



**Shri Vile Parle Kelavani Mandal's
MITHIBAI COLLEGE OF ARTS, CHAUHAN
INSTITUTE OF SCIENCE & AMRUTBEN
JIVANLAL COLLEGE OF COMMERCE AND
ECONOMICS (AUTONOMOUS)**

NAAC Reaccredited 'A' grade, CGPA: 3.57,

*Granted under RUSA, FIST-DST & Star College Scheme of DBT,
Government of India, Best College (2016-17), University of
Mumbai*

Affiliated to the

UNIVERSITY OF MUMBAI

Program: B.Sc.-Psychology (Hons.)

S. Y. B. Sc.

Semester III & IV

**Choice Based Credit System
(CBCS) with effect from the
Academic year 2022-23**

A.C. No: 13

Agenda No: 3.6

PROGRAMME SPECIFIC OUTCOMES (PSOs)

On completion of the B.Sc. Psychology (Honors) Program, the learners should be enriched with knowledge and be able to: -

- PSO1:** Students would gain specialized knowledge.
- PSO2:** Students would inculcate knowledge about research.
- PSO3:** Students acquire relevant attitudes towards research.
- PSO4:** Students would develop attitudes and acquire values in research and practice.
- PSO5:** Students understand the application of psychological principles in applied areas of psychology.
- PSO6:** Students develop critical thinking, communication, and problem-solving skills.
- PSO7:** Students understand and develop a multi-dimensional perspective of Psychology.
- PSO8:** Have more well-developed laboratory research skills.
- PSO9:** After successful completion of the Three-year degree program in Psychology, a student should be able to apply the skills acquired, in Mental Health agencies, Government, Industry and other settings.

COURSE	CREDITS	NO. OF HOURS/SESSIONS FOR THE TERM
Forensic Psychology I and II	04	60
Basics of Qualitative Research I and II	04	60
Human Development III and IV	04	60
Psychology and Human Rights II and III	04	60
Psychology of Addiction I and II	04	60
Foundation Course I and II	02	30
Practicum	03	90
Skill-Based Program	02	30

PREAMBLE

As an academic discipline, Psychology has bright prospects in the contemporary world. The syllabus of SY BSc – Psychology (Honours) is proposed with utmost care and consideration to maintain continuity in the flow of information of syllabus.

Considering the prerequisites of the current trends in the field of Psychology, the proposed curriculum is with a view to make it contextual, industry affable and suitable to cater to the needs of society and nation in the present day context. The syllabus has been built with the intention of enhancing the student's skills in theoretical understanding as well as generate awareness of recent developments in the field of Psychology in India. The syllabus also introduces the contemporary concepts of Human Rights and Well Being.

All courses are compulsory for students who have opted for Psychology as a subject at SY BSc – Psychology (Honors) level.

These courses are:

- 1) Forensic Psychology I&II.
- 2) Human Development – Theories of Development III & IV
- 3) Basics of Qualitative Research I&II
- 4) Psychology and Human Rights II &III
- 5) Psychology of Addiction I&II
- 6) Foundation Course I&II
- 7) Practicum
- 8) Skill-Based Program

Evaluation Pattern for Theory Papers

The performance of the learner will be evaluated in two components. The first component will be a Continuous Assessment with a weightage of 25% of total marks per course. The second component will be a Semester end Examination with a weightage of 75% of the total marks per course. The allocation of marks for the Continuous Assessment and Semester end Examinations is as shown below:

a) Details of Continuous Assessment (CA)

25% of the total marks per course: Objective tests, Field studies, Movie/Book reviews, Application-based Assignments, Review of literature, Case study analysis

Continuous Assessment	Details	Marks
Component 1 (CA-1)	Objective Test	10
Component 2 (CA-2)	Case-study, Field visit, report-writing...	15

b) Details of Semester End Examination

75% of the total marks per course. Duration of examination will be two and half hours. This pattern is applicable for all theory papers.

Question Number	Description	Marks	Total Marks
Q.1	(a) or (b) (c)	10 marks 05 marks	15 marks
Q.2	(a) or (b) (c)	10 marks 05 marks	15 marks
Q.3	(a) or (b) (c)	10 marks 05 marks	15 marks
Q.4	(a) or (b) (c)	10 marks 05 marks	15 marks
Q.5	Attempt any three sub-questions (out of Four sub-questions)	5 marks	5 X 3 = 15 marks
Total Marks			75

Signature

HOD

Signature

Approved by Vice –Principal

Signature

Approved by Principal

Program: B.Sc. Psychology (Honours) (2022-23)				Semester: III and IV	
Course: Forensic Psychology I & II				Course Code:	
Teaching Scheme				Evaluation Scheme	
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credits	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks 75 in Question Paper)
04	NIL	NIL	04	25	75

Learning Objectives:

1. Orient students to psychology as a science and the research methods it adopts.
2. Familiarize students with various phenomena studied by psychologists – viz memory, learning, motivation.
3. Appraise and critique the various theoretical explanations underlying phenomena studied in the field of psychology.
4. Encourage the application of general findings from research in psychology to everyday life.

Course Outcomes:

After completion of the course, learners would be able to:

CO1: Identify the history of Psychology.

CO2: Recognize the roots of Psychology in India.

CO3: Identify modern perspectives dominating the field of Psychology.

CO4: Gain basic understanding of psychological research.

