



K. R. MANGALAM UNIVERSITY

THE COMPLETE WORLD OF EDUCATION

SCHOOL OF HUMANITIES

Bachelor of Arts (Honors) Psychology

Programme Code: 79

Programme Level: Undergraduate

Year: 2021-2024



Approved in 26th Meeting of Academic Council

Held on 11 August 2021.

Registrar

**K.R. Mangalam University
Sohna Road, Gurugram, (Haryana)**



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PREFACE

The KRMU envisions all its programmes in the best interest of their students and in this endeavour it offers a new vision to all its courses. It imbibes an outcome based curriculum for all its programmes to provide a focused, student-centric syllabus with an agenda to structure teaching-learning experiences in a more outcome based fashion.

The outcome based curriculum strengthens students' experiences and prepare the students for academia and employability, sustainability and life-long learning.

Each programme reflects the promise to accomplish the learning outcomes by studying the courses. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for entrepreneurship.

The redesigned curriculum elaborates in-depth background knowledge required in the practice of psychology. Individuals who want to pursue their careers in psychology will get diverse exposure to different branches in psychology at KRMU. We help students grow into mature and conscientious psychologists through rigorous learning and research and intensive internship programmes.

The K.R. Mangalam University hopes the outcome based curriculum will help students in making informed decisions at the time of working with prospective client groups in the field of psychology.

ACKNOWLEDGEMENT

The development of an Outcome-Based Education (OBE) Model Curriculum for Undergraduate degree courses in Psychology is a result of thorough deliberations by a team of subject experts. The curriculum is a student-centric teaching and learning methodology in which the course delivery and assessment are planned to achieve stated objectives and outcomes. It focuses on measuring student performance i.e. outcomes at different levels. It formulates content around activities that leads to specific outcomes

I wish to acknowledge all our experts who have been involved in the process of developing this outcome-based curriculum for B.A(Hons.) Psychology. I am grateful to Ms. Manvi Arora, Deputy Registrar K.R. Mangalam University for her supervision, guidance, and support throughout the development of this curriculum.

I acknowledge the guidance and support provided by Prof. P. Prakash, Vice Chancellor, K.R. Mangalam University and Prof. Pushplata Tripathi, Pro-Vice Chancellor and Registrar, K.R. Mangalam University throughout the process of developing this curriculum.

Last, but not the least, I extend my gratitude to my team members, Dr. Nandini Biswas and Dr. Rupali Chandola, for their research, effort and expertise throughout the development of the curriculum.

Dr. Kanu Priya
School Coordinator
School of Humanities

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1. INTRODUCTION

The K.R. Mangalam Group has made a name for itself in the field of education. Over a period of time, the various educational entities of the group have converged into a fully functional corporate academy. Resources at KRM have been continuously upgraded to optimize opportunities for the students. Our students are groomed in a truly inter-disciplinary environment wherein they develop integrative skills through interaction with students from engineering,

education, journalism, management, media and other study streams.

The K.R. Mangalam story goes back to the chain of schools that offered an alternative option of world-class education, pitching itself against the established elite schools, which had enjoyed a position of monopoly till then. Having blazed a new trail in school education, the focus of the group was aimed at higher education. With the mushrooming of institutions of Higher Education in the National Capital Region, the university considered it very important that students take informed decisions and pursue career objectives in an institution, where the concept of education has evolved as a natural process.

K.R. Mangalam University was founded in the year 2013 by Mangalam Edu Gate, a company incorporated under Section 25 of the Companies Act, 1956.

K. R. Mangalam University is unique because of its

1. Enduring legacy of providing education to high achievers who demonstrate leadership in diverse fields.
2. Protective and nurturing environment for teaching, research, creativity, scholarship, social and economic justice.

2. OBJECTIVES

1. Enhance leadership qualities among the youth having understanding of ethical values and environmental realities.
2. Foster employability and entrepreneurship through futuristic curriculum and progressive pedagogy with cutting-edge technology.
3. Instill notion of lifelong learning through stimulating research, outcomes-based education and innovative thinking.
4. Integrate global needs and expectations through collaborative programs with premier universities, research centers, industries and professional bodies.

3. ABOUT THE SCHOOL OF HUMANITIES

The School of Humanities at KRMU comprises five disciplines (English, Economics, Psychology, Chinese and Historical Studies).

3.1. School Vision

Our vision is to equip the students with critical thinking, problem solving, creativity, and collaboration skills along with professional knowledge.

3.2. School Mission

In order to achieve its vision, SOHS intends to focus on the following mission objectives:

1. To promote cross-curricular innovation with a focus on developing a strong knowledge and skills base
2. To contribute significantly towards the larger institutional mission of instilling lifelong learning
3. To promote humanitarian goals of global peace, sensitivity and cooperation through inclusive and dynamic curriculum
4. To promote analytical and critical research skills, scientific enquiry and creative thinking among the students
5. To provide opportunities to acquire language proficiency and socio-cultural-philosophical awareness
6. To promote awareness on socio-economic issues at regional, national, and global levels through cooperative learning reinforced by classroom teaching, experiential learning, and research.

3.3. Psychology in SOHS

The Psychology programme at School of Humanities aims to providing the psychology students with theoretical foundation and practical knowledge in the areas of clinical psychology, general psychology, research methods, psychological testing, abnormal psychology, development psychology, organizational psychology, child and adolescent psychology, industrial psychology as well as the upcoming fields such as positive psychology, health psychology and environmental psychology.

3.4. Aims of Bachelor Degree Programme

Since 2019, Psychology has been striving to inculcate excellence in academics and contribute towards students' all round development. Through its innovative pedagogy, we are trying to bring an attitudinal change in prospective psychologists for their advancement into accountable agents of change in the society who are sensitive to local, national, and global issues vital for human survival, progress, and development. At present, in Psychology we offers a Bachelor degree programme designed to help students develop an insight into the nuances of human behavior and functioning in society. Through a blend of pedagogical approaches, we aims to facilitate students' theoretical understanding and practical application of acquired knowledge.

3.5. Graduate Attributes

The graduate attributes of Psychology are as follows:

➤ **DISCIPLINARY KNOWLEDGE**

Ability to understand core psychological concepts, models, classical theories, varied perspectives, evolution of the field, new researches being carried out, as also knowledge of the sub fields of psychology.

➤ **COMMUNICATION SKILLS**

Acquiring the skill for self-presentation and self-management, communicating effectively in writing and orally, asking questions, conveying information to others in a simple and unambiguous way, active listening, giving and receiving feedback, making presentations, and report writing.

➤ **CRITICAL THINKING**

The ability to engage in independent thinking, identify, construct and evaluate arguments, solve problems systematically, reason clearly, rigorously question ideas and critique theories and research in psychology.

➤ **PROBLEM SOLVING**

Applying one's knowledge to solve real life issues and problems of society at large, finding solutions that are context-specific, being able to use technology, use of methods such as simulation, brainstorming, and experimentation.

➤ **ANALYTICAL REASONING**

The ability to break complex problems into simpler components, scrutinize a situation, inductive and deductive reasoning, drawing inferences.

➤ **RESEARCH RELATED SKILLS**

The ability to plan, design and conduct research while adhering to ethical guidelines, is critical for psychology graduates, as the participants are human. This also includes collecting data using qualitative and quantitative research methods.

➤ **COOPERATION/TEAM WORK**

Working in groups for projects, presentations and practical, knowledge sharing and appreciation of diversity- essential attributes for a graduate in psychology.

➤ **SCIENTIFIC REASONING**

The values of accuracy, objectivity and open mindedness are desirable to in still in graduates of psychology to develop a scientific temperament. Towards this end, breaking stereotypes, thinking out-of-the-box, imagining, analyzing and trying alternatives, and questioning conclusions based on newer evidence is required.

➤ **REFLECTIVE THINKING**

Awareness of one's own knowledge, assumptions and past experiences, interpreting and evaluating as one responds to new experiences will help a graduate in psychology to create meaning, solve problems and plan. It also includes becoming aware of one's strengths and weaknesses, having insight into the trajectories of life and plan so as to move further in the desired direction. The use of introspection may be helpful in not only constructing experience, but also distancing students from social pressure, take different perspectives, and take responsibility for their actions.

➤ **SELF-DIRECTED LEARNING**

Taking initiative for one's own learning, diagnosing their own learning needs, implementing appropriate learning strategies is desirable for a psychology graduate. Keeping a journal, setting goals, planning, taking action, and evaluating outcomes will help this process.

➤ **MULTICULTURAL COMPETENCE**

An ability to incorporate socio-cultural context in scientific inquiry, understanding psychological realities in various cultural contexts, appreciating the non-universality of principles and theories, awareness of indigenous Indian perspectives, as also the ability to relate to others from diverse backgrounds is required.

➤ **MORAL AND ETHICAL AWARENESS**

Training students to become ethical and morally sound psychologists is important. This includes teaching the APA Ethics Code, understanding the issue of plagiarism, appreciation of rights and dignity of participants as a researcher, and upholding values in academic work. Students should also be able to explore the world of marginalized people with empathy and compassion, and also develop an understanding of social injustice and strive for justice.

➤ **LEADERSHIP QUALITIES**

The ability to articulate, motivate oneself, inspire others, organize and plan well, have a sense of abundant positivity that energizes everyone around them, having a clear sense of purpose, self-awareness and adaptability.

➤ **LIFELONG LEARNING**

Approaching life with curiosity and wonder, pursuing knowledge, learning how to learn will enhance active citizenship, personal development and self-sustainability. This will turn mistakes into possibilities and encourage ownership of learning. To achieve this, students need to spend time seeking out new information, understandings, and strategies to make incremental daily improvements that will help move their life forward in a positive way.

3.6. Programme Educational Objectives (PEO)

PEO1. To prepare future psychologists and thought leaders who will be able to solve personal, interpersonal and social problems by applying disciplinary knowledge and skills.

PEO2. To develop strong competencies in undergraduate-level students in broad fields of psychology and its applications in an interactive environment.

PEO3. To develop strong student skills in research, data analysis, and interpretation.

PEO4. To prepare students to successfully compete for employment as well as prepare them for self-employment.

PEO5. To prepare socially responsible, rational and enlightened citizens who will work for the continual progress of the society.

3.7. Programme Outcomes

PO1 Analytical skill - Build capacity to explore the wide array of dimension of human

experience

PO2 Problem analysis - Capable of accepting the challenges of individual and group life using psychological factors

PO 3 Design/development of disorder - Understand significance and meaning of everyday experience

PO4 Conduct investigations of complex problems - Use methodologies that celebrate richness and multidimensionality of human behavior

PO5 Modern tool usage in clinical and OB field - Enhance the ability to qualitative/quantitative measure and interpret the data

PO6 Gender perspectives in Psychology - Empower the students in dealing with issues and problems of self and others

PO7 Environment and sustainability - Create a generality of developmental social and other fields and be able to solve issues of self and others

PO8 Ethics in clinical psychology - Enable students for critical thinking

PO9 Individual or team work (OB) - Apprise with methodological intricacies in research and application

PO10 Communication and communication error - Develop open-minded and clear approach toward life, career and diversity.

4. PROGRAMMES OFFERED IN PSYCHOLOGY

4.1. B.A (Hons.) Psychology

The three year B.A. Honors degree in Psychology (6 semesters) is an eclectic mix of pure and applied psychology. Along with in depth domain knowledge, the students are also made well versed with data processing software in the 4th semester. The grounding for writing case studies and dissertation is laid in 5th and 6th semester. Students are trained in psychological testing and assessment in a well-equipped laboratory.

4.1.1 Eligibility Criteria

1. Students who have passed (10+2) standard (any stream) from a recognized board are eligible to pursue this course.
2. The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the central Government/ state government, whichever is applicable.

4.1.2. Career Opportunities

The Bachelor degree program provides students an entry to a rewarding career as a psychologist. Multiple career opportunities await students upon successful completion of the program. They may either opt for a career in the clinical-counseling domain or may opt for a career in such fields as industrial/organizational psychology, educational psychology, psychological assessment or rehabilitation psychology. They may also opt for a career in research and teaching. Relatively new super-specializations such as sports, forensic and environmental psychology offer excellent career opportunities to students with training in these domains.

4.1.3. Programme Specific Outcomes

PSO1 Project management - Enable the student for active engagement in intellectual practices and relate to practices of the practitioners

PSO2 Life-long Learning - sensitizes the student to changing context and situations for both understanding theories and their practices.

PSO3 Research Skills- Application of Psychological Theories and tools to understand/explain the mental process of individuals, in particular and society in general

5. CLASS TIMINGS

The class will be held from Monday to Friday from 9.10 A.M. to 4.10 P.M.

6. PROGRAM DURATION

The program duration of Bachelor of Education is

Name of the Program	Duration
B.A. (Hons.) Psychology	3 Years (6 Semesters)

7. SYLLABI

The syllabi of the B.A. (Hons.) Psychology are given in the following pages:

OUTCOME BASED CURRICULUM FRAMEWORK (LOCF) -2021-24

SEMESTER-I							SEMESTER-II							
Sr . No.	Course Code	Course Title	L	T	P	C	Sr. No.	Course Code	Course Title	L	T	P	C	
1	SHPS13 1A	Introduction to Psychology(Core -1)	3	1	0	4	1	SHPS13 2A	Statistical Method For Psychological Research-I(Core -3)	5	1	0	6	
2	SHPS13 3A	Perspective in Social psychology (Core -2)	5	1	0	6	2	SHPS13 4A	Biopsychology(Core-4)	3	1	0	4	
3	SHPS15 1A	Introduction to Psychology_ Practicum/Lab	0	0	4	2	3	SHPS15 2A	Biopsychology _Practicum/Lab	0	0	4	2	
4	UCCS 155A	Communication Skills(AEC-1)	3	1	0	4	4	UCES 125A	Environmental studies(AEC-2)	3	0	0	3	
5	SHPS13 5A	Youth Psychology(OE -1)	5	1	0	6	5	SHPS13 6A	Psychology at Work place(OE-2)	5	1	0	6	
							VAC							0
TOTAL=			16	4	4	2	TOTAL=			16	3	4	21	
SEMESTER-III							SEMESTER-IV							
Sr . No.	Course Code	Course Title	L	T	P	C	Sr. No.	Course Code	Course Title	L	T	P	C	
1	SHPS23 1A	Abnormal Psychology(Core-5)	5	1	0	6	1	SHPS23 2A	Fundamental of Cognitive Psychology(core-8)	5	1	0	6	
2	SHPS23 3A	Introduction To Personality(Core-6)	3	1	0	4	2	SHPS23 4A	Counseling skill(Core-9)	3	1	0	4	

3	SHPS23 5A	Life Span development(Co re-7)	5	1	0	6	3	SHPS23 6A	Statistical Method for Psychological research-II(Core- 10)	5	1	0	6
4	SHPS15 3A	Introduction To Personality_ Practicum/Lab	0	0	4	2	4	SHPS25 4A	Counseling Skills_ Practicum/Lab	0	0	4	2
5	SHPS23 7A	Psychology of Relationships (AEEC-1)	3	1	0	4	5	SHPS23 8A	Research Publication and Presentation (AEEC-2)	4	0	0	4
6	SHPS24 1A	Inter Group Relations(GE/O E-3)	5	1	0	6	6	SHPS24 0A	Psychology and Media(GE/OE-4)	5	1	0	6
7	UCDM 301A	Disaster Management(A ECC-3)	3	0	0	3							
TOTAL=			24	5	4	31	TOTAL=			22	4	4	28
SEMESTER-V							SEMESTER-VI						
Sr No.	Course Code	Course Title	L	T	P	C	Sr. No.	Course Code	Course Title	L	T	P	C
1	SHPS33 1A	Organizational Psychology(Core- 11)	5	1	0	6	1	SHPS33 2A	Advance Social Psychology(core- 13)	5	1	0	6
2	SHPS33 3A	Psychological Research (Core- 12)	3	1	0	4	2	SHPS33 4A	Psychotherapeutic intervention(Core- 14)	3	1	0	4
3	SHPS33 5A	Clinical Psychology (DSE-1)	5	1	0	6	3	SHPS33 6A	Forensic Psychology(DSE-3)	5	1	0	6
4	SHPS33 7A	Health Psychology (DSE-2)	5	1	0	6	4	SHPS33 8A	Project/dissertation (DES-4)	5	1	0	6
5	SHPS35 5A	Psychological Research Practicum/Lab- 5	0	0	4	2	5	SHPS35 6A	Psychotherapeutic Intervention_ Practicum/Lab-6	0	0	4	2
			1	4	4	2				18	4	4	2

TOTAL=	8		4	TOTAL=			4
TOTAL HOURS: Lecture (L)+ Tutorial (T)+ Practical (P)= 162							
TOTAL CREDITS (C)= 150							

COURSES FOR B.A. (HONS) PSYCHOLOGY (2021-24) SEMESTER I

Core Paper

SHPS131A	Introduction To Psychology	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure					
Co-requisites					

Course Objectives

1. Define psychology as a discipline and explain its history, and how it is distinct from and related to other disciplines.
2. Explore the subject matter of the field of psychology and become familiar with the vocabulary, major concepts, theories, and research findings of psychology.
3. Further develop critical thinking skills by applying them to the field of psychology
4. Become a cautious and analytical consumer of psychological information that is proclaimed to be scientific or based on research and recognize the usefulness and limitations of research findings.
5. Understand and apply psychological principles to personal, social, and organization issues.
6. Become aware & respectful of diversity issues which affect behavior & psychological processes and recognize that socio cultural contexts may influence the development and application of psychological principles.

Course Outcomes

On completion of this course, the students will be able to

- CO1. Read and demonstrated an understanding of complex ideas by identifying key concepts in the field of psychology.
- CO2. Applied theory to practice using problem solving techniques and data analysis
- CO3. Analyzed and evaluated research data to produce a well-reasoned argument or position on an issue.
- CO4. Synthesize data from multiple sources to create and support a solution
- CO5. Explain how social interactions are influenced by local, regional, national, and/or global cultures.
- CO6. Recognize cultural and individual differences that underlie the complexities of human behavior and social interaction.

Catalog Description

This course is designed to provide a broad overview of the field of Psychology. Special attention will be given to helping the student become a better thinker, by learning to take charge of ideas one has about psychology. The goal of this course is to think consciously, deliberately and skillfully about human behavior. Topics such as physiological psychology, perception, learning, cognition, emotions, health psychology, psychological disorders, as well as others are included.

