

DEPARTMENT OF PSYCHOLOGY

School of Humanities & Social Sciences

(Structure of the Programme)

Based on National Education Policy-2020

Fourth Year UG Programme - Level- 6

UG-B.A./B.Sc. Semester -VII

Nature of Course	Course Code	Course Title	Credits
DisciplineSpecificMajor-1	PSY-DSM-711	Biopsychology	6
DisciplineSpecificMajor-2	PSY-DSM-712	Psychopathology	6
Multi-Disciplinary: Major-3 (Discipline Specific Research Methodology)	PSY-MDM-711	Research Methods in Psychology	6
Internship/Experiential/Learning /Field Work/Minor Project	PSY-SEC-711	Experiential/Learning/ Fieldwork/ Minor Project	2
Total Credits			20

UG-B.A./B.Sc. Semester- VIII

Nature of Course	Course Code	Course Title	Credits
DisciplineSpecificMajor-1	PSY-DSM-811	Organizational Behaviour	6
DisciplineSpecificMajor-2	PSY-DSM-812	Indian Psychological Thought	6
Discipline Specific Dissertation	PSY-DSM-813	Dissertation	12
Total Credits			24

B.A./B.Sc. (Psychology) 2026 Syllabus Based on NEP-2020 [4]

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L6 Sem VII	PSY- DSM-711	Biopsychology	6	-	-	-	IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 90

Unit I: Introduction to Biopsychology

18 Hours

- 1.1 Definition, Scope, and Evolution of Biopsychology
- 1.2 Biological Roots of Psychological Processes
- 1.3 Research Methods and Ethics in Biopsychology

Unit II: Neural Basis of Behavior

18 Hours

- 2.1 Structure and Functions of Neurons, types of nerves; Neural Conduction and Synaptic Transmission
- 2.2 Neurotransmitters and their Functional Abnormalities (Dopamine, Serotonin Hypothesis)
- 2.3 Neuromodulation and Plasticity: Neural Regeneration, Reorganization, and Degeneration

Unit III: Functional Neuroanatomy

18 Hours

- 3.1 Structure and Functions of the Central Nervous System: Brain and Spinal cord,
- 3.2 Brain Structures and functions: Forebrain, Mid Brain and Hind brain; Cerebral cortex and its functional subdivisions: occipital, Parietal, Temporal and Frontal lobes
- 3.3 Peripheral Nervous System: autonomic and Somatic nervous system

Unit IV: Endocrine System and Emotional Regulation

18 Hours

- 4.1 Structure and Functions of Major Glands: Thyroid, Adrenal, Gonads, Pituitary, Pancreas, Pineal
- 4.2 Role of Hormones in Behavior and Mental Health
- 4.3 Emotional Regulation and Neural Mechanisms, Role of the Amygdala in Fear, Anger, and Aggression

Unit V: Applied Biopsychology

18 Hours

- 5.1 Biopsychology in Mental Health: Biological treatments for psychological disorders (ECT, TMS, Deep Brain Stimulation, Pharmacotherapy)
- 5.2 Neuroscience in Everyday Life: Impact of sleep, stress, and nutrition on cognitive performance and emotional well-being
- 5.3 Neurotechnology and Brain Imaging: Role of fMRI, PET, EEG, and CT scans in psychological research and diagnosis

Essential Readings

- Pinel, J. P. J. (2011). Biopsychology (8th Edition). Pearson Education.
- Carlson, N. R. (2009). Foundations of Physiological Psychology (6th Edition). Pearson Education.
- Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007). Biological Psychology: An Introduction to Behavioral, Cognitive, and Clinical Neuroscience (5th Edition). Sinauer Associates, Inc.

Suggested Readings

- Grossman, S. P. (1967). A Textbook of Physiological Psychology. New York: Wiley.
- Thompson, R. F. (1980). Introduction to Physiological Psychology. New York: Harper and Row.

- Beaty, J. (2001). *The Human Brain: Essentials of Behavioral Neuroscience*. Thousand Oaks: Sage Publications.

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L6 Sem VII	PSY- DSM-712	Psychopathology	6	-	-	-	IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 90

Unit I: Introduction

18 Hours

- 1.1 Definition and history of psychopathology, Major theoretical approaches: Psychodynamic, Behavioural, Cognitive, Humanistic-Existential, and Sociocultural; Concept of neurosis and psychosis
- 1.2 Diagnostic systems: DSM-V and DSM-V-TR and ICD-11
- 1.3 Ethical and cultural consideration in mental health

Unit II: Anxiety and Mood disorders

18 Hours

- 2.1 Symptoms, causes and treatment of Generalized anxiety disorder, Panic Disorder, Phobic disorder, Obsessive-Compulsive disorder
- 2.2 Depressive disorder –Symptoms, causes and treatment of Bipolar affective disorder, and Dysthymia