CO5: Discern a scientific temper towards psychological research.

CO6: Discern an understanding of the biological foundations of behavior.

CO7: Appreciate the structure and functions of the brain.

CO8: Identify the meaning of consciousness and altered states of consciousness.

CO9: Demystify misconceptions related to dreams and hypnosis.

CO10: Recognize and compare fundamental theories of learning in Psychology.

CO11: Identify the phenomenon of memory and forgetting from the empirical standpoint.

CO12: Recognize fundamental cognitive processes such as problem solving and intelligence.

CO13: Identify the phenomenon of language from a psychological standpoint.

CO14: Identify the physiology and the psychology of emotions.

CO15: Discern the different theories of motivation and their relevance.

CO16: Identify the construct of personality from different schools of psychology.

CO17: Identify with ways to assess personality.

CO18: Recognize the impact of stress on physical and mental health.

CO19: Identify and learn effective coping strategies to deal with stress.

CO20: Identify and implement useful health behaviors for their daily lives.

Outline of the Syllabus: (per semester plan)
SEMESTER III - FORENSIC PSYCHOLOGY -I

Module	Description	No of Hours
1	Introduction to Forensic Psychology	15
2	Eyewitness Testimony	15
3	False and True Confessions	15
4	Mental Disorders and Crime	15
SEMESTER IV– FORENSIC PSYCHOLOGY -II		
1	Psychology of Stalking	15
2	Juvenile Offenders	15
3	Sex Offenders	15
4	Terrorism	15
	Total	60 hours per semester

SEMESTER III

Unit	Topic	No. of hours/credits 4 Credits 60 lectures
Module 1	Introduction to Forensic Psychology	15 lectures
	a. What is Forensic Psychology?	3
	b. Fear of Crime	4
	c. Victims of Crime	4
	d. Theories of Crime: Intelligence, Eysenck, Genetics- Environment interplay, and Social Learning	3
Module 2	Eyewitness Testimony	15 lectures
	a. Accuracy of eyewitness testimony	4
	b. Witness confidence	4
	c. Improving eyewitness testimony	4
	d. Importance of eyewitness evidence research	3
Module 3	False and True Confessions	15 lectures
	a. Methods of inducing confessions	4
	b. Distinguishing between true and false confessions	4
	c. Reducing false confessions	4
	d. Can evidence from confessions be disregarded?	3
Module 4	Mental Disorders and Crime	15 lectures
	a. Psychopaths and Mental illnesses	4
	b. PTSD as a defence	4
	c. Learning Disability and Crime	4
	d. Mental Illness, violence and crime	3
	TOTAL	60 lectures

SEMESTER IV

Unit	Topic	No. of hours/credits 4 Credits 60 lectures
Module 1	Psychology of Stalking	15 lectures
	a. What is stalking?	3
	b. Attachment Theory	4
	c. False Victimization Syndrome	4
	d. Stalking and Domestic Violence	4
Module 2	Juvenile Offenders	15 lectures
	a. Childhood experiences	4
	b. Cycle of abuse	4
	c. Bullying and bullying victimization	4
	d. Ways to reduce delinquency	3
Module 3	Sex Offenders	15 lectures
	a. Sex offenders as specialists and generalists	4
	b. Is rape a sexual orientation?	3
	c. Type of rape and rapists	4
	d. Theory and myths of rape	4
Module 4	Terrorism	15 lectures
	a. Nature and consequences of terrorism	3
	b. Terrorist personality	4
	c. Terrorist ideologies	4
	d. Hostage negotiation	4
	TOTAL	60 lectures

ESSENTIAL READINGS

Howitt, D. (1998). *Introduction to forensic and Criminal Psychology* (6th ed.).
Pearson Publication.

Meloy, J. R. (1998). *Psychology of stalking: Clinical and forensic perspectives*.
Academic Press.

Program: B.Sc. Psychology (Honors) (2022-23)				Semester: III & IV	
Course: Psychology – Basics of Qualitative Research I				Course Code:	
Teaching Scheme				Evaluation Scheme	
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credits	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4	NIL	NIL	4	25	75

Learning Objectives:

- 1) To attract and encourage students into the field and to stimulate ideas and thinking
- 2) Provide students with the fundamental knowledge of Qualitative Research Methods
- 3) To illuminate the assumptions, applications and limitations of Qualitative Method
- 4) To acquire competencies to collect data for qualitative Analysis.
- 5) To develop, write, and present a valid and ethical psychology research paper

Course Outcomes:

After completion of the course, learners would be able to:

CO01: Expand the knowledge about the field of qualitative research,

CO02: Identify distinguishing features of most qualitative research

CO03: Develop a preference for qualitative research for data rich in description.

CO04: Appraise the different theories and methodologies used in qualitative research.

CO05: Analyse the shift towards qualitative research as a tool for research in the field of psychology.

CO06: Compare different types of qualitative research.

CO07: Discuss the innovations in the field of qualitative ideas into the field of psychology

CO08: Identify the uses and importance of Ethnography/ Participant Observation.

CO09: Appraise the importance of the qualitative interview as a common tool in psychology and social sciences research.

CO10: Comprehend Qualitative interviewing as a key aspect of much phenomenological analysis and interpretative phenomenological analysis.

CO11: Explain Thematic analysis as an important and relatively straightforward form of qualitative analysis.

