

Bachelor of Science (B.S.) – Applied Psychology (Honors)
Syllabus 2026

4 Year, 8 Semesters Full-Time Programme
Choice Based Credit System (CBCS) & Grading System
Outcome-Based Education Pattern

1.0 Preamble:

The **Bachelor of Science (B.S.) - Applied Psychology (Honors)** Programme at L.D. Arts College (Autonomous) is designed to provide students with a clear understanding of various fields of psychology. The curriculum follows the CBCS and Outcome Based Education framework as per UGC and NEP-2020 guidelines.

The study of behavioural science aims to provide a broad, scientific, and humanistic understanding of the complexities of the human mind and behaviour. Psychology is of utmost need in almost every field of life and helps to solve the problems of daily life. This course is specially designed to cater to students by imparting knowledge about scientific methods to understand all the relevant concepts of human beings.

The study of Psychology at the collegiate level ought to be aimed at developing a basic understanding and equipping the student with knowledge to choose further advancement and specialization in the field.

This curriculum reflects the institution's commitment to quality education, academic autonomy, and preparing students for careers in public service, research, civil society, and higher studies, while fostering responsible citizenship and lifelong learning.

2.0 Definitions

2.1 Bachelor's Degree:

The Bachelor's Degree refers to the qualification conferred upon a student after the successful completion of **132 credits** distributed across the first **six semesters** of the programme.

2.2 Bachelor's Degree (Honors):

The Bachelor's Degree (Honors) refers to the qualification conferred upon a student after the successful completion of **176 credits** distributed across **eight semesters** of the programme.

2.3 Choice-Based Credit System(CBCS):

CBCS is a flexible academic framework that allows students to choose courses from a prescribed course basket, thereby enabling academic mobility, interdisciplinary learning, and a learner-centric approach.

2.4 Credit:

For a semester of **15 weeks**, credit allocation is determined as follows:

- a. **One hour** of Lecture per week constitutes **1 credit** per semester.
- b. A minimum of **two hours** of Tutorials per week constitutes **1 credit** per semester.
- c. A minimum of **two hours** of Practice (Practical/Project Work) per week constitutes **1 credit** per semester.

Each credit is composed of three components under the **LTP pattern**:

Lecture (L) + Tutorial (T) + Practice (P).

2.5 Course:

A course refers to a specific subject offered in a particular semester with a predetermined credit value and defined learning outcomes.

2.6 Course Announcement:

The college shall announce, before the commencement of each semester, the elective courses it intends to offer from the broader course basket. Offering all electives is not mandatory; the decision of the Principal shall be final. However, in the true spirit of CBCS, students should be provided meaningful academic choices beyond the minimum elective requirement.

2.7 Course Registration:

Every student must register each semester for the elective and compulsory courses selected. Upon admission, each student shall be assigned a Faculty Advisor who will provide academic counselling and guide the student in course selection, considering academic background and career aspirations. Registration shall be completed within the first week of Semester I, and immediately after the conclusion of each subsequent semester for Semesters II to VIII.

2.8 Course Outcomes (COs):

Course Outcomes are measurable statements describing the specific knowledge, skills, competencies, and attitudes that learners are expected to acquire upon successful completion of a course.

2.9 Grading System:

The programme follows the **10-point grading system** prescribed by the UGC, based on the **Semester Grade Point Average (SGPA)** and **Cumulative Grade Point Average (CGPA)** for assessing academic performance.

2.10 Graduate Attributes:

Graduate Attributes refer to the essential capabilities, values, dispositions, and behaviours that learners are expected to demonstrate as responsible individuals and professionals over the course of their academic and personal development.

2.11 Outcome Based Education (OBE):

OBE is a learner-centred educational approach focused on clearly defined performance outcomes. Its framework emphasizes:

- a. The performer – **the learner**, not merely the instructor;
- b. The performable – outcomes that can be demonstrated and assessed;
- c. The performance – the achievement of outcomes rather than the completion of tasks.

2.12 Outcome Based Assessment:

Outcome Based Assessment requires course instructors to clearly identify the intended learning outcomes of a course or programme and to gather appropriate evidence demonstrating that students have achieved these outcomes. It specifies how each outcome will be assessed, what evidence is relevant, and what standards or criteria will be applied. Assessment is a core component of OBE and determines the attainment of academic qualifications.

2.13 Programme Educational Objectives (PEOs):

PEOs are broad, long-term statements describing what graduates are expected to achieve in their professional careers and personal lives a few years after completing the programme. They reflect the programme's vision of preparing graduates for meaningful

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societal and professional contribution.

2.14 Programme Outcomes (POs):

Programme Outcomes are specific statements outlining the knowledge, skills, and abilities that learners are expected to demonstrate by the time they successfully complete the programme.

2.15 Programme Specific Outcomes (PSOs):

PSOs are discipline-focused statements defining what learners specializing in Political Science are expected to know and be able to apply upon graduation. PSOs reflect the unique academic combination of courses offered by the department.

2.16 Semester:

A semester represents one half of the academic year and consists of designated teaching days, evaluation activities, and examinations in accordance with UGC and University regulations.

2.17 Teaching and Learning Activities:

Teaching and Learning Activities refer to pedagogical methods, academic practices, and instructional strategies designed to engage students and facilitate the attainment of intended learning outcomes.

3.0 B.S. – Applied Psychology (Honors) Programme Focus

3.1 Programme Educational Objectives (PEOs)

PEO 1: This programme aims to provide learning scopes by orienting the students towards scientific study of human mind and behaviour.

