definition of Geriatric Psychology ,importance and scope, Old age-definition, meaning and concept, demographics of aging, myths and stereotypes about aging.	13	2	15
Unit 2	DEVELOPMENTALCHANGESINOLDAGE	Cognitive changes, physical changes, psychological and social changes, theories of successful ageing	13	2	15
Unit 3	AGINGAND HEALTH	Diseases like Osteoporosis, Arthritis, Sensory dysfunction Psychological disorders in later period- Depression, Dementia, Stress, Anxiety, Panic disorder, phobia, Alcohol abuse and other drugs, loneliness	16	2	18
Unit 4	CAREANDWELFARENEEDS	Needs of elderly people-physical, intellectual, emotional and social needs, issues in family support and caregiving, types of caregiving; formal and informal, caregivers stress and management	10	2	12

ReadingList

- Birren,J.E.&Schaie.K.W.(2006).HandbookofPsychologyofAging(6thEdition). Boston: Elevier Academic Press.
- John,W.Santrock(2011).LifeSpanDevelopment(13thEdition).NewYork:The McGraw Hill Companies.
- Malcom,L.Johnson(2005).TheCambridgehandbookofAgeandAging.NewYork: Cambridge University press
- Stuart,I&Hamilton(2011).AnIntroductiontoGerontology.NewYork;Cambridge University Press

8th SEMESTER (MAJOR 22)	
Title of the course	**Psychology of Gender**
Course code	
Total Credit (theory +practical)	4
Contact hours	
Distribution of Marks	100
Course outcomes	●Describe the concept of sex and gender and identify the similarities and differences. ●Illustrate on Stigma and Discrimination as the basis of Gender Inequality. ●Explain the role of Gender in Mental Health; Challenges of adolescence-gender intensification, puberty, body image, peer influence. ●Examine the psychological components of gender, Challenges of adolescence and adjustment issues. ●Critically analyze the psychological theories related to gender.

UNIT	TITLE	CONTENT	LECTURE	TUTORIAL	TOTAL HOURS
Unit 1	Understanding psychology of gender	Concept of Sex and Gender: Definition, Similarity and difference; Role of Chromosomes and Hormones; Salience of Gender; Gender Issues and stereotyping, Stigma and Discrimination as the basis of Gender Inequality	13	2	15
Unit 2	Gender and mental health	Gender and Mental Health; Challenges of adolescence-gender intensification, puberty, body image, peer influence; Adjustment to illness-male female gender roles, Sex differences in mental illness, Suicide-the gender paradox	13	2	15
Unit 3	Gender and its psychosocial components	Conception of Self-Self-Confidence & Self-Esteem; Achievement and Attribution; Interactive and Leadership Styles; Parenting style; Gender and Language	16	2	18
Unit 4	Perspectives in psychology of gender	Observations of Sex Comparison-Cognitive domain, Social domain, Moral domain; Theories of Sex Comparison-	10	2	12

		Biological Theories, Social Learning Theory, Cognitive Development Theory; Gender Schema Theory			

Reading List

- Cohen,B.(Producer)&Mendes,S.(Director).(2008).*RevolutionaryRoad*[Motion Picture]. MODULEed States: Paramount Vantage DreamWorks Pictures.
- Helgeson,V.S.(2012).*PsychologyofGender*(4thEdition).NewDelhi:Pearson
- Magnusson,E&Marecek,J.(2012).*GenderandCultureinPsychology:Theoryand practice*. New York: Cambridge University Press
- Rudman,L.A&Glick,P.(2010).*TheSocialPsychologyofGender:Howpowerand intimacy shape gender relations*. New York; London: The Guilford Press
- Bordo,S.(1997).AneroxiaNervosa:Psychopathologyasthecrystallizationofculture.In Gergen,MaryM. &Davis,SaraN.(Ed.),*TowardaNewPsychologyofGender*.New York: Routledge

  LamaAbu-Odeh.(1997).Post-ColonialFeminismandtheVeil,Thinkingthedifference.

InGergen,MaryM.&Davis,SaraN.(Ed.),*TowardaNewPsychologyofGender*.NewYork: Routledge

- Hare-Mustin,Rachel.(1997).DiscourseintheMirroredRoom,PostmodernAnalysisof Therapy.InGergen,MaryM.&Davis,SaraN.(Ed.),*TowardaNewPsychologyof Gender*.NewYork:Routledge
- Gilligan, Carol. (1997). Remapping the Moral Domain: New Images of the Self in Relationship.InZanardi,Claudia(Ed.),*EssentialPapersonthePsychologyofWomen.*New York: New York University Press.

8th SEMESTER (MAJOR 23)	
Title of the course	Research Mini Project/Dissertation
Course code	
Total Credit (theory +practical)	4
Contact hours	
Distribution of Marks	100
Course outcomes	

UNDER GRADUATE DEGREE WITH HONORS WITH RESEARCH

8th SEMESTER (MAJOR 20)	
Title of the course	Research Mini Project/Dissertation
Course code	
Total Credit (theory +practical)	4
Contact hours	
Distribution of Marks	100
Course outcomes	

8th SEMESTER (MAJOR 21)	
Title of the course	Seminar/Project based course and Presentation
Course code	
Total Credit (theory +practical)	4
Contact hours	
Distribution of Marks	100
Course outcomes	