CO12: Appraise Grounded theory as seminal in defining qualitative research as a systematic form of research.

CO13: Compare and evaluate conversation analysis in qualitative research.

CO14: Appraise the importance of qualitative analysis.

CO15: Gauge the most appropriate method to write a qualitative research report writing.

CO16: Identify the importance and use of analysis and reporting of psychological research.

Outline of Syllabus:(per semester plan)		
Module	Description	No. of Hours/Credits 4 Credits 60 lectures
SEMESTER III- BASICS OF QUALITATIVE RESEARCH -I		
1	Background to Qualitative Methods in Psychology	15
2	Among the people: How to conduct Qualitative Research	15
3	Research Design and Pre-Field Work	15
4	Participant Observation	15
	TOTAL	60 hours
SEMESTER IV– BASICS OF QUALITATIVE RESEARCH II		
1	In Depth Interviewing	15
2	Montage: Discovering Methods	15
3	Data Analysis in Qualitative Research	15
4	Writing Qualitative Research: Selected Studies	15
	TOTAL	60 hours

SEMESTER III

Unit	Topic	No. of hours/credits 4 Credits 60 lectures
Module 1	Background to Qualitative Methods in Psychology	15 lectures
	a. What is Qualitative Research in Psychology; Science as normal Practice in Qualitative and Quantitative Research.	3
	b. The beginnings of Modern Psychology, Introspectionism and the founding Fathers of Psychology.	3
	c. The Logical Positivists, Behaviorism and psychology.	4
	d. The Quantitative Dominance of Mainstream Psychology and Quantitative Ethos in Psychology.	5
Module 2	Among the people: How to conduct Qualitative Research	15 lectures
	a. History of Qualitative Methods: The main qualitative methods in psychology upto 1950s.	3
	b. The radical innovations of 1950-1970, Recent history of Qualitative psychology.	3
	c. Theory and Methodology: Phenomenological Perspective, Symbolic Interactionism, Ethnomethodology, Feminist Research.	5
	d. Institutional Ethnography, Post Modernism, Narrative Analysis, Multi-Sited, Global Research, Making Sense of Theoretical Debates.	4
Module 3	Research Design and Pre-Field Work	15 lectures
	a. Research Design, Selecting Settings	3
	b. Obtaining Institutional Review Board Approval.	3
	c. Writing Proposal, Access to Organization	4
	d. Access to Public and Quasi Public Settings, Gatekeepers and informants and Covert Research.	5
Module 4	Participant Observation	15 lectures
	a. Entering the field, negotiating your Role, Establishing Rapport.	4
	b. Participation, Key informants, difficult Field Relations.	4

	c. Forming Relationships, Field tactics, asking questions, learning the language.	3
	d. Field notes, Boundaries of a study, Leaving the field, Triangulation, Ethics in the Field. Common Mistakes in writing from qualitative data, Publishing Qualitative Studies.	4
	TOTAL	60 lectures

SEMESTER IV

Unit	Topic	No. of hours/credits 4 Credits 60 lectures
Module 1	In-depth Interviewing	15 lectures
	a. The Qualitative Interview, Types of Interview Studies, Choosing to Interview	4
	b. Selecting Informants, Approaching Informants, Understanding the Interview in context.	3
	c. Managing the Interview Situation, Getting People to Talk About What is Important to them.	3
	d. The Interview Guide, Probing, Cross-Checks, Recording Interview, Group Interviews, The Interviewers Journal.	5
Module 2	Montage Discovering Methods	15 lectures
	e. Disrupting the “Commonsense world of everyday life.” Harold Garfield; Qualitative Research as Autobiography.	5
	f. Entering World without words, Personal Documents, Picturing Disability, Photography and Videotaping.	5
	g. Official Records and Public Documents.	3
	h. Historical and Archival Records. Cycle of abuse	2
Module 3	Data Analysis in Qualitative Research	15 lectures
	i. Thematic Analysis; Overview, Development of thematic Analysis, how to do thematic Analysis, when to use thematic analysis, Evaluation of Thematic Analysis	4
	j. Grounded theory development: what is grounded theory, development of Grounded theory, when to use grounded theory, Examples of grounded theory, Evaluation of grounded theory.	3
	k. Conversation Analysis: What is conversation analysis, development of conversation analysis, how to do conversation analysis examples of conversation analysis and evaluation of conversation analysis.	3
	l. Phenomenology; Interpretative Phenomenological	5

	Analysis (IPA): Development of phenomenology, how to do phenomenological research, examples of phenomenological Analysis, evaluation. Development of Interpretative phenomenological Analysis (IPA): Roots of IPA in the Ideographic approach, when to use IPA, Evaluation of IPA.	
Module 4	Writing Qualitative Research: Selected Stories	15 lectures
	a. What you should tell your Readers, some tips on writing?	2
	b. Common Mistakes in writing from qualitative data, Publishing Qualitative Studies.	4
	c. Qualitative Report Writing: “you are not a retard, you’re just wise.” Disability, social identity, family Networks: Steven J.Taylor	5
	d. Analysis of Producing Family time: Practices of Leisure Activity beyond the Home. Marjorie L.De Vault.	4
	TOTAL	60 lectures

ESSENTIAL READING:

Howitt, D. (2013). *Introduction to qualitative methods in psychology*. Pearson Education.