Course Content

UNIT I

8 lecture hours

Introduction: Nature, Scope, Origin, Definition, Psychology- as a Science, Specialties within Psychology.

UNIT II**8 lecture hours**

Approaches in Psychology: Psychodynamic, Behavioral, Humanistic, Bio-psychological, Evolutionary, Socio-cultural, Cognitive.

UNIT III**12 lecture hours**

Methods of Assessment in Psychology :Goals of Psychological Enquiry, Introspective Method, Observation Method, Experimental Method, Correlation Method, Case Study Method, Clinical Method, Genetic Method, Interview Method, Survey Method, Cross-cultural Method.

UNIT IV**12 lecture hours****Attention and Perception**

(a) Attention: Definition, Characteristics, Types, Determinants of Attention

(b) Perception: Principles of Perceptual Organization, Constancies in Perception - Size, Shape, Form, Space, Movement etc., Depth Perception, Life-span Changes in Perception, Extra Sensory Perception (ESP), Illusions.

Text Books

- Baron, R.A. (1996). Psychology. 3ed. New Delhi: Prentice Hall.
- Lahey, B. B. (1998). Psychology: An Introduction. New Delhi: Tata McGraw Hill.
- Feldman, R. S. (2002). Understanding Psychology. New Delhi: Tata McGraw Hill.
- Bootzin, R. R., Bower, G. H., Crocker, J., & Hall, E. (1991). Psychology Today. London: McGraw Hill.
- NCERT (2002). Introduction to Psychology- Part-I. New Delhi: NCERT.
- Balachandran, M. (2003). Psychology for Nursing Students. Thiruvananthapuram: Maanas.

Reference Books/Materials

- Parameshwaran, E. G. & Beena, C. (2006). An Invitation to Psychology. Hyderabad: Neelkamal
- Brenman, J. F. (2004). History and Systems of Psychology (6thEd). Delhi. Pearson Pub.
- Cornelissen, M; Mishra, G & Verma, S. (2013) Foundations of Indian Psychology. New Delhi; Pearson Education.
- Dalal, A.K. & Mishra, G (2002) . New Directions in Indian Psychology: Social Psychology, Vol.1. New Delhi, Sage Publications.
- Marx, M.H. & Hillix, W.A. (1978). Systems and Theories in Psychology. New Delhi: Tata McGraw-Hill. Publication Ltd.
- Schultz, D. & Schultz, S. (2000). A History of Modern Psychology. U.S.A.: Harcourt Brace & Co.
- Shiraev, E. (2015). A History of Psychology- A Global Perspective. New Delhi. SAGE
- Viney, W. & King, D. (1998) History of Psychology. Boston: Allyn and Bacon.
- Wolman, B.B. (1995). Contemporary Theories and Systems in Psychology. Delhi: Freeman.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Read and demonstrated an understanding of complex ideas by identifying key concepts in the field of psychology.	PO1,PO2,PO10
CO2	Applied theory to practice using problem solving techniques and data analysis	PO3,PO6,PSO2
CO3	Analyzed and evaluated research data to produce a well-reasoned argument or position on an issue.	PO4,PO5,PSO3
CO4	Synthesize data from multiple sources to create and support a solution	PO5,PO7,
CO5	Explain how social interactions are influenced by local, regional, national, and/or global cultures.	PO10,PSO1
CO6	Recognize cultural and individual differences that underlie the complexities of human behavior and social interaction.	PO7,PO10

Course Code	Course Title	Analytical Skill	Problem analysis	Design/development of disorder	Conduct investigations of complex problems	Modern tool usage in clinical and OB field	The Gender perspectives in Psychology	Environment and sustainability	Ethics in clinical psychology	Individual or team work (OB)	Communication and communication error	Project management	Life-long Learning	Research Skills
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
SHPS131A	INTRIDUCTION TO PSYCHOLOGY	2	1		3	3			2			1	3	

1=weakly mapped
2= moderately mapped

3=strongly mapped

SHPS133A	Perspective in Social Psychology	L	T	P	C
Version 1.0		5	1	0	6
Pre-requisites/Exposure					
Co-requisites					

Course Objectives

1. To introduce major theories, concepts, perspectives and empirical findings in social psychology
2. To explain how psychological theory and empirical research are used to help explain human behavior in individuals and groups
3. To show how researchers utilize methods and techniques to investigate empirical questions in social psychology
4. To help students acquire and hone critical thinking skills to dissect and integrate scientific information.

Course Outcomes

On completion of this course, the students will be able to

- CO1. Compare and contrast the major theories, concepts, empirical findings, methods and techniques used in social psychology
- CO2. Critique the major theories, concepts, and empirical findings in social psychology
- CO3. Implement major theories, concepts, perspectives, and empirical findings in social psychology to explain human behavior
- CO4. Integrate different perspectives discussed in class to explain human behavior in everyday life
- CO5. Recognise and evaluate social, cultural, spiritual and other types of diversity
- CO6. Apply psychological concepts, theories and research findings to solve problems in everyday life and in society

Catalog Description

This course provides an introduction to the study of how people think, feel and behave in social contexts. The focus is on social behaviour and thought from the individual's perspective, with the importance of social influence and situational factors being emphasized. Topics will include: social perception, attitudes and behaviour, interpersonal attraction and relationships, the social self and social identity, aggression, conformity, obedience, persuasion, prejudice, prosocial behaviour, and applied social psychology. Research methods in social psychology will also be covered.

Course Content

UNIT 1 **15 lecture hours**

Introduction: Nature and scope of Social Psychology; Levels of social analysis; Critique to Social Psychology; Overview of the history and current trends of Social Psychology (Including development in India)

UNIT I **15 lecture hours**

Understanding self and evaluating the social world: Making of the self; Social Cognition, Social Perception, Impression Management; Attitudes (Attitude-Behavior Link; Strategies for attitude change)

UNIT II **15 lecture hours**

Social Interaction and Influence: Interpersonal Attraction, Prosocial Behavior, Aggression, Social Influence Processes (Conformity, Compliance and Obedience)

UNIT IV **15 lecture hours**

Group Dynamics: Nature of Groups; Basic Processes, Group Performance, Group Decision Making; Group Interaction (Facilitation, Loafing)

Text Books

- Husain, A. (C.E) **Social Psychology**. New Delhi: Pearson.ISBN: 978-81-317-6000-0.
- Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). **Social Psychology** (12th Ed.). New Delhi: Pearson.
- Baumeister, R.F. & Bushman, B.J. (2018). **Social Psychology and Human Nature**. New Delhi: Cengage Learning.
- Franzoi, S.L. (2009). **Social Psychology** (5th Ed.). New York: McGraw-Hill.
- Hogg, M. & Vaughan, G.M. (2008). **Social Psychology**. Upper Saddle Rives, New Jersey: Prentice Hall.

Reference Books/Materials

- Kassin, S., Fein, S., & Markus, H.R. (2008). **Social Psychology**. New York: Houghton Mifflin.
- Misra, G. (2009). **Psychology in India: Theoretical and Methodological Developments (ICSSR Survey of Advances in Research)**, Vol 4. New Delhi: Pearson.
- Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). **Social Psychology** (12th Ed.) New Delhi: Pearson.
- Branscombe, N.R., Baron, R.A., Baumeister, R.F., & Kapur, P. (2019). **Social Psychology**, 14th Ed. New Delhi: Pearson.
- Crisp, R.J., & Turner, R.N. (2014). **Essential Social Psychology**. New Delhi: Sage
- Forsyth, D.R. (2014). **Group Dynamics**, 3rd Ed. New Delhi: Cengage Learning.
- Stainton-Rogers, W. (2003). **Social Psychology: Experimental and Critical Approaches**. UK Higher Education, Oxford University Press

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Compare and contrast the major theories, concepts, empirical findings, methods and techniques used in social psychology	PO1,PO2,PO4
CO2	Critique the major theories, concepts, and empirical findings in social psychology	PO2,PSO2
CO3	Implement major theories, concepts, perspectives, and empirical findings in social psychology to explain human behavior	PO2,PO7,PSO3
CO4	Integrate different perspectives discussed in class to explain human behavior in everyday life	PO4,PSO2,PSO3
CO5	Recognize and evaluate social, cultural, spiritual and other types of diversity	PO1,PO2
CO6	Apply psychological concepts, theories and research findings to solve problems in everyday life and in society	PO1,PO4,PSO2,PSO3

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
SHPS133A	Perspective in Social Psychology	2			3		1	2	2				3	2

1=weakly mapped
2= moderately mapped
3=strongly mapped

Practicum/Lab

SHPS151A	Introduction To Psychology_ Practicum/Lab	L	T	P	C
Version 2.0		0	0	4	2
Pre-requisites/Exposure					
Co-requisites					

Learning Objectives:

1. To impart training regarding designing, execution and reporting of Laboratory experiments
2. To impart training regarding administration, interpretation and reporting of psychological tests
3. To familiarize the students with graphical representation and descriptive, inferential and co relational analysis by using statistical software

Course Outcomes

On completion of this course, the students will be able to

- CO1. Students would be able to design, conduct and report experimental research.
 CO2. Students would acquire the ability to administer, interpret and report psychological tests.
 CO3. Students would gain proficiency in data analysis using statistical software.

Catalog Description

To enable the students to understand the processes and steps involved in conducting the psychological experiments in laboratory setup.

Note:

Each student would perform four to six experiments/test from the areas mentioned below along. It would be mandatory for each student to submit a record file containing a report of all tests/experiments, duly signed by the respective teachers. During examination one experiment/test, would be conducted. Evaluation would be based on performance in conduct, written and viva.

Course Content

Unit I 15 Practicum hours

- Digit Span Test
- Primary & Recency Effect in Memory
- Incidental & Intentional Learning

Unit II 15 Practicum hours

- Fluctuation of Attention
- Division of attention
- Span of attention/Apprehension

Unit III 10 Practicum hours

- Effect of set or attitude on attention
- Human Maze learning
- Permanent memory

Suggested Readings:

Text book [TB]:

- Mohsin, S.M. (1982). Experiments in psychology. Delhi: Motilal Banarsidas.
- Postman, L. & Eagan, J.P. (1985). Experimental psychology. New Delhi: Kalyani.
- Robert, L.S. (2003). Experimental psychology: A case approach. New Delhi: Pearson Education.

Reference Books/Materials

- Woodworth, R.S. & Schlosberg, H. (1971). Experimental Psychology. Oxford & IB

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Students would be able to design, conduct and report experimental research.	PO1,PO2,PSO1
CO2	Students would acquire the ability to administer, interpret and report psychological tests.	PO4,PO9,PO10
CO3	Students would gain proficiency in data analysis using statistical software.	PO4,PSO2

		Analytical Skill	Problem analysis	Design/development of disorder	Conduct investigations of complex problems	Modern tool usage in clinical and OB field	The Gender perspectives in Psychology	Environment and sustainability	Ethics in clinical psychology	Individual or team work (OB)	Communication and communication error	Project management	Life-long Learning	Research Skills
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
SHPS151A	INTRODUCTION TO PSYCHOLOGY_ PRACTICUM/LAB	3	3			3					1	2	2	

1=weakly mapped
2= moderately mapped
3=strongly mapped

Ability Enhancement compulsory course

UCCS 155A	Communication Skills	L	T	P	C
Version 3.0		3	1	0	4
Pre-requisites/Exposure					
Co-requisites					

Course Objectives

1. Identify key elements and principles of communication.
2. Demonstrate understanding of the communication process.
3. Describe their communication strengths and growth areas.

-
4. Demonstrate ability to prepare and present a short oral presentation.
 5. Appreciate the role of body language and voice tone in effective communication.
 6. Communicate their message in an effective and engaging way for the recipient.

Course Outcomes

On completion of this course, the students will be able to

CO1: Understand the basics of Grammar to improve written and oral communication skills

CO2: Understand the correct form of English with proficiency

CO3: Improve student's personality and enhance their self-confidence

CO4: Improve professional communication

CO5: Enhance academic writing skills

Catalog Description

This learning program with its practice-based learning tasks will facilitate the learners to enhance their communication skills in a modern and globalized context, enhance their linguistic and communicative competence and hone their interpersonal skills.

Course Content

10 lecture hours

UNIT I

Introduction to Communication: Importance of Communication Skills, Meaning, Forms & Types of Communication; Process of Communication; Principles of Effective Communication/7Cs, Barriers in Communication (Interpersonal, Intrapersonal and Organizational).

8 lecture hours

UNIT II

Academic Writing: Précis (Summary – Abstract – Synopsis – Paraphrase – Précis: Methods), Letter & Résumé (Letter Structure & Elements – Types of letter: Application & Cover - Acknowledgement – Recommendation – Appreciation – Acceptance – Apology – Complaint – Inquiry). Writing a proposal and synopsis. Structure of a research paper. Citations and plagiarism.

8 lecture hours

UNIT III

Technology-Enabled Communication: Using technology in communication tasks, E-mails, tools for constructing messages, Computer tools for gathering and collecting information; Different virtual medium of communication.

6 lecture hours

UNIT IV

Building Vocabulary: Word Formation (by adding suffixes and prefixes); Common Errors; Words Often Confused; One word substitution, Homonyms and Homophones; Antonyms & Synonyms, Phrasal Verbs, Idioms & Proverbs (25 each); Commonly used foreign words(15 in number);

8 lecture hours

UNIT V

Personality Development: Etiquettes & Manners; Attitude, Self-esteem & Self-reliance; Public Speaking; Work habits (punctuality, prioritizing work, bringing solution to problems), Body Language: Posture, Gesture, Eye Contact, Facial Expressions; Presentation Skills/ Techniques.

Text book [TB]:

Kumar, Sanjay and Pushplata. *Communication Skills*. Oxford University Press, 2015.

Reference Books/Materials

1. Mitra, Barun K. *Personality Development and Soft Skills*. Oxford University Press, 2012.
2. Tickoo, M.L., A. E.Subramanian and P.R.Subramaniam. *Intermediate Grammar, Usage and Composition*. Orient Blackswan, 1976.
3. Bhaskar, W.W.S., AND Prabhu, NS., “ English Through Reading”, Publisher: MacMillan, 1978
4. Business Correspondence and Report Writing” -Sharma, R.C. and Mohan K. Publisher: Tata McGraw Hill 1994
5. Communications in Tourism & Hospitality- Lynn Van Der Wagen, Publisher: Hospitality Press
6. Business Communication-K.K.Sinha
7. Essentials of Business Communication By Marey Ellen Guffey, Publisher: Thompson Press
8. How to win Friends and Influence People By Dale Carnegie, Publisher: Pocket Books
9. Basic Business Communication By Lesikar & Flatley, Publisher Tata McGraw Hills
10. Body Language By Allan Pease, Publisher Sheldon Press

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) ,Program Outcomes (POs) and Programme Specific Outcomes (PSOs)

Mapping between Cos, POs and PSOs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Understand the basics of Grammar to improve written and oral communication skills	PO1, PSO1
CO2	Understand the correct form of English with proficiency	PO9, PSO1

CO3	Improve student's personality and enhance their self-confidence	PO9, PSO6
CO4	Improve professional communication.	PO9, PS06
CO5	Enhance academic writing skills	PO3,PSO1

		Analytical Skill	Problem analysis	Design/development of disorder	Conduct investigations of complex problems	Modern tool usage in clinical and OB field	The Gender perspectives in Psychology	Environment and sustainability	Ethics in clinical psychology	Individual or team work (OB)	Communication and communication error	Project management	Life-long Learning	Research Skills
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
UCCS 155A	Communication Skills	1	2								3		3	

1=weakly mapped
2= moderately mapped
3=strongly mapped

Open elective

SHPS135A	YOUTH PSYCHOLOGY	L	T	P	C
Version 1.0		5	1	0	6
Pre-requisites/Exposure					
Co-requisites					

Course Objectives

1. Describe the contributions of heredity and environment to adolescent development in the physical, cognitive, and psychosocial domains.
2. Describe the role of culture in adolescent development.
3. Describe the various explanations of adolescent development proposed by learning, social-cognitive, cognitive-developmental, information processing, psychosexual, and psychosocial theorists.
4. Describe developmental processes, periods, transitions, and issues in the physical, cognitive and psychosocial domains.

