

**CURRICULUM FRAMEWORK FOR
UNDER GRADUATE PROGRAMME IN PSYCHOLOGY
AS PER NATIONAL EDUCATION POLICY (NEP)-2020**



**RAJIV GANDHI UNIVERSITY - A CENTRAL UNIVERSITY
INSTITUTE OF UNDER GRADUATE STUDIES
DEPARTMENT OF PSYCHOLOGY
RONO HILLS, DOIMUKH
ARUNACHAL PRADESH-791 112**

**WITH EFFECT FROM ACADEMIC YEAR: 2023-24
REVISED ON MARCH, 2025**



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1.3 PROGRAMME OUTCOMES (POs)

PO1: Foundational Knowledge

The graduates will be capable of demonstrating competence in distilling and employing the core ideas of the Social Sciences Languages in multi and interdisciplinary contexts.

PO2: Critical Thinking and Problem Solving

The graduates will develop the ability to employ the tools of critical thinking and methods of enquiry in identifying, formulating, analyzing, and evaluating complex problems and issues for arriving at effective solutions from first principles.

PO3: Community Engagement & Service

The graduates should be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the well-being of society.

PO4: Indian Context and Good Citizenship

The graduates would be capable of taking a critical, informed, and action-oriented approach towards India's diversity encompassing its social, economic, political, historical, environmental, cultural aspects among others by enhance the capacity to apply knowledge and skills to contribute positively to the creation of just, inclusive, tolerant, and environmentally sustainable communities, and demonstrate, by doing, the importance of participating in the governance structures of one's profession and society.

PO5: Coping with Real Life Situations

The graduates should be able to demonstrate the capability to solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations.

PO6: Creativity

The graduates should be able to demonstrate the ability to create, perform, or think in different and diverse ways about the same objects or scenarios; deal with problems and situations that do not have simple solutions; innovate and perform tasks in a better manner; view a problem or a situation from multiple perspectives; think 'out of the box' and generate solutions to complex problems in unfamiliar contexts; adopt innovative, imaginative, lateral thinking, interpersonal skills and emotional intelligence.

PO7: Communication Skills

The graduates should be able to demonstrate the skills that enable them to listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences; express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media, confidently share views and express herself/himself, construct logical arguments using correct technical language related to a field of learning, work/vocation, or an area of professional practice, and convey ideas, thoughts, and arguments using language that is respectful and sensitive to gender and other minority groups.



PO8: Analytical Reasoning and Thinking

The graduates should be able to demonstrate the capability to evaluate the reliability and relevance of evidence; identify logical flaws in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and address opposing viewpoints.

PO9: Research Related Skills

The graduates should be able to demonstrate a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions, the ability to problematize, synthesize, and articulate issues and design research proposals, the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships, the capacity to develop appropriate methodology and tools for data collection, the appropriate use of statistical and other analytical tools and techniques, the ability to plan, execute and report the results of an experiment or investigation, the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work, regardless of the funding authority or field of study.

PO10: Leadership Qualities

The graduates should be able to demonstrate the capability for mapping out the tasks of a team or an organization and setting direction; formulating an inspiring vision and building a team that can help achieve the vision, motivating and inspiring team members to engage with that vision; using management skills to guide people to the right destination.

1.4 PROGRAMME SPECIFIC OUTCOMES (PSOs)

The learners who complete four years would earn an Under-Graduate Honours/Honours with Research Degree in Psychology. The learning outcomes that a student should be able to demonstrate on completion of a degree level programme may involve academic, behavioural and social competencies as described below.

PSO1: To inculcate the basic theoretical understanding of Psychology within students and familiarize them with its application to society, along with sensitize them with the current problems that human beings are facing nationally and globally.

PSO2: To equip the students with the epistemological understanding of the Psychology as a science, and social science discipline, and develop scientific attitude and rigor, inculcate strong methodological knowledge and build interpersonal competence.

PSO3: To enhance awareness and commitment to social services through application of disciplinary knowledge in various contexts, and train the students with necessary professional skills to cater for the needs of different sections of society.

PSO4: To encourage the students to be committed to global trends of the discipline along with a strong insight into indigenous and cultural knowledge systems.

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1.5 Certification Criteria (Multiple Exit Options)

UG Certificate (Programme Code: PSY-1001)-Students exiting the programme after securing 40 credits will be awarded UG Certificate in the relevant discipline/subject provided they secure 4 credits in work-based vocational courses offered during the summer term or internship/apprenticeship in addition to 6 credits from skill-based courses earned during the first and second semester.

UG Diploma (Programme Code: PSY-2001)-Students exiting the programme after securing 80 credits will be awarded UG Diploma in the relevant discipline/subject. Out of 80 credits, students will have to secure 4 credits in skill-based vocational courses offered during the first year or second year summer term.

Three-Year UG Degree (Programme Code: PSY-3001)-Students who wish to undergo a three-year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing 120 credits.

Four-Year UG Degree (Honours) (Programme Code: PSY-4001)- A four-year UG Honours Degree in the major discipline will be awarded to those who complete a four-year degree programme with 160 credits.

Four-Year UG Degree (Honours with Research) (Programme Code: PSY-5001)- A four-year UG Degree in Honours with Research will be awarded to those students who complete a four-year degree programme with 160 credits, including 12 credits from a research project/dissertation in the major discipline.

1.6 Other Key Criteria for UG Programme

- **Selection of Minor Course:** Students of Psychology major would opt for minor courses from other majors being offered by other departments. Minor courses of Psychology will be offered to Non-Psychology Major Students.
- **Selection of Multidisciplinary Course:** Students in Psychology major would have to select a multidisciplinary course from the basket of multi-disciplinary courses provided in the common structure. However, students of Psychology major would not be allowed to select multidisciplinary courses offered by the Department of Psychology.
- **Selection of Compulsory Value-Added Course:** Students in Psychology major would have to select a compulsory value-added course from the basket of value-based courses provided in the common structure.
- **Research at UG Programme:** Students who secure 75% marks and above in the first six semesters can undertake research at the undergraduate level/in the fourth year, as per NEP-2020.
- **For Honours students not undertaking Dissertation in VIII semester:** Students in Psychology not undertaking research project/dissertation work will have to do 3 courses of 12 credits in lieu of research project/dissertation.
- **Exit and Re-entry:** Exit and re-entry option in the degree programme in Psychology will be allowed at 2nd (first year) and 4th semester (second year) to those students who have awarded UG Certificate and UG Diploma, respectively. However, these students will be allowed to re-enter the



degree programme within 3 years after their exit and will have to complete the degree programme within the stipulated maximum period of seven years.

1.7. Structure of the Four Year Undergraduate Programme in Psychology

***1 Credit for Lecture = 15 hours in a Semester**

****1 Credit for Tutorial = 15 hours in a Semester**

*****1 Credit for Practicum = 30 hours in a Semester**

1.8 Eligibility Criteria

Students from any discipline with 10th/12th pattern passed out candidates from a recognized institution

Note: Reservation criteria will be as per RGU and UGC norms.

CREDIT SYSTEM FOR UG PROGRAMME IN PSYCHOLOGY (as per NEP-2020)

NCE
Credit
Level

Sem

Major
Course Code & Name
Credit

Minor
(Only for students other than
Psychology Major)
Course Code & Name
Credit

Methodology Course
(MDC-Only for students other
than Psychology Major)
Course Code & Name
Credit

Ability Enhancement
Compulsory Course
(/AEC)
Course Code & Name
Credit

Skill Enhancement
Course (SEC)
Course Code & Name
Credit

Value-added Courses
(VAC)
Course Code & Name
Credit

Total
Credits/Sem

4.5	I	PSY-001-CC-1110- Foundations of Psychology-I	4	PSY-001-MC-1110-General Psychology	4	*AECC-1	4	PSY-001-SE- 0010- Emotional Intelligence	3	20
	II	PSY-001-CC-1210- Foundations of Psychology-II	4	PSY-001-MC-1210-Psychology at Work	4	*AECC-2	4	PSY-001-SE- 0020-Scientific Writing Skill	3	20
	Total Credit (First Year)		8		8		6		6	40
5.0	III	PSY-001-CC-2110- Introduction to Psychological Inquiry/MOOC's	4	PSY-001-MC-2110-Psychology for Health / VOC-1	4		3	PSY-001-SE- 0030- Communication Skills	3	20
		PSY-001-CC-2120- Practicum in Psychology-I	4							
	IV	PSY-001-CC-2210-Application of Psychology in Human Life	4	PSY-001-MC-2210-Positive Psychology / VOC-2	4					20
		PSY-001-CC-2220- Introduction to Cognitive Psychology	4							
		PSY-001-CC-2230-Statistics in Psychology	4							
		PSY-001-CC-2240-Practicum in Psychology-II	4							
Total Credit (Second Year)		24	8		3		3		2	40
Exit option with Undergraduate Diploma in Psychology on completion of courses equal to a minimum of 80 credits +4 Credit Skill Based Course during 12 Year Summer Terms (PSY-2001)										
5.5	V	PSY-001-CC-3110- Introduction to Social Psychology	4	PSY-001-MC-3110-Mental Health 4 and Well-being / VOC-3	4				PSY-001-IN- 3110- Internship	20
		PSY-001-CC-3120- Introduction to Biopsychology	4							
		PSY-001-CC-3130-Applied Psychological Assessment	2							
		PSY-001-CC-3140-Practicum in Psychology-III	4							
		PSY-001-CC-3210-Abnormal Psychology	4	PSY-001-MC-3210- Environmental Psychology / VOC-4	4					20
	VI	PSY-001-CC-3220-	4							

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		Developmental Psychology PSY-001-CC-3230- Introduction to Organizational Psychology PSY-001-CC-3240- Practicum in Psychology-IV Total Credit (Third Year)		8		2		40	
6.0	VII	PSY-001-CC-4110-Psychology of Personality PSY-001-CC-4120- Introduction to Clinical Psychology PSY-001-CC-4130-Applied Statistics in Psychology PSY-001-CC-4140- Practicum in Psychology-V Total Credit (Third Year)	4 4 4 4 4 4 30	PSY-001-RC-4110-Research Methodology in Behavioral Science / MOOCs		4		20	
	VIII	PSY-001-CC-4210-Advanced Research Methods PSY-001-DE-42010-Human Resource Management PSY-001-DE-42020- Counseling Psychology PSY-001-DE-42030-Forensic Psychology PSY-001-DE-42040-Training and Development in Psychology PSY-001-DE-42050-Managing Stress at Workplace PSY-001-DE-42060- Psychological Interventions PSY-001-DE-42070: Psychology for Rehabilitation (Any 3 DE Out of 7) Total Credit (Fourth Year)	4 4 4 4 4 4 4 4 4 4 4 32	PSY-001-RC-4210-Research and Publication Ethics / MOOCs		4		20	
		Award of Four-Year Bachelor's Degree (Honours) in Psychology on completion of courses equal to a minimum of 160 Credits (PSY-4001)		8				40	
6.0	VIII	PSY-001-CC-4210-Advanced Research Methods PSY-001-RP-4210-Research Project Total Credit (Eighth Sem)	4 12 16	PSY-001-RC-4210 Research and Publication Ethics / MOOC's		4		20	
				Award of Four-Year Bachelor's Degree (Honours with Research) in Psychology on completion of courses equal to a minimum of 160 Credits (PSY-5001)		4		20	

*Students can opt from the bouquet of courses offered by the University/Departments from time to time.
 #Summer Internship: 8 Weeks Summer Internship should be completed by students who opt for UG Certificate programme.
 Abbreviations: VAC- Value Added Course; MDC-Multi-Disciplinary Course; AECC-Ability Enhancement Compulsory Course; SEC- Skill Enhancement Course; MOOC's- Massive Open Online Courses, DE-
 Departmental Elective



Programme Code and Subject Code Schema: ABC-DDD-CT-VSPR

ABC:	Discipline Code (viz. CSE: Computer Science and Engineering, SDW: Social Work etc.)
DDD (e.g. 001)	DDD: The unique number for each programme like B.A.-001, B.Sc.-002 etc.
CT:	001-Programme Code for B.A.
VSPR:	Course Type (Viz. CC: Core Course, DE: Department Elective, RC: Research Course, CW: Cournework)
	Year-Semester-Paper Series-Sequence of Revision (currently zero)

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SEMESTER WISE CREDIT STRUCTURE FOR THE UNDERGRADUATE PROGRAMME IN PSYCHOLOGY

SEMESTER I

Paper Code	Title	Maximum Marks			Credit Distribution	Total Credits	Contact Hours
		Internal Marks	External Marks	Total	L: T: P		
PSY-001-CC-1110	Foundations of Psychology-I	20	80	100	3:0:1	4	75
XXX-DDD-MC-XXXX	Minor Course-1	20	80	100	-	4	-
XXX-DDD-MD-XXXX	MDC-1*	20	80	100	-	3	-
XXX-DDD-AE-XXXX	AECC-1*	20	80	100	-	4	-
PSY-001-SE-0010	Emotional Intelligence	20	80	100	2:1:0	3	45
XXX-DDD-VA-0010	VAC-1*	20	80	100	-	2	-
Total Credit						20	-

*The title of the courses will be adopted from the pool of papers provided by the University/Other Departments.
L=Lecture, T=Tutorial, P=Practical

SEMESTER II (UG Certificate)

Paper Code	Title	Maximum Marks			Credit Distribution	Total Credits	Contact Hours
		Internal Marks	External Marks	Total	L: T: P		
PSY-001-CC-1210	Foundations of Psychology-II	20	80	100	3:0:1	4	75
XXX-DDD-MC-XXX	Minor Course-2	20	80	100	-	4	-
XXX-DDD-MD-XXX	MDC-2*	20	80	100	-	3	-
XXX-DDD-AE-XXX	AEC-2*	20	80	100	-	4	-
PSY-001-SE-0020	Scientific Writing Skill	20	80	100	2:1:0	3	45
XXX-DDD-VA-XXX	VAC-2*	20	80	100	-	2	-
Total Credit						20	-

*The title of the courses will be adopted from the pool of papers provided by the University/Other Departments.
L=Lecture, T=Tutorial, P=Practical



SEMESTER WISE CREDIT STRUCTURE FOR THE UNDERGRADUATE PROGRAMME IN PSYCHOLOGY

SEMESTER III

Paper Code	Title	Maximum Marks			Credit Distribution	Total Credits	Contact Hours
		Internal Marks	External Marks	Total	L: T: P		
PSY-001-CC-2110	Introduction to Psychological Inquiry	20	80	100	4:0:0	4	60
PSY-001-CC-2120	Practicum in Psychology-I	20	80	100	0:0:4	4	120
XXX-DDD-MC-XXX	Minor Course-3	20	80	100	-	4	-
XXX-DDD-MD-XXX	MDC-3*	20	80	100	-	3	-
PSY-001-MD-2110	Stress Management	20	80	100	2:1:0	3	45
PSY-001-VA-2110	Healthy Life Skill	20	80	100	1:1:0	2	30
Total Credit						20	-

*The title of the courses will be adopted from the pool of papers provided by the University/Other Departments.
I=Lecture, T=Tutorial, P=Practical

SEMESTER IV (UG Diploma)

Paper Code	Title	Maximum Marks			Credit Distribution	Total Credits	Contact Hours
		Internal Marks	External Marks	Total	L: T: P		
PSY-001-CC-2210	Application of Psychology in Human Life	20	80	100	3:1:0	4	60
PSY-001-CC-2220	Introduction to Cognitive Psychology	20	80	100	3:1:0	4	60
PSY-001-CC-2230	Statistics in Psychology	20	80	100	3:1:0	4	60
PSY-001-CC-2240	Practicum in Psychology-II	20	80	100	0:0:4	4	120
XXX-DDD-MC-XXX	Minor Course-4	20	80	100	-	4	-
Total Credit						20	-

*The title of the courses will be adopted from the pool of papers provided by the University/Other Departments.
I=Lecture, T=Tutorial, P=Practical



CREDIT STRUCTURE FOR FOUR YEAR UNDERGRADUATE PROGRAMME IN PSYCHOLOGY PER SEMESTER

SEMESTER V

Paper Code	Title	Maximum Marks			Credit Distribution	Total Credits	Contact Hours
		Internal Marks	External Marks	Total	L: T: P		
PSY-001-CC-3110	Introduction to Social Psychology	20	80	100	3:1:0	4	60
PSY-001-CC-3120	Introduction to Bio-Psychology	20	80	100	3:1:0	4	60
PSY-001-CC-3130	Applied Psychological Assessment	20	80	100	2:0:0	2	30
PSY-001-CC-3140	Practicum in Psychology-III	20	80	100	0:0:4	4	120
XXX-DDD-MC-XXX	Minor Course-5	20	80	100	-	4	-
PSY-001-IN-3110	Internship	20	80	100	0:0:2	2	60
Total Credit						20	-

*The title of the courses will be adopted from the pool of papers provided by the University/Other Departments.
L=Lecture, T=Tutorial, P=Practical

SEMESTER VI (UG Degree)

Paper Code	Title	Maximum Marks			Credit Distribution	Total Credits	Contact Hours
		Internal Marks	External Marks	Total	L: T: P		
PSY-001-CC-3210	Abnormal Psychology	20	80	100	3:1:0	4	60
PSY-001-CC-3220	Developmental Psychology	20	80	100	3:1:0	4	60
PSY-001-CC-3230	Introduction to Organizational Psychology	20	80	100	3:1:0	4	60
PSY-001-CC-3240	Practicum in Psychology-IV	20	80	100	0:0:4	4	120
XXX-DDD-MC-XXX	Minor Course-6	20	80	100	-	4	-
Total Credit						20	-

*The title of the courses will be adopted from the pool of papers provided by the University/Other Departments.
L=Lecture, T=Tutorial, P=Practical



STRUCTURE FOR FOUR YEAR UNDERGRADUATE PROGRAMME IN PSYCHOLOGY

STRUCTURE FOR FOUR YEAR UNDERGRADUATE COURSE							
SEMESTER VII							
Paper Code	Title	Maximum Marks			Credit Distribution L: T: P	Total Credits	Contact Hours
		Internal Marks	External Marks	Total			
		20	80	100	3:1:0	4	60
PSY-001-CC-4110	Psychology of Personality	20	80	100	3:1:0	4	60
PSY-001-CC-4120	Introduction to Clinical Psychology	20	80	100	3:1:0	4	60
PSY-001-CC-4130	Applied Statistics in Psychology	20	80	100	3:1:0	4	60
PSY-001-CC-4140	Practicum in Psychology-V	20	80	100	0:0:4	4	120
XXX-DDD-MC-XXX	Minor Course-7	20	80	100	-	4	-
Total Credit						20	-
From the pool of papers provided by the University/Other Departments.							

