

University of Mumbai

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Academic Authorities,
Meetings & Services (AAMS)
Room No. 128, M. G. Road, Fort,
Mumbai – 400 032.
Tel. 022-68320033

Re- accredited with A ++ Grade (CGPA 3.65) by NAAC
Category- I University Status awarded by UGC

No. AAMS_UGS/ICD/2024-25/419

Date: 24th March, 2025

To,
The Director,
Garware Institute of Career Education
and Development,
Vidyanagari
Santacruz (East)
Mumbai – 400 098.

Sub : B.Sc (Psychological Health and Behaviour Science)
(Three year) (Sem I & II)

Sir,

With reference to the subject noted above, this is to inform you that the recommendations made by the **Advisory Committee & Board of Management** of Garware Institute of Career Education & Development at its Meeting held on **4th September, 2023** & resolution passed by the **Board of Deans** at its meeting held on **9th August, 2023 vide** Item No. 9.2 have been accepted by the **Academic Council** at its meeting held on **1st November, 2023 vide** Item no. 9.4 (C) 1 (N) and subsequently approved by the **Management Council** at its meeting held on **5th February, 2024 vide** Item No. 3 that in accordance therewith, in exercise of the powers conferred upon the Management Council under Section 74(4) of the Maharashtra Public Universities Act, 2016 (Mah. Act No. VI of 2017) the following program with Ordinance for Title of the Program, Eligibility and Regulation numbers for Duration of Program; Intake Capacity, Scheme of Examinations, Standard of Passing and Credit Structure along with syllabus of **B.Sc (Psychological Health and Behaviour Science) (Sem I & II)** (Appendix – 'A') have been introduced and the same have been brought into force with effect from the academic year **2023-24**.

The New Ordinances & Regulations as per NEP 2020 is as follows :-

Sr. No	Name of the Program	Ordinance no. for Title	Ordinance no. for Eligibility	Duration
A	U.G. Certificate in Psychological Health and Behaviour Science	O.GUA – 503 A	O.GUA – 504 A	One year
B	U.G. Diploma in Psychological Health and Behaviour Science	O.GUA – 503 B	O.GUA – 504 B	Two year
C	B.Sc (Psychological Health and Behaviour Science)	O.GUA – 503 C	O.GUA – 504 C	Three year
D	B.Sc (Hons.) (Psychological Health and Behaviour Science)	O.GUA – 503 D	O.GUA – 504 D	Four year

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: 2 :

Regulation Nos	
Duration	R.GUA – 506
Intake Capacity	R.GUA – 507
Scheme of examination	R.GUA – 508
Standard of Passing	R.GUA – 509
Credit Structure	R.GUA – 510 A
	R.GUA – 510 B
	R.GUA – 510 C
	R.GUA – 510 D


(Dr. Prasad Karande)
REGISTRAR

A.C/9.4(C)1(N)/01/11/2023
M.C/3/5/2/2024

Copy forwarded with Compliments for information to:-

- 1) The Chairman, Board of Deans
- 2) The Dean, Faculty of Science & Technology.
- 3) The Director, Board of Examinations and Evaluation,
- 4) The Director, Board of Students Development,
- 5) The Director, Department of Information & Communication Technology,
- 6) The Co-ordinator, MKCL.

Copy forwarded for information and necessary action to :-	
1	The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Dept)(AEM), dr@eligi.mu.ac.in
2	The Deputy Registrar, Result unit, Vidyanagari drresults@exam.mu.ac.in
3	The Deputy Registrar, Marks and Certificate Unit,. Vidyanagari dr.verification@mu.ac.in
4	The Deputy Registrar, Appointment Unit, Vidyanagari dr.appointment@exam.mu.ac.in
5	The Deputy Registrar, CAP Unit, Vidyanagari cap.exam@mu.ac.in
6	The Deputy Registrar, College Affiliations & Development Department (CAD), deputyregistrar.uni@gmail.com
7	The Deputy Registrar, PRO, Fort, (Publication Section), Pro@mu.ac.in
8	The Deputy Registrar, Executive Authorities Section (EA) eau120@fort.mu.ac.in He is requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to the above circular.
9	The Deputy Registrar, Research Administration & Promotion Cell (RAPC), rapc@mu.ac.in
10	The Deputy Registrar, Academic Appointments & Quality Assurance (AAQA) dy.registrar.tau.fort.mu.ac.in ar.tau@fort.mu.ac.in
11	The Deputy Registrar, College Teachers Approval Unit (CTA), concolsection@gmail.com
12	The Deputy Registrars, Finance & Accounts Section, fort draccounts@fort.mu.ac.in
13	The Deputy Registrar, Election Section, Fort drelection@election.mu.ac.in
14	The Assistant Registrar, Administrative Sub-Campus Thane, thanesubcampus@mu.ac.in
15	The Assistant Registrar, School of Engg. & Applied Sciences, Kalyan, ar.seask@mu.ac.in
16	The Assistant Registrar, Ratnagiri Sub-centre, Ratnagiri, ratnagirisubcentar@gmail.com
17	The Director, Centre for Distance and Online Education (CDOE), Vidyanagari, director@idol.mu.ac.in
18	Director, Innovation, Incubation and Linkages, Dr. Sachin Laddha pinkumanno@gmail.com
19	Director, Department of Lifelong Learning and Extension (DLLE), dlleuniversityofmumbai@gmail.com

Copy for information :-	
1	P.A to Hon'ble Vice-Chancellor, vice-chancellor@mu.ac.in
2	P.A to Pro-Vice-Chancellor pvc@fort.mu.ac.in
3	P.A to Registrar, registrar@fort.mu.ac.in
4	P.A to all Deans of all Faculties
5	P.A to Finance & Account Officers, (F & A.O), camu@accounts.mu.ac.in

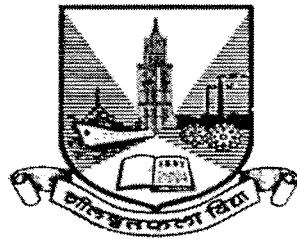
To,

1	The Chairman, Board of Deans pvc@fort.mu.ac.in
2	<p>Faculty of Humanities,</p> <p>Dean</p> <p>1. Prof.Anil Singh Dranilsingh129@gmail.com</p> <p>Associate Dean</p> <p>2. Dr.Suchitra Naik Naiksuchitra27@gmail.com</p> <p>3.Prof.Manisha Karne mkarne@economics.mu.ac.in</p> <p>Faculty of Commerce & Management,</p> <p>Dean</p> <p>1. Dr.Kavita Laghate kavitalaghate@jbims.mu.ac.in</p> <p>Associate Dean</p> <p>2. Dr.Ravikant Balkrishna Sangurde Ravikant.s.@somaiya.edu</p> <p>3. Prin.Kishori Bhagat kishoribhagat@rediffmail.com</p>

	Faculty of Science & Technology Dean 1. Prof. Shivram Garje ssgarje@chem.mu.ac.in Associate Dean 2. Dr. Madhav R. Rajwade Madhavr64@gmail.com 3. Prin. Deven Shah sir.deven@gmail.com
	Faculty of Inter-Disciplinary Studies, Dean 1. Dr. Anil K. Singh aksingh@trcl.org.in Associate Dean 2. Prin. Chadrashekhhar Ashok Chakradeo cachakradeo@gmail.com
3	Chairman, Board of Studies,
4	The Director, Board of Examinations and Evaluation, dboee@exam.mu.ac.in
5	The Director, Board of Students Development, dsd@mu.ac.in DSW directr@dsw.mu.ac.in
6	The Director, Department of Information & Communication Technology, director.dict@mu.ac.in

As Per NEP 2020

University of Mumbai



Title of the program

- A- U.G. Certificate in Psychological Health and Behaviour Science
- B- U.G. Diploma in Psychological Health and Behaviour Science
- C- B.Sc. (Psychological Health and Behaviour Science)
- D- B.Sc.(Hons.) (Psychological Health and Behaviour Science)

(Garware Institute of Career Education and Development)

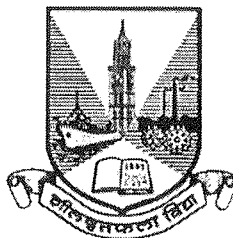
Syllabus for

Semester- Semester I and II

Ref: GR dated 20th April,2023 for Credit Structure of UG

(with effect from the academic year 2023-24 Progressively)

UNIVERSITY OF MUMBAI

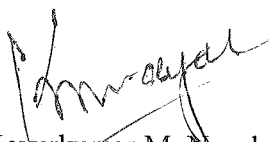



(AS PER NEP 2020)

Sr. No.	Heading	Particulars	
1	Title of program O: <u>GUA- 503 A</u>	A	U.G. Certificate in Psychological Health and Behaviour Science
	O: <u>GUA- 503 B</u>	B	U.G. Diploma in Psychological Health and Behaviour Science
	O: <u>GUA- 503 C</u>	C	B.Sc. (Psychological Health and Behaviour Science)
	O: <u>GUA- 503 D</u>	D	B.Sc.(Hons.) (Psychological Health and Behaviour Science)
2	Eligibility O: <u>GUA- 504 A</u>	A	H.S.C. (in any faculty) OR Passed Equivalent Academic Level 4.0 Admissions on the basis of Written Test & Interview 50% passing marks in the Entrance assessment.
	O: <u>GUA- 504 B</u>	B	1. The candidate who has successfully completed U.G. Certificate in Psychological Health and Behaviour Science. OR Passed Equivalent Academic Level 4.5 2. Lateral Entry to be granted to the candidate who's Under Graduate Certificate credits are 60% equivalent to U.G. Diploma in Psychological Health and Behaviour Science & he/she earns minimum 8 Credits from U.G. Certificate in Psychological Health and Behaviour Science. 3. As per NEP criteria on the basis of RPL- Recognition of Prior Learning, Candidate to be admitted to 2 nd Year subject to He/she securing minimum 50% in the 1 st Year assessment of U.G. Certificate in Psychological Health and Behaviour Science.