Course Outcomes

On completion of this course, the students will be able to

CO1.Describe and identify concepts, facts and theoretical perspectives related to typical development across the physical, cognitive, and psychosocial domains of adolescent development

CO2.To help students understand the notion of youth, youth across cultures, youth identity, Significant concerns among the youth

CO3.Describe and identify concepts, facts and theoretical related to individual differences in adolescent development

CO4.To inculcate sensitivity to issues related to youth with special emphasis on gender Stereotypes/discrimination and risky behavior

CO5.Apply principles derived from the study of adolescent development to real-world issues and problems of adolescence and /or assessment of media presentations

CO6.To develop an understanding of ways of empowering the youth

Catalog Description

Studies development of the adolescent, Investigates physical, intellectual, social, and emotional factors of the individual from late childhood to early adulthood

Course content

UNIT I

15 lecture hours

Introduction: Defining Youth (Transition to Adulthood); Youth across Cultures; Formulation of Youth Identity (Erikson and Marcia's Work on Identity), Gender Identity, Gender Roles, Sexual Orientation

UNIT II

15 lecture hours

Youth Development: Influence of Globalization on Youth; Body Image concerns among youth; Peer Pressure and Bullying

UNIT III

15 lecture hours

Issues and Challenges for Today's Youth: Gender Stereotypes and Gender Discrimination Impacting Youth, Substance (Alcohol) Use among Youth, Juvenile Delinquency, Risky Sexual Behaviour

UNIT IV

15 lecture hours

Developing Youth: Women Empowerment in the Indian Context, Encouraging Non-Gender Stereotyped Attitudes; Building Resources (Optimism; Resilience)

Text Books

- Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). Social Psychology (12th Ed). New Delhi: Pearson.
- Berk, L. (2013). Child Development. New York: Pearson.
- Brannon, L. (2017). Gender: Psychological Perspectives (7th edition). New Delhi: Routledge.
- Brown, B.B., & Larson, R.W. (2002). The Kaleidoscope Of Adolescence: Experiences of the World's Youth at the beginning of the 21st Century. In Brown, B. B., R. Larson, & T. S. Saraswathi. (Eds.), The World's Youth: Adolescence in Eight Regions of The Globe (pp. 1-19).
- Cambridge: Cambridge University Press. Carson, RC, Butcher, J. N, Mineka, S., & Hooley, J. (2007). Abnormal Psychology. Delhi:

- Pearson Education. Cash, T.F., &Smolak, L. (2011) (Eds). Body Image: A Handbook of Science, Practice, and Prevention. Chapters 9 & 10 (pp. 76-92). New York: The Guilford Press.
- Ghosh, B. (2011). Cultural changes and challenges in the era of globalization: The case of India. Journal of Developing Societies, 27(2), 153-175.
- Snyder, C.R., Lopez, S.J. &Pedrotti, J. (2011). Positive Psychology: The Scientific and Practical Explorations of Human Strengths. New Delhi: Sage

Reference Books/Materials

- Arnett, J.J. (2013). Adolescence and Emerging Adulthood (5th Ed). Delhi: Pearson.
- Bansal, P. (2012). Youth in Contemporary India: Images of Identity and Social Change. New Delhi: Springer.
- Baumgardner, SR & Crothers, MK (2009). Positive Psychology. Delhi: Pearson.
- Carr, A. (2004). Positive Psychology: The Science of Happiness and Human Strength. New York: Brunner- Routledge.
- Connidis, I. A. & Barnett, A.E. (2010). Family Ties and Aging. London: Sage.
- Helgeson, V.S. (2018). Psychology of Gender (5th Edition). New Delhi: Routledge.
- Shaffer, D.R. &Kipp, K. (2010). Developmental Psychology: Childhood and Adolescence. California: Wadsworth.
- Tomé G., Matos M., Simões C., Diniz J.A., & Camacho I. (2012). How can peer group influence the behavior of adolescents: Explanatory model? Global Journal of Health Science, 4(2), 26-35. Online resource:

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Describe and identify concepts, facts and theoretical perspectives related to typical development across the physical, cognitive, and psychosocial domains of adolescent development	PO1,PO6
CO2	To help students understand the notion of youth, youth across cultures, youth identity, Significant concerns among the youth	PO6,PSO2
CO3	Describe and identify concepts, facts and theoretical related to individual differences in adolescent development	PO4,PO6,PSO2
CO4	To inculcate sensitivity to issues related to youth with special emphasis on gender Stereotypes/discrimination and risky behavior	PO1,PO2,PO8
CO5	Apply principles derived from the study of adolescent development to real-world issues and problems of adolescence and /or assessment of media presentations	PO2,PO6,PSO3

CO6	To develop an understanding of ways of empowering the youth	PO1,PO7
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Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PO2	PSO3
SHPS135A	YOUTH PSYCHOLOGY	2	2		3	3	2		2			2	3	2

1=weakly mapped
2= moderately mapped
3=strongly mapped

Semester II			
S.No.	Course Code	Course Title	Credits
1	SHPS132A	Statistical Method For Psychological Research-I(Core -3)	6
2	SHPS134A	Biopsychology(Core-4)	4
3	SHPS152A	Biopsychology _Practicum	2
4	UCES 125A	Environmental studies(AEC-2)	3
5	SHPS136A	Psychology at Work place(OE-2)	6
		TOTAL	21

Core Paper

SHPS132A	STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-I	L	T	P	C
Version 2.0		5	1	0	6
Pre-requisites/Exposure					
Co-requisites					

Course Objectives

1. Familiarizing students with the use of statistical methods in psychological research
2. Fostering an understanding of the techniques of descriptive statistics for quantitative research.
3. Learning the application of the same in the field of Psychology

Course Outcomes

On completion of this course, the students will be able to

- CO1. Understanding the nature of measurement and its various levels
- CO2. Develop knowledge of quantitative techniques such as measures of central tendency, variability, and correlation.
- CO3. Know how to use the normal probability curve as a model in scientific theory
- CO4. Grasp concepts related to hypothesis testing and developing related computational skills
- CO5. Demonstrate awareness of basic techniques of descriptive and inferential statistics (parametric as well as non-parametric).
- CO6. Apply different statistical tools and techniques to simple problems of practical nature.

Catalog Description

This course is designed to provide foundational knowledge of quantitative research methodology in the field of Psychology. Special attention will be given to help the student acquire basic skills required for conducting simple research. An important goal of this course is for the student to be able to identify research problems with practical significance and solve them through the use of statistical techniques. Topics such as scales of measurement, central tendency, variability and correlation are covered in this course.

Course Content

UNIT I

15 lecture hours

Introduction: Relevance of Statistics in analyzing Psychological Data, Descriptive Statistics vs. Inferential Statistics, Frequency Distributions. The Cumulative Frequency Distribution Percentiles and Percentile Rank, Variables and Constants; Scales of Measurement

UNIT II

15 lecture hours

Measures of Central Tendency and Variability: Measures of central tendency – mean, median, mode. Measures of variability – range, quartile deviation, standard deviation, coefficient of variation

UNIT III

15 lecture hours

Normal distribution curve and linear correlation: Normal Probability curve – properties and applications, Characteristics.

UNIT IV

15 lecture hours

Correlation: Meaning of Correlation; Correlation and Causation; Calculating Pearson's Correlation Coefficient from Deviation Scores and Raw Scores; Spearman's Rank-Order Correlation Coefficient; Effects of Score Transformations; Cautions Concerning Correlation Coefficients; Regression

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Understanding the nature of measurement and its various levels.	PO1,PO2
CO2	Develop knowledge of quantitative techniques such as measures of central tendency, variability, and correlation.	PO1, PO2, PSO13
CO3	Know how to use the normal probability curve as a model in scientific theory	PO1
CO4	Grasp concepts related to hypothesis testing and developing related computational skills	PO1, PO2
CO5	Demonstrate awareness of basic techniques of descriptive and inferential statistics (parametric as well as non-parametric).	PO1,PSO13
CO6	Apply different statistical tools and techniques to simple problems of practical nature.	PSO13

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PO2	PSO3
SHPS132A	STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-I	3	3											3

1=weakly mapped
 2= moderately mapped
 3=strongly mapped

SHPS134A	BIOPSYCHOLOGY	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure					
Co-requisites					

Course Objectives

1. To acquaint students with the scientific methods of inquiry, vocabulary, theories, and areas of study in the field of biopsychology; especially the relationships between the brain and behavior
2. Describe the scientific method and the research methodologies used in the field of biopsychology

Course Outcomes

On completion of this course, the students will be able to

- CO1. Identify the divisions of the brain and nervous system and analyze their functions.
- CO2. Identify and analyze the structure of neurons and how neural impulses are generated. Analyze the function of the major neurotransmitters and discuss the impact of each on behavior.
- CO3. Demonstrate understanding of the research methods of Biopsychology.
- CO4. Analyze and discuss the relationship of biology to basic processes (e.g. learning and memory, language, stress and emotion, sensation, mood disorders).
- CO5. Developing critical thinking to use scientific techniques for biological psychology and Developing an awareness of ethical issues accompanying them
- CO6. Realizing the importance of hormones in behavior, cognition and emotions

Catalog Description

An introduction to the nature and role of the biological processes that underlie our thoughts, feelings, and behaviors. Topics covered will include function of the nervous system, neuroanatomy, and the physiological basis of learning, memory, language, senses, mood disorders, emotion and stress.

Course Content

UNIT I: **10 lecture hours**

Introduction to biopsychology: Nature and scope; Methods and ethics in biopsychology; Divisions of biopsychology.

UNIT II: **10 lecture hours**

The Functioning brain: Structure and functions of neurons; Neural conduction and synaptic transmission.

UNIT III: **10 lecture hours**

Organization of Nervous system: Central nervous System (Brain and Spinal Cord) Functional abnormalities of neurotransmitters:

UNIT IV: **10 lecture hours**

Neuroendocrine system: Structure, functions and abnormalities of major glands: Thyroid,

Adrenal, Gonads, Pituitary, Pancreas and Pineal etc.

Text Books

- Pinel, J. P. J. (2011). Biopsychology. 8th Edition. Pearson Education, New Delhi.
- Pinel, J. P. J. (2011). Biopsychology, 8th Edition. Pearson Education, New Delhi.
- Carlson, N. R. (2009) Foundations of Physiological Psychology, 6th Edition. Pearson Education, New Delhi.

Reference Books/Materials

- Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Identify the divisions of the brain and nervous system and analyze their functions.	PO1,PSO1,PSO2
CO2	Identify and analyze the structure of neurons and how neural impulses are generated. Analyze the function of the major neurotransmitters and discuss the impact of each on behavior.	PO1,PO4,PSO2
CO3	Demonstrate understanding of the research methods of Biopsychology.	PO5,PSO3
CO4	Analyze and discuss the relationship of biology to basic processes (e.g. learning and memory, language, stress and emotion, sensation, mood disorders).	PO1,PO3,PSO2
CO5	Developing critical thinking to use scientific techniques for biological psychology and Developing an awareness of ethical issues accompanying them	PO4,PO8,
CO6	Realizing the importance of hormones in behavior, cognition and emotions	PO2,PSO3

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
SHPS134A	BIOPSYCHOLOGY	3	1		2				3			2		2

1=weakly mapped
2= moderately mapped
3=strongly mapped

Practicum/Lab

SHPS152A	BIOPSYCHOLOGY_PRACTICUM/LAB	L	T	P	C
Version 2.0		0	0	4	2
Pre-requisites/Exposure					
Co-requisites					

Learning Objectives:

1. To impart training regarding administration, interpretation and reporting of psychological
2. To familiarize the students with use and applications of basic psychological tests and instruments.

Course Outcomes

On completion of this course, the students will be able to
CO1. Students would acquire the ability to administer, interpret and report psychological tests.
CO2. Apply knowledge and understanding of the application of psychometrics within Psychology
CO3. Students will learn to develop a scientific temperament in studying and understanding human behavior.

Catalog Description

To enable the students to understand the processes and steps involved in conducting the psychological experiments in laboratory setup.

Note:

Each student would perform four to six experiments/test from the areas mentioned below along. It would be mandatory for each student to submit a record file containing a report of all tests/experiments, duly signed by the respective teachers. During examination one experiment/test,

would be conducted. Evaluation would be based on performance in conduct, written and viva.

Course Content

Unit I 15 Practicum hours

- Span of attention
- Serial Position Effect
- Paired Associate Learning

Unit II 15 Practicum hours

- Role of set in problem solving
- Memory--Recall and recognition
- Mirror drawing

Unit III 10 Practicum hours

- Emotion & Pneumography
- Muller –Lyer Illusion
- Size wWeight Illusion Test

Text Books

- Mohsin, S.M. (1982). Experiments in psychology. Delhi: MotilalBanarsidas.
- Postman, L. & Eagan, J.P. (1985). Experimental psychology. New Delhi: Kalyani.
- Robert, L.S. (2003). Experimental psychology: A case approach. New Delhi: Pearson Education.

Reference Books/Materials

- Woodworth, R.S. & Schlosberg, H. (1971). Experimental Psychology. Oxford & IBH

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Students would acquire the ability to administer, interpret and report psychological tests.	PO1,PO4
CO2	Apply knowledge and understanding of the application of psychometrics within Psychology	PO8,PSO1

CO3	Students will learn to develop a scientific temperament in studying and understanding human behavior.	PO5,PSO2
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Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
		Analytical Skill	Problem analysis	Design/development of disorder	Conduct investigations of complex problems	Modern tool usage in clinical and OB field	The Gender perspectives in Psychology	Environment and sustainability	Ethics in clinical psychology	Individual or team work (OB)	Communication and communication error	Project management	Life-long Learning	Research Skills
SHPS152A	BIOPSYCHOLOGY_PRACTICUM/LAB	1	2						3			1	2	

1=weakly mapped
2= moderately mapped
3=strongly mapped

UCES125A	ENVIRONMENTAL STUDIES				L	T	P	C
Version 1.0					3	0	0	3
Pre-requisites/Exposure								
Co-requisites								

Course Objectives

1. To make students aware about the environment.
2. To learn the students concepts and methods from ecological and physical sciences and their application in environmental problem solving.
3. To think across and beyond existing disciplinary boundaries, mindful of the diverse forms of knowledge and experience that arise from human interactions with the world around them.
4. To communicate clearly and competently matters of environmental concern and understanding to a variety of audiences in appropriate forms.

Course Outcomes

On completion of this course, the students will be able to

CO1. To comprehend and become responsive regarding environmental issues.

CO2.Acquire the techniques to protect our mother earth, as without a clean, healthy, aesthetically beautiful, safe and secure environment no specie can survive and sustain.

CO3. Enable the students to discuss their concern at national and international level with respect to formulate protection acts and sustainable developments policies.

CO4.To know that the rapid industrialization, crazy consumerism and over-exploitation of natural resources have resulted in degradation of earth at all levels.

CO5. Become consciousness about healthy and safe environment.

Catalog Description

This course imparts the basic concepts of environment which enable them to solve basic problems related to their surroundings. This course helps them to get an idea adverse effect of industrialization, population and degradation of natural resources on the environment. The course introduces the concepts of renewable and non-renewable resources.

Course Content

UNIT I

Environment and Natural Resources:

Multidisciplinary nature of environmental sciences; Scope and importance; Need for public awareness.

Land resources; land use change; Land degradation, soil erosion and desertification.

Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.

Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state).

Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

UNIT II

Ecosystems and Biodiversity:

Ecosystem: Definition and Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession.

Case studies of the following ecosystems:

a) Forest ecosystem

b) Grassland ecosystem

c) Desert ecosystem

d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

Biological diversity: genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns and global biodiversity hot spots ; India as a mega-biodiversity nation; Endangered and endemic species of India; Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity;

Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational

UNIT III

Environmental Pollution and Environmental Policies:

Environmental pollution: types, causes, effects and controls; Air, water, soil and noise pollution Nuclear hazards and human health risks; Solid waste management: Control measures of urban and industrial waste; Pollution case studies.

Sustainability and sustainable development; Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture; Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act; Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context.

UNIT IV

Human Communities and the Environment and Field work:

Human population growth: Impacts on environment, human health and welfare; Resettlement and rehabilitation of project affected persons; case studies; Disaster management: floods, earthquake, cyclones and landslides; Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan; Environmental ethics: Role of Indian and other religions and cultures in environmental conservation; Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).
 Visit to an area to document environmental assets: river/ forest/ flora/fauna, etc.
 Visit to a local polluted site-Urban/Rural/Industrial/Agricultural.
 Study of common plants, insects, birds and basic principles of identification.
 Study of simple ecosystems-pond, river, Delhi Ridge, etc.

Text Books

1. Kaushik and Kaushik, Environmental Studies, New Age International Publishers (P) Ltd. New Delhi.

Reference Books/Materials

1. A.K. De, Environmental Chemistry, New Age International Publishers (P) Ltd. New Delhi.
2. S.E. Manahan, Environmental Chemistry, CRC Press.
3. S.S Dara and D.D. Mishra, Environmental Chemistry and Pollution Control, S. Ltd, New Delhi.
4. R. Gadi, S. Rattan, S. Mohapatra, Environmental Studies Kataria Publishers, New Delhi.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	The learners will be able to comprehend and become responsive regarding environmental issues.	PO7, PSO2
CO2	Students will acquire the techniques to protect our mother earth, as without a clean, healthy, aesthetically beautiful, safe and secure environment no specie can survive and sustain.	PO2, PO7
CO3	It enables the students to discuss their concern at national and international level with respect to formulate protection acts and sustainable developments policies.	PO7, PO10

CO4	Students come to know that the rapid industrialization, crazy consumerism and over-exploitation of natural resources have resulted in degradation of earth at all levels.	PO7, PO10
CO5	Students become consciousness about healthy and safe environment.	PSO2

		Analytical Skill	Problem analysis	Design/development of disorder	Conduct investigations of complex problems	Modern tool usage in clinical and OB field	The Gender perspectives in Psychology	Environment and sustainability	Ethics in clinical psychology	Individual or team work (OB)	Communication and communication error	Project management	Life-long Learning	Research Skills
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
BSCH125A	Environmental Studies		2					3			3		3	

1=weakly mapped

2= moderately mapped

3=strongly mapped

SHPS136A	PSYCHOLOGY AT WORK PLACE	L	T	P	C
Version 1.0		5	1	0	6
Pre-requisites/Exposure					
Co-requisites					

Course Objectives

- To understand the meaning and theoretical foundations of I/O Psychology
- To understand the evolution of the field of I/O psychology and to appreciate challenges faced By the field today
- To develop an understanding of how the various theories and methods of I/O Psychology Apply to real work settings
- To develop an appreciation of the process of communication in organizations and to manage Communication effectively

Course Outcomes

On completion of this course, the students will be able to

- CO1.understand the origins of I-O Psychology and what I-O Psychologists do
- CO2.understand the building blocks of a job and learn a methodology to study jobs
- CO3.learn how the science of human behavior is used to select, develop, and manage employees
- CO4.learn how organizations can create a supportive work environment
- CO5.develop an understanding of how theory and research are applied to work settings
- CO6.begin to think and write critically about I-O psychology theory, research, and application

Catalog Description

This course will provide an Introduction to Industrial and Organizational Psychology, a scientific discipline that studies human behavior in the workplace. Organizational psychologist help institutions hire, manage, develop, support employees and align employee efforts with business needs.

Course Content

UNIT I **15 lecture hours**

Introduction to I/O Psychology: Definition, Brief History, Contemporary Challenges faced by the field (workforce diversity, sexual harassment, technology, corporate social responsibility, globalization, labor supply, quality management, etc.)

UNIT II **15 lecture hours**

Work Motivation: Theories and applications: Maslow, Herzberg, Goal Setting, Expectancy, and Equity

UNIT III **15 lecture hours**

Communication in Organizations: Communication process, Purpose of communication in organizations, Barriers to effective communication, managing communication

UNIT IV **15 lecture hours**

Leadership: Early approaches to leadership (trait, behavioral, contingency- Fiedler),

Text Books

- De Cenzo and Robbins, S.P. (2006). Fundamentals of human resource management (8th ed.). New York: Wiley.
- Greenberg, J. , & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). Noida: Dorling Kindersley.
- Griffin, R.W., & Moorhead, G. (2009). Organizational Behaviour: Managing People & Organizations. New Delhi: Biztantra publishers.
- Robbins, S. P., & Judge, T.A. (2007). Organizational Behaviour (12th Edition). New Delhi: Prentice Hall of India.