PEO 2: Developing knowledge of basic psychological concepts, scientific methods, and ability to appreciate the challenges in real life settings.

PEO 3: Promoting self-understanding, reflexivity and personal growth of the students.

PEO 4: Have ability to engage in independent thinking, identify, construct and evaluate arguments, solve problems systematically, reason clearly, rigorously question ideas and critique theories and research in psychology.

PEO 5: Developing respect for social diversity and increasing social and cultural relevance of learning

3.2 Programme Outcomes (POs)

At the end of the B.S. – Applied Psychology (Honors) programme, the learner will be able to:

PO 1: Foundational Knowledge: Imparting and applying knowledge of basic psychological concepts and models to gain an understanding of human nature and behaviour.

PO 2: Critical Thinking and Problem Solving: To develop the ability to employ the tools of critical thinking and methods of enquiry in identifying, formulating, analyzing, and evaluating complex problems and issues for arriving at effective solutions from first principles.

PO 3: Community Engagement & Service: To demonstrate the capability to participate in community-engaged services/ activities for promoting the well-being of society.

PO 4: Communication Skills: To Speak, read, write, and listen clearly in person and through electronic media the knowledge gained and disseminated to people through media and technology.

PO 5: Coping with Real Life Situations: To demonstrate the capability to solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations.

PO 6: Creativity: To demonstrate the ability to view a problem or a situation from multiple perspectives; think ‘out of the box’ and generate solutions to complex problems in unfamiliar contexts; adopt innovative, imaginative, lateral thinking, interpersonal skills and emotional intelligence.

PO 7: Multicultural competence: Develop an ability to understand psychological realities in various cultural contexts.

PO 8: Scientific Reasoning: To demonstrate the ability to apply values of objectivity and open mindedness to break stereotypes about psychological conditions.

PO 9: Research Skills: To Demonstrate the ability to plan, design and conduct research while adhering to ethical guidelines, including collecting data using qualitative and quantitative research methods. Also, applying the latest technologies such as AI tools to research and improve health and wellbeing.

PO 10: Leadership Qualities: Ability to articulate and motivate self and others in a team and play the role of inspiration in developing a clear sense of purpose.

4.0 B.S. – Applied Psychology (Honors) Programme Course Types and Evaluation Pattern:

Sr. No.	Course Type	Credits	CCE Marks	ECE Marks	Total Marks
1	Major Course	8	50	50	100
2	Minor Course	4	50	50	100
3	Multidisciplinary Course	4	50	50	100
4	Skill Enhancement Course	2	25	25	50
5	Ability Enhancement Course	2	25	25	50
6	Indian Knowledge System	2	25	25	50
7	Value Added Courses	2	25	25	50

* **Comprehensive Concurrent Evaluation**

** **College Internal Evaluation**

Course Types Definitions

1. Major Course:

Major Courses are compulsory core courses offered across various semesters of the programme, forming the primary field of study in Applied Psychology (Honors). The learner must earn 68 credits in Major Courses (including 4 credits assigned to the Internship) for the Bachelor's Degree, and 92 credits (including 4 Internship credits) for the Bachelor's Degree with Honors.

2. Minor Course:

Minor Courses are compulsory courses offered across semesters that complement the learner's major area of study by providing exposure to allied disciplines. The learner must earn **24 credits** in Minor Courses for the Bachelor's Degree and **32 credits** for the

3. Multidisciplinary Course (MDC):

Multidisciplinary Courses are elective courses offered by other faculties or disciplines that enrich the learner's academic breadth and interdisciplinary understanding. The learner must earn **12 credits** in Multidisciplinary Courses during the first three semesters of the programme.

4. Skill Enhancement Course (SEC):

Skill Enhancement Courses are elective courses designed to strengthen practical, research, analytical, and professional skills relevant to academic and field-based learning. The learner must earn **10 credits** in SECs for the Bachelor's Degree and **10 credits** for the Bachelor's Degree with Honors.

5. Ability Enhancement Course (AEC):

Ability Enhancement Courses are elective courses oriented toward strengthening foundational abilities such as communication, digital skills, analytical reasoning, and academic proficiency. The learner must earn **10 credits** in AECs as part of the Bachelor's Degree with Honors.

6. Indian Knowledge System (IKS):

IKS courses introduce learners to India's cultural heritage, values, political traditions, philosophical foundations, arts, and civilizational knowledge. The learner must complete **4 credits** in IKS as a component of the degree programme.

7. Value Added Courses (VAC):

Value courses are elective courses designed to enhance life skills, ethical awareness, problem-solving abilities, and holistic personal development. The learner must earn **4 credits** in VAC as part of the degree programme.