*The title of the courses will be adopted from the pool of papers provided by the University/Other Departments.
L=Lecture, T=Tutorial, P=Practical

SEMESTER VIII (UG Degree with Honours)

		Maximum Marks			Credit Distribution L: T: P	Total Credits	Contact Hours
Paper Code	Title	Internal Marks	External Marks	Total			
PSY-001-CC-4210	Advanced Research Methods	20	80	100	3:1:0	4	60
PSY-001-DE-42010	Human Resource Management	20	80	100	3:1:0	4	60
PSY-001-DE-42020	Counseling Psychology	20	80	100	3:1:0	4	60
PSY-001-DE-42030	Forensic Psychology	20	80	100	3:1:0	4	60
PSY-001-DE-42040	Training and Development in Psychology	20	80	100	3:1:0	4	60
PSY-001-DE-42050	Managing Stress at Workplace	20	80	100	3:1:0	4	60
PSY-001-DE-42060	Psychological Interventions	20	80	100	3:1:0	4	60
PSY-001-DE-42070	Psychology for Rehabilitation	20	80	100	3:1:0	4	60
PSY-001-RC-4210	Minor Course-8	20	80	100	-	4	-
Total Credit						20	-

*Out of 7 Departmental electives, students need to choose any 3 of the elective courses.
L=Lecture, T=Tutorial, P=Practical



SEMESTER VIII (UG Degree with Honours & Research)

Page Code	Title	Maximum Marks			Credit Distribution	Total Credits	Contact Hours
		Internal Marks	External Marks	Total	L: T:P		
PSY-001-CC-4210	Advanced Research Methods	20	80	100	3:1:0	4	60
PSY-001-RP-4210	Research Project	20	80	100	0:0:12	12	360
PSY-001-RC-4210	Minor Course-8	20	80	100	3:1:0	4	60
Total Credit						20	480



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LIST OF MINOR COURSES (MC) OFFERED BY THE DEPARTMENT OF PSYCHOLOGY

Sem	Paper Code	Title	Maximum Marks			Credit Distribution L: T: P	Total Credits	Contact Hours
			Internal Marks	External Marks	Total			
I	PSY-001-MC-1110	General Psychology	20	80	100	3:1:0	4	60
II	PSY-001-MC-1210	Psychology at Work	20	80	100	3:1:0	4	60
III	PSY-001-MC-2110	Psychology for Health	20	80	100	3:1:0	4	60
IV	PSY-001-MC-2210	Positive Psychology	20	80	100	3:1:0	4	60
V	PSY-001-MC-3110	Mental Health and Well-being	20	80	100	3:1:0	4	60
VI	PSY-001-MC-3210	Environmental Psychology	20	80	100	3:1:0	4	60
VII	PSY-001-RC-4110	Research Methodology in Behavioral Science/MOOC's	20	80	100	3:1:0	4	60
VIII	PSY-001-RC-4210	Research and Publication Ethics/MOOC's	20	80	100	3:1:0	4	60
Total							32	480

LIST OF MULTIDISCIPLINARY COURSES (MDC) OFFERED BY THE DEPARTMENT OF PSYCHOLOGY

Sem	Paper Code	Title	Maximum Marks			Credit Distribution L: T: P	Total Credits	Contact Hours
			Internal Marks	External Marks	Total			
I	PSY-001-MD-1110	Introduction to Psychological Aid	20	80	100	2:1:0	3	45
II	PSY-001-MD-1210	Youth, Gender, and Identity	20	80	100	2:1:0	3	45
III	PSY-001-MD-2110	Stress Management	20	80	100	2:1:0	3	45
Total							9	135



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SEMESTER I
PSY-001-CC-1110: FOUNDATIONS OF PSYCHOLOGY-I

Credit: 4 (3L + 1P); Lecture: 3 Hrs per week
Practical: 2 Hrs per week; Contact Hours: 75; Full
Marks: 100

Learning Objectives

- LO 1: To provide a basis for thinking about psychological questions and an overview of the different specialized areas of Psychology that one might choose to study in more depth in the future.
- LO 2: To introduce the key concept with an emphasis on the applications of Psychology in everyday life.

Course Outcomes

- CO 1: Develop an understanding and conceptual framework of Psychology as a discipline.
- CO 2: Explore the scope and the field of Psychology.
- CO 3: Develop familiarity with basic concepts and application of foundational themes of study in Psychology such as learning, memory, attention, perception, thinking.
- CO 4: Develop understanding about human emotion and motivation and its application in human life.

Course Content

Unit No.	Content	Contact Hours	CO
1	Introduction to Psychology 1.1 Nature and Scope of Psychology: Definition, Scope of Psychology. 1.2 Schools and Fields of Psychology. 1.3. Methods of Psychology.	25	1, 2
2	Learning and Memory 2.1 Learning: Nature and Definition of learning, Principles and Application of Classical Conditioning, Instrumental Learning, Observational Learning. 2.2 Memory: Definition and Models of Memory, Forgetting, Strategies for Improving Memory.	20	3
3	Attention and Perception 3.1 Attention: Nature, Definition, and Theories. 3.2 Perception: Definition, Processes, and Laws of Perception.	15	3
4	Motivation and Emotion 4.1 Motivation: Definition, Nature, and Types. 4.2 Emotion: Definition, Nature, and Elements of Emotions	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	3	3	-	-	-	1	3	3	2	-
CO2	3	-	-	-	3	3	-	-	3	-	-	3	-	2
CO3	3	-	3	-	-	-	3	-	-	-	3	-	-	-
CO4	-	3	-	3	-	-	-	3	-	3	-	-	-	3
Average	2.25	1.5	0.75	0.75	1.5	1.5	0.75	0.75	0.75	1	1.5	1.5	0.5	1.25

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Recommended Books

1. Banyard, P., Davies, M.N.O., Norman, C. & Winder, B. (Eds.) (2010). *Essential Psychology: A Concise Introduction*. New Delhi: SAGE Publications.
2. Bhatia, R. & Misra, G. (2014). *Psychology*. New Delhi: Pearson.
3. Ciccarelli, S. K. & White, J. N. & Misra, G. (2018). *Psychology*. New Delhi: Pearson Education.
4. Holt, N., Bremner, A., Sutherland, E., Vlick, M. and Passer, M., & Smith, R. (2015). *Psychology: The Science of Mind and Behaviour*. London: Tata McGraw-Hill.
5. Morgan, C T., King, R., Weisz, J. & Schopler, J. (2017). *Introduction to Psychology* (7th Ed). McGraw Hills.

Suggested Practical Work

Any two practical from the following: *Muller-Lyer Illusion, Proactive/Retroactive Interference, Zeigarnik Effect, and Transfer of Learning.*

Note: L=Lecture; P=Practical.

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SEMESTER I
PSY-001-MC-1110: GENERAL PSYCHOLOGY

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr
per week; Contact Hours: 60; Full Marks: 100

Learning Objectives

- LO1: The goal of this course is to introduce the student to the general principles of Psychology.
LO2: This course is designed to provide student with a basis for thinking about Psychological questions and with an overview of the different specialized areas of Psychology that one might choose to study in more depth in the future.

Course Outcomes

- CO1: Learn and develop knowledge of the basic concepts in Psychology.
CO2: Advance skills for applying psychological knowledge to real life situations so as to improve interpersonal interactions and adjustment in life.
CO3: Understand the human developmental process and stages in various context
CO4: Understand challenges and issues of development in global and Indian context.

Course Content

Unit No.	Content	Contact Hours	CO
1	Orientation to Psychology 1.1 Definition, Nature, Fields and Applications of Psychology in Everyday Life. 1.2 Basic Concepts of Sensation, Perception and Attention. 1.3 Basic Concepts of Learning, Memory and Problem Solving.	15	1
2	Psychology of Individual Differences 1.1 Personality: Definition, Nature and Types of Personality. 1.2 Intelligence: Definition, Nature and Types of Intelligence. 1.3 Emotional Intelligence and its Assessment.	15	1,2
3	Understanding Developmental Processes 3.1 Meaning, Definition, Nature and Stages of Development. 3.2 Role of Family and Society. 3.3 Determinants of Developmental Changes: Nature and Nurture.	15	3
4	Developmental Changes and Adjustments 4.1 Adolescents and Adulthood. 4.2 Developmental Changes and Adjustments, Developmental Delay. 4.3 Issues and Challenges in Various Stages, Successful Ageing.	15	4



Mapping of POs/PSOs with COs

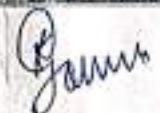
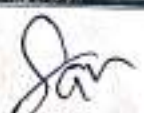
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Recommended Books

1. Ciccarelli, S. K & Meyer, G.E (2008). *Psychology* (South Asian Edition). New Delhi: Pearson.
2. Feldman, S. R. (2009). *Essentials of Understanding Psychology* (7th Ed.) New Delhi: Tata McGraw Hill.
3. Michtel, W., Passer, Smith, R.E. (2007). *Psychology: The Science of Mind and Behavior*. New Delhi: Tata McGraw- Hill.
4. Carducci, B.J. (2009). *The Psychology of personality. Vid points, research and application*. Hong Kong: Wiley Blackwell.
5. Feist, J. Feist, G.J. & Herman, T.A. R.W. (2018). *Theories of personality*. Tata Mc Graw Hill.




SEMESTER I
PSY-001-MD-1110: MENTAL HEALTH AND PSYCHOLOGICAL AID

Credit: 3; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 45; Full Marks: 100

Learning Objectives

- LO1: The goal of this course is to introduce concept of mental health and psychological support.
 LO2: To provide an overview of the different mental health services and its awareness among affected population.

Course Outcomes

- CO1: Understanding the status of mental health problem in India and the world.
 CO2: Sensitize and create mental health awareness amongst students.
 CO3: Learning to provide psychological first aid to people.
 CO4: Understanding and enhancing positive mental health and wellbeing.

Course Content

Unit No.	Content	Contact Hours	CO
1	Mental Health 1.1 Concept of Mental Health, Definition and General Scenario. 1.2 Issues of Mental Health in India and the Globe. 1.3 Importance of Mental Health, Challenges and Stigma.	15	1, 2
2	Mental Health Issues: Anxiety and Depression 2.1 Anxiety: Signs and Symptoms, Types and Nature. 2.2 Depression: Signs and Symptoms, Types and Nature. 2.3 Mental Health Issues in Adolescence and Young Adults.	15	1, 2
3	Reaching Out and Initial Help 3.1 Stress: Meaning, Nature, Signs and Symptoms, Effects and Stress Models. 3.2 Psychological Support: Management of Stress, Anxiety, Depression and Anger. 3.3 Psychological Aid: Utilizing the RAPID Model.	15	3, 4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	1	1	1	1	-	-	-	-	1	-	3	3	-	1
CO2	1	-	-	2	2	3	3	-	-	2	1	1	3	-
CO3	-	-	-	2	2	-	3	-	-	2	-	-	-	-
CO4	-	1	1	1	-	-	-	2	2	-	1	-	-	3
Average	0.5	0.5	0.5	1.5	1	0.75	1.5	0.5	0.75	0.5	1	1	0.75	1

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Recommended Books/References

1. Butcher, J.N., Hooly, J. M, Mineka, S. & Dwivedi, C.B (2017). *Abnormal Psychology*. New Delhi: Pearson,
2. Muir-Cochrane, E., Barkway, P. & Nizette, D. (2018). *Pocketbook of Mental Health* (3rd Edition). Elsevier,
3. Snider, Leslie and WHO (2011). *Psychological First Aid: Guide for Field Workers*. (Retrieved from http://www.aaptuk.org/downloads/Psychological_first_aid_Guide_for_field_workers.pdf).
4. WHO (2003). *Investing in Mental Health*. (Retrieved from https://www.who.int/mental_health/media/investing_mnh.pdf).



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SEMESTER I
PSY-001-SE-0010: EMOTIONAL INTELLIGENCE

Credit: 3; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 45; Full Marks: 100

Learning Objectives

LO1: To introduce the concept of emotional intelligence, its models and components.

LO2: To understand the significance of emotional intelligence in self-growth and building effective relationships and how to measure it scientifically.

Course Outcomes

CO1: Development of theoretical understanding about emotional intelligence and how to enhance it.

CO2: Build self-awareness, self-management, social awareness & relationship.

CO3: Discover personal competence and techniques of building emotional intelligence, emotional regulation.

CO4: Gain insights into establishing positive relationships with peers and significant others in global and local context

Course Content

Unit No.	Content	Contact Hours	CO
1	Fundamentals of Emotional Intelligence 1.1 Nature and Significance of Emotional Intelligence. 1.2 Models of Emotional Intelligence: Ability, Trait and Mixed Models. 1.3 Building Blocks of Emotional Intelligence: Self-awareness, Self-management, Social Awareness, and Relationship Management.	20	1, 2
2	Personal Competence 2.1 Self Awareness: Observing and Recognizing One's Own Feelings. Knowing One's Strengths and Areas of Development. 2.2 Self-Management: Managing Emotions, Anxiety, Fear, and Anger.	13	1, 2
3	Emotional Intelligence: Measurement and Development 3.1 Measures of Emotional Intelligence. 3.2 Strategies to Develop and Enhance Emotional Intelligence. 3.3 Emotional Literacy.	12	3, 4

Mapping of POs/PSOs with COs

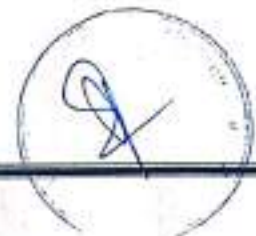
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	1	-	1	-	-	-	-	-	1	-	-	-	-	-
CO2	-	-	-	-	-	-	3	-	-	-	-	-	3	-
CO3	-	1	-	2	-	2	3	-	-	2	-	3	-	-
CO4	-	1	1	2	2	2	-	2	2	2	1	-	-	3
Average	1.25	0.5	0.5	1	0.5	1	1.5	0.5	0.75	1	0.25	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Recommended Books

1. Deshotel, K (2020). *Emotional Intelligence 2.0*. Ingram Spark.

2. Stein, S. J., & Book, H. E. (2011). *The EQ edge: Emotional intelligence and your success*. John Wiley & Sons.
3. Oswald, M. T. (2019). *Emotional Intelligence*. Book ship company.
4. Goleman, D. (1995). *Emotional Intelligence*, Bloomsbury Publishing India Private Limited.



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SEMESTER – II

(UG Certificate)



SEMESTER II
PSY-001-CC-1210: FOUNDATIONS OF PSYCHOLOGY-II

Credit: 4 (3L+1P); Lecture: 3 Hrs per week
 Practical: 2 Hrs per week; Contact Hours: 75; Full
 Marks: 100

Learning Objectives

LO1: To introduce the student to the historical antecedents of Psychology.

LO2: To provide student with a basis for thinking about psychological questions including indigenous Psychological growth.

Course Outcomes

CO1: Building an understanding about the theories and historical development of Psychology.

CO2: Building understanding about human psyche from Psychoanalytical approaches.

CO3: Building understanding about human psyche from Behavioral approaches.

CO4: Understanding the historical roots and key features of Indian Psychology.

Course Content

Unit No.	Content	Contact Hours	CO
1	Development of Psychology as a Discipline 1.1 Historical Roots: Structuralism and Functionalism 1.2 Contribution to the Development of Psychology: Titchener and William James	15	1
2	Psychodynamic Psychology 2.1 Freudian Psychoanalysis: Structure, Dynamics and Developmental Stages. 2.2 Neo-Freudian Psychoanalysis: Carl Jung's Theory and Adler's Theory	15	2
3	Behavioristic Orientation to Psychology 3.1 Developments in Behaviorism (Watson) 3.2 Neo-Behavioristic Traditions (Pavlov and Skinner)	15	3
4	Psychology in India 4.1 Psychology in India: History and Major Works of Psychology in India 4.2 Current Status of the Discipline and Emergence of Indian Psychology	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	1	1	1	-	-	-	1	1	-	2	3	2	-
CO2	-	1	-	1	-	-	-	1	1	-	1	1	-	1
CO3	-	1	-	1	-	-	-	1	1	-	1	1	-	1
CO4	-	1	-	3	-	-	-	1	1	-	1	1	-	3
Average	0.75	1	0.25	1.25	0	0	0	1	1	0	1.25	1.25	0.5	1

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Recommended Books,

1. Brennan, I. (2005). *History and systems of Psychology*. Delhi, India: Pearson Education. Ciccarelli.

2. S.K., Meyer, G. E. & Misra, G. (2013). *Psychology*: South Asian Edition. New Delhi: Pearson Education.
3. Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.) (2011). *Foundations of Indian Psychology—Theories and Concepts* (Vol. 1). New Delhi, India: Pearson.
4. Misra, G. & Mohanty, A. K. (Eds.) (2002). *Perspectives on Indigenous Psychology*. New Delhi, India: Concept Publishing Company.
5. Pickren, W. E. & Rutherford, A. (2010). *A History of Modern Psychology in Context*. New Jersey: John Wiley.
6. Wade, C., & Tavris, C. (2006). *Psychology*. Upper Saddle River, NJ: Pearson Education Inc.

Suggested Practical Work (Illustrations Only)

Any two practical (15hrs) from the following: *Intelligence Test, Personality Test, Cognitive Style Test, Adjustment Test.*

Note: L=Lecture, P=Practical.

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SEMESTER II
PSY-001-MC-1210: PSYCHOLOGY AT WORK

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100

Learning Objectives

- LO1: To enable the student to understand principles of human interaction at workplace.
 LO2: To familiarize students about factors determining an effective workplace behavior.
 LO3: To develop an understanding of communication in organisations.

Course Outcomes

- CO1: Understanding the meaning and basic principles of human behavior at workplace settings.
 CO2: Knowing how to apply the knowledge of Psychology to the real work settings.
 CO3: Learning how to apply communication skills in organizations and applying the same in working milieu.
 CO4: Understanding concept of leadership and its importance in effective organization specially in Indian context

Course Content

Unit No.	Content	Contact Hours	CO
1	Introduction to Workplace Psychology 1.1 Definition, Nature and Scope. 1.2 Brief History of Organizational Psychology. 1.3 Contemporary Trends and Challenges in Workplace Psychology in Indian Perspective. 1.4 Organisational Needs for Achieving the Viksit Bharat Goals.	15	1
2	Work Motivation 2.1 Meaning and Definition of Work Motivation 2.2 Applications of Work Motivation: Job Characteristics, Model and Job Re-Design 2.3 Models and Theories: Maslow, Herzberg and Goal Setting	15	1,2
3	Communication in Organizations 3.1 Definition and Nature of Communication, Communication Process 3.2 Purpose of Communication in Organizations 3.3 Barriers to Effective Communication and Managing Communication	15	3
4	Leadership 4.1 Definition, Nature and Types of Leaders 4.2 Early Approaches to Leadership: Trait and Behavioural Theories 4.3 Contemporary Approaches to Leadership: Transformational & Transactional Leadership	15	4



Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	1	-	1	2	-	-	-	-	1	-	2	2	1	3
CO2	-	-	-	-	-	-	-	-	-	-	1	-	1	-
CO3	-	2	-	-	2	2	3	1	-	2	1	1	1	-
CO4	-	-	-	3	2	1	3	2	-	3	1	1	1	3
Average	0.25	0.5	0.25	1.25	1	0.75	1.5	0.75	0.25	1.25	1.25	1	1	1.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Recommended Books

1. Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations* (9th Ed.). India: Dorling Kindersley.
2. Robbins, S. P. & Judge, T.A. (2008). *Essentials of Organizational Behavior* (9th Ed). New Delhi: Prentice Hall of India.
3. Luthans, F. (2009). *Organisational Behaviour*, New Delhi: McGraw Hill.
4. Aamodt, M.C. (2016). *Industrial/ Organisational Psychology. An applied approach*. Boston: Cengage Learning.
5. Pareek, U. (2007). *Understanding organizational behavior*, New Delhi: Oxford University Press.
6. Pareek, U. & Gupta, R.K. (2010). *Organizational Behavior*, New Delhi: Tata McGraw Hill.