	O: <u>GUA- 504 C</u>	C	<p>1. The candidate who has successfully completed U.G. Diploma in Psychological Health and Behaviour Science OR Passed Equivalent Academic Level 5.0</p> <p>2. Lateral Entry to be granted to the candidate who's Under Graduate Diploma credits are 60% equivalent to B.Sc. Psychological Health and Behaviour Science & he/she earns minimum 8 Credits from U.G. Diploma in Psychological Health and Behaviour Science.</p> <p>3. As per NEP criteria on the basis of RPL- Recognition of Prior Learning, Candidate to be admitted to 3rd Year subject to He/she securing minimum 50% in the 2nd Year assessment of U.G. Diploma in Psychological Health and Behaviour Science.</p>
	O: <u>GUA- 504 D</u>	D	The candidate who has successfully completed B.Sc. Psychological Health and Behaviour Science with minimum CGPA of 7.5 OR Passed Equivalent Academic Level 5.5
3	Duration of Program R: <u>GUA- 506</u>	A	1 Year
		B	2 Years
		C	3 Years
		D	4 Years
4	R: <u>GUA- 507</u> Intake Capacity	50	
5	R: <u>GUA- 508</u> Scheme of Examination	NEP 50% Internal – Continuous Evaluation 50% External- Semester End Examination Individual Passing in Internal and External Examination	
6	Standards of Passing R: <u>GUA- 509</u>	50% in each component	
7	Credit Structure R: <u>GUA- 510 A</u>	Attached herewith	

	R: <u>GUA- 510 B</u> R: <u>GUA- 510 C</u> R: <u>GUA- 510 D</u>		
8	Semesters	A	Scm I & II
		B	Sem I, II, III, & IV
		C	Sem I, II, III, IV, V, & VI
		D	Sem I, II, III, IV, V, VI, VII & VIII
9	Program Academic Level	A	4.5
		B	5.0
		C	5.5
		D	6.0
10	Pattern	Semester	
11	Status	New	
12	To be implemented from Academic Year Progressively	From Academic Year 2023-24	


 Dr. Keyurkumar M. Nayak,
 Director, UM-GICED


 Prof. (Dr.) Shivram S. Garje
 Dean, Faculty of Science

PREAMBLE

1) Introduction:

The current course is titled '**B. Sc (Psychological Health and Behavior Science)**'

According to the WHO definition of health, health is not just an absence of disease but a state of physical, mental, social and spiritual well-being. Unfortunately, many times mental health is ignored in respect of physical health. This is partly due to the mind-body duality thinking and ignorance about psychological health. Psychological health is going to be in great demand as we progress into the 21st-century. Because of the changing social scene it is imperative that psychological problems will be on rise and hence the need for competent, efficient and knowledgeable psychologists as well as counsellors will be even more.

In the wake of the need of such psychologists and counsellors it is also necessary that training should include comprehensive and practical knowledge of psychology as well as the application of psychology as a science so that the methods of application of psychology become standardised and functional. Unfortunately, India not only lacks sufficient number of trained counsellors but also, the practising counsellors may lack the depth of knowledge and are many times unaware of the newer fields in psychology such as child psychology, sports psychology, geriatric psychology and the like.

Psychology has tremendous value in terms of its application towards human behaviour. It can make sense of both normal and abnormal behaviour. This is especially important from the point of view of treatment of mental health problems and the application of psychology in the field of psychiatry. There is also a lack of trained psychotherapists and counsellors who can provide scientific treatment to individuals with mental health problems.

Psychology also has important contributions to make in the field of special populations such as individuals with disability, children and adolescents, children with special needs, adult population with special needs, youth offenders, geriatric population and in medico legal practice. The counsellor may be called to assess the mental state of any individual and thereby surmise the contribution of his mental health towards any behaviour problems shown. It is important that the counsellor is aware of the needs of the special populations and is conversant with the different assessment techniques that exist.

The course will provide the necessary knowledge and its practical application to the trainees so that they are able to deliver their services to the best of their potential. It is hoped that the trainees will get absorbed in the different fields of health – both physical health (hospital-based, clinic-based and in different areas of physical health such as Neurology, Diabetology, Paediatrics, Gynaecology, Cardiology and is an active participant in the teams that provide parallel medical health services) and in mental health (General psychiatry and the specialised fields of psychiatry).

These counsellors can work as individual or group psychotherapists to attract an individual clientele. The counsellors can also work as competent school counsellors, industrial counsellors and advisory counsellors who can assist in drafting and implementing the psychological aspects of public health programs.

2) Program objectives:

1. To teach students about the theoretical and practical aspects of psychology
2. To train students to apply the learnt knowledge to real-life situations in a meaningful way
3. To involve students in projects that will benefit them in practical applications of psychology
4. To introduce them to specialist fields of psychology such as Child psychology, Sports psychology etc that will enhance the breadth of their knowledge
5. To train students so that they will be employable in the fields of counselling and therapeutic psychology

3) Job Opportunities:

1. School counsellor/remedial teacher
2. Hospital –based set-up (counselling + conducting psychometric tests)
3. Industry employee upgradation tool, personality assessment
4. Clinical psychologist working with psychiatrist
5. Counsellors- psychotherapist after specialist therapy courses like CBT, REBT etc
6. NGOs- counselling, therapists, vocational therapists

5) Credit Structure of the program – (Parishisth-2)

R: GUA – 510 A

B. Sc. (Psychological Health and Behavioural Science)

Level	Sem	Major		Minor	Open Elective	VSEC (VSC, SEC)	AEC, VEC, IKS	OJT /CC	Credits	Degree
		Mandatory	Electives							
		4-6 (4+2)		-	2+2	2+2	AEC 2, VEC 2, IKS 2	CC 2	20-22	
	I	Psychology as Science(4) Foundation of Social Psychology (2)	-		Fundamentals of Biology (2) Basics of IT (2)	Literature Review (2) Introduction to Life Skills (2)	English I (2) Understanding India (2) Indian Psychology (2)	Yoga (2)		UG Certificate 40-44
	Cr	6	0	0	4	4	6	2	22	
4.5	II	Fundamentals of Psychology(4) Mental Health care Act (2)		Dynamics of Health y Child Development (2)	Chemistry in Daily Life (2) Medical Physics (2)	Group Testing (2) Applications of Life Skills (2)	English II (2) Environmental Studies (2)	Sports (2)		
	Cr	6	0	2	4	4	4	2	22	
	Cum. Cr.	12	0	2	8	8	10	4	44	
Exit option: Award of UG Certificate in Major with 40-44 credits and an additional 4 credits core NSQF course/ internship OR continue with Major and Minor										

R: GUA – 510 B

Level	Sem	Major		Minor	Open Elective	VSEC (VSC, SEC)	AEC, VEC, IKS	OJT /CC	Credits	Degree
		Mandatory	Electives							
5.0		6(4+2)- 8(2*4)		4	2	VSC-2	AEC 2,	FP-2 CC 2	20-22	
	III	Introduction to Psychological Testing (4) Approaches to Cognitive Sciences (4)		Developmental Psychology-Infancy (4)	Human Rehabilitation Engineering (2)	Psychological Experiment (2)	Marathi I (2)	Field Project (2) Mental Health Awareness Programs (2)		UG Diploma 80-88
	Cr	8	0	4	2	2	2	4	22	
	IV	Psychological Testing & Statistics-Applied perspective (4) Cognitive Psychology & Human Behaviour (4)		Developmental Psychology-Early Childhood till adolescence (4)	Basics of Research Methodology & Statistics (2)	Psychological Testing (2)	Marathi II (2)	Addiction Awareness Programs for Youth (2) Dietetics (2)		
	Cr	8	0	4	2	2	2	4	22	
	Cum. Cr.	28	0	10	12	12	14	12	88	
Exit option: Award of UG Diploma in Major and Minor with 80-88 credits and an additional 4 credits core NSQF course/ Internship OR continue with Major and Minor										