Taylor, S. J., Bogdan, R., & DeVault, M. L. (2016). *Introduction to qualitative research methods: A guidebook and resource*. Wiley.

Program: B.Sc. Psychology (Honors) (2022-23)					Semester: III & IV	
Course: – Human Development III & IV					Course Code: -	
Teaching Scheme				Evaluation Scheme		
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credits	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)	
04	NIL	NIL	04	25	75	
Learning Objectives:						
<ol style="list-style-type: none"> 1) To get students acquainted with the fundamentals and science of human lifespan development 2) To examine in detail the various topical areas of development from adolescent to late adulthood 3) To foster interest and application of knowledge about human lifespan development in everyday life 						
Course Outcomes:						
After completion of the course, learners would be able to:						
CO01: Identify the scope and applications in human lifespan development learning.						
CO02: Exhibit clarity in the key theories and perspective and debate with regards to adolescent psychology						
CO03: Demonstrate deep knowledge of growth and changes in adolescent and early adulthood years with respect to - physical, cognitive, social and personality development						
CO04: Suggest interventions for improved adjustment and knowledge of key developmental issues in youth years and Old Age.						

Outline of Syllabus: (per semester plan)		
Module	Description	No. of Hours/Credits 4 Credits 60 lectures
SEMESTER III- BASICS OF QUALITATIVE RESEARCH -I		
1	Adolescent Years – Physical and Cognitive Development	15
2	Adolescent Years – Social, Emotional and Personality Development	15
3	Early Adulthood Years - Physical and Cognitive Development	15
4	Early Adulthood Years - Social, Emotional and Personality Development	15
	TOTAL	60 hours
SEMESTER IV– BASICS OF QUALITATIVE RESEARCH II		
1	Middle Adulthood Years - Physical and Cognitive Development	15
2	Middle Adulthood Years - Social, Emotional and Personality Development	15
3	Late Adulthood Years - Physical and Cognitive Development	15
4	Late Adulthood Years - Social, Emotional and Personality Development	15
	TOTAL	60 hours

SEMESTER III

Unit	Topic	No. of hours/credits 4 Credits 60 lectures
Module 1	Adolescent Years: Physical and Cognitive Development	15 lectures
	a. Physical Development: Nature of adolescence, Physical and Sexual maturation, Physical changes – Puberty, brain, adolescent sexuality, image, reactions to physical changes, timing of puberty, consequences of late and early puberty.	5
	b. Issues in adolescent health – adolescent health, substance use and abuse, eating disorder.	3
	c. Cognitive Development: Adolescent cognition – Piaget’s theory, adolescent egocentrism, Information processing.	3
	d. Schools – Transition, school performance, threats to adolescent’s well-being: AIDS, STD’s, Infection	4
Module 2	Adolescent Years – Social, Emotional and Personality Development	15 lectures
	a. Self-concept and self-esteem – Identity formation - Depression and Suicide.	3
	b. Psychological difficulties in adolescence – how to help adolescents.	4
	c. Relationships: Family and friends Family ties, Relationships with peers, Popularity and conformity.	5
	d. Juvenile delinquency, Dating and sexual relationships, Sexual orientations, teenage pregnancies.	3
Module 3	Early Adulthood Years - Physical and Cognitive Development	15 lectures
	a. Physical Development in Early adulthood years. Physical fitness, health, Eating, Nutrition, Obesity. Cultural beliefs and health.	5
	b. Physical disabilities, Stress and coping- life’s challenges.	3
	c. Cognitive Development in Early adulthood years. Approaches to Post formal thought- Schaie’s stages	4

	of development, Intelligence – Practical, Emotional, Creativity. d. Demographics of Higher education – gender gap, challenges to late education, college performance, dropping out	3
Module 4	Early Adulthood Years: Social, Emotional and Personality Development	15 lectures
	a. Forging relationships, Components of happiness, psychological needs.	4
	b. Social clocks of adulthood.	4
	c. Intimacy- Friendships – Love: Triangular theory.	4
	d. choosing a partner, attachment styles. Parenthood – Work- embarking a career	3
	TOTAL	60 lectures

SEMESTER IV

Unit	Topic	No. of hours/credits 4 Credits 60 lectures
Module 1	Middle Adulthood Years - Physical and Cognitive Development	15 lectures
	a. Physical Development Nature of middle adulthood: Changing midlife, defining middle adulthood.	4
	b. physical changes, Health and disease, mortality rates, sexuality.	4
	c. Cognitive Development Intelligence, Information processing.	4
	d. Does intelligence decline in adulthood? Development of expertise.	3
Module 2	Middle Adulthood Years – Social, Emotional and Personality Development	15 lectures
	a. Adult personality – Erickson’s stages, Valliant and Gould, Levinson’s theory, Midlife crisis.	5
	b. Relationships in middle age, Marriage and divorce, Empty nest. Becoming grandparents.	4
	c. Family violence.	3
	d. Work and Leisure.	3
Module 3	Lat Adulthood Years - Physical and Cognitive Development	15 lectures
	a. Physical Development Aging, Physical transitions in old age, Health, and wellness in older people.	5
	b. Relationship between aging and illness.	4
	c. Cognitive Development: Intelligence in older people.	3
	d. Autobiographical memory in old age.	3
Module 4	Late Adulthood Years: Social, Emotional and Personality Development	15 lectures
	a. Personality development and successful ageing – theories of successful ageing – living arrangements in old age.	5

	b. Family relationships in old age- children, grandchildren and great grandchildren.	5
	c. Death of a spouse – defining death- vulture responses to death.	3
	d. Understanding the process of death- grief and bereavement.	2
	TOTAL	60 lectures

ESSENTIAL READING:

Feldman, R.S., & Babu, N. (2018). *Development across the life span* (8th ed.). Pearson Education.

