



K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION

SCHOOL OF HUMANITIES

PROGRAMME HANDBOOK

Bachelor of Arts in Psychology (Hons.) with Research

Programme Code: 79
(Undergraduate Programme)
(2023-24)



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PREAMBLE

At K.R Mangalam University, we believe in the transformative power of education. Our curriculum is designed to equip the learners with the knowledge, skills, and competencies necessary for success in their chosen fields and to prepare them for the challenges of the ever-evolving global landscape. The foundation of our curriculum is rooted in a Learning Outcomes-Based Curricular Framework (LOCF) that ensures that the programmes are designed with clear learning objectives in mind, guiding the teaching and learning process to facilitate learner's growth and achievement. Our goal is to foster a holistic educational experience that not only imparts disciplinary knowledge but also nurtures critical thinking, problem-solving abilities, communication skills, and lifelong learning.

The curriculum is aligned with the 'need' of the industry and the job market and is flexible enough to adapt to changing trends and technologies. It integrates cross-cutting issues relevant to professional ethics, gender, human values, environment and Sustainable Development Goals (SDGs). All academic programmes offered by the University focus on employability, entrepreneurship and skill development and their course syllabi are adequately revised to incorporate contemporary requirements based on feedback received from students, alumni, faculty, parents, employers, industry and academic experts.

We are committed to implementing the National Education Policy (NEP) 2020 in its entirety, and to creating a more inclusive, holistic, and relevant education system that will prepare our students for the challenges of the 21st century. With the focus on Outcome-Based Education (OBE), our university is continuously evolving an innovative, flexible, and multidisciplinary curriculum, allowing students to explore a creative combination of credit-based courses in variegated disciplines along with value-addition courses, Indian Knowledge Systems, vocational courses, projects in community engagement and service, value education, environmental education, and acquiring skill sets, thereby designing their own learning trajectory.

The Bachelor of Arts in Psychology (Hons.) with Research Programme at K.R Mangalam University is a comprehensive four-year curriculum built upon the LOCF to prepare aspiring educators acquire the graduate attributes for a successful career in the different fields of Psychology. The programme consists of a combination of core courses, elective courses and field experiences. This Programme Handbook serves as a roadmap for students and provides detailed information about the structure, learning outcomes, courses offered and assessment methods within the BA (Hons.) with Research programme. We encourage all students to utilize this handbook as a valuable resource throughout their academic journey.

1. UNIVERSITY VISION AND MISSION

K.R. Mangalam University is the fastest-growing higher education institute in Gurugram, India. Since its inception in 2013, the University has been striving to fulfil its prime objective of transforming young lives through ground-breaking pedagogy, global collaborations, and world-class infrastructure.

Recognized for its virtues of quality, equality, inclusiveness, sustainability, and professional ethics, KRMU is synonymous with academic excellence and innovation.

1.1. VISION

K.R Mangalam University aspires to become an internationally recognized institution of higher learning through excellence in inter-disciplinary education, research and innovation, preparing socially responsible life-long learners contributing to nation-building.

1.2. MISSION

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

2. SCHOOL OF HUMANITIES

2.1. About the School of Humanities

The School of Humanities at KRMU comprises six departments (English, Economics, Psychology, Political Science Chinese and Historical Studies)

3. SCHOOL VISION AND MISSION

3.1.1. School Vision

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

3.1.2. School Mission

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.

4. INTRODUCTION TO BACHELOR OF ARTS IN PSYCHOLOGY (HONS.) WITH RESEARCH PROGRAMME

4.1. Nature of Bachelor of Arts in Psychology (Hons.) with Research Programme

This Programme aims at complete development of the student into a psychologist; particularly acquiring knowledge and skill, in the different branches of psychology, such as clinical, counseling, organizational, and forensic, to name a few. It prepares the students for various professions in the field of Psychology, in accordance with the National Educational Policy guidelines (NEP, 2020).

4.2. Aims of Bachelor of Arts in Psychology (Hons.) with Research Programme

Since 2019, the department of Psychology has been striving to inculcate excellence in academics and contribute towards students' all-round development. Through its innovative pedagogy, the department has 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. Keeping with the guidelines of the NEP 2020, the department of Psychology has introduced the four-year Bachelor's degree programme with research with an aim to provide multidisciplinary and holistic education to aspiring psychologists. Through a blend of pedagogical approaches, this program will facilitate students' theoretical understanding and practical application of acquired knowledge.

5. LEARNING OUTCOME-BASED CURRICULUM FRAMEWORK IN BACHELOR OF ARTS IN PSYCHOLOGY (HONS.) WITH RESEARCH PROGRAMME

The Learning Outcomes-based Curriculum Framework (LOCF) for the Bachelor of Psychology (Hons.) with research programme provides a framework for the students to develop a range of knowledge, skills, attitudes, and values that psychologists working in different fields should possess. The curriculum has clearly articulated learning outcomes that describe what students should be able to know, understand, and demonstrate by the end of the programme. It integrates theoretical knowledge with practical application and allows for flexibility and adaptation to meet the needs of individual students and changing educational contexts. It offers elective courses or specialization options, enabling student to pursue their areas of interest or specialization within the broader field of psychology. The curriculum includes various assessment methods and tools to measure the attainment of learning outcomes.

6. GRADUATE ATTRIBUTES OF BACHELOR OF ARTS IN PSYCHOLOGY (HONS.) WITH RESEARCH PROGRAMME

➤ DISCIPLINARY KNOWLEDGE

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

➤ **COMMUNICATION SKILLS**

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

➤ **CRITICAL THINKING**

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

➤ **PROBLEM SOLVING**

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

➤ **ANALYTICAL REASONING**

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

➤ **RESEARCH RELATED SKILLS**

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

➤ **COOPERATION/TEAM WORK**

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

➤ **SCIENTIFIC REASONING**

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

➤ **REFLECTIVE THINKING**

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

➤ **SELF-DIRECTED LEARNING**

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

➤ **MULTICULTURAL COMPETENCE**

An ability to incorporate socio-cultural context in scientific inquiry, understanding psychological realities in varies 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.

7. QUALIFICATION DESCRIPTORS FOR BACHELOR OF ARTS IN PSYCHOLOGY (HONS.) WITH RESEARCH PROGRAMME

The students who complete four years of full-time study will be awarded a Bachelor of Psychology with degree. Qualification descriptors for the Bachelor of Psychology with Research program outline the knowledge, skills, and competencies that students are expected to acquire upon completion of the programme. These descriptors serve as benchmarks for assessing the readiness of graduates to enter the practice of psychology and may include:

1. demonstrating a comprehensive understanding of the theories, principles, and concepts related to psychology.
2. demonstrating entry-level skills in evaluating, diagnosing, and treating people for mental, emotional, behavioural, educational, and developmental disorders.
3. giving appropriate advice for healthy habits and preventative actions to promote overall health.
4. counselling individuals and groups to achieve more effective personal, social and vocational development and adjustment, and offer mediation services.
5. using standard psychological tests for assessment.
6. applying psychological theory and principles regarding behaviour and mental processes such as learning, language development, memory and perception to develop treatment programs.
7. conducting applied psychology and/ or experimental research.

8. 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 be ready for employment as well as nurture them for entrepreneurship.

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

9. PROGRAMME OUTCOMES (PO)

PO1 Analytical skill - Build capacity to explore the wide array of dimensions of human experience.

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

PO 3 Assess aberrations from normal - Understand significance and meaning of everyday experience.

PO4 Conduct investigations of complex problems - Use methodologies that celebrate richness and multi-dimensionality of human behavior.

PO5 Modern tool usage in psychology - Enhance the ability to qualitative/ quantitative measure and interpret the data.

PO6 Gender perspectives in Psychology - Empower the students in dealing with gender inequalities and mitigating factors.

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 Psychological practice - Enable students for critical thinking.

PO9 Psychological interventions- Apprise with methodological complexities towards addressing psychological problems.

PO10 Communication skills - Build communication proficiency towards enhancing successful professional life.

10. PROGRAMME SPECIFIC OUTCOMES (PSO)

PSO1 Project management - Enable the student for active engagement in intellectual dialogue to promote viable practices.

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.

MAPPING OF SCHOOL VISION, MISSION WITH PROGRAMME OUTCOMES (PO) AND PROGRAMME SPECIFIC OUTCOMES(PSO)

School Vision	School Mission	Programme Outcomes (PO)	Programme Specific Outcomes (PSO)
Our vision is to equip the students with critical thinking, problem solving, creativity, and collaboration skills along with professional knowledge.	M 1	PO1, PO2, PO4	PSO1
	M 2	PO5	PSO2
	M 3	PO3, PO7, PO10, PO8	
	M 4	PO1, PO2, PO3, PO4, PO5, PO9	PSO1, PSO3
	M 5	PO4, PO5, PO6, PO7, PO8, PO10	
	M 6	PO1, PO2, PO4, PO7, PO8, PO9	PSO2

11. PROGRAMME DURATION

Name of the Programme	Duration
Bachelor of Arts in Psychology (Hons.) with Research	4 Years (8 Semesters)

12. CAREER AVENUES

The Bachelor’s 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.

13. ELIGIBILITY CRITERIA

Students who have passed (10+2) standard (any stream) from a recognized board are eligible to pursue this course.

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.

14. CLASS TIMINGS

Classes will be held from Monday to Friday from 9.10 A.M. to 4.00 P.M.

15. TEACHING-LEARNING PROCESS

The department of Psychology brings an attitudinal change among prospective psychologists for their advancement into professionals and accountable agents of change in society. Along with rigorous classroom learning, they are actively engaged in undertaking different experiential learning activities with systematic support and feedback from the faculty. During this program, the students are expected to active learn from experts through structured internships. Such practices bring experiential learning by emphasizing reciprocation and reflection. The faculty foster and maintain a creative environment with a deep commitment to inculcate excellence in academics and contribute to student development through a focus on student-centric methods such as experiential learning, participative learning, problem-solving and ICT integration in the teaching-learning process.

16. ASSESSMENT METHODS

Both formative and summative assessments are integral part of this programme. Formative assessments such as class discussions, group activities, projects, quizzes, assignments and presentations are conducted throughout the teaching-learning process, enabling teachers to monitor student progress continuously. Teachers provide oral or written feedback, engage in one-on-one discussions, and use rubrics and checklists to communicate student performance. Summative assessments such as Term End Examination, viva voce for project work, research dissertations and performance evaluations are conducted after the completion of the course.

17. MINIMUM ACCEPTABLE LEVEL OF ACADEMIC STANDARDS

The minimum acceptable level of achievement that a student must demonstrate to be eligible for the award of academic credit or qualification is the minimum acceptable level of academic standards. The Letter Grades and Grade Points which shall be used to reflect the outcome of the assessment process of the student's performance is indicated in Table 1.

The minimum acceptable level of achievement that a student must demonstrate to be eligible for the award of academic credit or qualification is the minimum acceptable level of academic standards. The Letter Grades and Grade Points which shall be used to reflect the outcome of the assessment process of the student's performance is indicated in Table 1.