R: GUA – 510 C

Level	Sem	Major		Minor	Open Elective	VSEC (VSC, SEC)	AEC, VEC, IKS	OJT /CC	Credits	Degree
		Mandatory	Electives							
5.5	V	8(2*4)-10 (2*4+2)	4	4-6	-	VSC- (2-4)	-	FP/CEP-2	20-22	UG Degree 120-132
		Psychology of Mental Health (4) Introduction to Psychology of Health (4)	Stress Management (4)	Child Psychology (4)		Data Analysis using SPSS (2)	-	Field Project (2) (Hospital Posting)		
	Cr	8	4	4	0	2	0	2	20	
	VI	8(2*4)-10 (2*4+2)	4	4	-	-	-	OJT-4	20-22	
		Social Behaviour(4) Health Management (4)	Sports Psychology (4)	Therapeutic Child Psychology (4)				Internship (4)		
	Cr	8	4	4	0	0	0	4	20	
	Cum Cr.	44	8	18	12	14	14	18	128	

Exit option: Award of UG Degree in Major with 120-132 credits OR continue with Major and Minor

R: GUA – 510 D

Level	Sem	Major		Minor	Open Elective	VSEC (VSC, SEC)	AEC, VEC, IKS	OJT /CC	Credits	Degree
	VII	Mandatory	Electives							
		12-14 (2*4+2*2)or (3*4+2)	4	RM-4	-	-	-	-	20-22	
6.0		Psychopathology(4) Science of Counselling (4) Industrial Psychology (4) Practicum I (2)	Cyber Psychology (4)	Research Methodology (4)						UG Honours Degree 160-176
	Cr	14	4	4	0	0	0	0	22	
	VIII	12-14 (2*4+2*2)or (3*4+2)	4	-	-	-	-	OJT-4	20-22	
		Psychotherapy (4) Art of Counselling (4) Organizational Psychology (4) Practicum II (2)	Criminal Psychology (4)					Internship (4)		
	Cr	14	4	0	0	0	0	4	22	
	Total Cr in 4th Year	28	8	4	0	0	0	4	44	
	Cum. Cr.	72	16	22	12	14	14	22	172	
Four Year UG Honours Degree in Major and Minor With 160-176 credits.										

Km Nayak

Dr. Keyurkumar M. Nayak,
Director, UM-GICED

Garje

Prof. (Dr.) Shivram S. Garje
Dean, Faculty of Science

B. Sc. (Psychological Health and Behavioural Science)

Course Structure-NEP 2020

Sem-I		Assessment Pattern				
Subject code	Subject	Internal Marks 50%	External Marks 50%	Total Marks(CA) -100	Total Hours	Total Credits
B.Sc.(PH&BS)S1MJP1	Psychology as Science	50	50	100	60	04
B.Sc.(PH&BS)S1MJP2	Foundation of Social Psychology	25	25	50	30	02
B.Sc.(PH&BS)S1P3	Fundamentals of Biology	25	25	50	30	02
B.Sc.(PH&BS)S1P4	Basics of IT	25	25	50	30	02
B.Sc.(PH&BS)S1P5	Literature Review	25	25	50	30	02
B.Sc.(PH&BS)S1P6	Introduction to Life Skills	25	25	50	30	02
B.Sc.(PH&BS)S1P7	English	25	25	50	30	02
B.Sc.(PH&BS)S1P8	Understanding India	25	25	50	30	02
B.Sc.(PH&BS)S1P9	Indian Psychology	25	25	50	30	02
B.Sc.(PH&BS)S1P10	Yoga	50	-	50	60	02
		300	250	550	360	22

Sem-II	Assessment Pattern					
Subject code	Subject	Internal Marks 50%	External Marks 50%	Total Marks (CA)- 100	Total Hours	Total Credits
B.Sc.(PH&BS)S2MJP11	Fundamentals of Psychology	50	50	100	60	04
B.Sc.(PH&BS)S2MJP12	Mental Healthcare Act	25	25	50	30	02
B.Sc.(PH&BS)S2MRP13	Dynamics of Healthy Child Development	25	25	50	30	02
B.Sc.(PH&BS)S2P14	Chemistry in Daily Life	25	25	50	30	02
B.Sc.(PH&BS)S2P15	Medical Physics	25	25	50	30	02
B.Sc.(PH&BS)S2P16	Group Testing	50	-	50	30	02
B.Sc.(PH&BS)S2P17	Applications of Life Skills	25	25	50	30	02
B.Sc.(PH&BS)S2P18	English II	25	25	50	30	02
B.Sc.(PH&BS)S2P19	Environmental Studies	25	25	50	30	02

B.Sc.(PH&BS)S2P20	Sport	50	-	50	60	02
		325	225	550	360	22
SEM - III		Assessment Pattern				
Subject code	Subject	Internal Marks 50%	External Marks 50%	Total Marks(CA)- 100	Total Hours	Total Credits
B.Sc.(PH&BS)S3MJP21	Introduction to Psychological Testing	50	50	100	60	04
B.Sc.(PH&BS)S3MJP22	Approaches to Cognitive Sciences	50	50	100	60	04
B.Sc.(PH&BS)S3MRP23	Developmental Psychology-Infancy	50	50	100	60	04
B.Sc.(PH&BS)S3P24	Human Rehabilitation Engineering	25	25	50	30	02
B.Sc.(PH&BS)S3P25	Psychological Experiment	25	25	50	30	02
B.Sc.(PH&BS)S3P26	Marathi I	25	25	50	30	02
B.Sc.(PH&BS)S3P27	Field Project	50	-	50	30	02
B.Sc.(PH&BS)S3P28	Mental Health Awareness Programs	50	-	50	30	02
		325	225	550	330	22
SEM- IV						
B.Sc.(PH&BS)S4MJP29	Psychological Testing & Statistics-Applied perspective	50	50	100	60	04
B.Sc.(PH&BS)S4MJP30	Cognitive Psychology & Human Behaviour	50	50	100	60	04
B.Sc.(PH&BS)S4MRP31	Developmental Psychology-Early Childhood till adolescence	50	50	100	60	04
B.Sc.(PH&BS)S4P32	Basics of Research Methodology & Statistics	25	25	50	30	02
B.Sc.(PH&BS)S4P33	Psychological Testing	50	-	50	60	02
B.Sc.(PH&BS)S4P34	Marathi II	25	25	50	30	02
B.Sc.(PH&BS)S4P35	Addiction Awareness Programs for Youth	50	-	50	30	02
B.Sc.(PH&BS)S4P36	Dietetics	50	-	50	30	02
		350	200	550	360	22

SEM-V		Assessment Pattern				
Subject code	Subject	Internal Marks 50%	External Marks 50%	Total Marks(CA)- 100	Total Hours	Total Credits
B.Sc.(PH&BS)S5MJP3 7	Psychology of Mental Health	50	50	100	60	04
B.Sc.(PH&BS)S5MJP3 8	Introduction to Psychology of Health	50	50	100	60	04
B.Sc.(PH&BS)S5MJP3 9	Stress Management	50	50	100	60	04
B.Sc.(PH&BS)S5MRP4 0	Child Psychopathology	50	50	100	60	04
B.Sc.(PH&BS)S5P41	Data Analysis using SPSS	25	25	50	30	02
B.Sc.(PH&BS)S5P42	Field Project	50	-	50	30	02
		275	225	500	300	20
SEM- VI						
B.Sc.(PH&BS)S6MJP4 3	Social Behaviour	50	50	100	60	04
B.Sc.(PH&BS)S6MJP4 4	Health Management	50	50	100	60	04
B.Sc.(PH&BS)S6MJP4 5	Sports Psychology	50	50	100	60	04
B.Sc.(PH&BS)S6MRP4 6	Therapeutic Child Psychology	50	50	100	60	04
B.Sc.(PH&BS)S6P47	Internship	100	-	100	120	04
		300	200	500	360	20

SEM VII		Assessment Pattern				
Subject code	Subject	Internal Marks 50%	External Marks 50%	Total Marks(CA)- 100	Total Hours	Total Credits
B.Sc.(PH&BS)S7M JP48	Psychopathology	50	50	100	60	04
B.Sc.(PH&BS)S7M JP49	Science of Counselling	50	50	100	60	04
B.Sc.(PH&BS)S7M JP50	Industrial Psychology	50	50	100	60	04
B.Sc.(PH&BS)S7M JP51	Practicum I	25	25	50	30	02
B.Sc.(PH&BS)S7M JP52	Cyber Psychology	50	50	100	60	04
B.Sc.(PH&BS)S76 MRP53	Research Methodology	50	50	100	60	04
		275	275	550	330	22
SEM VIII						
B.Sc.(PH&BS)S8M JP54	Psychotherapy	50	50	100	60	04
B.Sc.(PH&BS)S8M JP55	Art of Counselling	50	50	100	60	04
B.Sc.(PH&BS)S8M JP56	Organizational Psychology	50	50	100	60	04
B.Sc.(PH&BS)MJS 8P57	Practicum II	25	25	50	30	02
B.Sc.(PH&BS)S8M JP58	Criminal Psychology	50	50	100	60	04
B.Sc.(PH&BS)S8P 59	Internship	100	-	100	120	04
		325	225	550	390	22