5.0 The Programme Structure:

Academic Year	FIRST YEAR		SECOND YEAR		THIRD YEAR		FOURTH YEAR	
Semester	SEM I	SEM II	SEM III	SEM IV	SEM V	SEM VI	SEM VII	SEM VIII
Course	Course Classification	Course Classification	Course Classification	Course Classification	Course Classification	Course Classification	Course Classification	Course Classification
	Major 1 (4C)	Major 3 (4C)	Major 5 (4C)	Major 8 (4C)	Major 11 (4C)	Major 14 (4C)	Major 17 (4C)	Major 20 (4C)
	Major 2 (4C)	Major 4 (4C)	Major 6 (4C)	Major 9 (4C)	Major 12 (4C)	Major 15 (4C)	Major 18 (4C)	Major 21 (4C)
	Minor 1 (4C)	Minor 2 (4C)	Major 7 (4C)	Major 10 (4C)	Major 13 (4C)	Major 16 (4C)	Major 19 (4C)	Major 22 (4C)
	MDC 1 (4C)	MDC 2 (4C)	MDC 3 (4C)	Minor 3 (4C)	Minor 4 (4C)	Minor 6 (4C)	Minor 7 (4C)	Minor 8 (4C)
	AEC 1 (2C)	AEC 2 (2C)	AEC 3 (2C)	AEC 4 (2C)	Minor 5 (4C)	AEC 5 (2C)	Research Project/On the Job Training (6C)	Research Project/ On the Job Training (6C)
	SEC 1 (2C)	SEC 2 (2C)	SEC 3 (2C)	SEC 4 (2C)	SEC 5 (2C)	Internship (4C)		
	IKS 1 (2C)	VAC 1 (2C)	IKS 2 (2C)	VAC 2 (2C)				
TOTAL CREDITS	22	22	22	22	22	22	22	22

Total Credits for the Bachelor's Degree Programme: - 132

Total Credits for the Bachelor's Degree (Hons.) Programme: - 176

Note –

- 1.Students who pursue their fourth year with a research component are required to undertake the Research Project as their subject.
- 2.Students who pursue their fourth year without a research component are required to undertake the on job Training as their subject.

6.00 Multiple Entry–Exit Option

The **B.S. – Applied Psychology (Honors)** programme is fully compliant with the *Curriculum and Credit Framework for Undergraduate Programmes* issued by the University Grants Commission (UGC). Accordingly, the programme provides students with multiple entry and exit options as mandated under NEP 2020.

Learners may exit the programme at the following stages:

- **After First Year:** Award of **UG Certificate**
- **After Second Year:** Award of **UG Diploma**
- **After Third Year:** Award of **UG Degree**
- **After Fourth Year:** Award of **UG Honors Degree**

Learners who exit after the first or second year, upon successful completion of the required credits, may **re-enter the programme within a period of three years** and complete the degree within a **maximum duration of seven years** from the year of initial admission.

All other norms shall be governed by **Section 3.2.3 of the UGC Curriculum and Credit Framework for Undergraduate Programmes (December 2022)**.

Every learner must undergo and complete an **Internship, Field Engagement, Apprenticeship, or Research Attachment** with an organization, department, institution, or community-based initiative during the designated term. This may include NGOs, government departments, research organizations, policy think tanks, academic institutions, media houses, or other relevant bodies in the domain of public affairs and governance.

Completion of the internship shall be **mandatory** for learners who opt to exit after the first year (Certificate level) or after the second year (Diploma level).

The Internship Project shall carry **4 credits**, and being categorized under **Practice**, each student must complete a minimum of **120 hours** of documented work.

Evaluation of the Internship / Field Engagement Project

7.1 Mandatory Approvals

The student must obtain **advance written approval** from the Faculty Guide and the Head of the Department before initiating the internship and confirming the host organization.

7.2 Topic Approval

The student must also receive approval from the Faculty Guide and the Director/Principal regarding the internship topic and organization before commencing the Summer Internship Project (SIP).

7.3 External Evaluation (50 Marks)

Students shall obtain a formal evaluation from their external guide/supervisor at the host organization.

The external evaluation (50 marks) shall include:

- The nature and scope of work undertaken
- The student's professional conduct and effectiveness
- The relevance and attainment of the learning outcomes
- The utility of the project to the host organization

The external evaluation sheet must be duly **signed and stamped** and included in the final SIP report.

7.4 Internal Certification

The completion of the SIP shall be certified by the respective Faculty Guide and approved by the Director/Principal of the Institute.

7.5 Internal Viva-Voce (50 Marks)

The college-level evaluation shall consist of a **Viva-Voce of 50 marks** conducted jointly by the Faculty Guide and the Head of the Department.

7.6 Record Maintenance

Copies of the SIP report and all related evaluation documents shall be retained by the college for **five academic years**.

8.00 Comprehensive Concurrent Evaluation (CCE) / College Internal Evaluation (CIE)

1. The course teacher shall prepare the **Comprehensive Concurrent Evaluation (Formative Assessment) scheme** before the commencement of the term. The scheme must clearly articulate the linkages of each CCE component with the corresponding Course Outcomes (COs) and specify the targeted attainment levels for each CO.
 2. The **Head of the Department (HOD)** shall review and approve the proposed CCE scheme, with or without modifications.
 3. The approved CCE scheme shall be displayed by the course teacher on the **Notice Board/ERP (Enterprise Resource Planning)** and uploaded on the college website **no later than the first week of the term**.
 4. Each CCE component shall carry a **minimum of 25 marks**.
 5. For a **4-credit course**, there shall be a **minimum of three CCE components**. Final CCE marks shall be converted to 50 using either the **average** or **best two out of three** formulae.
 6. For a **2-credit course**, there shall be a **minimum of two CCE components**. Final CCE marks shall be converted to 50.
 7. CCE activities shall be **distributed throughout the duration of the course** and must be conceptualized, implemented, evaluated, and documented by the course teacher. Documentation shall include **student-wise and class-wise attainment levels** for each CO and the overall attainment for the course.
 8. The assessment outcomes of each CCE component must be **duly signed** by the course teacher and the Programme Coordinator/HOD of the college.
 9. A signed copy of the CCE outcome shall be displayed on the **Notice Board/ERP within one week** of the assessment. Course teachers shall provide guidance or feedback to students as required.
 10. The college may conduct **additional make-up or remedial CCE components** at its discretion.
 11. At the end of the term, the **aggregate CCE scores/grades** shall be calculated, and the corresponding **CO attainment levels** shall be determined by the course teacher. These outcomes shall also be displayed on the Notice Board/ERP.
 12. All CCE records shall be retained for **five academic years** from the end of the relevant Academic Year, i.e., **Current Academic Year (CAY) + 4 years**.
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9.00 End-Semester Evaluation (ESE)

