



**K. R. MANGALAM UNIVERSITY**

**THE COMPLETE WORLD OF EDUCATION**

**SCHOOL OF HUMANITIES**

**Bachelor of Arts (Honors) Psychology**

**Programme Code: 79**

**Programme Level: Undergraduate**

**Year: 2022-2025**



**Approved in 29<sup>th</sup> Meeting of Academic Council**

**Held on 09 August 2022.**

**Registrar**

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



**SCHOOL OF HUMANITIES**

**Bachelor of Arts (Honors) Psychology**

**Programme Code: 79**

**Programme Level: Undergraduate**

**Year: 2022-2025**

**Approved in 29<sup>th</sup> Meeting of Academic Council**

**Held on 09 August 2022.**

---

## **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 acknowledge the guidance and support provided by Prof. Chandra Sekhar Dubey, Vice Chancellor, K.R. Mangalam University and Prof. Pushplata Tripathi, Pro-Vice Chancellor, K.R. Mangalam University throughout the process of developing this curriculum.

I extend my gratitude to my team members, Dr. Nandini Biswas, Dr. Suruchi Singh, Dr. Supriya Srivastava and Dr. Rupali Chandola, for their research, effort and expertise throughout the development of the curriculum.

Last but not the least, I express my heartfelt thanks to our external academic experts Prof. (Dr.) Suhas Shetgovekar and Dr. Sushma Suri for their valuable contribution towards shaping this curriculum.

Prof. (Dr.) Tania Gupta

Dean (Offg.)

School of Humanities

## **CONTENTS**

---

S.no	Particulars	Page No
1.	Introduction	5
2.	Objectives	5
3.	About The School of Humanities (SOHS)	6
3.1.	School Vision	6
3.2.	School Mission	6
3.3.	Psychology in SOHS	6
3.4.	Aims of Bachelor Degree Programme	6
3.5.	Graduate Attributes	7
3.6..	Programme Outcomes	8
4.	Programme Offered In Psychology	9
4.1.	B.A.(Hons.) Psychology	9
4.1.1.	Eligibility Criteria	9
4.1.2.	Career Opportunities	9
4.1.3.	Programme Specific Outcomes	9
5.	<b>Class Timings</b>	10
6.	<b>Program Duration</b>	10
7.	<b>Syllabi of B.A. (Hons.) Psychology Program</b>	10

---

## **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 have been 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, 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 aim 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 instill 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

**PO3.** 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.

### **Programme Specific Outcomes (PSO)**

**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

## **4. PROGRAMMES OFFERED IN PSYCHOLOGY**

### **4.1. B.A (Hons.) Psychology**

The three year BA 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 4<sup>th</sup> semester. The grounding for writing case studies and dissertation is laid in 5<sup>th</sup> and 6<sup>th</sup> semester. Students are trained in psychological testing and assessment in a well-equipped laboratory.

### **4.2. MA Psychology**

The Master of Arts in Psychology is a two-year post-graduate programme that enhances and builds upon the knowledge and skills gained from the master's program of psychology. It is designed to teach various theories, methods, techniques, and principles in the scientific study of behaviour and mental processes. The programme intends to prepare students to practice in the areas of psychological assessment and diagnosis of mental health, human resources, counseling and therapy, practical application of psychological concepts and psychological research.

KR Mangalam University aims to encourage learners to explore connections between the major and other disciplines. The psychology curriculum includes the latest trends in Psychology, with emphasis on practical training and fieldwork. The courses lay special emphasis on the acquisition of knowledge and skills through theoretical understanding and its practical implications. Teaching is interactive with due emphasis on seminar, presentations, and discussions and also experiential exercises and peer mentoring.

#### **4.1.1 Eligibility Criteria of B.A (Hons.) Psychology Programme**

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 Psychology is as follows:

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:

**COURSE STRUCTURE OF THREE-YEAR B.A. (HONS) PSYCHOLOGY PROGRAMME**

**SCHEME OF STUDIES AS PER CHOICE BASED CREDIT SYSTEM (CBCS) AND LEARNING OUTCOME BASED CURRICULUM FRAMEWORK (LOCF) -2022-25**

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	SHPS131A	Introduction to Psychology (Core -1)	3	1	0	4	1	SHPS132A	Statistical Method For Psychological Research-I(Core -3)	5	1	0	6
2	SHPS133A	Perspective in Social psychology (Core -2)	5	1	0	6	2	SHPS134A	Biopsychology(Core-4)	3	1	0	4
3	SHPS151A	Introduction to Psychology_ Practicum/Lab	0	0	4	2	3	SHPS152A	Biopsychology _Practicum/Lab	0	0	4	2
4	UCCS 155A	Communication Skills (AECC-1)	3	1	0	4	4	UCES 125A	Environmental studies(AECC-2)	3	0	0	3
5		Open Elective (OE1)	3	1	0	4	5	SHPS138A	Perspectives and Systems in Psychology (Core-5)	5	1	0	6
6		VAC				0	6		Open Elective (OE-2)	3	1	0	4
<b>TOTAL=</b>			<b>14</b>	<b>4</b>	<b>4</b>	<b>20</b>	<b>TOTAL=</b>			<b>19</b>	<b>4</b>	<b>4</b>	<b>25</b>
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	SHPS231A	Abnormal Psychology(Core-6)	5	1	0	6	1	SHPS232A	Fundamental of Cognitive Psychology (Core-9)	5	1	0	6
2	SHPS233A	Introduction To Personality(Core-7)	3	1	0	4	2	SHPS234A	Counseling Skill (Core-10)	3	1	0	4
3	SHPS235A	Life Span development(Core-8)	5	1	0	6	3	SHPS236A	Statistical Method for Psychological Research- II (core-II)	5	1	0	6
4	SHPS253A	Introduction To Personality_ Practicum/Lab	0	0	4	2	4	SHPS254A	Counseling Skill- Practicum/ Lab	0	0	4	2
5	SHPS243A	Research Methodology (AECC -1)	3	1	0	4	5	SHPS240A	Psychology and Media (Generic Elective)	5	1	0	6
6	SHPS241A	Inter Group Relations(GE/OE-3)	5	1	0	6	6	SHPS238A	Research Publication and Presentation	3	1	0	4

7	UCDM 301A	Disaster Management(AECC-3)	3	0	0	3	7		VAC	0	0	0	0
8		MOOC				2							
<b>TOTAL=</b>			<b>24</b>	<b>5</b>	<b>4</b>	<b>33</b>	<b>TOTAL=</b>			<b>21</b>	<b>5</b>	<b>4</b>	<b>28</b>
<b>SEMESTER-V</b>							<b>SEMESTER-VI</b>						
<b>Sr. No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>Sr. No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
1	SHPS331A	Organizational Psychology (Core-12)	5	1	0	6	1	SHPS332A	Advance Social Psychology (Core-14)	5	1	0	6
2	SHPS333A	Psychological Research (Core-13)	3	1	0	4	2	SHPS334A	Psychotherapeutic Intervention (Core-15)	3	1	0	4
3	SHPS335A	Clinical Psychology (DSE-1)	5	1	0	6	3	SHPS336A	Forensic Psychology (DSE-3)	5	1	0	6
4	SHPS337A	Health Psychology (DSE-2)	5	1	0	6	4	SHPS338A	Project/ Dissertation (DSE-4)	5	1	0	6
5	SHPS355A	Psychological Research_ Practicum/ Lab	0	0	4	2	5	SHPS356A	Psychotherapeutic Intervention_ Practicum/ Lab	0	0	4	2
6		Summer Internship	0	0	0	2	6		VAC				0
<b>TOTAL=</b>			<b>18</b>	<b>4</b>	<b>4</b>	<b>26</b>	<b>TOTAL=</b>			<b>18</b>	<b>4</b>	<b>4</b>	<b>24</b>
TOTAL HOURS: Lecture (L)+ Tutorial (T)+ Practical (P)= 164													
TOTAL CREDITS ( C )= 156													