Credit: 3; Lecture: 2 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 45; Full Marks: 100

Learning Objectives

LO1: To introduce the concept of role of youth, gender and identity among students.

LO2: To provide awareness about the major issues related to youth, gender and identity.

Course Outcomes

CO1: Understanding the transitory phase of youth, the issues surrounding it and thereby developing sensitivity among the youth of today.

CO2: Developing an appreciation of the multiple influences that mould the identity of today's youth.

CO3. Understanding issues related to youth, gender identity and its context in Indian society.

COs: Develop traits necessary to balance out prejudice and any gender disparity in the society.

Course Content

Unit No.	Content	Contact Hours	CO
1	Introduction 1.1 Meaning, Definition and Concepts of Youth, Gender and Identity. 1.2 Recent Trends and Challenges among Youth, Gender Equality and Legal Rights.	17	1
2	Youth and Identity 2.1 Mental, Emotional and Behavioural Needs of Youth. 2.2 Family, Peer Group Identity, Workplace Identity and Relationships; Youth Culture. 2.3 Role of Youth in Nation Building & Achieving the Goals of 'Viksit Bharat'.	13	2
3	Issues Related to Youth, Gender and Identity 3.1 Youth, Gender and Violence; Issues of Sexuality in Youth. 3.2 Prejudice, Stereotype and Discrimination among Youths.	15	4

Mapping of POs/PSOs with COs

	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	PS01	PS02	PS03	PS04
C01	1	-	1	1	-	-	2	1	1	-	2	2	1	1
C02	-	-	-	2	-	1	2	1	-	2	-	1	1	2
C03	-	2	-	3	2	2	2	1	-	2	2	1	1	1
C04	-	2	-	-	-	1	-	-	-	-	1	-	1	-
Average	0.25	1	0.25	1.5	0.5	1	1.5	0.75	0.25	1	1.25	1	1	1

Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; <: No Correlation]

Recommended Books

1. Berk, L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall.
2. Baron, R. M., Byrne, D. & Bhardwaj, G (2010). *Social Psychology* (12th Ed). New Delhi: Pearson.
3. Sharma, S. & Chaudhary, N. (2009). Human development: Contexts and Processes. In G.Misra (Ed.).

- Psychology in India, Vol 1: Basic Psychological Processes and Human Development*. India: Pearson.
4. Srivastava, A. K. (Ed) (1997). *Child development: An Indian Perspective*. New Delhi: NCERT.
 5. Feldman, R.S. & Babu, N. (2011). *Discovering the life span*. New Delhi, India: Pearson.
 6. Georgas, J. Berry, J.W., Van de Vijver, F.J. Kagitcibari, C., & Poortings, Y.H. (Eds.) (2006). *Families across cultures: A 30 nation psychological study*. New York: Cambridge University Press.



A handwritten signature in blue ink, consisting of a stylized 'D' followed by a flourish.

Dhanu Garwin

A handwritten signature in blue ink, appearing to be "Dhanu Garwin" with a stylized flourish.

SEMESTER II
PSY-001-SE-0020: SCIENTIFIC WRITING SKILL

Credit: 3; Lecture: 2 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 45; Full Marks: 100

Learning Objectives

- LO1: To provide information about basic computing skills on MS Excel and MS Office
 LO2: To learn data entry, data handling and statistical analysis in various data analytic software.

Course Outcomes

- CO1: Knowing basic computational skills like working with MS Excel, creating spread sheets and computing data.
 CO2: Preparing the data for subsequent statistical treatment or analysis.
 CO3: Becoming aware about software available for quantitative analysis.
 CO4: Develop the logical understanding of the citation and referring style as per discipline requirement.

Course Content

Unit No.	Content	Contact Hours	CO
1	Introduction to MS Excel and MS Power Point 1.1 Creating Spreadsheets, Organizing and Computing Data, Usage of Graphs and Plots. 1.2 Preparing Power Point Presentation.	13	1
2	Introduction to Quantitative Analysis Tools 2.1 Familiarization to Open Access Statistical Software's Popularly used in Social Sciences. 2.2 Data Entry, Data Cleaning, Defining Variables and Application of Tools in Analysis.	17	2, 3
3	Researching Results 3.1 Referencing in APA Style. 3.2 Drafting of Report, Preparation of Tables, Graphs etc as per APA & Manuscript Preparation in APA Style.	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	1	-	2	3	2	2	-	-	1	-	2	2	1	3
CO2	-	1	2	-	2	2	-	-	-	-	1	-	1	-
CO3	-	-	2	-	2	2	3	1	-	2	1	1	1	-
CO4	-	-	2	-	1	1	3	2	-	3	1	1	1	-
Average	0.25	0.25	2	0.75	1.75	1.75	1.5	0.75	0.25	1.25	1.25	1	1	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as (3: High; 2: Medium; 1: Low; - No Correlation)

Recommended Books

1. Asitkumar, H.S. & Bhushan, Braj (2007). *Statistics for social sciences* (with SPSS applications). New Delhi: Prentice Hall of India.
2. Field, A. (2009). *Discovering Statistics using SPSS* (3rd Ed). New Delhi: Sage.



3. King, B.M. & Minium, E.W, (2007). *Statistical Reasoning in the Behavioral Sciences* (5th Ed.). USA: John Wiley & Sons.
4. Mohanty, B. & Misra, S. (2015). *Statistics for behavioral and social sciences*. New Delhi: Sage Publications.
5. Howell, D. C. (2014). *Fundamental Statistics for the Behavioural Sciences*, 9th Edition, Cenage Learning.



SEMESTER - III



Dr. J. B. Garrison. Esq.

SEMESTER III
PSY-001-CC-2110: INTRODUCTION TO PSYCHOLOGICAL INQUIRY

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100

Learning Objectives

LO1: To create awareness of the basic features of various types of research in behavioral science and their source of research problems, types of variables in behavioral science.
 LO2: To develop familiarity with different kinds of measures and techniques for assessing individual differences.

Course Outcomes

CO1: Understand methodology of scientific inquiry in Psychology
 CO2: Awareness of the basic features of various types of research inclusive of qualitative and quantitative researches in behavioral science.
 CO3: Developing source of research problems & types of variables in behavioral science.
 CO4: Developing familiarity with different kinds of measures and techniques for assessing individual differences.

Course Content

Unit No.	Content	Contact Hours	CO
1	Introduction 1.1 Definition, Meaning and Characteristics of Scientific Research/Method. 1.2 Goals/Objectives of Scientific Research/Method. 1.3 Phases or Stages in Research and Hypotheses-Types.	17	1
2	Types of Psychological Research Studies 2.1 Experiments – Laboratory, Field, Quasi-experimental. 2.2 Case study, Observation, Survey, & Interviews.	13	2
3	Variables 3.1 Meaning and Characteristics. 3.2 Source, Selection Criteria, and Definition. 3.3 Variables: Meaning and Types.	13	3
4	Measurement of Individual Differences 4.1 Measurement: Meaning, Differences between Psychological and Physical Measurements. 4.2 Levels (Scales) of Measurement, Properties of Scales of Measurement, Uses of Scales. 4.3 Testing: Nature, Meaning, and Classification.	17	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	3	-	2	-	-	-	2	2	1	3
CO2	3	3	3	-	3	2	2	3	3	-	1	-	1	-
CO3	3	3	3	-	3	2	2	3	3	2	1	1	1	-
CO4	3	3	3	3	3	2	2	2	-	3	1	1	1	-
Average	3	3	3	1.25	3	1.5	2	2	1.5	1.25	1.25	1	1	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as High (3); Medium (2); Low (1); No Correlation (-)



Recommended Books

1. American Psychological Association (2013). *Publication manual*. Washington: APA.
2. Anastasi, A. & Urbina, S. (2004). *Psychological testing*. New Delhi: Pearson Education.
3. Kerlinger, F.N. & Lee, H.B. (2000). *Foundations of behavioural research*. New York: Harcourt College Publishers.
4. Newman W, L. (2008). *Social research methods: Qualitative and quantitative approaches*. New Delhi: Pearson Education.

Note: Students can also opt for MOOC's related courses on the same theme.



Dhanu B. Sana S. J.

SEMESTER III
PSY-001-CC-2120: PRACTICUM IN PSYCHOLOGY-I

Credit: 4; Practical: 8 Hrs per week; Contact Hours: 120; Full Marks: 100

Learning Objectives

LO1: To learn how to carry out the administration of tests and its measurement procedure by using psychological test

LO2: To learn the evaluation procedure of psychological tests.

Course Outcomes

CO1: Acquaint oneself to the administration of tests and its measurement procedure.

CO2: Know the evaluation procedure of psychological tests.

CO3: Learn certain professional skill on the basis of Psychological test results.

CO4: Enhance the competency of students to become better psychologists.

Course Content

Unit No.	Content	Contact Hours	CO
1	Personality Tests: To learn how to measure personality dimensions and traits of a person by using self-reported questionnaire	30	1,2,3,4
2	Intelligence Tests: To learn how to measure the intelligence of a person	30	1,2,3,4
3	Tests on Cognitive Functioning: To learn to measure cognitive abilities in various level	30	1,2,3,4
4	Stress / Frustration / Adjustment Tests: To measure stress and anxiety of a person	30	1,2,3,4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	3	-	2	-	-	-	2	3	3	2
CO2	3	3	3	-	-	2	2	3	3	-	3	3	3	-
CO3	3	3	3	-	-	2	2	3	3	2	3	3	3	-
CO4	3	3	3	3	3	2	2	2	-	3	3	3	3	-
Average	3	3	3	1.5	1.5	1.5	2	2	1.5	1.25	3	3	3	0.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

General Instructions

- Students will be required to maintain journal for this course and obtain the completion certificate from the teacher in-charge and certified by HoD/Principal. Without this certificate, the students will not be allowed to appear for the internal examination and/ end semester examination as per the rules of credit system.
- Each student will be required to complete 8 practicum in total (2 from each unit).

***Note:** Only Standardized Tests should be used.



Dr. G. Gnanan *Dr. S. S. S. S.*

SEMESTER III
PSY-001-MC-2110: PSYCHOLOGY FOR HEALTH

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100

Learning Objectives

- LO1: To understand the relationship between psychological factors and physical health.
 LO2: To learn how to enhance cognitive and emotional well-being.

Course Outcomes

- CO1: Development of orientation towards the relationship between psychological factors and physical health.
 CO2: Learning how to augment overall well-being of a person.
 CO3: Being aware of sources of stress, effects of stress and how to cope with them.
 CO4: Understand the process of health management and health protective behavior, illness management

Course Content

Unit No.	Content	Contact Hours	CO
1	Introduction 1.1 Introduction to Health Psychology; Biomedical and Bio-psychosocial Model of Health. 1.2 Components of Health: Social, Emotional, Cognitive and Physical Aspects.	16	1
2	Behavior and Health 2.1 Characteristics of Health Behaviour. 2.2 Barriers to Healthy Behaviour. 2.3 Health-Risk Behaviours.	14	1,2
3	Managing Stress for Health 3.1 Nature and Sources. 3.2 Effects of Stress on Physical and Mental Health. 3.3 Coping and Stress Management.	15	3
4	Health Management 4.1 Health-Enhancing Behaviors: Exercise, Nutrition, Safety. 4.2 Health Protective Behaviours. 4.3 Illness Management.	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	3	-	-	2	-	-	-	2	2	3	3
CO2	3	3	-	3	-	2	2	3	3	-	1	-	3	3
CO3	3	3	-	3	-	2	2	3	3	2	1	1	3	3
CO4	3	3	2	3	3	2	2	2	-	3	1	1	3	3
Average	3	3	0.5	3	0.75	1.5	2	2	1.5	1.25	1.25	1	3	3

The Mapping Level Contribution between COs-POs/PSOs are Categorized as (3: High; 2: Medium; 1: Low; -: No Correlation)



Recommended Books

1. Allen, F. (2011). *Health Psychology and behaviour*. Tata McGraw Hill Edition.
2. Dimatteo, M. R., & Martin L. R. (2011). *Health Psychology*. India: Dorling Kindersley.
3. Misra, G. (1999). *Stress and Health*. New Delhi: Concept.
4. Sarafino, E.P. (2002). *Health Psychology: Bio psychosocial interactions*, NY: Wiley.
5. Taylor, S.E. (2006). *Health Psychology*, 6th Edition. New Delhi: Tata McGraw Hill.



Dr. S. S. Sankar

R

for

SEMESTER III
PSY-001-MD-2110: Stress Management

Credit: 3; Lecture: 2 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 45; Full Marks: 100

Learning Objectives

- LO1: To develop understanding about stress and sources of stress.
 LO2: To understand the consequences of stress and impact of stress.
 LO3: To make students learn how to control stress and prepare better to deal with stressful situation.

Course Outcomes

- CO1: Develop understanding about stress and its sources.
 CO2: To make the students understand the consequences of stress and impact of stress.
 CO3: Development of necessary skill set to handle stressful situations.

Course Content

Unit No.	Content	Contact Hours	CO
1	Introduction to Stress Management 1.1: Definition, Nature, Eustress, Distress. 1.2 Types of Stress. 1.3 Sources of Stress: Psychological, Social, Environmental, Work Related.	16	1
2	Effects of Stress 2.1 Psychological Effects. 2.2 Physiological Effects. 2.3 Social Effects.	14	2, 3
3	Strategies for Stress Management 3.1 Major Strategies of Stress Management, Coping Mechanisms. 3.2 Stress Reduction Techniques: Biofeedback, Relaxation, Yoga and Meditation	15	3, 4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	3	-	3	-	3	3	3	3	3	-
CO2	3	3	-	3	-	-	-	-	-	-	3	-	3	-
CO3	3	3	-	3	-	3	-	3	-	-	3	-	3	-
Average	7	3	1	3	1	1	1	1	1	1	3	1	3	0

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Recommended Books

1. Brannon, L. & Feist, J. (2007). *Introduction to Health Psychology*. New Delhi: Thomson, Wadsworth.
2. Dimaticeo, M.R. & Martin, L.R. (2002). *Health Psychology*. New Delhi: Allyn & Bacon.
3. Ogden, J. (2000). *Health Psychology: A Textbook*. Philadelphia: Open University Press.
4. Taylor, S.E. (2006). *Health Psychology*. New Delhi: Tata McGraw-Hill.
5. Aldwin, C.M., Park, C.L. and Spiro, A. (2007). *Handbook of Health Psychology and Aging*. NY: Guilford Press.
6. Friedman, H.S. (2011) *Oxford Handbook of Health Psychology*. Oxford: OUP.



SEMESTER III
PSY-001-SE-0030: Communication Skills

Credit: 3; Lecture: 2 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 45; Full Marks: 100

Learning Objectives

- LO1: Understanding the basic processes of communication, both verbal as well as non-verbal.
 LO2: Identifying one's own psychological barriers to effective communication
 LO3: Demonstrating cultural sensitivity in communication and appreciation of cultural variations in verbal and non-verbal communication.

Course Outcomes

- CO1: Develop understanding about concept of communication and selecting appropriate channel.
 CO2: Augmenting communication skill set among students for successful strides in life.
 CO3: Removal of psychological barriers for effective communication.
 CO4: Understanding communication in multicultural context.

Course Content

Unit No.	Content	Contact Hours	CO
1	Basic Concepts in Communication 1.1 Nature and Process of Communication, Principles of Communication. 1.2 Communication Skills – Articulating the Message, Active Listening Skills, Giving and Receiving Feedback. 1.3 Choosing Appropriate Channel and Medium of Communication.	15	1
2	Communication Styles: Verbal and Non-verbal 2.1 Verbal Communication 2.2 Nonverbal Communication: Proxemics, Posture, Facial Expression, Eye Contact, Paralanguage, Movement, Silence etc.	14	1,2
3	Communication Barriers and Breakdowns 3.1 Psychological Barriers in Communication, Self-Talk and Self-Concept. 3.2 Identifying Personal Barriers and Overcoming Barriers for Effective Communication. 3.3 Learning How to Make Communication Effective and Meaningful. 3.4 Cultural Differences in Communication in a Multicultural Context.	16	2,3,4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	3	-	2	-	-	-	3	2	1	3
CO2	3	3	3	3	3	2	2	3	3	-	3	-	1	-
CO3	1	3	3	3	3	2	2	3	3	2	3	-	1	-
CYM	3	3	3	3	3	2	2	2	-	3	3	-	1	-
Average	3	3	3	3	3	1.5	2	2	1.5	1.25	3	0.5	1	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Dhanu Gawani

R

K



Recommended Books

- Recommended Books**
1. Adler, R. B., & Proctor II, R.F. (2012). *Looking out/Looking in*. (14th ed.). USA: Wadsworth Cengage Learning.
 2. Adler, R. B & Proctor, R. F (2009). *Communication Goals and Approaches*. Wadsworth Cengage Learning, India
 3. Argyle, M. (1975). *Bodily communication*. London: Methuen & Co. Ltd.
 4. Civielly, J. M. (Ed.) (1974). *Messages: A reader in human connection*. New York: Random House.
 5. Gudykunst, W. B. (Ed.) (2003). *Cross-cultural and intercultural communication*. Thousand Oaks, CA: Sage Publications.
 6. Rosenberg, M. B. (2012). *Living nonviolent communication: Practical tools to connect and communicate skillfully in every situation*. Boulder, CO: Sounds True



SEMESTER III
PSY-001-VA-2210: HEALTHY LIFE SKILL

Credit: 2; Lecture: 1 Hr per week; Tutorial: 1 Hrs per week; Contact Hours: 30; Full Marks: 100

Learning Objectives

LO1: To identify key factors influencing their physical and mental health, and develop practical strategies to maintain and enhance their overall well-being.

LO2: To acquire the necessary skills to manage and overcome social and psychological challenges, such as peer pressure, stress, and health risks, thereby contributing to a healthier and more resilient society.

Course Outcomes

CO1: Develop a comprehensive understanding of personal health and well-being, including the factors that contribute to a healthy lifestyle.

CO2: Equip students with essential health-related skills and raise awareness to foster informed decision-making and preventive behaviors.

CO3: Prepare students to contribute effectively to a resilient and health-conscious society through the application of healthy life skills.

CO4: Enhance students' ability to navigate personal, social, and psychological challenges by cultivating effective health and coping strategies.