Reference Books/Materials

- Adler, N.J. (1997). Global leaders: Women of influence. In G. N. Powell (Ed.), Handbook of Gender and Work, (pp. 239-261). Thousand Oaks, CA, US: Sage Publications.
- Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. Organizational Dynamics, 18(3), 19-31.
- Herzberg, F. (1966). Work and the Nature of Man. Cleveland: World Publishing Company.
- Pareek, U. (2010). Understanding Organizational Behaviour. Oxford: Oxford University Press.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	understand the origins of I-O Psychology and what I-O Psychologists do	PO1,PSO3
CO2	understand the building blocks of a job and learn a methodology to study jobs	PO2,PSO2
CO3	learn how the science of human behavior is used to select, develop, and manage employees	PO4,PO5,PSO1
CO4	learn how organizations can create a supportive work environment	PO1,PO5,PSO2
CO5	develop an understanding of how theory and research are applied to work settings	PO4,PSO3,
CO6	begin to think and write critically about I-O psychology theory, research, and application	PO1,PSO2

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
SHPS136A	PSYCHOLOGY AT WORK PLACE	2			3					2			3	2

1=weakly mapped
2= moderately mapped
3=strongly mapped

Semester III			
S.No.	Course Code	Course Title	Credits
1	SHPS231A	Abnormal Psychology(Core-5)	6
2	SHPS233A	Introduction To Personality(Core-6)	4
3	SHPS235A	Life Span development(Core-7)	6
4	SHPS153A	Introduction To Personality_ Practicum/Lab	2
5	SHPS237A	Psychology of Relationships (AECC-1)	6
6	SHPS241A	Inter Group Relations(GE/OE-3)	6
7	UCDM 301A	Disaster Management(AECC-3)	3
TOTAL			31

Core Paper

SHPS231A	ABNORMAL PSYCHOLOGY	L	T	P	C
Version 2.0		5	1	0	6
Pre-requisites/Exposure					
Co-requisites					

Course Objectives

1. Develop a greater understanding of the nature, causes, and treatment of abnormal behavior
2. Demonstrate an understanding of research methods used to investigate abnormal behavior
3. Demonstrate the ability to critically analyze theories, research results, and treatments of abnormal behavior
4. Recognize the diversity of both normal and abnormal human behavior

Course Outcomes

On completion of this course, the students will be able to

- CO1. Acquire a better understanding of abnormal behavior patterns
 CO2. Learn to distinguish abnormal behavior from normal
 CO3. Increase sensitivity to the struggles of people dealing with these types of problems
 CO4. To better understand how new research informs our understanding of abnormal behavior.
 CO5. To better understand how psychological disorders are classified and treated
 CO6. Will become more familiar with the DSM-V.

Catalog Description

This course studies the unusual behavior patterns which may or may not be an outcome of the mental disorder. In this course, students also learn about various mental disorders and their management.

Course Content

UNIT I

15 lecture hours

Introduction: Concept of Normality & Abnormality, Historical overview of abnormal psychology, Causal factors of psychopathology, Classification systems of Mental Disorders –ICD -10 & DSM-V

UNIT II**15 lecture hours**

Anxiety Disorders: Anxiety Disorders (Sign, symptoms, prevalence), Generalized Anxiety Disorder, Panic disorder, Obsessive Compulsive Disorder, Phobic & PTSD

UNIT III**15 lecture hours**

Psychotic Disorder Bipolar disorders: Manic, Depressive, Mixed Psychotic depression Delusional Disorder Schizophrenia Sign, symptoms and Prevalence

UNIT IV**15 lecture hours**

Mental Retardation and Development Disorders Levels of mental retardation, Organic factors in mental retardation. Autism: Clinical picture and casual factors. Childhood Disorder

Text Books

- Coleman, James C. (1964). *Abnormal Psychology and modern life*. Glenview, IL: Scott Foresman and Company.
- Nolen-Hoeksema, S. (2010). *Abnormal Psychology*. New Delhi: Tata McGraw-Hill.
- Alloy, L.B., Riskino, J.H. and Manos, M.I. (2006). *Abnormal Psychology; Current Perspectives*. New Delhi: Tata McGraw Hill

Reference Books/Materials

- Butcher, J. N., Mineka, S. & Hooley, J.M. (2007). *Abnormal Psychology*, 15th Ed. Pearson education: New Delhi.
- Barlow, D.H. & Durand, V.M. (2010). *Textbook of Abnormal Psychology*. New Delhi: Cengage Learning India Pvt. Ltd.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Acquire a better understanding of abnormal behavior pattern	PO1, PO8,
CO2	Learn to distinguish abnormal behavior from normal	PO3, PO4, PSO1
CO3	Increase sensitivity to the struggles of people dealing with these types of problems	PO3, PO7, PSO3
CO4	To better understand how new research informs our understanding of abnormal behavior.	PO2, PO5, PSO1
CO5	to better understand how psychological disorders are classified and treated	PO1, PO2, PSO3
CO6	Will become more familiar with the DSM-V.	PO1, PO3, PSO2

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
SHPS231A	ABNORMAL PSYCHOLOGY	2	2		3	3			2				3	

1=weakly mapped
2= moderately mapped
3=strongly mapped

SHPS233A	INTRODUCTION TO PERSONALITY	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure					
Co-requisites					

COURSE LEARNING OUTCOMES

Course Objectives

1. To develop an understanding of the concept of individual difference
2. To develop an appreciation of the biological and social impact on personality
3. To explain and understand personality and how personality influences thought and behavior

Course Outcomes

On completion of this course, the students will be able to

- CO1. Demonstrate knowledge in the main theories of personality
CO2. Learn that personality is complex and includes thoughts, behaviors and emotions and also learn that several theories can be used to explain and understand personality.
CO3. Describe research conducted in Personality Psychology and Psychology in general.
CO4. Analyze the determinants of personality characteristics to better understand their effects on cognitions, emotions, and behavior
CO5. Think critically about and apply theoretical and research-based explanations for human behavior in order to successfully negotiate the challenges of daily living.
CO6. Apply the major personality domains and theories to better understand one's own behavior and the

behavior of others.

Catalog Description

Covers a variety of personality theories including the theoretical and scientific explanations for individuals' characteristic patterns of perception, thought, emotion and behavior. Emphasizes the understanding and mastery of personality constructs applied to students' personal and professional lives.

Course Content

UNIT- I

10 lecture hours

Introduction: Nature and Definitions, Conceptual History; Basic Assumptions about Human Nature; Genetic and Environmental Determinants of Personality.

UNIT- II

10 lecture hours

Theories of Personality

Psychoanalytic Theories: Sigmund Freud, Alfred Adler, Carl Gustav Jung.
Phenomenological Perspective: Carl Rogers, Abraham Maslow

UNIT-III

10 lecture hours

Theories of Temperament and Trait Theories

Galen's Theory of Temperament; Sheldon's and Kretschmer's Personality Typology
Trait Theories: Allport's Theory, Cattell's Theory; Basic Concepts, Identification of Temperament, Ability, and Dynamic traits
Eysenck's Theory: Structure, Physiological Basis and Behavioral Correlates.

UNIT-IV

10 lecture hours

Models of Personality

Five Factor Model: Domains, Behavioral Correlates
Zuckerman's Alternative Five Factor Model.
Triguna theory of Personality, Ancient Model of Personality by Upanishads: Indian Perspective

Text Books

- Carducci, B. J. (2009). *The psychology of personality: Viewpoints, research & application*. Hong Kong: Wiley-Blackwell.
- Adams, D. P. (2000). *The person: An integrated introduction to personality psychology*. Hoboken, NJ: John Wiley
- Friedman, H. S., & Schustack, M. W. (2006). *Personality: Classic theories and modern research*. New Delhi, India: Pearson
- Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (Eds.) (2008). *Handbook of Indian psychology*. New Delhi, India: Foundation Books.
- John, O.P., Robins, R.W. & Pervin, L.A. & (2008). *HB of Personality: Theory and Research* (3Ed.). NY: Oxford Press.

Reference Books/Materials

- Larsen, R.J. & Buss, D.M. (2011). *Personality Psychology: Domains of Knowledge about Human Nature*. New Delhi: Tata McGraw-Hill.

- Misra, G., & Mohanty, A. K. (Eds.) (2002). *Perspectives on indigenous psychology*. New Delhi, India: Concept Publishing Company.
- Rao, K.R., Paranjpe, A.C. & Dalal, A.K. (2008). *HB of Indian Psychology*. Delhi: Foundation Sons.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Student will able to learn about what is the main theories of personality	PO1,PO2,PSO3
CO2	Students learn that personality is complex and includes thoughts, behaviors and emotions and also learn that several theories can be used to explain and understand personality.	PO2,PO4,PSO2
CO3	Describe research conducted in Personality Psychology and Psychology in general.	PO5,PSO1,PSO3
CO4	Analyze the determinants of personality characteristics to better understand their effects on cognitions, emotions, and behavior	PO2,PO4,PSO1
CO5	Think critically about and apply theoretical and research-based explanations for human behavior in order to successfully negotiate the challenges of daily living.	PO2,PO4,PSO1
CO6	Apply the major personality domains and theories to better understand one's own behavior and the behavior of others	PO2,PSO3

		Analytical Skill	Problem analysis	Design/development of disorder	Conduct investigations of complex problems	Modern tool usage in clinical and OB field	The Gender perspectives in Psychology	Environment and sustainability	Ethics in clinical psychology	Individual or team work (OB)	Communication and communication error	Project management	Life-long Learning	Research Skills
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PO2	PSO3

SHPS233A	INTRODUCTION TO PERSONALITY	2	2		1			1				3	3	2
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1=weakly mapped
2= moderately mapped
3=strongly mapped

SHPS235A	LIFE SPAN DEVELOPMENT	L	T	P	C
Version 1.0		5	1	0	6
Pre-requisites/Exposure					
Co-requisites					

Course Objectives

1. Understanding physical, cognitive, social and emotional development of the individual across the lifespan.
2. Acquaintance with methodological approaches used to study life span development
3. Understanding the contributions of socio-cultural context toward shaping human development, especially in the Indian context.
4. Acquiring an ability to decipher key developmental challenges and issues faced in the Indian societal context.

Course Outcomes

On completion of this course, the students will be able to

- CO1. Assess critically the theories of life span development
- CO2. Assess the biological, cognitive, and social factors that influence development throughout the lifespan.
- CO3. Discuss methodological approaches used to study development
- CO4. Examine developmental issues of adolescents and adults in the Indian context
- CO5. Assess critically issues of aging in the Indian contexts
- CO6. Apply developmental psychology principles to daily life throughout the lifespan

Catalog Description

This course is designed to provide a broad overview of the field of Life Span development. Special attention will be given to helping the student become a better thinker by learning to take charge of ideas one has about development, its milestones and anomalies. Another goal of this course is to be able to conceive and carry out research in the domain of developmental psychology. Topics such as the relative influence of heredity and environment, domains of development, methodological perspectives, as well as others are included.

Course Content

UNIT I

15 lecture hours

Introduction (a) Human Development: Early Approaches to the Study of Human Development, stages of Development

(b) Influences on Development: Heredity, Environment and Maturation, Some Characteristics Influenced by Heredity and Environment.

UNIT II

15 lecture hours

Perspectives and Methods of Studies on Child Development :(a) **Perspectives:** Psychoanalytic, Learning, Evolutionary/Socio-Biological

(b) Methods:-Observational Studies, Interview, Experimental Studies, Co relational Studies, Developmental Studies, Cross-sectional Studies, Longitudinal Studies.

UNIT III

15 lecture hours

Development in Infancy, childhood, adulthood and old Age:

Physical Development, Cognitive Development, Psychosocial Development

UNIT IV

15 lecture hours

Developmental Hazards: Infancy, childhood, adulthood and old Age.

Factors that affect Development: Family, Media, School and Neighborhood.

Text Books

- Papalia, D. E., Olds, S.W., & Feldman, R.D. (2004). Human Development. 9th ed. New Delhi: McGraw Hill.
- Santrock, J. W. (2007). Child Development. 11th ed. New Delhi: Tata McGraw Hill.

Reference Books/Materials

- Travers, D. (1999). Human Development. Across the Life Span. 4th ed. London: McGraw Hill.
- Berk, L.E. (2010). Child Development (8thEd.) New Delhi: Prentice Hall.
- Mitchell, P. and Ziegler, F. (2007). Fundamentals of development: The Psychology of Childhood New York: Psychology Press.
- Misra, G. (2009). Psychology in India, Vol 1: Basic Psychological Processes and Human Development India: Pearson.
- Papalia, D.E., Olds, S.W. & Feldman, R.D. (2006). Human development (9th Ed.). New Delhi: McGraw Hill.
- Santrock, J.W. (2008). Child Development (11th Ed.). New Delhi: McGraw Hill.
- Santrock, J.W. (2006). Adolescence. New Delhi: McGraw Hill.
- Saraswathi, T.S. (2003). Cross-cultural perspectives in Human Development: Theory, Research and Applications. New Delhi: Sage Publications.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Assess critically theories of life span development	PO1,PO2
CO2	Assess the biological, cognitive, and social factors that influence development throughout the lifespan	PO6,PSO2
CO3	Discuss methodological approaches used to study development	PSO3
CO4	Examine developmental issues of adolescents and adults in the Indian context	PO1,PSO2
CO5	Assess critically issues of disability and aging in the Indian contexts.	PO2
CO6	Apply developmental psychology principles to daily life throughout the lifespan	PO2, PO12

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PO2	PSO3
SHPS235A	LIFE SPAN DEVELOPMENT	3	3				2						2	2

1=weakly mapped
2= moderately mapped
3=strongly mapped

Practicum/Lab

SHPS153A	INTRODUCTION TO PERSONALITY_ PRACTICUM/LAB	L	T	P	C
Version 2.0		0	0	4	2
Pre-requisites/Exposure					
Co-requisites					

Learning Objectives:

1. To impart training regarding administration, interpretation and reporting of psychological tests
2. To give practical experience to the students in administering and scoring psychological tests and interpreting the scores

Course Outcomes

On completion of this course, the students will be able to

- CO1 To familiarize the students with the use of elementary statistical techniques
- CO2. Students would acquire the ability to administer, interpret and report psychological tests.
- CO3. Students would gain proficiency in data analysis using statistical software.

Catalog Description

To enable the students to understand the processes and steps involved in conducting the psychological experiments in laboratory setup.

Note:

Each student would perform four to six experiments/test from the areas mentioned below along. It would be mandatory for each student to submit a record file containing a report of all tests/experiments, duly signed by the respective teachers. During examination one experiment/test, would be conducted. Evaluation would be based on performance in conduct, written and viva.

Course Content

UNIT I

- DPI
- Semi Projective personality test

UNIT II

- Test of personality
- MMPI
- BFI

UNIT III

- 16 PF
- BFPT
- CAT

Text book [TB]:

- Bhargava, M. (1998). Manual for Dimensional Personality Inventory. Agra: Nandini Enterprises.

- Dubey,L.N. and Dubay, A(2006)Sentence Completion Test, National Psychological corporation, Agra
- Tellegen, A., & Ben-Porath, Y. S. (2008). MMPI-2-RF (Minnesota Multiphasic Personality Inventory-2 Restructured Form): Technical manual. Minneapolis: University of Minnesota Press.
- The MMPI-2 Restructured Clinical Scales: Development, validation, and interpretation. Minneapolis, MN: University of Minnesota Press.
- Cattell, R.B. Cattell, A.K. and Cattell, H.E.P. (1993) 16PF Fifth Edition Questionnaire. Champaign, IL: Institute for Personality and Ability Testing.
- John, O. P., & Srivastava, S. (1999). The Big-Five trait taxonomy: History, measurement, and theoretical perspectives. In L. A. Pervin & O. P. John (Eds.), Handbook of personality: Theory and research (Vol. 2, pp. 102–138). New York: Guilford Press
- Bellak,L.& Bellak,S(1949) CAT, Gracic station:NY;Consulting Psychologist press

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Students would be able to design, conduct and report experimental research.	PO1,PSO2
CO2	Students would acquire the ability to administer, interpret and report psychological tests.	PO2,PSO2
CO3	Students would gain proficiency in data analysis using statistical software.	PO5,PSO3

		Analytical Skill	Problem analysis	Design/development of disorder	Conduct investigations of complex problems	Modern tool usage in clinical and OB field	The Gender perspectives in Psychology	Environment and sustainability	Ethics in clinical psychology	Individual or team work (OB)	Communication and communication error	Project management	Life-long Learning	Research Skills	
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	

SHPS253A	INTRODUCTION TO PERSONALITY_PRACTICUM/LAB	1	2							3			3	2
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1=weakly mapped
 2= moderately mapped
 3=strongly mapped

Ability Enhancement Elective course

SHPS237A	Psychology of Relationship	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure					
Co-requisites					

Course Objectives

1. Increasing understanding regarding the dynamics of establishing, maintaining, and dissolving relationships
2. Developing insights about distress in relationships (divorce, break-up, etc.) As well as the healing process
3. To foster an understanding of love as a psychological construct

Course Outcomes

On completion of this course, the students will be able to

- CO1. Appreciating the importance of positive relational attitudes like self-acceptance, gratitude and forgiveness for healthy relationships
- CO2. Describe a variety of psychological, social, and cultural influences on human behavior
- CO3. Analyze one’s own intra- and interpersonal experiences through the lenses of research-based principles in psychology.
- CO4. Use knowledge of diverse cultural norms to communicate effectively in a variety of social and cultural interactions
- CO5. Use effective communication, listening, and conflict-resolution skills that represent intercultural competence in human relations
- CO6. Applies evidence-based psychological principles to personal and professional relationships in social and cultural contexts

Catalog Description

Human relations are the very foundation of our lives, but we rarely get formalized education on how to effectively interact with others. Instead, most of us learn our relationship skills -- for better or for worse -- by observing our families of origin, our peers, the media, and others in our social world and culture. The field of psychology provides a sound, research-based understanding of the major factors that drive human behavior, thought processes, and emotions, as they relate to our interpersonal relationships.

Course content

UNIT I 10 lecture hours

Social Psychology of Relationships: Psychology of Friendship (making friends, friendship and social media; benefits and maintenance of friendships); Marriage (marriage for love versus arranged marriage; the marital ideal: characteristics of an ideal partner, factors affecting marital happiness)

UNIT II 10 lecture hours

Love: Understanding love, Types of love; Theories of love (love styles; two-factor theory of love; Sternberg’s triangular theory); Relationship satisfaction

UNIT III **10 lecture hours**

Distress in relationships: Jealousy, Infidelity, Breakup, Divorce

UNIT IV **10 lecture hours**

Healing: Understanding the dynamics of broken and flourishing relationships; practicing positive relational attitudes like self-acceptance, gratitude, forgiveness.

