K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION

SCHOOL OF LIBERAL ARTS

(SOLA)

Programme Handbook

(Programme Structure and Evaluation Scheme)

Bachelor of Arts (Honours / Honours with Research) in Psychology

Programme Code: 215

Academic Year-2025-26

FOUR YEAR UNDERGRADUATE PROGRAMME

Approved in the 38th Meeting of Academic Council Held on 28 June 2025

1. Preface

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 needs 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.

In recognition of the evolving landscape of higher education and the dynamic needs of our students and society, our institution has a long-standing commitment to academic excellence and the holistic development of our students. In pursuit of this commitment, we recognize the pressing need to offer an extended undergraduate program that goes beyond the conventional three-year model, providing students with a more profound and comprehensive education in the field of Economics. In line with the National Education Policy 2020's vision of implementing a curriculum for undergraduate programme emphasis on core content, skills, values, and the enhancement of abilities. The ultimate objective of this syllabus is to equip students with an in-depth understanding of the subject, thereby expanding their employment opportunities at all stages of their academic journey. We recognize that education is a lifelong journey therefore, the four-year undergraduate program is designed not only to prepare our students for immediate career success but also to instill in them a passion for continuous learning, adaptability, and resilience in the face of ever-evolving global challenges. This Programme Handbook serves as a roadmap for students and provides detailed information about the structure, learning outcomes, courses offered and evaluation methods. We encourage all students to utilize this handbook as a valuable resource throughout their academic journey.

2. NEP-2020: Important features integrated in the curriculum

K.R. Mangalam University has adopted the National Education Policy NEP-2020 to establish a holistic and multidisciplinary undergraduate education environment, aiming to equip our

students for the demands of the 21st century. Following the guidelines of NEP-2020 regarding curriculum structure and duration of the undergraduate programme, we now offer a Four-Year Undergraduate Programme with multiple entry and exit points, along with re-entry options, and relevant certifications.

• **UG Certificate** after completing 1 year (2 semesters with the required number of credits) of study, and an additional vocational course/internship of 4 credits during the summer vacation of the first year.
• **UG Diploma** after completing 2 years (4 semesters with the required number of credits) of study, and an additional vocational course/internship of 4 credits during the summer vacation of the second year.
• **Bachelor's Degree** after completing 3-year (6 semesters with the required number of credits) programme of study.
• 4-year **Bachelor's Degree (Honours)** with the required number of credits after eight semesters programme of study.
• Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. Upon completing a research project in their major area(s) of study in the 4th year, a student will be awarded **Bachelor's Degree (Honours with Research)**.

Advantage of pursuing 4-year Bachelor's degree programme with Honours/Honours with Research is that the Master's degree will be of one year duration. Also, a 4-year degree programme will facilitate admission to foreign universities.

S. No.	Broad Categories of Courses	Minimum Credit Requirement for Four Year UG Program
1	Major (Core)	80
2	Minor	32
3	Multidisciplinary	09
4	Ability Enhancement Course (AEC)	08
5	Skill Enhancement Course (SEC)	09
6	Value-Added Course (VAC)	06-08
7	Summer Internship	02-04
8	Research Project/Dissertation	12
9	Total	160

2.1 Categories of Courses

Major: The major would provide the opportunity for a student to pursue in-depth study of a particular subject or discipline.

Minor: Students will have the option to choose courses from disciplinary/interdisciplinary minors and skill-based courses. Students who take a sufficient number of courses in a discipline or an interdisciplinary area of study other than the chosen major will qualify for a minor in that discipline or in the chosen interdisciplinary area of study.

Students have multiple minor streams to choose from. They can select one minor stream from the available options, which will be pursued for the entire duration of the programme.

Multidisciplinary (Open Elective): These courses are intended to broaden the intellectual experience and form part of liberal arts and science education. These introductory-level courses may be related to any of the broad disciplines given below:

- Natural and Physical Sciences
- Mathematics, Statistics, and Computer Applications
- Library, Information, and Media Sciences
- Commerce and Management
- Humanities and Social Sciences

A diverse array of Open Elective Courses, distributed across different semesters and aligned with the aforementioned categories, is offered to the students. These courses enable students to expand their perspectives and gain a holistic understanding of various disciplines. Students can choose courses based on their areas of interest.

Ability Enhancement Course (AEC): Students are required to achieve competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills. The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills, that help students articulate their arguments and present their thinking clearly and coherently and recognize the importance of language as a mediator of knowledge and identity.

Skills Enhancement Courses (SEC): These courses are aimed at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students.

Value-Added Course (VAC): The Value-Added Courses (VAC) are aimed at inculcating Humanistic, Ethical, Constitutional and Universal human values of truth, righteous conduct, peace, love, non-violence, scientific and technological advancements, global citizenship values and life-skills falling under below given categories:

- Understanding India
- Environmental Science/Education
- Digital and Technological Solutions
- Health & Wellness, Yoga education, Sports, and Fitness

Research Project / Dissertation: Students choosing a 4-Year Bachelor's degree (Honours with Research) are required to take up research projects under the guidance of a faculty member. The students are expected to complete the Research Project in the eighth semester. The research

outcomes of their project work may be published in peer-reviewed journals or may be presented in conferences /seminars or may be patented.

3. **University Vision and Mission**

3.1 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.

3.2 Mission

- Foster employability and entrepreneurship through futuristic curriculum and progressive

pedagogy with cutting-edge technology

- Instill notion of lifelong learning through stimulating research, Outcomes-based education, and innovative thinking
- Integrate global needs and expectations through collaborative programs with premier universities, research centres, industries, and professional bodies.
- Enhance leadership qualities among the youth having understanding of ethical values and environmental realities

4. About the School: The School of Liberal Arts (SOLA), established in 2015, offers a comprehensive range of undergraduate, postgraduate, and doctoral programs across various disciplines, including English, Economics, Psychology, Political Science, and Chinese. At SOLA, we are committed to cultivating a profound understanding of the human experience through the study of literature, arts, philosophy, and related fields. Our vibrant academic community engages in dynamic discussions, critical analysis, and creative exploration, providing students with a rich educational experience that enhances both their personal and professional growth.

We are dedicated to promoting a liberal education that empowers students to develop unique perspectives, strong communication skills, refined social etiquette, and a deep sense of ethical responsibility toward society and the nation. SOLA aims to nurture intellectually astute individuals who confidently represent themselves as thought leaders on global platforms. Our distinguished faculty, experts in their respective fields, are integral to this mission, fostering an environment of academic excellence and intellectual growth.

5. **School Vision and Mission**

Vision

To attain international recognition as a high-quality multidisciplinary learning that nurtures ethical, reflective and socially engaged individuals capable of addressing complex global challenges.

Mission

- To foster a learner-centric and multidisciplinary environment that integrates humanities, social sciences and creative disciplines to develop well-rounded individuals.
- To instill innovative pedagogies and diverse course pathways that promote intellectual curiosity, civic engagement and lifelong learning.
- To advance ethical reasoning, cultural awareness and a global perspective through a dynamic and inclusive curriculum.
- To cultivate experiential and applied learning that empowers students to engage with real-world challenges through innovation, collaboration and sustained academic growth.
- To provide opportunities for holistic development through research engagement, creative practices, internships and community-based learning for impactful societal contribution.

6. About the Programme: Bachelor of Arts (Hons. / Hons. With Research) in Psychology

Introduction: The B.A. (Hons./Hons. with Research) in Psychology is a four-year undergraduate degree designed to offer a comprehensive understanding of human behavior, mental processes, and psychological research methodologies. This program emphasizes critical inquiry into psychological theories, applications, and research, equipping students with analytical and empirical skills. With a strong focus on independent thinking and scientific investigation, the program prepares students for both academic and professional careers. It fosters intellectual and personal growth, encouraging students to challenge assumptions and contribute meaningfully to the evolving field of psychology.

Nature of the Programme: The B.A. (Hons./Hons. with Research) in Psychology is structured to provide a strong foundation in psychological theories, research methods, and applied psychology. The program integrates a broad range of psychological perspectives, including cognitive, developmental, social, and clinical psychology, allowing students to explore various domains within the discipline.

Through a blend of academic instruction, practical experiences, and research projects, students engage with core psychological topics such as personality, abnormal psychology, neuroscience, psychotherapy, and mental health. The program's research-oriented track emphasizes the use of advanced methodologies and statistical tools, preparing students to investigate complex psychological phenomena. Interdisciplinary learning and real-world applications are central to the program, with a focus on understanding human behavior in diverse social and cultural contexts.

The curriculum includes opportunities for internships, fieldwork, and independent research, allowing students to apply their knowledge in practical settings. Graduates are well-equipped for careers in mental health, counseling, human resources, education, research, and other psychology-related fields. The program also provides a strong foundation for those pursuing higher education and specialized training in psychology.

Eligibility Criteria of B.A (Hons./Hons with Research) Psychology Programme

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

2. The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the central Government/ state government, whichever is applicable.