Table 1

Marks Range (%)	Letter Grade	Grade Points	Description of the Grade
>90	O	10.0	Outstanding
80-90	A+	9.0	Excellent
70-80	A	8.0	Very Good

60-70	B+	7.0	Good
55-60	B	6.0	Above Average
50-55	C	5.5	Average
40-50	P	5.0	Pass
<40	F	0	Fail
-	AB	0	Absent
% marks \geq 50	S	-	Satisfactory
% marks <50	US	-	Unsatisfactory
	W	0	Withdrawal

18. PROGRAM STRUCTURE

A. BA Hons. in Psychology with Research (minor in Human Resource Management)

First Semester						
Code	Paper	Core/Elective/O ptional	L	T	P	Cre dit
HUPS101	Introduction to Psychology	Core (Major – DSC)	3	1	0	4
HUPS103	Perspectives and Systems in Psychology	Core (Major – DSC)	3	1	0	4
HUPS151	Introduction to Psychology Practicum	Core (Major – DSC)	0	0	4	2
UHR101	Foundations in Organizational Behaviour	Core (Minor I)	3	1	0	4
SOHS- SEC-001	Microsoft Excel – Refresher to Advanced	SEC1				2
VAC151	Value Added Course 1 – EVS and DM	VAC1				2
AEC001	New Age Life Skills – 1	AEC1				3
	Total					21
Second Semester						
HUPS102	Statistical Methods in Psychology – I	Core (Major – DSC)	3	1	0	4
HUPS104	Biopsychology	Core (Major – DSC)	3	1	0	4
HUPS152	Biopsychology Practicum	Core (Major – DSC)	0	0	4	2
UHR102	Professional HRM Practices	Core (Minor II)	3	1	0	4
OE	Open Elective 1	OE1				3
AEC002	Ability Enhancement Course 2	AEC2				3
VAC	Value Added Course 2 – Extension & Outreach	VAC2				2
	Total					22
CERTIFICATE in Foundations in Psychology (Total Credit: 43)						
Internship/Apprenticeship/Work based Vocational Education and Training						
Third Semester						
HUPS201	Introduction to Personality	Core (Major – DSC)	3	1	0	4
HUPS203	Life Span Development	Core (Major – DSC)	3	1	0	4
HUPS251	Introduction to Personality Practicum	Core (Major – DSC)	0	0	4	2
UHR103	Psychological Assessment in Organizations	Core (Minor III)	3	1	0	4
AEC003	Ability Enhancement Course3	AEC3				3
OE	Open Elective 2	OE2				3
VAC	Value Added Course 3	VAC3				2
	Evaluation of internship					2
	Total					24
Fourth Semester						
HUPS202	Abnormal Psychology	Core (Major – DSC)	3	1	0	4
HUPS204	Counselling Skills	Core (Major – DSC)	3	1	0	4
HUPS252	Counselling Skills Practicum	Core (Major – DSC)	0	0	4	2

UED104	Learning and Development in Organizations	Core (Minor IV)				4
SOHS-SEC-002		SEC2				2
OE	Open Elective 3	OE3				3
VAC	Value Added Course 4	VAC4				2
	Total					21
Internship/Apprenticeship/Work-based Vocational Education and Training						
DIPLOMA IN Psychology (Total Credit: 88)						
Fifth Semester						
HUPS301	Social Psychology	Core (Major – DSC)	3	1	0	4
HUPS351	Social Psychology Practicum	Core (Major – DSC)	0	0	4	2
HUPS303	Educational Psychology	Core (Major – DSC)	3	1	0	4
	DSE-I	Core (Major – DSE)	3	1	0	4
UHR105	Leadership and Talent Development	Core (Minor V)	3	1	0	4
SOHS-SEC-003		SEC3				2
	Evaluation of internship					2
HUPS307	DS Elective-1 Neuropsychology					
HUPS309	DS Elective-1 Forensic Psychology					
HUPS311	DS Elective-1 Health Psychology					
	Total					22
Sixth Semester						
HUPS302	Cognitive Psychology	Core (Major – DSC)	3	1	0	4
HUPS352	Cognitive Psychology Practicum	Core (Major – DSC)	0	0	4	2
HUPS304	Clinical Psychology	Core (Major – DSC)	3	1	0	4
	DSE- II	Core (Major – DSE)	3	1	0	4
UHR106	Counselling at Workplace	Core (Minor VI)	3	1	0	4
SOHS-SEC-004		SEC4				2
HUPS306	DS Elective-2 Sports Psychology					
HUPS308	DS Elective-2 Media Psychology					
HUPS310	DS Elective-2 Environmental Psychology					
	Total					20
Bachelor of Arts in PSYCHOLOGY (Total Credit: 130)						

Seventh Semester						
HUPS401	Research Methodology	Core	3	1	0	4
HUPS451	Research Methodology Practicum	Core	0	0	0	2
HUPS403	Statistical Methods in Psychology – II	Core	3	1	0	4

HUPS405	Qualitative Research in Psychology	Core	3	1	0	4
UHR107	Change Management and OD Interventions	Core (Minor VII)	3	1	0	4
	Total					18
Eighth Semester						
HUPS402	Multivariate Statistics in Psychology	Core	3	1	0	4
HUPS452	Multivariate Statistics Practicum	Core	0	0	0	2
UHR108	Total Rewards Management	Core (Minor VIII)	3	1	0	4
HUPS404	Project/Dissertation	Core				12
	Total					22

Bachelor of Arts (H) in Psychology with Research (Total Credit: 170)

B. BA Hons. in Psychology with Research (minor in Education)

First Semester						
Code	Paper	Core/Elective/Optional	L	T	P	Credit
HUPS101	Introduction to Psychology	Core (Major – DSC)	3	1	0	4
HUPS103	Perspectives and systems in Psychology	Core (Major – DSC)	3	1	0	4
HUPS151	Introduction to Psychology Practicum	Core (Major – DSC)	0	0	4	2
UED101	Basic concepts and thoughts in education	Core (Minor I)	3	1	0	4
SOHS-SEC-001	Microsoft Excel – Refresher to Advanced	SEC1				2
VAC151	Value Added Course 1 – EVS and DM	VAC1				2
AEC001	New Age Life Skills – 1	AEC1				3
	Total					21
Second Semester						
HUPS102	Statistical Methods in Psychology – I	Core (Major – DSC)	3	1	0	4
HUPS104	Biopsychology	Core (Major – DSC)	3	1	0	4
HUPS152	Biopsychology Practicum	Core (Major – DSC)	0	0	4	2
UED102	Educational Psychology	Core (Minor II)	3	1	0	4
OE	Open Elective 1	OE1				3
AEC002	Ability Enhancement Course 2	AEC2				3
VAC	Value Added Course 2 – Extension & Outreach	VAC2				2
	Total					22
CERTIFICATE in Foundations in Psychology (Total Credit: 43)						
Internship/Apprenticeship/Work based Vocational Education and Training						
Third Semester						
HUPS201	Introduction to Personality	Core (Major – DSC)	3	1	0	4
HUPS203	Life Span Development	Core (Major – DSC)	3	1	0	4
HUPS251	Introduction to Personality Practicum	Core (Major – DSC)	0	0	4	2
UED103	Assessing learners and learning	Core (Minor III)	3	1	0	4
AEC003	Ability Enhancement Course3	AEC3				3
OE	Open Elective 2	OE2				3
VAC	Value Added Course 3	VAC3				2
	Evaluation of internship					2
	Total					24
Fourth Semester						
HUPS202	Abnormal Psychology	Core (Major – DSC)	3	1	0	4
HUPS204	Counselling Skills	Core (Major – DSC)	3	1	0	4
HUPS252	Counselling Skills Practicum	Core (Major – DSC)	0	0	4	2
UED104	Inclusive education	Core (Minor IV)				4
SOHS-SEC-002		SEC2				2

OE	Open Elective 3	OE3				3
VAC	Value Added Course 4	VAC4				2
	Total					21
Internship/Apprenticeship/Work-based Vocational Education and Training						
DIPLOMA IN Psychology (Total Credit: 88)						
Fifth Semester						
HUPS301	Social Psychology	Core (Major – DSC)	3	1	0	4
HUPS351	Social Psychology Practicum	Core	0	0	4	2
HUPS305	Organizational Psychology	Core (Major – DSC)	3	1	0	4
	DSE-I	Core (Major – DSE)	3	1	0	4
UED105	Guidance and counselling	Core (Minor V)	3	1	0	4
SOHS-SEC-003		SEC3				2
	Evaluation of internship					2
HUPS307	DS Elective-1 Neuropsychology					
HUPS309	DS Elective-1 Forensic Psychology					
HUPS311	DS Elective-1 Health Psychology					
	Total					22
Sixth Semester						
HUPS302	Cognitive Psychology	Core (Major – DSC)	3	1	0	4
HUPS352	Cognitive Psychology Practicum	Core (Major – DSC)	0	0	4	2
HUPS304	Clinical Psychology	Core (Major – DSC)	3	1	0	4
	DSE- II	Core (Major – DSE)	3	1	0	4
UED106	Applied behaviour analysis in education	Core (Minor VI)	3	1	0	4
SOHS-SEC-004		SEC4				2
HUPS306	DS Elective-2 Sports Psychology					
HUPS308	DS Elective-2 Media Psychology					
HUPS310	DS Elective-2 Environmental Psychology					
	Total					20
Bachelor of Arts in PSYCHOLOGY (Total Credit: 130)						

Seventh Semester						
HUPS401	Research Methodology	Core	3	1	0	4
HUPS451	Research Methodology Practicum	Core	0	0	0	2
HUPS403	Statistical Methods in Psychology-II	Core	3	1	0	4
HUPS405	Qualitative Research in Psychology	Core	3	1	0	4
UED107	Educational intervention and teaching strategies : intellectual disability	Core (Minor VII)	3	1	0	4

	Total					18
Eighth Semester						
HUPS402	Multivariate Statistics in Psychology	Core	3	1	0	4
HUPS452	Multivariate Statistics Practicum	Core	0	0	0	2
UED108	Educational intervention and teaching strategies : learning	Core (Minor VIII)	3	1	0	4
HUPS404	Project/Dissertation	Core				12
	Total					22

Bachelor of Arts (H) in Psychology with Research (Total Credit: 170)

A. BA Hons. in Psychology with Research (minor in Human Resource Management)

First Semester						
Code	Paper	Core/Elective/O ptional	L	T	P	Cr edi t
HUPS101	Introduction to Psychology	Core (Major - DSC)	3	1	0	4
HUPS103	Perspectives and Systems in Psychology	Core (Major - DSC)	3	1	0	4
HUPS151	Introduction to Psychology Practicum	Core (Major - DSC)	0	0	4	2
UHR101	Foundations in Organizational Behaviour	Core (Minor I)	3	1	0	4
SOHS- SEC-001	Microsoft Excel – Refresher to Advanced	SEC1				2
VAC151	Value Added Course 1 – EVS and DM	VAC1				2
AEC001	New Age Life Skills - 1	AEC1				3
	Total					21

B. BA Hons. in Psychology with Research (minor in Education)

First Semester						
Code	Paper	Core/Elective/O ptional	L	T	P	Cred it
HUPS101	Introduction to Psychology	Core (Major - DSC)	3	1	0	4
HUPS103	Perspectives and systems in Psychology	Core (Major - DSC)	3	1	0	4
HUPS151	Introduction to Psychology Practicum	Core (Major - DSC)	0	0	4	2
UED101	Basic concepts and thoughts in education	Core (Minor I)	3	1	0	4
SOHS-SEC- 001	Microsoft Excel – Refresher to Advanced	SEC1				2
VAC151	Value Added Course 1 – EVS and DM	VAC1				2
	New Age Life Skills - 1	AEC1				3
	Total					21

Course Code	Course Title	L	T	P	S	C
HUPS101	Introduction to Psychology	3	1	0	0	4
Version 1.0						
Pre- requisites/Exposure	NIL					

Co-requisites	Not Applicable			
(L – Lecture	T – Tutorial	P – Practical	S – Studio	C – Credits)

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 demonstrate an understanding of complex ideas by identifying key concepts in the field of psychology.
- CO2. Apply theory to practice using problem solving techniques and data analysis
- CO3. Analyze and evaluate 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

Methods of Psychological Research: Observation, Experiment, Case Study, Interview, Survey

UNIT III 12 lecture hours

Learning and Memory:

(a) Learning: Classical conditioning; Operant conditioning; Observational learning

(b) Memory: Our Basic Memory Systems : Sensory Memory, Short-Term Memory, and Long-Term Memory

Forgetting from Long-Term Memory : Trace-decay hypothesis; Interference; Repression

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, Illusions.