Kuther, T. L. (2017). *Lifespan development: Lives in context*. Sage Publications.

Santrock, J. (2015). *Life-span development* (15th ed.). New York: McGraw-Hill.

SUPPLEMENTARY READINGS:

Berk, L.C. (2008). *Child Development*. New Delhi: Prentice Hall of India (Pvt) Ltd.

Berk, L.C (2017). *Exploring Lifespan development*. (4th Edition), Pearson Education.

Mitchell, P. and Ziegler, F. (2007). *Fundamentals of development: The Psychology of Childhood*. New York: Psychology Press.

Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). *Human development* (9th Ed.). New Delhi: McGraw Hill. Santrock, J. W. (2011). *Child Development* (13th Ed.). New Delhi: McGraw Hill.

Santrock, J.W. (2012). *Life Span Development* (13th ed) New Delhi: McGraw Hill.

Saraswathi, T.S. (2003). *Cross-cultural perspectives in Human Development: Theory, Research and Applications*. New Delhi: Sage Publications.

Srivastava, A.K. (1997). *Child Development: An Indian Perspective*. New Delhi

Program: B.Sc. . Psychology (2022-23)				Semester: III & IV	
Course: FOUNDATION COURSE I&II				Course Code: -	
Teaching Scheme				Evaluation Scheme	
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credits	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4	NIL	NIL	4	25	75
<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. To familiarize the students with the philosophy and the concept of the Environment. 2. To create an understanding of the various systems and provisions that can foster sustainable development goals 3. To instill a comprehension of the different types of threat to the environment 4. To familiarize the students with environmental politics in India 					
<p>Course Outcomes:</p> <p>After completion of the course, learners would be able to:</p> <p>CO01: Discuss the scope and importance of Environmental Studies, the meaning of Environment and different energy resources</p> <p>CO02: Identify the structure and function of different Ecosystems.</p> <p>CO03: Discuss the meaning of Environment and different energy resources</p> <p>CO04: Recognize the threats to the Environment through different types of Pollution.</p> <p>CO05: Recognize Sources, Types, Effects and Management of Solid Waste.</p> <p>CO06: Restate the role of an Individual in prevention of pollution.</p> <p>CO07: Interpret the importance of Disaster Management.</p> <p>CO08: Summarize the importance of Population Explosion and its impact on environment and Human Health.</p> <p>CO09: Review the role of information technology in environment and human health.</p> <p>CO09: Recognize the importance of Sustainable Development.</p> <p>CO10: Examine urban problems related to energy</p> <p>CO11: Recognize the importance of Climate change and Wasteland Reclamation.</p> <p>CO12: Identify different Environmental Protection Acts and policies in India.</p>					

Outline of Syllabus: (per semester plan)		
SEMESTER III FOUNDATION COURSE I		
Module	Description	No of Hours
1	Multidisciplinary Nature of Environmental Studies and Ecosystems	15 hours
2	Natural Resources	15 hours
3	Environmental Pollution	15 hours
4	Solid Waste Management and Disaster Management	15 hours
	Total	60 hours
SEMESTER IV FOUNDATION COURSE I		
Module	Description	No of Hours
1	Human Population and Environment	15 hours
2	Social Issues and the Environment	15 hours
3	Climate Change and Environment	15 hours
4	Environmental policy in India	15 hours
	Total	60 hours

SEMESTER III

Unit	Topic	No. of hours/credits 4 Credits 60 lectures
Module 1	Multidisciplinary Nature of Environmental Studies and Ecosystems	15 lectures
	a. Definition, Scope and importance of Environmental Studies and Need for public awareness.	3
	b. Concept of Ecosystem – Structure and Function.	4
	c. Ecological Succession, Food Chains, Food Webs and Ecological Pyramid.	4
	d. Introduction, types, characteristic features, structure and function of Forest, Grassland, Desert and Aquatic Ecosystems	4
Module 2	Natural Resources	15 lectures
	a. Renewable and non-renewable resources; Natural resources and associated problems; Role of an Individual in conservation of natural resources	3
	b. Forest Resources, Water Resources	4
	c. Mineral Resources, Food Resources	4
	d. Energy Resources, Land Resources	4
Module 3	Environmental Pollution	15 lectures
	a. Air Pollution, Soil Pollution	4
	b. Water Pollution, Marine Pollution	4
	c. Noise Pollution, Thermal Pollution	4
	d. Nuclear Pollution	3
Module 4	Solid Waste Management and Disaster Management	15 lectures
	a. Solid waste Management: Sources, Types, Effects and Management	4
	b. Role of an Individual in prevention of pollution	3
	c. Disaster Management: Floods, earthquakes	4
	d. Disaster Management: Cyclone, Landslide	4
	TOTAL	60 lectures