6.1. Definitions

- **Programme Outcomes (POs)**

  Programme Outcomes are statements that describe what the students are expected to know and would be able to do upon the graduation. These relate to the skills, knowledge, and behaviour that students acquire through the programme.

- **Programme Specific Outcomes (PSOs)**

  Programme Specific Outcomes are statements about the various levels of knowledge specific to the given program which the student would be acquiring during the program.

- **Programme Educational Objectives (PEOs)**

  Programme Educational Objectives of a degree Programme are the statements that describe the expected achievements of graduates in their career, and what the graduates are expected to perform and achieve during the first few years after graduation.

- **Credit**

  Credit refers to a unit of contact hours by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to 14-15 periods for theory/tutorials, or 28-30 periods for workshop/labs during a semester.

6.2 . Programme Educational Objectives (PEO)

PEO1: Pursuing a career as a successful professional in the field of psychology and engaged in entrepreneurship.

PEO2: Professionally sound and working at leadership positions

PEO3: Using universal values and adhere to the highest level of professional ethics.

PEO4: Become a responsible citizen contributing to societal development and nation-building.

6.3. Programme Outcomes (PO)

PO1: Problem-solving skills: To equip the students with advanced problem-solving abilities.

PO2: Critical thinking: Apply critical thinking ability to assess information from multiple perspectives.

PO3: Creativity: Able to generate the new ideas for a better life and novel solutions to the problems encountered in their professions.

PO4: Communication and soft skills: Communicate effectively with peers and society at large and able to comprehend complex information.

PO5: Environmental Sensitivity: Protection of environment and biodiversity through sustainable practices in their day-to-day life and profession.

PO6: Team Building and Leadership: Students will be transformed as effective team members and dynamic leaders aligned with culture and values in a multidisciplinary setting.

PO7: Entrepreneurship: Inculcate entrepreneurs' mindset to enhance the employability of youth for a better quality of life.

PO8: Technological advancement: Adapt to new technology and innovation for a universal view on social impact and professional growth.

PO9: Cross-cultural adaptability: Cultivate an understanding of the cultural and social dimensions of environmental issues, recognizing diverse perspectives and sensitivity towards the upliftment of the poor and vulnerable sections of society for inclusive growth.

6.4. Programme Specific Outcomes (PSO)

PSO1: Understanding theoretical frameworks, concepts, tools, and models of different psychological phenomena.

PSO2: Applying research methodologies, tools, concepts, and theories on various phenomena with respect to human behaviour.

PSO3 Analyzing psychological data and concepts to determine relationships between variables.

PSO4: Evaluating the validity of psychological research experiments, interventions, therapies, and studies based on established standards.

PSO5: Creating original research proposals, articles, and interventions contributing to the field through independent inquiry.

Career Avenues: Students pursuing B.A. (Hons. /Hons. with Research) in Psychology will have following career opportunities

 School Counselor: Providing guidance and support to students in educational settings, addressing academic, emotional, and behavioral issues, and helping students develop coping and social skills.

 Career Counselor: Assisting individuals in making informed career decisions, offering advice on career development, educational opportunities, and personal growth.

 Mental Health Counselor: Offering initial support to individuals dealing with stress, anxiety, or emotional challenges under supervision or alongside licensed psychologists and therapists.

 Forensic Psychology Assistant: Working with legal professionals, forensic psychologists, or law enforcement in understanding criminal behavior, assisting with assessments, or offering insight into psychological aspects of criminal cases.

 Sports Psychologist Assistant: Supporting athletes by helping them manage mental health, motivation, and performance-related stress, applying psychological principles to improve their focus and resilience.

 Rehabilitation Counselor: Helping individuals with disabilities or those recovering from mental health or substance abuse issues to reintegrate into society or the workforce.

 Health Counselor: Educating individuals or communities on health-related behaviors, focusing on areas like addiction prevention, wellness, and mental health awareness.

 Community Mental Health Worker: Working within community organizations to provide psychological support and counseling to marginalized groups, such as those affected by homelessness, substance abuse, or trauma.

 Forensic Expert (with further study): Aiming to become a forensic psychologist, working within the criminal justice system, assessing offenders' psychological states, providing expert witness testimony, and developing rehabilitation plans.

 Sports Psychologist (with further study): Specializing in sports psychology to help athletes improve performance, manage anxiety, and enhance their mental focus during training and competitions.

 Child and Adolescent Counselor: Focusing on the mental health and developmental needs of children and teenagers, providing guidance to deal with emotional, behavioral, or academic challenges.

 Organizational Counselor: Applying psychological principles in corporate settings to promote employee well-being, improve workplace culture, and assist in conflict resolution.

 Research Assistant: Assisting in psychological research projects by collecting data, analyzing results, and contributing to academic or applied research in areas like clinical psychology, cognitive psychology, or social psychology.

6.5. Duration

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

6.6. Criteria for award of certificates and degree:

Undergraduate Certificate	44 Credits and an additional vocational course/internship of 4 credits to be covered within 6-8 weeks

Undergraduate Diploma	90 Credits and an additional vocational course/internship of 4 credits to be covered within 6-8 weeks during the summer vacation of the second year
Bachelor of Arts in Psychology	130 Credits
Bachelor of Arts (Hons/Hons with Research) in Psychology	170 Credits

7. Student's Structured Learning Experience from Entry to Exit in the Programme

- **Education Philosophy and Purpose**:

  Learn to Earn a Living:

  At KRMU we believe in equipping students with the skills, knowledge, and qualifications necessary to succeed in the job market and achieve financial stability. All the programmes are tailored to meet industry demands, preparing students to enter specific careers and contributing to economic development.

  Learn to Live:

  The university believes in the holistic development of learners, fostering sensitivity towards society, and promoting a social and emotional understanding of the world. Our aim is to nurture well-rounded individuals who can contribute meaningfully to society, lead fulfilling lives, and engage with the complexities of the human experience.

- **University Education Objective: Focus on Employability and Entrepreneurship through Holistic Education using Bloom's Taxonomy**

  By targeting all levels of Bloom's Taxonomy—remembering, understanding, applying, analysing, evaluating, and creating—students are equipped with the knowledge, skills, and attitudes necessary for the workforce and entrepreneurial success. At KRMU we emphasize on learners critical thinking, problem-solving, and innovation, ensuring application of theoretical knowledge in practical settings. This approach nurtures adaptability, creativity, and ethical decision-making, enabling graduates to excel in diverse professional environments and to innovate in entrepreneurial endeavours, contributing to economic growth and societal well-being.

- **Importance of Structured Learning Experiences**

  A structured learning experience (SLE) is crucial for effective education as it provides a clear and organized framework for acquiring knowledge and skills. By following a well-defined curriculum, teaching-learning methods and assessment strategies, learners can build on prior knowledge systematically, ensuring that foundational concepts are understood before moving on to more complex topics. This approach not only enhances

comprehension but also fosters critical thinking by allowing learners to connect ideas and apply them in various contexts. Moreover, a structured learning experience helps in setting clear goals and benchmarks, enabling both educators and students to track progress and make necessary adjustments. Ultimately, it creates a conducive environment for sustained intellectual growth, encouraging learners to achieve their full potential. At K.R. Mangalam University SLE is designed as rigorous activities that are integrated into the curriculum and provide students with opportunities for learning in two parts:

- **Inside classroom** (Lectures and Interactive Discussions, Case studies analysis, Data analysis, research paper discussions, Debates on Economic Theories and Policies)
- **Outside Classroom** (workshops, seminars, industrial visits, surveys, primary data collection, Community Engagement and Service Learning, field trips etc.)

➢ Educational Planning and Execution: what, when and how learning will happen

Students enrolled in the FYUP in Psychology will engage in a comprehensive and inter Studisciplinary curriculum that places a strong emphasis on core psychological theories, research methodologies, and applied practices. The program includes foundational and advanced courses such as Cognitive Psychology, Developmental Psychology, Social Psychology, Abnormal Psychology, Psychological Assessment, Counseling and Psychotherapy, Neuropsychology, and Research Methods in Psychology. Furthermore, the program emphasizes holistic development through Ability Enhancement and Value-Added Courses, focusing on communication skills, emotional intelligence, critical thinking, and ethics in psychology—ensuring students graduate with both academic knowledge and essential life skills for diverse career paths in clinical, organizational, educational, and research settings.

1. Course Planning: - Define the assessment types and schedule at the start of the semester, tailored to the course requirements.
2. Communication: - Transparently communicate the detailed assessment plan to students, including evaluation rubrics and submission guidelines.
3. Mid-Semester Examination: - Engage with students to receive feedback on the assessment methods and adjust strategies as needed based on their input.
4**. Continuous Assessment:** Students are evaluated through a variety of methods to ensure a holistic learning experience. Projects (individual or group) focus on research, analysis, and practical application of concepts. Quizzes offer regular checks on understanding, while assignments and essays assess critical thinking and problem-solving skills. Presentations evaluate communication and knowledge-sharing abilities, and participation gauges engagement in class activities. Lastly, case studies test the application of theoretical knowledge to real-world situations.