Text Books

1. Baron, R.A. (1996). *Psychology* (3rd ed). New Delhi: Prentice Hall.
2. Morgan, C. T., & King, R. A., Weisz, J.R. and Schopler, J. (2014). *Introduction to psychology* (7th ed.). New Delhi: McGraw-Hill.

Reference Books/Materials

1. Saundra K. Ciccarelli and J. Noland White, *Psychology (4th Edition/Global Edition)*. New Delhi: Pearson.

Open Education Resources

<https://www.psychologydiscussion.net/notes/psychology-notes/attention-and-perception/notes-on-attention-meaning-types-and-determinants-psychology/1965>

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

Programme And Course Mapping

COURSE CODE AND TITLE	CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
HUPS101 (Introduction to Psychology)	CO1	3	3												
	CO2													2	
	CO3				3										3
	CO4	3	3												
	CO5	3													
	CO6	3	3												

Course Mapping with Key Indicators

Unit I	
Local	
Regional	
National	Origin and history of Indian Psychology
Global	Origin of Psychology as a branch of knowledge
Employability	
Entrepreneurship	
Skill Development	Branches of Psychology
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	
Unit II	
Local	
Regional	
National	
Global	
Employability	Methods of Psychological Research
Entrepreneurship	Methods of Psychological Research
Skill Development	Methods of Psychological Research
Professional Ethics	Methods of Psychological Research
Gender	
Human Values	
Environment & Sustainability	
Unit III	
Local	

Regional	
National	
Global	
Employability	Learning and memory
Entrepreneurship	
Skill Development	Learning and memory
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	
Unit IV	
Local	
Regional	
National	
Global	
Employability	Attention and Perception
Entrepreneurship	Attention and Perception
Skill Development	Attention and Perception
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	
SDG	3, 9
NEP 2020	Conceptual understanding; respect for local contexts; creativity and innovative thinking, flexibility, life skills, critical thinking
POE/4 th IR	

Teaching Plan:

Weekly Teaching Plan	Topic/Unit No.	Textbook [TB]/ Reference Book [RB]-Chapter/ Page No./ Open Education Resources [OER]	Teaching-Learning Method
Week 1	Definition of Psychology; Nature of Psychology; Scope of Psychology	RB-1 (chapter 1) TB-1 (chapter 1)	Lecture; Presentation
Week 2	Origin of Psychology; Psychology as a science	TB-1(chapter 1)	Lecture; Presentation
Week 3	Specialties within Psychology	TB-2 (chapter 1)	Lecture; Presentation
Week 4	Methods of Psychological Research	TB-1 (chapter 1) TB-2 (chapter 1)	Lecture; Presentation

Week 5	Methods of Psychological Research	TB-1 (chapter 1) TB-2 (chapter 1)	Lecture; Presentation
Week 6	Learning: Definition; Classical conditioning	TB-2 (chapter 4)	Lecture; Presentation
Week 7	Learning: Operant conditioning; Observational learning	TB-2 (chapter 4)	Lecture; Presentation
Week 8	Basic Memory Systems: Sensory Memory; Short-Term Memory; Long term memory	TB-1 (chapter 6)	Lecture; Presentation
Week 9	Forgetting; Attention: Types and determinants	TB-1 (chapter 6) TB-2 (chapter 3) OER-1	Lecture; Presentation
Week 10	Principles of Perceptual Organization Constancies in Perception - Size	TB-1 (chapter 3) TB-2 (chapter 3)	Lecture; Presentation
Week 11	Constancies in Perception - Shape	TB-1 (chapter 3) TB-2 (chapter 3)	Lecture; Presentation
Week 12	Constancies in Perception - Form	TB-1 (chapter 3) TB-2 (chapter 3)	Lecture; Presentation
Week 13	Constancies in Perception – Space & Movement	TB-1 (chapter 3) TB-2 (chapter 3)	Lecture; Presentation
Week 14	Depth Perception	TB-1 (chapter 3) TB-2 (chapter 3)	Lecture; Presentation
Week 15	Illusion	TB-1 (chapter 3) TB-2 (chapter 3)	Lecture; Presentation
Week 16	Revision		Discussion

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching Learning Activity	Assessment Task Methods
1	CO1. Read and demonstrate an understanding of complex ideas by identifying key concepts in the field of psychology.	(i) Each topic is to be explained with real life examples. (ii) Students are to be encouraged to apply the concepts to their own lives. (iii) Students are to be given homework/assignments. (iv) Students to discuss theoretical and practical problems in the class.	<ul style="list-style-type: none"> • Presentations and class discussions • Assignments and class tests • Student presentations. • Mid-term examinations. • End-term examinations.
2	CO1. Read and demonstrate an understanding of complex ideas by identifying key concepts in the field of psychology. CO2. Apply theory to practice using problem solving techniques and data analysis		

	<p>CO3. Analyse and evaluate research data to produce a well-reasoned argument or position on an issue.</p> <p>CO4. Synthesise data from multiple sources to create and support a solution</p> <p>CO5. Explain how social interactions are influenced by local, regional, national, and/or global cultures.</p> <p>CO6. Recognize cultural and individual differences that underlie the complexities of human behaviour and social interaction.</p>	<p>(v) Students are to be encouraged to apply concepts to real world problems which have local, regional and national implications.</p>	
3	<p>CO1. Read and demonstrate an understanding of complex ideas by identifying key concepts in the field of psychology.</p> <p>CO2. Apply theory to practice using problem solving techniques and data analysis</p> <p>CO3. Analyse and evaluate research data to produce a well-reasoned argument or position on an issue.</p> <p>CO4. Synthesise data from multiple sources to create and support a solution</p>		
4	<p>CO1. Read and demonstrate an understanding of complex ideas by identifying key concepts in the field of psychology.</p> <p>CO2. Apply theory to practice using problem solving techniques and data analysis</p> <p>CO3. Analyse and evaluate research data to produce a well-reasoned argument or position on an issue.</p> <p>CO4. Synthesise data from multiple sources to create and</p>		

	support a solution		
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HUPS103	Perspectives and Systems in Psychology	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure					
Co-requisites					

Course Objectives

1. To Identify major figures and schools of thought in Psychology.
2. To facilitate the learning of traditional and emergent fields of psychology.
3. Explore various perspectives determining human behaviour.
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 behaviour.

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 behaviour and other psychological processes.

CO4. Become aware of the cross-cultural influence on the development of Psychology.

CO5. Appreciate the important role that behaviourism 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 perspectives. 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 behavioural, 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/kpupsysc1100/chapter/history-of-psychology/>
- St. Clair, Michael. (1999). Object Relations and Self-Psychology: An Introduction. Wadsworth Publishing Company.
- Feist & Feist. Theories of Personality. McGraw 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

Programme And Course Mapping

Course Title	Course Outcome	D1-D10										S01-S07							
		D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	S01	S02	S03	S04	S05	S06	S07	
PS151 Spectives Systems chology	1	3	3	-	-	-	2	-	-	-	-	-	3	3	-	-	-	-	-
	2	3	3	-	3	-	-	-	-	-	-	-	-	3	2	-	-	-	-
	3	3	-	-	2	-	3	-	2	-	1	2	3	3	-	-	-	-	-

	4	3	-	-	-	-	2	3	1	-	-	-	-	-	3	-	-	-	-
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Course Mapping with Key Indicators

Unit I	Understanding Psyche
Local	-
Regional	-
National	Relevance of Indian Psychology
Global	Western Philosophies: Idealism, Naturalism, Realism, and Pragmatism
Employability	-
Entrepreneurship	-
Skill Development	Pedagogical Alternatives to Behaviorism with reference to Activity, Discovery and Dialogue based teaching-learning
Professional Ethics	Philosophy and Education
Gender	Philosophy and Education
Human Values	Axiology
Environment & Sustainability	Western Philosophy: Naturalism
Unit II	Early Schools of Psychology
Local	Socialization
Regional	Determinants of Aims of Education: Culture, Economy and History
National	Constitutional Perspective
Global	-
Employability	-
Entrepreneurship	-
Skill Development	-
Professional Ethics	-
Gender	-
Human Values	Equity, Equality, Freedom, Social Justice, Inclusiveness and Secularism
Environment & Sustainability	-
Unit III	Positivist Orientation
Local	Aims of education, school curriculum, pedagogic practices, the role of teachers and discipline according to Indian Philosophers such as Gandhi, Tagore, Krishnamurti, Aurobindo
Regional	-
National	Aims of education, school curriculum, pedagogic practices, the role of teachers and discipline according to Indian Philosophers such as Gandhi, Tagore, Krishnamurti, Aurobindo
Global	Aims of education, school curriculum, pedagogic practices, the role of teachers and discipline according to Western Philosophers such as Ivan Illich, John Dewey
Employability	-
Entrepreneurship	-
Skill Development	-

Professional Ethics	The role of teachers and discipline according to Indian and Western Philosophers
Gender	-
Human Values	Educational Philosophy of Sr Aurobindo
Environment & Sustainability	Educational Philosophy of Rabindranath Tagore
Unit IV	Psychoanalytic and Humanistic-Existential Orientation
Local	-
Regional	-
National	-
Global	-
Employability	-
Entrepreneurship	-
Skill Development	Detailed study of one of the thinkers in the syllabus and preparing a project report/writing a conceptual research paper
Professional Ethics	-
Gender	-
Human Values	Detailed study of one of the thinkers in the syllabus
Environment & Sustainability	-
SDG	4
NEP 2020	Activity, Discovery and Dialogue based teaching-learning.
POE/4 th IR	

Teaching Plan:

Weekly Teaching Plan	Topic/Unit No.	Textbook [TB]/ Reference Book [RB]-Chapter/ Page No./ Open Education Resources [OER]	Teaching-Learning Method
Week 1	Understanding Psyche: Debates and Issues	Benjamin Jr. (2009). A History of Psychology: Original Sources & Contemporary Research 3rd Edn. Blackwell Publishing.	Lecture followed by a discussion