---

**Discipline Specific Courses (DSE)  
(Semester-V & VI)**

<b>Sr. No.</b>	<b>Course Title</b>
i.	Positive Psychology
ii.	Clinical Psychology
iii.	Forensic Psychology
iv.	Project/ Dissertation
v.	Human Resource Management
vi.	Psychology of Gender
vii.	Health Psychology
viii.	Cultural and Indigenous Psychology

**Open Electives offered in Psychology**

Psychology of Youth
Psychology of Relationship



## COURSES FOR B.A. (HONS) PSYCHOLOGY (2022-25)

## SEMESTER I

Semester I			
S.No.	Course Code	Course Title	Credits
1	SHPS131A	Introduction to Psychology (Core -1)	4
2	SHPS133A	Perspective in Social psychology (Core -2)	6
3	SHPS151A	Introduction to Psychology_ Practicum/Lab	2
4	UCCS 155A	Communication Skills (AECC-1)	4
5	SHPS135A	Open Elective (OE1)	6
		TOTAL	22

## Core Courses

SHPS131A	Introduction To Psychology	L	T	P	C
Version 1.0		4	0	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	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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1								1			
CO2												3	
CO3				3									
CO4													
CO5				3							1		

1=lightly mapped 2= moderately mapped 3=strongly mapped

**RELEVANCE OF THE COURSE TO VARIOUS INDICATORS**

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				S D G	NEP	POE /4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
												3	Essential learning and critical thinking	
I	Scope of psychology	Scope of psychology	Scope of psychology	Scope of psychology			Scope of Psychology Specialties within Psychology.						Essential learning and critical thinking	
II	Social cultural approach to Psychology	Social cultural approach to Psychology	Social cultural approach to Psychology	Social cultural approach to Psychology			Approaches to Psychology			Psychodynamic and bio-psychological approach to Psychology		3	Essential learning and critical thinking	
III							Methods of Psychology	Ethical use of psychological methods				3	Essential learning and critical thinking	
IV							Attention and perception					3	Essential learning and critical thinking	

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.

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

		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
SHPS133A	Perspective in Social Psychology	2			3		1	2	2				3	2

1=weakly mapped

2= moderately mapped

3=strongly mapped

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2			3			2	2					
CO2													
CO3													
CO4												3	
CO5												3	2
1=lightly mapped      2= moderately mapped      3=strongly mapped													

**RELEVANCE OF THE COURSE TO VARIOUS INDICATORS**

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE /4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
I	Understanding the social world Social cognition Social perception	Understanding the social world Social cognition Social perception	Understanding the social world Social cognition Social perception	Understanding the social world Social cognition Social perception			Understanding the social world Social cognition Social perception		Social perception			3, 10	Competency development Diversity	
II	Social Interaction and Influence	Social Interaction and Influence	Social Interaction and Influence	Social Interaction and Influence			Social Interaction and Influence					3, 10	Competency development Diversity	
III	Social influence processes	Social influence processes	Social influence processes	Social influence processes			Social influence processes			Prosocial behavior		3, 10	Competency development Diversity	
IV	Group decision making	Group decision making	Group decision making	Group decision making			Group decision making					3, 10	Competency development Diversity	

## Practicum/Lab

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

## Course 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

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
SHPS151A	INTRODUCTION TO PSYCHOLOGY_ PRACTICUM/LAB	3	3			3					1	2	2	

1=weakly mapped

2= moderately mapped

3=strongly mapped

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	3	3			3						2		
CO2										1			
CO3												2	
CO4													
CO5													
1=lightly mapped      2= moderately mapped      3=strongly mapped													

**RELEVANCE OF THE COURSE TO VARIOUS INDICATORS**

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
I					Practical knowledge in Psychology	Practical knowledge in Psychology	Practical knowledge in Psychology					8, 9	Experiential learning	
II					Practical knowledge in Psychology	Practical knowledge in Psychology	Practical knowledge in Psychology					8, 9	Experiential learning	
III					Practical knowledge in Psychology	Practical knowledge in Psychology	Practical knowledge in Psychology					8, 9	Experiential learning	
IV					Practical knowledge in Psychology	Practical knowledge in Psychology	Practical knowledge in Psychology					8, 9	Experiential learning	



## 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

### 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 Hill1994
5. Communications in Tourism & Hospitality- Lynn Van Der Wagen, Publisher: HospitalityPress
6. Business Communication-K.K.Sinha
7. Essentials of Business Communication By Marey Ellen Guffey, Publisher: ThompsonPress
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 SheldonPress

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	problems	OB field	Psychology	Environment and sustainability	Ethics in clinical psychology	Individual or team work (OB)	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

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/Lab	2
4	UCES 125A	Environmental studies(AECC-2)	4
5	SHPS138A	Perspectives and Systems in Psychology (Core-5)	6
6	SHPS136A	Open Elective (OE-2)	6
		TOTAL	22

## Core Courses

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, PSO3
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,PSO3
CO6	Apply different statistical tools and techniques to simple problems of practical nature.	PSO3

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

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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO1	PSO1	PSO2	PSO3
CO1	3	3												
CO2		3												3
CO3														
CO4		3												
CO5														3
CO6														3

1=lightly mapped 2= moderately mapped 3=strongly mapped

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 <sup>h</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			



BA (H) Psychology

<b>I</b>					Data visualization	Academic Instructor, Data visualization	Scope of Psychometry Scope of data related opportunities					4, 8	Relevance of Statistical methods
<b>II</b>					Social Sciences Research, Data evaluation.	Social Sciences Research, Data evaluation.	Data interpretation and analysis. Data insights, Computation skills					4, 8, 9	Problem solving and analytical thinking
<b>III</b>					Data insights.	Analytics & Assessment	Data interpretation and analysis. Data insights, Computation skills					4, 8, 9	Critical and reflective thinking. Research pedagogy.
<b>IV</b>					Research & statistical Acumen	Social science research, Market research, Data analysis	Data interpretation and analysis. Data insights					4, 8, 9	Critical Thinking, Problem Solving, Experiential learning

SHPS134A	BIOPSYCHOLOGY	L	T	P	C
Version 1.0		4	0	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.
- 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

		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

BA (H) Psychology

SHPS134A	BIOPSYCHOLOGY	3	1		2					3			2		2
----------	---------------	---	---	--	---	--	--	--	--	---	--	--	---	--	---

1=weakly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping														
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3											2	1	
CO2	3			2										
CO3														2
CO4	3		2										1	
CO5			2	2				3						
CO6		1												2
1=lightly mapped                      2= moderately mapped                      3=strongly mapped														

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP		POE/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability		Essential learning and thinking	critical	
I	-	-	-	-		Content Creation		Ethical considerations in Bio-psychological research		Kindness towards animal and human participants		3, 4	Conceptual development		
II	-	-	-	-	Educator	Educator	Presentati on skills, Thinking skills					3, 4	Experiential learning		
III	-	-	-	-	Educator	Content creation, Education						3, 4	Conceptual development		
IV	-	-	-	-	Educator	Content Creation/ Education						3, 4	Conceptual development		

## Practicum/Lab

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

## Course 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.

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 Weight Illusion Test

Text Books

- 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 & 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

1=weakly mapped

2= moderately mapped

3=strongly mapped

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
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
SHPS152A	BIOPSYCHOLOGY_ PRACTICUM/LAB	1	2						3			1	2	



CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	1							3				1	2	
CO2		2												
CO3														
CO4														
CO5													2	
CO6														
1=lightly mapped      2= moderately mapped      3=strongly mapped														

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP		POE/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability		Essential and thinking	learning critical	
<b>I</b>	-	-	-	-	Association learning	Association learning	Ability to study Memory, Attention		-			3, 4	Conceptual development		
<b>II</b>	-	-	-	-	Problem Solving, Transfer of learning	Recall and Recognition	Problem Solving, Transfer of learning					3, 4	Experiential learning		
<b>III</b>	-	-	-	-	Illusion testing		Emotion Assessment skills					3, 4	Conceptual development		