4. End-of-Course Evaluation: - Evaluate the effectiveness of the assessment methods using student feedback and performance data to refine future assessments.

How: Learning will occur both inside and outside the classroom, utilizing diverse teaching-learning methodologies to enhance engagement and understanding. In the classroom, lectures will be used to introduce theoretical concepts, while case studies will offer practical insights and applications. Hands-on projects and collaborative activities will encourage students to work in teams, fostering problem-solving and critical thinking skills.

Innovative approaches such as **blended learning** and **flipped classrooms** will be integrated. Blended learning combines online and in-person sessions, allowing flexibility and self-paced study, while flipped classrooms reverse the traditional model by having students review materials before class, using class time for discussion and practical exercises.

Experiential learning models, such as fieldwork, simulations, and community-based projects, will be employed to connect classroom theory with real-world experience, catering to diverse learning styles and deepening the understanding of the subject matter. This holistic approach ensures that students not only grasp theoretical knowledge but also develop practical skills for their future professional and personal lives.

Entry Phase

Upon entry, students are introduced to the foundational principles of psychology. Orientation sessions focus on understanding the psychological landscape and the ethical responsibilities of psychologists. This initial phase emphasizes the significance of knowledge, not just as a pathway to career success, but as a means to engage meaningfully with society by addressing real-world psychological issues.

Core Learning

As students progress through the FYUP in Psychology, they delve deeper into both the theoretical foundations and practical applications of the discipline. Courses in Cognitive Psychology, Clinical Psychology, Developmental Psychology, Social Psychology, and Research Methods equip students with the analytical, observational, and interpersonal skills essential for careers in mental health, education, human resources, and research. Practical workshops, psychological assessments, internships, and fieldwork—alongside collaborations with hospitals, schools, NGOs, and research institutions—highlight the real-world relevance of their learning. This experiential approach fosters both professional readiness and a strong sense of empathy, civic responsibility, and personal growth. A robust support system—including differentiated learning to cater to varied learning paces, a mentor-mentee program for academic and career guidance, and access to personal counselling—ensures that students receive the individual attention and encouragement needed to thrive throughout their academic journey.

12

Skill Development
The programme places a strong emphasis on developing versatile skills such as research, quantitative analysis, and counseling skills—essential for a successful career in psychology. Through collaborative projects, industry visits, and networking opportunities, students not only gain professional skills but also learn teamwork and communication, vital for building meaningful relationships in both their professional and personal lives.

Capstone and Exit Phase
In the final phase, student's complete capstone projects that integrate their learning and showcase their analytical abilities and professionalism. These projects culminate in a portfolio that reflects their readiness for the workforce. Additionally, career services assist with job placements, reinforcing the "Learn to Earn" philosophy. However, the emphasis on personal values and lifelong learning remains central, encouraging students to approach their careers as opportunities to contribute positively to society through economic insight and policy impact.

Co-Curricular and Extra-Curricular Activities
Students actively engage in a range of clubs and societies, from economics and research to cultural and social causes. These activities foster peer interaction, teamwork, and leadership skills, helping students develop a well-rounded personality. Regular industry visits, guest lectures, and workshops by economic experts keep students connected to the latest real-world economic practices, bridging the gap between academic knowledge and professional expectations.

Community Connect
Community engagement programmes enhance students' awareness of social and economic challenges, encouraging them to apply their knowledge to various societal issues. Participation in sports and cultural activities contributes to a balanced lifestyle, promoting teamwork, resilience, and a holistic approach to personal and professional development.

Career Counselling and Entrepreneurship
Career counselling services provide guidance on job placements, internships, and skill development, helping students confidently navigate their career paths. Additionally, the university's incubation centre promotes entrepreneurial and leadership qualities, encouraging students to explore innovative ideas, start their ventures, and apply their economic knowledge to real-world business and social solutions.

➢ Course Registration and Scheduling

- **Major and Minor Selection:** – Every student must register at the beginning of each semester for the courses offered in the given semester. Major courses are registered centrally for the students. However, for other multidisciplinary courses (Minor, VAC, OE) the students must register by themselves through ERP.

Students of B.A. (Hons. With Research) Psychology will do major in Psychology and can choose any one minor from the pool of Minor courses offered by School of Liberal Arts e.g. Data Science, Foreign Trade, Human Resource Management, Education, Psychology and Media Studies.

- **Internships/Projects/Dissertations/Apprenticeships**: Students need to do summer internship after second and fourth semesters, which carries 2 credits each, duration being 4-6 weeks per internship, during the summer breaks. The same will be evaluated in the upcoming odd semester. The seventh and eighth semester or fourth year focus on research component and in the seventh and eighth semester students will do Dissertation of 12 credits in total.
- **Co-Curricular Activities Credit Choices:**

Participation in Co/ Extracurricular activities is part of outside classroom learning.

Students must earn 2 credits from co/ extracurricular activities. One credit from participation in co-curricular activities like Club/Society activities and another credit from Community Service (1 credit each) through participation in NSS/ Redcross activities or NGOs that contribute to their personal development, leadership skills, and community engagement.

- Under the category of Club/Society, 1 credit can be earned by registration in one of the Club/Societies of university and active participation in the events organized by the club/society OR
- 15 hours of active engagement in any of the recreational/sports activities

Under the category of Community Service, 1 credit can be earned by

- 15 hours active engagement in community service through NGO/NSS/Redcross or any other society approved/ empanelled by the university

At the end of the semester, students are required to submit a log of hours, a report, and a certificate of participation/ completion summarizing their activities followed by a presentation.

- **Academic Support Services:** School of Liberal Arts provides academic support to ensure students achieve their academic and professional goals. This support system includes:

Mentoring and Guidance: Faculty members provide personalized academic mentorship to guide students in their coursework, project work, and career aspirations. Regular one-on-one meetings help students navigate academic challenges and plan their future pathways.

Tutorials and Workshops: Supplementary tutorials and skill-based workshops are conducted to reinforce conceptual understanding. These sessions focus on key areas such as quantitative techniques, econometrics, and economic theory, ensuring students grasp core concepts with clarity.

Peer Learning and Discussion Groups: Collaborative learning is encouraged through peer study groups and discussion forums, enabling students to engage in critical

analysis and share insights on complex topics. These initiatives foster a deeper understanding of economic theories and their practical applications.

Access to Learning Resources: The program offers access to a rich repository of academic resources, including textbooks, research journals, and digital platforms. These are provided to support independent learning and research through LMS Moodle

Focus on Research Methodology and Data Analysis: Faculties also make the students involve in research methodology, data analysis, and the use of statistical tools help students develop essential research skills, preparing them for advanced academic work and industry roles.

Soft Skills and Career Development: To complement academic knowledge, students receive training in soft skills, communication, and professional development. Workshops on CV building, interview preparation, and entrepreneurship help bridge the gap between academics and industry readiness are provided in collaboration with career development centre (CDC).

Continuous Evaluation and Feedback: Regular assessments, feedback sessions, and mock exams are integrated into the curriculum to ensure students are continually progressing and improving in their academic journey.

- **Differential Learners: Identification, remedial strategy & reassessment:**

Identification: To cater to the diverse learning needs of its student body, K.R. Mangalam University employs a comprehensive assessment framework to identify both slow and advanced learners. Students' learning levels are continually assessed based on their performance at various stages. If a student's performance in internal assessments falls below or equal to 55%, they are categorized as slow learners. Conversely, if a student's performance score in internal assessments is greater than or equal to 80%, they are identified as advanced learners. Such students are encouraged to participate in advanced learning activities. Through periodic evaluations and the utilization of modern management systems, the institution adeptly tracks students' performance across various courses, allowing for targeted interventions and support mechanisms.

Remedial Strategies: For slow learners, the university offers a range of remedial measures designed to provide tailored assistance and foster academic progress. From specialised tutorials and remedial classes to access to digital resources and peer-led support initiatives, faculty members leave no stone unturned in ensuring that every student receives the attention and resources they need to succeed.

Advanced learners, on the other hand, benefit from enriched learning experiences and opportunities for academic acceleration. Many advanced learners work alongside faculty members on joint projects and product and prototype design. They are also encouraged to participate in national and international conferences to present research papers.

- **On-line Learning Support System:** Faculties integrates LMS and digital collaboration tools to facilitate communication, content delivery, assessment, and

feedback between students and instructors. faculty members to incorporate multimedia presentations, interactive simulations, online quizzes, and virtual labs into their teaching methods to enhance engagement and learning outcomes.