Text Books

- Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). Social Psychology (12th Ed.). New Delhi: Pearson.
- Diener, E., & Seligman, M. E. P. (2002). Very happy people. Psychological Science, 13, 81-84
- Field, T., Diego, M., Pelaez, M., Deeds, O., & Delgado, J. (2010). Breakup Distress and Loss of Intimacy in University Students. Psychology, 1(03), 173-177.
- Gordon, A. M., Impett, E. A., Kogan, A., Oveis, C., & Keltner, D. (2012). To have and to hold: Gratitude promotes relationship maintenance in intimate bonds. Journal of Personality and Social Psychology, 103, 257-274.
- Hatfield, E., Mo, Y.U, & Rapson, R.L. (2015). Love, sex and marriage across cultures. In Jenson, L.A. (Ed.), The Oxford Handbook of Human Development and Culture: An Interdisciplinary Perspective. New York: Oxford University Press.
- Hojjat, M. & Moyer, A. (2016)(Eds.). The Psychology of Friendships. UK: Oxford University Press.
- Rye, M. S. & Kenneth I.P. (2002). Forgiveness and Romantic Relationships in College: Can It Heal the Wounded Heart? Journal of Clinical Psychology, 58(4), 419–441.
- Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2011). Positive Psychology: The Scientific and Practical Explorations of Human Strengths. New Delhi, India: Sage Pub. Chapter 12:
- Attachment, love and Flourishing relationships. Sternberg, R.J. & Weis, K. (2006)(Eds.). The New Psychology of Love. New Haven, CT, US: Yale University Press.

Reference Books/Materials

- Wilerton, J. (2010). The Psychology of Relationships. New York: Red Globe Press
- Diener, E., & Oishi, S. (2005). the nonobvious social psychology of happiness. Psychological Inquiry, 16, 162-167.
- Gala, J., & Kapadia, S. (2013). Romantic relationships in emerging adulthood: A developmental perspective. Psychological Studies, 58(4), 406-418.
- Salvatore, J.E., Kuo, S.I., Steele, R.D., Simpson, J.A., & Collins, W.A. (2011). Recovering from conflict in romantic relationships: A developmental perspective. Psychological Science, 22, 376-383.
- Sharma, S. & Khandelwal, K. (2014). Effect of gender and life-stage on love styles in the Indian context. Psychological Studies, 59(1), pp. 22-29.
- Schachter, S. & Singer, J. (1962). Cognitive, social and physiological determinants of emotional state. Psychological Review, 69, 379-399.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
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Weightage (%)	10	10	20	10	50
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Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Appreciating the importance of positive relational attitudes like self-acceptance, gratitude and forgiveness for healthy relationships	PO1,PO2,PO10
CO2	Describe a variety of psychological, social, and cultural influences on human behavior	PO2,PO9
CO3	Analyze one’s own intra- and interpersonal experiences through the lenses of research-based principles in psychology.	PO2,PSO1
CO4	Use knowledge of diverse cultural norms to communicate effectively in a variety of social and cultural interactions	PO6,PO10,PSO1
CO5	Use effective communication, listening, and conflict-resolution skills that represent intercultural competence in human relations	PO8,PO10,PSO2
CO6	Applies evidence-based psychological principles to personal and professional relationships in social and cultural contexts	PO2,PO6

		Analytical Skill	Problem analysis	Design/development of disorder	Conduct investigations of complex problems	Modern tool usage in clinical and OB field	The Gender perspectives in Psychology	Environment and sustainability	Ethics in clinical psychology	Individual or team work (OB)	Communication and communication error	Project management	Life-long Learning	Research Skills
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
SHPS237A	Psychology of Relationship		2		3			2		1	3		3	2

1=weakly mapped
2= moderately mapped
3=strongly mapped

Generic Elective/OE

SHPS241A	INTER-GROUP RELATIONS	L	T	P	C
Version 1.0		5	1	0	6
Pre-requisites/Exposure					
Co-requisites					

Course Objectives

1. Explaining the concept of groups and their meaning in the work place,
2. Identifying types of group,
3. Proffering explanations of how groups are formed and their roles in the work place,

Course Outcomes

On completion of this course, the students will be able to

- CO1.Explain what groups are and what they mean in the work place
CO2. Identify the various types of groups
CO3.Explain how groups are formed and what roles they play in the work place
CO4. List how groups become cohesive and how they enhance performance
CO5.Elaborate how group relationships can be managed, improved upon and evaluated
CO6.Explain how conflicts are managed within groups

Catalog Description

The course encompasses the concepts of the group, interpersonal and intergroup relationship, how groups are formed, how they function, as well as their cohesiveness, their place in decision making and productivity.

Course Content

Unit I: 15 lecture hours

Nature of intergroup relations: Cooperation vs. competition; Classical study of Robbers cave experiment; Realistic conflict theory.

Unit II: 15 lecture hours

Social categorization and conflict: In-group vs. out-group; Consequences of social categorization: Cognitive biases & stereotypes, conflict and social categorization.

Unit III: 15 lecture hours

Cultural aspects of intergroup relations: Social identity, Stereotypes, case studies in the Indian context.

Unit IV: 15 lecture hours

Resolving intergroup conflict: Intergroup contact; Promoting intergroup cooperation; Conflict management strategies

Text Books

- Baron, R.A., Branscombe, N.R, Byrne,D. &Bhardwaj, G. (2009) Social psychology. New Delhi: Pearson.
- Keyton, J. (2006). Communicating groups-building relationships in group effectiveness. New York: Oxford University Press.

Reference Books/Materials

- Smith, P.B., Bond, M.H &Kagitcibasi, C.(2006) Understanding social psychology across culture. New Delhi : Sage Publications.
- Zorsyth, D.R. (2009) Group dynamics.Broke/Cole: Wadsworth

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Explain what groups are and what they mean in the work place	PO1,PO2,PSO2
CO2	Identify the various types of groups	PO1,PO6
CO3	Explain how groups are formed and what roles they play in the work place	PO1,PO2,PO6
CO4	List how groups become cohesive and how they enhance performance	PO2,PO5,PSO3
CO5	Elaborate how group relationships can be managed, improved upon and evaluated,	PO5,PSO2,PSO3
CO6	Explain how conflicts are managed within groups,	PO2,PO7

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO11	PSO2	PSO3
SHPS239A	INTER-GROUP RELATIONS	1	2			2			2	3	1		3	3

1=weakly mapped
2= moderately mapped

3=strongly mapped

UCDM301A	Disaster Management	L	T	P	C
Version 1.0		3	0	0	3
Pre-requisites/Exposure	Basics of Disasters and control techniques				
Co-requisites	--				

Course Objectives

1. To create awareness about various types of disasters.
2. To educate the students about basic disaster management strategies and problem solving.
3. To examine disaster profile of our country and illustrates the role of governmental and non-governmental organizations in its effective management.
4. To acquaints students with the existing legal frame work for disaster management and understanding the appropriate rules and regulations.

Course Outcomes

On completion of this course, the students will be able to

- CO1. To enable the students to know the difference between natural and man- made disaster
- CO2. Acquire the knowledge related to disaster preparedness
- CO3. To aware the student about recovery after disaster
- CO4. To know the structure and functioning of disaster management framework of our country
- CO5. To provide the knowledge about disaster management act

Catalog Description

This course imparts the basic concepts of environment which enable them to solve basic problems related to their surroundings. This course helps them to get an idea adverse effect of industrialization, population and degradation of natural resources on the environment. The course introduces the concepts of renewable and non-renewable resources.

Course Content

UNIT I

Introduction to Disasters:

Concept and definitions- Disaster, Hazard, vulnerability, resilience, risks.

Different Types of Disaster: Causes, effects and practical examples for all disasters. Natural Disaster: such as Flood, Cyclone, Earthquakes, Landslides etc. Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures (Building and Bridge), War & Terrorism etc.

UNIT- II

Disaster Preparedness

Concept and Nature, Disaster Preparedness Plan, Prediction, Early Warnings and Safety Measures of Disaster, Role of Information, Education, Communication, and Training, Role of Government, International and NGO Bodies, Role of IT in Disaster Preparedness, Role of Engineers on Disaster Management, Relief and Recovery, Medical Health Response to Different Disasters

UNIT III

Rehabilitation, Reconstruction and Recovery

Reconstruction and Rehabilitation as a Means of Development, Damage Assessment, Post Disaster effects and Remedial Measures, Creation of Long-term Job Opportunities and Livelihood Options, Disaster Resistant House Construction, Sanitation and Hygiene, Education and Awareness, Dealing with Victims' Psychology, Long-term Counter Disaster Planning, Role of Educational Institute.

UNIT IV

Disaster Management in India

Disaster Management Act, 2005: Disaster management framework in India before and after Disaster Management Act, 2005, National Level Nodal Agencies, National Disaster Management Authority
Liability for Mass Disaster : Statutory liability, Contractual liability, Tortious liability, Criminal liability, Measure of damages

Epidemics Diseases Act, 1897: Main provisions, loopholes.

Text Books

1. Content building programme (CBP) book on Disaster Management, Forum AS.

Reference Books/Materials

1. Government of India, Department of Environment, Management of Hazardous Substances Control
2. Act and Structure and Functions of Authority Created Thereunder.
3. Indian Chemical Manufacturers' Association & Loss Prevention Society of India, Proceedings of the National Seminar on Safety in Road Transportation of Hazardous Materials: (1986).
4. Author Title Publication Dr. Mrinalini Pandey Disaster Management Wiley India Pvt. Ltd.
5. Tushar Bhattacharya Disaster Science and Management McGraw Hill Education (India) Pvt. Ltd.

6. Jagbir Singh Disaster Management: Future Challenges and Opportunities K W Publishers Pvt. Ltd.
7. J. P. Singhal Disaster Management Laxmi Publications.
8. Shailesh Shukla, Shamna Hussain Biodiversity, Environment and Disaster Management Unique Publications
9. C. K. Rajan, Navale Pandharinath Earth and Atmospheric Disaster Management: Nature and Manmade B S Publication
10. Indian law Institute (Upendra Baxi and Thomas Paul (ed.), Mass Disasters and Multinational Liability: The Bhopal Case (1986)
11. Indian Law Institute, Upendra Baxi (ed.), Environment Protection Act: An Agenda for Implementation (1987)
12. Asian Regional Exchange for Prof. Baxi., Nothing to Lose But our Lives: Empowerment to Oppose
13. Industrial Hazards in a Transnational world (1989)
14. Gurudip Singh, Environmental Law: International and National Perspectives (1995), Lawman (India) Pvt. Ltd.
15. Leela Krishnan, P, The Environmental Law in India, Chapters VIII, IX and X (1999), Butterworths, New Delhi.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	To enable the students to know the difference between natural and man- made disaster	PO7
CO2	Acquire the knowledge related to disaster preparedness	PSO2
CO3	To make the student aware about recovery after disaster	PSO2, PO2
CO4	To know the structure and functioning of disaster management	PO1

	framework of our country	
CO5	To provide knowledge about disaster management act	PO7

		Analytical Skill	Problem analysis	Design/development of disorder	Conduct investigations of complex problems	Modern tool usage in clinical and OB field	The Gender perspectives in Psychology	Environment and sustainability	Ethics in clinical psychology	Individual or team work (OB)	Communication and communication error	Project management	Life-long Learning	Research Skills
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
BSDM301A	Disaster Management	2	2					3					3	

1=weakly mapped

2= moderately mapped

3=strongly mapped

Semester IV			
S.No.	Course Code	Course Title	Credits
1	SHPS232A	Fundamental of Cognitive Psychology(core-8)	6
2	SHPS234A	Counseling skill(Core-9)	4
3	SHPS236A	Statistical Method for Psychological research-II(Core-10)	6
4	SHPS254A	Counseling Skills_ Practicum/Lab	2
5	SHPS238A	Research Publication and Presentation (AEEC-2)	4
6	SHPS240A	Psychology and Media(GE/OE-4)	6
		TOTAL	28

Core Paper

SHPS232A	FUNDAMENTALS OF COGNITIVE PSYCHOLOGY	L	T	P	C
Version 1.0		5	1	0	6
Pre-requisites/Exposure					
Co-requisites					

Course Objectives

1. To study the history and concepts of cognitive psychology.
2. To understand different methods of cognitive and neuro-psychological research.
3. Being able to understand attention, language, problem solving and decision making processes

Course Outcomes

On completion of this course, the students will be able to

- CO1. Demonstrate knowledge and understanding of well-established theories in cognitive psychology, as well as an appreciation for the complexity of cognitive processes;
- CO2. Appreciate research and theories of cognition from diverse fields of study, including neuroscience, neuropsychology, evolutionary psychology, and behavioral economics;
- CO3. Acquire an understanding of research methods in cognitive psychology and the ability to critically evaluate research in this area
- CO4. The organisation of basic cognitive functions from an information processing perspective
- CO5. The relevance of higher cognitive processes for understanding people's behavior in selected areas such as risk assessment, environmental behavior, clinical dysfunction or therapeutic intervention
- CO6. Methodologies used in the study of cognition

Catalog Description

The course is a basic course in cognitive psychology (theory and method). Cognitive Psychology is used throughout the entire range of human knowledge, perception, activity, speech processing, problem solving and thinking about learning and memory. The course will give students knowledge of the most important concepts, themes, problems and empirical research in modern cognitive theory as it concerns how we receive, interpret, edit, use and save information. The course will deal with the study of both general traits and individual differences.

Course Content

UNIT – I

15 lecture hours

Cognitive Processes: Nature, emergence and stages, Methods to study cognitive Psychology: Observation, Introspection, Experimental, Quasi-Experimental and Neuropsychological.

UNIT- II

15 lecture hours

Attention and Consciousness:

Types: Selective Attention, Divided Attention and Sustained Attention. Theories: Early and Late Selection, Capacity and Mental Effort Models, Consciousness: Nature, Types and Functions.

UNIT-II

15 lecture hours

Memory Process; Encoding, Storage and retrieval, Metaphors of Memory: Sensory, Short-term and Long-term. Working Memory, Mnemonics and Memory Codes

UNIT-IV**15 lecture hours**

Reasoning and Decision Making: Types of Reasoning: Inductive and Deductive, Approaches to Reasoning: Componential, Rules/Heuristics and Mental Models. Cognitive Illusions in Decision Making: Availability, Representativeness, Framing Effect and Hindsight Bias.

Text Books

- Eysenck, M.W., and Keane, M.P (2000). Cognitive Psychology: A students guide, Psychology Press.
- Galotti, K.M. (2000), Cognitive Psychology in and out of the Laboratory. Delhi: Thomson

Reference Books/Materials

- Kellogg, R.T. (2012). Fundamentals of Cognitive Psychology. Lab Angles: Sage.
- Matlin, M.W. (2008), Cognitive. New York: Wiley.
- Solso, R.L. (2001). Cognitive Psychology. Delhi: Pearson Education.
- Sternberg, R.J. (2007). Cognitive Psychology. Delhi: Thomson.
- Galotti, K.M.(2011). Cognitive Development: Sage Publication.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Demonstrate knowledge and understanding of well-established theories in cognitive psychology, as well as an appreciation for the complexity of cognitive processes	PO1,PO2
CO2	Appreciate research and theories of cognition from diverse fields of study, including neuroscience, neuropsychology, evolutionary psychology, and behavioral economics;	PO2,PSO3
CO3	Acquire an understanding of research methods in cognitive psychology and the ability to critically evaluate research in this area	PO4,PO5
CO4	The organization of basic cognitive functions from an information processing perspective	PO1
CO5	The relevance of higher cognitive processes for understanding people's behavior in selected areas such as risk assessment, environmental behavior, clinical dysfunction or therapeutic intervention	PO8PSO1,PSO2
CO6	Methodologies used in the study of cognition	PO3,PSO3

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
SHPS232A	FUNDAMENTALS OF COGNITIVE PSYCHOLOGY	2	2		2								3	2

1=weakly mapped
2= moderately mapped
3=strongly mapped

SHPS234A	COUNSELLING SKILLS	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure					
Co-requisites					

Course Objectives

1. Developing a foundational knowledge of different approaches to counseling
2. Acquiring knowledge of the qualities of a good counselor as well as values and attitudes of a counselor
3. Learning about basic counseling skills and counseling processes as well as barriers to counseling
4. Applying knowledge of Counseling Psychology in real life settings

Course Outcomes

On completion of this course, the students will be able to

- CO1. Develop an understanding of basic concepts, processes, and techniques of counselling.
- CO2. Have a comprehensive understanding of the profession of counselling.
- CO3. Acquire basic skills of problem identification, and relationship building (e.g. empathy, listening, paraphrasing, unconditional positive regard).
- CO4. Develop qualities of an effective counsellor including increasing self-awareness, reflexivity, self-monitoring and objectivity.
- CO5. Help clients having mild concerns in life; for instance acting as peer counsellors in the college/community.
- CO6. Develop an understanding of counselling practices and issues in the Indian context.

Catalog Description

This course is designed to provide a broad overview of the field of Counselling Psychology. Special attention will be given to helping the student acquire basic knowledge and skills required for a future career as counsellor. An important goal of this course is to be able to identify problems and offer remedial counselling in the community. Topics such as skills and competences of a counsellor, counselling process, areas of counselling and behavioural ethics are covered in this course.

Course Content

UNIT I **10 lecture hours**

Counseling: Definition, Purpose and Goals of Counselling, Ethics in Counselling

UNIT II **10 lecture hours**

Theories of Counseling: Person Centered Counseling, Cognitive Counseling, Behavioral counseling.

UNIT III **10 lecture hours**

Areas of Counseling: Group counseling, counseling with Families, Child counseling, counseling the Delinquent, Pre-marital counseling, Marriage counseling, counseling Drug Addicts, Crisis Intervention counseling, Career counseling.

UNIT IV **10 lecture hours**

Counseling Process: Stages of the counseling Process, Basic skills for counseling: communication and relationship skills. Assessment and formulation in counseling

Text Books

- Corey, G. (2009). *Counselling and Psychotherapy: Theory and Practice* (7th Ed.) New Delhi: Cengage Learning.
- Gladding, S. T. (2012). *Counselling: A Comprehensive Profession* (7th Ed) New Delhi. Pearson.
- Seligman, L. & Reichenberg, L.W.(2010). *Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills* (3rd Ed). New Delhi: Pearson.
- Sharf, R. S. (2012). *Theories of Psychotherapy & Counselling: Concepts and Cases* (5th Ed). Boston: Brooks/ Cole Cengage Learning.