Course Content

Unit No.	Content	Contact Hours	CO
1	Personal Health and Well-being 1.1 Healthy Eating and Nutrition 1.2 Models/Theories of Health and Well-being 1.3 Coping with Stress 1.4 Peer Pressure and its Impact on Health 1.5 Suicide Risk and Prevention	16	1,2,3
2	Principle of Life Skills 2.1 Concept, Relevance, and Development of Life Skills 2.2 Knowledge, Skills, and Attitudes 2.3 Relation between Life skills and Psychological Well-being 2.4 Cognitive Skills, Problem-solving and Negotiation Skills	14	2,3,4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	1	-	3	3	3	2	1	-	-	3	3	3	3	1
CO2	1	-	3	3	3	2	2	-	-	2	3	3	3	1
CO3	1	-	3	3	3	2	1	-	-	2	3	3	3	1
CO4	1	-	3	3	3	2	1	-	-	2	3	3	3	1
Average	1	0	3	3	3	2	1.25	0	0	2.25	3	3	3	1

The Mapping Level/Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Recommended Books/References

1. Edlin, G & Golanty, E. (2007). *Health and Wellness* (9th ed.). Jones & Barlett Publishers.
2. Insel, P.M., & Roth, W.T. (2000). *Core concepts in health* (9th ed.). McGraw-Hill.
3. UNESCO and Indian National Commission for Co-operation (2001): *Life Skills in Non-Formal Education: A Review*, Paris.
4. Kalam A. A. (2003). *Ignited Minds: Unleashing the Power within India*. Penguin Books India.
5. Usha Rao. (2008). *Life Skills*, Vol. (1), Himalaya Publishing House

Note: Students can opt for MOOC's equivalent course too.



Dr. G. S. S. S. S.

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11

SEMESTER – IV

(UG Diploma)



SEMESTER IV
PSY-001-CC-2210: APPLICATION OF PSYCHOLOGY IN HUMAN LIFE

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100

Learning Objectives

LO1: Demonstrating the ability to apply psychological knowledge to prevent and solve human problems existing at individual, group and societal level.

LO2: Knowing the career opportunities that exist within the discipline.

Course Outcomes

CO1: Learning the basic principles of psychological knowledge and its applications in various sectors.

CO2: Importing awareness about ethical and moral traits necessary for practicing as a psychologist.

CO3: Development of Indian ethos and cultural norms based on indigenous psychological approaches.

CO4: Develop competency about application of skills at individual and group level.

Course Content

Unit No.	Content	Contact Hours	CO
1	Nature of Applied Psychology 1.1 Psychology in Everyday Life: Health, Law, Religion, Child Development and Money. 1.2 Introduction to Professional Ethics.	12	1,2
2	Applications at Individual Level 2.1 Psychometrics and Assessment of Cognition, Intelligence, Personality and Their Application. 2.2 Emotions, Intelligence and Stress Management. 2.3 Application of Yogic and Buddhist Psychology.	16	1
3	Application at Individual/Group/Organizational Level 3.1 Introduction to Sport Psychology. 3.2 Counseling Psychology. 3.3 Organizational Behaviour.	16	3,4
4	Psychology and its Application at Societal Level 4.1 Role of Psychology in Societal Development. 4.2 Disaster Management & Environmental Psychology. 4.3 Community Psychology.	16	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	-	-	2	-	-	-	2	2	1	3
CO2	1	3	3	-	-	2	2	3	3	-	1	-	1	-
CO3	1	-	3	-	3	2	2	3	3	2	1	-	1	-
CO4	1	-	1	3	-	2	2	2	-	3	1	2	1	-
Average	3	3	3	1.25	0.75	1.5	2	2	1.5	1.25	1.25	1	1	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]



Recommended Books

1. American Psychological Association. (2010). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.
2. Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.) (2014). *Foundations and applications of Indian Psychology*. New Delhi, India: Pearson Education.
3. Donaldson, S. I., & Berger, D. E. (2006). *The rise and promise of applied Psychology in the 21st Century*. In S. I. Donaldson, D. E. Berger, & K. <http://www.Psychologydiscussion.net/branch/branches-of-Psychology-different-branches-of-Psychology/544>.
4. Misra, G., & Mohanty, A. K. (2002). *Perspectives on indigenous Psychology*. Concept Publication, New Delhi, India.
5. Misra, G., & Pandey, J. (2011). *Psychology and societal development*. In P. R. Martin, F. M. Cheung, M. C. Knowles, M. Kyrios, J. B. Overmier and J. M. Prieto (Eds.), *IAAP handbook of applied Psychology*. Oxford: Wiley-Blackwell.
6. Pezdek (Eds.), *Applied Psychology: New frontiers and rewarding careers*. Mahwah, NJ: Erlbaum. Retrieved from <http://www.apa.org/Branches of Psychology>.
7. Weathington, B. L., Christopher, J. L., Cunningham, B. J., O'Leary, & Biderman, M. D. (Eds.). (2011). *Applied Psychology in everyday life*. Newcastle upon Tyne: Cambridge Scholar Publishing.

Dhanu Jan S. B.



SEMESTER IV
PSY-001-CC-2220: INTRODUCTION TO COGNITIVE PSYCHOLOGY

Credit: 4; Lectures: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100

Learning Objectives

- LO1: To unravel the human cognition and understand the interplay of emotion and higher executive functioning in human brain and behavior.
- LO2: To provide an outline about principles of Cognitive Psychology and its importance in the growth and development of the field.

Course Outcomes

- CO1: Understanding the ways in which humans engage in information processing and developing knowledge of the key assumptions as well as distinguishing features of cognitive Psychology.
- CO2: Learning the different methods ranging from carefully controlled experimental conditions of the lab to the more subjective method of introspection, to understand human mental processes.
- CO3: Acquiring basic knowledge of core concepts in human memory
- CO4: Understand basic knowledge of higher cognitive abilities.

Course Content

Unit No.	Content	Contact Hours	CO
1	Introduction to Cognitive Psychology 1.1 Nature, History, and Methods in Cognitive Psychology. 1.2 Approaches- Experimental Cognitive Psychology, Cognitive Neuroscience and Cognitive Neuropsychology. 1.3 Paradigms of Cognitive Psychology: Information-Processing Approach, Connectionist Approach, Evolutionary Approach, and Ecological Approach.	15	1
2	Attention and Consciousness 2.1 Types: Selective Attention, Divided Attention and Sustained Attention. 2.2 Theories: Early and Late Selection, Capacity and Mental Effort Models. 2.3 Consciousness: Nature, Types and Functions.	15	2,3
3	Memory Processes 3.1 Encoding, Storage and retrieval. 3.2 Hierarchy of Memory: Sensory, Short-term and Long-term. 3.3 Working Memory, and Mnemonics. 3.4 Everyday Memory: Autobiographical Memory, Eyewitness Memory and Prospective Memory.	15	3
4	Reasoning and Decision Making 4.1 Types of Reasoning: Inductive and Deductive. 4.2 Approaches to Reasoning: Componential, Rules/Heuristics and Mental Models. 4.3 Heuristics and Biases in Decision Making, Availability, Representativeness, Framing Effect and Hindsight Bias.	15	4



Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	-	-	2	-	-	-	3	3	3	-
CO2	3	-	-	3	3	2	2	3	3	-	3	-	3	3
CO3	3	3	-	3	-	2	2	3	3	2	3	-	3	3
CO4	3	3	-	3	-	2	2	2	-	3	3	-	3	3
Average	3	3	0.75	3	0.75	1.5	2	2	1.5	1.25	3	0.75	3	2.25

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High, 2: Medium, 1: Low, -: No Correlation]

Recommended Books

1. Goldstein, E. B. (2011/2014). *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience*. Belmont, CA: Wadsworth Cengage.
2. Hunt, R. R., & Ellis, H. C. (2004). *Fundamentals of cognitive Psychology* (7th Ed.). New Delhi: Tata McGraw-Hill.
3. Riegler, B. R., & Riegler, G. R. (2008). *Cognitive Psychology: Applying the science of the mind* (2nd Ed.). New Delhi: Dorling Kindersley.
4. Goldstein, E. B. (2008). *Cognitive Psychology: In and out of the laboratory*. (2nd Ed.). Bangalore: Wadsworth, Cengage Learning.
5. Passer, M.W. & Smith, R.E. (2010). *Psychology: The science of mind and behaviour*. New Delhi: Tata McGraw-Hill.
6. Gilhooly K. J., Lyddy Fiona M., Pollick F. (2014). *Cognitive Psychology*. New York: McGraw-Hill. ISBN: 9780077122669



SEMESTER IV
PSY-001-CC-2230; STATISTICS IN PSYCHOLOGY

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100

Learning Objectives

LO1: To equip students with basic statistical and numerical skill set for analyzing data.

LO2: To provide an outline about principles of both quantitative and qualitative approaches and its importance in the growth and development of the field.

Course Outcomes

CO1: Understanding the nature of measurement and its various levels.

CO2: Developing skills to use quantitative techniques such as central tendency, variability, and correlation measures.

CO3: Knowing how to use the normal probability curve as a model in scientific theory.

CO4: Grasping concepts related to hypothesis testing by using parametric and non-parametric test.

Course Content

Unit No.	Content	Contact Hours	CO
1	Names of Quantitative Data and Descriptive Statistics in Psychology 1.1 Levels of Measurement. 1.2 Measures of Central Tendency. 1.3 Measures of Variability or Dispersion.	15	1,2
2	Normal Distribution and Correlation 2.1 Normal Distribution Curve (NPC): Nature, Properties, and Application of NPC. 2.2 Correlation: Calculating Pearson's and Spearman's Co-efficient.	15	3
3	Inferential Statistics (Parametric) in Psychology 3.1 Hypothesis Testing: Logic of Hypothesis Testing, Z and Student's t-Test-Applications and Computation of Single & Double Means; Type I & II Errors, Power of a Test 3.2 Hypothesis Testing for More Than Two Means: Logic of ANOVA, Degrees of Variance, Assumptions, and Computation of One-Way ANOVA.	15	4
4	Non-parametric Tests 4.1 Assumptions and Assumptions. 4.2 Chi-square Assumptions and Computation of Chi-square.	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	3	2	2	2	2	2	3	3	3	3
CO2	3	3	3	3	3	2	2	3	3	3	3	3	3	3
CO3	3	3	3	3	3	2	2	3	3	2	3	3	3	3
CO4	3	3	3	3	3	2	2	2	2	3	3	3	3	3
Average	3	3	3	1.25	2.25	1.5	2	2	1.5	1.25	3	3	3	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]



Recommended Books

1. Brotha, K. D. (1992). *Experimental design in behavioural research*. New Delhi: Wiley Eastern, Minium.
2. E. W., King, B. M., & Bear, G. (1993). *Statistical reasoning in Psychology and education*. New York: John Wiley.
3. Mohanty, B. & Misra, S. (2015). *Statistics for behavioral and social sciences*. New Delhi: SAGE Publications.
4. Garrett, H. L. (1970). *Statistics in Psychology and Education*. Surject Publication, New Delhi, India.
5. Meehl, S.K. (2010). *Statistics in Psychology and Education* (Second Ed.). PHI Learning Pvt. Ltd., New Delhi, India.



Dr. S. K. Misra

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for

SEMESTER IV
PSY-001-CC-2240: PRACTICUM IN PSYCHOLOGY-II

Credit: 4; Practical: 8 Hrs per week; Contact Hours: 120; Full Marks: 100

Learning Objectives

- LO1: To learn the administration of tests and its measurement procedure.
 LO2: To know the evaluation procedure and evaluation of psychological tests.
 LO3: To learn certain skills of Psychological Counselling on the basis of psychological test results.

Course Outcomes

- CO1: To learn the administration of tests and its measurement procedure.
 CO2: To know the evaluation procedure of psychological tests.
 CO3: To learn certain professional skill on the basis of Psychological test results
 CO4: Enhance the competency of students to become better psychologists.

Course Content

Sl. No.	Content	Contact Hours	CO
1	Test on Aggression: To learn how to measure levels of aggression of a person	30	1,2,3,4
2	Reasoning and Problem-solving tests: To learn to measure reasoning and problem-solving skills	30	1,2,3,4
3	Tests on Cognitive Functioning: To learn to measure cognitive abilities in various level	30	1,2,3,4
4	Adjustment Tests: To measure adjustment level of a person	30	1,2,3,4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	3	-	2	-	-	-	3	3	3	3
CO2	-	3	3	-	-	2	2	3	3	-	3	3	3	-
CO3	3	3	3	-	-	2	2	3	3	2	3	3	3	-
Average	3	3	3	1.25	0.75	1.5	2	2	1.5	1.25	3	3	3	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

General Instructions

- Students will be required to maintain journal for this course and obtain the completion certificate from the teacher in-charge and certified by HoD, Department of Psychology. Without this certificate, the students will not be allowed to appear for the internal examination and/ end semester examination as per the rules of credit system.
- Each student will be required to complete 8 practicum in total (2 from each unit)

*Note: Only Standardized Tests should be used.



SEMESTER IV
PSY-001-MC-2210: POSITIVE PSYCHOLOGY

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1
 Hr per week; Contact Hours: 60; Full Marks:
 100

Learning Objectives

- LO1: To understand the basic principles of Positive Psychology
 LO2: To learn how to use of Positive Psychology tools and techniques in own and in other's life.
 LO3: To understand of positive aspects of human behavior including virtues and strengths of character.

Course Outcomes

- CO1: The students will be able to understand the basic principles of Positive Psychology
 CO2: The students will also gain information on the use of Positive Psychology tools and techniques in own and in other's life.
 CO3: Understanding concept of happiness and well-being in positive psychology and application to individual and societal level.
 CO4: It will also ease the understanding of positive aspects of human behavior including virtues and strengths of character

Course Content

Unit No.	Content	Contact Hours	CO
1	Introduction 1.1 Positive Psychology: Meaning, Definition, Assumptions and Goals; Focus on Research. 1.2 Meaning and Measures of Happiness and Well-Being. 1.3 Two Traditions -Hedonic and Eudemonic Traditions.	15	1,3
2	Happiness and Well-being 2.1 Happiness: Concept and Definitions; Happiness and The Facts of Life: Gender, Love, Marriage, Close Relationships and Others. 2.2 Happiness Across the Life Span: Happiness and Well-Being Across Culture and Nationalities.	15	2
3	Emotions, Personality Traits and Well-Being 3.1 Positive Emotions (Hope, Optimism, Gratitude) and Well-being. 3.2 Cultivating Positive Emotions; Positive Traits: Personality, Emotions and Biology.	15	2
4	Virtues and Strengths of Character 4.1 Classification of Human Virtues (Seligman's Approach). 4.2 Wisdom as a Foundational Strength. 4.3 Virtue, Character Strengths and Health.	15	3

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	-	-	2	-	-	-	3	3	3	3
CO2	3	3	-	3	-	2	2	3	3	-	3	-	3	3
CO3	3	3	3	3	3	2	2	3	3	2	-	-	3	3
CO4	3	3	3	3	-	2	2	2	-	3	-	3	3	3
Average	3	3	0.75	3	0.75	1.5	2	2	1.5	1.25	1.5	1.5	3	3

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

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Recommended Books

1. Brainerd Miller, S. R., Crothers, M. K. (2009). *Positive Psychology*. New Delhi, India: Pearson.
2. Bonwell, L. (2012). *Positive Psychology in a Nutshell: The Science of Happiness*. 3rd Edition. McGraw Hill.
3. Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*. UK: Routledge.
4. David, S. A., Bonwell, L., & Ayers, A. C. (2013). *The Oxford handbook of happiness*, Oxford: Oxford University Press.
5. Lopez, S. (Ed.) (2015). *Positive Psychology in practice: Promoting human flourishing in work, health, education, and everyday life*. Hoboken, NJ: John Wiley & Sons.
6. Kumar, L., Archana, & Prakash, V. (2015). *Positive Psychology – Applications in work, health and well-being*. Delhi & Chennai, India: Pearson.
7. Peterson, C. (2006). *A Primer in Positive Psychology*. New York: Oxford University Press.
8. Seligman, M.E.P. (2002). *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*. New York: Free Press/Simon and Schuster.
9. Seligman, C. R., & Lopez, S. J. (2002). *Handbook of Positive Psychology*. New York: Oxford University Press.
10. Snyder, P. & Lopez, S. J. (2007). *Positive Psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage.

Note: All students who will opt for Undergraduate Diploma in Psychology on completion of courses equal to a minimum of 80 credits, will need to earn 4 Credit Skill Based Course during 1/2 Years Summer Term.



Dr. P. G. Gaurani *Dr. S. J. Lopez* *Dr. P. Snyder*

SEMESTER - V



Dhara Panwar



SEMESTER V

PSY-001-CC-3110: INTRODUCTION TO SOCIAL PSYCHOLOGY

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100

Learning Objectives

- LO1: To learn the basic social psychological concepts and familiarize with relevant methods.
 LO2: To mapping of social reality and understanding how people evaluate social situations.
 LO3: To know social influence processes particularly the influence of others on individual behaviour and performance

Course Outcomes

- CO1: Understanding the basic social psychological concepts and familiarize with relevant methods.
 CO2: Developing skill's pertaining to mapping of social cognition and understanding how people evaluate social situations.
 CO3: Understanding attitude, the process of formation and effective way to change.
 CO4: Developing an understanding pertaining to social influence processes particularly the influence of others on individual behaviour and performance.

Course Content

Unit No.	Content	Contact Hours	CO
1	Introduction 1.1 Definition and Nature of Social Psychology. 1.2 Brief history of Social Psychology. 1.3 Methods of Social Psychology: Experimental Method and Correlational Method.	15	1
2	Social Cognition and Well-being 2.1 Social Cognition and Information Processing: Schemas, Stereotypes and Cognitive Strategies. 2.2 Perceiving Self and Others: Self-Concept and Self-Esteem, Impression Formation, Impression Management.	17	2,3
3	Attitude 3.1 Attitudes: Concept, Nature, Attitude Formation. 3.2 Attitude Change: Persuasion. 3.3 Techniques for Attitude Change.	13	3
4	Group Processes and Collective Behavior 4.1 Group: Nature and Characteristics of Group 4.2 Group and Performance: Social Facilitation, Social Loafing and Group Cohesiveness	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	-	-	2	-	-	-	3	3	3	3
CO2	3	3	-	-	3	2	2	3	3	-	3	-	3	-
CO3	-	3	-	-	-	2	2	3	3	2	3	-	3	-
CO4	-	-	3	3	2	2	2	2	-	3	3	-	3	-
Average	3	3	0.75	1.25	1.5	1.5	2	2	1.5	1.25	3	0.75	3	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; - No Correlation]

Recommended Books

1. Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). *Social Psychology* (12th Ed.). New Delhi, India: Pearson.
2. Hogg, M. A., & Vaughan, G. M. (2005). *Social Psychology*. Harlow: Pearson Prentice Hall.
3. Husain, A. (2012). *Social Psychology*. New Delhi, India: Pearson.
4. Myers, D. G. (2008). *Social Psychology*. New Delhi, India: Tata McGraw-Hill.
5. Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). *Social Psychology* (12th Ed.). New Delhi, India: Pearson.