## Ability Enhancement Compulsory Course

UCES125A	ENVIRONMENTAL STUDIES	L	T	P	C
Version 1.0		3	1	0	4
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 10 lecture hours

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 10 lecture hours

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

10 lecture hours

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

10 lecture hours

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	PO7, PO10

	levels.	
CO5	Students become consciousness about healthy and safe environment.	PSO2

		Analytical Skill	Problem analysis	Design/development of disorder	problems	field	The Gender perspectives in Psychology	Environment and sustainability	Ethics in clinical psychology	Individual or team work (OB)	error	Project management	Life-long Learning	Research Skills
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO 2	PSO 3
UCES12 5A	Environmental Studies		2					3			3		3	

1=weakly mapped

2= moderately mapped

3=strongly mapped

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				S D G	NEP		POE/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability		Essential and thinking	learning critical	
I	application in environmental problem solving	application in environmental problem solving	application in environmental problem solving	application in environmental problem solving								3, 4	Conceptual development		
II	application in environmental problem solving	application in environmental problem solving	application in environmental problem solving	application in environmental problem solving								3, 4	Experiential learning		
III	application in environmental problem solving	application in environmental problem solving	application in environmental problem solving	application in environmental problem solving								3, 4	Conceptual development		
IV	application in environmental problem solving	application in environmental problem solving	application in environmental problem solving	application in environmental problem solving								3, 4	Conceptual development		

SHPS138A	Perspective and Systems in Psychology	L	T	P	C
Version 1.0		5	1	0	6
Pre-requisites/Exposure					
Co-requisites					

### Course Objectives

1. To Identify major figures and schools of thoughts in Psychology.
2. To facilitate the learning of traditional and emergent fields of psychology.
3. Explore various perspectives determining human behavior.
4. To compare and contrast various assumptions regarding human nature that have traditionally guided and shaped contemporary psychological thought.
5. Explore the practical implications of Psychological processes in human behavior

### Course Outcomes

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

- CO1. Identify the major figures and schools of thought that have made significant historical and conceptual contributions to the contemporary disciplinary landscape of psychology.
- CO2. Evaluate the various implications that these assumptions about human nature have for both the theory and the practice of contemporary psychology.
- CO3. Assess the structures of human behavior and other psychological processes.
- CO4. Become aware of the cross cultural influence on the development of Psychology.
- CO5. Appreciate the important role that behaviorism played in psychology's history.
- CO6. Appreciate Freud's influence on psychology.

### Catalog Description

This course provides a basic introduction to the development of the discipline both from the Indian as well as western perspective. It reviews the development of psychological thought and introduces the issues and debates in contemporary psychology. Particular emphases include on the influence of various thoughts and systems like behavioral, cognitive, psychoanalytic, humanistic and gestalt in shaping the structure of psychological principles.



Course Content

---

UNIT I

8 lecture hours

Understanding Psyche: Debates and Issues (a) Free will and determinism (b) Empiricism and rationality (c) Issues of Consciousness and Mind Body Relationship in relation to the eastern and western perspective

UNIT II

8 lecture hours

Early Schools of Psychology: Associationism, Structuralism and Functionalism (Brief Introduction)

UNIT III

12 lecture hours

Positivist Orientation: From behaviorism to cognition: Key contributions of Watson, Tolman, Hull, and Skinner; Cognitive revolution, Information Processing Model. Contemporary Developments: Feminism and social constructionism.

UNIT IV

12 lecture hours

Psychoanalytic and Humanistic-Existential Orientation: Freudian Psychoanalysis, Adler, Jung, Fromm, Ego psychology – Erik Erikson, Object relations, contributions of Phenomenologically oriented humanistic and existential thinkers.

Text Books

1. Benjamin Jr. (2009). A History of Psychology: Original Sources & Contemporary Research 3rd Edn. Blackwell Publishing.
2. King, D.B., Viney, W. & Woody, W.D. (2008). A history of psychology: Ideas and context. (4th Ed.). Pearson education.
3. Schultz & Schultz (1999). A History of Modern Psychology. Harcourt College Publishers/ Latest edition available.
4. King, D.B., Viney, W. & Woody, W.D. (2008). A history of psychology: Ideas and context. (4th Ed.). Pearson education.
5. Green, C. D. & Groff, P. R. (2003). Early psychological thought: Ancient accounts of mind and soul. Westport, CT: Praeger.
6. Hothersall, D. (2004) History of Psychology 4th Edition. New York: McGraw-Hill.

7. Cornelissen, R.M.M., Misra, G. & Varma, S. (2011). Foundations of Indian Psychology, Vol 1. Pearson.

Reference Books/Materials

- Mc Adams (2000). The Person: An Integrated Introduction to Personality Psychology John Wiley
- <https://pressbooks.bccampus.ca/kpupsyc1100/chapter/history-of-psychology/>
- St. Clair, Michael. (1999). Object Relations and Self-Psychology: An Introduction. Wadsworth Publishing Company.
- Feist & Feist. Theories of Personality. Mc Graw Hill Higher Education.
- Paranjpe, A. C. (1984). Theoretical psychology: The meeting of East and West. New York: Plenum Press.
- Heidbredder, E. (1933). Seven psychologies. New York: Appleton-Century-Crofts.
- Rieber, R. W. & Robinson, D. K. (Eds.) (2001). Wilhelm Wundt in history: The making of a scientific psychology. New York: Kluwer & Plenum.
- Baker, D.B. (2002). Historical understanding and teaching in professional psychology. History of Psychology, 5(3), 219-223.
- Buchanan, T. (2002). Historically grounding the practice of psychology: Implications for professional training, History of Psychology, 5(3), 240-248.

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 major figures and schools of thought that have made significant historical and conceptual contributions to the contemporary disciplinary landscape of psychology.	PO1,PO2,PO6,PSO1,PSO2
CO2	Evaluate the various implications that these assumptions about human nature have for both the theory and the practice of contemporary psychology.	PO1,PO2,PO4,PSO2,PSO3
CO3	Assess the structures of human behaviour and other psychological processes.	PO1,PO4,PO6,PO8,PSO1,PSO2
CO4	Become aware of the cross cultural influence on the development of Psychology.	PO1,PO6, PO7,PO8, PSO3
CO5	Appreciate the important role that behaviorism played in psychology's history.	PO4,PO8,PSO1, PSO3
CO6	Appreciate Freud's influence on psychology.	PO2,PO8,PSO1,PSO2

	Perspective and Systems in Psychology	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

BA (H) Psychology

SHPS138 A	PERSPECTIVES & SYSTEMS IN PSYCHOLOGY	2	1		3		3		2			1	3	2
--------------	--------------------------------------	---	---	--	---	--	---	--	---	--	--	---	---	---

1=weakly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping														
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	1				3						1	3	
CO2	2	1		3									3	2
CO3	2			3			3	2				1	3	
CO4	2													2
CO5				3				2				1		2
CO6		1						2				1	3	
1=lightly mapped      2= moderately mapped      3=strongly mapped														

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
I			Relevance of Indian Psychology	Trends in the field of psychology			Reflection, analytical skills, critical thinking. Presentation skills. Group work					4	Essential learning and critical thinking	
												4	Conceptual learning, critical thinking. Theoretical framework of various psychological school of thoughts.	