Reference Books/Materials

- Belkin, G. S. (1998). *Introduction to Counselling*(3rd Ed.). Iowa: W. C. Brown.
- Capuzzi, D. & Gross, D. R. (2007). *Counselling and Psychotherapy: Theories and Interventions* (4th Ed.) New Delhi: Pearson.
- Geldard, K. & Geldard, D. (2011). *Counselling Children: A Practical Introduction* (3rd Ed.) New Delhi: Sage.
- Gibson, Robert, L. Mitchell, Marianne, H. (2015). *Introduction to Counselling and Guidance* (7th Ed.). New York: Pearson.
- James, R. K. (2008). *Crisis Intervention Strategies* (6th Ed.). Australia. Thomson
- Brooks/Cole. Hillman, J.L (2002). *Crisis Intervention and Trauma: New approaches to evidence-based practice*. New York: Kluwer Academic/Plenum Publishers.
- S.N. & Sahajpal, P. (2013). *Counselling and Guidance*. New Delhi: Tata McGraw Hill.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	To develop an understanding of basic concepts, processes, and techniques of Counseling.	PO1,PO2
CO2	To have a comprehensive understanding of the profession of counseling.	PO1, PO2, PO8
CO3	To acquire basic skills of problem identification, and relationship building (e.g. empathy, listening, paraphrasing, unconditional positive regard).	PO4, PSO1
CO4	To develop qualities of an effective counselor including increasing self-awareness, reflexivity, self-monitoring and objectivity.	PO1, PSO2
CO5	To help clients having mild concerns in life; for instance acting as peer counselors in the college/community.	PO2, PO10, PSO1
CO6	To develop an understanding of counseling practices and issues in the Indian context.	PO1

		Analytical Skill	Problem analysis	Design/development of disorder	Conduct investigations of complex problems	Modern tool usage in clinical and OB field	The Gender perspectives in Psychology	Environment and sustainability	Ethics in clinical psychology	Individual or team work (OB)	Communication and communication error	Project management	Life-long Learning	Research Skills
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3

SHPS234A	COUNSELLING SKILLS	3	3						3		3	2		
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1=weakly mapped
2= moderately mapped
3=strongly mapped

SHPS236A	STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH - II	L	T	P	C
Version 1.0		5	1	0	6
Pre-requisites/Exposure					
Co-requisites					

Course Objectives

1. Developing an understanding of the nature of qualitative and quantitative inquiry
2. Educating students with the techniques of inferential statistics and hypothesis testing
3. Developing a basic knowledge of how to analyze data quantitatively

Course Outcomes

On completion of this course, the students will be able to

- CO1. Develop a foundational knowledge of statistical inference in psychological research
- CO2. Carry out hypothesis testing of research problems pertaining to two or more groups and interpret results.
- CO3. Use parametric and nonparametric techniques to research problems
- CO4. Evaluate the relative merits and drawback of different techniques and tools used in psychological research
- CO5. Design research with an insight on which statistical tools to use for deriving answers to problems
- CO6. Report results of statistical analysis following established procedure

Catalog Description

This course is designed to provide an overview of statistical inference in psychological research. Students will gain an understanding of advanced statistical principles and how to apply them. An important goal of this course is to enable students to apply statistical techniques to research problems in psychology. Topics such as inferential statistics, hypothesis testing; ANOVA and non parametric tests are covered in this course.

Course Content

UNIT I 15 lecture hours

Introduction to Inferential Statistics and Hypothesis Testing: Difference between Two Independent Means: The meaning of Statistical Inference and Hypothesis Testing; **Hypothesis Testing about the difference between Two Independent means;** Null and the Alternative Hypotheses; The Random Sampling Distribution of the Difference between Two Sample Means; Properties of the Sampling Distribution of the Difference between Means

UNIT II 15 lecture hours

Hypothesis Testing Difference between Two Dependent (Correlated) Means: The Null and

Alternative Hypotheses; Applying Formulae of t-test; Degrees of Freedom for Tests of No Difference between Dependent Means; Testing a Hypothesis about Two Dependent Means using the formula involving standard errors and correlation only; Assumptions When Testing a Hypothesis about the Difference between Two Dependent Means.

UNIT III **15 lecture hours**

Hypothesis Testing Differences among Three or More Groups: One-Way Analysis of Variance (ANOVA) The Null and Alternative Hypotheses; The Basis of One-Way Analysis of Variance: Assumptions Associated with ANOVA; Variation within and between Groups; Partition of the Sums of Squares; Degrees of Freedom; Variance Estimates and the F Ratio; The ANOVA Summary Table; Raw-Score Formulas for Analysis of Variance only;

UNIT IV **15 lecture hours**

Hypothesis Testing for Categorical Variables and Inference about Frequencies: The Chi-Square as a Measure of Discrepancy between Expected and Observed Frequencies; Logic and assumptions of the Chi-Square Test; Calculation of the Chi-Square: Goodness-of-Fit-Test-One Way Classification; Chi Square for Two Classification Variables-Contingency Table Analysis; Interpretation of the Outcome of a Chi-Square Test.

Text Books

- King, B.M. &Minium, E.W, (2007).*Statistical Reasoning in the Behavioral Sciences* (5th Ed.). New York: John Wiley & Sons.
- Mangal, S.K. (2012). *Statistics in Psychology and Education* (2nd Ed.). New Delhi: PHI Learning Pvt. Ltd. Howitt, D & Cramer, D. (2011). *Introduction to Statistics in Psychology*. UK: Pearsons
- Education Ltd. Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology* (4th Ed.). New Delhi: Prentice Hall of India.
- Siegal, S. &Castellian, N.J. (1988).*Nonparametric Statistics for Behavioural Sciences* (2nd Ed.). New York: McGraw Hill

Reference Books/Materials

- Gigrenzer, G. (2004). Mindless Statistics. *The Journal of Socio-Economics*, 33, 587-606.
- Veeraraghavan, V. &Shetgovekar, S. (2016). *Textbook of Parametric and Non- Parametric Statistics*. New Delhi: Sage.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Develop a foundational knowledge of statistical inference in psychological research	PO1,PO2
CO2	Carry out hypothesis testing of research problems pertaining to two or more groups and interpret results.	PO1, PO2
CO3	Use parametric and nonparametric techniques to research problems	PO2
CO4	Evaluate the relative merits and drawback of different techniques and tools used in psychological research	PO1, PO2
CO5	Design research with an insight on which statistical tools to use for deriving answers to problems	PSO3
CO6	Report results of statistical analysis following established procedure	PO10

		Analytical Skill	Problem analysis	Design/development of disorder	Conduct investigations of complex problems	Modern tool usage in clinical and OB field	The Gender perspectives in Psychology	Environment and sustainability	Ethics in clinical psychology	Individual or team work (OB)	Communication and communication error	Project management	Life-long Learning	Research Skills
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
SHPS236A	STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH - II	3	3								2			3

1=weakly mapped
 2= moderately mapped
 3=strongly mapped

Practicum/Lab

SHPS254A	COUNSELLING SKILLS_ PRACTICUM/LAB	L	T	P	C
Version 2.0		0	0	4	2
Pre-requisites/Exposure					
Co-requisites					

Learning Objectives

1. To develop hands on knowledge of basic counselling skills and techniques
2. To develop empathy and understand subject's experience
3. To develop self-confidence in counselling and the ability to address psychosocial issues in practice

Course Outcomes

On completion of this course, the students will be able to

CO1. Acquire basic counselling skills of problem identification, and relationship building (e.g. empathy, listening, paraphrasing, unconditional positive regard).

CO2. Demonstrate skills of helping clients. Students may choose relaxation, reducing negative/maladaptive self-talk, and also learn skills of terminating the counselling relationship.

CO3. Develop qualities of an effective counsellor including increasing self-awareness, reflexivity, self-monitoring and objectivity.

Catalog Description

This course is structured as a fundamental counseling skills course, with the purpose of developing relationship building, basic assessments, goal setting, selecting client-aligned interventions, and evaluation of client outcomes required for Field Practicum. The course is designed as a content and practice-oriented skills development experience within a safe and encouraging environment.

Note

It would be mandatory for each student to submit a record file containing a report of all projects duly signed by the respective teachers. During examination one simple problem will have to be solved. Evaluation would be based on written performance and viva.

Course Content

Unit I

20 Practicum hours

- Intelligence Testing—SFB/ Koh Block design
- Test of Aptitude assessment
- MSE(Screening form Cognitive impairment)
- Interest Assessment
- Creativity Assessment
- Vocational interest Record for career guidance

Unit II**20 Practicum hours**

- Dealing with relationship issues
- Suicidal counseling
- (Addiction Counselling)

OR

- Exchange your shoes: In this activity dyads exchange their shoes and walk in other person's shoe literally.
- Blindfold activity for trust and support: One person in the dyad becomes the guide and the blindfolded person is helped traverse a path full of impediments.
- Johari Window : for self-awareness and interpersonal communication
- Experiential learning session on Guided Imagery: create two scripts and administration on a subject

Text Books

1. Anastasi, A. & Urbina, S. (1977). *Psychological testing* N J: Practice Hall.
2. Freeman, F. S. (1962) *Theory and practice of psychological testing*. New York: Kinchart & Winston.
3. Gegory, J. R. (2004). *Psychological testing: History, principles and applications*. Allyn & Bacon

Reference Books/Materials

4. Kaplan, R.M. & Saccuzzo, D. P. (2005). *Psychological testing: Principles, applications and issues* (6th edition). US: Thomson-Wadsworth, Cenage Leading India Pvt Ltd.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Acquire basic counselling skills of problem identification, and relationship building (e.g. Empathy, listening, paraphrasing, unconditional positive regard).	PO1,PO2,PO5
CO2	Demonstrate skills of helping clients. Students may choose relaxation, reducing negative/maladaptive self-talk, and also	PO5

	learn skills of terminating the counselling relationship.	
CO3	Develop qualities of an effective counsellor including increasing self-awareness, reflexivity, self-monitoring and objectivity.	PO5, PSO2

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
SHPS254A	COUNSELLING SKILLS PRACTICUM/LAB	3	3			3							2	

1=weakly mapped
2= moderately mapped
3=strongly mapped

SHPS238A	RESEARCH PUBLICATION AND PRESENTATION	L	T	P	C
Version 1.0		4	0	0	4
Pre-requisites/Exposure					
Co-requisites					

Course Objectives

1. Developing a foundational knowledge of research in the field of Psychology.
2. Acquiring the ability to plan and execute simple researches
3. Acquiring the necessary skillset for writing simple research papers
4. Developing the ability to be an effective presenter of research findings

Course Outcomes

On completion of this course, the students will be able to

CO1. Demonstrate awareness of the basic features of various types of research undertaken with human

-
- beings and understanding of the use of basic terminology used in human research.
- CO2. Develop familiarity with different kinds of measures and techniques used in social science research
- CO3. Understand the distinctive features of a select quantitative research methods and plan small quantitative research.
- CO4. Understand the importance of maintaining ethical and moral integrity of the researcher.
- CO5. Plan and write articles for publication in scientific /academic journals, online journals
- CO6. Present research findings in conferences/seminars and sharing views and interact with fellow researchers.

Catalog Description

This course is designed to provide a broad overview of research in the field of Psychology, and Social Sciences in general. Special attention will be given to helping the student acquire basic knowledge and skills required to design and execute research projects as well as report them in scientific journals. An important goal of this course is to develop an appreciation of ethical research practices in students. Topics such as publication guidelines, literature review, manuscript preparation and presentation of research findings are covered.

Course Content

UNIT I

10 lecture hours

Ethics in Behavioral Research: Conduction (sample selection, tools used etc.), Collaboration, Plagiarism, Self-plagiarism, Sharing Publication Credits, Determining Authorship

UNIT II

10 lecture hours

Designing of Behavioral Research: Getting ideas for research; Review of literature using library search using e resources; Choosing a research design, research setting

UNIT III

10 lecture hours

Manuscript Structure and Content: Planning and writing an article, research/empirical paper, review paper, APA style of manuscript writing (Introduction, review, method, analysis, references, quotes) for publication in scientific journals, book chapters, or online journals.

UNIT IV

10 lecture hours

Presentation of Research: Preparing power point presentations (aim, objective, method, sample, tools, results and implications), displaying results (Tables and Figures), how to present oral papers, posters, symposiums in Conferences and seminars.

Text books

- Publication Manual of the American Psychological Association (2010), 6th edition. Washington, DC: American Psychological Association.
- Baldwin, S.A. (2017). Writing your Psychology Research Paper. Washington, DC: American Psychological Association.
- Kimmel, A.J. (2007). Ethical Issues in Behavioral Research: Basic and Applied Perspectives (2nd Ed.). Malden, MA: Wiley- Blackwell.

Reference books/ Materials

- Kail, R.V. (2019). Scientific Writing for Psychology: Lessons in Clarity and Style. New York: Sage Publications.
- Newsome, B.O. (2015). An Introduction to Research, Analysis and Writing. New York: Sage Publications.

- Willig, C. (2001). *Introducing qualitative research in psychology: Adventures in theory and method*. Philadelphia: Open University Press.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
Examination Scheme:**

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Demonstrate awareness of the basic features of various types of research undertaken with human beings and understanding of the use of basic terminology used in human research.	PO1,PSO3
CO2	Develop familiarity with different kinds of measures and techniques used in social science research	PO1, PO2, PSO3
CO3	Understand the distinctive features of a select quantitative research methods and plan small quantitative research.	PSO3
CO4	Understand the importance of maintaining ethical and moral integrity of the researcher.	PO8
CO5	Plan and write articles for publication in scientific /academic journals, online journals	PO2,PSO3
CO6	Present research findings in conferences/seminars and sharing views and interact with fellow researchers.	PSO10

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
SHPS238A	RESEARCH PUBLICATION AND PRESENTATION	3	3						3		3			3

1=weakly mapped
2= moderately mapped
3=strongly mapped

Generic /Open elective

SHPS240A	PSYCHOLOGY AND MEDIA	L	T	P	C
Version 1.0		5	1	0	6
Pre-requisites/Exposure					
Co-requisites					

Course Objectives

- Understand the concepts and theories of media psychology.
- Understand functioning of media audiences
- Understand the many forms of media effects
- Comprehend the psychological processes underlying media effects.

Course Outcomes

On completion of this course, the students will be able to

- CO1. Define core concepts and theories of media psychology
- CO2. Identify different kinds of media effects
- CO3. Explain the psychological processes underlying media effects.
- CO4. Analyze and synthesize relevant research
- CO5. Write about media effects phenomena.
- CO6. understand the critical issues of media influence

Catalog Description

The course focuses on the relationship between the media and their audience from a psychological perspective. It discusses how audiences use and make sense of media content, and how are affected by it, behaviorally, cognitively and emotionally. Both theory and research will be used to understand this relationship, as it is examined across different media (e.g. traditional, new media), genres (e.g. entertainment, news), and effects (e.g. learning, aggression). The course employs an intergroup perspective to the analysis of media – audience relationship, that is, it focuses on how social categorization influence communication.

Course Content

UNIT I: **15 lecture hours**

Media and User: understanding mass media; Issues in Media psychology: Construction of reality, media and culture, Media and ethics, regulation.

UNIT II: **15 lecture hours**

Media and advertising: Developing an effective advertising programme /media promotions/ campaigns for social marketing. Case studies in the Indian context.

UNIT III: **15 lecture hours**

Audio-Visual media (TV and movies) and Print media: Nature and their impact; Developmental issues: fantasy Vs reality, socialization, stereotyping, violence, and cybercrime. Case studies in the Indian context.

UNIT IV: **15 lecture hours**

Interactive and emerging technologies: Virtual social media, interactive media, gaming, issues of internet addiction. Case studies in the Indian context

Text Books

- Dill, K.E. (2009). How Fantasy becomes Reality Seeing Through Media Influence. New York: Oxford University Press.
- Giles, D. (2003). Media Psychology. New Jersey: Lawrence Erlbaum Associates Publishers. Haugtvedt, C. P., Herr, P. M., & Kardes, F. R. (Eds.). (2008).
- Handbook of Consumer Psychology. NY: Psychology Press. Jansson-Boyd, C. V. (2010). Consumer Psychology. England: Open University Press.
- Wanke, M. (Ed.). (2009). Social Psychology of Consumer Behaviour. NY: Taylor & Francis Group. Kirsh, S.J. (2006). Children Adolescents and Media Violence. New York: Sage.
- Montgomery, K.C. (2007) Generation Digital. MIT Press. Wood, R.N. (1983). Mass Media and Individual. Minnesota: Woods.

Reference Books/Materials

- Cill, J.C., Culbert, D.H., & Welsh, D. (2003) Propaganda and Mass Persuasion: A Historical Encyclopedia, Santa Barbara: ABC-CLIO, Inc. Dill, K.E. (2009).
- How Fantasy becomes Reality Seeing through Media Influence. New York: Oxford University Press. Haugtvedt, C. P., Herr, P. M., & Kardes, F. R. (Eds.). (2008). Handbook of Consumer Psychology. New York: Psychology Press.
- Audio-Visual Sources Documentary: 'No Logo: Brands, Globalization and Resistance' by Naomi Klein Documentary: 'Killing Us Softly 4' by Jean Kilbourne Documentary: 'Century of Self-Part 1: Happiness Machines' by Adam Curtis

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Define core concepts and theories of media psychology	PO1
CO2	Identify different kinds of media effects	PO1
CO3	Explain the psychological processes underlying media	PO2
CO4	Analyze and synthesize relevant research	PO1
CO5	Write about media effects phenomena	PO10
CO6	understand the critical issues of media influence	PO10

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
SHPS210A	PSYCHOLOGY AND MEDIA	3	2								2		2	

1=weakly mapped
 2= moderately mapped
 3=strongly mapped

Semester V			
S.No.	Course Code	Course Title	Credits
1	SHPS331A	Organizational Psychology(Core-11)	6
2	SHPS333A	Psychological Research (Core-12)	4
3	SHPS335A	Clinical Psychology (DSE-1)	6
4	SHPS337A	Health Psychology (DSE-2)	6
5	SHPS355A	Psychological Research Practicum/Lab-5	2
TOTAL			24

Core Paper

SHPS331A	ORGANIZATIONAL PSYCHOLOGY	L	T	P	C
Version 1.0		5	1	0	6
Pre-requisites/Exposure					
Co-requisites					

Course Objectives

1. Developing a foundational knowledge of Organizational Psychology
2. Displaying competencies consistent with best practices in Organizational Psychology
3. Developing abilities to think critically, to use reason and judgment and to analyse complex and diverse concepts with emphasis on Indian organizations
4. Applying knowledge of Organizational Psychology in real life settings

Course Outcomes

On completion of this course, the students will be able to

- CO1. Develop an awareness of the concepts related to organizational behaviour.
- CO2. Develop a connection between concepts and practices of organizations.
- CO3. Understand the evolution of the field of organizational behaviour and the challenges faced by the field today, for instance diversity, corporate social responsibility, etc.
- CO4. Develop a deeper understanding of conceptual and theoretical bases of motivation and employees' work attitudes and their relationship with performance and organizational outcomes.
- CO5. Understand leadership processes from different theoretical perspectives.
- CO6. Understanding group dynamics, working through conflicts and working in teams

Catalog Description

This course is designed to provide a broad overview of the field of Organizational Psychology. Special attention will be given to helping the student become a better thinker by learning to take charge of ideas one has about psychology at work. An important goal of this course is to be able to conceive and carry out research in the domain of organizational psychology. Topics such as job satisfaction, motivation, team work and leadership well as others are included.