➢ Student Career & personal Support Services

- **Mentor-Mentee: Process, Scheduling & Recording Meetings & Observations**

Mentor-Mentee program serves as a vital bridge between faculty and students, offering crucial emotional and instrumental support, guidance, and encouragement. By facilitating mentorship relationships, the university aims to enhance students' academic success, personal development, and career exploration. Both mentors and mentees have specific responsibilities within the program. Mentors are tasked with introducing the mentor-mentee system, holding regular group meetings, monitoring academic progress, advising on career development, maintaining contact even post-graduation, and ensuring adherence to university instructions. On the other hand, mentees are expected to define their goals, be proactive in initiating meetings, maintain open communication, practice active listening, seek advice, and remain open-minded to new perspectives. The implementation procedure of the Mentor-Mentee Program involves organizing students into groups, assigning each group a mentor, and mentors maintaining diaries containing essential student information. Mentor-mentee meetings are scheduled regularly to encourage activities fostering a comfortable relationship. Reports on these interactions are compiled and forwarded to respective deans for further consideration. By providing a structured framework for mentorship, we aims to empower students academically, professionally, and personally, thereby equipping them with the tools necessary for success both during their university years and beyond.

- **Counselling and Wellness Services**

Counseling and Mental Wellness Center, (WeDost) at KR Mangalam University in Sohna, Gurgaon, is committed to providing comprehensive mental health support to students, and staff. Our mission is to foster a nurturing and inclusive environment that promotes emotional well-being, personal growth, and academic success. The Counselling & Mental Wellbeing Centre aims to provide quality mental health care and support to students and staff, helping them address personal, educational, and psychological challenges. It focuses on enhancing coping skills, self-esteem, and awareness of individual potential while offering guidance for academic, vocational, and life choices.

Services Offered: The Counselling Cell will offer a range of services including, but not limited to:

1. **Individual Counselling:** Students and staff members can schedule private sessions with counsellors to discuss personal, academic, or emotional concerns.

2. **Group Counselling:** Small group sessions will provide students and staff members with a platform to connect with peers facing similar challenges, fostering a sense of community and shared support.

16

3. **Workshops and Seminars:** The Counselling Cell will organize workshops and seminars on topics such as stress management, time management, study skills, building resilience and etc.

4. **Crisis Intervention:** Trained counsellors will be available to address urgent and critical situations that may arise.

CONTACT PERSON: Dr Nudrat Jahan (Associate Professor, SOLA)

EMAIL ID: counseling@krmangalam.edu.in

VENUE: Counselling Cell, Ground Floor, A Block, K.R. Mangalam University.

- **Career Services and Training**

Career Development Centre at K.R. Mangalam University is a dedicated centre to provide students with placement assistance, career guidance and training. The CDC acts as a link between the students and the industry. We make sure that each student receives the proper exposure and training through interactive sessions, workshops, industrial visits, mock interviews, live projects, etc. with top practitioners that prepares them for the industry. The students can better align themselves with their chosen sector and the academic environment thanks to these interactions and the insights and lessons they learn from them.

Support Provided by CDC:

- Internship opportunities to the students
- Placement Opportunities to the students
- Career Counseling & Guidance
- Conducting Seminars and Workshops with top Companies
- Training and Development of the students
- Providing PBL (Project Based learnings)
- Corporate connects

Contact: enquiry.placement@krmangalam.edu.in

➢ Assessment and Evaluation

Grading System

1. Every 'Academic Year' is divided into two semesters - Odd semester and Even Semester.
2. The medium of instruction is English.
3. **GRADING SYSTEM**: Based on the performance in all evaluation components of a Course, each student is awarded a grade in the Course(s) registered, at the end of the semester. The total marks obtained by a student in the Course are converted to a corresponding letter grade. The 'Letter Grade' and its 'Grade Points' indicate the student's performance in a Course.

Marks Range (%)	Letter	Grade	Description of the

	Grade	Points	Grade
> 90% marks	O	10.0	**Outstanding**
>80 %marks to ≤ 90% marks	A+	9.0	**Excellent**
>70 %marks to ≤ 80% marks	A	8.0	**Very Good**
>60 %marks to ≤ 70% marks	B+	7.0	**Good**
>55 %marks to ≤ 60% marks	B	6.0	**Above Average**
>50 %marks to ≤ 55% marks	C	5.5	**Average**
>40 %marks to ≤ 50% marks (For B.Arch.=50)	P	5.0	**Pass**
%marks ≤40 (For B.Arch.<50)	F	0	**Fail**
-	AB	0	**Absent**
≥ 50%marks	S	-	**Satisfactory**
< 50%marks	U	-	**Unsatisfactory**

A student is declared to have passed/cleared a Course, if he/she has earned any one of the following grades: A, B+, B, C or P.

4. The SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e.

SGPA (Si) = ∑(Ci x Gi) / ∑Ci

Where Ci is the number of credits of the i^{th} course and Gi is the grade point scored by the student in the i^{th} course. The Cumulative Grade Point Average (CGPA) is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

CGPA = ∑(Ci x Si) / ∑ Ci

where Si is the SGPA of the i^{th} semester and Ci is the total number of credits in that semester.

5. Degree Eligibility: For successful completion of programme, the student should secure a minimum CGPA of 5.0 at the end of final year of the programme.

6. AWARD OF DIVISIONS: Division is awarded on the based on final CGPA as follows:

First Division With Distinction	CGPA of 8.50 and above
First Division	CGPA of 6.50 or more but less than 8.50
Second Division	CGPA of 5.00 or more but less than 6.50

18

7. The overall percentage for a semester can be obtained by multiplying SGPA by 10 and overall percentage up to a semester can be obtained by multiplying CGPA by 10.

- **Feedback and Continuous Improvement Mechanisms:** Teaching-learning is driven by outcomes. Assessment strategies and andragogy are aligned to course outcomes. Every CO is assessed using multiple components. The attainment of COs is calculated for every course to know the gaps between the desired and actual outcomes. These gaps are analysed to understand where does the student lags in terms of learning levels. Thereafter each student's learning levels are ascertained, if found below desirable level, and intervention strategy is effected in the following semester to make necessary corrections.

- **Academic Integrity and Ethics**

  Academic integrity forms the cornerstone of ethical conduct in education. It involves being truthful and accountable for your academic work. This means refraining from plagiarism, accurately citing sources, avoiding cheating or any form of academic dishonesty, and submitting original work. Maintaining academic integrity is essential for preserving your credibility, respecting the contributions of others, and promoting fairness within the academic community.

Objectives:

- Raise awareness about responsible research practices, academic integrity, and preventing plagiarism among students, faculty, researchers, and staff.
- Implement institutional mechanisms through education and training to promote integrity and discourage plagiarism in academic writing.
- Develop systems to detect and prevent plagiarism, with penalties for violations.

Curbing Plagiarism:

- Implement technology-based plagiarism checks for theses, dissertations, and publications at submission.
- Require students to submit an undertaking stating their work is original and checked for plagiarism.
- Supervisors must certify that their students' work is plagiarism-free.
- Soft copies copies of dissertations will be submitted on INFLIBNET for hosting in the "Shodh Ganga" repository and establish an institutional repository on the university website for research publications.

19

Programme Structure

Semester 1st								
S.No	**Category of Course**	**Course Code**	**Course Title**	**L**	**T**	**P**	**C**	**Multiple Entry and Exit**
1	Major I	SLPSIP101	Introduction to Psychology	3	1	0	4	
2	Major II	SLPSSM102	Statistical Methods-I	3	1	0	4	
3	Major III	SLPSPR151	Psychology Practicum	0	0	4	2	
4	Major-IV	SLPSDP104	Developmental Psychology	3	1	0	4	
5	VAC I		Environmental Studies	2	0	0	2	
6	SEC I		Essentials of Microsoft Excel	1	0	4	3	
Total Credits							**19**	

Semester 2nd								
S.No	**Category of Course**	**Course Code**	**Course Title**	**L**	**T**	**P**	**C**	**Award: UG Certificate [after completing 1 year of study (2 semesters with credits as prescribed), and an additional vocational course/internship of 4 credits to be covered within 6-8 weeks during the summer vacation of the first year]**
1	Major V	SLPSPE201	Introduction to Personality	3	1	0	4	
2	Major VI	SLPSPR251	Personality Practicum	0	0	4	2	
3	Minor I		Choose one course from Minor Pool	3	1	0	4	
4	Minor II		One course from selected Minor pool	3	1	0	4	
5	OE-I		Choose one course from University OE Pool	3	0	0	3	
6	VAC-II		Cybersecurity	2	0	0	2	
7	SEC-II		Digital Marketing	1	0	4	3	
8			Club/ Society	0	0	0	1	
	Minor Project	SLPSLB252	Lab-based Project				2	
		Total Credits					**25**	