BA (H) Psychology

II			Western influences of psychology	Trends in the field of psychology			Reflection, analytical skills, critical thinking. Presentation skills. Group work				4	Conceptual learning, critical thinking. Theoretical framework of various psychological school of thoughts	
III			Western influences, Impact of cognitive revolution, Artificial intelligence	Trends in the field of psychology			Reflection, analytical skills, critical thinking. Presentation skills. Group work	Ethics in human and animal testing.			4, 9	Conceptual learning, critical thinking. Theoretical framework of various psychological school of thoughts	
IV			Western influences. Changes in Indian psychological practices.	Trends in field of psychology			Reflection, analytical skills, critical thinking. Presentation skills. Group work		Emphasis on Psychological needs		3,4	Conceptual learning, critical thinking. Theoretical framework of various psychological school of thoughts	

### Semester III

Semester III			
S.No.	Course Code	Course Title	Credits
1	SHPS231A	Abnormal Psychology(Core-6)	6
2	SHPS233A	Introduction To Personality(Core-7)	4
3	SHPS235A	Life Span development(Core-8)	6
4	SHPS253A	Introduction To Personality_ Practicum/Lab	2
5	SHPS243A	Research Methodology (AECC - 1)	4
6	SHPS239A	Inter Group Relations(GE/OE-3)	6
7	UCDM 301A	Disaster Management(AECC-3)	4
		MOOC	2
		TOTAL	32

### 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 becomes 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, 15<sup>th</sup> 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 becomes 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

Programme and Course Mapping														
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3		2							1				
CO2		3	2			2						3	2	
CO3														
CO4		2				3	2			2				

C05	3					3								
C06						3								
1=lightly mapped      2= moderately mapped      3=strongly mapped														

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability		
I							Understanding of Psychological abnormalities			-	-		Conceptual understanding Critical thinking
II							Understanding of psychological abnormalityies						Conceptual understanding
III							Understanding of Psychological abnormalities						Critical thinking
IV							Understanding of Psychological abnormalities						Conceptual understanding

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

### 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.

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					
	<table border="1"> <thead> <tr> <th>Course Outcomes (COs)</th> <th>Mapped Program</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>	Course Outcomes (COs)	Mapped Program		
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

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
SHPS233A	INTRODUCTION TO PERSONALITY	2	2		1			1				3	3	2

1=weakly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping														
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3		2		3	3			3	2				
CO2	3					2		3			3		2	
CO3			1			3								
CO4	3						2	3						
CO5	3					3					3			
CO6			3	2				3					2	
	1=lightly mapped			2= moderately mapped			3=strongly mapped							

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
I					Research Methods in Understanding of personality				Attachment		-	5	Life skills; Conceptual understanding	
II	Self and personality	Social psychology and communities	Social psychology and communities	Social psychology and communities			Interpersonal relationship			Values in personal relationships		5	Life skill; Conceptual understanding	
III	Role of personality	The Role of Social Psychology in the Workplace and Educational Settings.	The Role of Personality in the Workplace and Educational Settings.	The Role of self and personality in the Workplace and Educational Settings.			Interpersonal relationship					8	Life skills; Conceptual understanding	
IV	The Role of Social Personality in Addressing Social Problems	The Role of personality in addressing Social Problems	Case studies in Indian context	The Role of personality in Addressing Social Problems									Life skills; Conceptual understanding	
IV	The Role of Social Personality in Addressing Social Problems	The Role of personality in addressing Social Problems	Case studies in Indian context	The Role of personality in Addressing Social Problems									Life skills; Conceptual understanding	



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, Correlational 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 (8<sup>th</sup> Ed.). 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 (9<sup>th</sup> Ed.). New Delhi: McGraw Hill.
- Santrock, J.W. (2008). Child Development (11<sup>th</sup> 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, 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
SHPS235A	LIFE SPAN DEVELOPMENT	3	3				2						2	2

1=weakly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping														
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2		3			3			2				1	
CO2														23
CO3	2	3				3			3		3			
CO4	3				2		1							
CO5	2	2									3			
CO6					2				3			2		
1=lightly mapped      2= moderately mapped      3=strongly mapped														

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE /4 <sup>th</sup> IR	
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability				
I				Human development across boundaries			Basis of human development				-	-	5	Conceptual understanding	
II							Basis of human development						5	Conceptual understanding	
III							Basis of human development						5	Conceptual understanding	
IV							Basis of human development						5	Conceptual understanding	

Practicum/Lab

SHPS253A	INTRODUCTION TO PERSONALITY_ PRACTICUM/LAB	L	T	P	C
Version 2.0		0	0	4	2
Pre-requisites/Exposure					
Co-requisites					

Course 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,

---

UNIT I 15 Practicum hours

- DPI
- Semi Projective personality test

UNIT II 15 Practicum hours

- Test of personality
- MMPI
- BFI

UNIT III 10 Practicum hours

- 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, Gracie 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

1=weakly mapped

2= moderately mapped

3=strongly mapped



Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO11	PO12	PSO13
		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
SHPS253A	INTRODUCTION TO PERSONALITY_ PRACTICUM/LAB	1	2							3			3	2

Programme and Course Mapping														
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1		3		2	3		2	2				3	3	3
CO2		3		2	2		2					3	3	3
CO3		3		2	3		2					3	3	
CO4														
CO5														
CO6		3			2								3	
	1=lightly mapped      2= moderately mapped      3=strongly mapped													

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			

I					Psychological testing	Psychological testing	Psychological testing	Ethics in psychological testing		-	-	8, 9	Assessment; Critical thinking	
II					Psychological testing	Psychological testing	Psychological testing	Ethics in psychological testing				8, 9	Assessment; Critical thinking	
III					Psychological testing	Psychological testing	Psychological testing	Ethics in psychological testing				8, 9	Assessment; Critical thinking	
IV														

---

Ability Enhancement Core Course - 1

SHPS243A	Research Methodology	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure					
Co-requisites					

### Course Objectives

1. To introduce students to the basic principles of research methods in Psychology.
2. To acquaint students to the different research designs used in psychology.
3. Facilitate students' understanding of using valid scientific methods to create and improve knowledge in the field of psychology.
4. Guide and mentor students in planning, executing and reporting a valid and ethical psychological research study.

### Course Outcomes

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

- CO1. Make decisions about the appropriate use of basic research methods and designs as they apply to answering different psychological questions
- CO2. Develop and implement research studies in psychology, including experimental manipulation, operationalizing variables, and measurement of constructs
- CO3. Demonstrate the ability to formulate a research problem
- CO4. Identify appropriate techniques underlying different research approaches
- CO5. Develop skills to construct and psychological assessment tools
- CO6. Effectively interpret and communicate research findings

### Catalog Description

This course is designed to provide a broad overview of the field of research methods 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 defining a research problem, formulating a research design, and test construction will be covered in the syllabus.

## Course Content

---

### UNIT I

8 lecture hours

Defining the research problem: What is a research problem; Selecting a problem; Techniques involved in defining a problem.

### UNIT II

8 lecture hours

Introduction to research design: Meaning and need of research designs; Features of a good design; Important concepts relating to research design: Variables, Control, Experimental and control groups, Treatments, Confounded relationships

### UNIT III

12 lecture hours

Different research designs: Single group design, Within group and between groups design; Latin Square design, Factorial design

### UNIT IV

12 lecture hours

Construction and standardization of a test: Steps in test construction; item analysis, reliability, validity, norms

### Text Books

- Kothari, C.R.. (2004). Research methodology : Methods and techniques (2nd revised

## Reference Books/Materials

- Singh, A.K. (2009). Tests, Measurements and Research Methods in Behavioural Sciences. Bharati Bhawan, New Delhi.
- Anastasi, A., & Urbina, S. (2017). Psychological Testing, 7th Edition. Noida: Pearson India.
- Dyer, C. (2001) Research in Psychology: A Practical Guide to Research Methodology and Statistics (2<sup>nd</sup> Ed.) Oxford: Blackwell Publishers
- Bryman, A. (2004). Quantity and Quality in Social Research. London, UK: 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	Make decisions about the appropriate use of basic research methods and designs as they apply to answering different psychological questions	PO1, PO2, PSO3
CO2	Develop and implement research studies in psychology, including experimental manipulation, operationalizing	PO4, PSO3

	variables, and measurement of constructs	
CO3	Demonstrate the ability to formulate a research problem	PO1, PSO3
CO4	Identify appropriate techniques underlying different research approaches	PO2, PO4, PSO3
CO5	Develop skills to construct and psychological assessment tools	PO1, PO4, PSO3
CO6	Effectively interpret and communicate research findings	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
SHPS243A	RESEARCH METHODOLOGY	3	3		3									3

1=weakly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping														
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1							3						3	
CO2							3						3	
CO3							3						3	
CO4								3						
CO5	2						3							
CO6		3			2								3	
1=lightly mapped      2= moderately mapped      3=strongly mapped														

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/4 <sup>th</sup> IR	
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability				
I					Advanced Statistics in Research		Writing research proposal	Ethics in research					9	Outstanding research	
II					Advanced Statistics in Research		Quantitative research						9	Outstanding research	
III													9	Outstanding research	
IV							Qualitative research						9	Outstanding research	

---

Generic Elective

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.