1. The **End-Semester Evaluation (Summative Assessment)** for all courses shall be conducted by the **Examination Department/Examination Committee** of the college, headed by a full-time regular faculty member nominated by the Principal as the **Controller of Examinations**.
2. The weightage for the End-Semester Evaluation (ESE) shall be as follows:
 - o **4-Credit Course:** 50 marks
 - o **2-Credit Course:** 25 marks
3. The ESE question paper for each course shall consist of **five questions**, each carrying **10 marks**, totaling **50 marks**.
For **2-credit courses**, the aggregate score out of 50 shall be **proportionately converted to 25 marks**.
4. All questions shall be **compulsory**, with **internal choices** provided within each question as per the approved examination scheme.
5. The **broad structure** of the ESE question paper shall be as follows:

Question Number	Cognitive Abilities Evaluated	Nature	Unit
Q.1	Remembering	Answer Q.1 or Q.1	1
Q.2	Understanding	Answer Q.2 or Q.2	2
Q.3	Applying	Answer Q.3 or Q.3	3
Q.4	Analyzing	Answer Q.4 or Q.4	4
Q.5	Evaluating	Answer any 10 MCQ/Obj. types answer out of 12	From Units 1 to 4
	Creating		

10.00 Passing Standard

- A learner shall be deemed to have earned the credits for a course only if he/she secure a **minimum of 36% marks** in that course.
- **Formative Evaluation (CCE/CIE)** and **Summative Evaluation (ESE)** shall be treated as **separate heads of passing**.

10.1 Grading System

The programme shall follow the **Indirect and Absolute Grading System**. Assessment of individual courses shall be conducted in terms of marks; however, marks will subsequently be converted into **Grades and Grade Points** using a defined grading mechanism that reflects the learner's overall performance after considering the credit weightage of each course.

The **10-point standard grading scale** prescribed by the UGC shall be used.

A student's academic performance will be represented through the following indices:

(a) Semester Grade Point Average (SGPA):

The Grade Point Average earned by a learner in a given semester.

(b) Cumulative Grade Point Average (CGPA):

The Grade Point Average calculated across all completed semesters at any given point in time.

10.2 Degree Requirements

For the **B.S. – Applied Psychology (Honors)** programme, the credit requirements are as follows:

- **Bachelor's Degree (Three-Year Programme):** Minimum **132 credits**
 - **Bachelor's Degree with Honors (Four-Year Programme):** Minimum **176 credits**
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10.3 Maximum Duration for Completion of the Programme

The maximum permissible duration for completing the programme, inclusive of all exits and re-entries permitted under the NEP framework, shall be **7 years** from the date of first admission.

11.00 Attendance

A student must maintain a **minimum of 75% attendance per course per semester** to be granted the term.

The college may, in exceptional circumstances, **condone up to 10% attendance shortage**.

If a student fails to meet the minimum attendance requirement, the college reserves the right to **withhold permission to appear for the examination** in the concerned course.

Attendance %	Marks (Out of 10)	Marks (Out of 05)
75% and Above	10	05
70% to 74.99%	08	04
65% to 69.99%	06	03
57% to 64.99%	04	02
50% to 56.99%	02	01
50%	00	00
Below 50%	Form Withdrawal	Form Withdrawal

12.00 Medium of Instruction

The **Medium of Instruction and Evaluation** for the B.S. – Applied Psychology (Honors) a programme shall be **English**.

13.00 Detailed Course List (Annexure 1)

(Will contain the full Psychology Major, Minor, MDC, SEC, AEC, IKS, VAC course lists.)

14.00 Detailed Syllabus for Each Course (Annexure 2)

(Will include COs, Units, Reading Lists, Session Plans, Assessment Patterns.)

Annexure 1
Detailed Course List

B.S. Applied Psychology (Honors) Course
Semester-Wise Course Structure

Semester-1

Sr. No.	Course Code	Course Type	Credits	Title
1	111	Major Course-1	4	Foundations of Psychological Processes-I
2	112	Major Course-2	4	Child Development and Adolescence
3	113	Minor Course	4	<i>(Political Science)</i> Foundations of Political Science
4	114	Multidisciplinary Course	4	<i>(Economics)</i> Introduction to Economics-01
5	115	Ability Enhancement Course	2	Basics of IT Tools and Spread sheet
6	116	Skill Enhancement Course	2	Basic English Communication
7	117	Indian Knowledge System	2	Introduction to Indian Knowledge System
Total Credits			22	

Semester-2

Sr. No.	Course Code	Course Type	Credits	Title
1	121	Major Course-1	4	Foundations of Psychological Processes-II
2	122	Major Course-2	4	Adulthood and Ageing
3	123	Minor Course	4	<i>(Political Science)</i> Political Theory
4	124	Multidisciplinary Course	4	<i>(Economics)</i> Introduction to Economics-02
5	125	Ability Enhancement Course	2	Advance Spreadsheet Tools
6	126	Skill Enhancement Course	2	Presentation Skills
7	127	Value Added Courses	2	SWAYAM Course
Total Credits			22	