Week 2	Understanding Psyche: Debates and Issues	Benjamin Jr. (2009). A History of Psychology: Original Sources & Contemporary Research 3rd Edn. Blackwell Publishing.	Lecture followed by a discussion
Week 3	(a) Free will and determinism	Benjamin Jr. (2009). A History of Psychology: Original Sources & Contemporary Research 3rd Edn. Blackwell Publishing.	Lecture followed by a discussion
Week 4	(b) Empiricism and rationality	Benjamin Jr. (2009). A History of Psychology: Original Sources & Contemporary Research 3rd Edn. Blackwell Publishing.	Lecture followed by a discussion
Week 5	(c) Issues of Consciousness and Mind Body Relationship in relation to the eastern and western perspective	Benjamin Jr. (2009). A History of Psychology: Original Sources & Contemporary Research 3rd Edn. Blackwell Publishing.	Lecture followed by a discussion
Week 6	(c) Issues of Consciousness and Mind Body Relationship in relation to the eastern and western perspective	Benjamin Jr. (2009). A History of Psychology: Original Sources & Contemporary Research 3rd Edn. Blackwell Publishing.	PPT & Lecture, Discussion
Week 7	(c) Issues of Consciousness and Mind Body Relationship in relation to the eastern and western perspective	Benjamin Jr. (2009). A History of Psychology: Original Sources & Contemporary Research 3rd Edn. Blackwell Publishing.	PPT & Lecture, Discussion
Week 8	Early Schools of Psychology	Benjamin Jr. (2009). A History of Psychology: Original Sources & Contemporary Research 3rd Edn. Blackwell Publishing.	PPT & Lecture, Discussion
Week 9	Associationism	Green, C. D. & Groff, P. R. (2003). Early psychological thought: Ancient accounts of mind and soul. Westport, CT: Praeger.	PPT & Lecture, Discussion
Week 10	Structualism and Functionalism	King, D.B., Viney, W. & Woody, W.D. (2008). A history of psychology: Ideas and context. (4th Ed.). Pearson education.	PPT & Lecture, Discussion

Week 11	Structuralism and Functionalism	King, D.B., Viney, W. & Woody, W.D. (2008). A history of psychology: Ideas and context. (4th Ed.). Pearson education.	PPT & Lecture, Discussion
Week 12	Positivist Orientation: From behaviorism to cognition	King, D.B., Viney, W. & Woody, W.D. (2008). A history of psychology: Ideas and context. (4th Ed.). Pearson education.	PPT & Lecture, Discussion
Week 13	Key contributions of Watson, Tolman, Hull, and Skinner; Cognitive revolution, Information Processing Model.	King, D.B., Viney, W. & Woody, W.D. (2008). A history of psychology: Ideas and context. (4th Ed.). Pearson education.	PPT & Lecture, Discussion
Week 14	Key contributions of Watson, Tolman, Hull, and Skinner; Cognitive revolution, Information Processing Model.	King, D.B., Viney, W. & Woody, W.D. (2008). A history of psychology: Ideas and context. (4th Ed.). Pearson education.	PPT & Lecture, Discussion
Week 15	Freudian Psychoanalysis, Adler, Jung, Fromm, Ego psychology – Erikson, Erikson,	King, D.B., Viney, W. & Woody, W.D. (2008). A history of psychology: Ideas and context. (4th Ed.). Pearson education.	PPT & Lecture, Discussion
Week 16	Object relations, contributions of Phenomenologically oriented humanistic and existential thinkers.	King, D.B., Viney, W. & Woody, W.D. (2008). A history of psychology: Ideas and context. (4th Ed.). Pearson education.	PPT & Lecture, Discussion

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching Activity	Learning Assessment Task Methods
1	Identify the major figures and schools of thought that have made significant historical and conceptual contributions to the contemporary disciplinary landscape of psychology.	(i) Each topic is to be explained with illustrations. (ii) Students are encouraged to discover the relevant concepts. (iii) Students be given homework/assignments. Discuss and solve the theoretical and practical problems in the class. (v) Students are encouraged to apply concepts to real-world problems.	<ul style="list-style-type: none"> • Presentations and class discussions. • Assignments and class tests. • Student presentations. • Mid-term examinations. • Practical and viva voce examinations. • End-term examinations.
2	Evaluate the various implications that these assumptions about human nature have for both the theory and the practice of contemporary psychology.		

3	Assess the structures of human behaviour and other psychological processes.		
4	Become aware of the cross-cultural influence on the development of Psychology.		

HUPS151	Introduction To Psychology_ Practicum/Lab	L	T	P	C
Version 1.0		0	0	4	2
Pre-requisites/Exposure					
Co-requisites					

Learning Objectives:

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

Course Outcomes:

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

- CO1. design, conduct and report experimental research.
CO2. demonstrate the ability to administer, interpret and report psychological tests.
CO3. show 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

Open Educational Resources (OER)

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

UHR101	Foundations in Organizational Behaviour	L	T	P	C
Version 1.0		3	1	0	4
Total Contact Hours	40				
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.
Developing abilities to think critically, to use reason and judgment and to analyse complex and diverse concepts with emphasis on Indian organizations
4. Applying knowledge of Organizational Psychology in real life settings

Course Outcomes

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

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

Catalog Description

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

Course Content

UNIT I

10 contact 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

12 contact hours

Perception, Motivation and Emotion:

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

UNIT III

10 contact hours

Foundations of Group Behaviour:

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

UNIT IV

8 contact 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

Open Educational Resources (OER)

https://www.youtube.com/watch?v=pHg3ZfGk5j0&list=PLmAmHQ-5ySyL_zgag85MMunZTomBdj6y
https://www.youtube.com/watch?v=ESr5cSk7bU0&list=PL2ZSejJnug_0FBmHxyTR4yx3IGKXIT8ZF
https://www.youtube.com/watch?v=jiPYQd_EWvU
<https://www.youtube.com/watch?v=A4zQfK73T80>

Assessment and Evaluation

Components	Assignment	Mid Term Examination	Attendance	End Term Examination
Weightage (%)	20	20	10	50

Programme And Course Mapping

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

Course Mapping with Key Indicators

Unit I	Introduction
Local	Organizational Behaviour
Regional	Organizational Behaviour

National	Organizational Behaviour
Global	Organizational Behaviour
Employability	Job fit, Job description, Personality assessment
Entrepreneurship	-
Skill Development	Scope of ability assessment skills
Professional Ethics	Organizational ethics and values
Gender	
Human Values	
Environment & Sustainability	
Unit II	Perception, motivation, emotion
Local	Decision-making, EQ
Regional	Decision-making, EQ
National	Decision-making, EQ
Global	Decision-making, EQ
Employability	Applications of Emotional Intelligence in developing various modules
Entrepreneurship	-
Skill Development	Decision-making, emotional regulation skills
Professional Ethics	-
Gender	-
Human Values	-
Environment & Sustainability	-
Unit III	Foundation of Group Behaviour
Local	Group & teams
Regional	Group & teams
National	Group & teams
Global	Group & teams
Employability	Leadership knowledge
Entrepreneurship	Team building
Skill Development	Group/team decision-making skills
Professional Ethics	Group/team ethics
Gender	-
Human Values	
Environment & Sustainability	
Unit IV	Leadership
Local	Conflict & negotiation

Regional	Conflict & negotiation
National	Conflict & negotiation
Global	Conflict & negotiation
Employability	Team management
Entrepreneurship	Effective leadership
Skill Development	Conflict resolution
Professional Ethics	Ethics required for effective leadership
Gender	-
Human Values	-
Environment & Sustainability	-
SDG	8
NEP 2020	Essential learning and critical thinking
POE/4 th IR	

Teaching Plan:

Weekly Teaching Plan	Topic/Unit No.	Textbook [TB]/ Reference Book [RB]- Chapter/ Page No./ Open Education Resources [OER]	Teaching-Learning Method
Week 1	Scope, challenges & opportunities of OB	TB-2 (chapter-1)	Lecture
Week 2	Foundations of Individual behavior	TB-2 (chapter-2)	Lecture, Discussion
Week 3	Foundations of Individual behavior	TB-2 (chapter-2)	Lecture, Discussion
Week 4	Personality and values	TB-2 (chapter-5)	Lecture, Discussion
Week 5	Perception & individual decision making	TB-2 (chapter-6)	Lecture, Discussion
Week 6	Motivation	TB-2 (chapter-7)	Lecture, Discussion
Week 7	Applications of motivation at the workplace	TB-2 (chapter-8)	Lecture, Discussion
Week 8	Emotions & EI	TB-1 (chapter-7)	Lecture, Discussion
Week 9	Group behaviour	TB- 2 (chapter-9)	Lecture, Discussion
Week 10	Stages of group development	TB-1 (chapter-11)	Lecture, Discussion
Week 11	Group decision making	TB-2 (chapter-9)	Lecture, Discussion
Week 12	Effective teams	TB-2 (chapter-9)	Lecture, Discussion
Week 13	Nature & type of leadership	TB-2 (chapter-12)	Lecture, Discussion

Week 14	Theories of leadership	TB-2 (chapter-9)	Lecture, Discussion
Week 15	Contemporary issues	TB-2 (chapter-1)	Lecture, Discussion
Week 16	Revision		Discussion

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching Activity	Learning Assessment Task Methods
1	CO1. Develop an awareness of the concepts related to organizational behaviour. CO2. Develop a connection between concepts and practices of organizations. CO3. Understand the evolution of the field of organizational behaviour and the challenges faced by the field today.	(i) Each topic to be explained with illustrations. (ii) Students to be encouraged to discover the relevant concepts. (iii) Students be given homework/assignments. (iv) Discuss and solve the theoretical and practical problems in the class. (v) Students to be encouraged to apply concepts to real world problems.	• Presentations and class discussions. • Assignments and class tests. • Student presentations. • Mid-term examinations. • Practical and viva-voce examinations. • End-term examinations.
2	CO4. Develop a deeper understanding of conceptual and theoretical bases of motivation and employees' work attitudes and their relationship with performance and organizational outcomes.		
3	CO6. Understanding group dynamics, working through conflicts and working in teams.		
4	CO5. Understand leadership processes from different theoretical perspectives.		

Course Code	Course Title	L	T	P	S	C
UED101	Basic Concepts and Thoughts in Education	3	1	0	0	4
Version 1.0						
Pre-requisites/Exposure	NIL					
Co-requisites	Not Applicable					

(L – Lecture T – Tutorial P – Practical S – Studio C – Credits)

Course Objectives

The student-teacher will be able to:

1. Exhibit reflective thinking with relation to the philosophical and sociological perspectives of Education.
2. Sharpen their perception of the concepts involved in educational practice.

3. Enhance their capacity to formulate responses to the reality of education.
4. Critically evaluate and systematically reflect upon general theories of Education.

Course Outcomes

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

CO1 Understand the philosophy, education and the relationship between philosophy and education and its role in teaching-learning process.

CO2 Understand the ideas of equity, equality, inclusion culture and economy.

CO3 Analyze the determinants of aims of education, socialization and the role of various agencies.

CO4 Understand the ideas of major thinkers on education and its role in professional development of teachers.

Catalog Description

One of the Basic premises underlying the concept of Education is the philosophical and sociological thought. Philosophy of Education is essentially a method of approaching educational experience rather than a body of conclusions. This course will endeavour to develop a basic understanding of philosophical process of solving educational problems through philosophical method, from a philosophical attitude to arrive at philosophical conclusions and results. It will facilitate the understanding of the following: Interpretation of human nature, the world and the universe and their relation with man and society. Interpretation of aims and ideals of education, the relationship of various components of the system of education, relationship of education and various areas of national life (economic system, political order, social progress, social and cultural reconstructions etc.), educational values, theory of knowledge and its relationship to education.

