Learning Outcomes based Curriculum Framework (LOCF)

for

Psychology

Undergraduate Programme

(B.A./B.Sc. Psychology)

2019



UNIVERSITY GRANTS COMMISSION

BAHADUR SHAH ZAFAR MARG

NEW DELHI – 110 002

Foreword

UGC has been taking several initiatives for quality improvement in higher education system in the country. Curriculum revision is one of the focus areas of these initiatives. Curriculum development is defined as planned, a purposeful, progressive, and systematic process to create positive improvements in the higher educational system. The ever evolving and fast changing educational technology have posed various challenges as far as curriculum in the Higher Educational Institutions (HEIs) is concerned. The curriculum requires to be updated more often keeping in view the latest developments in the society and to address the society's needs from time to time.

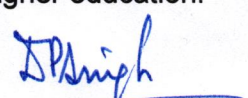
The Quality Mandate notified by UGC was discussed in the Conference of Vice-Chancellors and Directors of HEIs during 26-28th July, 2018; wherein it was inter-alia resolved to revise the curriculum based on Learning Outcome Curriculum Framework (LOCF).

Learning Outcome Curriculum Framework (LOCF) aims to equip students with knowledge, skills, values, attitudes, leadership readiness/qualities and lifelong learning. The fundamental premise of LOCF is to specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study. Besides this, students will attain various 21st century skills like critical thinking, problem solving, analytic reasoning, cognitive skills, self directed learning etc.. A note on LOCF for undergraduate education is available on the UGC website www.ugc.ac.in. It can serve as guiding documents for all Universities undertaking the task of curriculum revision and adoption of outcome based approach.

To facilitate the process of curriculum based on LOCF approach, UGC had constituted subject specific Expert Committees to develop model curriculum. I feel happy to present the model curriculum to all the HEIs. Universities may revise the curriculum as per their requirement based on this suggestive model within the overall frame work of Choice Based Credit System (CBCS) and LOCF.

I express my gratitude and appreciation for the efforts put in by the Chairperson/Member/Co-opted members/experts of the committees for developing model curriculum. I also take the opportunity to thank Prof. Bhushan Patwardhan, Vice-Chairman, UGC for providing guidance to carry forward this task. My sincere acknowledgement to Prof. Rajnish Jain, Secretary, UGC for all the Administrative support. I also acknowledge the work done by Dr. (Mrs.) Renu Batra, Additional Secretary, UGC for coordinating this important exercise.

All the esteemed Vice-Chancellors are requested to take necessary steps in consultation with the Statutory Authorities of the Universities to revise and implement the curriculum based on the learning outcome based approach to further improve the quality of higher education.



New Delhi
30th July, 2019

(Prof. D. P. Singh)
Chairman
University Grants Commission

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Preamble

1. Introduction

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- [illegible]
- [illegible]

[illegible]

2.2 Aims of Bachelor's Degree Programme in Psychology

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1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]
5. [illegible]
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- *Social and multicultural sensibility*
- *Self-awareness, relational well-being and personal growth*
- *Ability to communicate and having empathy*
- *Demonstrating moral and ethical awareness and reasoning*

4. Qualification Descriptors for a Bachelor's Degree Program in Psychology

Bachelor's Degree

-

- [illegible]
- [illegible]
- [illegible]

Honours level course

[illegible]

- [illegible]
- [illegible]
- [illegible]
- [illegible]
- [illegible]
- [illegible]

5. Programme Learning Outcomes

[illegible]

Academic Competence

- [illegible]
- [illegible]
- [illegible]
- [illegible]
- [illegible]
- [illegible]
- [illegible]

Personal & Behavioural Competence

- [illegible]
- [illegible]
- [illegible]
- [illegible]
- [illegible]
- [illegible]

Social Competence

- [illegible]
- [illegible]
- [illegible]
- [illegible]
- [illegible]
- [illegible]

Index for program learning outcome tables:

Table 1 (a)																			
Programme outcomes	**FOUNDATIONAL COURSES**																		
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Academic Competence (1.1 to 1.8)																			
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Programme outcomes	TABLE 1 (b) FOUNDATIONAL COURSES																	
2. Personal & Behavioural Competence (2.1 to 2. 6)																		
									✓									✓
							✓		✓				✓					
		✓	✓							✓			✓			✓	✓	✓
					✓													
			✓				✓		✓	✓			✓			✓	✓	
		✓		✓														

Programme outcomes	TABLE 1 (c)FOUNDATIONAL COURSES																		
3. Social Competence (3.1 to 3.6)																			
				✓															
		✓		✓										✓					
		✓												✓					
		✓	✓	✓	✓	✓	✓		✓	✓				✓					
	✓		✓		✓					✓	✓		✓	✓	✓				
					✓	✓	✓	✓	✓					✓					✓

TABLE 2 (a)											
Programme outcomes	**SKILL BASED COURSES**										
Academic Competence (1.1 to 1.8)											
	✓	✓	✓		✓						
	✓	✓	✓			✓					
	✓	✓	✓			✓					
	✓		✓	✓	✓	✓					
	✓		✓	✓	✓						
		✓									
	✓	✓									

TABLE 2 (b)										
Programme outcomes	**SKILL BASED COURSES**									
2. Personal & Behavioural Competence (2.1 to 2. 6)										
	✓		✓	✓	✓	✓				
			✓	✓	✓	✓				
	✓		✓							
	✓		✓			✓				
			✓	✓	✓	✓				
	✓		✓		✓	✓				

TABLE 2 (c)

Programme outcomes	Skill Based Courses									
3. Social Competence (3.1 to 3.6)										
			✓		✓	✓				
	✓					✓				
			✓	✓	✓	✓				
			✓		✓	✓				
		✓	✓							
			✓		✓	✓				

Table 3 (a)

Programme outcomes	ELECTIVE COURSES									
Academic Competence (1.1 to 1.8)										
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
			✓		✓	✓			✓	✓
	✓	✓	✓	✓	✓	✓			✓	✓
	✓	✓	✓		✓			✓	✓	
	✓	✓	✓	✓	✓	✓		✓	✓	✓
	✓				✓					
		✓	✓				✓	✓		

Table 3 (b)										
Programme outcomes	**ELECTIVE COURSES**									
	d	d	d	r	r	M	r r r			r r
2. Personal & Behavioural Competence (2.1 to 2. 6)										
. d r								✓	✓	
.		✓	✓							
. r d r		✓								
. r										
. r r r		✓					✓		✓	
. r r										✓

Table 3 (c)

Programme outcomes	ELECTIVE COURSES									
3. Social Competence (3.1 to 3.6)										
										✓
		✓	✓		✓					
		✓								
	✓	✓		✓				✓	✓	✓
		✓			✓		✓			✓
			✓	✓				✓	✓	✓

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Table 4 (a)										
Programme outcomes	**GENERIC ELECTIVE COURSE (GE)**									
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Academic Competence (1.1 to 1.8)										
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Table 4 (b)										
Programme outcomes	**GENERIC ELECTIVE COURSE (GE)**									
2. Personal & Behavioural Competence (2.1 to 2. 6)										
		✓		✓	✓					
	✓			✓						
			✓				✓			
				✓		✓				
	✓		✓							

Table 4 (c)										
Programme outcomes	**GENERIC ELECTIVE COURSE (GE)**									
3. Social Competence (3.1 to 3.6)										
	✓		✓	✓	✓					
	✓		✓	✓			✓			
							✓			
	✓		✓	✓	✓		✓			
	✓	✓	✓	✓	✓		✓			

6. Structure of B.A/B.Sc. (Psychology)

(Details of courses to be taught)

1. **Cognitive Psychology (FC)**
2. **Foundation of Social Psychology(FC)**
3. **Foundations of Developmental Psychology (FC)**
4. **Foundations of Organizational Psychology (FC)**
5. **Fundamentals of Clinical Psychology 1 (FC)**
6. **Fundamentals of Clinical Psychology II (FC)**
7. **Fundamentals of Counselling (FC)**
8. **Introduction to Bio-psychology (FC)**
9. **Introduction to Indian Psychological Thought (FC)**
10. **Introduction to Personality (FC)**
11. **Introduction to Psychological Inquiry I (FC)**
12. **Introduction to Psychological Inquiry II (FC)**
13. **Introduction to Psychology (FC)**
14. **Psychological Assessment (FC)**
15. **Psychology and its applications(FC)**
16. **Quantitative Data Analysis (FC)**
17. **Systems and Schools in Psychology I (FC)**
18. **Systems and Schools in Psychology II (to be done after Course 18) –(FC)**
19. **Understanding the Human Psyche (FC)**