Course Content

UNIT I 15 lecture hours

Introduction: Organizational Behaviour: Scope, Challenges and Opportunities. (b) Foundations of Individual Behaviour: Ability, Biographical Characteristics, Learning, Attitudes and Job Satisfaction, Personality and Values

UNIT II 15 lecture hours

Perception, Motivation and Emotion (a) Perception and Individual Decision Making (b) Motivation and Application in Organisation(c) Emotions and Emotional Intelligence.

UNIT III 15 lecture hours

Foundation of Group Behaviour : Groups and Teams: Stages of Group Development, Group Characteristics, Group Decision Making, Effective Teams.

UNIT IV 15 lecture hours

Leadership (a) Nature, Types, Theories, Contemporary Issues
(b) Conflict and Negotiation.

Text Books

- Luthans, F. (2005). *Organisational Behaviour*. 10th ed. McGraw Hill International Edition.
- Robbins, S. P., & Judge, T. A. (2007). *Organizational Behaviour*. New Delhi: Prentice Hall

Reference Books/Materials

- Moorhead, G. & Griffin, R. W. (2005). *Organisational Behaviour*. New Delhi: Biztantra.
- Mc Shane, S. L. & Von Glinow, M. A. (2007). *Organisational Behaviour*. New Delhi: McGraw Hill.
- McShane, S. L. & Von Glinow, M. A. (2007). *Organisational Behaviour*. New Delhi: McGraw Hill.
- Aamodt, M. G. (2016). *Industrial/Organizational psychology: An applied approach*. Boston: Cengage Learning.
- Pareek, U. (2007). *Understanding organizational behaviour*. New Delhi: Oxford University Press.
- Pareek, U., & Gupta, R. K. (2010). *Organizational behaviour*. New Delhi: Tata McGraw Hill.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	To develop an awareness of the concepts related to organizational behaviour.	PO1,PO2
CO2	Help the students develop a connection between concepts and practices of organizations.	PO1, PO2
CO3	Understanding the evolution of the field of organizational behaviour and the challenges faced by the field today, for instance diversity, corporate social responsibility, etc.	PO9
CO4	Developing a deeper understanding of conceptual and theoretical bases of motivation and employees' work attitudes and their relationship with performance and organizational outcomes.	PO9
CO5	Understanding leadership processes from different theoretical perspectives.	PO9
CO6	Understanding group dynamics, working through conflicts and working in teams.	PO9

		Analytical Skill	Problem analysis	Design/development of disorder	Conduct investigations of complex problems	Modern tool usage in clinical and OB field	The Gender perspectives in Psychology	Environment and sustainability	Ethics in clinical psychology	Individual or team work (OB)	Communication and communication error	Project management	Life-long Learning	Research Skills
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
SHPS331A	ORGANIZATIONAL PSYCHOLOGY	3	3							3				

1=weakly mapped
2= moderately mapped
3=strongly mapped

SHPS333A	PSYCHOLOGICAL RESEARCH	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure					
Co-requisites					

Course Objectives

1. Learning basic concepts of statistics.
2. Developing an understanding of the nature of quantitative and qualitative research.
3. Knowing how to carry out quantitative research including data collection and data analysis.
4. Developing a basic knowledge of how to carry out quantitative research with an emphasis on survey research, correlational and experimental research.
5. Developing knowledge of the ethical and legal issues involved in the research.

Course Outcomes

On completion of this course, the students will be able to

- CO1. Demonstrate awareness of the basic features of various types of research undertaken with human beings and understanding of the use of basic terminology used in human research.
- CO2. Demonstrate ability to plan simple researches and state its requirements.
- CO3. Develop familiarity with different kinds of measures and techniques for assessing individual differences.
- CO4. Understand the distinctive features of a select qualitative research methods and plan small qualitative research.
- CO5. Understand the importance of maintaining ethical and moral integrity of the researcher.
- CO6. Understand the process and the methods of quantitative and qualitative psychological research traditions.

.Catalog Description

This course is designed to provide a broad overview of the field of Research in Psychology. Special attention will be given to helping the student become a better thinker by learning to take charge of ideas one has about psychology. Another goal of this course is to be able to conceive and carry out research in the domain of psychology. Topics such as qualitative and quantitative research, types of research, hypothesis testing as well as others are included.

Course Content

UNIT I

10 lecture hours

Basics of Research in Psychology: Definition and Nature of Psychological Research, The Goals and Purpose of Psychological Research, Paradigms of Research, Ethics in Psychological Research.

UNIT II

10 lecture hours

Psychological testing & Sampling: Probability & Non probability sampling methods, Characteristics of a test – standardization, reliability, validity, norms, Principles of Good Research

UNIT III

10 lecture hours

Methods of Data Collection: Case study, Interview & Focus group discussion. Observation, Questionnaire, Experiment, Survey & Field Research, Use of Secondary Data

UNIT IV

10 lecture hours

Problem, Hypothesis & Research Traditions: Formulating a problem & developing a testable research question, Research hypothesis. Comparing Quantitative& Qualitative, Steps in a Research.

Text Books

- Anastasi, A., & Urbina, S. (2017). Psychological Testing, 7th Edition. Noida: Pearson India.

Reference Books/Materials

- Husain, A. (C.E) Psychological Testing. New Delhi: Pearson. ISBN: 978-81-317-7023-8.
- Dyer, C. (2001) Research in Psychology: A Practical Guide to Research Methodology and Statistics (2nd Ed.) Oxford: Blackwell Publishers
- Bryman, A. (2004). Quantity and Quality in Social Research. London, UK: Routledge.
- Murphy, K.R. & Davidshofer, C. O. (2019). Psychological Testing: Principles & Applications (6th Ed) New Jersey: Pearson
- Neuman, W.L. (2006). Social Research Methods: Qualitative and Quantitative Approaches (6th Ed.) Boston: Pearson Education.
- Deb, S., Gireesan, A., & Prabhavalkar, P. (2019). Social Psychology in Everyday Life. Delhi: Sage Texts.
- Valery, C. (2016). Fundamentals of Research on Culture and Psychology: Theory and Methods. New York: Routledge.
- Broota, K.D. (1989) Experimental Design in Behavioural Research, NEW AGE INTERNATIONAL PUBLISHERS LTD.-NEW DELHI

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Awareness of the basic features of various types of research undertaken with human beings and understanding of the use of basic terminology used in human research.	PO1
CO2	Demonstrate ability to plan simple researches and state its requirements.	PO 2
CO3	Developing familiarity with different kinds of measures and techniques for assessing individual differences.	PSO3
CO4	Understanding the distinctive features of a select qualitative research methods and plan small qualitative research.	PSO3
CO5	Understanding the importance of maintaining ethical and moral integrity of the researcher.	PO10, PSO3
CO6	To educate students with the process and the methods of quantitative and qualitative psychological research traditions.	PSO3

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
SHPS333A	PSYCHOLOGICAL RESEARCH	3	3								1			3

1=weakly mapped
2= moderately mapped
3=strongly mapped

Discipline Specific Elective

SHPS335A	Clinical Psychology	L	T	P	C
Version 2.0		5	1	0	6
Pre-requisites/Exposure					
Co-requisites					

Course Objectives

1. Developing a foundational knowledge of Clinical Psychology
2. To develop deeper understanding and sensitivity towards psychological disorders ranging from childhood to old age in an evidenced based framework.
3. To develop clinical acumen in understanding the latest treatment modalities for various disorders.

Course Outcomes

On completion of this course, the students will be able to

- CO1. Understand mental health and the relation between mind and body.
- CO2. Identify the characteristics of healthy behaviours and promoting them.
- CO3. Demonstrate understanding of the professional activities and employment setting for clinical psychologists
- CO4. Develop an understanding of pursuing research in clinical psychology domains and developing interventions.

Catalog Description

This course is designed to provide a broad overview of the field of Clinical Psychology. Special attention will be given to helping the student become a better thinker, by learning to take charge of ideas one has about clinical psychology. An important goal of this course is to think consciously, deliberately and skillfully about psychological disorders, their etiology, treatment and therapy. Topics such as models of clinical psychology, diagnosis, psychotherapy and ethics in clinical practice as well as others are included.

Course Content

UNIT I

15 lecture hours

Introduction: Definition of Clinical Psychology, Historical development of Clinical Psychology in India. Professional Activities of Clinical Psychologists, Clinical psychology in practice, Employment settings for Clinical Psychologists Ethics and values of the profession.

UNIT II

15 lecture hours

Diagnostic Techniques: Nature and purpose of clinical diagnosis and assessment. Behavioral assessment and case study. Psychological Assessment: Interviewing and Observing behavior. Cognitive and Personality Assessment

UNIT III

15 lecture hours

Treatment of Abnormal Behaviour: Biological Approaches. Psychological Approaches: Behavioral, Cognitive, Humanistic, Psychoanalytic, Indian Approaches: Guru-Chela relationship and Logotherapy: Vedantic Approach

UNIT IV

15 lecture hours

Humanistic-Existential therapy- Humanistic therapy: client- centered therapy; meaning of existence and purpose in life, self-actualization, self-psychology. Existential therapy, logotherapy; contributions of Frankl, May, Rank and Yalom Gestalt therapy, Group therapy Humane approach Spirituality

Text Books

- Llewelyn, S., Murphy, D. (Eds.) (2014). *What is clinical psychology?* Oxford UK: Oxford University Press.
- Korchin, S. J. (1986). *Modern clinical psychology*. Delhi: CRR Publishers and Distributors.

Reference Books/Materials

- Bellack, A. S., & Hersen, M. (1980). *Introduction to clinical psychology*. New York: Oxford University Press.
- Plante, T. G. (2011). *Contemporary clinical psychology*. (3rd edition). New York: John Wiley & Sons.
- Pomerantz, A. M. (2008). *Clinical psychology: Science, practice and culture*. New Delhi: Sage Publications.
- Hecker, J. E., & Thorpe, G. L. (2005). *Introduction to clinical psychology*. Delhi: Pearson Education.

- Ray, S. D. (1996). *The practice of psychotherapy*. New Delhi: New Age International.
- Husain, A., Beg, M. A., & Dwivedi, C. B. (2013). *Psychology of humanity and spirituality*. New Delhi: Research India Press.
- Beg, M. A., & Beg, S. (1996). Logo therapy and the Vedantic view of life and mental well-being. *Journal des Viktor-Frankl-Instituts, 1*, 97-112.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Understanding mental health and the relation between mind and body.	PO3
CO2	Identifying the characteristics of healthy behaviours and promoting them.	PO5
CO3	To be acquainted with the professional activities and employment setting for clinical psychologists	PO3,PO5
CO4	Developing an understanding of pursuing research in clinical psychology domains and developing interventions.	PO8,PSO3

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
SHPS335A	Clinical Psychology			3		3			3					3

- 1=weakly mapped
 2= moderately mapped
 3=strongly mapped

SHPS337A	HEALTH PSYCHOLOGY	L	T	P	C
Version 1.0		5	1	0	6
Pre-requisites/Exposure					
Co-requisites					

Course Objectives

1. Demonstrating knowledge of health psychology
2. Developing an understanding and appreciation of the complex interplay between an individual's physical well being and other aspects like biological, psychological and social factors.
3. Developing adequate knowledge about the promotion of healthy behaviour.

Course Outcomes

On completion of this course, the students will be able to

- CO1. Understand the close inter-relationship between mind-body.
- CO2. Learn about how the mind contributes the diseases in the body
- CO3. Learn about the role of life style patterns and diseases linked to it.
- CO4. Learn how the behavioural principles explain healthy and unhealthy habits
- CO5. Understanding the role of positive emotions in developing resilience
- CO6. Demonstrate adequate knowledge about issues related to stress, stress management and coping.

Catalog Description

This course is designed to provide a broad overview of the field of Health Psychology. Special attention will be given to helping the student become a better thinker by learning to take charge of ideas one has about physical and psychological. A major goal of this course is to be able to conceive and carry out research practice, and consultation in the domain of health psychology. Topics such health enhancing behavior, life satisfaction and resilience as well as others are included.

Course Content

UNIT I

15 lecture hours

Introduction: Introduction to Health Psychology: components of health: social, emotional, cognitive and physical aspects, mind-body relationship, goals of health psychology, Bio-psychosocial model of health

UNIT II

15 lecture hours

Behavior and health: Characteristics of health behaviour; Barriers to health behaviour; Theories of health behaviour and their implications.

UNIT III

15 lecture hours

Health Enhancing Behaviours: Exercise, nutrition, safety, pain, stress management

UNIT IV

15 lecture hours

Health and Well-being: Happiness; Life satisfaction; Resilience; Optimism and Hope

Text Books

- Allen, F. (2011). Health psychology and behaviour. Tata McGraw Hill Edition.
- Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Kindersley.
- Misra, G. (1999). Stress and Health. New Delhi: Concept.

Reference Books/Materials

- Routledge. Dimatteo, M. R., & Martin L. R. (2011). Health psychology. India: Dorling Sarafino, E.P. (2002). Health psychology: Bio psychosocial interactions (4th Ed.). NY: Wiley.
- Snyder, C.R., Lopez S. J., & Pedrotti, J. T. (2011). Positive psychology: The scientific and practical explorations of human strengths. New Delhi: Sage.
- Taylor, S.E. (2006). Health psychology. (6th Ed.) New Delhi: Tata McGraw Hill.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Understand the close inter-relationship between mind-body.	PO1, PO2
CO2	Learn about how the mind contributes the diseases in the body	PO1, PO3
CO3	Learn about the role of life style patterns and diseases linked to it.	PO3
CO4	Learn how the behavioural principles explain healthy and unhealthy habits	PO1, PO2
CO5	Understanding the role of positive emotions in developing resilience.	PO1
CO6	Demonstrate adequate knowledge about issues related to stress, stress management and coping.	PO3

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
SHPS337A	HEALTH PSYCHOLOGY	3	3	3										

1=weakly mapped
2= moderately mapped
3=strongly mapped

Practicum/Lab

SHPS355A	PSYCHOLOGICAL RESEARCH PRACTICUM/LAB	L	T	P	C
Version 2.0		0	0	4	2
Pre-requisites/Exposure					
Co-requisites					

Learning Objectives:

1. Hands-on exposure to various types of research undertaken with human beings and understanding of the use of basic terminology used in human research
2. Imparting training regarding design, execution and reporting of simple research studies
3. Understanding the importance of maintaining ethical and moral integrity of the researcher.

Course Outcomes

On completion of this course, the students will be able to

CO1. Demonstrate ability to plan simple researches and state their requirements.

CO2. Understand and use process and the methods of quantitative and qualitative psychological research.

CO3. Report the results of the research projects undertaken by them.

Catalog Description

This practicum introduces the conceptual and theoretical basis of personality testing and of various psychological and behavioral attributes in school, clinical or organizational setting, and thus familiarizes the students with the application of psychological tests in professional setting.

NOTE

It would be mandatory for each student to submit a record file containing a report of all research studies duly signed by the respective teachers. During examination one simple research problem will have to be solved. Evaluation would be based on written performance and viva.

Course Content

Unit I

20 lecture hours

- Objective tests in personality testing: 16 PF/ NEO-PI/ EPQ
- Projective tests: Draw-a-person test (DAPT)
- Anxiety Scale: IPAT Anxiety Scale
- General Health Questionnaire (GHQ)
- Youth Problem Inventory
- Rey Osterieith Complex Figure Test (ROCFT)

OR

- Interview
- FGD
- Observation
- Case Study
- Semi Projective Techniques

Unit II

20 lecture hours

- Any one practicum based on survey using basic techniques of descriptive and inferential statistics (parametric and non-parametric)

Text Books:

- Anastasi, A., & Urbina, S. (2017). Psychological Testing, 7th Edition. Noida: Pearson India.
- Neuman, W.L. (2006). Social Research Methods: Qualitative and Quantitative Approaches (6th Ed.) Boston: Pearson Education.
- Willig, C. (2001). Introducing qualitative research in psychology: Adventures in theory and method. Philadelphia: Open University Press.

ReferenceBooks/Materials

- Dyer, C. (2001).Research in Psychology: A Practical Guide to Research Methodology and Statistics (2nd Ed.) Oxford: Blackwell Publishers
- Kerlinger, F.N. & Lee, H.B. (1999).Foundations of Behavioural Research. Belmont, California:Wadsworth.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Demonstrate ability to plan simple researches and state their requirements.	PO1,PO2,PSO3
CO2	Understand and use process and the methods of quantitative and qualitative psychological research.	PO1,PO2,PSO3
CO3	Report the results of the research projects undertaken by them.	PO10

			Analytical Skill	Problem analysis	Design/development of disorder	Conduct investigations of complex problems	Modern tool usage in clinical and OB field	The Gender perspectives in Psychology	Environment and sustainability	Ethics in clinical psychology	Individual or team work (OB)	Communication and communication error	Project management Life-long Learning	Research Skills
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
SHPS355A	PSYCHOLOGICAL RESEARCH PRACTICUM/LAB	3	3								3			3

1=weakly mapped
2= moderately mapped
3=strongly mapped

Semester VI			
S.No.	Course Code	Course Title	Credits
1	SHPS332A	Advanced Social Psychology(core-13)	6
2	SHPS334A	Psychotherapeutic intervention(Core-14)	4
3	SHPS336A	Forensic Psychology(DSE-3)	6
4	SHPS338A	Project/dissertation(DES-4)	6
5	SHPS356A	Psychotherapeutic Intervention_ Practicum/Lab	2
TOTAL			24

SHPS332A	ADVANCED SOCIAL PSYCHOLOGY	L	T	P	C
Version 1.0		5	1	0	6
Pre-requisites/Exposure					
Co-requisites					

Course Objectives

1. Developing an appreciation of dominant theoretical and empirical trends in social psychology
2. Forming an understanding of social processes and how they impact outcomes
3. Developing knowledge of the application of psychology to a host of social issues
4. Developing a cross-cultural perspective in social psychology

Course Outcomes

On completion of this course, the students will be able to

- CO1. Understand the key issues and theoretical concepts related to social inequalities, especially in the Indian context.
- CO2. Develop insights into one's own behaviour as a man (or as a woman) through self-reflexivity
- CO3. Understand basic terms, theories and emerging themes used to describe family systems.
- CO4. Apply theoretical knowledge of social psychology in designing intervention systems.
- CO5. Develop insights into issues related to groups, environment and the legal system.
- CO6. Develop insights into issues related to poverty and deprivation in rural India and interventions for reducing poverty.