Course Content

Unit I:

15 Contact Hours

Basic Concepts in Philosophy of Education

- Teaching, training, learning and education in relationship to the child's nature, growth and development.
- Relationship between Philosophy and Education. Branches of Philosophy: Metaphysics, Epistemology & Axiology with special reference to school subjects
- Indian Philosophies: Sankhya, Vedanta
- Western Philosophies: Idealism, Naturalism, Realism, and Pragmatism
- Pedagogical Alternatives to Behaviorism with reference to Activity, Discovery and Dialogue based teaching-learning.
 1. **Activity:** With reference to Dewey's ideas on learning and Gandhi's Nai Talim
 2. **Discovery:** With reference to Montessori's description of children's intellectual growth and Dewey's concept of inquiry
 3. **Dialogue:** With reference to Plato (Allegory of the Cave), the Upanishads (The Nachiketa-Yama dialogue) and Buber's idea of a dialogue between teacher and student ('I

and Thou') along with a discussion on the role of a teacher

**Unit II:
Basic Concepts in the Sociology of Education**

15 Contact Hours

- State and Democracy
- Constitutional Perspective: Equity, Equality, Freedom, Social Justice, Inclusiveness and Secularism.
- Socialization, Types of Family and their role in Socialization, Role of family and school, conflicts and coherence.
- Political ideology with reference to curriculum and textbooks.
- Determinants of Aims of Education: Culture, Economy and History
- Dominance, conflict and resistance in the context of schooling.

Unit III:

15 Contact Hours

Introduction to the main ideas of the following thinkers concerning aims of education, school curriculum, pedagogic practices, role of teachers and discipline

- John Dewey
- M. K Gandhi
- Rabindranath Tagore
- Ivan Illich
- J. Krishnamurti
- Sri Aurobindo

Unit IV:

5 Contact Hours

Practicum

- A detailed study of one of the thinkers mentioned in the entire syllabus

Text Books

1. Aggarwal, J. C. (2001). Basic ideas of education. Shipra Publications.
2. Aggarwal, J. C. (2009). Psychological, Philosophical and Sociological Foundations of Education. Shipra Publications.
3. Walia, J.S. (2011). Philosophical, Sociological and Economic Bases of Education. Jalandhar: Ahim Paul Publishers.
4. Pandey, K.P. (2010). Perspectives in Social Foundations of Education. New Delhi: Shipra Publications.

Reference Books/Materials

1. Buber, Martin (2006). 'Teaching and Learning' in the Writings of Martin Buber. Author: Will Herberg. Universal Digital Library. The World Publishing Company, New York.
2. Dewey, John (1902). The Child and the Curriculum. Chicago: The University of Chicago Press.
3. Krishnamurti, Jiddu (1992). Education and the Significance of Life. India: Krishnamurti Foundation India.
4. Woolzley, A.D. (1949). Theory of Knowledge: An Introduction. London: Hutchinson's University Library.

Online Reference

1. <https://swayam.gov.in>
2. <http://www.ncte.nic.in>
3. <http://egyankosh.ac.in>
4. www.ignou.ac.in
5. <https://egyankosh.ac.in/bitstream/123456789/38038/1/Unit-1.pdf>
6. <https://egyankosh.ac.in/bitstream/123456789/68573/1/Unit-5.pdf>
7. <https://egyankosh.ac.in/bitstream/123456789/46968/1/Unit-3.pdf>
8. <https://www.egyankosh.ac.in/bitstream/123456789/46498/3/Unit-10.pdf>
9. <https://egyankosh.ac.in/bitstream/123456789/68582/1/Block-3.pdf>
10. <https://egyankosh.ac.in/bitstream/123456789/27368/1/Unit-4.pdf>
11. <https://egyankosh.ac.in/handle/123456789/54014>
12. <https://egyankosh.ac.in/bitstream/123456789/27368/1/Unit-4.pdf>

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

Programme And Course Mapping

COURSE	CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
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CODE AND TITLE															
HUPS101 (Basic Concepts and Thoughts in Education)	CO1	3													
	CO2	3	3												
	CO3												3		
	CO4	3													
	CO5													3	
	CO6														3

Course Mapping with Key Indicators

Unit I	
Local	Human development
Regional	Human development
National	Human development
Global	Human development
Employability	
Entrepreneurship	
Skill Development	Basic Concepts in Philosophy of Education
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	
Unit II	
Local	Democracy, constitution, human rights
Regional	Democracy, constitution, human rights
National	Democracy, constitution, human rights
Global	Democracy, constitution, human rights
Employability	
Entrepreneurship	
Skill Development	Basic Concepts in the Sociology of Education
Professional Ethics	
Gender	
Human Values	Dignity, equality
Environment & Sustainability	
Unit III	
Local	Human development
Regional	Human development
National	Human development
Global	Human development
Employability	
Entrepreneurship	

Skill Development	Introduction to the main ideas of leading thinkers
Professional Ethics	
Gender	
Human Values	Dignity, equality
Environment & Sustainability	
Unit IV	
Local	
Regional	
National	
Global	
Employability	Practical knowledge
Entrepreneurship	
Skill Development	Hands on knowledge
Professional Ethics	
Gender	
Human Values	
Environment & Sustainability	
SDG	4
NEP 2020	Conceptual understanding; respect for local contexts; creativity and innovative thinking, flexibility, life skills, critical thinking
POE/4 th IR	

Teaching Plan:

Weekly Teaching Plan	Topic/Unit No.	Textbook [TB]/ Reference Book [RB]-Chapter/ Page No./ Open Education Resources [OER]	Teaching-Learning Method
Week 1	Meaning of Philosophy; Relationship between Philosophy with education; Teaching, training, learning and education in relationship to the child's nature, growth and development	TB-2; TB-1; OER-1, 2, 3, 4, 5, 6, 7	Lecture; Presentation
Week 2	Branches of Philosophy	TB-1, 3; OER-1, 2, 3, 4, 5, 6, 7	Lecture; Presentation
Week 3	Philosophical basis of pedagogical techniques	TB-1; OER-7, 12	Lecture; Presentation

Week 4	Activity, discovery & dialogue	TB - 3; OER-8	Lecture; Presentation
Week 5	Meaning of Sociology of Education; State and Democracy; Constitutional Perspective	TB - 3; OER-9	Lecture; Presentation
Week 6	Meaning of Equity, Equality; Freedom, Social Justice; Inclusiveness and Secularism.	TB - 3; OER-9	Lecture; Presentation
Week 7	Role of family and school; Determinants of aims of Education; culture, economy, and history	TB-3; OER-5,6,9	Lecture; Presentation
Week 8	Educational Philosophy of John Dewey	TB-3; OER-8,10,12	Lecture; Presentation
Week 9	Educational Thought of M.K. Gandhi	TB-3; OER-8	Lecture; Presentation
Week 10	Educational philosophy of Rabindranath Tagore	TB-3; OER-8	Lecture; Presentation
Week 11	Educational Thought of Paulo Freire	TB-4; OER-10	Lecture; Presentation
Week 12	Biography of J. Krishnamurti	TB-4; OER-5, 6	Lecture; Presentation
Week 13	Meaning and Characteristics of Secularism	OER-11	Lecture; Presentation
Week 14	A detailed study of one of the thinkers mentioned in the entire syllabus (Practicum)	OER-1-12	Lecture; Presentation
Week 15	A detailed study of one of the thinkers mentioned in the entire syllabus (Practicum)	OER-1-12	Lecture; Presentation
Week 16	Revision		Discussion

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching Learning Activity	Assessment Task Methods
1	CO1. Understand	(i) Each topic is to be	• Presentations and

	the philosophy, education and the relationship between philosophy and education and its role in teaching-learning process.	explained with real life examples. (ii) Students are to be encouraged to apply the concepts to their own lives.	class discussions • Assignments and class tests • Student presentations. • Mid-term examinations. • End-term examinations.
2	CO2. Understand the ideas of equity, equality, inclusion culture and economy. CO3. Analyze the determinants of aims of education, socialization and the role of various agencies.	(iii) Students are to be given homework/assignments. (iv) Students to discuss theoretical and practical problems in the class. (v) Students are to be encouraged to apply concepts to real world problems which have local, regional and national implications.	
3	CO4. Understand the ideas of major thinkers on education and its role in professional development of teachers.		
4	CO4. Understand the ideas of major thinkers on education and its role in professional development of teachers.		

Course Name:	Course Code	L-T-P	Credits
Microsoft Excel-Refresher to Advanced	SEC001	0-0-1	1
Course Teacher: Dr. Preeti Rathi			

COURSE OBJECTIVES

1. To learn how to create spread sheet in excel.
2. To learn how to use formulas.
3. To learn how to design graphs using tables.
4. To implement conditional formatting in cells.
5. To learn how to use lookup and references.

PROGRAMME OUTCOMES (POs)

PO1. Enabling students to adapt to the rapidly changing technology with strong fundamentals.

PO 2: Understanding and demonstrating the use of various modern technical tools like table styles, shapes, charts, graphs, data tools and solve basic and logical-mathematical problems and statistics in excel.

PO3. Educating students towards the design and development of applications and spread sheets with advanced excel.

PO4. Knowledge in data management systems, like data acquisition, report generation so as to enable students in solving problems using the techniques of data analytics.

PO5. An ability to work in multidisciplinary teams in small- and large-scale projects by utilizing technological tools and emerging technologies with skills to communicate effectively.

PROGRAM SPECIFIC OUTCOMES (PSO)

PSO1. Be acquainted with the contemporary issues, latest trends in technological development and thereby innovate new ideas and solutions to existing problems. This results in the annual ICT magazine ‘Connect’ with contribution of papers, articles, quizzes, puzzles etc. from the students.

PSO2. An ability to practically use hardware and software and design and develop projects in emerging technology environments.

PSO3. Knowledge of data management system that helps in storing information for reference, reporting, and analysis. Database Management System helps in analyzing large amounts of information, and manage related data more efficiently.

PSO4. The ability to employ modern computer languages, environments, and platforms in creating innovative career paths to be an entrepreneur, and a zest for higher studies.

COURSE OUTCOMES (COs)

CO1	Demonstrating the basic mechanics and navigation of an Excel spreadsheet
CO2	Learning the use and utility of functions and formulas on excel spreadsheet

CO3	Learning formulas, creating charts and graphs that can easily explain or simplify complex information or data.
CO4	Analyzing data using Pivot Tables and Pivot Charts.
CO5	Manipulate data using data names and ranges, filters and sort, and validation lists

Syllabus

Brief Syllabus:		
This course aims to deliver basic and advanced concepts of ms excel and its implementation. The students will become familiar with the concepts of functions, graphs, formatting tools and formulas.		
UNIT WISE DETAILS		
Unit Number: 1	Title: Basic of MS Excel	
Content Summary: Introduction to MS Excel, Sheet, Cell, worksheet, menu bar, title bar, tabs.		
Unit Number: 2	Title: Formatting in MS Excel	
Content Summary: Alignment, conditional formatting, table, lookup.		
Unit Number: 3	Title: Functions & Formulas	
Content Summary: Function: Sum, Count, Average, Max, Min, Upper, Lower, Power, logical functions, if-else function.		
Unit Number: 4	Title: Graphs	
Content Summary: Graph: 2D, 3D, Pivot Table.		