Dharm Singh

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SEMESTER V
PSY-001-CC-3120: INTRODUCTION TO BIOPSYCHOLOGY

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100

Learning Objectives

- LO1: To know the human behaviour including neural, biochemical, evolutionary, and genetic mechanisms.
- LO2: To use scientific techniques for biological Psychology and developing an awareness of ethical issues accompanying them.
- LO3: To gain knowledge about the structures of human brain, their functions and impact on human behaviour.

Course Outcomes

- CO1: Appreciating the biological bases of human behaviour including neural, biochemical, evolutionary, and genetic mechanisms.
- CO2: Developing critical thinking to use scientific techniques for biological Psychology and developing an awareness of ethical issues accompanying them.
- CO3: Having basic knowledge about the structures of human brain, their functions and impact on human behaviour.
- CO4: Understanding human emotion and motivation in context of biological marker.

Course Content

Unit No.	Content	Contact Hours	CO
1	Biological Basis of Behavior 1.1 Neuron and its Types, Synapses and Action Potential, Neurotransmitters and its Types. 1.2 The Nervous System: Basic Subdivisions- Peripheral and Central. 1.3 Hemisphere Function: Sperry and the Split-Brain Studies; 1.4 Anatomy and Functions of Four Lobes: Frontal, Parietal, Occipital and Temporal.	15	1
2	Memory and its Functions 2.1 Anterograde and Retrograde Amnesia. 2.2 Korsakoff's Psychosis 2.3 Alzheimer's Disease. 2.4 Biochemistry of Memory.	15	3
3	Stress, Arousal and Biological Rhythms 3.1 Concept of Arousal: Physiological Measures of Arousal. 3.2 Reticular Formation and Central arousal. 3.3 Biological Rhythms. 3.4 Functions of Sleep.	15	2,3
4	Emotion and Motivation 4.1 Anxiety: Stress and Arousal. 4.2 Emotion – Central and Peripheral Mechanisms. 4.3 Physiology of Hunger and Thirst.	15	3

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Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	-	-	2	-	-	-	3	3	3	3
CO2	3	3	-	-	3	2	2	3	3	-	3	-	3	-
CO3	3	3	-	-	-	2	2	3	3	2	3	-	3	-
CO4	3	3	-	3	-	2	2	2	-	3	3	-	3	-
Average	3	3	0.75	1.25	0.75	1.5	2	2	1.5	1.25	3	1.5	3	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Recommended Books

1. Rosenzweig, S.M., Rosenzweig, M.R., & Watson, N.V. (2007). *Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience*, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts.
2. Carlson, N. R. (2012). *Foundations of physiological Psychology*. (Sixth Edition). Delhi: Pearson Education.
3. Grier, S. (1995). *Principles of Bio-Psychology*. UK: Lawrence Erlbaum Associates Ltd.
4. Pinel, J.P.J. (2011). *Bio-Psychology*, 8th Edition. Pearson Education, New Delhi.
5. Carlson, N. R. (2009). *Foundations of Physiological Psychology* (6th edition). New Delhi: Pearson Education.
6. Khosla, M. (2017). *Physiological Psychology: An Introduction*. New Delhi: Sage Texts.



SEMESTER V
PSY-001-CC-3130: APPLIED PSYCHOLOGICAL ASSESSMENT

Credit: 2; Lecture: 1 Hr per week; Tutorial: 1 Hr per week; Contact Hours: 30; Full Marks: 100

Learning Objectives

- LO1: To understand of the basic principles of psychological assessment and its various phases.
 LO2: To have knowledge about the steps in test construction and test standardization.
 LO3: To gain knowledge of the ethical and legal issues involved in the assessment process.

Course Outcomes

- CO1: Developing an understanding of the basic principles of psychological assessment and its various phases.
 CO2: Developing knowledge about the steps in test construction and test standardization.
 CO3: Developing knowledge of the ethical and legal issues involved in the assessment process.
 CO4: Learning the basic psychometric assessment approaches.

Course Content

Unit No.	Content	Contact Hours	CO
1	Introduction to Psychological Assessment 1.1 Psychological Assessment: Principles of Assessment, Nature and Purpose, Similarity and Difference between Test and Assessment. 1.2 Types of Assessment: Observation, Interview, Scales and Tests. 1.4 Scales of Measurement. 1.5 Ethical and Professional Issues and Challenges.	17	1,3
2	Psychological Testing 2.1 Definition of a Test, Types of Test, Characteristics of a Good Test 2.2 Reliability, Validity and Norms. 2.3 Applications of Psychological Tests in Various Contexts: Personality, Intelligence.	13	2, 4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	-	-	2	-	-	-	3	3	3	3
CO2	1	1	3	-	-	2	2	3	3	-	3	3	3	-
CO3	-	3	3	-	3	2	2	3	3	2	3	3	3	-
Average	1	3	3	1	0.75	1.5	2	2	1.5	1.25	3	3	3	1

The Mapping Level/Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Recommended Books

1. Anandarajan, R., & Groth-Marnett, G. (2009). *Psychological testing and assessment* (12th Ed.). New Delhi: Pearson Education.
2. Anandarajan, A., & Urbina, S. (2003). *Psychological testing* (7th Ed.). New Delhi, India: Prentice – Hall of India Pvt. Ltd.
3. Barua, B. N., & Narake, H. J. (2008). *Manomapan*. Nagpur, India: Vidya Prakashana.
4. Connolly, L., Palmer, M., Barton, H. & Kirwan, G. (eds.), (2016). *Introduction to Cyber Psychology*. London: Routledge.

5. Desai, B., & Abhyankar, S. (2007). *Manasashatriya mapan*. Pune, India: Narendra Prakashana.
6. Gregory, R. J. (2014). *Psychological testing: History, principals and applications*. (6th Ed.). Boston: Pearson Education.
7. Husain, A. (2012). *Psychological testing*. New Delhi, India: Pearson Education.
8. Kaplan, R. M., & Saccuzzo, D. P. (2012). *Psychological testing: Principles, applications and issues* (8th Ed.). New Delhi, India: Cengage.



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SEMESTER V
PSY-001-MC-3110: MENTAL HEALTH AND WELL-BEING

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100

Learning Objectives

- LO1: To understand the spectrum of mental health and mental illness.
 LO2: Able to identify stresses in one's life and how to manage them.
 LO3: To know the dynamics of well-being and emotions.

Course Outcomes

- CO1: Understanding the spectrum of mental health and mental illness.
 CO2: Identifying stresses in one's life and how to manage them.
 CO3: Understanding the dynamics of well-being in various contexts.
 CO4: Understanding the process of emotional intelligence, dimensions and how to enhance it.

Course Content

Unit No.	Content	Contact Hours	CO
1	Conceptualizations of Mental Health 1.1 Mental health: Meaning and Definition. 1.2 Approaches – Pathogenic, Salutogenic and Complete State Models. 1.3 Foundations of Mental Health – Hereditary Factors, Physical Factors, Social Factors and Satisfaction of Basic Needs; Characteristics of a Mentally Healthy Person.	17	1
2	Mental Health Issues 2.1 Stress – Definition and Types. 2.2 Sources of Stress. 2.3 Theories of Stress (Selye and Lazarus). 2.4 Coping Strategies and Its Role in Ameliorating Stress.	13	1, 2
3	Types of Well-being 3.1 Subjective Well-being. 3.2 Psychological Well-being. 3.3 Emotional Well-being. 3.4 Social Well-being.	15	3
4	Emotional Intelligence 4.1 Definition and Its Relevance. 4.2 Models: Ability model, Personality Model, Goleman's Model. 4.3 Enhancing Emotional Intelligence, Development of Emotional Competence.	15	2

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Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	1	1	-	-	2	-	-	-	3	3	3	3
CO2	3	-	-	3	2	2	2	3	3	-	3	-	3	-
CO3	-	3	-	3	-	2	2	3	3	2	3	-	3	-
CO4	-	-	-	3	-	2	2	2	-	3	3	-	3	-
Avg. 32	1	3	0.75	3	0.5	1.5	2	2	1.5	1.25	3	0.75	3	0.75

The Average Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Recommended Books

1. Egan, J., Lambert, S. & Cruthers, M. (2015). *Positive Psychology*. Pearson.
2. Brown, J. & Esler, J. (2007). *Introduction to Health Psychology*. Thomson India Edition.
3. Ditcher, J.N., Hooley, J.M., Mineka, S. & Kapur, P. (2019). *Abnormal Psychology*. 17th Edition. Pearson India Education Services Pvt. Ltd.
4. Coleman, D. *Emotional Intelligence: Why it can Matter more Than IQ*.
5. Sankar, T. & Brown, T.N. (2010). *A Handbook for the Study of Mental Health: Social Contexts, Theories, and Systems*. Second edition. Cambridge University Press.
6. Singh, J. (2011). *Mental Health and Mental Disorders*. Psycho Information Technologies.
7. Teylan, S. L. (2016). *Health Psychology*. New Delhi: Tata McGraw-Hill.



SEMESTER V

PSY-001-IN-3110: INTERNSHIP

Credit: 2; Practical: 4 Hrs per week; Contact Hours: 60; Full Marks: 100

Introduction

Internship is one of the most influential and well-established ways of teaching students the skills and knowledge needed to work in a professional environment. Internship often facilitate a smooth transition from university to the industry/ market. As a result, several organizations higher students as interns before appointing them to full-time job positions. The newly introduced course structure in the NEP 2020 envisages imparting strong knowledge, skills to improve the job potential of the students by providing experiential learning opportunities, values, and a research oriented vibrant higher education ecosystem for sustainable development. With these perspectives, in the NEP 2020 guidelines, Internship/ Field work is made mandatory in the curriculum of all under graduate programmes.

Internships often includes working with government or private organizations, higher education institutions, colleges and research and development, labs/research organisations/non-government organisations, enterprises, centres involved in research, innovativeness and entrepreneurship, business organizations, local industry, artists, craftspeople, and similar other entities for providing opportunities to students for active engagement in on-site experiential learning. It helps students get direct experience in using tools, software, techniques, equipment used, gain experience in data collection from the relevant field, conducting surveys etc. in a live environment and experience the work culture.

During an internship program, students work under the supervision of experienced professionals and are given tasks and responsibilities that are relevant to their field of study. They are also given feedback and guidance on their performance, which allows them to improve their skills and knowledge. Internship programs can vary in length, depending on the industry and the requirements of the program. Successful completion of the internship can improve the employment potential of the students or can also get an opportunity to continue their work as a research project in subsequent semesters.

Internships can be mutually beneficial for the intern as well as the internship providing organization. The internship providing organizations provide training with an objective to create a pipeline of great future employees.

Learning Objectives

Following are the intended objectives of engaging the students in internship programs:

- LO1: To provide experience of real work environment with faculty guidance over a specific period.
- LO2: To provide exposure to emerging technologies/ automation and how it can support, facilitate, improve, and reinforce work processes/ culture/ job roles/art and craft.
- LO3: To promote academic and professional developments.
- LO4: To help students identify the career paths.
- LO5: To provide an opportunity to jumpstart their professional careers and supplement their courses with hands-on experience making them employment ready.
- LO6: To improve the professional network with proper orientation and guidance.



Internship Types

Internships types include working with government or private organizations, higher education institutions, universities, research and development labs, research organisations, non-government organisations, enterprises, centres involved in research, innovativeness and entrepreneurship, business organizations, local industry, artists, craftspeople, and similar other entities for providing opportunities to students for active engagement in on-site experiential learning.

Internship Norms

- For an internship, one credit of Internship means two-hour engagement per week. Accordingly, in a semester of 15 weeks' duration, one credit in this course is equivalent to 30 hours of engagement in a semester.
- Location of internship can be Government /Non-Government organization/ Industry/Research Institutes/HETs/ Clinics/Laboratories/ Business organizations/ local industry/artists/ etc. As people/ Banking /Cooperative sector/any other relevant to the subject.
- The monthly schedule must be planned by the department in accordance with the duration of the internships.

Credit wise duration of the internship should be as per the table below:

Sr.No.	Credit	Contact Hours	Self-Study (Hrs.)	Total
1	1	30hrs.	15hrs.	45 hrs.
2	4	120hrs.	60hrs.	180 hrs.
3	6	180hrs.	60hrs.	240 hrs.

Course Outcome of the Internship Program

After completion of the program the students should be able to:

CO1: Demonstrate their skills and gain real-time experience and knowledge with professionals in their field of interest.

CO2: Explore career alternatives prior to graduation.

CO3: Develop work habits and attitudes necessary for job success.

CO4: Acquire professional contacts leading directly to a full-time job/research opportunity following graduation from college.

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	-	-	2	-	-	-	3	3	3	3
CO2	3	3	-	3	2	2	2	3	3	-	3	-	3	-
CO3	3	3	-	3	-	2	2	3	3	2	3	-	3	-
CO4	3	3	-	3	-	2	2	2	-	3	3	-	3	-
Average	3	3	0.75	3	0.5	1.5	2	2	1.5	1.25	3	0.75	3	0.75

The strength of correlation between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Note: By 2nd sem. Formats for Internship Programme will be provided by the Department & have to be filled at before the commencement of the program.



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Dr. Aravind G. Reddy

SEMESTER – VI

(UG Degree)

Dharm Singh

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SEMESTER VI
PSY-001-CC-3210: ABNORMAL PSYCHOLOGY

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100

Learning Objectives

- LO1: To gain the overview about the concept of abnormality.
 LO2: To know clinical picture and dynamics of various psychological disorders.
 LO3: To know information on psychopathology and dispel myths regarding it.

Course Outcomes

- CO1: The course aims to equip student with an overview about the concept of abnormality
 CO2: Students would attain knowledge and in-depth learning on various psychological disorders.
 CO3: Students will be aware about developmental disorders and its clinical picture.
 CO4: The students will sensitize about information on clinical picture of substance and eating disorder.

Course Content

Unit No.	Content	Contact Hours	CO
1	Understanding Abnormality Unit 1- Understanding abnormality 1.1 Definition and Criteria of Abnormality. 1.2 Classification (Latest Edition of DSM-V/TR & ICD-11). 1.3 Features of Clinical Assessment, Diathesis Stress Model.	13	1
2	Clinical States 2.1 Anxiety Disorders - Phobias, Obsessive Compulsive Disorder, Generalized Anxiety Disorder (Clinical Picture and Dynamics of Anxiety Disorders). 2.2 Conversion Disorder (Clinical Picture and Dynamics). 2.3 Dissociative Identity Disorder (Clinical Picture and Dynamics).	17	2
3	Developmental Disorders (Clinical Picture and Dynamics) 3.1 Autism: Detailing its History and Antecedents. 3.2 Autism Spectrum Disorder, ADHD and Other Disorders. 3.3 Learning Disabilities.	15	3
4	Substance-Related Disorders and Eating Disorders 4.1 Substance-Related Disorder: Alcohol Abuse and Drug Abuse (Clinical Picture and Causes). 4.2 Eating Disorders: Anorexia Nervosa and Bulimia Nervosa.	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1		3	3			2					3	3	3	3
CO2					2	2	3	3			3		3	
CO3					2	2	3	3	2	3			3	
CO4			3	3	2	2	2		3	3			3	
Average	3	3	0.75	1.5	0.5	1.5	2	2	1.5	1.25	3	0.75	3	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Books Recommended

1. Barlow D.H. and Durand V.M. (2005). *Abnormal Psychology: An Integrated Approach*, (4th Ed.). Wadsworth: New York.
2. Bennett, P. (2006). *Abnormal and Clinical Psychology: An introductory textbook*. New York: Open University Press.
3. Brewer, K. (2001). *Clinical Psychology*. Oxford: Heinemann Educational Publishers.
4. Cooper, P. C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2008). *Abnormal Psychology*. New Delhi: Pearson.
5. Kearney, C. A. & Trull, T. J. (2012). *Abnormal Psychology and Life: A dimensional approach*. New Delhi: Cengage Learning.
6. Kring, A.M., Johnson, S.L., Davison G.C. & Neale J.M. (2010). *Abnormal Psychology*, (11th Ed.). NY: John Wiley.

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SEMESTER VI

PSY-001-CC-3220: DEVELOPMENTAL PSYCHOLOGY

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100

Learning Objectives

- LO1: To understand and distinguish major theoretical perspectives and methodological approaches in human development.
 LO2: To identify the milestones in diverse domains of human development across life stages.
 LO3: To understand the contributions of socio-cultural context toward shaping human development in context of Indian societal context.

Course Outcomes

- CO1: Demonstrating an ability to understand and distinguish major theoretical perspectives and methodological approaches in human development.
 CO2: Identifying an ability to identify the milestones in physical and cognitive domains of human development across life stages.
 CO3: Understanding milestone in social and emotional development into various stages.
 CO4: Understanding the contributions of socio-cultural context toward shaping human development in context of Indian societal context.

Course Content

Unit No.	Content	Contact Hours	CO
1	1.1. Introduction to Developmental Psychology 1.2. Theoretical Perspectives: Nature and Nurture. 1.3. Theoretical Perspectives: Psychodynamic (Freud and Erikson). 1.4. Cognitive Perspective (Piaget). Overview of Development Across Life-Span – I	15	1
2	2.1. Physical Development (from Infancy to Late Adulthood). 2.2. Cognitive Development and Language Development. Overview of Development Across Life-Span – II	15	2
3	3.1. Social-Emotional Development. 3.2. Moral Development. Development Issues in Indian Context	12	3
4	4.1. Issues of Social Relevance (Gender, Disability and Poverty). 4.2. Developmental Issues in Children and Adolescents. 4.3. The Aged of Adulthood: Aging and Its Attributes. 4.4. Developmental Issues Affecting Viksit Bharat Nation.	18	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	1	1	1	1	1	-	2	-	-	-	3	3	3	-
CO2	1	1	-	-	1	2	2	3	3	-	3	-	3	3
CO3	-	-	-	-	-	2	2	3	3	2	3	-	3	3
CO4	-	-	-	-	-	2	2	2	-	3	3	-	3	3
Average	1	1	0.75	1.25	0.75	1.5	2	2	1.5	1.25	3	0.75	3	2.25

The Mapping of POs/PSOs with COs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Books Recommended

1. Berk, L. E. (2010). *Child development* (9th Ed.). New Delhi, India: Prentice Hall.
2. Feldman, R. S., & Babu, N. (2011). *Discovering the life-span*. New Delhi, India: Pearson.
3. Georgas, J., Berry, J. W., Van de Vijver, F. J., Kagitçibaşı, Ç., & Poortinga, Y. H. (Eds.) (2006).
4. Kakar, S. (2012). *The inner world: A psychoanalytic study of childhood and society in India* (4th Ed.). New Delhi, India: Oxford University Press.
5. Mitchell, P., & Ziegler, F. (2007). *Fundamentals of development: The Psychology of childhood*. New York: Psychology Press.
6. Papalia, D. E., Olds, S. W., & Feldman, R. D. (2006). *Human development* (9th Ed.). New Delhi, India: Tata McGraw-Hill.
7. Santrock, J. W. (2012). *A topical approach to life-span development*. New Delhi, India: Tata McGraw-Hill.

Dhans Banerji

Dr. F.