SEMESTER IV

Unit	Topic	No. of hours/credits 4 Credits 60 lectures
Module 1	Solid Waste Management and Disaster Management	15 lectures
	a. Population Explosion- Family Welfare Programme.	4
	b. Environment and Human Health; Human Rights.	4
	c. Value Education: Women and Child Welfare.	4
	d. Role of information technology in environment and human health	3
Module 2	Social Issues and the Environment	15 lectures
	a. From unsustainable to sustainable development.	4
	b. Urban problems related to energy: Water Conservation, Rainwater Harvesting, Watershed Management.	4
	c. Resettlement and Rehabilitation of People.	4
	d. Environmental Ethics	3
Module 3	Climate Change and Environment	15 lectures
	a. Climate Change.	3
	b. Wasteland Reclamation.	2
	c. Consumerism and Waste Products	4
	d. The Environmental (Protection) Act (1986): The Air Act (1981), The Water Act (1974), The Wild Life Act (1972), Forest Conservation Act (1980).	6
Module 4	Environmental Policy in India	15 lectures
	a. Issues involved in enforcement of environment legislation, public awareness.	4
	b. Making of a Policy: Politics of environmental policy in India; the post-colonial period, Draft national environmental policy, 2004, Future of environmental policy in India.	4
	c. Developing behavioral, psychological interventions to resolve issues concerning environment.	4
	d. Change of attitude and behaviors for conservation of natural resources and reducing pollution Psycho-social implication, Pro-environmental action	3
	TOTAL	60 lectures

ESSENTIAL READING:

Bonnes, M. & Secchiaroli, G. (1995). *Environment Psychology: A Psycho-social Introduction*. London: Sage Publications.

Mishra, D. D. (2010). *Fundamental Concepts in Environmental Studies*. S Chand & Co Ltd.

Priyam, M., Menon, K., & Banerjee, M. (2009). *Human rights, gender and the environment*. Longman is an imprint of Pearson.

SUPPLEMENTARY READINGS:

Botkin & Keller. (2012). *'Environmental Science'*, John Wiley & Sons Inc., Wiley India (P) Ltd., New Delhi. Eighth Edition

Fisher, J.D., Bell, P.A., & Baum, A. (1984). *Environmental Psychology*. NY: Holt, Rinehart & Winston.

Steg, L., Berg, A. & Groot, J. (2019). *Environmental Psychology: An Introduction*. BPS Blackwell, UK: John Wiley.

Program: B.Sc. Psychology (Honours) (2022-23)				Semester: III and IV	
Course: Psychology and human rights II				Course Code:	
Teaching Scheme				Evaluation Scheme	
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credits	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks 75 in Question Paper)
04	NIL	NIL	04	25	75

Learning Objectives:

1. Orient students to understand about Mental health and human rights
2. Familiarize students with various phenomena studied by psychologists –Culture, Policies, Vulnerable groups.
3. Understand and critique the various theoretical explanations underlying phenomena studied in the field of Mental health related with human rights.
4. Encourage the application of general findings from research in psychology to everyday life.

Course Outcomes:

After completion of the course, learners would be able to:

CO1: Identify the history of Human Rights.

CO2: Recognize the role of Psychology in this discipline.

CO3: Infer the Cultural context with respect to Mental health and Human Rights.

CO4: Recognize how Policies were framed keeping human rights violations in the fore front.

CO5: Develop a scientific temper towards psychological research in the field of global mental health

CO6: Develop an empathetic explanation of the human rights violations and its impact on mental health.

CO7: Appreciate the Mental health policies and Social Justice awareness in the global world

CO8: Analyze and Discuss the role of Psychologist in improving the mental health of victims of human rights violations.

CO9: Discuss the Role of different Personality types in Human Rights Violations.

CO10: Analyze and Discuss the Responsibility of Nations and States in Upholding the Human Rights.

CO11: Identify the Different Vulnerable groups that are victims of Human Rights violations.

CO12: Recognize the atrocities of Human Trafficking and other inhumane conditions that different indigenous groups are subjected to.

CO13: Recognize Human Rights violations in different vulnerable groups.

CO14: Identify the relationship between Addiction, Homosexuality and Gender identity disorders with

respect to Human Rights Violations.

CO15: Appreciate the existence of unevaluated treatments in different countries and gain a deeper understanding of future challenges.

CO16: Appraise importance of protection of Mental health

CO17: Monitor the human rights scenarios in different countries, in particular the under privileged countries

CO18: Recognize the impact of human rights violations on the mental health.

CO19: Evaluate why Right to health is important in the current scenario.

CO20: Plan the upholding towards a Just society that prevents mental health violations at all costs.

Outline of the Syllabus: (per semester plan)		
SEMESTER III- PSYCHOLOGY AND HUMAN RIGHTS II		
Module	Description	No of Hours
1	Overarching Conceptual issues	15
2	Culture and Context in Human Rights	15
3	Mental Health economics, Mental Health Policies and Human Rights	15
4	Global Mental Health and Social Justice	15
	TOTAL	60 hours
SEMESTER IV – PSYCHOLOGY AND HUMAN RIGHTS III		
1	Different Vulnerable Groups	15
2	Trafficking, Mental Health and Human Rights	15
3	Sex and Gender, Alcohol and Drugs Addiction	15
4	Protection of Mental Health	15
	TOTAL	60 hours