Sem.-I

B.Sc. (Psychological Health and Behavioural Science) First Year Syllabus as per NEP 2020

Semester I

<u>Course -Psychology as Science</u>			
<p>➤ Course Objectives:</p> <ul style="list-style-type: none">❖ To prepare the students for basic and general aspects of psychology.❖ To enable students to develop critical understanding of the different parts of the Brain.❖ To make students familiar with the concepts of Attention, Sensation and Perception.❖ To make students understand the applications of learning processes and impact of learning on behavior.			
Paper No.	Subject	Total Hours	Total Credits
P1	Psychology as Science		
Major	Unit 1 The Science of Psychology a) What is Psychology? b) Psychology then: History of Psychology c) Psychology now: Modern Perspectives d) Types of Psychological professionals e) Scientific and Descriptive Methods [SEP] f) Ethics of Psychological Research [SEP] g) Review of Literature h) Critical Thinking	15	4
	Unit 2 Brain and Psychology a) Neurons and nerves: Building the Network [SEP] b) The Peripheral Nervous System c) [SEP] The Central Nervous System d) Inside the brain and structures of the brain [SEP] e) Different Lobes and functioning f) Brain Imaging Techniques	15	
	Unit 3 Sensation and Perception a) The ABSs of Sensation b) Scope of Attention c) The Science of Seeing d) The Hearing Senses e) The ABCs of Perception f) Depth perception g) Perceptual Illusions	15	
	Unit 4 Learning a) Definition of Learning [SEP] b) Classical Conditioning [SEP]	15	

	c) Operant Conditioning ^[1] d) Cognitive Learning Theory e) Observational Learning f) Impact of learning on behaviour		
<p>➤ Course Outcome :</p> <ul style="list-style-type: none"> ❖ A learner will be able to understand about basic and general aspects of psychology. ❖ A learner will be able to develop critical understanding of the different parts of the brain. ❖ A learner will be familiar with the concept of attention, sensation and perception. ❖ A learner will be able to apply concepts of learning in daily life. 			

Books for Study:

Ciccarelli S.K., (2018), Psychology (Fifth Edition), Pearson Education Limited

Feldman, R. S. (2008). Understanding Psychology. (8th ed.). McGraw- Hill Publications,

Lahey, B. B. (2007). Psychology: An Introduction. (9th ed.). McGraw- Hill Publications,

Kalat, J. W. (2005). Introduction to Psychology. (7th ed.). Wadsworth- Thomson Learning Publications, Belmont, USA.

<u>Course -Foundation of Social Psychology</u>			
<p>➤ Course Objectives:</p> <ul style="list-style-type: none"> ❖ To make students understand the history, the origins and early development of social psychology. ❖ To enable the students understand the various aspects of nonverbal communication, impression formation and impression management ❖ To help students explore the concept of schemas, Heuristics, automatic and controlled processing and social cognition. 			
Paper No.	Subject	Total Hours	Total Credits
P2	Foundation of Social Psychology		
Major	Unit 1 Man as social animal & Social Perception a) Social Psychology: what it is and what it does b) A brief look at history: the origins and early development of Social Psychology ^[1] c)The Quest for Knowledge and Rights of Individuals: Seeking an Appropriate Balance d)Nonverbal Communication: The unspoken Language of Expressions, Gazes and Gestures e) Impression Formation and Impression Management	15	
	Unit 2 Social Cognition ^[1] a) Schemas: Mental Frameworks for Organising and	15	2

	Using Social Information b) Heuristics: How We Reduce Our Effort in Social Cognition ^[1] _{SEP} c) Automatic and controlled processing: two basic modes of social thought ^[1] _{SEP} d) Potential Sources of Error in Social Cognition ^[1] _{SEP} e) Affect and Cognition: how feelings shape thought and thought shapes feelings f) Impact of social media on psychological health		
<p>➤ Course Outcome:</p> <ul style="list-style-type: none"> ❖ A learner will be able to know the history, the origins and early development of social psychology. ❖ A learner will be able to understand the various aspects of nonverbal communication, impression formation and impression management. ❖ A learner will be able to explore the concept of schemas, Heuristics, automatic and controlled processing and social cognition. 			

Books for Study:

Baron, R. A., Branscombe, N. R., (2017), Social Psychology. (14th Ed.), New Delhi: Pearson Education Limited 2017

Aronson, E., Wilson, T. D., & Akert, R. M. (2007). Social Psychology. (6th ed), New Jersey: Pearson Education prentice Hall

Baumeister, R. F., & Bushman, B. J. (2008). Social Psychology and Human Nature. International student edition, Thomson Wadsworth USA

Delamater, J. D., & Myers, D. J. (2007). Social Psychology. (6th ed.), Thomson Wadsworth International student edition, USA

Franzoi, S. L. (2003). Social Psychology. (3rd ed.). New York McGraw Hill co.

Kenrick, D. T., Newberg, S. L., & Cialdini, R. B. (2007). Social Psychology: Goals in Interacton. (4th edi.). Pearson Education Allyn and Bacon, Boston

Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). Social Psychology. (12th ed.). New Delhi: Pearson Education

<p align="center"><u>Course -Fundamentals of Biology</u></p>			
<p>➤ Course Objectives :</p> <ul style="list-style-type: none"> ❖ To understand the human anatomy and functions of various body structure. ❖ To understand different physiological processes taking place inside human body. 			
Paper No.	Subject	Total Hours	Total Credits
P3	Fundamentals of Biology		
Open Elective	<p>Unit 1</p> <p>Cardiovascular and Respiratory System</p> <p>Structure of heart, cardiac cycle, conducting and circulatory system of heart, Blood pressure and ECG ,Einthoven's triangle</p> <p>Anatomy of Respiratory system, Internal and External respiration process, Lung volume and capacities, Spirometer</p> <p>Practicals: To measure Blood Pressure using sphygmomanometer using occlusive cuff method.</p>	15	2
	<p>Unit 2</p> <p>Nervous system, Sensory Organs and Excretory system</p> <p>Structure of Neuron, Anatomy of different parts of Nervous system and their function, Generation of Nerve conduction and action potential, Reflex actions</p> <p>Structure and function of Eye ,formation of image on retina</p> <p>Structure and function of Ear and hearing mechanism</p> <p>Structure of Nephron, Urine formation and functions of kidney</p> <p>Practical: Visit to the hospital anatomy department</p>	15	
<p>➤ Course Outcome:</p> <ul style="list-style-type: none"> ❖ A learner will be able to understand structure and function of a cell, basic tissues and their functions. ❖ A learner will be able to Know the composition of blood, blood cells with their functions,basics of blood counting, blood grouping and coagulation of blood. ❖ A learner will be able to understand the anatomy of cardiovascular system, the basics of blood. ❖ A learner will be able to Understand structure of neuron, anatomy of different parts of nervous system and their functions, reflex action, distinguish different parts of eyes and ear,their structure and function, understand the hearing mechanism and image formation on retina. 			

Books for Study:

Anatomy and Physiology in Health and Illness: Ross and Wilson. (ELBS Pub)

Human Physiology :C.C. Chatterjee (CBS Pub.11th Edi.)

<u>Course-Basics of IT</u>			
<p>➤ Course Objectives:</p> <ul style="list-style-type: none">❖ To make students aware of hardware and software devices using computer and managing computer resources using disk management, task bar, Command prompt, etc.❖ To help students use Microsoft office and Libre office tool efficiently.❖ To make students aware of different networking topologies and google services.			
Paper No.	Subject	Total Hours	Total Credits
P4	Basics of IT		
Open Elective	Unit 1 Computer Hardware and Software: I/O devices, Operating systems, Device manager, Software Installation, Disk management, task manager.	10	2
	Unit 2: MS Office vs Libre office: Word, Excel, Power point, Outlook.	10	
	Unit 3: Internet: Introduction to internet, command prompt, IP address and MAC address, google drive, DNS servers and IP protocols	10	
	Practicals: 1) Document creation:-Word 2) Data analysis-Excel 3) Power point presentation 4) Using Command line interface to check IP, Ping a server, directory		
<p>➤ Course Outcome :After completion of the course students will be able to:</p> <ul style="list-style-type: none">❖ Create and use Microsoft office tools efficiently.❖ Create power point presentations effectively.❖ Check IP Address, MAC Address and use command prompt.❖ Gain knowledge on DNS Servers and communication protocols etc.			