Undergraduate Certificate Psychology after securing the requisite 44 credits

Summer Internship I								
Semester 3rd								
S.No	**Category of Course**	**Course Code**	**Course Title**	**L**	**T**	**P**	**C**	**Multiple Entry and Exit**
1	Major VII	SLPSBP301	Biopsychology	3	1	0	4	
2	Major VIII	SLPSPR351	Biopsychology Practicum	0	0	4	2	
3	OE-II		Choose one course from University OE Pool	3	0	0	3	
4	Minor III		One course from selected Minor pool	3	1	0	4	
5	VAC-III		Choose from VAC (MOOC) list	2	0	0	2	**Award: UG Diploma [after completing 2 years of study (4 semesters with credits as prescribed), and an additional vocational course/internship of 4 credits during the summer vacation of the second year]**
6	AEC-I		Self Awareness	2	0	0	2	
7	SI-1	SLPSIN351	Summer Internship Assessment-I	0	0	0	2	
8	SEC-III	SEC003	Entrepreneurship	1	0	4	3	
9			Community Service	0	0	0	1	
Total Credits							**23**	
Semester 4th								
S.No	**Category of Course**	**Course Code**	**Course Title**	**L**	**T**	**P**	**C**	**Entry The student who took exit after completion of the first year (UG Certificate) is allowed to enter the diploma programme within five years from the first entry in the programme, four years in case of degree program and three years in case of Hons. degree so as to complete the programme within the stipulated time period of seven years**
1	Major IX	SLPSCP401	Cognitive Psychology	3	1	0	4	
2	Major X	SLPSPR451	Cognitive Psychology Practicum	0	0	4	2	
3	Major XI		Choose from DSE Pool I	3	1	0	4	
4	Minor Project	SLPSFE452	Field experiment based Project				2	
5	OE-III		Choose one course from University OE Pool	3	0	0	3	
6	Minor IV		One course from selected Minor pool	3	1	0	4	
7	VAC-IV		Choose from VAC (MOOC) list	2	0	0	2	
8	AEC-II		Communication Skills	2	0	0	2	
Total credits							**23**	

Undergraduate Diploma Psychology after securing the requisite 90 credits

Summer Internship II

Semester 5th

S.No	Category of Course	Course Code	Course Title	L	T	P	C
1	Major XII	SLPSAP501	Abnormal Psychology	3	1	0	4
2	Major XIII	SLPSPR551	Abnormal Psychology Practicum	0	0	4	2
3	Major XIV		Choose from DSE Pool II	3	1	0	4
4	Minor V		One course from selected Minor pool	3	1	0	4
5	AEC III		Managing People and Organizations	2	0	0	2
6	SI II	SLPSIN551	Summer Internship Assessment-II	0	0	0	2
Total Credits							**18**

Semester 6th

S.No	Category of Course	Course Code	Course Title	L	T	P	C
1	Major XV	SLPSSP601	Social Psychology	3	1	0	4
2	Major XVI	SLPSPR651	Social Psychology Practicum	0	0	4	2
3	Major XVII	SLPSSM602	Statistical Methods-II	3	1	0	4
4	Major XVIII		Choose from DSE Pool III	3	1	0	4
5	Minor VI		One course from selected Minor pool	3	1	0	4
6	AEC-IV		Professional Employability	2	0	0	2
7	Minor Project	SLPSSP652	Survey-based Project				2
			Total credits				**22**

B.A. (Hons.) Psychology

Semester 7th

S.No	Category of Course	Course Code	Course Title	L	T	P	C

Multiple Entry and Exit

Award: Bachelor's Degree [after completing 3-year of study (6 semesters with credits as prescribed)]

Entry The student who took exit after completion of two years of study (UG Diploma) are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years

Multiple Entry and Exit

1	Major XIX	SLPSRM701	Research Methods and Publication Ethics	3	1	0	4	
2	Major XX	SLPSDA702	Data Analysis with Statistical Package	3	0	2	4	
3	Major XXI	SLPSPA703	Psychometric Assessment and Testing	3	1	0	4	
4	Major XXII		Choose from DSE Pool IV	3	1	0	4	
5	Minor VII		One course from selected Minor pool	3	1	0	4	
Total Credits							**20**	
Semester 8th								
S.No	**Category of Course**	**Course Code**	**Course Title**	**L**	**T**	**P**	**C**	**Entry: The student who took exit after completion of three years of study (UG degree) is allowed to re-enter the degree programme maximum within three years and complete the degree programme within the stipulated maximum period of seven years.**
1	Major XXIII	SLPSPR851	Psychometric Assessment and Testing Practicum	0	0	4	2	
2	Major XXIV		Choose from DSE Pool V	3	0	1	4	
3	Major XXVI		Choose from DSE Pool V	3	0	1	4	
4	Major XXVII		Choose from DSE Pool V	3	1	0	4	
5	Minor VIII		One course from selected Minor pool	3	1	0	4	
6	Minor Project		Psychometry based Project				2	
Total credits							**20**	
B.A. (Hons with Research) Psychology after securing the requisite 170 credits								
B.A. (Hons. With Research) Psychology								
Semester 7th								
S.No	**Category of Course**	**Course Code**	**Course Title**	**L**	**T**	**P**	**C**	
1	Major XIX	SLPSRM701	Research Methods and Publication Ethics	3	1	0	4	

2	Major XX	SLPSDA702	Data Analysis with Statistical Package	3	0	2	4
3	Major XXI	SLPSPA703	Psychometric Assessment and Testing	3	1	0	4
4	Major XXII		Choose from DSE Pool IV	3	1	0	4
5	Minor VII		One course from selected Minor pool	3	1	0	4
Total Credits							**20**

Semester 8th							
S.No	**Category of Course**	**Course Code**	**Course Title**	**L**	**T**	**P**	**C**
1	Major XXIII		Choose from DSE Pool V	3	1	0	4
2	Minor VIII		One course from selected Minor pool	3	1	0	4
3	DI	SLPSDR805	Dissertation				12
			Total credits				**20**

B.A. (Hons with Research) Psychology after securing the requisite 170 credits

Pool of Discipline Specific Elective Courses

Pool of Discipline Specific Courses (DSE)							
S.No	**Category of Course**	**Course Code**	**Course Title**	**L**	**T**	**P**	**C**
1	DSE-I	SLPSIP402	Industrial Psychology	3	1	0	4
2	DSE-I	SLPSME403	Media Psychology	3	1	0	4
3	DSE-I	SLPSHE404	Health Psychology	3	1	0	4
4	DSE-II	SLPSSP502	Organizational Behavior	3	1	0	4
5	DSE-II	SLPSHE503	Gender Psychology	3	1	0	4
6	DSE-II	SLPSME504	Disability and Rehabilitation	3	1	0	4
7	DSE-III	SLPSHR603	Human Resource Management	3	1	0	4
8	DSE-III	SLPSCI604	Cultural and Indigenous Psychology	3	1	0	4
9	DSE-III	SLPSGU605	Guidance and Counseling	3	1	0	4
10	DSE-IV	SLPSCP704	Consumer Psychology	3	1	0	4
11	DSE-IV	SLPSIR705	Intergroup Relations	3	1	0	4
12	DSE-IV	SLPSCAR0	Basics of Addiction and Recovery	3	1	0	4
13	DSE-V	SLPSTD801	Training and Development	3	1	0	4

14	DSE-V	SLPSPE802	Peace Psychology	3	1	0	4
15	DSE-V	SLPSPT803	Psychotherapies	3	1	0	4
16	DSE-V	SLPSEP804	Environmental Psychology	3	1	0	4
17	DSE-V	SLPSPP805	Positive psychology	3	1	0	4

26

1. DATA SCIENCE							
Semester	**Category**	**Course Code**	**Course Title**	**L**	**T**	**P**	**C**
I	Minor-I	UDT101	Data Analytics Using SQL	2	0	2	4
II	Minor-II	UDT102	Data Analytics Using R	2	0	2	4
III	Minor-III	UDT103	Python For Data Science	2	0	2	4
IV	Minor-IV	UDT104	Data Preprocessing and Visualization Using Python	2	0	2	4
V	Minor-V	UDT105	Time Series Analysis & Forecasting Using Python	2	0	2	4
VI	Minor-VI	UDT106	Fundamental Of Machine Learning	2	0	2	4
VII	Minor-VII	UDT107	Data Driven Applications	2	0	2	4
VIII	Minor-VIII	UDT108	Project And Case Study	2	0	2	4
2.Media Studies							
I	Minor-I	UMS101	Understanding Media	3	1	0	4
II	Minor-II	UMS102	Media Ethics and Laws	3	1	0	4
III	Minor-III	UMS103	Reporting and Editing for Print	3	1	0	4
IV	Minor-IV	UMS104	Advertising and Integrated Marketing Communication	3	1	0	4
V	Minor-V	UMS105	Public Relation and Corporate Communication	3	1	0	4
VI	Minor-VI	UMS106	Media, Development and Society	3	1	0	4
VII	Minor-VII	UMS107	Film Appreciation and Cinema Studies	3	1	0	4
VIII	Minor-VIII	UMS108	Global Media Scenario	3	1	0	4
3.EDUCATION							
I	Minor-I	UED101	Foundations of Education	3	1	0	4
II	Minor-II	UED 102	Educational Psychology	3	1	0	4
III	Minor-III	UED 103	Measurement and Evaluation of Learner	3	1	0	4
IV	Minor-IV	UED 104	Diversity and Inclusive Education	3	1	0	4
V	Minor-V	UED 105	Guidance and Counselling	3	1	0	4
VI	Minor-VI	UED 106	Applied Behaviour Analysis in Education	3	1	0	4
VII	Minor-VII	UED 107	Educational Intervention and Teaching Strategies: Intellectual Disability	3	1	0	4
VIII	Minor-VIII	UED 108	Educational Intervention and Teaching Strategies: Learning Disability	3	1	0	4