SEMESTER VI

PSY-001-CC-3230: INTRODUCTION TO ORGANIZATIONAL PSYCHOLOGY

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100

Learning Objectives

LO1: To impart understanding of conceptual and theoretical bases of Organizational Psychology.

LO2: To understand the concepts of work motivation and employees' work attitudes

LO3: To comprehend leadership processes from different theoretical perspectives.

LO4: To familiarize students about group dynamics, working through conflicts and working in teams.

Course Outcomes

COI: Developing a deeper understanding of principles of organizational Psychology

CO2: Developing a deeper understanding employees' work attitudes and motivational issues.

CO3: Students will learn the leadership processes and its applications in real world.

CO4: Students will be learning the group dynamics process and augmenting team work.

Course Content

Unit No	Content	Contact Hours	CO
1	Introduction to Organizational Psychology 1.1 Nature and scope of organizational Psychology. 1.2 Historical Developments in organizational Psychology. 1.3 European contribution and contemporary scenario. 1.4 Organizational Psychology in the Indian context.	15	1
2	Employee Motivation and Job Attitudes 2.1 Nature of Work Motivation, Intrinsic Motivation and Need for Achievement in the Development of Motivation. 2.2 Theories of Work Motivation: Content Theory (Maslow, Herzberg), Process Theories: Vroom's, Equity Theory, Goal Setting Theory. 2.3 Job Attitude: Positive Organizational Behaviour, Organizational Commitment, Organizational Citizenship Behaviour.	15	2
3	Leadership and the Influence Process 3.1 Conceptual Foundations: Leaders Versus Managers. 3.2 Theoretical Approaches: Trait & Behavioral Approaches, Leader-Member Exchange Theory, Fiedler Theory, Blanchard Situational Leadership and Path Goal Theory, Transformational and Charismatic Leadership. 3.3 Indigenous Theories: Nurturant Task-Participative (Nt-P), Consultative Style of Management, Pioneering-Innovative Theory of Leadership.	15	3

4	Group Behaviour, Teams and Conflicts 4.1 Nature, Functions and Types of Groups; Group Structure: Role Differentiation, Status differentiation, Norms Formation and Group Cohesiveness. 4.2 Factors Affecting Group Performance: Homogeneity of Group, Stability of Membership, Group Size, Group Status, Communication Structure, Social Facilitation. 4.3 Co-Operation and Competition, Conflicts and Its Management, Negotiation Process. 4.4 Team Work: Cultural Influences on Team Work.	15	4
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Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	-	-	2	-	-	3	3	3	3	-
CO2	3	3	-	3	-	2	-	3	3	3	3	-	3	3
CO3	3	3	-	3	3	2	-	3	3	3	3	-	3	3
CO4	3	3	-	3	-	2	-	2	-	3	3	-	3	3
Average	3	3	0.75	3	0.75	1.5	0.5	2	1.5	3	3	0.75	3	2.25

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Books Recommended

1. Aamodt, M. G. (2016). *Industrial/Organizational Psychology: An applied approach*. Boston: Cengage Learning.
2. Kalra, S. K. (2004). Consultative managerial leadership style in India: A viable alternative. In P. N. 3. Mukherjee, & C. Sengupta (Eds.), *Indigenity and universality in social sciences: A south asian response*. New Delhi: Sage Publications.
4. Muchinsky, P. M., & Culbertson, S. S. (2016). *Psychology applied to work*. Summerfield, NC: Hypergraphic Press.
5. Pareek, U. (2007). *Understanding organizational behaviour*. New Delhi: Oxford University Press.
6. Pareek, U., & Gupta, R. K. (2010). *Organizational behaviour*. New Delhi: Tata McGraw Hill.
7. Sinha, J. B. P. (2008). *Culture and organizational behavior*. New Delhi, India: Sage Publications.



SEMESTER VI
PSY-001-CC-3240: PRACTICUM IN PSYCHOLOGY -IV

Credit: 4; Practical: 8 Hrs per week; Contact Hours: 120; Full Marks: 100

Learning Objectives

- LO1: To learn how to the administration of tests and its measurement procedure.
 LO2: To know the evaluation procedure and evaluation of psychological tests.

Course Outcomes

- CO1: Acquaint oneself to the administration of tests and its measurement procedure.
 CO2: Know the evaluation procedure of psychological tests.
 CO3: Learn certain professional skill on the basis of Psychological test results
 CO4: Enhance the competency of students to become better psychologists.

Course Content

Unit No.	Content	Contact Hours	CO
1	Tests on personality: To learn how to measure personality dimensions and traits of a person through projective technique.	30	1,2,3,4
2	Tests on Organizational Behaviour: To learn how to measure behavior in organizational contexts.	30	1,2,3,4
3	Tests on Addiction: To measure Various aspects of addictive behavior.	30	1,2,3,4
4	Tests on Developmental Issues: To orient students how to measure developmental changes like LD, ASD etc.	30	1,2,3,4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	-	3	-	2	-	-	-	3	3	3	3
CO2	3	3	3	-	3	2	2	3	3	-	3	3	3	-
CO3	3	3	3	-	-	2	2	3	3	2	3	3	3	-
CO4	3	3	3	3	-	2	2	2	-	3	3	3	3	-
Average	3	3	3	0.5	1.5	1.5	2	2	1.5	1.25	3	3	3	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

General Instructions

- Students will be required to maintain journal for this course and obtain the completion certificate from the teacher in-charge and certified by HoD/Principal. Without this certificate, the students will not be allowed to appear for the internal examination and/ end semester examination as per the rules of credit system.
 - Each student will be required to complete 8 practicum in total (2 from each unit).
- *Note:** Only Standardized Tests should be used.



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SEMESTER VI

PSY-001-MC-3210: ENVIRONMENTAL PSYCHOLOGY

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100

Learning Objectives

- LO1: To study and familiarize with historical antecedents of environmental Psychology.
 LO2: To study about different kinds of pollution and its effects on human behavior.
 LO3: To understand problems and solutions to urban dwelling.

Course Outcomes

- CO1: Understanding the concept of environment from perspective of psychology.
 CO2: Critically evaluate the challenges of historical antecedents of environmental Psychology domain.
 CO3: Knowing about different kinds of pollution and its effects on human behavior.
 CO4: Develop understanding about problems and solutions to urban dwelling.

Course Content

Unit No.	Content	Contact Hours	CO
1	Introduction to Environmental Psychology 1.1 Definition and Characteristics; Research Methods in Environmental Psychology. 1.2 Sources of Noise. Effects of Noise – Health Effects of Noise, Noise and Mental Health, Effects of Noise on – Performance, Children, in Office and Industrial Settings. Noise and Social Behaviour.	17	1
2	Climate and Behavior 2.1 Weather, Climate and Behaviour: The Relationships Between Weather, Climate and People; Heat and Behaviour; Cold Temperature and Behaviour; Wind and Behaviour. 2.2 Natural Disasters: Characteristics of Natural Disasters, Psychological Effects of Natural Disasters.	15	2
3	Technological Disaster 3.1 Technological Disasters: Characteristics of Technological Disasters, Effects of Technological Disasters, Effects of Toxic Exposure. 3.2 Air Pollution - Air Pollution and Health, Air Pollution and Performance, Air Pollution and Social Behaviour.	15	3
4	Crowding 4.1 Crowding – Definition, Effects of Crowding, Eliminating the Causes and Effects of Crowding. 4.2 Effects of Urban Life on the City Dweller, Environmental Solutions to Urban Problems.	13	4



Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	-	-	-	2	-	-	-	3	3	3	-
CO2	3	3	-	3	-	2	2	3	3	-	3	-	3	3
CO3	3	3	-	3	-	2	2	3	3	2	3	-	3	3
CO4	3	3	-	3	3	2	2	2	-	3	3	-	3	3
Average	3	3	0.75	2.25	0.75	1.5	2	2	1.5	1.25	3	0.75	3	2.25

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Recommended Books

1. Bell, P.A., Greene, T.C., Fisher, J.D., & Baum, A. (2001). *Environmental Psychology*. 5th Edition. Routledge, Taylor & Francis Group.
2. Jain, U. (1987). *The Psychological Consequences of Crowding*. New Delhi: Sage.
3. Stokols, D., & Atmann, I. (Eds) (1987). *Handbook of Environmental Psychology*. New York: Wiley.
4. Swain, S. (2010). *Applied Psychology: India – specific and Cross – cultural approaches*. New Vishal Publications.
5. Bonnes, M. & Secchiaroli, G. (1995). *Environmental Psychology: A Psycho-social Introduction*. London: Sage Publications
6. Fisher, J.D., Bell, P.A., & Baum, A. (1984). *Environmental Psychology*. NY: Holt, Rinehart & Winston.
7. Steg, L., Berg, A. & Groot, J. (2019). *Environmental psychology: An introduction*. BPS Blackwell, UK: John Wiley.



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SEMESTER – VII



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SEMESTER VII
PSY-001-CC-4110: PSYCHOLOGY OF PERSONALITY

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100

Learning Objectives

- LO1: To know conceptualizations of personality in the Western as well as Eastern traditions.
 LO2: To understand self and personality through Eastern perspectives such as Mimamsa, Vedanta, Samkhya, Yoga, Buddhist and Sufi traditions.
 LO3: To understand of personality through various Western approaches including type and trait, psychoanalytic, socio-cognitive and humanistic.

Course Outcomes

- CO1: Appreciating conceptualizations of personality and assessment.
 CO2: Developing a critical understanding of personality through the factorial Western approaches
 CO3: Developing a critical understanding of personality through Western approaches such as psychoanalytic, socio-cognitive and humanistic.
 CO4: Understanding self and personality through Eastern perspectives such as Mimamsa, Vedanta, Samkhya, Yoga, Buddhist and Sufi traditions.

Course Contents

Unit No.	Content	Contact Hours	CO
1	Introduction to Personality Psychology 1.1 Concept and Definition of Personality. 1.2 Role of Factors in the Development of Personality (Heredity and Environment) 1.3 Assessment of Personality.	15	1
2	Approaches to Personality – I 2.1 Trait and Type Approaches (including Eastern Perspective such as "Tri-guna" theory) 2.2 Socio-cognitive Approach to Personality	14	1,2
3	Approaches to Personality – II 3.1 Psychoanalytical Approach to Personality. 3.2 Humanistic Approach to Personality.	14	3
4	Understanding Self through Eastern Perspectives 4.1 Understanding Self through Mimamsa, Vedanta, Samkhya and Yoga. 4.2 Understanding Self through Sufism, Jainism and Buddhist Tradition. 4.3 Understanding Self through Sri Aurobindo's Integral Yoga.	17	4



Chaitanya Gaurani *SR* *[Signature]*

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	-	-	2	-	-	-	3	3	3	3
CO2	3	3	-	3	1	2	2	3	3	-	3	-	3	3
CO3	3	3	-	3	1	2	2	3	3	2	3	-	3	3
CO4	3	3	-	3	-	2	2	2	-	3	3	-	3	3
Average	3	3	0.75	3	0.5	1.5	2	2	1.5	1.25	3	0.75	3	3

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Books Recommended

1. Carducci, B. J. (2009). *The Psychology of personality: Viewpoints, research & application*. Hong Kong: Wiley-Blackwell.
2. Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian edition*. New Delhi, India: Pearson Education.
3. Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.) (2011). *Foundations of Indian Psychology—Theories and concepts* (Vol. 1). New Delhi, India: Pearson.
4. Feist, J., Feist, G.J. & Herman, T.A.R.W. (2018). *Theories of Personality*. Tata Mc Graw Hill
6. Kuppaswamy, B. (2001). *Elements of ancient Indian Psychology*. New Delhi, India: Konark Publishers Pvt. Ltd.
7. Misra, G., & Mohanty, A. K. (Eds.) (2002). *Perspectives on indigenous Psychology*. New Delhi, India: Concept Publishing Company.



Dr. J. J. J. J. J.

SEMESTER VII
PSY-001-CC-4120: INTRODUCTION TO CLINICAL PSYCHOLOGY

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100

Learning Objectives

LO1: To develop a foundational knowledge of Clinical Psychology, its historical development and professional ethics.

LO2: To acquire the knowledge and skills for distinguishing normal and abnormal behaviour and learn the criteria of determining abnormality.

LO3: To develop familiarity with the current diagnostic systems.

Course Outcomes

CO1: Developing a foundational knowledge of Clinical Psychology and professional ethics.

CO2: Acquiring knowledge and skills for clinical assessment.

CO3: Developing familiarity with the current diagnostic criteria for screening purposes.

CO4: Developing familiarity with clinical picture of psychopathology.

Course Content

Unit No.	Content	Contact Hours	CO
1	Introduction to Clinical Psychology 1.1 Definition of Clinical Psychology. 1.2 Historical Development of Clinical Psychology in (with Special Reference to India), Ethics of the Profession. 1.3 Concept of Abnormal Behaviour and Its Attributes.	15	1
2	Clinical Assessment and Classification 2.1 Clinical Assessment: Clinical interview, MSE & MMSE. 2.2 Observation, Psychological Testing, Neuropsychological Testing. 2.3 Classification and Diagnosis: Classification models: DSM-V (TR) and ICD -11.	15	2,3
3	Anxiety and Obsessive-Compulsive Disorders 3.1. Generalized Anxiety Disorder. 3.2. Specific Phobia and Social Anxiety Disorder (Social Phobia). 3.3. Panic Disorder. 3.4. Obsessive-Compulsive Disorder.	15	4
4	Trauma & Stressor-related, Dissociative and Personality Disorders 4.1. Adjustment Disorder 4.2. Post-Traumatic Stress Disorder 4.3. Dissociative Identity Disorder 4.4. Personality Disorders (Clusters A, B and C): Only Clinical Picture.	15	4



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Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	-	-	2	-	-	-	3	3	3	3
CO2	3	3	3	-	2	2	2	3	3	-	3	3	3	-
CO3	3	3	3	-	-	2	2	3	3	2	3	3	3	-
CO4	3	3	3	-	-	2	2	2	-	3	3	3	3	-
Average	3	3	3	0.5	0.5	1.5	2	2	1.5	1.25	3	3	3	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Books Recommended

1. Beg, M. A., & Beg, S. (1996). Logotherapy and the Vedantic view of life and mental well-being. *Journal des Viktor-Frankl-Instituts*, 1, 97-112.
2. Butcher, J.N., Hooly, J. M, Mineka, S. & Dwivedi, C.B (2017). *Abnormal Psychology*. New Delhi: Pearson.
3. Hecker, J. E., & Thorpe, G. L. (2005). *Introduction to clinical Psychology*. Delhi: Pearson Education.
4. Husain, A., Beg, M. A., & Dwivedi, C. B. (2013). *Psychology of humanity and spirituality*. New Delhi: Research India Press.
5. Lewelyn, S., Murphy, D. (Eds.) (2014). *What is clinical Psychology?* Oxford UK: Oxford University Press.

Manuals: DSM-V (TR) and ICD-11 and or Any New Editions



Dr. Arun Kumar *Dr. Arun Kumar* *Dr. Arun Kumar*

SEMESTER VII
PSY-001-CC-4130: APPLIED STATISTICS IN PSYCHOLOGY

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100

Learning Objectives

LO1: To inculcate basic analytical skills among students.

LO2: To equip students with statistical knowledge and skills for elementary research.

Course Outcomes

CO1: Developing an essential statistical insight to comprehend statistical methods used in psychological research.

CO2: Being able to use fundamental statistical methods to interpret group data.

CO3: Being able to analyse relationship by using correlation and regression analysis.

CO4: Being able to use non-parametric statistics for data analysis.

Course Content

Unit No.	Content	Contact Hours	CO
1	Introduction to Applied Statistics 1.1. Univariate, Bivariate, and Multivariate Statistics. 1.2. Data Screening and Preparation for Statistical Analysis.	12	1
2	Analysis of Group Differences 2.1. Analysis of Group Differences: t-test, Paired Sample t-test, Independent Sample t-test. 2.2. Analysis of Variance- One-way and Two-way ANOVA.	13	2
3	Analysis of the Relationship 3.1. Correlation analysis- Bi-serial, Point Bi-serial and Linear Correlational Analyses. 3.2. Regression analysis- Simple Regression Analyses.	17	3
4	Non-parametric Statistics 4.1. Median Test, Wilcoxon Test, Mann-Whitney U-Test. 4.2. Kruskal- Wallis H Test. 4.3. Friedman Two-way Analysis of Variance.	18	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	3	-	2	3	3	-	3	3	3	3
CO2	3	3	3	-	3	2	2	3	3	-	3	3	3	-
CO3	3	3	3	-	3	2	2	3	3	2	3	3	3	-
CO4	3	3	3	3	3	2	2	3	3	3	3	3	3	-
Average	3	3	3	1.25	3	1.5	2	3	3	1.25	3	3	3	0.75

The Mapping Level Contribution between COs/POs/PSOs are Categorized as (3: High; 2: Medium; 1: Low; - No Correlation)



Dhara Ramani *Dr* *[Signature]*

Statistical v.

1. E. W., King, B. M., & Bear, G. (1993). *Statistical reasoning in Psychology and education*. New York: John Wiley.
3. Mohanty, B. & Misra, S. (2015). *Statistics for behavioral and social sciences*. New Delhi: SAGE Publications.
4. Garrett, H. E. (1979). *Statistics in Psychology and Education*. Surjeet Publication, New Delhi, India.
5. Mangal, S.K. (2010). *Statistics in Psychology and Education (Second Ed.)*. PHI Learning Pvt. Ltd., New Delhi, India.
6. Howell, D. C. (2014). *Fundamental Statistics for the Behavioural Sciences*, 9th Edition, Cenage Learning.

Dhanraj Jaiswal



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SEMESTER VII
PSY-001-RC-4110: RESEARCH METHODOLOGY IN BEHAVIORAL SCIENCE

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100

Learning Objectives

1. To make students aware of the basic features of various types of research in behavioral science.
2. To familiarize students with source of research problems, types of variables in behavioral science.
3. To understand different kinds of measures and techniques for assessing individual differences.

Course Outcomes

1. Understanding basic of scientific inquiry in psychology and ethical issues.
2. Awareness of the basic features of various types of research in behavioral science.
3. Developing source of research problems, types of variables in behavioral science.
4. Developing familiarity with different kinds of measures and techniques for assessing individual differences.

Course Content

Unit No.	Content	Contact Hours	CO
1	Introduction to Scientific Research 1.1 Definition, Meaning and Characteristics of Scientific Research/Method. 1.2 Goals/Objectives of Scientific Research/Method. 1.3 Phases or Stages in Research. 1.4 Ethical Issues in Psychological Research.	15	1
2	Methods/Types of Psychological Research 2.1 Case Study, Observation, Survey, Interviews. 2.2 Experiments – Laboratory, Field, Quasi- Experimental. 2.3 Ex post facto, Document or Content analysis, Ethnographic Studies.	15	2
3	Research Problem and Hypothesis of the Relationship 3.1 Meaning, Type and Characteristics. 3.2 Source, Selection Criteria, Definition, Statement, Types and Functions. 3.3 Variables: Meaning and Types, Measuring Dependent Variables, Manipulating Independent Variables, Techniques of Controlling Extraneous Variables.	15	3
4	Assessment of Individual Differences 4.1 Measurement: Meaning, Differences Between Psychological and Physical Measurements. 4.2 Levels (scales) of Measurement, Properties of Scales of Measurement, Likert Scale; Uses (functions) of Scales. 4.3 Testing: Nature, Meaning, Classification and Use of Psychological Tests.	15	4

Dhan Shrivastava S. K. 