Skill Based Courses (SBC):

1. **Communication Skills (SBC)**
2. **Computational Skills (SBC)**
3. **Counselling Skills (SBC)**
4. **Experiencing the Self as a Relational Entity (SBC)**

5. **Psychology of Relationships (SBC)**
6. **Understanding the Self and Others (SBC)**

Elective Courses (EC):

1. **Applied Cognitive Psychology (EC)**
2. **Applied Social Psychology (EC)**
3. **Educational Psychology (EC)**
4. **Environmental Psychology (EC)**
5. **Forensic Psychology(EC)**
6. **Human Resource Management (EC)**
7. **Introduction to Transpersonal Psychology (EC)**
8. **Positive Psychology (EC)**
9. **Psychology of Health and Yoga (EC)**
10. **Sports and Exercise Psychology (EC)**

Generic Elective (GE) Courses

1. **Community Psychology (GE)**
2. **General Psychology (GE)**
3. **Intergroup Relations (GE)**
4. **Psychology and mental health (GE)**
5. **Psychology of health and wellbeing (GE)**
6. **Psychology at Work (GE)**
7. **Youth, Gender and Identity (GE)**

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20. **Introduction to Personality (FC)**
21. **Introduction to Psychological Inquiry I (FC)**
22. **Introduction to Psychological Inquiry II (FC)**
23. **Introduction to Psychology (FC)**
24. **Introduction to Transpersonal Psychology (EC)**
25. **Positive Psychology (EC)**
26. **Psychological Assessment (FC)**
27. **Psychology and its applications (FC)**
28. **Psychology of Health and Yoga (EC)**
29. **Psychology of Relationships (SBC)**
30. **Quantitative Data Analysis (FC)**
31. **Sports and Exercise Psychology (EC)**
32. **Systems and Schools in Psychology I (FC)**
33. **Systems and Schools in Psychology II (to be done after Course 18) – (FC)**
34. **Understanding the Human Psyche (FC)**
35. **Understanding the Self and Others (SBC)**

GENERAL ELECTIVE COURSES (offered to Non-Psychology students)

36. **Community Psychology (GE)**
37. **General Psychology (GE)**
38. **Intergroup Relations (GE)**
39. **Psychology and mental health (GE)**
40. **Psychology of health and wellbeing (GE)**
41. **Psychology at Work (GE)**
42. **Youth, Gender and Identity (GE)**

[redacted]

1. Applied Cognitive Psychology (EC)

Learning Outcomes:

1. [illegible]

2. [illegible]

3. [illegible]

4. [illegible]

Course Contents:

1. [illegible]

2. [illegible]

3. [illegible]

4. [illegible]

References:

[illegible] *Introduction to Cyberpsychology*. [illegible]

[illegible] *An Introduction to Applied Cognitive Psychology*. [illegible]

[illegible] *IAAP Handbook of Applied Psychology*. [illegible]

Suggested Practical Work (Illustrations only):

1. [illegible]

2. [illegible]

3. [illegible]

4. [illegible]

5. [illegible]

2. Applied Social Psychology (EC)

Learning Outcomes:

1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]
5. [illegible]
6. [illegible]

Course Contents:

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2. [illegible]

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3. [illegible]

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4. [illegible]

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References:

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References:

Cognitive psychology: In and out of the laboratory

Cognitive Psychology: Connecting Mind, Research, and Everyday Experience.

Fundamentals of cognitive psychology

Cognitive psychology: Applying the science of the mind

Suggested Practical Work (Illustrations only)

4. Communication Skills (SBC)

Learning Outcomes:

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Suggested Practical Work (Illustrations only)

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Course 5. Computational Skills (SBC)

Learning Outcomes:

1. [illegible]

2. [illegible]

Course Content:

1. [illegible]
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   2. [illegible]
2. [illegible]
   1. [illegible]
   2. [illegible]

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Note: The students are expected to have completed the course on Psychological Inquiry – II before opting for this course.