Text Books

1. Microsoft Office – Complete Reference – BPB Publication
2. Learn Microsoft Office – Russell A. Stultz – BPB Publication
4. Koers, D (2001). Microsoft Office XP Fast and Easy. PHI.

Reference Books/Materials

1. Courter, G Marquis (1999). Microsoft Office 2000: Professional Edition. BPB.
2. Nelson, S L and Kelly, J (2002). Office XP: The Complete Reference. Tata McGrawHill.

Course Code	Course Title	L	T	P	S	Credit
AEC001	New Age Life skills - I	3	0	0		3
Pre-requisites/Exposure						

(L – Lecture T – Tutorial P – Practical S – Studio C – Credits)

COURSE OBJECTIVES:

- To enable learners organize and summarize information clearly and logically
- To develop and build upon their abilities in listening reading and speaking skills.
- To Organize and express ideas in writing in a coherent and pertinent manner in formal setting.
- To Implement the acquired knowledge to imbibe qualities of a Leader

-
- To recognize the interrelationship between theory and practice apply such knowledge for development.
 - To enhance verbal and written communication skills, including clarity, articulation, active listening, and effective presentation skills.

COURSE OUTCOME (COs)

On completion of the course learner should be able to: -

CO1 Develop self confidence in their communication abilities and enabling them to express themselves assertively.

CO 2 Enhance the ability for advanced critical thinking and the ability to formulate logical arguments.

CO 3 Describe different value systems and moral dimensions while taking decisions.

CO 4 Include attributes and personality traits that help learner to interact with others and succeed.

CO 5 Cultivate self-confidence, problem solving and critical thinking abilities.

CATALOUGE DESCRIPTION:

New Age Life Skills' course is designed for learner to enhance and develop interpersonal skills that characterize a person's relationships with other professionals. This program will teach skills which will prepare them for a successful career in their industry. The main topics will include verbal communicational skills, non- verbal communication skills, active listening skills, written communication skills and presentation skills. They will also develop active listening skills, enabling them to understand others and respond appropriately. Learners will demonstrate proficiency in interpersonal communication, fostering positive relationships and resolving conflicts. Additionally, they will exhibit cross-cultural competence, adapting their communication styles to diverse audiences.

COURSE TOPICS:

Unit Number: 1

Title: Effective Communication Skills

Content Summary:

Verbal Communication Skills: speaking clearly, using appropriate language and tone, and expressing ideas effectively, Non-Verbal Communication Skills: Body Language Facial Expressions, Posture, Eye Contact, and Gestures, Active Listening Skills: Understanding and Reporting to Other's Messages, Interpersonal Skills: Building Rapport, Empathy, and Resolving Conflicts

Unit Number: 2

Title: Personality development

Content Summary:

Etiquettes and Manners, Attitude, Self Esteem & Self Reliance, Public Speaking, Work Habits, Presentation Skills/Techniques

Unit Number: 3**Title: Mindset and Resilience****Content Summary:**

Knowing and experiencing self, developing a growth mindset, Strategies for overcoming obstacles and setbacks, Cultivating Resilience and Adaptability

Unit Number: 4**Title: Enhancing Spoken Skills****Content Summary:**

Vocabulary & Pronunciation improvement, Verbal Ability Qs & Ans, Delivery of speech, Motivation, Assertiveness, Confidence building, Story narration, Book review.

Text Book and References

- Bayer, Mike (2019), Best Self
- Gladwell Malcom, (2021), Talking to strangers
- Scot Susan (2004), Fierce conversations

Mode of Evaluation:

Components	Quiz 1	Attendance	Mid Term	Presentation/Assignment	End Term
Weightage (%)	10	10	20	10	50

Program Mapping – PO to CO's**New Age Life skills – I**

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	
CO 1										3										3		
CO 2									2									2				
CO 3																						
CO 4												3										
CO 5																						

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

VAC151	Environmental Studies and Disaster Management	L	T	P	C
Version 3.0		2	0	0	2
Pre-requisites/Exposure	Basics of Environment				

Co-requisites	--
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Course Content

UNIT I

8 Lectures

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.

Carbon Footprints.

UNIT II

15 Lectures

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. Fundamentals and Application of ESG (Environment Social Governance).

UNIT III

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- IV

10 Lectures

Disaster Preparedness:

Plan, Prediction, Early Warnings and Safety Measures of Disaster, Role of Government, International and NGO Bodies in Disaster Preparedness.

Reconstruction and Rehabilitation, Post Disaster effects and Remedial Measures

Disaster Management Act, 2005: Disaster management framework in India before and after Disaster Management Act, 2005,

Applications of AI and ML in Disaster Management and risk predictions.

Text Books

1. Content building programme (CBP) book on Disaster Management, Forum AS.
2. 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.Chand & Company Ltd, New Delhi.
4. R. Gadi, S. Rattan, S. Mohapatra, Environmental Studies Kataria Publishers, New Delhi.
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.

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

A. BA Hons. in Psychology with Research (minor in Human Resource

Second Semester						
HUPS102	Statistical Methods in Psychology - I	Core (Major - DSC)	3	1	0	4
HUPS104	Biopsychology	Core (Major - DSC)	3	1	0	4
HUPS152	Biopsychology Practicum	Core (Major - DSC)	0	0	4	2
UHR102	Professional HRM Practices	Core (Minor II)	3	1	0	4
OE	Open Elective 1	OE1				3
AEC002	Ability Enhancement Course 2	AEC2				3
VAC	Value Added Course 2 - Extension & Outreach	VAC2				2
	Total					22

Management)

B. BA Hons. in Psychology with Research (minor in Education)

Second Semester						
HUPS102	Statistical Methods in Psychology - I	Core (Major - DSC)	3	1	0	4
HUPS104	Biopsychology	Core (Major - DSC)	3	1	0	4
HUPS152	Biopsychology Practicum	Core (Major - DSC)	0	0	4	2
UED102	Educational Psychology	Core (Minor II)	3	1	0	4
OE	Open Elective 1	OE1				3
AEC002	Ability Enhancement Course 2	AEC2				3
VAC	Value Added Course 2 - Extension & Outreach	VAC2				2
	Total					22

HUPS102	STATISTICAL METHODS IN PSYCHOLOGY	L	T	P	C
Version 2.0		3	1	0	4
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 the 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 8 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 12 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 8 lecture hours

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

UNIT IV 12 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

Programme And Course Mapping

COURSE CODE AND TITLE	CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
HUPS102 (Statistical Methods in Psychology)	CO1	3	3											2	
	CO2	3	3												
	CO3	3													
	CO4	3	3												
	CO5	3													
	CO6	3	3												

Course Mapping with Key Indicators

Unit I	Introduction
Local	-
Regional	-
National	-
Global	-
Employability	Data visualization
Entrepreneurship	Academic Instructor, Data visualization
Skill Development	Scope of Psychometry Scope of data-related opportunities
Professional Ethics	-
Gender	-
Human Values	-
Environment & Sustainability	-
Unit II	Measures of Central Tendency and Variability
Local	-
Regional	-
National	-
Global	-
Employability	Social Sciences Research, Data evaluation.

Entrepreneurship	Social Sciences Research, Data evaluation
Skill Development	Data interpretation and analysis. Data insights, Computation skills
Professional Ethics	-
Gender	-
Human Values	-
Environment & Sustainability	-
Unit III	Normal distribution curve and linear correlation
Local	-
Regional	-
National	-
Global	-
Employability	Data insights
Entrepreneurship	Analytics & Assessment
Skill Development	Data interpretation and analysis. Data insights, Computation skills
Professional Ethics	-
Gender	-
Human Values	-
Environment & Sustainability	-
Unit IV	Correlation
Local	-
Regional	-
National	-
Global	-
Employability	Research & statistical Acumen
Entrepreneurship	Social science research, Market research, Data analysis
Skill Development	Data interpretation and analysis. Data insights
Professional Ethics	-
Gender	-
Human Values	-
Environment & Sustainability	-

SDG	4, 8, 9
NEP 2020	Relevance of Statistical methods, Problem-solving and analytical thinking, Critical and reflective thinking. Research pedagogy, Critical Thinking, Problem Solving, Experiential learning
POE/4 th IR	

Teaching Plan:

Weekly Teaching Plan	Topic/Unit No.	Textbook [TB]/ Reference Book [RB]-Chapter/ Page No./ Open Education Resources [OER]	Teaching-Learning Method
Week 1	Relevance of Statistics in analyzing Psychological Data, Descriptive Statistics vs. Inferential Statistics	Coolican, H. (2014). <i>Research methods and statistics in psychology</i> (6th ed.). Psychology Press.	Lecture, practice & Discussion
Week 2	Relevance of Statistics in analyzing Psychological Data, Descriptive Statistics vs. Inferential Statistics	Coolican, H. (2014). <i>Research methods and statistics in psychology</i> (6th ed.). Psychology Press.	Lecture, practice & Discussion
Week 3	Frequency Distributions	Coolican, H. (2014). <i>Research methods and statistics in psychology</i> (6th ed.). Psychology Press.	Lecture, practice & Discussion
Week 4	Cumulative Frequency Distribution Percentiles and Percentile Rank, Variables and Constants; Scales of Measurement	Coolican, H. (2014). <i>Research methods and statistics in psychology</i> (6th ed.). Psychology Press.	Lecture, practice & Discussion
Week 5	Cumulative Frequency Distribution Percentiles and Percentile Rank, Variables and Constants; Scales of Measurement	Coolican, H. (2014). <i>Research methods and statistics in psychology</i> (6th ed.). Psychology Press.	Lecture, practice & Discussion
Week 6	Measures of Central Tendency and Variability: Measures of central tendency – mean, median, mode.	Coolican, H. (2014). <i>Research methods and statistics in psychology</i> (6th ed.). Psychology Press.	Lecture, practice & Discussion
Week 7	Measures of Central Tendency and Variability: Measures of central tendency – mean, median, mode.	Coolican, H. (2014). <i>Research methods and statistics in psychology</i> (6th ed.). Psychology Press.	Lecture, practice and discussion

Week 7	Measures of variability – range, quartile deviation, standard deviation, coefficient of variation	Coolican, H. (2014). <i>Research methods and statistics in psychology</i> (6th ed.). Psychology Press.	Lecture, practice & Discussion
Week 8	Measures of variability – range, quartile deviation, standard deviation, coefficient of variation	Coolican, H. (2014). <i>Research methods and statistics in psychology</i> (6th ed.). Psychology Press.	Lecture, practice & Discussion
Week 9	Normal distribution curve and linear correlation: Normal Probability curve – properties and applications, Characteristics.	Coolican, H. (2014). <i>Research methods and statistics in psychology</i> (6th ed.). Psychology Press.	Lecture, practice & Discussion
Week 10	Normal distribution curve and linear correlation: Normal Probability curve – properties and applications, Characteristics.	Coolican, H. (2014). <i>Research methods and statistics in psychology</i> (6th ed.). Psychology Press.	Lecture, practice & Discussion
Week 11	Correlation: Meaning of Correlation; Correlation and Causation	Coolican, H. (2014). <i>Research methods and statistics in psychology</i> (6th ed.). Psychology Press.	Lecture, practice & Discussion
Week 12	Correlation: Meaning of Correlation; Correlation and Causation	Coolican, H. (2014). <i>Research methods and statistics in psychology</i> (6th ed.). Psychology Press.	Lecture, practice & Discussion
Week 13	Calculating Pearson's Correlation Coefficient from Deviation Scores and Raw Scores	Coolican, H. (2014). <i>Research methods and statistics in psychology</i> (6th ed.). Psychology Press.	Lecture, practice & Discussion
Week 14	Calculating Pearson's Correlation Coefficient from Deviation Scores and Raw Scores	Coolican, H. (2014). <i>Research methods and statistics in psychology</i> (6th ed.). Psychology Press.	Lecture, practice & Discussion
Week 15	Spearman's Rank-Order Correlation Coefficient; Effects of Score Transformations; Cautions Concerning Correlation Coefficients; Regression	Coolican, H. (2014). <i>Research methods and statistics in psychology</i> (6th ed.). Psychology Press.	Lecture, practice & Discussion
Week 16	Spearman's Rank-Order Correlation Coefficient; Effects of Score Transformations; Cautions Concerning Correlation Coefficients; Regression	Coolican, H. (2014). <i>Research methods and statistics in psychology</i> (6th ed.). Psychology Press.	Lecture, practice & Discussion