SEMESTER III

Unit	Topic	No. of hours/credits 4 Credits 60 lectures
Module 1	Overarching Conceptual Issues	15 lectures
	a. Human Rights Development, Provenance, Ambit and Effect.	4
	b. Mental health Illness as Human Rights Issues.	5
	c. Mental Health Law and Human Rights.	3
	d. Disability Rights Convention.	3
Module 2	Culture and Context in Human Rights	15 lectures
	a. Culture Relativism and Human Rights.	5
	b. Stigma and Discrimination in context of Human rights Violations.	5
	c. Genes, Biology, Mental Health and Human Rights.	3
	d. Racism and Mental Health and Human Rights Framework.	2
Module 3	Mental Health economics, Mental Health Policies and Human Rights	15 lectures
	a. Economics and Human Rights.	4
	b. HIV, Mental Health and Human Rights.	5
	c. Universal Legal Capacity as Universal Human Rights.	3
	d. Accommodating Difference in the Paradigm of Universal Legal Capacity.	3
Module 4	Global Mental Health and Social Justice	15 lectures
	a. Mental Health and Human Rights Abuse in different Historical Eras.	5
	b. Human Rights Abuses, Psychiatry, Nation States and Markets.	5
	c. Interplay between Personality, Group, Situational and Social Determinants.	3
	d. Motives and Reasons for harming individuals.	2
	TOTAL	60 lectures

SEMESTER IV

Unit	Topic	No. of hours/credits 4 Credits 60 lectures
Module 1	Different Vulnerable Groups	16 lectures
	a. Civilian Population Affected by Conflict and Displacement.	3
	b. Children and Adolescent Refugees and Asylum Seekers in Australia.	3
	c. Human Rights and Women's Mental Health.	5
	d. Mental Health and Rights of Mentally Ill Older population.	4
Module 2	Trafficking, Mental Health and Human Rights	16 lectures
	a. Women's bodies, sexualities and Human Rights.	4
	b. Human rights, Health and Indigenous population.	4
	c. Human Rights for People with Intellectual disabilities	4
	d. Rights of Children and Adolescent's with Disabilities	3
Module 3	Sex and Gender, Alcohol and Drugs Addiction	16 lectures
	a. Introduction- Sex and Gender, Gender Identity Disorder, Homosexuality and Mental Disorder.	3
	b. Gender Dysphoria and right to treatment.	3
	c. Addiction, Drugs Policy and Human Rights.	5
	d. The use of Unevaluated and risky treatments of Adolescents and Future Challenges for Human Rights Practitioners.	4
Module 4	Protection of Mental Health	16 lectures
	a. Protecting the rights of the Mentally Ill in Poorly Resourced Settings and Human Rights Scenarios in Four African Countries: Ghana, South Africa, Uganda and Zambia.	5
	b. Human Rights Standards Relevant to Mental Health and how they can be made more Effective.	5
	c. The Right to Health.	3
	d. Promoting a Just Society and Preventing Human Rights Violations.	2
	TOTAL	60 lectures

ESSENTIAL READING

Dudley, M., Silove, D., & Gale, F. (2012). *Mental health and human rights: Vision, praxis, and courage* (1st ed.). Oxford University Press.

SUPPLEMENTARY READINGS:

American Psychological Association. (n.d.). *Mental health is a human right*. American Psychological Association. Retrieved from <https://www.apa.org/international/pi/2018/12/mental-health-rights>

Silove, D. (1999). The psychosocial effects of torture, mass human rights violations, and refugee trauma. *The Journal of Nervous & Mental Disease*, 187(4), 200–207. <https://doi.org/10.1097/00005053-199904000-00002>

The Cambridge Handbook of Psychology and Human Rights. (2020). In N. Rubin & R. Flores (Eds.), *The Cambridge Handbook of Psychology and Human Rights* (Cambridge Handbooks in Psychology, pp. I-II). Cambridge: Cambridge University Press.

Zafer-Smith, G. (2003). Special issue on 'psychologists and human rights': Introduction. *The International Journal of Human Rights*, 7(1), 1–3. <https://doi.org/10.1080/714003786>

Program: B.Sc. Psychology (Honours) (2022-23)				Semester: III and IV	
Course: Psychology of Addictions				Course Code:	
Teaching Scheme				Evaluation Scheme	
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credits	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks 75 in Question Paper)
04	NIL	NIL	04	25	75

Learning Objectives:

1. Familiarize students with the history of drugs, addictions, behavioral addictions and addiction counseling.
2. Learn common theories of addiction.
3. Gain understanding of different interventions used in the treatment of Addictions.
4. To recognize the importance of different support groups in the prevention of relapse.

Course Outcomes:

After completion of the course, learners would be able to:

CO1: Discuss the concept of addiction.

CO2: Recognize the history of drugs, addictions and addiction counseling.

CO3: Discover details pertaining to becoming a certified addiction counselor.

CO4: Review most important aspects of ethical practices in addiction counseling.

CO5: Identify the fundamentals of the DSM system, DSM-5, controversies surrounding diagnoses, and comorbidity.

CO6: Compare and contrast the common theories of addiction.

CO7: Summarize Alcohol Use Disorder (AUD), describe ways to assess and diagnose AUD.

CO8: Examine empirically validated treatments for individuals with AUD.

CO9: Distinguish and analyze three types of opioids, its causes, effects, diagnosis and treatment.

CO10: Classify the DSM-V and ICD-11 codes for nicotine-related disorders and summarize the best ways to counsel nicotine addicts.