4.HUMAN RESOURCE MANAGEMENT

I	Minor-I	UHR101	Foundations in Organizational Behaviour	3	1	0	4
II	Minor-II	UHR102	Professional HRM Practices	3	1	0	4
III	Minor-III	UHR103	Psychological Assessment in Organizations	3	1	0	4
IV	Minor-IV	UHR104	Learning and Development in Organizations	3	1	0	4
V	Minor-V	UHR105	Leadership and Talent Development	3	1	0	4
VI	Minor-VI	UHR106	Counseling at Workplace	3	1	0	4
VII	Minor-VII	UHR107	Change Management and OD Interventions	3	1	0	4
VIII	Minor-VIII	UHR108	Total Rewards Management	3	1	0	4

5.FOREIGN TRADE

I	Minor-I	UFT101	Basics of Business	3	1	0	4
II	Minor-II	UFT102	The Global Economy	3	1	0	4
III	Minor-III	UFT103	International Business Environment	3	1	0	4
IV	Minor-IV	UFT104	Macroeconomics of open economies	3	1	0	4
V	Minor-V	UFT105	Global Political Economy	3	1	0	4
VI	Minor-VI	UFT106	Growth Inequality and Conflict	3	1	0	4
VII	Minor-VII	UFT107	Foreign Trade	3	1	0	4
VIII	Minor-VIII	UFT108	International Financial Institutions	3	1	0	4

6.PSYCHOLOGY

I	Minor-I	UPS101	Foundations of Psychology	3	1	0	4
II	Minor-II	UPS102	Fundamentals of Social Psychology	3	1	0	4
III	Minor-III	UPS103	Developmental Psychology	3	1	0	4
IV	Minor-IV	UPS104	Counseling and Guidance	3	1	0	4
V	Minor-V	UPS105	Health Psychology	3	1	0	4
VI	Minor-VI	UPS106	Environmental Psychology	3	1	0	4
VII	Minor-VII	UPS107	Positive Psychology	3	1	0	4
VIII	Minor-VIII	UPS108	Media Psychology	3	1	0	4

29

SEMESTER I

Semester 1							
S.No	**Category of Course**	**Course Code**	**Course Title**	**L**	**T**	**P**	**C**
1	Major I	SLPSIP101	Introduction to Psychology	3	1	0	4
2	Major II	SLPSSM102	Statistical Methods-I	3	1	0	4
3	Major III	SLPSPR151	Psychology Practicum	0	0	4	2
4	Major-IV	SLPSDP104	Developmental Psychology	3	1	0	4
5	VAC I		Environmental Studies	2	0	0	2
6	SEC I		Essentials of Microsoft Excel	1	0	4	3
Total Credits							**19**

Semester- I					
Course Code: SLPSIP101	**Introduction to Psychology**	**L**	**T**	**P**	**C**
Version: 1.0		**3**	**1**	**0**	**4**
Category of Course	Major I				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

The Introduction to Psychology course is foundational for students, offering essential insights into human behaviour, thought processes, and emotional responses. It equips students with critical thinking skills, enhancing their ability to analyse and interpret psychological phenomena, which is invaluable in both academic and professional settings. Understanding psychology is crucial for careers in mental health, education, business, and more, as it fosters empathy, communication skills, and problem-solving abilities. By learning how psychological

principles apply to real-world situations—such as improving workplace dynamics, enhancing learning experiences, or promoting mental well-being—students gain knowledge that is directly applicable to their everyday lives and future careers.

Course Outcomes

Upon completion of the course the learner will be able to:

CO1: Reading and demonstrating an understanding of complex ideas by identifying key concepts in the field of psychology

CO 2: Applying theory to practice using problem solving techniques and data analysis

CO 3: Analysing and evaluating research data to produce a well-reasoned argument or position on an issue.

CO 4: Synthesizing data from multiple sources to create and support a solution complex human interactions

CO 5: Designing a comprehensive intervention plan that applies psychological theories and principles to address a real-world issue

Course Content

Unit 1 **No. of Hours: 15**

Introduction to Psychology

Definition and goals of psychology, Historical development of psychology, Perspectives in psychology: biological, psychodynamic, behavioral, cognitive, humanistic, and socio-cultural.

Unit II **No. of Hours: 15**

Attention and Perception

Perceptual processing, role of attention in perception, perceptual organisation, perceptual sets, perceptual constancies, depth perception, illusions; Attention: Types of attention, factors affecting attention; attention span

Unit III **No. of Hours: 15**

Motivation and Emotions

Meaning, definition and nature of motivation, meaning and definitions of emotions, theories of emotions, types of motivation, social motives, frustration

Unit IV **No. of Hours: 15**

Learning and Memory

Classical and operant conditioning, insight learning and observational learning, sensory memory, short-term memory and long term memory, models of memory, forgetting and types of forgetting, memory improvement techniques

Textbooks:

Psychology by Saundra K. Ciccarelli and J. Noland White

31

Introduction to Psychology by Clifford T. Morgan, Richard A. King, John R. Weisz, and John Schopler

Reference Books

Thinking, Fast and Slow by Daniel Kahneman

The Man Who Mistook His Wife for a Hat by Oliver Sacks

Influence: The Psychology of Persuasion by Robert B. Cialdini

Quiet: The Power of Introverts in a World That Can't Stop Talking by Susan Cain

Open Educational Resources (OER)

Introduction to Psychology" by OpenStax

Psychology - Lumen Learning

NOBA Project: Psychology

Boundless Psychology

MIT OpenCourseWare: Introduction to Psychology

Learning Experience

The Introduction to Psychology course, the instructional methods will be dynamic and experiential, incorporating a blend of lectures, discussions, and interactive activities. To ensure that students actively engage with the material, the course will include case studies that require critical analysis and application of psychological concepts. Hands-on learning opportunities, such as role-playing exercises, will allow students to experience psychological theories in practice.

Group work will be a key component, fostering collaboration and peer learning as students work together on projects and presentations. Assignments will be designed to reinforce learning and encourage deeper exploration of topics, with a focus on real-world applications of psychological principles.

Technology will be integrated into the course through the use of online discussion boards, multimedia resources, and virtual simulations that provide immersive learning experiences. Assessments will include a mix of written assignments, group presentations, and experiential projects, allowing students to demonstrate their understanding in varied formats.

32

Students will receive continuous support and feedback from the course instructor, who will be available for additional help outside of class hours. Peer feedback will also be encouraged, particularly during group activities and peer review sessions, helping students refine their ideas and improve their work through collaborative learning.

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	40	20	40

SEMESTER I					
Course Code: SLPSSM102	**Statistical Methods-I**	**L**	**T**	**P**	**C**
Version: 1.0		**0**	**0**	**4**	**2**
Category of Course	Major II				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective:

This foundational course introduces undergraduate psychology students to the role of statistics in psychological inquiry. It aims to develop an intuitive understanding of how data is collected, organized, and summarized using basic statistical techniques. Emphasis is placed on hands-on application, interpretation, and conceptual clarity to prepare students for higher-level statistical reasoning.

Course Outcomes (COs):

By the end of the course, students will be able to:

CO 1.Define the scope and significance of statistics in psychological research.

CO 2 Differentiate between key statistical concepts and types of data.

CO 3Identify and apply levels of measurement to psychological variables.

CO4 Organize and present data visually through frequency distributions, histograms, and polygons.

CO5 Compute and interpret measures of central tendency and variability.

CO 6 Critically evaluate the use of basic statistics in everyday and psychological contexts.

Course Content

UNIT I:

Definition and importance of statistics in psychology, Difference between data and information, Difference between statistic and statistics, Types of statistics: Descriptive and Inferential

UNIT II:

Levels of measurement, Variables and Constants

UNIT III:

Organizing data: Frequency distributions, Histograms, Frequency polygons, Need for organizing data, data visualization

UNIT IV:

Measures of central tendency: Mean, Median, Mode, Measures of variability: Range, Standard Deviation

Textbooks:

1. Gravetter, F. J., & Wallnau, L. B. (2017). Statistics for the Behavioral Sciences (10th ed.). Cengage Learning.
2. Aron, A., Aron, E. N., & Coups, E. J. (2013). Statistics for Psychology (6th ed.). Pearson.