Facilitating the Achievement of Course Learning Outcome:

Unit No.	Course Outcomes	Learning	Teaching Activity	Learning	Assessment Task Methods
1	CO1. Understanding the nature of measurement and its various levels.		(i) Each topic is to be explained with illustrations. (ii) Students are encouraged to discover the relevant concepts. (iii) Students be given homework/assignments. (iv) Discuss and solve the theoretical and practical problems in the class. (v) Students are encouraged to apply concepts to real-world problems.		• Presentations and class discussions. • Assignments and class tests. • Student presentations. • Mid-term examinations. • Practical and viva voce examinations. • End-term examinations.
2	CO2. Develop knowledge of quantitative techniques such as measures of central tendency, variability, and correlation. CO5. Demonstrate awareness of basic techniques of descriptive and inferential statistics (parametric as well as non-parametric).				
3	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.				
4	CO6. Apply different statistical tools and techniques to simple problems of practical nature.				

HUPS104	BIOPSYCHOLOGY	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	NIL				
Co-requisites	N. A				

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 gland 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

Programme and Course Mapping														
CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO1 1	PSO 1	PSO 2	PSO 3
C01	3											2	1	
CO 2	3			2										
CO 3														2
CO 4	3		2										1	
CO 5			2	2				3						
C06		1												2
1=lightly mapped 2= moderately mapped 3=strongly mapped														

Unit I	
Local	-
Regional	-
National	-
Global	-
Employability	Educator
Entrepreneurship	Content creation, educator
Skill Development	Research Skills, cognitive skills
Professional Ethics	Data integrity and transparency, Publication ethics
Gender	
Human Values	Compassion, appreciation for evidence based thinking

Environment & Sustainability	
Unit II	
Local	-
Regional	-
National	-
Global	-
Employability	Educator
Entrepreneurship	Content Creation, educator, coaching
Skill Development	Critical thinking, research skills
Professional Ethics	Ethical consideration in Bio-psychology
Gender	
Human Values	Open-mindedness
Environment & Sustainability	
Unit III	
Local	-
Regional	-
National	-
Global	-
Employability	Educator
Entrepreneurship	Content creation, educator, coaching
Skill Development	Critical thinking, cognitive skills, communication skills
Professional Ethics	Scientific integrity
Gender	
Human Values	Curiosity, integrity, Empathy
Environment & Sustainability	
Unit IV	
Local	-
Regional	-
National	-
Global	-
Employability	Educator
Entrepreneurship	Content creation, educator, coaching

Skill Development	Cognitive skills, attention to detail
Professional Ethics	Responsible conduct of research
Gender	
Human Values	Empirical rigor
SDG	3, 4
NEP 2020	Critical thinking, analytical skills, innovation and scientific literacy.
POE/4 th IR	

Teaching plan:

Weekly Teaching Plan	Topic/Unit No.	Textbook [TB]/ Reference Book [RB]- Chapter/ Page No./ Open Education Resources [OER]	Teaching-Learning Method
Week 1	Introduction to bio- psychology	Chapter 5. Physiology of Behavior. Neil R. Carlson	Lecture, power-point presentation, group discussion
Week 2	Nature, Scope & introduction to methods in bio- psychology	Physiology of Behavior. Neil R. Carlson	Lecture, power-point presentation, group discussion
Week 3	Methods of bio- psychology	Physiology of Behavior. Neil R. Carlson	Lecture, power-point presentation, group discussion
Week 4	Ethics & Division of Bio-psychology	Physiology of Behavior. Neil R. Carlson	Lecture, power-point presentation, group discussion
Week 5	Basic structure of the nervous system. Structure of a neuron. Action potential	Chapter 2. Physiology of Behavior. Neil R. Carlson	Lecture, power-point presentation, group discussion
Week 6	Neuron conduction across neuron & within neuron	Chapter 2. Physiology of Behavior. Neil R. Carlson	Lecture, power-point presentation, group discussion
Week 7	Synaptic transmission, steps involved in synaptic transmission. Long term potentiation	Chapter 2. Physiology of Behavior. Neil R. Carlson	Lecture, power-point presentation, group discussion
Week 8	Introduction to neurotransmitters. Types of neurotransmitters and its functions within	Chapter 2. Physiology of Behavior. Neil R. Carlson	Lecture, power-point presentation, group discussion

	the body.		
Week 9	Introductory session to nervous system. Division of the brain into hemisphere and lobes.	Chapter 3. Physiology of Behavior. Neil R. Carlson	Lecture, power-point presentation, group discussion
Week 10	Central nervous system. Brain and spinal cord	Chapter 3. Physiology of Behavior. Neil R. Carlson	Lecture, power-point presentation, group discussion
Week 11	Divisions of autonomic nervous system.	Chapter 3. Physiology of Behavior. Neil R. Carlson	Lecture, power-point presentation, group discussion
Week 12	Peripheral nervous system	Chapter 3. Physiology of Behavior. Neil R. Carlson	Lecture, power-point presentation, group discussion
Week 13	Introduction to Endocrine glands. Difference between endocrine and exocrine glands.	Physiology of Behavior. Neil R. Carlson	Lecture, power-point presentation, group discussion
Week 14	Description of various endocrine glands. Structure function and abnormality of adrenal glands, thyroid glands, pancreas	Physiology of Behavior. Neil R. Carlson	Lecture, power-point presentation, group discussion
Week 15	Structure, function and abnormalities of pituitary glands, pineal glands & gonads.	Physiology of Behavior. Neil R. Carlson	Lecture, power-point presentation, group discussion
Week 16	Revision		Quiz, written test, presentation

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching Learning Activity	Assessment Task Methods
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1	CO1. Identify the divisions of the brain and nervous system and analyze their functions. 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).	(i) Each topic is to be explained with real life examples. (ii) Students are to be encouraged to apply the concepts to their own lives.	<ul style="list-style-type: none"> • Presentations and class discussions • Assignments and class tests • Student presentations. • Mid-term examinations. • End-term examinations.
2	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.	(iii) Students are to be given homework/assignments. (iv) Students to discuss theoretical and practical problems in the class.	
3	CO5. Developing critical thinking to use scientific techniques for biological psychology and Developing an awareness of ethical issues accompanying them	(v) Students are to be encouraged to apply concepts to real world problems which have local, regional and national implications.	
4	CO6. Learning and understanding the role of hormones in behavior, cognition and emotions.		

HUPS152	BIOPSYCHOLOGY_PRACTICUM/LAB	L	T	P	C
Version 2.0		0	0	4	2
Pre-requisites/Exposure					
Co-requisites					

Learning Objectives:

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

Course Outcomes

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

CO1. Students would acquire the ability to administer, interpret and report psychological tests.

CO2. Apply knowledge and understanding of the application of psychometrics within Psychology

CO3. Students will learn to develop a scientific temperament in studying and understanding human behavior.

Catalog Description

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

Note:

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

Course Content

Unit I

15 Practicum hours

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

Unit II

15 Practicum hours

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

Unit III**10 Practicum hours**

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

Text Books

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

Reference Books/Materials

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

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

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

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

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Students would acquire the ability to administer, interpret and report psychological tests.	PO1,PO4
CO2	Apply knowledge and understanding of the application of psychometrics within Psychology	PO8,PSO1
CO3	Students will learn to develop a scientific temperament in studying and understanding human behavior.	PO5,PSO2

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
HUPS152	BIOPSYCHOLOGY_PRACTICUM/LAB	1	2						3			1	2	

1=weakly mapped

2= moderately mapped

3=strongly mapped

Course Code	Course Title	L	T	P	S	Credit
	New Age Life skills - II	3	0	0		3
Pre-requisites/Exposure						

Course Objectives

- To cultivate and foster leadership skills and break barriers of communication.
- To enhance verbal ability competence and adaptability in learner.
- To enhance networking and relationship building skills in learner.
- To build need for self-awareness and personal development in learner.
- To inculcate different ways of preparing organizing and presenting their ideas

Course Outcomes (COs)

On completion of the course learner should be able to:

CO 1: Apply their communication skills in different professional and personal contexts, such as interviews, networking events, customer interactions, and interpersonal relationships.

CO 2: Express ideas and information clearly and concisely through spoken language. They will develop the ability to articulate their thoughts, use appropriate vocabulary, and convey their message with clarity.

CO 3: Develop skills related to career planning, job search strategies, and personal branding

CO 4: Develop leadership skills and to motivate and inspire others, manage projects effectively, and demonstrate a proactive and responsible approach to their spoken language.

Catalogue Description

The learners may be required to give presentation, engage in role plays, participate in group discussions, and complete written assessments to demonstrate their communication and skill development. Learner of such a course can expect to possess strong verbal and written communication skills, allowing them to express their thoughts and ideas clearly and concisely. The program fosters effective presentation skills, empowering graduates to deliver engaging and informative presentations. Learners will also acquire collaborative communication skills, facilitating teamwork and achieving shared goals.

Course Topics:

Unit 1: Presentation and Public Speaking

Structuring and organizing a presentation, developing effective visual aids, managing stage fright and anxiety, Engaging the audience and delivering impactful speeches.

Unit 2: Assertiveness and Confidence Building

Developing self-confidence and self-esteem, Assertiveness techniques: expressing opinions, setting boundaries, and saying “no” effectively, Handling criticism and feedback.

Unit 3: Teamwork and Collaboration

Effective collaboration and cooperation, Conflict resolution within a team, Building trust and fostering a positive team culture

Unit 4: Well-being and Mindfulness

Promoting physical and mental well-being, Stress management techniques, Introduction to mindfulness and meditation practices

Teaching Methodology

The course will utilize a combination of lectures, Multimedia presentation, interactive discussions, guest, lectures, group activities, feedback and reflection on the topics, experiential learning.