Multidisciplinary Courses (Elective Course – 4 Credits Each)

Semester	Course No.	Course
1	114	Economics- Introduction to Economics-01
2	124	Economics- Introduction to Economics-02
3	234	Economics-

Ability Enhancement Courses
(Elective Course – 2 Credits Each)

Semester	Course No.	Course Title
1	115	Basics of IT Tools and Spreadsheet
2	125	Advance Spreadsheet Tools
3	235	Data Analysis & Interpretation using Statistics
4	245	Data Analysis & Interpretation using Power BI
6	365	Political Journalism

Skill Enhancement Courses
(Elective Course – 2 Credits Each)

Semester	Course No.	Course Title
1	116	Basic English Communication
2	126	Presentation Skills
3	236	Public Speaking Skills
4	246	Research Methodology
5	356	Leadership Lab

Value Added Courses
(Elective Course – 2 Credits Each)

Semester	Course No.	Course Title
2	127	SWAYAM Course
4	247	Thinking and Problem Solving

Indian Knowledge System
(Elective Course – 2 Credits Each)

Semester	Course No.	Course Title
1	117	Introduction to Indian Knowledge System
3	237	Indian Knowledge System

***From Swayam Courses**

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Detailed Syllabus

Course Details:

Curriculum Designed for: UG		Self-Finance Programme: B.S. in Applied Psychology
Semester: I	Course No.: 111	Course Title: Foundations of Psychological Processes – I
Credits: 04	Course Code: DSC-C-PSY-1	Course Category: Major

Course Objectives:

Upon successful completion of this course, students will be able to:

1. Develop a foundational understanding of the nature, scope, historical development, and scientific basis of psychology.
2. Explain the concepts, theories, and determinants of motivation, emotion, stress, and health from biological, cognitive, and socio-cultural perspectives.
3. Apply psychological principles to understand human behaviour and everyday psychological experiences.
4. Develop critical thinking and scientific inquiry skills for analyzing psychological phenomena using evidence-based approaches.
5. Cultivate emotional competence, resilience, and healthy coping strategies to promote psychological well-being.
6. Encourage creativity and problem-solving by designing practical psychological interventions for improving individual and community well-being.

Course Outcomes:

Upon successful completion of this course, the learner will be able to:

CO	Course Outcome	Bloom's Taxonomy
CO1	Recall the fundamental concepts, terminology, historical development, scope, scientific methods, and major areas of psychology, including the contributions of Indian psychology.	Remember (C1)
CO2	Explain the concepts, theories, and principles of motivation, emotion, stress, health, and emotional intelligence.	Understand (C2)
CO3	Apply psychological theories and concepts to interpret everyday behaviour, emotional experiences, motivation, and stress-related situations.	Apply (C3)
CO4	Analyze the biological, cognitive, social, and environmental factors influencing motivation, emotions, stress, coping processes, and defense mechanisms.	Analyze (C4)
CO5	Evaluate the effectiveness of different motivational theories, emotional regulation strategies, coping mechanisms, and psychological approaches for promoting mental health and well-being.	Evaluate (C5)
CO6	Design evidence-based strategies or interventions to enhance motivation, emotional well-being, stress management, and healthy lifestyle practices in educational, workplace, or community settings.	Create (C6)

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Detailed Syllabus

Course Contents:

Unit no.	Unit Contents	Sessions Allotted
1	Introduction to Psychology • Definition, nature and goals of psychology • Early viewpoints and modern perspectives • The scope of psychology • Psychology in India • Scientific methods in psychology	15
2	Motivation • Definition of motivation, drive and instinct • Nature of motivation • Theories of motivation • Biological motives – Hunger and Thirst • Social motives – achievement, affiliation, power	15
3	Emotion • Definition and nature of emotions • Physiology of emotions • Emotional expression • Theories of emotions • Emotional Intelligence	15
4	Stress and Health • Definition of stress and stressors • Sources of stress • Factors in the stress reaction • Coping with stressors • Psychological defense mechanisms	15

Reference books:

1. Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J., & Nolen-Hoeksema, S. (2000). Hilgard's introduction to psychology (13th ed.). Harcourt College Publishers.
2. Ciccarelli, S. K., & White, J. N. (2024). Psychology (7th ed.). Pearson.
3. Myers, D. G., & DeWall, C. N. (2023). Psychology (14th ed.). Worth Publishers.
4. Plotnik, R., & Kouyoumdjian, H. (2019). Introduction to psychology (11th ed.). Cengage Learning.
5. Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (1986). Introduction to psychology (7th ed.). McGraw-Hill.

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Detailed Syllabus

Course Details:

Curriculum Designed for: UG		Self-Finance Programme: B.S. in Applied Psychology
Semester: I	Course No.: 112	Course Title: Child Development and Adolescence
Credits: 04	Course Code: DSC-C-PSY-2	Course Category: Major

Course Objectives:

Upon successful completion of this course, students will be able to:

1. Develop a comprehensive understanding of the principles, theories, and stages of child and adolescent development from conception through adolescence.
2. Explain the biological, physical, cognitive, emotional, and psychosocial processes underlying growth and development across childhood and adolescence.
3. Apply developmental theories and concepts to understand individual differences and developmental changes in real-life contexts.
4. Develop analytical and critical thinking skills to evaluate major theoretical perspectives and contemporary issues in developmental psychology.
5. Foster sensitivity towards developmental diversity and promote evidence-based approaches for supporting healthy child and adolescent development.
6. Encourage ethical, scientific, and reflective approaches to addressing developmental needs in educational, family, and community settings.