Unit III: Personality Disorders and Behavioural Disorders

18 Hours

- 3.1 Paranoid, Schizoid, Dissociative, Impulsive
- 3.2 Borderline, Anxious, Avoidance, Narcissistic, Dependent personality
- 3.3 Anorexia Nervosa, Bulimia Nervosa, Binge-Eating Disorder

Unit IV: Schizophrenia Spectrum and Neurodevelopmental Disorder

18 Hours

- 4.1 Characteristics, Major subtypes, Causes and treatment of Schizophrenia
- 4.2 Autism spectrum Disorder, Attention-Deficit/Hyperactivity Disorder (ADHD), Learning Disabilities

Unit V: Substance Abuse and Sexual disorder

18 Hours

- 5.1 Alcohol Abuse Disorder, Opioid and Stimulant use Disorders, Gambling Disorder
- 5.2 Sexual Dysfunctions, Paraphilic Disorder, Gender Dysphoria, Personality and life outcomes

Essential Readings

- American Psychiatric Association (2013). Diagnostic and statistical manual of mental disorders: DSM-5. American Psychiatric Pub.
- Barlow, D. H. & Durand, V. M. (1999). Abnormal psychology: An integrative approach (2nd Ed). Pacific Grove: Brooks/Cole.
- Butcher, J.N. (2016). Abnormal Psychology. New Delhi: Pearson Education
- Carson, R. C., Butcher, J. N., & Mineka, S. (2001). Abnormal psychology and modern life (11th Ed.). New York. Allyn and Bacon
- Kaplan, H. J., & Sadock, B. J. (2004). Synopsis of comprehensive textbook of psychiatry (10th Ed.). Baltimore: Williams & Wilkins.

Suggested Readings

- Buss. A. H. (1999). Psychopathology. New York: John Wiley
- Corner,R.J.(2021). Fundamentals of Abnormal Psychology (10th ed.). Worth Publisher.

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L6 Sem VII	PSY-MDM-711	Research Methods in Psychology	6	-	-	-	IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 90

Unit I: Introduction to Research Methods in Psychology

18 Hours

- 1.1 Meaning, purpose and dimensions of research, Principles and Paradigms of research: Qualitative and Quantitative; Significance of Research, Ethical issues
- 1.2 Meaning and Types of Research Design; Experimental Research Design-Laboratory experiment and Field Experiment; Non-experimental Research Design- Correlational and Ex post facto Research Designs

Unit II: Paradigms and methods in qualitative inquiry

18 Hours

- 2.1 Positivist, post-positivist, social constructionist, critical theory and participatory inquiry paradigms.
- 2.2 Introduction to some important methods: Ethnography, grounded theory, narrative inquiry, and phenomenological inquiry.

Unit III: Basic procedures in qualitative inquiry

18 Hours

- 3.1 Formulating research questions, developing semi-structured interview schedule
- 3.2 Generating qualitative data: The role of researcher 's reflexivity

Unit IV: Analyzing qualitative data: A reflexive exercise

18 Hours

- 4.1 Researcher 's reflexivity about his/her experiential and theoretical standpoint, Empathy and reflexivity in qualitative data analysis, Coding and memo writing
- 4.2 Identifying and developing narrative structure, Theoretical saturation and theoretical sampling, Quality and rigour in qualitative research

Unit V: Writing and Communicating Research

18 Hours

- 5.1 Writing research proposal, sources, carrying out review, standard guidelines, Plagiarism, Types of research articles, objectives of scientific writing, indices of good research journals (impact factor, h-index etc.) and articles, publication manual of the American Psychological Association (Seventh edition).
- 5.2 Manuscript structure and content: journal article reporting standards, Applications of Computer in Psychological research: SPSS, R, NVivo, Atlas-ti, Reference manager

Essential Readings

- American Psychological Association (2019). *Publication manual of the American Psychological Association* (6th Ed.) Washington, DC
- Charmaz, K. (2004). Premises, Principles, and Practices in Qualitative Research: Revisiting the Foundations. *Qualitative Health Research*, 14(7), 976–993. <https://doi.org/10.1177/1049732304266795>
- Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (Sixth edition). SAGE.

Suggested Readings

- Denzin, N. K., & Lincoln, Y. (2005). *Handbook of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.
- Ellingson, L. L. (1998). Then you know how I feel: Empathy, identification, and reflexivity in fieldwork. *Qualitative Inquiry*, 4, 492-514.