Books for Study:

Go with Microsoft office 365 by Shelley Gaskin

Fundamentals of Computer and Information Technology-R.S. Salaria

<u>Course-Literature Review</u>			
<p>➤ Course Objectives:</p> <p>❖ To learn to do Book Review/ research literature review related to the topic.</p>			
Paper No.	Subject	Total Hours	Total Credits
P5	Literature Review		
VSC	<p>This course is a self-learning course. Students will select any topic in Psychology and it will be approved by the teacher. Student will review 10 research articles related to the topic and write a compiled report of the same in 1000 words, highlighting the prominent results of the various articles, identifying the common patterns, etc.</p> <p>Or</p> <p>Students will select a book related to Psychology domain and get it approved by the teacher and write a review on the following lines (1000 words).</p> <ol style="list-style-type: none"> 1. Summary/ highlights of the book 2. Significance/ appreciation of the book 3. Strengths and weaknesses or agreements / disagreements regarding the book 4. Concluding remarks <p>Learning outcome:</p> <ol style="list-style-type: none"> 1. Students will be able to search research articles/Books related to topic. 2. Students will be able understand, analyze and synthesize content/research findings of given topics 3. Students will learn to write a summarized report of the review 	60	2
<p>➤ Course Outcome :</p> <p>❖ A Learner will be able to search research articles/Books related topic.</p> <p>❖ A Learner will be able to understand, analyze and synthesize content /research findings of given topics.</p> <p>❖ Learner will be able to write a summarized report of the review.</p>			

<u>Course - Introduction to Life Skills</u>
<p>➤ Course Objectives :</p> <p>❖ To help student to develop the ability to recognize their own strength and weaknesses by using self awareness life skill.</p> <p>❖ To help student understand and accept others and their behaviour that may be very different from themselves by using the life skill empathy.</p> <p>❖ To develop ability in students to express themselves both verbally and non verbally in an appropriate manner by using the life skill communication skill.</p> <p>❖ To develop Interpersonal skills in students that help themselves to understand their relations with relevant others and relate in a positive/reciprocal manner with them.</p>

❖ To develop ability to recognize the source of stress, its effects and teaching them healthy coping strategies.

Paper No.	Subject	Total Hours	Total Credits
P6	Introduction to Life Skills		
SEC	Unit 1 Life Skills : Introduction a) Self Awareness b) Empathy c) Communication Skills d) The Interpersonal Skills e) Stress Management	15	2
	Unit 2 Health Promotion using Life Skill Approach a) Activity 1-Self Awareness b) Activity 2-Empathy c) Activity 3-Communication Skills d) Activity 4-The Interpersonal Skills e) Activity 5-Stress Management	15	

➤ **Course Outcome:**

❖ A Learner will be able to recognize their own strength and weaknesses by using self awareness life skill.

❖ A Learner will be able to understand and accept others and their behaviour by using the life skill empathy.

❖ A Learner will be able to develop ability in to express themselves both verbally and non verbally in an appropriate manner by using the life skill communication skill.

❖ A Learner will be able to develop Interpersonal skills that help themselves to understand their relations with relevant others and relate in a positive/reciprocal manner.

❖ A Learner will be able to develop ability of healthy coping strategies.

Books for Study:

Chorghade S & Pangaonkar Shailesh (2018), Introduction to Life Skills ,Nathe Publication Limited

Dr.Bharat S & Dr.K.V.Kishore Kumar (2005), Activity Mannual For The Teachers On Health Promotion using Life Skills Approach,NIMHSNS Publication No.53.

<u>Course-English I</u>			
<p>➤ Course Objective:</p> <ul style="list-style-type: none"> ❖ To Bridge the gap for students who are having English as 2nd and 3rd language and help them write properly. ❖ To help students understand basics of English and construction of grammatically correct sentences. ❖ To develop the habit of reading and understanding the technicalities. 			
Paper No.	Subject	Total Hours	Total Hours
P7	English I		
AEC	Unit 1: Basics of English: Parts of Speech, Tenses, Voice (Active and passive), idioms and phrases, Introduction to dialogues and monologues	10	2
	Unit 2: Communication: Theory of communication and its 5 types, Modes of communication (verbal and non-verbal), Barriers and strategies, Inter personal and group communication	10	
	Unit 3: Reading and understanding: Close reading, Comprehension, Summary, Paraphrasing, Analysis and interpretation	10	
	Assignment: Read any of the following books <ul style="list-style-type: none"> ● The diary of Anne Frank ● Rich Dad Poor Dad ● Think and grow rich 		
Course Outcome : <ul style="list-style-type: none"> ❖ Learner will be able to differentiate between different parts of speech in a sentence. ❖ Understand tenses used and use it properly to construct paragraphs. ❖ Learner will be able to communicate properly in verbal and non-verbal modes. 			

Books for Study:

Nicholls, Anne. Mastering Public Speaking. Jaico Publishing House, 2003.

Aggarwal, R.S. Quantitative Aptitude. S.Chand & Co., 2004.

Leigh, Andrew and Michael Maynard. The Perfect Leader. Random House Business Books, 1999.

Whetton .A.David and Kim S. Cameron. Developing Management Skills. Pearson Education, 2007.

K. R. Lakshminarayan. Developing Soft Skills. Scitech, 2009. Sherfield M Robert. Developing Soft Skills Pearson Education, 2005.

<u>Course-Understanding India</u>			
<p>➤ Course Objectives:</p> <ul style="list-style-type: none"> ❖ To make students aware and accept the multicultural diversity on Indian society, with reference to demographic composition like religion, caste, sex, etc. ❖ To make students aware of the disparities arising in Indian society due to unequal sex ration, female foeticide, casteism and ways to overcome such issues. ❖ To help students understand pros and cons of globalization, liberalization, privatization. 			
Paper No.	Subject	Total Hours	Total Hours
P8	Understanding India		
VEC	Unit – 1 Overview of Indian Society Understand the multi-cultural diversity of Indian society through its demographic composition: population distribution according to religion, caste, and gender; Appreciate the concept of linguistic diversity in relation to the Indian situation; Understand regional variations according to rural, urban and tribal characteristics; Understanding the concept of diversity as difference	5	
	Unit 2: Concept of Disparity Understand the concept of disparity as arising out of stratification and inequality; Explore the disparities arising out of gender with special reference to violence against women, female foeticide (declining sex ratio); Appreciate the inequalities faced by people with disabilities (physical and mental disabilities); Understand conflicts arising out of casteism, communalism, regionalism and linguism and examine their causes and effects	10	
	Unit 3: The Indian Constitution Philosophy of the Constitution as set out in the Preamble; The structure of the Constitution-the Preamble, Main Body and Schedules; Fundamental Duties of the Indian Citizen; tolerance, peace and communal harmony as crucial values in strengthening the social fabric of Indian society; Basic features of the Constitution; The Universal Declaration of Human Rights; Human Rights constituents with special	10	2

	reference to Fundamental Rights stated in the Constitution Unit 4: Globalization and Indian Society Understanding the concepts of liberalization, privatization and globalization; Growth of information technology and communication and its impact manifested in everyday life; Impact of globalization on industry: changes in employment and increasing migration; Changes in agrarian sector due to globalization; rise in corporate farming and increase in farmers' suicides	5	
<p>➤ Course Outcome:</p> <ul style="list-style-type: none"> ❖ At the end of the course, students will have a better understanding on the unity in diversity fabric of the Indian society. ❖ The students will be able to understand the need to overcome atrocities happening in the society in the name female foeticide, religion, caste discrimination, etc. 			

Books for Study:

Foundation Course by Manan Prakashan

Foundation Course by Sheth Publishers

<u>Course -Indian Psychology</u>			
<p>➤ Course Objectives:</p> <ul style="list-style-type: none"> ❖ To make students familiar with the academic psychology in India. ❖ To enable students to develop critical understanding of Bhagvad Gita, Sufism, Yoga and Buddhist Psychology. 			
Paper No.	Subject	Total Hours	Total Credits
P9	Indian Psychology		
IKS	Unit 1 Academic psychology in India a) Pre-Independence era b) Post Independence era c) 1970: The move to addressing social issues d) 1990s Paradigmatic concerns, Disciplinary identity crisis e) Crisis of identity f) 1980s: Indigenization g) 2000s: Emergence of Indian Psychology in academia	15	
		15	2

	Unit 2 Psychological thought in some major eastern systems a) Psychology and Bhagavad Gita-Concept in Bhagavad Gita, Importance and relevance of Bhagavad Gita in our present life, Sri Aurobindo's Take on Gita b) Sufism-Islam: A brief introduction, Sufism in India, Sufi Philosophy, The four stages of Sufism, Main stages of Sufism c) Yoga Psychology :Integral Psychology, Integral Yoga, Central purpose of integral yoga d) Buddhist Psychology-About Siddhartha, About Buddha's Death, The four noble truths		
<p>➤ Course Outcome :</p> <p>❖ A learner will be familiar with the academic psychology in India.</p> <p>❖ A learner will be able to develop critical understanding of Bhagavad Gita, Sufism, Yoga and Buddhist Psychology.</p>			

Books for Study:

Rao, K.R.. Paranjpe, A.C. & Dalal, A.K. (2008). Handbook of Indian Psychology. New Delhi: Cambridge University Press India Pvt. Ltd.

Kuppuswamy. B. (1990). Elements of Ancient Indian Psychology, New Delhi-110 002: Vikas Publishing House Pvt. Ltd., t, Ansari Road. (Paper back edition available)

Vyas R. N. (1984). From Consciousness to Super Consciousness: Fundamentals of Indian Philosophical Psychology, New Delhi-110 002: Cosmo Publications, 24-B, Ansari Road, Daryaganj.