SEMESTER – VIII
UG DEGREE
(HONOURS WITHOUT RESEARCH)



Dharm Singh

Dr. [Signature]

SEMESTER VIII
PSY-001-CC-4210: ADVANCED RESEARCH METHODS

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100

Learning Objectives

- LO1: To understand approaches to scientific research in Psychology.
 LO2: To learn formulation of research problem, hypotheses and design.
 LO3: Understanding process of data collection.

Course Outcomes

- CO1: Learning the varied approaches to scientific research in Psychology.
 CO2: Learning the principles of research problem, hypotheses, variables and process of report writing.
 CO3: Learning the knowledge and skills of data collection in psychology.
 CO4: Competent in designing experimental and non-experimental research in psychology.

Course Content

Unit No.	Content	Contact Hours	CO
1	Psychological Research 1.1 Nature and Purpose, 1.2 Scientific Approach to Psychological Researches. 1.3 Types of research- Descriptive, Exploratory and Causal Research; Ethical Issues.	12	1
2	Psychological Research Process 2.1 Formulation of Research Problem and Hypothesis. 2.2 Choosing Research Design. 2.3 Identifying Variables; Control of Extraneous Variables. 2.4 Sampling Design and Data Collection. 2.5 Data Analysis and Interpretation; Reporting Research Results & Referencing (APA Style).	18	2
3	Research Tools for Data Acquisition 3.1 Observation. 3.2 Interview. 3.3 Questionnaires and Tests.	13	3
4	Research Designs 4.1 Experimental Research Designs - Randomized Groups, Matched Groups, Factorial Designs- between and Within Group Designs; A-priori and Post-hoc Comparisons. 4.2 Non-experimental Research Designs: Correlational, Quasi-experimental and Ex-post-facto Designs, Single Subject Design; Longitudinal and Cross-sectional Designs.	17	4



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Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	3	2	2	3	3	3	3	3	3	3
CO2	3	3	3	3	3	2	2	3	3	3	3	3	3	3
CO3	3	3	3	3	3	2	2	3	3	3	3	3	3	3
CO4	3	3	3	3	3	2	2	2	3	3	3	3	3	3
Average	3	3	3	3	3	1.5	2	2	3	1.25	3	3	3	0.75

The Mapping Level Contribution between COs/POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Books Recommended

1. Breakwell, G.M., Smith, J.A., & Wright, D.B. (2012). *Research methods in Psychology* (4th ed.). Sage.
2. Bridget, S. & Cathy, L. (Eds.) (2008). *Research methods in the social sciences*. New Delhi: Vistaar Publication.
3. Broota, K.D. (1992). *Experimental design in behavioural research*. ND: New Age International Pub.
4. Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education* (5th ed.). London: Routledge Falmer.
5. Dawson, C. (2002). *The practical research methods: A user-friendly guide to mastering research techniques and projects*. UK: How to Books Ltd.
6. Elmes, D., Kantowitz, B., & Roediger, H. (2011). *Research methods in Psychology* (9th ed). Cengage Learning.
7. Nestor, P.G. & Schutt, R.K. (2011). *Research methods in Psychology: Investigating human behavior*. Sage.



SEMESTER VIII
PSY-001-DE-42010: HUMAN RESOURCE MANAGEMENT

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100

Learning Objectives

LO1: To gain the ability to assist HR departments in resolving human resource problems, particularly related to recruitment, selection, performance appraisal, training and career development.

LO2: To know to conduct job analysis that could form the basis of selection instruments as well as performance appraisal system.

LO3: To learn multi-cultural knowledge of HRM and sensitivity towards diversity.

Course Outcomes

CO1: Understanding the process of human resource management and changing role in present context.

CO2: Developing the ability to assist HR departments in resolving human resource problems.

CO3: Developing skills to conduct job analysis.

CO4: Demonstrating multi-cultural knowledge of HRM and sensitivity towards diversity.

Course Content

Unit No.	Content	Contact Hours	CO
1	Human Resource Management 1.1 Strategic and Traditional HRM, HR Manager Proficiencies. 1.2 Changing Role and Changing Environment of HRM. 1.3 Labour Legislation in India.	15	1
2	Person-organization Fit 2.1 Job Analysis 2.2 Recruitment and Selection 2.3 Performance Management Systems.	15	3
3	Human Resource Development 3.1 Training Need Analysis (Competency Mapping), Methods of Training. 3.2 Learning and Development. 3.3 Career Development.	15	2
4	International HRM 4.1 Understanding Cultural and Contextual Differences 4.2 Context of Globalization. 4.3 Forms of IHRM and Types of Cross-National	15	4



Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	3	2	2	3	3	2	3	3	3	3
CO2	3	3	-	3	3	2	2	3	3	2	3	-	3	3
CO3	3	3	-	3	3	2	2	3	3	2	3	-	3	3
CO4	3	3	-	3	-	2	2	2	-	2	3	-	3	3
Average	3	3	0.75	3	1.5	1.5	2	2	1.5	2	3	0.75	3	3

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Books Recommended

1. Nayak, A.K. (2007). *Guidance and counselling*. APH Publishing New Delhi
2. Barki, B.G. & Mukhyopadhyay, B. (2008) *Guidance and counselling: A manual*. 10th Reprint Sterling
3. Corey G (2008). *Theory and practice of group counselling*. 7th edition Stanford: Cengage Learning.
4. S. Naranayana Rao. (2010). *Counselling Psychology*.
5. Hermann et.al. (2008). *Vocational guidance and career development*
6. Glading. S.T.(1992). *Counseling Process*
7. Feltham C. & Horton, I. (2000). *Handbook of Counseling and Psychotherapy*.
8. Kohler, J. A. & Shepard, D.S. (2008). *Counseling: Theories and Practice*. US: Brooks/ Cole-Cengage Learning.
9. Welfel, E.R. & Patterson, L.E. (2005). *The counseling Process- A multi-theoretical integrative approach*. N.Delhi: Cengage Learning India Pvt. Ltd. (6th edition).
10. Brammer, L.M., Abrego, P.J. & Shostrom, E.L. (1993). *Therapeutic Counselling and Psychotherapy*. London: Prentice Hall



SEMESTER VIII
PSY-001-DE-42020: COUNSELING PSYCHOLOGY

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100

Learning Objectives

LO1: To understand the idea of Counseling Psychology as a discipline and major themes, approaches and contexts in which counseling psychologists are engaged.

LO2: To learn the principles, theories and the requirements for an effective counseling psychologist.

LO3: To learn various appraisal techniques, reporting of the findings and effectiveness of counseling.

Course Outcomes

CO1: Understand the concept and principles of counseling and ethical consideration.

CO2: Imparting training in the process of Counseling Psychology.

CO3: Learning the techniques for an effective counseling psychologist.

CO4: Orienting towards various appraisal techniques and effectiveness of counseling.

Course Content

Unit No.	Content	Contact Hours	CO
1	Introduction to Counseling Psychology 1.1 Definition, Basic Concepts, Scope and Principles of Counseling. 1.2 History and Recent Trends in Counseling. 1.3 Characteristics of a Good Counselor. 1.4 Ethical, Legal and Moral Aspects of Counseling.	15	1
2	Counseling Process 2.1 Steps and Procedures of Counseling. 2.2 Approaches to counseling – Directive, Non- Directive, Behaviouristic and Eclectic. 2.3 Conditions for Effective Counseling.	15	2
3	Group Counseling 3.1 Nature and Techniques of Group Counseling. 3.2 Counseling for Special Groups (Children with Learning Problems, Intellectually Impaired, and Care Givers).	15	3
4	Areas of Counseling 4.1 Marital Counseling, Family Counseling, Career Counselling, School Counselling. 4.2 Substance Abuse Counseling, HIV/AIDS Counseling and Gerontological Counseling.	15	4



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Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	2	2	-	-	2	-	-	-	3	3	3	3
CO2	3	3	3	3	-	2	2	3	3	-	3	3	3	3
CO3	3	3	3	3	3	2	2	3	3	2	3	3	3	3
CO4	3	3	3	3	-	2	2	2	-	3	3	3	3	3
Average	3	3	3	3	0.75	1.5	2	2	1.5	1.25	3	3	3	3

The Mapping Level Contribution between COs & POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Books Recommended

1. Nayak, A.K. (2007). *Guidance and counselling* APH Publishing New Delhi
2. Barki, B.G. & Mukhyopadhyay, B. (2008) *Guidance and counselling A Manual*. 10th reprint Sterling
3. Corey G (2008). *Theory and practice of group counseling*. 7th edition Stanford: Cengage Learning.
4. S. Naranayana Rao (2010). *Counseling Psychology*.
5. Herman et.al. (2008). *Vocational Guidance and Career Development*
6. Glading, S. T. (1992) *Counseling Process*.
7. Feltham C. & Horton, I. (2000). *Handbook of Counseling and Psychotherapy*.
8. Kohler, J. A. & Shepard, D. S. (2008). *Counseling: Theories and Practice*. US: Brooks/ Cole-Cengage Learning.
9. Welfel, E.R & Patterson, L.E. (2005). *The Counseling Process – A Multi-theoretical integrative approach*. N.Delhi: Cengage Learning India Pvt. Ltd. (6th edition).
10. Brammer, L.M., Abrego, P.J. & Snostrom, E.L. (1993). *Therapeutic Counselling and Psychotherapy*. London: Prentice Hall.



Dharmaram *Govind* *Sanjay* *Pradeep*

SEMESTER VIII
PSY-001-DE-42030: FORENSIC PSYCHOLOGY

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100

Learning Objectives

LO1: To conceptualize forensic Psychology as a distinct discipline within the wider field of Psychology as well as an understanding of its historical roots.

LO2: To understand how various theories and principles of Psychology are applied in the court of law and criminal justice system.

LO3: To know the roles of forensic psychologists and psychologists in court, and demonstrating knowledge of key issues in forensic Psychology including eyewitness testimony and false confession.

Course Outcomes

CO1: Being able to conceptualize forensic Psychology as a distinct discipline.

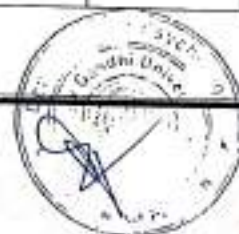
CO2: Developing an understanding how various theories and principles of Psychology are applied in the criminal justice system.

CO3: Understanding the roles of forensic psychologists and psychologists in court.

CO4: Become competent in profile analysis and case studies in forensic.

Course Content

Unit No.	Content	Contact Hours	CO
1	Introduction to Forensic Psychology 1.1 Defining Forensic Psychology. 1.2 History of Forensic Psychology. 1.3 The roles of the Forensic Psychologist: Clinical and Experimental.	12	1
2	The Psychologist in Court 2.1 Expert evidence, Forensic Reports, 2.2 Pre-trial Preparation, Forensic Portfolio. 2.3 Examination in Chief, Cross Examination	18	2
3	Eyewitness Testimony and False Confession 3.1 The Accuracy of Witness Evidence. 3.2 Eyewitness Evidence in Court. 3.3 Consequences and Types of False Confession.	14	3
4	Profile Analysis 4.1 Nature of Profiling work. 4.2 FBI Profiling – Stage 1: Data Assimilation Stage; Stage 2: Crime Scene Classification; Stage 3: Crime Scene Reconstruction; Stage 4: Profile Generation. 4.3 Statistical/Actuarial Profiling. 4.4 Case Studies.	16	4



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Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	-	-	2	-	-	-	3	3	3	3
CO2	3	3	-	3	3	2	2	3	3	-	3	-	3	3
CO3	3	3	-	3	-	2	2	3	3	2	3	-	3	3
CO4	3	3	-	3	3	2	2	2	-	3	3	-	3	3
Average	3	3	0.75	3	1.5	1.5	2	2	1.5	1.25	3	0.75	3	3

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Books Recommended

1. Batchman, R., & Schutt, R. K. (2008). *Fundamentals of research in criminology and criminal justice*. London: Sage.
2. Haward, L. (1981). *Forensic Psychology*. London: Batsford Academic and Educational Ltd.
3. Howitt, D. (2002). *Forensic and criminal Psychology*. New Delhi, India: Prentice Hall.
4. Loftus, E. F. (1996). *Eyewitness testimony: With a new preface*. Cambridge, MA: Harvard University Press.
5. Ross, F. D., Read, D. J., & Toglia, M. P. (1994). *Adult eyewitness testimony*. New York: Cambridge University Press.
6. Webb, D. (2013). *Criminal profiling: An introductory Guide*. UK: Independent Publishing Platform.



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SEMESTER VIII
PSY- 001-DE-42040- TRAINING AND DEVELOPMENT IN PSYCHOLOGY

Credit: 4; Lecture: 3 Hrs per week;
Tutorial: 1 Hr per week; Contact
Hours: 60; Full Marks: 100

Learning Objectives

- LO1: To acquaint the students with learning process, learning theories, training and development
 LO2: To acquaint the students with training needs, identification of training needs, training processes, training methods, and evaluation of training;
 LO3: To introduce the students to emerging trends in training and development

Course Outcomes

- CO1: Students will be able to describe learning process in training
 CO2: Students will be able to apply learning theories in training at organizational context.
 CO3: Students will be able to design and implement effective training programs
 CO4: Students will be aware of emerging trends in training and development

Course Contents:

Unit No.	Content	Contact Hours	CO
1.	Introduction to Training and Development 1.1 Rationale for Training and Development 1.2 Culture and Other Contexts 1.3 Training Process 1.4 Strategic Training	15	1, 2
2.	Training Needs Assessment 2.1 Components of Training Needs Analysis 2.2 Sources of Data for Training Needs Analysis 2.3 Needs Assessment Process, Competency Models 2.4 Scope of Needs Assessment	15	1, 2
3.	Designing Training 3.1 Principles of Training Design 3.2 Training Design Process 3.3 Outlining Programmed Sequences and Themes 3.4 Approaches to Programmed Design	15	2, 3
4.	Training Methods, Implementation, and Evaluation 4.1 Traditional Training Methods 4.2 Technology based of Training based Training Methods 4.3 Training Delivery Competencies 4.4 Training Evaluation: Stages and models		4



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Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	3	3	3	3	1	3	3	-	3	3
CO2	3	3	-	-	3	3	3	3	1	1	3	-	3	3
CO3	3	3	-	-	3	3	3	2	2	2	3	-	3	3
CO4	3	3	-	-	3	3	3	2	2	1	3	-	3	3
Average	3	3	-	-	3	3	3	2.5	1.5	1.75	3	-	3	3

The Mapping Level Contribution between COs/POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Recommended Books/References:

1. Noe A. Raymond & Kodwani, A.(2023), *Employee Training and Development*, Tata McGraw Hill Publications.
2. Lynton P. Balf & Pareek U.(2011), *Training for Development*, Vistaar Publications.
3. Rao, P. L.(2008), *Enriching Human Capital through Training and Development*, Excel Books.
4. Naik, G. P. (2007), *Training and Development: Text, Research and Cases*, Excel Books
5. Sahu R. K.(2005), *Training for Development*, Excel Books, New Delhi.
6. Taylor B. & Lippitt G (1983), *Management Development and Training Hand Book*, McGraw-Hill, London.
7. Deb, T.(2009), *Training & Development: Concepts & Applications*, Ane Books.



Shree Ganesh
Dr. [Signature]

SEMESTER VIII
PSY-001-DE-42050-MANAGING STRESS AT WORK PLACE

Credit: 4; Lecture: 3 Hrs per week;
Tutorial: 1 Hr per week; Contact
Hours: 60; Full Marks: 100

Learning Objectives

- LO1: To acquaint the students with stress, sources of it and its effects of it in work place.
 LO2: To acquaint the students with stress management techniques at individual and organizational levels;
 LO3: To introduce the students to work life balance strategies and relations with technology

Course Outcomes

- CO1: Students will be able to describe stress, its sources and effects at individual and group level
 CO2: Students will be able to design and implement effective interventions to manage stress at individual level
 CO3: Students will be able to design and implement effective interventions to manage stress at group level
 CO4: Students will be aware of emerging trends in work life balance

Course Content

Unit No.	Content	Contact Hours	CO
1.	Introduction to Stress 1.1 Definition of Stress and its Impact on Individual and Organizational Performance 1.2 Sources of Work Stress 1.3 Stress Appraisal Model 1.4 Physiological and Psychological Effect of Stress	15	1
2.	Individual Stress Management Techniques 2.1 Cognitive Restructuring: Identifying Negative Thoughts and Reframing Them 2.2 Relaxation Techniques (Deep Breathing, Progressive Muscle Relaxation, Meditation) 2.3 Time Management Strategies, Assertiveness Training 2.4 Physical Activity and Healthy Lifestyle Habits	15	2
3.	Organizational Stress Management Interventions 3.1 Leadership Practices Promoting Well-being (Supportive Leadership, Open Communication) 3.2 Work Design Modifications (Flexible Work Arrangements, Job Crafting) 3.3 Employee Assistance Programs (EAPs) 3.4 Stress Awareness Training for Managers and Employees	15	3
4	Work-Life Balance Strategies 4.1 Importance of Work-life Balance 4.2 Strategies for Achieving Work-life Balance (Boundary Setting, Time Management, Personal Priorities) 4.3 Impact of Technology on Work-life Balance 4.4 Family-friendly Policies and their Role in Stress Management	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	3	3	3	2	1	3	3	-	3	3
CO2	3	3	-	-	3	3	3	3	1	1	3	-	3	3
CO3	3	3	-	-	3	3	3	3	2	2	3	-	3	3
CO4	3	3	-	-	3	3	3	2	2	1	3	-	3	3
Average	3	3	-	-	3	3	3	2.75	1.5	1.75	3	-	3	3

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Recommended Books/References:

1. Stahl, B., & Goldstein, E. (2019). *A mindfulness-based stress reduction workbook*. New harbinger publications.
2. Jarsaniya, J., & Patel, K. (2015). *1000+ Your Stress Overcoming Stress in the Dynamic World Stress in the Dynamic World* (1. Aufl). LAP LAMBERT Academic Publishing.
3. Hansen, G., & Bat et, D. (2020). *Mental health and wellbeing in the workplace: a practical guide for employers and employees*. John Wiley & Sons.
4. Collatz, A., & Gudat, K. (2011). *Work-life-balance*. Hogrefe Verlag GmbH & Company KG.
5. Spiers, C. (2003). *Tolley's managing stress in the workplace*. Gulf Professional Publishing.
6. Maravelas, A. (2005). *How to reduce workplace conflict and stress: how leaders and their employees can protect their sanity and productivity from tension and turf wars*. Red Wheel/Weiser.
7. Perle, D. (Ed). (2007). *Managing Stress in the Workplace Super Series*. Routledge.
8. Martin, I. (2014). *Managing stress in the workplace: How to get rid of stress at work and live a longer life*. Create Space Independent Publishing Platform.