Course Content

UNIT I 15 lecture hours

Introduction: Nature of Applied Social Psychology, Social influences on behavior, Levels of Analysis, Overview of methods

UNIT II 15 lecture hours

Applications: Intergroup Relations (Prejudice, Conflict, Conflict Management); Health; Environment and Legal System

UNIT III 15 lecture hours

Discrimination and Diversity (Economic, Culture, Religious, Social, Gender)

UNIT IV 15 lecture hours

Intervention and Evaluation: Process of Intervention; Need for evaluation for effective Programmes; Case Studies in Indian Context

Catalog Description

This course is designed to provide a broad overview of the field of Applied Social Psychology. Special attention will be given to help the student acquire basic understanding of various social issues and the application of psychological principles towards remediation and upliftment. An important goal of this course is to help students design research studies using various kinds of tools and techniques and also to carry out both qualitative and quantitative analysis of the findings. Topics such as skills social inequality, intergroup relations, diversity and social intervention are covered in this course.

Text Books

- Aronson, E., Wilson, T.D., Akert, R.M., & Sommers, S.R. (2017). Social Psychology, 9th edition, Delhi: Pearson.
- Myers, D., Sahajpal, P., Behera, P. (2011). Social Psychology (10th Edition). New Delhi: McGraw Hill.
- Mikkelson, B. (1995). Methods for Development Work and Research: A Guide for Practitioners. New Delhi: Sage.
- Schneider, F.W., Gruman, A., Coult, L.M. (Eds.). (2012). Applied Social Psychology: Understanding and Addressing Social and Practical Problems. New Delhi: Sage Publications.
- Smith, P.B., Bond, M.H., & Kagitcibasi, C. (2006). Understanding Social Psychology Across Cultures. New Delhi: Sage Publications.

Reference Books/Materials

- Baumeister, R.F. & Bushman, B.J. (2013). Social Psychology and Human Nature. Belmont, California: Wadsworth.
- Franzoi, S.L. (2009). Social Psychology (5th Ed.). New York: McGraw-Hill.
- Hewstone, M. (1996). Contact and categorization: Social psychological interventions to change intergroup relations. In N. Macrae, M. Hewstone, & C. Stangor (Eds.), Foundations of stereotypes and stereotyping (pp. 323–368). New York: Guilford Press.
- Jain, S. & Bhardwaj, G. (2014). Understanding diversity issues vis-à-vis caste based quota system: A solution or a source of discrimination. Vision, 18(4), 317-325.
- Kapur, P., & Misra, G. (2011). Social identity in India: Continuities and fractures. In G. Misra (Ed.), Contemporary Indian Psychology. New Delhi: Oxford University Press.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Understand the key issues and theoretical concepts related to social inequalities, especially in the Indian context.	PO2, PSO2
CO2	Develop insights into one's own behaviours as a man (or as a woman) through self-reflexivity	PO1
CO3	Understand basic terms, theories and emerging themes used to describe family systems.	PO1, PSO2
CO4	Apply theoretical knowledge of social psychology in designing intervention systems.	PO4, PSO3
CO5	Develop insights into issues related to groups, environment and the legal system.	PO1, PSO2
CO6	Develop insights into issues related to poverty and deprivation in rural India and interventions for reducing poverty.	PO1, PO4, PSO2

		Analytical Skill	Problem analysis	Design/development of disorder	Conduct investigations of complex problems	Modern tool usage in clinical and OB field	The Gender perspectives in Psychology	Environment and sustainability	Ethics in clinical psychology	Individual or team work (OB)	Communication and communication error	Project management	Life-long Learning	Research Skills
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
SHPS332A	ADVANCED SOCIAL PSYCHOLOGY	3	3		3								2	2

1=weakly mapped
2= moderately mapped
3=strongly mapped

SHPS334A	PSYCHOTHERAPEUTIC INTERVENTION				L	T	P	C
Version 2.0					5	1	0	6
Pre-requisites/Exposure								
Co-requisites								

Course Objectives

Course Objectives

1. To introduce the etiological understanding and therapeutic interventions for the various psychological disorders.
2. Develop an understanding of Childhood disorders
3. To introduce personality disorders and substance related disorders.

Course Outcomes

On completion of this course, the students will be able to

- CO1.Students will describe common cognitive-behavioural models for depression and anxiety disorders.
- CO2.Students will identify and define the critical elements of a psychotherapy for case formulation.
- CO3.Using provided clinical cases; students will write a cognitive-behavioural case formulation using the elements of a case formulation.
- CO4.Students will describe the basic strategies employed in practice for clinical monitoring.
- CO5.After reviewing the criteria for evidence-based interventions and clinical expertise, student's will present a treatment protocol for an evidence-based intervention to their

peers.

CO6.Students will demonstrate provision of psych education to intervention to their peers in a therapeutic format.

Catalog Description

Students will develop knowledge of various psychotherapeutic interventions of common psychological disorders. Students will learn to develop a comprehensive cognitive-behavioral case conceptualization, which will inform treatment monitoring and planning.

Course content

UNIT I

15 lecture hours

Introduction: Nature of psychotherapy; history and development of psychotherapy, process of psychotherapy Client-therapist relationship, role and qualities of a good therapist Role of theory, ethics in psychotherapy, Mechanisms of change Mesmerism and Hypnotherapy Risks in psychotherapy

UNIT II

15 lecture hours

Psychodynamic therapies: Traditional psychoanalysis: Freud; free association; psychodynamic therapy: theoretical ground. Therapeutic factors: resistance, transference and counter transference, defense mechanisms. Adlerian therapy; Jungian therapy, Contemporary psychoanalytic therapies Interpretation of dreams Indian psyche

UNIT III

15 lecture hours

Religions and Spiritual: Meditation: Types, Clinically Standardized Meditation Religious: Prayer, Reading scripture; Yoga therapy.

UNIT IV

15 lecture hours

Relaxation training and bio medical therapies Concept of relaxation and purpose of relaxation training, Bio-feedback relaxation, Jacobson muscular relaxation, Benson's relaxation training, Current practices of psychotherapeutic interventions

Text Books

- Schaffer G.W. and Lazarus R.S. (1966). *Fundamental concepts in Clinical Psychology* – McGraw – Hill.
- Ellis A. (1975). *A New Guide to Rational Living* –Hollywood, California, Wilshire.
- Charles C.Thomas, 1975.*Group Therapy – A Behavioral Approach* – Rose S.D., Prentice – Hall.
- Hersen, M. & Sledge, W. (2002). *Encyclopedia of psychotherapy*. Academic Press.
- Yalom, I. (2009). *The Gift of Therapy*. Harper Perennial: New York.
- Gobbard, G. Beck, J. Holmes, J. (2007). *Oxford Textbook of Psychotherapy*. OUP: London.

Reference Books/Materials

- Husain, A., &Hasan, A. (2020). *Psychology of Meditation. A Practical Guide to Self-Discovery*. New Delhi: Psycho Information Technologies. ISBN: 978-81-939227-6-7

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Students will describe common cognitive-behavioural models for depression and anxiety disorders.	PO4
CO2	Students will identify and define the critical elements of a psychotherapy for case formulation	PO1
CO3	Using provided clinical cases; students will write a cognitive-behavioural case formulation using the elements of a case formulation.	PO3
CO4	Students will describe the basic strategies employed in practice for clinical monitoring	PO4
CO5	After reviewing the criteria for evidence-based interventions and clinical expertise, student's will present a treatment protocol for an evidence-based intervention.	PO4
CO6	Students will demonstrate provision of psych education to intervention to their peers in a therapeutic format.	PO4

Course Code	Course Title	Analytical Skill	Problem analysis	Design/development of disorder	Conduct investigations of complex problems	Modern tool usage in clinical and OB field	The Gender perspectives in Psychology	Environment and sustainability	Ethics in clinical psychology	Individual or team work (OB)	Communication and communication error	Project management	Life-long Learning	Research Skills
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
SHPS334A	PSYCHOTHERAPEUTIC INTERVENTION	1	1						3				2	

1=weakly mapped
 2= moderately mapped
 3=strongly mapped

Discipline Specific Elective

SHPS336A	FORENSIC PSYCHOLOGY	L	T	P	C
Version 1.0		5	1	0	6
Pre-requisites/Exposure					
Co-requisites					

Course Objectives

1. Helping students appreciate the interface of Psychology and Law
2. Helping students learn basic case and statutory law related to forensic psychology
3. Familiarizing students with criminal and civil applications of forensic psychology
4. Developing in students a basic appreciation of the causes of criminality

Course Outcomes

On completion of this course, the students will be able to

- CO1. Conceptualize forensic psychology as a distinct discipline within the wider field of psychology as well as an understanding of its historical roots.
- CO2. Develop an understanding how various theories and principles of psychology are applied in the court of law and criminal justice system.
- CO3. Understand the roles of forensic psychologists and psychologists in court, and demonstrating knowledge of key issues in forensic psychology including eyewitness testimony and false confession.
- CO4. Learning about the forensic interviewing with the help of advanced tools used in crime investigation
- CO5. Demonstrating ability to developing offender or criminal profiling
- CO6. Demonstrating working knowledge of forensic report writing and providing psychological consultancy in forensic setting

Catalog Description

The forensic psychology course will explore the application of psychological science to legal matters. Special attention will be given to developing an understanding of the most prevalent mental disorders that are encountered in forensic evaluations and how forensic psychologists assist judges and juries in determining criminal responsibility and punishment. Specifically, students will learn about the insanity defense, capital murder and the death penalty, and competency to stand trial.

Course Content

UNIT I **15 lecture hours**

INTRODUCTION: Defining forensic psychology, History of forensic Psychology, The roles of the Forensic Psychologist: Clinical and Experimental

UNIT II **15 lecture hours**

The Psychologist in Court Expert evidence, Forensic reports, Pre-trial preparation, Forensic portfolio, Examination in chief, Cross Examination

UNIT III **15 lecture hours**

Eyewitness Testimony and False Confession The accuracy of witness evidence Eyewitness evidence in court Consequences and types of false confession

UNIT IV 15 lecture hours

Nature of profiling work: FBI Profiling – Stage 1: Data assimilation stage; Stage 2: Crime scene classification; Stage 3: Crime scene reconstruction; Stage 4: Profile generation
Statistical/Actuarial profiling

Text books

- Batchman, R., &Schutt, R. K. (2008). Fundamentals of Research in Criminology and Criminal Justice. London: Sage.
 - Haward, L. (1981). Forensic Psychology.London: Batsford Academic and Educational Ltd.
 - Howitt, D. (2002). Forensic and Criminal Psychology. New Delhi: Prentice Hall.
 - Ross, F. D., Read, D. J., &Toglia, M. P. (1994). Adult Eyewitness Testimony. New York: Cambridge University Press.
 - Webb, D. (2013). Criminal Profiling: An Introductory Guide. UK: Independent Publishing Platform.
- Wrightsmann, L. S. &Fulero, S. M. (2008).Forensic Psychology (3rd Edition). Belmont, CA: Wadsworth Publishing Co.

Reference books/ Materials

- Loftus, E. F. (1996).Eyewitness Testimony: With A New Preface. Cambridge, MA: Harvard University Press.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Conceptualise forensic psychology as a distinct discipline within the wider field of psychology as well as an understanding of its historical roots.	PO1,PO2
CO2	Develop an understanding how various theories and principles of psychology are applied in the court of law and criminal justice system.	PO1, PO2,
CO3	Understand the roles of forensic psychologists and psychologists in court, and demonstrating knowledge of key issues in forensic psychology including eyewitness testimony and false confession.	PO1, PO2

CO4	Learning about the forensic interviewing with the help of advanced tools used in crime investigation.	PO5, PSO1
CO5	Demonstrating ability to developing offender or criminal profiling	PO4, PSO1

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
SHPS336A	FORENSIC PSYCHOLOGY	3	3			2					2	1		

1=weakly mapped
2= moderately mapped
3=strongly mapped

SHPS338A	PROJECT/ DISSERTATION	L	T	P	C
Version 1.0		5	1	0	6
Pre-requisites/Exposure					
Co-requisites					

Course Objectives

1. Conceptualizing a research problem based on the basic and applied orientation of research
- 2.Executing a research plan through systematic application of knowledge about appropriate sampling, suitable research designs, relevant research tools, standardized conduction, accurate data analysis techniques and adhering to ethical guidelines.
- 3.Reporting research outcomes in a standardized, universally acceptable and comprehensible format.
- 4.Gaining insights about the domain researched and critically reflecting on the steps of the research process.

Course Outcomes

On completion of this course, the students will be able to

- CO1.plan, and engage in, an independent and sustained critical investigation and evaluation of a chosen research topic relevant to environment and society
- CO2.systematically identify relevant theory and concepts, relate these to appropriate methodologies and

evidence, apply appropriate techniques and draw appropriate conclusions
 CO3.engage in systematic discovery and critical review of appropriate and relevant information sources
 CO4.appropriately apply qualitative and/or quantitative evaluation processes to original data
 CO5.understand and apply ethical standards of conduct in the collection and evaluation of data and other resources
 CO6.communicate research concepts and contexts clearly and effectively both in writing and orally

Catalog Description

The dissertation presents a major piece of guided independent research on a topic agreed between the student and their supervisor. It typically involves a literature review and an appropriate form of critical analysis of sources of primary and /or secondary data; it may involve field and/or laboratory work. The dissertation must show evidence of wide reading and understanding, of critical analysis and/or appropriate use of advanced research techniques.

Course Content

UNIT I 15 lecture hours

Abstract & Introduction: Understanding the area of research, ethical guidelines of research, and finalization of Topic; Theoretical underpinnings

UNIT II 15 lecture hours

Review of Literature: Understanding and exploration of related research in the discipline

UNIT III 15 lecture hours

Methodology: Designing the Study, Methods of Data Collection as per the requirements of the topic and design

UNIT IV 15 lecture hours

Data Analysis & Discussion: Qualitative and/or Quantitative Analysis as per the design and aims of the research

REFERENCES

- Latest APA manual for dissertation

ADDITIONAL RESOURCES

- As per the area of work

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	plan, and engage in, an independent and sustained critical investigation and evaluation of a chosen research topic relevant	PO1,PO3

	to environment and society	
CO2	systematically identify relevant theory and concepts, relate these to appropriate methodologies and evidence, apply appropriate techniques and draw appropriate conclusions	PO1,PSO2
CO3	engage in systematic discovery and critical review of appropriate and relevant information sources	PO4,PSO3
CO4	appropriately apply qualitative and/or quantitative evaluation processes to original data	PSO3
CO5	understand and apply ethical standards of conduct in the collection and evaluation of data and other resources	PO8
CO6	communicate research concepts and contexts clearly and effectively both in writing and orally	PO9,PO10,PSO3

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
SHPS338A	PROJECT/ DISSERTATION	2	3							2			1	3

1=weakly mapped
2= moderately mapped
3=strongly mapped

SHPS356A	PSYCHOTHERAPEUTIC INTERVENTION_ PRACTICUM/LAB	L	T	P	C
Version 1.0		0	0	4	2
Pre-requisites/Exposure					
Co-requisites					

Course Objectives

1. Familiarizing the students with the application of psychological tests in professional setting.
2. Develop a sound basis for professional and ethical practice in the counselling and psychotherapy field

Course Outcomes

On completion of this course, the students will be able to

CO1. Develop therapeutic relationships founded on the qualities of empathy, acceptance and genuineness

CO2. Produce clinical formulations and related therapeutic plans in collaboration with clients; which are in tune with clients' understanding of themselves, the process of change, and the goals and tasks of therapy.

CO3. Use a wide range of therapeutic interventions appropriate to the core model.

Course Content

UNIT I

20 Practicum hours

Role of intervention technique to modify the behavior in children: such as Token economy, etc
Supportive approach

OR

Projective tests: Draw-a-person test (DAPT)

Anxiety Scale: IPAT Anxiety Scale

General Health Questionnaire (GHQ)

Youth Problem Inventory

Rey Osterieith Complex Figure Test (ROCFT)

UNIT II

20 Practicum hours

Mental status Examination

OR

Case study

Suggested Books/ Readings:

- Anastasi, A. & Urbina, S. (1977). Psychological testing N J: Practice Hall.
- Freeman, F. S. (1962) Theory and practice of psychological testing. New York: Kinchart & Winston.
- Gegory, J. R. (2004). Psychological testing: History, principles and applications. Allyn & Bacon
- Kaplan, R.M. & Saccuzzo, D. P. (2005). Psychological testing: Principles, applications and issues (6th edition). US: Thomson-Wadsworth, Cenage Leading India Pvt Ltd.
- Kline T.J.B (2005). Psychological testing

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
Examination Scheme:

Components	Quiz I	Quiz II	Mid Term Exam	Presentation/ Assignment/ etc.	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	To use a wide range of therapeutic interventions appropriate to the core model.	PO1
CO2	To produce clinical formulations and related therapeutic plans in collaboration with clients; which are in tune with clients' understanding of themselves, the process of change, and the goals and tasks of therapy.	PO3
CO3	To use a wide range of therapeutic interventions appropriate to the core model.	PO5

		Analytical Skill	Problem analysis	Design/development of disorder	Conduct investigations of complex problems	Modern tool usage in clinical and OB field	The Gender perspectives in Psychology	Environment and sustainability	Ethics in clinical psychology	Individual or team work (OB)	Communication and communication error	Project management	Life-long Learning	Research Skills
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
SHPS356A	PSYCHOTHERAPEUTIC INTERVENTION_ PRACTICUM/LAB	1	2	3	2				3					

1=weakly mapped
2= moderately mapped
3=strongly mapped