<u>Course - Yoga</u>			
<p>➤ Course Objectives:</p> <p>❖ To foster harmony in the body, mind and environment.</p> <p>❖ Maintaining and promoting different Indian yoga traditions.</p>			
Paper No.	Subject	Total Hours	Total Credit
P10	Yoga		
CC	Level 1 1. Padmasana 2. Ardha Chakrasana 3. Makarasana 4. Uttina Dwipadasana	60	2

	<p>Level 2</p> <ol style="list-style-type: none"> 1. Vajrasana 2. Yoga Mudrasana 3. Bhujangasana 4. Surya Namaskara <p>Level 3</p> <ol style="list-style-type: none"> 1. Paschimottanasana 2. Pada Hastasana 3. Shalabhasana 4. Pavana Muktasana <p>Level 4</p> <ol style="list-style-type: none"> 1. Vakrasana 2. Trikonasana 3. Dhanurasana 4. Shawasana <p>Level 5</p> <ol style="list-style-type: none"> 1. Utrasana 2. Vrikshasana 3. Shashankasana 4. Deep Breathing Practice <p>Level 6</p> <ol style="list-style-type: none"> 1. Badha Konasana 2. Janu Shirashasana 3. Gomukhasana 4. Nadishodhna Pranayama 		
<p>➤ Course outcome:</p> <ul style="list-style-type: none"> ❖ Students will be able to perform different yogasanas which will aid in their physical fitness. ❖ They will have a more balance life with physical and mental fitness 			

Sem.-II

Semester II

<u>Course - Fundamentals of Psychology</u>			
<p>➤ Course Objectives:</p> <ul style="list-style-type: none"> ❖ To introduce various elements of memory. ❖ To make the student familiarize with the concept and theories regarding cognition including thinking, intelligence and language. ❖ To make the student familiarize with the concept and the theories of motivation and emotion. ❖ To enable student develop critical understanding of the types and theories of personality. 			
Paper No.	Subject	Total Hours	Total Credits
P11	Fundamentals of Psychology		
Major	Unit 1 Memory^[SEP] as science a) Memory: Encoding, Storage, Retrieval ^[SEP] b) Models of memory – LOP and PDP c) The information-processing model – sensory, short-term and long-term memory d) Retrieval of Long-Term Memories ^[SEP] e) Forgetting ^[SEP] f) Childhood memories and their impact on adult functioning	15	4
	Unit 2 Intelligence a) Intelligence: Nature b) Theories of Intelligence c) Measuring Human Intelligence d) Emotional Intelligence e) Creativity f) Applying Psychology-Mental exercise for better cognitive health	15	
	Unit 3 Motivation and Emotion a) Approaches to understanding Motivation ^[SEP] b) Hunger ^[SEP] c) Emotion ^[SEP] d) Applying Psychology – The how-to of happiness	15	
	Unit 4 An overview of Theories of Personality a) Sigmund Freud and Psychoanalysis ^[SEP] b) The Behaviorist view of Personality ^[SEP] c) The Social Cognitive view of Personality ^[SEP] d) Humanism and Personality ^[SEP] e) Trait Theories	15	

	f) The biology of Personality: Behavioral Genetics g) Assessment of Personality h) Applying Psychology – Personality testing on the internet		
➤ Course Outcome: ❖ A learner will be able to understand various elements of memory. ❖ A learner will be familiarizing with the concept and theories regarding cognition including thinking, intelligence and language. ❖ A learner will be able to apply the concept of motivation and emotion in daily life. ❖ A learner will be able to identify the types and theories of personality.			

Books for Study:

Ciccarelli S.K., (2018), Psychology (Fifth Edition), Pearson Education Limited

Feldman, R. S. (2008). Understanding Psychology. (8th ed.). McGraw- Hill Publications.

Lahey, B. B. (2007). Psychology: An Introduction. (9th ed.). McGraw- Hill Publications.

Kalat, J. W. (2005). Introduction to Psychology. (7th ed.). Wadsworth- Thomson Learning Publications, Belmont, USA.

<u>Course -Mental Healthcare Act</u>			
➤ Course Objective: ❖ To make student aware with the concept of Mental Healthcare Act 2017 which aims to provide mental healthcare services for persons with mental illness. It insures that these persons have a right to live life with dignity by not being discriminated against or harassed.			
Paper No.	Subject	Total Hours	Total Credits
P12	Mental Healthcare Act		
Major	Unit 1 a) Preliminary b) Mental Illness and Capacity to Make Mental Healthcare and Treatment Decisions c) Advance Directive d) Nominated Representative e) Rights of Persons with Mental Illness f) Duties of Appropriate Government g) Central Mental Health Authority h) State Mental Health Authority	15	2
	Unit 2 a) Finance, Accounts and Audit b) Mental Health Establishments c) Mental Health Review Boards d) Admission, Treatment and Discharge e) Responsibilities of other Agencies f) Offences and Penalties	15	

➤ **Course Outcome:**

- ❖ A learner will be able to understand right of persons with mental illness.
- ❖ A learner will be able to understand about mental health establishments, Admission, treatment and discharge processes and also responsibilities of other agencies.

Books for Study:

The Gazette of India, Extraordinary Part II-Section I published by Authority, No.10] New Delhi, Friday, April, 7, 207/Chaitra 17,1939 (SAKA)

<u>Course-Dynamics of Healthy Child Development</u>			
<p>➤ Course Objectives:</p> <ul style="list-style-type: none"> ❖ To prepare students for the basic nature of child development. ❖ To help students to explore the concept of cognitive and language development. 			
Paper No.	Subject	Total Hours	Total Credits
P13	Dynamics of Healthy Child Development		
Minor	Unit 1 THE NATURE OF CHILD DEVELOPMENT a) Introduction: Child Development-Yesterday and Today, Developmental Processes, Periods, and Issues b) Biological Processes: The Evolutionary Perspective, Heredity and Environment Interaction c) Prenatal Development & The Postpartum Period d) Physical, Motor, Sensory & Perceptual Development	15	
	Unit 2 COGNITIVE AND LANGUAGE DEVELOPMENT a) Cognitive Developmental Approaches b) Information Processing: The Information-Processing Approach c) Intelligence: The Development of Intelligence, The Extremes of Intelligence and Creativity d) Language Development	15	2
<p>➤ Course Outcome-</p> <ul style="list-style-type: none"> ❖ A learner will be able to understand the basic nature of child development. ❖ A learner will be able to explore the concept of cognitive and language development. 			

Books for Study:

- Rathus, S. A. (2017). Childhood & adolescence: Voyages in development. Boston, MA, USA : Cengage Learning, 2017
- Santrock, J. W. (2014). Child development. New York : McGraw-Hill Education, 2014
- Levine, L. E., & Munsch, J. (2019). Child development from infancy to adolescence: An active learning approach. Thousand Oaks : SAGE Publications, Inc, 2019
- Berk, L. E. (2013). Child Development, 9th edition. Boston: Pearson, 2013
- Damon, W., & Lerner, R. M. (2008). Child and adolescent development: An advanced course. Hoboken, N.J: Wile

<u>Course-Chemistry in Daily Life</u>			
➤ Course Objectives: ❖ To make student familiarize with the concept of chemistry in medicine and Healthcare. ❖ To enable students to understand the various aspect of chemistry in crime and law enforcement.			
Paper No.	Subject	Total Hours	Total Credits
P14	Chemistry in Daily Life		
Open Elective	Unit 1 Chemistry in Medicine and Healthcare a) Chemistry and Medical Diagnosis b) Drugs—The Chemical Compounds c) Pain-relieving d) Antacids—Drugs for Stomach Upset e) Antibiotics—Drugs to Combat Infections. f) Hormones—Birth Control pill g) Viagra—Anti-Impotence Chemical Drug ; Stimulants and Depressants ;Drugs Affecting the Central Nervous System ;Narcotics ; Tranquillizers ;Finding Out Blood Group Unit 2 Chemistry in Crime and Law Enforcement a) Chemistry and Law b) Forensic Chemistry . c) Chemistry in Public Health. d) Chemistry in Mob Control . e) Drugs in Sports. f) Crime Detection;Physical Marks at the Crime Scene;Analytical Tools in Crime Detection	15	2
		15	
➤ Course Outcome: ❖ A learner will be familiarize with the concept of chemistry in medicine and Healthcare ❖ A learner will be able to understand the various aspect of chemistry in crime and law enforcement.			

Books for Study:

B. K. Sharma: Introduction to Industrial Chemistry, Goel Publishing, Meerut (1998)

Medicinal Chemistry- Ashtoush Kar.