34

Reference Books:

1. Coolican, H. (2018). Research Methods and Statistics in Psychology (7th ed.). Routledge.
2. Mangal, S. K. (2012). Statistics in Psychology and Education. PHI Learning Pvt. Ltd.

Open Access Resources:

1. OpenStax Psychology: https://openstax.org/books/psychology/pages/1-introduction
2. Simply Psychology – Statistics Section: https://www.simplypsychology.org/statistics.html

Learning Experience:

This course is designed to provide students with a practical and engaging introduction to statistics in psychology. Through relatable examples drawn from everyday life and psychological research, students will develop an intuitive grasp of core concepts. Interactive classroom discussions, visual tools like graphs and charts, and hands-on calculation exercises will be integrated to enhance understanding. Activities such as fill-in-the-blank problem sets, data sorting, and measurement classification will reinforce foundational skills. Regular collaborative tasks and guided practice will ensure that students not only learn how to compute statistical values but also understand their significance in psychological interpretation and research.

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	40	20	40

SEMESTER I					
Course Code: SLPSPR151	**Psychology Practicum**	**L**	**T**	**P**	**C**
Version: 1.0		**0**	**0**	**4**	**2**

Category of Course	Major
Total Contact Hours	60
Pre-Requisites/ Co-Requisites	

Course Perspective

This course provides an in-depth exploration of the theories and concepts related to learning, memory, and sensation. Students will understand the processes involved in verbal and incidental learning, the psychological theories behind memory effects like primacy and recency, and illusions such as the Muller-Lyer illusion. The course emphasizes experimental methodologies like the PGI Memory Scale and Word Association Test, alongside practical applications of the theories in real-world settings. It is designed to foster a comprehensive understanding of cognitive psychology, particularly in how we process, retain, and recall information, as well as how our sensory systems influence cognition.

Course Outcomes

Upon completion of the course the learner will be able to:

CO1: To identify and explain the key concepts related to the transfer of learning, verbal learning, mass and space learning, and incidental versus intentional learning.

CO2: To analyze sensory illusions such as the Muller-Lyer illusion and the two-point threshold, understanding their significance in cognitive psychology.

CO3: To examine the division of attention and its effects on cognitive performance, and how it influences learning and multitasking.

CO4: To assess the primary and recency effects on memory, and explain their influence on memory recall and retention.

CO5: To apply memory assessment tools such as the PGI Memory Scale and Word Association Test to evaluate cognitive processes and draw conclusions about memory functioning.

Course Content

Unit 1 **No. of Hours: 10**

- Transfer of learning
- Verbal Learning: Mass and SpaceLearning
- Incidental & Intentional Learning

Unit II **No. of Hours: 10**

- Muller Lyer Illusion
- Two-point threshold
- Division of attention

Unit III **No. of Hours: 10**

- Primary and Recency Effective Memory
- PGI Memory Scale
- Word Association Test

Textbooks:

- Practical Research: Planning and Design by Paul D. Leedy and Jeanne Ellis Ormrod
- Experimental Psychology: A Case Approach by M.H. Weber and R.W. Cook

Reference books

- Research Methods in Psychology: Evaluating a World of Information by Beth Morling
- Methods in Behavioral Research by Paul C. Cozby and Scott C. Bates

Open Educational Resources (OER)

- Research Methods in Psychology by Rajiv Jhangiani, I-Chant A. Chiang, and others (available on BCcampus OpenEd)
- Introduction to Psychology by Charles Stangor (available on OpenStax)

Learning Experience

- The **Psychology Practical** course will be conducted through hands-on laboratory sessions, where students will design and conduct experiments, analyze data using statistical software, and engage in group work and peer reviews. The course emphasizes experiential learning, with activities such as case studies and real-life applications to reinforce theoretical knowledge. Assignments, quizzes, and a final practical exam will assess students' understanding and skills. The instructor will be available for additional support, and students are encouraged to collaborate and seek help as needed, ensuring a supportive and interactive learning environment.

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	40	20	40

38

SEMESTER I					
Course Code: SLPSDP104	**Developmental Psychology**	**L**	**T**	**P**	**C**
Version: 1.0		**3**	**1**	**0**	**4**
Category of Course	Major IV				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

This course provides a comprehensive overview of human development from conception through adolescence, integrating major theories and research with practical issues across physical, cognitive, emotional, and social domains. Students will explore foundational concepts and key debates in human development, including the influences of nature and nurture, continuity and change, and universality versus cultural specificity. The course examines leading theories such as those of Piaget, Vygotsky, Freud, Erikson, and Bandura, and covers critical developmental periods: prenatal, postnatal, infancy, childhood, puberty, and adolescence. Emphasis is placed on developmental milestones, biological and environmental influences, language, moral, and psychosocial development. Through this integrated approach, students will gain a holistic understanding of how humans grow, learn, and adapt from conception through adolescence.

Course Outcomes

Upon completion of the course the learner will be able to:

- **CO1:** To demonstrate understanding of the main concepts and issues in human development.
- **CO2:** To compare and critically discuss major theories of child development.
- **CO3:** To describe developmental stages and influences from prenatal to infancy, including key milestones.
- **CO4:** To explain physical, cognitive, emotional, and social changes during childhood, puberty, and adolescence.
- **CO5:** To analyze how biological and environmental factors interact to shape developmental pathways.

39

Course Content

UNIT I **15 lecture hours**

Human development

Meaning, aspects of human development- physical, social, moral and cognitive, issues of human development- nature vs nurture, goodness and badness, activity and passivity, continuity vs discontinuity, universality context specificity

UNIT II **15 lecture hours**

Theories of Child development

Jean Piaget's Theory of Cognitive Development, Lev Vygotsky's Sociocultural Theory, Sigmund Freud's Psychosexual Stages of Development, Erik Erikson's Psychosocial Stages, Albert Bandura observation theory

UNIT III **15 lecture hours**

Prenatal, Postnatal and Infancy, Development

Prenatal Development-stages, teratogens and prenatal environment; birth and perinatal environment-stages of birth, Infancy: Physical development- early reflexes, emotional development, language development; Development Milestones

UNIT IV **15 lecture hours**

Childhood, Puberty and Adolescence

Childhood: Physical development, motor development motor skills and handedness; language development; psychosocial development; Puberty: Meaning, biological changes, growth spurt, sexual characteristics, Emotional and Moral development-Kohlberg's Theory

Textbooks:

Development through Lifespan- Laura E. Berk

Developmental Psychology: A Life-Span Approach by Elizabeth B. Hurlock

Life Span Development by Santrock and Adapted by S. K. Mangal

40

Reference books

Psychosocial Development: Indian Perspectives by Girishwar Misra and Ajit K. Dalal

Human Development in India: Reinterpreting the Saraswati Paradigm" by B. P. Sinha

Lifespan Development in India by Margaret Khalakdina

Open Educational Resources (OER)

OpenStax Psychology Textbook: Lifespan Development Module

Noba Project: Developmental Psychology

Learning Experience

The **Developmental Psychology** course offers a dynamic and interactive learning environment, combining lectures with multimedia resources, group discussions, and practical activities to explore human growth and development across the lifespan. Various instructional methods, including debates on developmental theories, observation assignments, and guest lectures from experts, enrich the learning experience. Technology supports this interaction through an online learning management system and interactive simulations, enhancing student engagement and understanding. Assessments include essays, project work, and quizzes to evaluate comprehension and analytical skills. The course also emphasizes collaborative learning and continuous feedback from the instructor and peers, ensuring students are well-supported and can apply developmental concepts in real-world contexts. This approach prepares students for careers or further study in fields related to human development.

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	40	20	40

---VAC151	Environmental Studies	L	T	P	C
		2	0	0	2
Pre-requisites/Exposure	Basics of Environment				
Co-requisites	--				

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.
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.

Essentials of Microsoft Excel

Semester I					
---	**Essentials of Microsoft Excel**	L	T	P	C
Version 1.0		1	0	4	3
Category of Course	**Skill Enhancement Course (SEC)-I**				
Total Contact Hours	**75 Hrs**				
Pre-requisites/Co-requisites	**Basic Knowledge of MS office**				

Course Perspective

In the digital age, Microsoft Excel has become an essential tool across disciplines — from business and social sciences to natural sciences and humanities. Excel enables users to store, organize, analyze, and visualize data efficiently. Mastering Excel is not only beneficial for academic success but also critical for workplace readiness. This course aims to develop spreadsheet proficiency, equipping students with the ability to perform data analysis, create charts, automate tasks using formulas, and use Excel as a productivity tool.

Course Outcomes (COs)

By the end of the course, students will be able to:

- CO1: Understand the interface, structure, and functionalities of Microsoft Excel.
- CO2: Apply formulas, functions, and data validation to organize and process data.
- CO3: Analyze datasets using sorting, filtering, conditional formatting, and pivot tables.
- CO4: Create dynamic charts, dashboards, and structured reports for presentation and decision-making.