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

		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	PSO11	PSO2	PSO3
SHPS239A	INTER-GROUP RELATIONS	1	2			2			2	3	1		3	3

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

Programme and Course Mapping														
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3		3			3			2	2				
CO2	3					3		3	3				2	
CO3			3			3			3					
CO4	3						2	3						
CO5	3					3								
CO6			3	2				3	3				2	
	1=lightly mapped      2= moderately mapped      3=strongly mapped													

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
I					Research Methods in Social Psychology				Attachment		-	5	Life skills; Conceptual understanding	
II	Inter group relation and communities	Social psychology and communities	IGR and communities	Social psychology and communities			Interpersonal relationship			Values in personal relationships		9	Life skill; Conceptual understanding	
III	The Role of inter group relationship Workplace and Educational Settings.	The Role of IGR Addressing Social Problems	The Role of IGR in the Workplace and Educational Settings.	The Role of IGR the Workplace and Educational Settings.			Interpersonal relationship						Life skills; Conceptual understanding	
IV	The Role of Inter group relationship in Addressing Social Problems	The Role of IGR Addressing Social Problems	Case studies in Indian context	The Role of IGR Addressing Social Problems									Life skills; Conceptual understanding	

---

Ability Enhancement compulsory course

UCDM301A	Disaster Management	L	T	P	C
Version 1.0		3	1	0	4
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 10 Lectures

#### 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 10Lectures

#### 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 10 Lectures

#### 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 10Lectures

---

## 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

Epidemic 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, UpendraBaxi (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 framework of our country	PO1
CO5	To provide knowledge about disaster management act	PO7



Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PS O1	PS O2	PS O3
		Analytical Skill	Problem analysis	Design/development of disorder	problems	field	The Gender perspectives in Psychology	Environment and sustainability	Ethics in clinical psychology	Individual or team work (OB)	error	Project management	Life-long Learning	Research Skills
UCDM301A	Disaster Management	2	2					3					3	

1=weakly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping													
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	3		3			3			2	2			
CO2	3					3		3	3				2
CO3			3			3			3				
CO4	3						2	3					
CO5	3					3							
	1=lightly mapped			2= moderately mapped				3=strongly mapped					

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	PO E/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
I	Understanding the appropriate rules and regulation	Understanding the appropriate rules and regulation	Understanding the appropriate rules and regulation	Understanding the appropriate rules and regulation			Basic disaster management strategies and problem solving				-	5	Life skills; Conceptual understanding	
II	Understanding the appropriate rules and regulation	Understanding the appropriate rules and regulation	Understanding the appropriate rules and regulation	Understanding the appropriate rules and regulation			Basic disaster management strategies and problem solving					9	Life skill; Conceptual understanding	
II I	Understanding the appropriate rules and regulation	Understanding the appropriate rules and regulation	Understanding the appropriate rules and regulation	Understanding the appropriate rules and regulation			Basic disaster management strategies and problem solving						Life skills; Conceptual understanding	
I V	Understanding the appropriate rules and regulation	Understanding the appropriate rules and regulation	Understanding the appropriate rules and regulation	Understanding the appropriate rules and regulation									Life skills; Conceptual understanding	

## Semester IV

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 Course

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 15lecture hours

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

UNIT- II 15lecture 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 15lecture hours

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

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	PO1,PO2

	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;	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

		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
SHPS232A	FUNDAMENTALS OF COGNITIVE PSYCHOLOGY	2	2		2								3	2

1=weakly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping														
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	2												
CO2		2												2
CO3				2										
CO4	2													
CO5													3	
CO6														2
1=lightly mapped                      2= moderately mapped                      3=strongly mapped														

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/4 <sup>th</sup> IR	
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability				
I	Cognitive Processes	Cognitive Processes	Cognitive Processes	Cognitive Processes	Applications of Emotional Intelligence in developing various modules								3		
II	Attention and Consciousness	Attention and Consciousness	Attention and Consciousness	Attention and Consciousness								-	3	Learning basic components of human behaviour & personality	
III	Memory Process	Memory Process	Memory Process	Memory Process									3	Relevance of Bio- psychosocial model of health	
IV	Reasoning and Decision Making	Reasoning and Decision Making	Reasoning and Decision Making	Reasoning and Decision Making	Applications of Emotional Intelligence in developing various modules		Decision-making, emotional regulation skills, Stress management & pain management skills						3	Adult Education and Lifelong Learning	

SHPS234A	COUNSELLING SKILLS	L	T	P	C
Version 1.0		4	0	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 (7<sup>th</sup>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 ofcounseling.	PO1, PO2, PO8
CO3	To acquire basic skills of problem identification, and relationship building (e.g. empathy, listening, paraphrasing,	PO4, PSO1

	unconditional positive regard).	
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		

1=weakly mapped

2= moderately mapped

3=strongly mapped

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3			3										
CO2	3			3				3						
CO3											2			
CO4	3													
CO5			3						3					
CO6	3													
1=lightly mapped      2= moderately mapped      3=strongly mapped														

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability		Essential learning and critical thinking
I	Counseling	Counseling	Counseling	Counseling	Psychological techniques of treating disorders		Decision-making, emotional regulation skills, Stress management & pain management skills			Hope & optimism		16	
II	Theories of Counseling	Theories of Counseling	Theories of Counseling	Theories of Counseling								4	Foundational Literacy and Numeracy: An Urgent & Necessary Prerequisite to Learning
III	Areas of Counseling	Areas of Counseling	Areas of Counseling	Areas of Counseling	Applications of Emotional Intelligence in developing various modules		Interview skills, data collection					4	Professional Education
IV	Counseling Process	Counseling Process	Counseling Process	Counseling Process	Clinical psychology in practice, Interview skills, data collection		Therapeutic techniques, treatment planning					3	Hope & Optimism

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 (4<sup>th</sup> Ed.). New Delhi: Prentice Hall of India.

Siegel, S. & Castellan, N.J. (1988). Nonparametric Statistics for Behavioural Sciences (2<sup>nd</sup> 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	PO10

	procedure	
--	-----------	--

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
SHPS236A	STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH - II	3	3								2			3

1=weakly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping														
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	3											3	
CO2	3	3												
CO3		3												
CO4	3	3												
CO5														3
CO6										2				

1=lightly mapped

2= moderately mapped

3=strongly mapped



Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability		Essential learning and critical thinking	
I	Inferential Statistics and Hypothesis Testing	Inferential Statistics and Hypothesis Testing	Inferential Statistics and Hypothesis Testing	Inferential Statistics and Hypothesis Testing	Conducting a psychological research		Scope of Specialties within Psychological research					8	Relevance and standardization of a psychological test	
II	Hypothesis Testing Difference between Two Dependent (Correlated) Means	Hypothesis Testing Difference between Two Dependent (Correlated) Means	Hypothesis Testing Difference between Two Dependent (Correlated) Means	Hypothesis Testing Difference between Two Dependent (Correlated) Means	Conducting a psychological research, Research skills, sampling, testing							4	Relevance and standardization of a psychological test	
III	Hypothesis Testing Differences among Three or More Groups	Hypothesis Testing Differences among Three or More Groups	Hypothesis Testing Differences among Three or More Groups	Hypothesis Testing Differences among Three or More Groups	Conducting a psychological research							4	Research Analysis, Foundational Literacy and Numeracy: An Urgent & Necessary Prerequisite to Learning	
IV	Hypothesis Testing for Categorical Variables and Inference about Frequencies	Hypothesis Testing for Categorical Variables and Inference about Frequencies	Hypothesis Testing for Categorical Variables and Inference about Frequencies	Hypothesis Testing for Categorical Variables and Inference about Frequencies	Conducting a psychological research, Research skills, sampling, testing							4	Professional Education, Foundational Literacy and Numeracy: An Urgent & Necessary Prerequisite to Learning	