Analysis of Foods – H.E. Cox: 13

Fred Billmeyer: Textbook of polymer science; Willey 3rd addition

<u>Course-Medical Physics</u>			
<p>➤ Course Objective:</p> <p>❖ The course is built on exploring the fundamentals of nuclear matter as well as considering some of the important applications of nuclear physics.</p>			
Paper No.	Subject	Total Hours	Total Credits
P15	Medical Physics		
Open Elective	Unit 1 Optics and Laser Properties of light, Total internal reflection of light, Electromagnetic spectrum, Optical fibre- structure, functioning and classification. (CO ₂ , Nd:YAG) Laser- concept, properties and application in healthcare	10	2
	Unit 2: Nuclear Physics Isotopes, Nuclear Forces, Binding Energy, Mass Defect, Nuclear reactions (Fission and Fusion), Nuclear reactors, Radioactivity, alpha, beta, gamma radiations, Half-life, Mean life of radioactive substances, Radioisotopes, Natural and artificial Radioactivity, Radionuclides in medicine and technology	10	
	Unit 3: Radiation Detector Interaction of radiation with matter, Types and properties of Radiation. Types of Radiation Detectors- Scintillator, Gas-Filled, Semiconductor, Geiger-Muller tube	10	
<p>➤ Course Outcome :</p> <p>❖ A learner will be able to explain the essential physics of nuclear medicine such as concepts of radioactivity, its measurement, interaction with matter and radionuclide production.</p> <p>❖ A learner will be able to Apply the principles of physics to understand working of various detectors and counting systems.</p>			

Books for Study:

A text book of Optics, Revised Edition , Subramanyam,Brij Lal, Avadhanulu, S. Chand and Co. Pvt. Ltd

Engineering Physics Seventh Enlarged, Revised Edition, M.N. Avadhanulu and P.G. Kshirsagar, S. Chand and Company Ltd.

Handbook of Biomedical Instrumentation-3rd Edition-R.S.Khandpur

Atomic and Nuclear Physics –A.B.Gupta

Medical Imaging Physics Wiliam R.Hendee,E.Russell Ritenour

<u>Course-Group Testing</u>			
➤ Course Objective :			
❖ To introduce basic psychological tests to students.			
❖ To understand the process of group testing and writing report.			
❖ To develop scientific testing approach among students.			
Paper No.	Subject	Total Hours	Total Credits
PI6	Group Testing		
VSC	GUIDELINES 1.For group testing, a sample of at least 60 should be taken. 2.Any one standardized psychological test should be administered to the sample. 3.Responses should be scored as per the instructions given in the manual. 4.Report for group testing should be structured as follows: a.Purpose of the group testing b.Description of the test,e.g.author,psychometric properties,use of test. c.Tabular presentation of scores and results d.Quantitative analysis and qualitative analysis if applicable e.Interpretation at group level f.Any other relevant finding g.Conclusion h.References	60	2
➤ Course Outcome:			
❖ A Learner will be able to know about basic psychological tests.			
❖ A Learner will be able to understand the process of group testing and writing report.			
❖ A Learner will be able to develop scientific testing approach while testing.			

<u>Course-Applications of Life Skills</u>			
<p>➤ Course Objectives:</p> <ul style="list-style-type: none">❖ To develop ability to analyze information and experiences in an objective manner by using critical thinking life skill.❖ To develop the ability of creative thinking in students this will help themselves to look beyond their direct experiences and address in a perspective which is different from the obvious or the norm.❖ To develop decision making and problem solving ability in students.❖ To develop ability which involves recognizing emotions in others,being aware of how emotions influence behaviour and being able to respond emotions appropriately.			
Paper No.	Subject	Total Hours	Total Credits
P17	Applications of Life Skills		
SEC	Unit 1 Life Skills : Applications a) Problem Solving b) Critical Thinking f) Coping with Emotions g) Creative Thinking h) Decision Making	15	2
	Unit 2 Activities for Health Promotion a)Activity 1-Problem Solving b)Activity 2-Critical Thinking c) Activity 3-Coping with Emotions d) Activity 4-Creative Thinking e) Activity 5-Decision Making	15	
<p>➤ Course Outcome :</p> <ul style="list-style-type: none">❖ A learner will be able to analyze information and experiences in an objective manner by using critical thinking life skill.❖ A learner will be able to develop the ability of creative thinking .❖ A learner will be able to develop decision making and problem solving abilities.❖ A learner will be able to develop ability which involves recognizing emotions in others,being aware of how emotions influence behaviour and being able to respond emotions appropriately.			

Books for Study:

Chorghade S & Pangaonkar Shailesh (2018), Introduction to Life Skills ,Nathe Publication Limited

Dr.Bharat S & Dr.K.V.Kishore Kumar (2005) ,Activity Mannual For The Teachers On Health Promotion using Life Skills Approach,NIMHSNS Publication No.53.

<u>Course: English – II</u>			
Course objectives: ❖ To improve the vocabulary of the students ❖ To improve the technical writing skills and business communication skills in students			
Paper No.	Subject	Total Hours	Total Credits
P18	English II		
AEC	Unit 1		
	Technical Writing Skills: Documenting, Report Writing, Making notes, Letter writing, Abstract writing, Tender	10	2
	Unit 2: Vocabulary building: Synonyms, antonyms, legal language, Expansion of an idea, Oral presentation.	10	
	Unit 3: Technology and Business communication: Role, effects and advantages of technology in Business Communication like email, text messaging, instant messaging and modern techniques like video conferencing, social networking, Strategic importance of e- communication. Assignment: <ul style="list-style-type: none"> • 7 Habits of highly effective people • The Alchemist 	10	
➤ Course outcome: At the end of the course, students would have developed: ❖ Better email writing skills. ❖ A better knowledge of using technology and social networking for professional works.			

Books for Study:

Nicholls, Anne. Mastering Public Speaking. Jaico Publishing House, 2003.

Aggarwal, R.S. Quantitative Aptitude. S.Chand & Co., 2004.

Leigh, Andrew and Michael Maynard. The Perfect Leader. Random House Business Books, 1999.

Whetton .A.David and Kim S. Cameron. Developing Management Skills. Pearson Education, 2007.

K.R. Lakshminarayan. Developing Soft Skills. Scitech, 2009. Sherfield M Robert. Developing Soft Skills Pearson Education, 2005.

Course: Foundation course- Environmental Science.

➤ **Course objectives:**

- ❖ To help students know about ecology and balance in environment.
- ❖ To promote a sense within students to work out ways to prevent environmental degradation
- ❖ To make student aware of different laws and regulations to maintain a balanced ecological system

Paper No.	Subject	Total Hours	Total Credits
P19	Environmental Science		
VEC	Unit 1: Ecology A. Importance of Environment Studies in the current developmental context; B. B. Understanding concepts of Environment, Ecology and their interconnectedness; C. Environment as natural capital and connection to quality of human life; D. Environmental Degradation – causes and impact on human life; Sustainable development – concept and components; poverty and environment	10	2
	Unit 2: Dealing with Environmental Concerns A. Concept of Disaster and general effects of Disasters on human life – physical, psychological, economic and social effects; B. Some locally relevant case studies of environmental disasters; C. Dealing with Disasters – Factors to be considered in Prevention, Mitigation (Relief and Rehabilitation) and disaster Preparedness; D. Human Rights issues in addressing disasters – issues related to compensation, equitable and fair distribution of relief and humanitarian approach to resettlement and rehabilitation	10	
	Unit 3: Approaches to Understanding Ecology A. Understanding approaches to ecology : Anthropocentrism, Biocentrism and Eco centrism, Ecofeminism and Deep Ecology; B. Environmental Principles – 1 : The Sustainability Principle; The Polluter Pays Principle; The Precautionary Principle;	10	

	C. Environmental Principles – 2 : The Equity Principle; Human Rights Principles; The Participation Principle		
	<p>➤ Course Outcome :At the end of the course, students will have a better understanding on:</p> <ul style="list-style-type: none"> ❖ Pollution prevention, Ecological balance, need for biodegradable materials. ❖ Managing human rights issues during disaster management. ❖ Dealing with environmental disasters. 		

Books for Study:

Foundation Course by Manan Prakashan

Foundation Course by Sheth Publishers

<u>Course: Sports</u>			
<p>➤ Course objectives:</p> <ul style="list-style-type: none"> ❖ To encourage students towards sports. ❖ To develop team management, leadership and sportsmanship within students. ❖ To help students recognize success and failures are part of life. 			
Paper No.	Subject	Total Hours	Total Credits
P20	Sports		
CC	<p>Physical Education, Sports and Games(Indoor & Outdoor) Activities</p> <p>Teacher should teach basic skills of respective game, with that provide opportunity to every student to enhance their physical abilities and skills. Higher emphasize will be given to grace of movement. In initial classes physical education director has to observe following things.</p> <ol style="list-style-type: none"> 1. Grace of movement 2. Initial knowledge and interest of the game 3. Process of learning skill 4. Decision making capacity while playing 5. Understanding his/her role while playing 6. Leadership quality while playing 7. Sportsmen spirit 8. Followership in the team 9. Emotional balance in the ground 10. Effort of student 	60	2

	<p>Physical Education Director observes every student and performance of student graded as A – Excellent, B – Good, C – Undecided, D- Poor, E – Very Poor</p> <p>After grading initially Physical Education Director has to teach skill of respective game and at the end of the session everyday has to provide opportunity to play team game. Teacher has to emphasis developing social values while teaching the game. Basic rules and regulations of the game will be taught to students. At the end of the semester 10 values which were explained earlier again will be observed by the physical education director and each value will be awarded marks subjectively.</p>		
<p>➤ Course outcome:</p> <ul style="list-style-type: none"> ❖ Students will get familiarize with a particular sport. ❖ Students will be social and will be involved in outdoor activities. ❖ It will help develop their interpersonal skills like communication, leadership, etc 			

PASSING PERFORMANCE GRADING :

The Performance Grading of the learner shall be on ten point scale be adopted uniformly.