References:

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Course Contents:

1. Introduction

    1.1. Definition of Operations Research and its role in decision-making

    1.2. Historical development and evolution of Operations Research

    1.3. Applications of Operations Research in various fields

2. Linear Programming and its applications in decision-making

    2.1. Formulation of linear programming problems

    2.2. Graphical method of solving linear programming problems

    2.3. Simplex method of solving linear programming problems

    2.4. Duality in linear programming and its applications

3. Transportation and assignment problems

    3.1. Introduction to transportation problems and their formulation

    3.2. Methods of solving transportation problems

    3.3. Introduction to assignment problems and their formulation

    3.4. Methods of solving assignment problems

4. Network analysis

    4.1. Introduction to network analysis and its applications

    4.2. Shortest path problem and its solution methods

    4.3. Minimum spanning tree problem and its solution methods

    4.4. Maximum flow problem and its solution methods

5. Queuing theory

    5.1. Introduction to queuing theory and its applications

    5.2. Characteristics of queuing systems

    5.3. Single-server queuing models

    5.4. Multi-server queuing models

References:

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7. Educational Psychology (EC)

Learning Outcomes:

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2. [illegible]
3. [illegible]
4. [illegible]

Course Content:

1. [illegible]
   1.1. [illegible]
   1.2. [illegible]
   1.3. [illegible]
   1.4. [illegible]
2. [illegible]
   2.1. [illegible]
   2.2. [illegible]
   2.3. [illegible]
3. [illegible]
   3.1. [illegible]
   3.2. [illegible]
   3.3. [illegible]
   3.4. [illegible]

8. Environmental Psychology (EC)

Learning Outcomes:

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Suggested Practical Work (Illustrations only):

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Reading list: A selection

M. *Going On Being.*

M. *Going to Pieces without Falling Apart: A Buddhist Perspective on Wholeness.*

Collected Writings.

Man's Search for Meaning.

An Ambiguous Journey to the City.

Time Treks: The Uncertain Future of Old and New Despotisms.

The Heart of Compassion.

Interbeing. Fourteen Guidelines for Engaged Buddhism.

Our Appointment with Life

Collected Papers: Through Pediatrics to Psycho-analysis.

Suggested Practical Work (Illustrations only):

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References:

Fundamentals of research in criminology and criminal justice.

Forensic psychology.

Forensic and criminal psychology.

Eyewitness testimony: With a new preface.

Adult eyewitness testimony.

Criminal profiling: An introductory Guide.

Forensic psychology

Suggested Practical Work (Illustrations only):

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Suggested Practical Work (Illustrations only):

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12. Foundations of Developmental Psychology (FC)

Learning Outcomes:

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2. [illegible]
3. [illegible]
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Course Contents:

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A topical approach to life-span development.

Cross-Cultural perspectives in human development: Theory, research and applications.

Developmental psychology: Childhood and adolescence.

Psychology in India, Vol 1: Basic psychological processes and human development.

Child development: An Indian perspective.

Suggested Practical Work (Illustrations only):

13. Foundations of Organizational Psychology (FC)

Learning Outcomes:

1. [illegible]
2. [illegible]
3. [illegible]

Course Content:

[illegible]

1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]

References:

Industrial/Organizational psychology: An applied approach.

Indigenity and universality in social sciences: A south asian response.

Psychology applied to work.

Understanding organizational behaviour.

Organizational behaviour.

Culture and organizational behavior.

Suggested Practical Work (Illustrations only):

14. Fundamentals of Clinical Psychology 1 (FC)

Learning Outcomes:

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References:

Suggested Practical Work (Illustrations only)/ Class Activity

[illegible]

Analysing social problems and understanding social dynamics

15. Fundamentals of Clinical Psychology II (FC)

Learning Outcomes:

[illegible]

Course Content:

[illegible]

References:

Abnormal Psychology.

Abnormal psychology.

Diagnostic and Statistical Manual of Mental Disorders.