Practicum/Lab

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

### Course 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 learn skills of terminating the counselling relationship.	PO5
CO3	Develop qualities of an effective counsellor including increasing self-awareness, reflexivity, self-monitoring and objectivity.	PO5, 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	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PSO1 1	PO1 2	PSO1 3
SHPS254 A	COUNSELLING SKILLS_ PRACTICUM/L AB	3	3			3							2	

1=weakly mapped

2= moderately mapped

3=strongly mapped

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO11	PO12	PSO 1	PSO 2	PSO3
CO1	3	3			3									3	
CO2					3										
CO3					3										
CO4															
CO5															
	1=lightly mapped			2= moderately mapped				3=strongly mapped							

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability		Essential learning and critical thinking
I	Intelligence Testing, Creativity Assessment	Intelligence Testing, Creativity Assessment	Intelligence Testing, Creativity Assessment	Intelligence Testing, Creativity Assessment	Psychological assessment, Personality assessment, Psychological techniques of treating disorders		Scope of ability assessment skills, Scale administration skills, Interview skills, data collection					8	Foundational Literacy and Numeracy: An Urgent & Necessary Prerequisite to Learning
II	Test of Aptitude assessment, Vocational interest Record for career guidance	Test of Aptitude assessment, Vocational interest Record for career guidance	Test of Aptitude assessment, Vocational interest Record for career guidance	Test of Aptitude assessment, Vocational interest Record for career guidance	Psychological assessment, Psychological techniques of treating disorders, Interview skills, data collection		Scope of ability assessment skills, Scale administration skills, Interview skills, data collection					3	Professional Education
III	Screening form Cognitive impairment, Relationship issues	Screening form Cognitive impairment, Relationship issues	Screening form Cognitive impairment, Relationship issues	Screening form Cognitive impairment, Relationship issues	Psychological assessment, Clinical assessment of psychological and behavioural issues, Therapy practice		Scope of ability assessment skills, Therapeutic techniques, treatment planning			Right conduct, autonomy		3	Equitable and Inclusive Education: Learning for All, Professional Education
IV	Addiction Counselling, Suicidal Counseling.	Addiction Counselling, Suicidal Counseling.	Addiction Counselling, Suicidal Counseling.	Addiction Counselling, Suicidal Counseling.	Clinical psychology in practice, Clinical assessment of psychological and behavioural issues, Therapy practice		Decision-making, emotional regulation skills, Interview skills, data collection, Scope of Specialties within Psychological research, Therapeutic techniques, treatment planning,			Hope & optimism		16	Adult Education and Lifelong Learning, Relevance of Bio-psychosocial model of Health, Hope & Optimism, Equitable and Inclusive Education: Learning for All

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 skill set 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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO11	PSO1	PSO2	PSO3
C01	3												3
C02	3	3											3
C03													3
C04								3					
C05		3											3
C06										3			

1=lightly mapped      2= moderately mapped      3=strongly mapped

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/ 4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability		Essential learning and critical thinking	
I	Ethics in Behavioral Research	Ethics in Behavioral Research	Ethics in Behavioral Research	Ethics in Behavioral Research			Research skills, sampling, testing			Ethics of conducting a psychological research		4		
II	Designing of Behavioral Research	Designing of Behavioral Research	Designing of Behavioral Research	Designing of Behavioral Research			Research skills, sampling, testing					4	Professional Education	
III	Manuscript Structure and Content	Manuscript Structure and Content	Manuscript Structure and Content	Manuscript Structure and Content			Research skills, sampling, testing					4	Re-imagining Vocational Education	
IV	Presentation of Research	Presentation of Research	Presentation of Research	Presentation of Research						Right conduct, autonomy		9	Re-imagining Vocational Education, Online and Digital Education: Ensuring Equitable Use of Technology	

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

		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
SHPS210A	PSYCHOLOGY AND MEDIA	3	2								2		2	

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

Programme and Course Mapping														
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
C01	3												2	
C02	3													
C03		3												
C04	3													
C05										2				
C06										2				

1=lightly mapped 2= moderately mapped 3=strongly mapped

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/4 <sup>th</sup> IR	
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability				
I	Media and User	Media and User	Media and User	Media and User	Scope of Specialties within Psychological research								8	Towards a More Holistic and Multidisciplinary Education, Professional Education, Online and Digital Education: Ensuring Equitable Use of Technology	
II	Media and advertising	Media and advertising	Media and advertising	Media and advertising									9		
III	Audio-Visual media (TV and movies) and Print media	Audio-Visual media (TV and movies) and Print media	Audio-Visual media (TV and movies) and Print media	Audio-Visual media (TV and movies) and Print media	Scope of Specialties within Psychological research		Scope of Specialties within Psychological research						9	Technology Use & Integration, Online and Digital Education: Ensuring Equitable Use of Technology	
IV	Interactive and emerging technologies	Interactive and emerging technologies	Interactive and emerging technologies	Interactive and emerging technologies	Scope of Specialties within Psychological research		Scope of Specialties within Psychological research						9	Technology Use & Integration, Professional Education, Online and Digital Education: Ensuring Equitable Use of Technology	



## Semester V

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
		<b>TOTAL</b>	<b>24</b>

### Core Course

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 behavior.
- CO2. Develop a connection between concepts and practices of organizations.
- CO3. Understand the evolution of the field of organizational behavior 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)

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	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PS O1	PS O2	PS O3
SHPS331A	ORGANIZATIONAL PSYCHOLOGY	3	3							3				

1=weakly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping														
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO11	PSO 1	PSO 2	PSO3
CO1	3			3			2	2						
CO2	3													
CO3									3					
CO4									3					
CO5									3					
CO6									3					
=lightly mapped                      2= moderately mapped                      3=strongly mapped														

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/ 4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability	3	Essential learning and critical thinking	
I	Organizational Behaviour	Organizational Behaviour	Organizational Behaviour	Organizational Behaviour	Job fit, Job description, Personality assessment		Scope of ability assessment skills	Organizational ethics & values	-	-	-	8		
II	Decision making,EQ	Decision Making,EQ	Decision making,EQ	Decision making, EQ	Applications of Emotional Intelligence in developing various modules		Decision-making, emotional regulation skills					8		
III	Group & teams	Group & teams	Group & Teams	Group & Teams	Leadership knowledge	Team building	Group/team decision making skills	Group/team ethics				8	Enhancing effectiveness in group settings	
IV	Conflict & negotiation	Conflict & negotiation	Conflict & negotiation	Conflict & negotiation	Team management	Effective leadership	Conflict resolution skills	Ethics required for effective leadership				3		

SHPS333A	PSYCHOLOGICAL RESEARCH	L	T	P	C
Version 1.0		4	0	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 (2<sup>nd</sup>Ed.) Oxford: Black well Publishers
- Bryman, A. (2004). Quantity and Quality in Social Research. London, UK: Routledge.
- Murphy, K.R. &Davidshofer, C. O. (2019). Psychological Testing: Principles & Applications (6<sup>th</sup> Ed)New Jersey: Pearson
- Neuman, W.L. (2006). Social Research Methods: Qualitative and Quantitative Approaches (6<sup>th</sup>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	PO1

	understanding of the use of basic terminology used in human research.	
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

		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
SHPS333A	PSYCHOLOGICAL RESEARCH	3	3								1			3

1=weakly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping														
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3													
CO2		3												
CO3														3
CO4														3
CO5									1					
CO6														3
1=lightly mapped      2= moderately mapped      3=strongly mapped														