Course Outcomes:

Upon successful completion of this course, the learner will be able to:

CO	Course Outcome	Bloom's Taxonomy
CO1	Recall the fundamental concepts, principles, stages, and theoretical perspectives of child and adolescent development, including prenatal development and factors influencing growth.	Remember (C1)
CO2	Explain the physical, cognitive, emotional, and psychosocial developmental processes occurring from infancy through adolescence using major developmental theories.	Understand (C2)
CO3	Apply developmental theories and principles to interpret children's and adolescents' behaviour, developmental milestones, and age-appropriate characteristics in real-life situations.	Apply (C3)
CO4	Analyze the influence of biological, environmental, cognitive, emotional, and social factors on physical growth, cognitive development, attachment, self-concept, and identity formation.	Analyze (C4)
CO5	Evaluate major developmental theories, particularly Piaget's cognitive-developmental theory, and assess their strengths, limitations, and applicability in understanding child and adolescent development.	Evaluate (C5)
CO6	Design developmentally appropriate strategies, activities, or interventions to promote healthy physical, cognitive, emotional, and psychosocial development in children and adolescents across educational, family, and community settings.	Create (C6)

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Detailed Syllabus

Course Contents:

Unit no.	Unit Contents	Sessions Allotted
1	Introduction to Child Development and Adolescence • The field of child development • Basic issues • Theoretical perspectives • Prenatal development • Prenatal environmental influences • Childbirth	15
2	Physical development in childhood and adolescence • The organized infant • Motor development in infancy • Perceptual development in infancy • The course of physical growth • Factors affecting physical growth • Puberty: the physical transition to adulthood	15
3	Cognitive Development in childhood and adolescence • Piaget's cognitive-developmental theory • Sensorimotor stage • Preoperational stage • Concrete operational stage • Formal operational stage • Evaluation of Piaget's theory	15
4	Emotional development and Understanding self • Development of emotional expression and understanding emotions of others • Temperament and development • Development of attachment • Emergence of self and development of self-concept • Self-esteem • Constructing an identity	15

Reference books:

1. Berk, L. E. (2023). Child development (11th ed.). Pearson.
2. Santrock, J. W. (2024). Life-span development (19th ed.). McGraw-Hill Education.
3. Hurlock, E. B. (1981). Developmental psychology: A life-span approach (5th ed.). McGraw-Hill.
4. Papalia, D. E., & Martorell, G. (2024). Experience human development (15th ed.). McGraw-Hill Education.
5. Feldman, R. S. (2023). Development across the life span (10th ed.). Pearson.

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Detailed Syllabus

Course Details:

Curriculum Designed for: UG		Self-Finance Programme: B.S. in Applied Psychology
Semester: I	Course No.: 113	Course Title: Basic Psychological Processes – I
Credits: 04	Course Code: DSC-M-PSY-1	Course Category: Minor

Course Objectives:

Upon successful completion of this course, students will be able to:

1. Develop a foundational understanding of the nature, scope, historical development, and scientific basis of psychology.
2. Explain the concepts, theories, and determinants of motivation, emotion, stress, and health from biological, cognitive, and socio-cultural perspectives.
3. Apply psychological principles to understand human behaviour and everyday psychological experiences.
4. Develop critical thinking and scientific inquiry skills for analyzing psychological phenomena using evidence-based approaches.
5. Cultivate emotional competence, resilience, and healthy coping strategies to promote psychological well-being.
6. Encourage creativity and problem-solving by designing practical psychological interventions for improving individual and community well-being.

Course Outcomes:

Upon successful completion of this course, the learner will be able to:

CO	Course Outcome	Bloom's Taxonomy
CO1	Recall the fundamental concepts, terminology, historical development, scope, scientific methods, and major areas of psychology, including the contributions of Indian psychology.	Remember (C1)
CO2	Explain the concepts, theories, and principles of motivation, emotion, stress, health, and emotional intelligence.	Understand (C2)
CO3	Apply psychological theories and concepts to interpret everyday behaviour, emotional experiences, motivation, and stress-related situations.	Apply (C3)
CO4	Analyze the biological, cognitive, social, and environmental factors influencing motivation, emotions, stress, coping processes, and defense mechanisms.	Analyze (C4)
CO5	Evaluate the effectiveness of different motivational theories, emotional regulation strategies, coping mechanisms, and psychological approaches for promoting mental health and well-being.	Evaluate (C5)
CO6	Design evidence-based strategies or interventions to enhance motivation, emotional well-being, stress management, and healthy lifestyle practices in educational, workplace, or community settings.	Create (C6)

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Course Contents:

Unit no.	Unit Contents	Sessions Allotted
1	Introduction to Psychology • Definition, nature and goals of psychology • Early viewpoints and modern perspectives • The scope of psychology • Psychology in India • Scientific methods in psychology	15
2	Motivation • Definition of motivation, drive and instinct • Nature of motivation • Theories of motivation • Biological motives – Hunger and Thirst • Social motives – achievement, affiliation, power	15
3	Emotion • Definition and nature of emotions • Physiology of emotions • Emotional expression • Theories of emotions • Emotional Intelligence	15
4	Stress and Health • Definition of stress and stressors • Sources of stress • Factors in the stress reaction • Coping with stressors • Psychological defense mechanisms	15

Reference books:

1. Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J., & Nolen-Hoeksema, S. (2000). Hilgard's introduction to psychology (13th ed.). Harcourt College Publishers.
2. Ciccarelli, S. K., & White, J. N. (2024). Psychology (7th ed.). Pearson.
3. Myers, D. G., & DeWall, C. N. (2023). Psychology (14th ed.). Worth Publishers.
4. Plotnik, R., & Kouyoumdjian, H. (2019). Introduction to psychology (11th ed.). Cengage Learning.
5. Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (1986). Introduction to psychology (7th ed.). McGraw-Hill.