Abnormal psychology in a changing world.

The ICD-10 Classification of Mental and Behavioural Disorders.

Suggested Practical Work (Illustrations only):

16. Fundamentals of Counseling (FC)

Learning Outcomes:

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Suggested Practical Work (Illustrations only):

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Course Contents:

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References:

True psychology.

A few representative short texts by Sri Aurobindo.

The integral yoga.

Foundations and applications of Indian psychology.

Integral psychology.

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Journal Writing and Individual Projects:

Course 20. Introduction to Personality (FC)

Learning Outcomes:

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Course Contents:

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21. Introduction to Psychological Inquiry I (FC)

Learning Outcomes:

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4. [illegible]
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Course Content:

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References:

Publication manual.

Psychological testing.

Foundations of behavioural research.

Social research methods: Qualitative and quantitative approaches.

Qualitative research on illness, wellbeing and self-growth: Contemporary Indian perspective.

Qualitative psychology: A practical guide to research methods.

Suggested Practical Work (Illustrations only):

22. Introduction to Psychological Inquiry II (FC)

Learning Outcomes:

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References:

Qualitative Inquiry and Research Design: Choosing Among Five Approaches.

Foundations of behavioural research.

Social Research Methods: Qualitative and Quantitative Approaches

Introducing qualitative research in psychology: Adventures in theory and method

Publication manual.

Qualitative psychology: A practical guide to research methods.

Suggested Practical Work (Illustrations only)

23. Introduction to Psychology (FC)

Learning Outcomes:

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Course Contents:

References:

Essential psychology.

Psychology.

Psychology.

Introduction to Psychology

Suggested Practical Work (Illustrations only):

1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]

24. Introduction to Transpersonal Psychology (EC)

Learning Outcomes:

1. [illegible]
2. [illegible]
3. [illegible]

Course Content:

[illegible]

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Suggested Practical Work (Illustrations only):

1. [illegible]

2. [illegible]

25. Positive Psychology (EC)

Learning Outcomes:

1. [illegible]

2. [illegible]

3. [illegible]

4. [illegible]

Course Content:

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[illegible] d [illegible]. [illegible]. [illegible] [illegible] [illegible]. [illegible] [illegible] r [illegible]. [illegible]. [illegible] [illegible]. *The Oxford handbook of happiness.* [illegible] rd [illegible] [illegible] rd [illegible] [illegible] r [illegible] r [illegible].

[illegible] [illegible] [illegible]. [illegible] [illegible] d [illegible] r. [illegible] [illegible]. *Islamic virtues and human development.* [illegible] [illegible] [illegible] d [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible].

[illegible] [illegible] [illegible] [illegible]. [illegible] d. [illegible] [illegible]. *Positive psychology in practice: Promoting human flourishing in work, health, education, and everyday life.* [illegible] [illegible] [illegible] [illegible].

[illegible] [illegible] r [illegible]. [illegible] r [illegible] [illegible] r [illegible] [illegible]. [illegible] [illegible]. *Positive psychology – Applications in work, health and well-being.* [illegible] [illegible] [illegible] [illegible] [illegible] d [illegible] [illegible] r [illegible].

[illegible] r [illegible] [illegible]. [illegible] [illegible]). *A Primer in Positive Psychology.* [illegible] [illegible] [illegible] r [illegible] [illegible] rd [illegible] [illegible] r [illegible] [illegible] r [illegible].

[illegible] [illegible] [illegible] [illegible] M. [illegible]. [illegible] [illegible]. *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment.* [illegible] [illegible] [illegible] r [illegible] [illegible] r [illegible] [illegible] [illegible] [illegible] d [illegible] [illegible] [illegible] r. [illegible]

[illegible] d r [illegible]. [illegible]. [illegible] [illegible] [illegible]. [illegible]. [illegible] [illegible]. *Handbook of positive psychology.* [illegible] [illegible] [illegible] r [illegible] [illegible] rd [illegible] [illegible] r [illegible].

[illegible] d r [illegible]. [illegible]. [illegible] [illegible] [illegible]. [illegible]. [illegible] [illegible]. *Positive psychology: The scientific and practical explorations of human strengths.* [illegible] [illegible] [illegible] d [illegible] [illegible] [illegible] [illegible].