CO12: Outline gambling disorder (GD) and know how to diagnose it and state the best practices in counseling with GD.

CO13: Describe addictions to the internet, to gaming, and to social media.

CO14: Outline comorbidities with Internet-based addictions and describe effective methods for treating Internet-based addictions.

CO15: Classify 11 categories of potentially addictive sexual behaviors and state ways to counsel individuals addicted to sex.

CO16: Differentiate between healthy love and romantic relationship addiction (RRA).

CO17: Discuss ways to counsel RR addicts to help them break free from feelings of inadequacy and

interpersonal dependency.

CO18: Outline the causes, consequences and ways to deal with food addiction.

CO19: Differentiate between healthy exercising and unhealthy exercising.

CO20: State various diagnostic criteria and recommended methods for treating.

CO21: Describe the dynamics and discover effective methods for treating shopping addiction.

CO22: Differentiate workaholism from other types of heavy work investment.

CO23: Recognize ways to develop positive working alliance.

CO24: Discuss different interventions used in the treatment of Addictions.

CO25: Recognize the importance of different support groups in the prevention of relapse.

Outline of the Syllabus: (per semester plan)		
SEMESTER III – ADDICTION: INTRODUCTION, HISTORY AND THEORIES		
Module	Description	No. of Hours
1	Introduction, Definitions, and History	15
2	Role and Settings of Addiction Counselors, DSM, Ethical Considerations	15
3	Theories of Addiction: Role of the Counselor, Strengths and Limitations	15
4	Substance Addiction	15
	TOTAL	60 hours
SEMESTER IV – BEHAVIORAL ADDICTIONS, INTERVENTION AND PREVENTION		
1	Recognized Behavioral Addictions	15
2	Controversial Behavioral Addictions	15
3	Interventions for Addictions	15
4	Counseling and Prevention	15
	TOTAL	60 hours

SEMESTER III

Unit	Topic	No. of hours/credits 4 Credits 60 lectures
Module 1	Introduction, Definition and History	15 lectures
	a. Introduction	2
	b. Definitions: Abnormal Psychology, Addiction, Addictive Individuals, Counseling and Addiction Counseling	3
	c. History of Drugs, Addictions and Addiction Counseling	3
	d. Labeling Theory; Repeating Harmful Addictive Behavior; Treatment and “Maturing out”	7
Module 2	Role and Settings of Addiction Counsellors, DSM, Ethical Considerations	15 lectures
	a. Becoming a Certified Addictive Counselor; Role and Settings of Addiction Counselors	3
	b. DSM V: Development, Comorbidity and Addictions	4
	c. Ethical Considerations	4
	d. Ethics in Addiction Counseling	4
Module 3	Theories of Addiction: Role of the Counsellor, Strengths, and Limitations	15 lectures
	a. Moral or “Choice” Model; Biological or “Disease” Theories; Family or “System Theory” Models	3
	b. Psychodynamic Theories; Personality Theories	4
	c. Behavioral Theories, Cognitive-Behavioral Theories	4
	d. Sociocultural Theories; Postmodern Theories; Biopsychosocial Model	4
Module 4	Substance Addiction	15 lectures
	a. Alcohol Addiction,	4
	b. Cannabis Addiction	4
	c. Opioid Addiction,	3
	d. Nicotine Addiction	4
	TOTAL	60 lectures

SEMESTER IV

Unit	Topic	No. of hours/credits 4 Credits 60 lectures
Module 1	Recognized Behavioural Addictions	15 lectures
	a. Gambling Addiction	4
	b. Internet Addictions	4
	c. Internet Gaming Disorder	3
	d. Social Media Addiction	4
Module 2	Controversial Behavioural Addiction	15 lectures
	a. Sex Addiction	3
	b. Romantic Relationship Addiction	3
	c. Exercise Addiction, Work Addiction	4
	d. Shopping Addiction, Food Addiction	5
Module 3	Interventions for Addictions	15 lectures
	a. Beginning Counseling Work with Clients	3
	b. Cognitive Therapy; Behavioral Therapy: CBT and REBT	5
	c. Motivational Interviewing and Motivational Enhancement Therapy	3
	d. Mindfulness Treatment, Brief Interventions, Integrative Therapy and Solution-Based Therapy	4
Module 4	Prevention and Counseling	15 lectures
	a. Family Counseling	3
	b. Group Counseling	5
	c. Mutual Support Groups	4
	d. Prevention	3
	TOTAL	60 lectures

ESSENTIAL READING:

Alderson, K. (2020). *Addictions counseling today: Substances and addictive behaviors*. Sage Publications, Inc.

Ulman B. R. & Paul H. (2006). *The Self Psychology of Addiction and its Treatment*. Routledge Taylor & Francis Group.

Herie, M., & Skinner, W. J. (2004). *Fundamentals of addiction: A practical guide for counsellors* (4th ed.). Tata Mc. Graw Hill.

Fields, R. (2013). *Drugs in perspective: Causes, assessment, family, prevention, intervention, and treatment* (8th ed.). McGraw Hill.

Galanter, M., & Kleber, H. D. (1999). *Textbook of substance abuse treatment*. The American Psychiatric Press.

Epstein, E. E., & McCrady, B. S. (1999). *Addictions: A comprehensive guidebook*. Oxford University Press.