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Course Details:

Curriculum Designed for: UG		Self-Finance Programme: B.S. in Applied Psychology
Semester: II	Course No.: 121	Course Title: Foundations of Psychological Processes – II
Credits: 04	Course Code: DSC-C-PSY-3	Course Category: Major

Course Objectives:

Upon successful completion of this course, students will be able to:

1. Develop a comprehensive understanding of the fundamental psychological processes underlying learning, memory, attention, perception, and personality.
2. Explain the major theories, principles, and mechanisms governing cognitive and behavioural functioning.
3. Apply psychological concepts and theoretical frameworks to interpret everyday behaviour and real-life psychological phenomena.
4. Develop analytical and critical thinking skills to compare, evaluate, and integrate diverse psychological perspectives and research findings.
5. Foster scientific inquiry and ethical understanding through the application of evidence-based psychological principles in personal, educational, and social contexts.
6. Encourage reflective thinking by appreciating individual differences, cultural diversity, and the relevance of psychological assessment in understanding human behaviour.

Course Outcomes:

Upon successful completion of this course, the learner will be able to:

CO	Course Outcome	Bloom's Taxonomy
CO1	Recall the fundamental concepts, terminology, theories, and principles related to learning, memory, attention, perception, and personality.	Remember (C1)
CO2	Explain the mechanisms and theoretical perspectives underlying learning, memory processes, perceptual functioning, and personality development, including Indian perspectives on personality.	Understand (C2)
CO3	Apply psychological theories of learning, memory, perception, and personality to explain everyday behaviour, educational situations, and interpersonal interactions.	Apply (C3)
CO4	Analyze the cognitive, behavioural, biological, environmental, and socio-cultural factors influencing learning, memory, perception, attention, and personality.	Analyze (C4)
CO5	Evaluate the strengths, limitations, and practical applications of major theories of learning, personality, and memory, as well as different approaches to personality assessment.	Evaluate (C5)
CO6	Design evidence-based strategies or interventions to enhance learning, improve memory and attention, address perceptual challenges, and promote personality development in educational, organizational, or community settings.	Create (C6)

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Course Contents:

Unit no.	Unit Contents	Sessions Allotted
1	Learning • Classical conditioning • Operant conditioning • Cognitive learning • Observational learning • Ability to learn	15
2	Memory • Definition and stages of memory • Types of memory • Theories of forgetting • Measurement of retention • Memory and the brain	15
3	Attention and Perception • Meaning, types and determinants of attention • Meaning and principles of perception • Perceptual constancies • Depth perception • Factors influencing perception	15
4	Personality • Definition of personality and its determinants • Psychodynamic, behavioural and social cognitive views of personality • Humanistic approach and trait theories • Personality in Indian cultural context • Assessment of personality	15

Reference books:

1. Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J., & Nolen-Hoeksema, S. (2000). Hilgard's introduction to psychology (13th ed.). Harcourt College Publishers.
2. Ciccarelli, S. K., & White, J. N. (2024). Psychology (7th ed.). Pearson.
3. Myers, D. G., & DeWall, C. N. (2023). Psychology (14th ed.). Worth Publishers.
4. Plotnik, R., & Kouyoumdjian, H. (2019). Introduction to psychology (11th ed.). Cengage Learning.
5. Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (1986). Introduction to psychology (7th ed.). McGraw-Hill.

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Course Details:

Curriculum Designed for: UG		Self-Finance Programme: B.S. in Applied Psychology
Semester: II	Course No.: 122	Course Title: Adulthood and Ageing
Credits: 04	Course Code: DSC-C-PSY-4	Course Category: Major

Course Objectives:

Upon successful completion of this course, students will be able to:

1. Develop a comprehensive understanding of the physical, cognitive, socio-emotional, and psychosocial changes occurring across adulthood and aging.
2. Explain the major theories and principles of adult development, aging, career development, and socio-emotional functioning from scientific and lifespan perspectives.
3. Apply developmental concepts to understand age-related changes, career transitions, interpersonal relationships, and successful aging in diverse contexts.
4. Develop analytical and critical thinking skills to examine developmental challenges, individual differences, and cultural influences on adulthood, aging, and end-of-life experiences.
5. Foster empathy, ethical awareness, and positive attitudes toward aging, death, bereavement, and psychological well-being across the lifespan.
6. Encourage evidence-based and developmentally appropriate approaches for promoting healthy aging, resilience, and psychosocial adjustment in individuals, families, and communities.