Suggested Practical Work (Illustrations only):

[illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] r [illegible] M [illegible] [illegible]

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Course Contents:

[illegible]

[illegible]

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References:

[illegible] *Psychological testing and assessment* [illegible]

[illegible] *Psychological testing* [illegible]

[illegible] *Manomapan.* [illegible]

[illegible] *Manasashatriya mapan.* [illegible]

[illegible] *Psychological testing: History, principals and applications.* [illegible]

[illegible] *Psychological testing.* [illegible]

[illegible] *Psychological testing: Principles, applications and issues* [illegible]

Suggested Practical Work (Illustrations only):

[illegible]

27. Psychology and its applications (FC)

Learning Outcomes:

- [illegible]
- [illegible]
- [illegible]
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Course Contents:

[illegible]

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28. Psychology of Health and Yoga (EC)

Learning Outcomes:

Course Content:

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31. Sports and Exercise Psychology (EC)

Learning Outcomes:

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Course Contents:

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6.

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References:

[illegible] *Advances in sport psychology*. [illegible]

[illegible] *Foundations of sport and exercise psychology*. [illegible]

Suggested Practical Work (Illustrations only):

[illegible]

32. Systems and Schools in Psychology I (FC)

Learning Outcomes:

1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]
5. [illegible]

Course Contents:

1 Development of Psychology as a discipline

[illegible]

2. Psychology in India and the world

[illegible]

3. Positivist Orientation in Psychology

4. Depth Psychology

References:

Suggested Practical Work (Illustrations only):

- [illegible]
- [illegible]
- [illegible]

33. Systems and Schools in Psychology II (to be done after Course 18) (FC)

Learning Outcomes:

1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]
5. [illegible]

Course Contents

1. Rise of Gestalt

[illegible]

[illegible]

[illegible]

2 Rise of Third forces in Psychology and some contemporary developments:

[illegible]

[illegible]

[illegible]

3 Indigenous Indian thought and tradition - I

[illegible]

[illegible]

[illegible]

4 Indigenous Indian thought and tradition - I

[illegible]

[illegible]

References:

[illegible] *History and systems of psychology.* [illegible]

[illegible] *Foundations of Indian psychology—Theories and concepts* [illegible]

[illegible]

[illegible] *Perspectives on indigenous psychology.* [illegible]

[illegible] *A History of Modern Psychology in Context.* [illegible]

[illegible] *Handbook of Indian psychology.* [illegible]

[illegible] *A history of modern psychology.* [illegible]

Suggested Practical Work/ Class activities (Illustrations only):

[illegible]

34. Understanding the Human Psyche (FC)

Learning Outcomes:

[illegible]

Course Contents:

1. [illegible]
2. [illegible] Mod[illegible] [illegible] [illegible] [

- [illegible]
- [illegible]

35. Understanding the Self and Others (SBC)

Learning Outcomes:

- [illegible]
- [illegible]
- [illegible]
- [illegible]

Course Content

[illegible]

Suggested Workshop Themes:

[illegible]

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36 Community Psychology

Learning Outcomes:

1. [illegible]
2. [illegible]
3. [illegible]

Course Content

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1. [illegible]

2. [illegible]

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1. [illegible]

2. [illegible]

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References:

37 General Psychology

Learning Outcomes

1.
2.

Course Content

References

[illegible]

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39 Psychology and Mental Health

Learning Outcomes:

1. [illegible]
2. [illegible]
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4. [illegible]
5. [illegible]

Course Content:

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References:

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40 Psychology of Health and Wellbeing

Learning Outcomes:

[illegible]

Course Content

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References:

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41 Psychology At Work (GE)

Learning Outcomes:

- [illegible]
- [illegible]

Couse Content

[illegible]

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References

42 Youth, Gender and Identity

Learning Outcomes

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Course Content

References

7. Teaching-Learning Process

Some Pedagogical Imperatives

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Practical Training in Psychology: Some Suggestions for Methodological Innovations

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8. Assessment Methods

9. Need for Teachers' Training

10. Keywords

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