- Frank, A. W. (2000). The standpoint of storyteller. *Qualitative Health Research*, 10, 354-365

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L6 Sem VII	PSY-SEC-711	Dissertation (Preparatory Stage)	2	-	-	-	IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.:

Course Objectives

- (1) To provide hands-on experience in applying psychological theories, concepts, and research methods in real-world settings.
- (2) To develop critical thinking, problem-solving, and ethical decision-making skills in fieldwork and research contexts.
- (3) To enhance students' ability to design, implement, and evaluate psychological interventions or research projects.
- (4) To foster professional competencies, including communication, teamwork, and report writing.
- (5) To encourage self-reflection and professional identity development through experiential learning.
- (6) To enable students to integrate academic learning with practical experience for a holistic understanding of psychology.

General Instructions

- (1) Project Selection: Students must select a relevant topic in consultation with the faculty supervisor. The project can be research-based (qualitative/quantitative), intervention-based, or fieldwork-based.
- (2) Field Work Guidelines: Students engaging in fieldwork must adhere to ethical guidelines, obtain necessary permissions, and maintain professionalism in interactions with participants.
- (3) Data Collection & Analysis: If applicable, students must systematically collect and analyze data using appropriate psychological methods.
- (4) Documentation & Reporting: A detailed report, including objectives, methodology, findings, and reflections, must be submitted at the end of the course.
- (5) Supervision & Evaluation: Regular meetings with the faculty supervisor are mandatory. Evaluation will be based on the quality of fieldwork, engagement, report submission, and presentation.
- (6) Reflection & Learning Outcome: Students must submit a reflective journal documenting their learning experience, challenges faced, and insights gained.

IMPORTANT NOTE: -

Academic Continuity with Semester VIII Dissertation (PSY-DSM-813)

This course shall serve as a preparatory and foundational component for the Dissertation to be undertaken in Semester VIII. Wherever academically feasible, students may develop their Semester VII minor project/fieldwork experience into a more comprehensive dissertation proposal in Semester VIII, subject to the approval of the faculty supervisor and the prescribed departmental guidelines. The Semester VII project shall not, however, be considered equivalent to or automatically carried forward as the Semester VIII Dissertation.

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L6 Sem VIII	PSY-DSM-811	Organizational Behavior	6	-	-	-	IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 90

Unit I: Introduction to Organizational Behaviour

18 Hours

- 1.1 Concepts and Determinants; Emergence of OB; Relationship between Management and OB; Contributing Disciplines to OB;
- 1.2 OB Models (Autocratic, Custodial, Supportive, and Collegial); Contemporary trends and Challenges.

Unit II: Organisation structure and design

18 Hours

- 2.1 Concept and Formats; Common organizational structures: Line, line and staff and committee organization; organizational structure and employee Behaviour
- 2.2 Organizational Designs: Traditional and Contemporary Organizational Designs; Challenges to Organizational Designs.

Unit III: People in the Organization

18 Hours

- 3.1 Personality; Determinants of Personality; Types of Personality; Theories of Personality; how personality influences organizational behaviour?
- 3.2 Perception and Emotions: Perceptual Biases, Applications of Perceptual Biases (or shortcuts) in Organizations; Emotional Intelligence and its importance for Organizations
- 3.3 Motivation: Why people work?; Intrinsic vs Extrinsic Motivation; Early Theories of motivation (Maslow's Need Hierarchy, ERG Theory, McClelland's Theory, Theory X and Theory Y, Two Factors Theory); Contemporary Theories of motivation (Self-Determination Theory, Goal-setting Theory, Reinforcement Theory, Self-efficacy Theory).

Unit IV: Leadership

18 Hours

- 4.1 Concept and theories (Behavioural Approach: Michigan Studies, Ohio State Studies, and Managerial Grid); Styles of leadership;
- 4.2 Leadership continuum; Trait, Behavioural and Situational approach; Contemporary leadership issues.

Unit V: Dynamics of Organisational Behaviour

18 Hours

- 5.1 Organisational culture- concept and determinants; Organisational change- Kurt Lewin's Model, types of change, resistance to change,
- 5.2 Managing change; Stress- source, prevention and management of stress.

Essential Readings

- Luthans, F. (2017). Organisational Behavior-An evidence based approach. (12th ed.). McGraw-Hill Education.
- Pareek, U. (2014). Understanding Organisational Behavior. Delhi, India: Oxford University Press.
- Robbins, S. T., & Judge, T. A. (2019). Essentials of Organizational Behaviour. (14th ed.). London, United Kingdom: Pearson.
- Singh, A. K., & Singh, B. P. (2007). Organisational Behavior. Delhi, India: Excel Books Pvt. Ltd.
- Singh, K. (2015). Organisational Behavior: Texts & Cases. (3rd ed.). India: Pearson.

Suggested Readings

- Greenberg, J. (2015). Behavior in Organizations. (10th ed.). Delhi, India: Pearson Education India.

□ Hersey, P. K., Blanchard, D., & Johnson, D. (2013). Management of Organizational Behavior. Pearson.