Text Book and References

- Bayer, Mike (2019), Best Self
- Gladwell Malcom, (2021), Talking to strangers
- Scot Susan (2004), Fierce conversations

Mode of Evaluation:

Components	Quiz 1	Attendance	Mid Term	Presentation/Assignment	End Term
Weightage (%)	10	10	20	10	50

Program Mapping – PO to CO's

New Age Life skills – II

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	
CO 1										3												
CO 2																			3			
CO 3																						
CO 4												3						2				

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

UHR102	Professional HRM Practices	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	NIL				
Co-requisites	Not applicable				

Course Objectives

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1. To help students learn the basics of Human Resource Management.
 2. To help students understand the competencies required for HR professionals in fulfilling their roles and responsibilities.
 3. To acquaint students with Human Resource practices including recruitment, performance appraisals and training & development of employees.
 4. To promote learning about skills in designing and administering compensation structures, benefits, and services for employees.
 5. To develop and enhance the knowledge of students about strategic planning for employee satisfaction, motivation and their well-being

Course Outcomes

On completion of this course, students will be able to

- CO1. Apply knowledge and skills in the practice of HR practices in an organizational setup.
- CO2. Apply strategic HR planning processes and align them with organizational vision, mission, and values.
- CO3. Identify and address the challenges faced by HR professionals in diverse organizational contexts.
- CO4. Students will showcase conceptual understanding in recruitment of employees and their performance appraisals.
- CO5. Recognize the importance of diversity and empowerment in the workplace and propose strategies to foster an inclusive environment.
- CO6. Assess competencies to build and maintain a diverse talent pool.

Course Catalogue

This course introduces students to the fundamental concepts and practices of human resource management (HRM) within the strategic framework of organizations. It explores the strategic importance of HRM, its objectives, and the challenges faced by HR professionals in contemporary business environments. Students will delve into the roles, responsibilities, and competencies required for effective HR management. Students will examine the importance of diversity and empowerment in the workplace, performance management, career development, talent management, and competency assessment strategies. Students will learn about developing and instituting performance appraisal systems, assessment and potential appraisal methods, and linking rewards to organizational objectives. . Additionally, they will explore compensation structures, pay-for-performance and incentive plans, executive compensation, and the design and administration of employee benefits and services.

Course Content

UNIT I

08 Lecture Hours

Introduction to Human Resource Management; Strategic importance of HRM; objectives of HRM; challenges to HR professionals; role, responsibilities, and competencies of HR professionals

UNIT II

08 Lecture Hours

Strategy and Human resource planning– objectives and process; Vision, Mission and Values; Environmental analysis-internal analysis, issues of HR in cultural transition.

UNIT III**12 Lecture Hours**

Meeting HR requirements: Job Analysis, Recruitment and Selection, Diversity and empowering employees, Performance Management, Career management and Talent Management and developing diverse talent pool, Competency assessment.

UNIT IV**12 Lecture Hours**

Appraising performance: developing and instituting performance appraisal system, assessment and development centers, potential appraisal; rewarding performance: linking rewards to organizational objectives, determining compensation structure, pay for performance and incentive plans, designing and administering benefits and services

Text Books:

- Banfield, P., & Kay, R. (2011). *Introduction to human resource management* (2nd Ed.). New Delhi, India: Oxford University Press.
- Bhatnagar, J., & Budhwar, J. (2009). *The changing face of people management in India*. London: Routledge.
- Cascio W.F. & Aguinis H. (2008). *Applied Psychology in human resource management*, (6th Ed.). Printice-Hall, USA

Reference Books:

- DeCenzo, D. A., & Robbins, S. P. (2006). *Fundamentals of human resource management* (8th Ed.). NY: Wiley.
- DeNisi, A. S., & Griffin, R. W. (2011). *Managing human resources* (4th Ed.). Boston: Cengage Press.
- Dessler, G., & Varkkey, B. (2011). *Human resource management* (12th Ed.). New Delhi, India: Pearson Education.
- Mathis, R., Jackson, J. H., & Tripathy, M. R. (2012). *Human resource management: A South Asian perspective*. Delhi, India: Cengage Learning India Pvt. Ltd.
- Pande, S., & Basak, S. (2012). *Human resource management*. New Delhi, India: Pearson Education.

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	Apply knowledge and skills in the practice of HR practices in an organizational setup.	PO1, PO3, PSO2

CO2	Apply strategic HR planning processes and align them with organizational vision, mission, and value	PO1 ,PO3, PO4,
CO3	Identify and address the challenges faced by HR professionals in diverse organizational contexts.	PO1, PO3
CO4	Students will showcase conceptual understanding in recruitment of employees and their performance appraisals	PO1
CO5	Recognize the importance of diversity and empowerment in the workplace and propose strategies to foster an inclusive environment.	PO1, PO6, PO9, PSO2
CO6	Assess competencies to build and maintain a diverse talent pool.	PO6

		Analytical Skill	Problem analysis	Design/development of disorder	Conduct investigations of complex problems	Modern tool usage in clinical and OB field	The gender perspectives in Psychology	Environment and sustainability	Ethics in clinical psychology	Individual or teamwork (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
UHR102	PROFESSIONAL HRM PRACTICES	3		3	2		2			3			2	

Unit I	
Local	Human Resource Management
Regional	-
National	Human Resource Management
Global	Human Resource Management
Employability	HR Professional
Entrepreneurship	HR Consultancy
Skill Development	Communication & Interpersonal skills
Professional Ethics	-
Gender	
Human Values	Compassion, ethical practices concerning recruitment
Environment & Sustainability	
Unit II	
Local	Issues of HR in cultural transition
Regional	Issues of HR in cultural transition
National	Issues of HR in cultural transition
Global	Issues of HR in cultural transition
Employability	Human resource management
Entrepreneurship	HRM Consultancy
Skill Development	Human capital development
Professional Ethics	Ethical consideration with respect to training and development
Gender	
Human Values	
Environment & Sustainability	
Unit III	
Local	Job Analysis, Recruitment, Performance Management
Regional	Job Analysis, Recruitment, Performance Management
National	Job Analysis, Recruitment, Performance Management
Global	Job Analysis, Recruitment, Performance Management
Employability	Human resource management
Entrepreneurship	Human capital development
Skill Development	
Professional Ethics	

Gender	
Human Values	Curiosity, integrity, Empathy
Environment & Sustainability	
Unit IV	
Local	-
Regional	-
National	-
Global	-
Employability	HRM
Entrepreneurship	
Skill Development	HRM Skills
Professional Ethics	-
Gender	
Human Values	Empirical rigor
SDG	4
NEP 2020	Critical thinking, analytical skills and managerial skills
POE/4 th IR	

Teaching plan:

Weekly Teaching Plan	Topic/Unit No.	Textbook [TB]/ Reference Book [RB]- Chapter/ Page No./ Open Education Resources [OER]	Teaching-Learning Method
Week 1	Introduction to Human Resource Management; Strategic importance of HRM; objectives of HRM	Banfield, P., & Kay, R. (2011). <i>Introduction to human resource management</i> (2nd Ed.). New Delhi, India: Oxford University Press.	Lecture, power-point presentation, group discussion
Week 2	role, responsibilities, and competencies of HR professionals	Banfield, P., & Kay, R. (2011). <i>Introduction to human resource management</i> (2nd Ed.). New Delhi, India: Oxford University Press.	Lecture, power-point presentation, group discussion
Week 3	role, responsibilities, and competencies of HR professionals	Banfield, P., & Kay, R. (2011). <i>Introduction to human resource</i>	Lecture, power-point presentation, group discussion

		<i>management</i> (2nd Ed.). New Delhi, India: Oxford University Press.	
Week 4	Strategy and Human resource planning– objectives and process;	Banfield, P., & Kay, R. (2011). <i>Introduction to human resource management</i> (2nd Ed.). New Delhi, India: Oxford University Press.	Lecture, power-point presentation, group discussion
Week 5	Strategy and Human resource planning– objectives and process;	Banfield, P., & Kay, R. (2011). <i>Introduction to human resource management</i> (2nd Ed.). New Delhi, India: Oxford University Press.	Lecture, power-point presentation, group discussion
Week 6	Environmental analysis-internal analysis, issues of HR in cultural transition.	Banfield, P., & Kay, R. (2011). <i>Introduction to human resource management</i> (2nd Ed.). New Delhi, India: Oxford University Press.	Lecture, power-point presentation, group discussion
Week 7	Environmental analysis-internal analysis, issues of HR in cultural transition.	Banfield, P., & Kay, R. (2011). <i>Introduction to human resource management</i> (2nd Ed.). New Delhi, India: Oxford University Press.	Lecture, power-point presentation, group discussion
Week 8	Meeting HR requirements: Job Analysis, Recruitment and Selection, Diversity and empowering employees, Performance Management	Banfield, P., & Kay, R. (2011). <i>Introduction to human resource management</i> (2nd Ed.). New Delhi, India: Oxford University Press.	Lecture, power-point presentation, group discussion
Week 9	Meeting HR requirements: Job Analysis, Recruitment and Selection, Diversity and empowering employees, Performance Management.	Banfield, P., & Kay, R. (2011). <i>Introduction to human resource management</i> (2nd Ed.). New Delhi, India: Oxford University Press.	Lecture, power-point presentation, group discussion
Week 10	Career management and Talent	Banfield, P., & Kay, R. (2011). <i>Introduction to</i>	Lecture, power-point presentation, group

	Management and developing diverse talent pool, Competency assessment.	<i>human resource management</i> (2nd Ed.). New Delhi, India: Oxford University Press.	discussion
Week 11	Career management and Talent Management and developing diverse talent pool, Competency assessment.	Banfield, P., & Kay, R. (2011). <i>Introduction to human resource management</i> (2nd Ed.). New Delhi, India: Oxford University Press.	Lecture, power-point presentation, group discussion
Week 12	Appraising performance: developing and instituting performance appraisal system, assessment and development centers, potential appraisal; rewarding performance: linking rewards to organizational objectives	Banfield, P., & Kay, R. (2011). <i>Introduction to human resource management</i> (2nd Ed.). New Delhi, India: Oxford University Press.	Lecture, power-point presentation, group discussion
Week 13	Appraising performance: developing and instituting performance appraisal system, assessment and development centers, potential appraisal; rewarding performance: linking rewards to organizational objectives	Banfield, P., & Kay, R. (2011). <i>Introduction to human resource management</i> (2nd Ed.). New Delhi, India: Oxford University Press.	Lecture, power-point presentation, group discussion
Week 14	determining compensation structure, pay for performance and incentive plans, designing and administering benefits and services	Banfield, P., & Kay, R. (2011). <i>Introduction to human resource management</i> (2nd Ed.). New Delhi, India: Oxford University Press.	Lecture, power-point presentation, group discussion
Week 15	determining compensation structure, pay for performance and incentive plans, designing and	Banfield, P., & Kay, R. (2011). <i>Introduction to human resource management</i> (2nd Ed.). New Delhi, India: Oxford University	Lecture, power-point presentation, group discussion

	administering benefits and services	Press.	
Week 16	Revision		Quiz, written test, presentation

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching Learning Activity	Assessment Task Methods
1	CO1. Apply knowledge and skills in the practice of HR practices in an organizational setup.	(i) Each topic is to be explained with real life examples.	<ul style="list-style-type: none"> • Presentations and class discussions • Assignments and class tests • Student presentations. • Mid-term examinations. • End-term examinations.
2	CO2. Apply strategic HR planning processes and align them with organizational vision, mission, and values.	Students are to be encouraged to apply the concepts to their own lives.	
3	CO3. Identify and address the challenges faced by HR professionals in diverse organizational contexts.	(iii) Students are to be given homework/assignments.	
4	CO4. Students will showcase conceptual understanding in recruitment of employees and their performance appraisals.	(iv) Students to discuss theoretical and practical problems in the class. (v) Students are to be encouraged to apply concepts to real world problems which have local, regional and national implications.	