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
I	Psychological Research		Psychological Research	Psychological Research	Psychological research methods		Scope of Specialties within Psychological research			Ethics of conducting a psychological research		4	Essential learning and critical thinking	Paradigms of psychological research
II	Psychological testing		Psychological testing	Psychological testing	Psychological assessment		Research skills, sampling, testing			Ethics of conducting a psychological research		4	Relevance and standardization of a psychological test	
III	Case studies, interviews	Case studies, Interviews, focus group	Methods of data collection	Methods of data collection	Field research		Interview skills, data collection	Ethical use of psychological methods				4		
IV	Formulation of a research problem, finalising a research design	Formulation of a research problem, finalising a research design	Formulation of a research problem, finalising a research design	Formulation of a research problem, finalising a research design	Conducting a psychological research		Comparative analysis	ethical use of psychological methods				4	Research analysis	

---

Discipline Specific Elective Course

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 15lecture 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, logo therapy; 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. (3<sup>rd</sup> 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

		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
SHPS335A	Clinical Psychology			3		3			3					3

1=weakly mapped

2= moderately mapped

3=strongly mapped

**Programme and Course Mapping**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO 1	PSO 2	PSO3
CO1			3											
CO2														
CO3			3	3										
CO4			3					3						3
CO5														
CO6														

1=lightly mapped      2= moderately mapped      3=strongly mapped

	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability	3	Essential learning and critical thinking	
I	Clinical Psychology services	Clinical Psychology services	Clinical Psychology Services	Clinical Psychology services	Clinical psychology in practice,		Scope of Psychology Specialities within Psychology.	Ethics of Practice in clinical psychology		right conduct, autonomy		3		
II	clinical diagnosis and assessment.	clinical diagnosis and assessment.	clinical diagnosis and assessment. Cognitive and Personality Assessment	clinical diagnosis and assessment. Cognitive and Personality Assessment	Clinical assessment of psychological and behavioural issues		Diagnostic skills	Ethics of Practice in clinical psychology		right conduct, autonomy		3	Learning basic components of human behaviour & personality	
III	Treatment of Abnormal Behaviour:	Treatment of Abnormal Behaviour:	Treatment of Abnormal Behaviour:	Treatment of Abnormal Behaviour:	Psychological techniques of treating disorders		Therapeutic techniques, treatment planning	Ethics of practice in clinical psychology		right conduct, autonomy		3	Learning basic components of human behaviour & personality	
IV	meaning of existence and purpose in life, self-actualization, self-psychology.	meaning of existence and purpose in life, self-actualization, self-psychology.	meaning of existence and purpose in life, self-actualization, self-psychology.	meaning of existence and purpose in life, self-actualization, self-psychology.	Therapy practice		Therapeutic skills & intervention	Ethics of practice in clinical psychology		right conduct, autonomy		3		



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 behavioral 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 (4thEd.). 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

		Analytical Skill	Problem analysis	Design/development of disorder	problems	field	The Gender perspectives in Psychology	Environment and sustainability	Ethics in clinical psychology	Individual or team work (OB)	error	Project management	Life-long Learning	Research Skills
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PS O1	PS O2	PS O3
SHPS3 37A	HEALTH PSYCHO LOGY	3	3	3										

1=weakly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping														
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO11	PSO 1	PSO 2	PSO3
C01	3	3												
C02	3		3											
C03			3											
C04	3	3											3	
C05														
C06			3											
1=lightly mapped				2= moderately mapped				3=strongly mapped						

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
I	social, emotional, cognitive and physical Aspects of health	social, emotional, cognitive and physical Aspects of health	social, emotional, cognitive and physical Aspects of health	social, emotional, cognitive and physical Aspects of health							- relevance of Bio-psychosocial model of health	3	Essential learning and critical thinking	
II	health behaviour and its implications.	health behaviour and their implications.	health behaviour and their implications.	health behaviour and their implications.							levance of Bio-psychosocial model of health	3		
III	Health Enhancing Behaviours	Health Enhancing Behaviours	Health Enhancing Behaviours	Health Enhancing Behaviours	Health enhancement practices			Stress management & pain management skills				3		
IV	Health and Well-being	Health and Well-being	Health and Well-being	Health and Well-being			Building skills to enhance resilience			Hope & optimism		3		

---

Practicum/Lab

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

Course 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 (ROCF)

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)

Or

- Data Analysis using SPSS or Excel tools.

### Text Books:

- Anastasi, A., & Urbina, S. (2017). Psychological Testing, 7<sup>th</sup> 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.

#### Reference Books/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



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

Programme and Course Mapping														
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	3												3
CO2		3												3
CO3										3				
CO4														
CO5														
CO6														
1=lightly mapped					2= moderately mapped					3=strongly mapped				

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	POE/4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
I	Psychological research	Psychological research	Psychological research	Psychological research	Psychological testing		Scale administration skills		-	-	-	4	Essential learning and critical thinking	
II	Psychological research	Psychological research	Psychological research	Psychological research	Psychological testing		Scale administration skills					4		
III	Psychological research	Psychological research	Psychological research	Psychological research	Psychological assessment		Scale administration skills					4		
IV	Psychological research	Psychological research	Psychological research	Psychological research	Psychological assessment		Scale administration skills					4		

<b>SEMESTER V</b>														
<b>SHPS357A</b>	<b>Summer Internship</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>								
<b>Version 1.0</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>								
<b>Pre-requisites/Exposure</b>														
<b>Co-requisites</b>														
<b>Course Objectives</b>														
1. To provide hands on experience to the students in Clinical, OB, Community, Forensic areas of psychology. 2. To develop skills of recording case history and observation of the cases. 3. Equipping students with skills of practicing psychology.														
<b>Course Outcomes (CO)</b>														
<b>On completion of this course, the students will be able to</b>														
CO-1 Student will be able to understand application of psychology in Clinical, OB, and Community and Forensic areas of psychology.														
CO-2 Student will be able to develop skills of recording case history and observation of the cases.														
CO-3 Student will learn skills of practicing psychology.														
<b>Programme and Course Mapping</b>														
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3													
CO2	3	3												
CO3													3	

### Unit 1- Summer Internship

This course is a skill enhancement course therefore requires hands on experience. For the completion of this course student will select a Clinic/ NGO/ Hospital/ School/ organization and work there during summer vacations. Each student will be allowed to go for this internship immediately after the examination of second semester. During this period student will get familiarized with the problem, work process, and environment of the selected organization. It shall be a supervised training and the center supervisor should maintain the record of attendance, worksheet and other log sheets whichever is in practice as per the type of organization selected. It is expected that every student shall observe the period of 120 hours during the period of maximum 5 week. At the completion of this course Student will submit a report through case studies and vignettes for evaluation. Evaluation will be done as per the scheme of

examination for Field Work/ Internship in KRMU.

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

Examination Scheme:

Components	Internship Report	Presentation	Viva
Weightage (%)	50	25	25

Unit I	Field Work
<b>Local</b>	Research, Community Services
<b>Regional</b>	Research, Community Services
<b>National</b>	Research, Community Services
<b>Global</b>	Research, Community Services
<b>Employability</b>	-
<b>Entrepreneurship</b>	-
<b>Skill Development</b>	Clinical Skills training
<b>Professional Ethics</b>	Ethics of practicing psychology
<b>Gender</b>	Gender role and bias
<b>Human Values</b>	Ethics of humans behaviour in different settings
<b>SDG</b>	SDG 4.0
<b>NEP 2020</b>	Professional Education (17.1-17.5)
<b>POE/4<sup>th</sup> IR</b>	Updated Curriculum

## Semester VI

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 (DSE-4)	6
5	SHPS356A	Psychotherapeutic Intervention_ Practicum/Lab	2
		TOTAL	24

### Core Course

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, 9<sup>th</sup> 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



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

Programme and Course Mapping														
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1		3											2	
CO2	3													
CO3	3												2	
CO4				3										2
CO5	3												2	
CO6	3			3									2	
1=lightly mapped      2= moderately mapped      3=strongly mapped														