SEMESTER - VIII
PSY-001-DE-42060-PSYCHOLOGICAL INTERVENTIONS

Credit: 4; Lecture: 3 Hrs per week;
Tutorial: 1 Hr per week; Contact
Hours: 60; Full Marks: 100

Learning Objectives

- LO1: To acquaint the students with nature of psychological intervention.
 LO2: To acquaint the students to plan, effective preventive and management methods of psychological problems.
 LO3: To introduce the students to health promotion strategies and life skills training.

Course Outcomes

- CO1: Students will be able to describe the nature and scope of various psychological interventions and their applications in different settings.
 CO2: Students will be able to design and implement effective preventive strategies and management plans for psychological problems, considering individual and community needs.
 CO3: Students will be able to design and implement advance techniques, biofeedback and management plans for psychological problems, considering individual and community needs.
 CO4: Students will be able to develop and apply health promotion strategies and life skills training programs aimed at enhancing mental well-being.

Course Content

Unit No.	Content	Contact Hours	CO
1.	Psychological Interventions for Children 1.1 Introduction of Psychological Interventions for Children. 1.2 Behavior Problems of Children and Parent Management Training. 1.3 Enhancing Parenting Connectedness, Prevention and Management of School Problems.	15	1
2.	Comprehensive Approaches in Counseling 2.1 Management of Children with Intellectual Impairment, Learning Disability and ADHD. 2.2 Prevention and Remedial Measures for Conduct Disorder and Delinquency.	15	2
3.	Advanced Techniques in Stress Management and Biofeedback 3.1 Biofeedback: GSR, EEC and Electromyography. 3.2 Methods of Stress Inoculation and Guided Imagery. 3.3 Progressive Muscle Relaxation Technique.	15	2, 3



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4.	Preventive Strategies and Life Skills Training 4.1 Prevention and Remedial Measures for Substance Abuse and HIV/AIDS 4.2 Life Skills Training Program: Promotion of Resilience, Hardiness and Adaptive Coping.	15	1,4
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Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	3	1	3	-	1	3	3	-	3	3
CO2	3	3	-	-	3	1	3	-	1	1	3	-	3	3
CO3	3	3	-	-	3	1	3	-	2	2	3	-	3	3
CO4	3	3	-	-	3	1	3	-	2	1	3	-	3	3
Average	3	3	-	-	3	1	3	-	1.5	1.75	3	-	3	3

The Mapping Level Contribution between COs/POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Recommended Books/References:

1. Corey, G. (2009). *Theory and practice of counseling and psychotherapy* (8th Ed.) Belmont, C.A Brooks / Cole.
2. Cunniff, S. (1998). *Foundations of clinical psychology* (2nd Ed.) New York: Allyn & Bacon.
3. Goldberg, H. (1983). *Contemporary clinical psychology* (2nd Ed.) New York: Brooks/Cole
4. Callotta, T.P. & Adams, G.R. (2005). *Handbook of adolescent behavioral problems: Evidence-based approaches to prevention and treatment*. Springer Science Inc.
5. Hersen, M & Sledge, F. (2002) (Ed.) *Encyclopedia of Psychotherapy*. (2 Vols) New York: Academic.
6. Neitzel, M.T; Bernstein, D.A. & Millich, R. (1998). *Introduction to clinical psychology* (5th Ed.) Upper Saddle River, New Jersey: Prentice Hall
7. Bienenber, A. (1998). *The Parent-Child Connection. Your guide to baby and child behavior*.



Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	1	-	1	-	2	2	1	-	3
CO2	1	-	1	-	1	1	-	1	-	2	3	3	3	2
CO3	3	-	-	-	1	3	2	2	2	-	3	2	3	2
CO4	-	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.25	0.75	0.75	1.25	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Recommended books/References:

1. Bolton B., (1987). *Handbook of Measurement and Evaluation in Rehabilitation*, Second Edition. Paul H. Brookes, Baltimore, London.
2. Brown Roy I., & E. Anne Hugheson, (1987). *Behavioural and Social Rehabilitation and Training*. John Wiley & Sons Ltd.
3. Golden C.J., (1984). *Current Topics in Rehabilitation Psychology*. Grune & Stratton, London.
4. A.P. Bhatnagar & Anjali Sharma, (1997). *Disability: Challenges Vs Responses. Concerned Action Now*, New Delhi.
5. Gerald Hales, (1996). *Beyond Disability: Towards an Enabling Society*. SAGE Publications, New Delhi.
6. Kundo, C.L. (2000). *Status of Disability in India - 2000*. Rehabilitation Council of India, New Delhi.
7. Pandey, R.S., & Advani, L. (1995). *Perspectives in Disability and Rehabilitation*. Vikas Publishing House, New Delhi.
8. Kundo C.L. 1994. *Personality Development-Indian Studies*. Sterling Publication, Delhi.
9. Advani, S.L., Ghate, P., Goel, H.C., & Reddy, V.R.L. (2002). *Foundation course on education of children with disability*. Hyderabad: G. Guru Publications.
10. Stromer, D.C. & Prout (1995) (Eds.). *Counselling and Psychotherapy for persons with mental retardation and borderline intelligence*. Vermont: Clinical Psychology Publishing Co.



SEMESTER VIII
PSY-001-RC-4210: RESEARCH AND PUBLICATION ETHICS

Credit: 4; Lecture: 3 Hrs per week; Tutorial: 1 Hr per week; Contact Hours: 60; Full Marks: 100

Learning Objectives

LO1: To bring awareness about the publication ethics and publication misconduct.

LO2: To know the basics of philosophy of science and ethics, research integrity, and publication ethics.

LO3: To identify research misconduct and predatory publications.

Course Outcomes

CO1: To orient students towards the philosophy of ethics and misconducts.

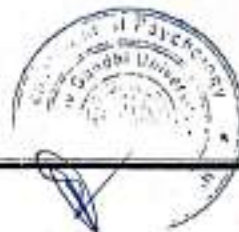
CO2: Develop understanding about research integrity and publication guidelines

CO3: Understand various guidelines and regulation in publication ethics

CO4: Identifying research misconduct and predatory publications.

Course Contents

Unit No.	Content	Contact Hours	CO
1	Ethics and Publication 1.1 Introduction to Philosophy: Definition, Nature and Scope, Concept, Branches. 1.2 Ethics: Definition, Moral Philosophy, Nature of Moral Judgements and Reactions	15	1
2	Scientific Conduct 2.1 Ethics with respect to Science and Research. 2.2 Intellectual Honesty and Research Integrity. 2.3 Scientific Misconducts: Falsification, Fabrication, and Plagiarism (FFP)	15	2
3	Publication Ethics 3.1 Publication Ethics: Definition, Introduction and Importance. 3.2 Best Practices / Standards Setting Initiatives and Guidelines: COPE, WAME, etc. 3.3 Conflicts of Interest	15	3
4	Publication Misconduct 4.1 Definition, Concept, Problems That Lead to Unethical Behavior and Vice-Versa, Types. 4.2 Violation of Publication Ethics, Authorship and Contributorship. 4.3 Identification of Publication Misconduct, Complaints and Appeals. 4.4 Predatory Publishers and Journals.	15	4



Handwritten signatures: Dhany, Bawa, Sr, and others.

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	-	-	-	-	-	-	3	3	3	3
CO2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO3	3	3	3	-	-	2	2	3	3	2	3	3	3	-
CO4	3	3	3	3	1	2	2	2	-	3	3	3	3	-
Average	3	3	3	1.25	0.75	1.5	2	2	1.5	1.25	3	3	3	0.75

The Mapping Level Contribution between POs/PSOs with COs is as follows: 3: High; 2: Medium; 1: Low; -: No Correlation

Books, Journal Articles Recommended

1. Birt, A. (2006). *Philosophy of Science*, Routledge.
2. MacIntyre, Alasdair (1967) *A Short History of Ethics*, London.
3. P. Chaddah, (2018) *Ethics in Competitive Research: Do not get scooped; do not get plagiarized*, ISBN:9789387480865.
4. National Academy of Sciences, National Academy of Engineering and Institute of Medicine. (2009). *On Being a Scientist: A Guide to Responsible Conduct in Research*, Third Edition. National Academies Press.
5. Press, Resnik, D. B. (2011). What is ethics in research & why is it important. *National Institute of Environmental Health Sciences*, 1-10. Retrieved from <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>.
5. Press, Resnik, D. B. (2011). What is ethics in research and why is it important. National Institute of Environmental Health Sciences, 1-10. Retrieved from <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>.

Note: Students enrolled in the programme at the university campus are required to take at least one research course through MOOCs. For colleges, it is recommended, though not mandatory, that students could take at least one research course through MOOCs.



SEMESTER - VIII
UG DEGREE
(HONOURS WITH RESEARCH)



Dhanu Bansani

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SEMESTER VIII
PSY-001-CC-4210: ADVANCED RESEARCH METHODS

Credit: 4; Lecture: 3 Hrs per week;
 Tutorial: 1 Hr per week; Contact
 Hours: 60; Full Marks: 100

Learning Objectives

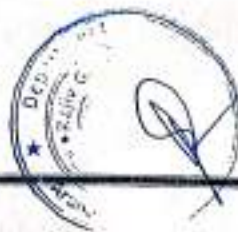
- LO1: To understand approaches to scientific research in Psychology.
 LO2: To learn formulation of research problem, hypotheses and design.
 LO3: Understanding process of data collection.

Course Outcomes

- CO1: Learning the varied approaches to scientific research in Psychology.
 CO2: Learning the principles of research problem, hypotheses, variables and process of report writing.
 CO3: Learning the knowledge and skills of data collection in psychology.
 CO4: Competent in designing experimental and non-experimental research in psychology.

Course Content

Unit No.	Content	Contact Hours	CO
1	Psychological Research 1.1 Nature and Purpose. 1.2 Scientific Approach to Psychological Researches. 1.3 Types of research- Descriptive, Exploratory and Causal Research; Ethical Issues.	12	1
2	Psychological Research Process 2.1 Formulation of Research Problem and Hypothesis. 2.2 Choosing Research Design; Identifying Variables; Sampling Design 2.3 Data Analysis and Interpretation; Reporting Research Results & Referencing (APA Style)	18	2
3	Research Tools for Data Acquisition 3.1 Observation Method. 3.2 Interview Method. 3.3 Questionnaires and Tests.	12	3
4	Research Designs 4.1 Experimental Research Designs - Randomized Groups, Matched Groups, Factorial Designs- between and Within Group Designs- A-priori and Post-hoc Comparisons. 4.2 Non-experimental Research Designs: Correlational, Quasi-experimental and Ex-post-facto Designs. Single Subject Design; Longitudinal and Cross-sectional Designs.	18	4



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Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	2	-	2	-	-	-	3	3	3	3
CO2	-	-	-	-	-	3	-	-	3	-	3	3	3	-
CO3	3	3	3	-	-	2	2	3	3	2	3	3	3	-
CO4	3	3	3	-	0	2	2	2	-	3	3	3	3	-
Average	3	3	3	0.75	0.75	1.5	2	2	1.5	1.25	3	3	3	0.75

The Mapping Level Contribution between COs-POs, PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Books Recommended

1. Brunerelli, G.M., Smith, J.A. & Wright, D.B. (2012). *Research methods in Psychology* (4th ed.). Sage.
2. Bridget, S. & Cathy, L. (Eds.) (2008). *Research methods in the social sciences*. New Delhi: Vistaar Publication.
3. Broota, K.D. (1992). *Experimental design in behavioural research*. ND: New Age International Pub.
4. Cohen, L., Manion, L. & Morrison, K. (2000). *Research methods in education* (5th ed.). London: Routledge Falmer
5. Dawson, C. (2002). *The practical research methods: A user-friendly guide to mastering research techniques and projects*. UK: How to Books Ltd.
6. Elmes, D., Kantowitz, B., & Rodriguez, H. (2011). *Research methods in Psychology* (9th ed). Cengage Learning
7. Neisser, J.G. & Schmidt, R.W. (2011). *Research methods in Psychology: Investigating human behavior*. Sage



Dhruv Sonawani

Dr. H.K.

SEMESTER VIII PSY-001-RP-4210: RESEARCH PROJECT

Credit: 12; Practical: 30 Hrs per week;
Contact Hours: 360; Full Marks: 100

Background

Students who will secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They will do a research project or dissertation under the guidance of a faculty member of the Department of Psychology. The research project/dissertation will be in the major discipline. The students who secure 160 credits, including 12 credits from a research project/dissertation, will be awarded UG Degree (Honours with Research).

Course Outcomes

CO1: The graduates would be able to demonstrate the ability to apply knowledge, understanding, and/or skills with an appropriate degree of independence relevant to the level of the qualification.

CO2: The graduates would work independently, identify appropriate resources required for a project, and manage a project through to completion.

CO3: The graduates would exercise responsibility and demonstrate accountability in applying knowledge and/or skills in work and/or learning contexts appropriate for the level of the qualification, including ensuring safety and security at workplaces.

CO4: The graduates should be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the well-being of society.

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	3	-	2	-	-	-	3	3	3	3
CO2	3	3	3	3	-	2	3	3	-	-	3	3	3	3
CO3	-	2	3	3	-	2	2	3	3	2	3	3	3	3
CO4	1	3	1	3	1	3	3	3	-	3	3	3	3	3
Average	3	3	3	3	0.75	1.5	2	2	1.5	1.25	3	3	3	3

The Mapping Level Contribution based on COs POs/PSOs are Categorized as (3: High; 2: Medium; 1: Low; -: No Correlation)

Norms

1. The project work/dissertation will be on a topic in the disciplinary programme of study or an interdisciplinary topic.
2. The students are expected to complete the Research Project in the eighth semester. The research outcomes of their project work may be published in peer-reviewed journals or may be presented in conferences/seminars or may be patented.
3. Students may be permitted to carry out a research project or dissertation in another department of RGU or another institution provided the required facilities are available.
4. As per UGC norms, only regular faculty with PhD degree could be a potential supervisor for guiding the students. However, in case of colleges, in absence of a regular faculty with PhD degree, potential supervisor could be from the university and co-supervisor could be from the faculty available in the given college.
5. The topic of the Project work should be chosen within 15 days of commencement of the semester and submitted to HOD office. Allocation of the supervisor will also be carried out by Departmental Council of the Department of Psychology (DCDP) at university or Departmental Committee (DC) at respective colleges. DCDP/DC will comprise of HOD / Principal as

chairman and other faculty members and council members. The allotment of supervisor will be done on mutual consent/ lottery system. Preference will be given to supervisors consent during the allotment process.

6. Further, the candidate will be required to submit a brief write up of the plan proposal within 1 month/ 20 days. The preliminary work for project (e.g. planning the research, selecting tools, etc.) Should be completed preferably by the 1st sessional examination of semester VIII.
7. The project may involve laboratory research, field work, survey research, case study or any other type of psychological research. Further, it may include one large study/experiment or several studies/ experiments depending on the objective of the research. The writing of project must be in accordance with the publication manual of the American Psychological Association and should be within 40-60 pages including references and appendices.
8. During the semester end examination, all such students will have to present their project work as a PowerPoint presentation on the date of viva voce and submit the project (4 copies) to the HOD/ principal at least 5 days before viva voce examination.

Learning Assessment

Evaluation will be based on continuous assessment in which sessional work and the terminal examination will contribute to the final grade. Sessional work will consist of class tests, mid-semester examination(s), homework assignments, etc., as determined by the faculty in charge of the courses of study. Project work in Psychology discipline would generally be carried out under the supervision of an expert of the given external entity. The curricular component of 'community engagement and service' will involve activities that would expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems. The final semester will be devoted to seminar presentation, preparation, and submission of project report/dissertation.



Dr. S. S. Rawani & Dr. S. S. Rawani

SEMESTER VIII
PSY-001-RC-2210: RESEARCH AND PUBLICATION ETHICS

Credit: 4; Lecture: 3 Hrs per week;
 Tutorial: 1 Hr per week; Contact
 Hours: 60; Full Mark: 100

Learning Objectives

- LO1: To bring awareness about the publication ethics and publication misconducts.
 LO2: To know the basics of philosophy of science and ethics, research integrity, publication ethics.
 LO3: To identify research misconduct and predatory publications.

Course Outcomes

- CO1: Orienting students towards the philosophy of ethics and misconducts.
 CO2: Develop understanding about research integrity and publication guidelines.
 CO3: Understand various guidelines and regulation in publication ethics.
 CO4: Identifying research misconduct and predatory publications.

Course Content

Unit No.	Content	Contact Hours	CO
1	Ethics and Publication 1.1 Introduction to Philosophy: Definition, Nature and Scope, Concept, Branches. 1.2 Ethics: Definition, Moral Philosophy, Nature of Moral Judgements and Reactions.	15	1
2	Scientific Conduct 2.1 Ethical Aspects to Science and Research. 2.2 Intellectual Honesty and Research Integrity. 2.3 Scientific Misconducts: Falsification, Fabrication, and Plagiarism (FFP).	15	2
3	Publication Ethics 3.1 Publication Ethics: Definition, Introduction and Importance. 3.2 Core Principles / Standards Setting Initiatives and Guidelines: COPE, WAME, etc. 3.3 Conflicts of Interest	15	3
4	Publication Misconduct 4.1 Factors in Contemporary Problems That Lead to Unethical Behavior and Their Types. 4.2 Categories of Publication Ethics: Authorship and Contributorship. 4.3 Identification of Publication Misconduct: Complaints and Appeal. 4.4 Predatory Publishers and Journals	15	4



Charan Bawani R. [Signature]

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	3	-	2	-	-	-	3	3	3	3
CO2	3	3	3	-	-	2	2	3	3	2	3	3	3	-
CO3	-	3	3	3	0	2	2	2	-	3	3	3	3	-
Average	3	3	3	1.25	0.75	1.5	2	2	1.5	1.25	3	3	3	0.75

The Mapping Level Correlation between COs-POs/PSOs are Categorized as (3: High; 2: Medium; 1: Low; <: No Correlation)

Books/Journal Articles Recommended

1. Park, A. (2005). *Philosophy of Science*. Prentice Hall.
2. MacIntyre, Alasdair (1967). *A Short History of Ethics*. London.
3. P. Chaddah, (2018). *Ethics in Competitive Research: Do not get scooped; do not get plagiarized*, ISBN-9789387480865.
4. National Academy of Sciences, National Academy of Engineering and Institute of Medicine. (2009). *On Being a Scientist: A Guide to Responsible Conduct in Research*: Third Edition. National Academies & Press. Resnik D. B. (2011). What is ethics in research & why is it important. *National Institute of Environmental Health Sciences*, 1—10. Retrieved from <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>.

Note: Students enrolled in the programme at the University Campus are required to take atleast one Research Course through MOOCs. For colleges, it is recommended, though not mandatory, that students could take at least one research course through MOOCs.



Dhara Banwari Sin