Letter Grades and Grade Point

Semester GPA/ Program CGPA Semester / Program	% of Marks	Alpha-Sign/Letter Grade Result	Grading Point
9.00 – 10.00	90.0 - 100	O (Outstanding)	10
8.00 - < 9.00	80.0 < 90.0	A+ (Excellent)	9
7.00 - < 8.00	70.0 < 80.0	A (Very Good)	8
6.00 - < 7.00	60.0 < 70.0	B+ (Good)	7
5.50 - < 6.00	55.0 < 60.0	B (Average)	6
5.00 - < 5.50	50.0 < 55.0	C (Pass)	5
Below 5.00	Below 50	F (Fail)	0
AB (Absent)		Absent	

NOTE : VC : Vocational Courses, SEC : Skill Enhancement Courses, AEC : Ability Enhancement Courses, VEC : Value Education Courses, VSC : Vocational Skill Course, IKS : Indian Knowledge System, OJT: On The Job Training, FP: Field Projects.

The performance grading shall be based on the aggregate performance of Internal Assessment and Semester End Examination.

The Semester Grade Point Average (SGPA) will be calculated in the following manner:

$SGPA = \sum CG / \sum C$ for a semester, where C is Credit Point and G is Grade Point for the Course/ Subject.

The Cumulative Grade Point Average (CGPA) will be calculated in the following manner: $CGPA = \sum CG / \sum C$ for all semesters taken together.

R. PASSING STANDARD FOR ALL COURSES:

Passing 50% in each subject /Course separate Progressive Evaluation (PE)/Internal Evaluation and Semester-End/Final Evaluation (FE) examination.

R. _____

- A. Carry forward of marks in case of learner who fails in the Internal Assessments and/ or Semester-end examination in one or more subjects (whichever component the learner has failed although passing is on total marks).
- B. A learner who PASSES in the Internal Examination but FAILS in the Semester-end Examination of the Course shall reappear for the Semester-End Examination of that Course. However, his/her marks of internal examinations shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.
- C. A learner who PASSES in the Semester-end Examination but FAILS in the Internal Assessment of the course shall reappear for the Internal Examination of that Course. However, his/her marks of Semester-End Examination shall be carried over and he/she shall be entitled for grade obtained by him/her on passing

R ALLOWED TO KEEP TERMS (ATKT)

- A. A learner shall be allowed to keep term for Semester II irrespective of number of heads/courses of failure in the Semester I.
- B. A learner shall be allowed to keep term for Semester III wherever applicable if he/she passes each of Semester I and Semester II.

OR

- C. A learner shall be allowed to keep term for Semester III wherever applicable irrespective of number of heads/courses of failure in the Semester I & Semester II.
- D. A learner shall be allowed to keep term for Semester IV wherever applicable if he/she passes each of Semester I, Semester II and Semester III.

OR

- E. A learner shall be allowed to keep term for Semester IV wherever applicable irrespective of number of heads/courses of failure in the Semester I, Semester II, and Semester III
- F. A learner shall be allowed to keep term for Semester V wherever applicable if he/she passes each of Semester I, Semester II, Semester III and Semester IV.

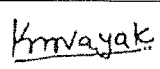
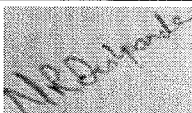
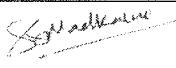
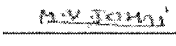
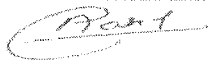

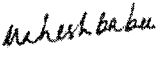
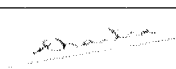
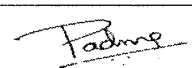



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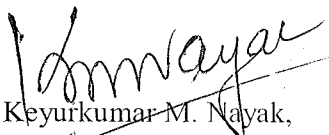
- G. A learner shall be allowed to keep term for Semester V wherever applicable irrespective of number of heads/courses of failure in the Semester I, Semester II, Semester III, and Semester IV.
- H. The result of Semester VI wherever applicable OR final semester shall be kept in abeyance until the learner passes each of Semester I, Semester II, Semester III, Semester IV, Semester V wherever applicable.


OR

- I. A learner shall be allowed to keep term for Semester VI wherever applicable irrespective of number of heads/courses of failure in the Semester I, Semester II, Semester III, Semester IV and Semester V.

**UNIVERSITY OF MUMBAI'S
GARWARE INSTITUTE OF CAREER EDUCATION & DEVELOPMENT
COURSE COMMITTEE MEETING FOR
B.SC. (Psychological Health and Behaviour Science)
Held on 27th June, 2023 at 3.00 pm**

Sr. No.	Name	Sign
1.	Dr. Keyurkumar M. Nayak, Director, UM-GICED BOS Chairman	
2.	Dr.Neha Deshpande Associate Professor, A.G.College,Pune. Chairperson, Executive Committee, SVJCT's Samartha Educational Institute.	
3.	Dr.Sanyogita Nadkarni, MBBS, MRCPsych(UK) Assistant Professor, SVJCT's Samartha Educational Institute	
4.	Mr.Mandar Joshi Course Coordinator, SVJCT's Samartha Educational Institute	
5.	Mr.Amit Patil Assistant Professor, SVJCT's Samartha Educational Institute	
6.	Mr.Sharad Patil Assistant Professor. SVJCT's Samartha Educational Institute	
7.	Asst.Prof. Dr.Maheshbabu N Asst.Professor, Department of PG Studies & Research in Psychology, Shri Dharmasthala Manjunatheshwar College, Ujire	
8.	Prof.Dr.Chaitra Rajadnya Department Head, The New College, Shivaji University, Kolhapur.	
9.	Dr. Kumari Padma MBBS, MD (Psychiatry) Department Head, BKL Walawalkar Rural Medical College and Hospital, Ratnagiri.	
10.	Miss Rupali Chavan Psychologist, BKL Walawalkar Rural Medical Hospital, Ratnagiri.	
11.	Miss Khushboo Chouhan Consultant Psychologist, B.J.Wadia Hospital, Mumbai	
12.	Miss Ritika Parekh Consultant Counsellor at Ambrosian Well being ,Mumbai.	

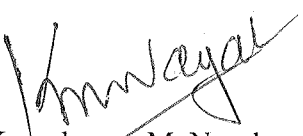

Dr. Keyurkumar M. Nayak,
Director, UM-GICED



Prof. (Dr.) Shivram S. Garje
Dean, Faculty of Science

Appendix B

Justification for (B. Sc. Psychological Health and Behavioural Science)

1.	Necessity for starting the course	The University of Mumbai's Garware Institute of Career Education & Development plans to introduce four years Full Time B. Sc. (Psychological Health and Behavioural Science). The training course in the field of Medical area is designed to give the students a comprehensive knowledge of the advanced level understanding of procurement methods, installation and maintenance of the medical instruments. The course also deals with the collection of information needed, supervision of installation commissioning, testing, reporting and documentation of these instruments.
2.	Whether the UGC has recommended the course:	Yes, UGC has recommended the course as per gazette no. DL(N)-04/0007/2003-05 dated 11th July 2014. UGC encourages the incorporation of skill oriented and value-added courses to develop skilled manpower.
3.	Whether all the courses have commenced from the academic year 2023-2024	Yes, it would be commencing from the Academic year 2023-24 as per NEP 2020. However, the course was launched in the year 2017.
4.	The courses started by the University are self-financed, whether adequate number of eligible permanent faculties are available?	Yes, this course is self-financed. The expert visiting faculty from industries come to teach this course.
5.	To give details regarding the duration of the Course and is it possible to compress the course?	The duration of the course is Four years (Eight Semesters). It cannot be further compressed.
6.	The intake capacity of each course and no. of admissions given in the current academic year:	The intake capacity of this course is 50 students. The admission procedure is still ongoing.
7.	Opportunities of Employability/ Employment available after undertaking these courses:	Career opportunities are School counsellor/remedial teacher, Hospital – based set-up (counselling + conducting psychometric tests), Industry-employee upgradation tool, personality assessment, Clinical psychologist working with psychiatrist, Counsellors- psychotherapist after specialist therapy courses like CBT, REBT etc. NGOs- counselling, therapists, vocational therapists. This is primarily because careers in the Medical industry require a lot of special skills


Dr. Keyurkumar M. Nayak,
Director, UM-GICED


Prof. (Dr.) Shivram S. Garje
Dean, Faculty of Science