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SD G	NEP	P O E/ 4 <sup>th</sup> I R
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
I- Introduction	Social and community interactions	Social operating processes	Advanced social processes application	Analysis of social behaviour globally on cultural diverse population			Social Theories in Psychology	Code of conduct, ethical behaviour	Gender sensitization	Community growth and development	Sustainable social practices	3,4	Conceptual understanding Critical thinking	
II- Applications	Intergroup- Intragroup social relationships	Social relationship management	Advanced intergroup - Intragroup social mechanisms	Cultural specific relationship processes at global level.			Social Theories in Psychology				Effective environmental management practices.	3,4	Conceptual understanding	
III- Discrimination and Diversity	Management of Discriminatory Practices at social setting	Understanding diverse cultural practices.	Developing social acceptance	Exploring diverse cultural sensitive paradigm	Economic advancement		Social Theories in Psychology	Socially acceptable behavioural practices	Gender issues, socially construct gender mechanisms			3,4	Critical thinking	
IV- Intervention and Evaluation	Building effective social interventions	Effective social building interventions.	Exploring community development programmes	Implementing effective social interventions			Social Theories in Psychology		Gender sensitive interventions programmes.	Building effective human oriented value system	Sustainable environment interventions programmes	3	Conceptual understanding	

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

### 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-behavioral models for depression and anxiety disorders.

CO2.Students will identify and define the critical elements of psychotherapy for case formulation.

CO3.Using provided clinical cases; students will write a cognitive-behavioral 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 10

15lecture 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:

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 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

		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
SHPS334A	PSYCHOTHERAPEUTIC INTERVENTION	1	1						3				2	

1=weakly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping														
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1		1						3					2	
CO2	1													
CO3														
CO4														
CO5														
CO6														2
1=lightly mapped      2= moderately mapped      3=strongly mapped														

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SD G	NEP	P O E/ 4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
I- Introduction	Application of Psychotherapeutic skills	Application of Psychotherapeutic skills	Application of Psychotherapeutic skills	Application of Psychotherapeutic skills		Therapeutic skills enhancement	Theories in Psychology	Ethical Understanding and application of therapies	Gender sensitivity	Code of conduct of therapeutic interventions		3,4	Conceptual understanding	
II- Psychodynamic therapies	Contemporary Effective psychodynamic therapies for treatment	Contemporary Effective psychodynamic therapies for treatment	Contemporary Effective psychodynamic therapies for treatment	Contemporary Effective psychodynamic therapies for treatment application at global level on diverse population		Therapeutic skills enhancement	Theories in Psychology	Ethical practices of therapies,		Empathy, Support		3,4	Conceptual understanding	
III- Religions and Spiritual:	Healing through Spiritual practices for positive mental health	Healing through Spiritual practices for positive mental health	Healing through Spiritual practices for positive mental health	Healing through Spiritual practices for positive mental health		Therapeutic skills enhancement	Theories in Psychology	Ethical healing practices		Trust building, helping in healing through yoga and spirituality		3,4	Critical thinking	
IV- Relaxation training and bio medical therapies	Application of Relaxation training and bio medical therapies	Application of Relaxation training and bio medical therapies	Application of Relaxation training and bio medical therapies	Application of Relaxation training and bio medical therapies		Therapeutic skills enhancement	Theories in Psychology	Ethics based Psychological interventions practices		Empathy, Support during the therapeutic process		3,4	Conceptual understanding	

---

Discipline Specific Elective Course

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 (3<sup>rd</sup> 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
CO6	Demonstrating working knowledge of forensic report writing and providing psychological consultancy in forensic setting.	PO10

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
SHPS336A	FORENSIC PSYCHOLOGY	3	3			2					2	1		

1=weakly mapped

2= moderately mapped

3=strongly mapped

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3		3									1		
CO2	3		3											
CO3	3		3											
CO4					2									
CO5														
CO6										2				
1=lightly mapped      2= moderately mapped      3=strongly mapped														

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability		
I- Introduction	Conceptualizing and applying forensic psychology concepts	Conceptualizing and applying forensic psychology concepts	Conceptualizing and applying forensic psychology concepts	Conceptualizing and applying forensic psychology concepts			Theories in Psychology	Ethical Consideration of Forensic psychology	Understanding gender perspective, gender sensitivity, Gender issue focussed approach	Ethical courtroom practice, Victim sensitivity		3	Conceptual understanding Critical thinking
II- The Psychologist in Court Expert	Application in the court of law and criminal justice system	Application in the court of law and criminal justice system	Application in the court of law and criminal justice system	Application in the court of law and criminal justice system			Theories in Psychology	Ethical testimony,	Understanding gender perspective, gender sensitivity, Gender issue focussed approach	Ethical courtroom practice, Victim sensitivity		3,4	Conceptual understanding
III- Eyewitness Testimony	Application in the court of law and criminal justice system	Application in the court of law and criminal justice system	Application in the court of law and criminal justice system	Application in the court of law and criminal justice system			Theories in Psychology		Understanding gender perspective, gender sensitivity, Gender issue focussed approach	Ethical courtroom practice, Victim sensitivity			Critical thinking
IV- Nature of profiling work			Criminal profile work, study of evidences, courtroom testimony	Criminal profile work, study of evidences, courtroom testimony			Theories in Psychology		Understanding gender perspective, gender sensitivity, Gender issue focussed approach	Ethical courtroom practice, Victim sensitivity		4	Conceptual understanding

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	Thesis	Presentation/ Viva
Weightage (%)	50	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 to environment and society	PO1,PO3
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

		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
SHPS338A	PROJECT/ DISSERTATION	2	3							2			1	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

Programme and Course Mapping														
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	3												
CO2	2												1	
CO3														3
CO4														
CO5														
CO6									2					3
1=lightly mapped      2= moderately mapped      3=strongly mapped														



Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability		
I,II,III,IV	research problem based on the basic and applied orientation of research	research problem based on the basic and applied orientation of research	research problem based on the basic and applied orientation of research	research problem based on the basic and applied orientation of research	Research assessment technique, data analysis	Research report writing, collaborative research	Analytical skills, Reasoning, data analysis	Ethical Consideration of behavioural research, Ethical data collection practices.	Gender inclusive data collection, inclusion of gender perspective for data interpretation	Community oriented research practices	Environment Oriented research projects..	3,4,9	

Practicum/Lab

SHPS356A	PSYCHOTHERAPEUTIC INTERVENTION_ PRACTICUM/LAB	L	T	P	C
Version 2.0		0	0	4	2
Pre-requisites/Exposure					
Co-requisites					

Course Objectives

1. Develop a sound basis for professional and ethical practice in the counselling and psychotherapy field
2. Have engaged in the necessary personal development in order to practice as professional counsellors

Course Outcomes

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

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

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.

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

Course Content

Course Objectives:

The course is designed to provide an education and training in an integrative approach to psychological counselling and therapy to a level appropriate for safe, ethical and effective practice

## Unit I

20 Practicum hours

- Personality profile (Role of intervention technique to modify the behavior in children)  
WAIS, Token economy, etc
- Depression Scale (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

Programme and Course Mapping														
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	1	2		2				3						
CO2			3											
CO3														
CO4														
CO5														
CO6														

1=lightly mapped      2= moderately mapped      3=strongly mapped

Unit	Relevance to the local, national, regional and global developmental needs				Relevance To the Employability/ Entrepreneurship/ Skill Development			Relevance to the Professional Ethics, Gender, Human Values, Environment & Sustainability				SDG	NEP	P O E/ 4 <sup>th</sup> IR
	Local	Regional	National	Global	Employability	Entrepreneurship	Skill Development	Professional Ethics	Gender	Human Values	Environment & Sustainability			
I-					Psychological testing	Psychological testing	Psychological testing	Ethics in psychological testing				3	Assessment; Critical thinking; Experiential learning	
II-					Psychological testing	Psychological testing	Psychological testing	Ethics in psychological testing				4	Assessment; Critical thinking; Experiential learning	