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L6 Sem VIII	PSY-DSM-812	Indian Psychological Thought	6	-	-	-	IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 90

Unit I: Introduction and concepts

18 Hours

- 1.1 : Definitions, nature, differentiation of concepts; Indigenous, Scope and Subject Matter, Sources of Indian Psychology, Transpersonal psychology, relationship between culture and psychology,
- 1.2 : Science and spirituality: Vidya and Avidya

Unit II: Schools of Indian Psychology

18 Hours

- 2.1 : Major schools of Indian psychology, world views and methods of knowing in Samkhya
- 2.2 : Dvaita and Advaita schools, Advaita Metaphysics of Consciousness

Unit III: Self in Indian Psychology

18 Hours

- 3.1 : The Self in Indian Psychology, Concept of Mind, Viewpoints of Upanishads,
- 3.2 : Bhagavad Gita, Buddhism, Jainism and Sufism

Unit IV: Scope of Indian Psychology

18 Hours

- 4.1 : -Distinction from western psychology, Indian Perspectives on Cognition: Nature of reality; Manas and higher mental states; Śhaṅkara's Views of Cognition and Knowledge,
- 4.2 : -Methods of knowing; yoga as research method, Trigun, Chakras and koshas in yoga, Meditation.

Unit V: Emotions in Indian Psychology

18 Hours

- 5.1 : - Bases of emotions, desires and detachment; types of emotions and their manifestations, theories of Rasa and Bhāva;
- 5.2 : Positive states of mind; controlling anger and violence in society, Music & Spiritual therapy.

Essential Readings

- Rao, K. R., Paranjpe, A. C., Dalal, A. K. (2008). Handbook of Indian Psychology. New Delhi: Foundation Books.
- Misra, G. & Mohanty, A. K. (2001). Perspectives on Indigenous Psychology. New Delhi: Concept Publishing Co.

Suggested Readings

- Mehta, M. L. (2002). Jaina Psychology: Introduction. Varanasi: Parshvanath Vidyapeeth.
- Veereshwar, P. (2002). Indian Systems of Psychotherapy. Delhi: Kalpaz Publications. Coster, G. (1998). Yoga and Western Psychology. Delhi: Motilal Banarsi Dass Publishers Pvt. Ltd.
- Vrinte, J. (1996). The Quest for the Inner Man: Transpersonal Psychotherapy and Integral Sadhana. Pondicherry, India: Sri Mira Trust.
- Kalupahana, D. J. (1992). The Principles of Buddhist Psychology. Delhi: Sri Satguru Publications.
- Cornelissen, M., Misra, G., & Varma, S. (Eds.). (2013). Foundations and applications of Indian psychology (Second edition). Pearson

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L6 Sem VIII	PSY-DSM-813	Dissertation	-	-	12	-	IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 180

Objectives

The dissertation course is designed to equip graduate students with the necessary research skills to conduct independent psychological research. By the end of the course, students will be able to:

- (1) Formulate a researchable problem based on a critical review of existing literature.
- (2) Develop a theoretical framework and design an appropriate research methodology.
- (3) Conduct ethical data collection and analysis using qualitative or quantitative techniques.
- (4) Interpret and discuss findings in the context of psychological theories and previous research.
- (5) Demonstrate academic writing skills through a well-structured dissertation.
- (6) Develop the ability to critically evaluate their own research and suggest future directions.
- (7) Present research findings effectively through oral and written communication.

Instructions

- (1) Each student must select a research topic in consultation with their supervisor.
- (2) The dissertation should include a title page, abstract, introduction, literature review, methodology, results, discussion, conclusion, and references.
- (3) Ethical guidelines of psychological research must be strictly followed, including obtaining informed consent and ensuring participant confidentiality.
- (4) Students should conduct independent data collection and analysis using appropriate tools.
- (5) Regular progress meetings with the supervisor are mandatory.
- (6) The dissertation should be written in APA format and must not exceed the prescribed word limit.
- (7) A plagiarism check will be conducted before final submission.
- (8) The final dissertation will be evaluated based on originality, coherence, methodology, analysis, and academic writing.
- (9) An oral defense may be required to assess the student's understanding of their research.
- (10) This course aims to foster critical thinking, analytical skills, and academic rigor, preparing students for advanced research and professional practice.

IMPORTANT NOTE: -

Academic Continuity with Semester VII

This course shall be applicable only to students who have successfully completed PSY-SEC-711 (Experiential Learning/Field Work/Minor Project) in Semester VII. The Semester VIII Dissertation shall build upon the academic, methodological, and experiential foundation developed through PSY-SEC-711. Students may, where academically appropriate, further develop or extend their Semester VII project into a comprehensive dissertation, subject to the approval of the faculty supervisor, departmental guidelines, and prescribed research requirements.