Course Outcomes:

Upon successful completion of this course, the learner will be able to:

CO	Course Outcome	Bloom's Taxonomy
CO1	Recall the major concepts, developmental stages, theories, and age-related changes associated with adulthood, aging, and end-of-life processes.	Remember (C1)
CO2	Explain the physical, cognitive, career, socio-emotional, and psychosocial changes that occur across early, middle, and late adulthood using major developmental theories.	Understand (C2)
CO3	Apply developmental theories and psychological principles to interpret real-life issues related to adulthood, career development, aging, interpersonal relationships, retirement, and bereavement.	Apply (C3)
CO4	Analyze the biological, psychological, social, cultural, and environmental factors influencing adult development, aging, work, relationships, and coping with death and loss.	Analyze (C4)
CO5	Evaluate major theoretical perspectives, research findings, and intervention approaches related to successful aging, career development, socio-emotional adjustment, and end-of-life care.	Evaluate (C5)
CO6	Design evidence-based strategies, educational programmes, or psychosocial interventions that promote healthy aging, resilience, meaningful relationships, retirement adjustment, and compassionate support during bereavement.	Create (C6)

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Course Contents:

Unit no.	Unit Contents	Sessions Allotted
1	Physical development in Adulthood and Aging • Transition from adolescence to adulthood • Physical development in early adulthood • Nature of middle adulthood • Physical development in middle adulthood • Longevity in late adulthood • Physical development in late adulthood	15
2	Cognitive development and Career in Adulthood and Aging • Cognitive development in early adulthood • Careers and work in early adulthood • Cognitive development in middle adulthood • Careers and work in middle adulthood • Cognitive functioning in older adults • Work and retirement in later adulthood	15
3	Socio-emotional development in Adulthood and Aging • Stability and change from childhood to adulthood • Close relationships and marriage in early adulthood • Personality theories and development in middle adulthood • Close relationships in middle adulthood • Theories of socio-emotional development on late adulthood • Families and social relationship in late adulthood	15
4	Death, dying and grieving • The death system and cultural contexts • Defining death and life/death issues • Developmental perspective on death • Facing one's own death • Coping with death of someone else	15

References:

1. Berk, L. E. (2023). Child development (11th ed.). Pearson.
2. Santrock, J. W. (2024). Life-span development (19th ed.). McGraw-Hill Education.
3. Hurlock, E. B. (1981). Developmental psychology: A life-span approach (5th ed.). McGraw-Hill.
4. Papalia, D. E., & Martorell, G. (2024). Experience human development (15th ed.). McGraw-Hill Education.
5. Feldman, R. S. (2023). Development across the life span (10th ed.). Pearson.

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Course Details:

Curriculum Designed for: UG		Self-Finance Programme: B.S. in Applied Psychology
Semester: II	Course No.: 123	Course Title: Basic Psychological Processes – II
Credits: 04	Course Code: DSC-M-PSY-2	Course Category: Minor

Course Objectives:

Upon successful completion of this course, students will be able to:

1. Develop a comprehensive understanding of the fundamental psychological processes underlying learning, memory, attention, perception, and personality.
2. Explain the major theories, principles, and mechanisms governing cognitive and behavioural functioning.
3. Apply psychological concepts and theoretical frameworks to interpret everyday behaviour and real-life psychological phenomena.
4. Develop analytical and critical thinking skills to compare, evaluate, and integrate diverse psychological perspectives and research findings.
5. Foster scientific inquiry and ethical understanding through the application of evidence-based psychological principles in personal, educational, and social contexts.
6. Encourage reflective thinking by appreciating individual differences, cultural diversity, and the relevance of psychological assessment in understanding human behaviour.

Course Outcomes:

Upon successful completion of this course, the learner will be able to:

CO	Course Outcome	Bloom's Taxonomy
CO1	Recall the fundamental concepts, terminology, theories, and principles related to learning, memory, attention, perception, and personality.	Remember (C1)
CO2	Explain the mechanisms and theoretical perspectives underlying learning, memory processes, perceptual functioning, and personality development, including Indian perspectives on personality.	Understand (C2)
CO3	Apply psychological theories of learning, memory, perception, and personality to explain everyday behaviour, educational situations, and interpersonal interactions.	Apply (C3)
CO4	Analyze the cognitive, behavioural, biological, environmental, and socio-cultural factors influencing learning, memory, perception, attention, and personality.	Analyze (C4)
CO5	Evaluate the strengths, limitations, and practical applications of major theories of learning, personality, and memory, as well as different approaches to personality assessment.	Evaluate (C5)
CO6	Design evidence-based strategies or interventions to enhance learning, improve memory and attention, address perceptual challenges, and promote personality development in educational, organizational, or community settings.	Create (C6)

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Course Contents:

Unit no.	Unit Contents	Sessions Allotted
1	Learning • Classical conditioning • Operant conditioning • Cognitive learning • Observational learning • Ability to learn	15
2	Memory • Definition and stages of memory • Types of memory • Theories of forgetting • Measurement of retention • Memory and the brain	15
3	Attention and Perception • Meaning, types and determinants of attention • Meaning and principles of perception • Perceptual constancies • Depth perception • Factors influencing perception	15
4	Personality • Definition of personality and its determinants • Psychodynamic, behavioural and social cognitive views of personality • Humanistic approach and trait theories • Personality in Indian cultural context • Assessment of personality	15

Reference books:

1. Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J., & Nolen-Hoeksema, S. (2000). Hilgard's introduction to psychology (13th ed.). Harcourt College Publishers.
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4. Plotnik, R., & Kouyoumdjian, H. (2019). Introduction to psychology (11th ed.). Cengage Learning.
5. Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (1986). Introduction to psychology (7th ed.). McGraw-Hill.