Course Content

Unit I: Introduction to Excel and Spreadsheet Basics

Hours: 15 (3 Theory + 12 Practical)

- Understanding Excel interface: Ribbons, Tabs, Worksheets, Cells
- Data types and cell references (absolute, relative, mixed)
- Data entry and formatting: fonts, alignment, number formats, borders, cell styles
- Basic editing: cut, copy, paste, undo, redo, find and replace
- Basic mathematical operations and order of precedence

Practical Component:

- Create a personal budget or expense tracker using basic functions
- Apply formatting and cell referencing in basic calculations

Unit II: Formulas, Functions, and Data Management

Hours: 20 (4 Theory + 16 Practical)

- Introduction to formulas and formula auditing
- Common functions: SUM, AVERAGE, COUNT, MAX, MIN, IF, VLOOKUP, HLOOKUP, TEXT, DATE, NOW, LEN

- Data validation, dropdown lists, removing duplicates
- Sorting and filtering data
- Working with multiple sheets and linking data

Practical Component:

- Prepare student records with functions and conditional logic
- Design a searchable mini-directory using VLOOKUP and data validation

Unit III: Data Analysis and Visualization

Hours: 20 (4 Theory + 16 Practical)

- Conditional formatting (highlight cells, data bars, icon sets)
- Chart types: Column, Line, Pie, Bar, Area, Combo
- Dynamic charts with slicers or drop-downs
- Introduction to PivotTables and PivotCharts
- Grouping and summarizing data

Practical Component:

- Analyze mock sales data using PivotTables
- Create charts to visualize monthly performance or attendance
- Apply conditional formatting to identify performance gaps or threshold values

Unit IV: Advanced Excel Tools and Productivity Techniques

Hours: 20 (4 Theory + 16 Practical)

- Working with large datasets and freezing panes
- Named ranges and Excel tables
- Introduction to basic macros and automation (recording macros only)
- Protecting worksheets and workbooks
- Printing setup and export (PDF, CSV)

Practical Component:

- Create a dashboard summary for an event schedule or inventory system
- Automate a repetitive task using a recorded macro
- Set print area and page breaks for formatted reports

Textbooks:

1. Walkenbach, J. (2015). *Excel 2016 Bible*. Wiley.
2. Alexander, M., & Kusleika, D. (2016). *Excel 2016 Formulas*. Wiley.

46

3. Reding, E. E. (2013). *Microsoft Excel 2013: Illustrated Introductory*. Cengage Learning.

Online Tutorials & E-Resources:

Resource	Link
Microsoft Excel Official Docs	https://support.microsoft.com/en-us/excel
Excel Easy	https://www.excel-easy.com/
GCFLearnFree Excel Lessons	https://edu.gcfglobal.org/en/excel/
ExcelJet (Functions & Shortcuts)	https://exceljet.net
YouTube: Microsoft Excel Training (by Microsoft 365)	https://www.youtube.com/@Microsoft365

Learning Experience: This MS Excel course will be structured to maximize hands-on learning and real-world application. Each unit will begin with an interactive introduction to key concepts, followed by practical exercises where students will explore features like worksheets, formatting options, and essential functions. Collaborative group activities will allow students to solve problems together, applying functions such as SUM, AVERAGE, and IF-ELSE to create dynamic spreadsheets. Technology will enhance the experience through guided tutorials and online resources. Assessments will include individual projects where students will create spreadsheets and graphs, showcasing their skills in data analysis and presentation.

Assessment Scheme

Component	Weightage
Lab Assignments (Min. 5)	40%
Mid-Term Practical Test	20%
Final Project (Excel-based Dashboard or Report)	50%

Sample Final Project Ideas

- Academic grade tracker with automated analysis
- Event planning calendar with budget estimates
- Sales dashboard for a fictional product

- Attendance analysis and visualization report
- Inventory management template with alerts

48

Semester 2nd							
S.No	**Category of Course**	**Course Code**	**Course Title**	**L**	**T**	**P**	**C**
1	Major V	SLPSPE201	Introduction to Personality	3	1	0	4
2	Major VI	SLPSPR251	Personality Practicum	0	0	4	2
3	Minor I		Choose one course from Minor Pool	3	1	0	4
4	Minor II		One course from selected Minor pool	3	1	0	4
5	OE-I		Choose one course from University OE Pool	3	0	0	3
6	VAC-II		AI and Digital Safety	2	0	0	2
7	SEC-II		Applied Behavioral Sciences	1	0	4	3
8			Club/ Society	0	0	0	1
	Minor Project	SLPSPR252	Lab-based Project				2
		Total Credits					**25**

Semester-II

Course Code: SLPSPE201	**Introduction to Personality**	**L**	**T**	**P**	**C**
Version: 1.0		**3**	**1**	**0**	**4**
Category of Course	Major V				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

The course is designed to deepen students' understanding of the variability in human cognition, emotion, and behavior across different contexts and situations. This course is fundamental for students pursuing careers in psychology, education, human resources, and related fields, as it equips them with insights into how individual differences affect learning, performance, and interpersonal interactions. This course is crucial within the psychology program as it provides the scientific foundation necessary to appreciate and study the diverse expressions of human

personality, intelligence, and behavior. It supports academic goals by fostering a rigorous analytical approach to psychological research and offers professional development by preparing students to apply psychological principles in various real-world settings.

Course Outcomes

Upon completion of the course the learner will be able to:

CO1:: Describe and compare major personality theories and models, showing a deep understanding of their concepts and applications.

CO2:: Use various methods and tools to assess personality traits and behaviours, demonstrating competence in applying these techniques.

CO3:: Identify and interpret the influence of genetic, neurobiological, and environmental factors on personality development and expression.

CO4:: Articulate how personality affects individual differences in behaviour, relationships, and psychological well-being.

CO5:: Critically evaluate research studies in personality psychology, assessing their methodologies and findings with a critical eye.

Course Content

UNIT I **15 lecture hours**

Introduction

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

UNIT II **15 lecture hours**

Theories of Personality

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

UNIT III **15 lecture hours**

Theories of Temperament and Trait Theories

Galen's Theory of Temperament; Sheldon's and Kretschmer's Personality Typology

Trait Theories: Allport's Theory, Cattell's Theory; Basic Concepts, Identification of Temperament, Ability, and Dynamic traits; Eysenck's Theory: Structure, Physiological Basis and Behavioural Correlates.

UNIT IV **15 lecture hours**

Assessment of Personality

Projective and subjective measures: SCT, TAT, Rosarach, Draw a Person, 16 Personality Factor Questionnaire, MMPI: Minnesota Multiphasic Personality Inventory, NEO FFI: NEO Five-Factor Inventory

Textbooks:

Theories of Personality by Jess Feist, Gregory J. Feist, and Tomi-Ann Roberts

Personality Psychology: Domains of Knowledge About Human Nature" by Randy J. Larsen and David M. Buss

Reference books

Handbook of Personality: Theory and Research edited by Oliver P. John, Richard W. Robins, and Lawrence A. Pervin

The Cambridge Handbook of Personality Psychology edited by Philip J. Corr and Gerald Matthews

Open Educational Resources (OER)

Personality Theories Workbook- Available on the Saylor Academy website

Noba Psychology Collection: Personality

Learning Experience

The **Introduction to Personality** course offers an engaging and comprehensive exploration of personality psychology, designed to foster a deep understanding of the diverse theories and research methodologies that define the field. This course is structured to be highly interactive, incorporating a variety of instructional methods such as lectures enriched with multimedia content, in-depth discussions, and real-life case studies to contextualize theoretical concepts.

Students will actively engage in reflective assignments and personality assessments, which not only provide insights into their own personality traits but also help them understand others'. Group projects will encourage collaboration and debate over different personality theories, fostering critical thinking and analytical skills. Technology will be leveraged through online quizzes and interactive modules that offer immediate feedback, enhancing the learning process.

Regular feedback sessions with the instructor will provide students with personalized insights into their progress and understanding, while peer reviews will encourage a collaborative learning environment, promoting an exchange of ideas and perspectives. This course aims to equip students with both theoretical knowledge and practical skills in analyzing personality, preparing them for further studies in psychology or careers where understanding human behavior is key.

Evaluation Scheme

51

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	40	20	40

52

SEMESTER II					
Course Code: SLPSPR251	**Personality Practicum**	**L**	**T**	**P**	**C**
Version: 1.0		**0**	**0**	**4**	**2**
Category of Course	Major VI				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

This course provides a comprehensive exploration of personality psychology, focusing on the measurement and assessment of personality traits. It covers a variety of established personality inventories and projective tests, such as the Jung-Introversion-Extraversion Scale, NEO Five-Factor Inventory, Eysenck's Personality Inventory (EPI), and the Minnesota Multiphasic Personality Inventory (MMPI). The course will also examine the 16 Personality Factor Questionnaire, The Myers-Briggs Type Indicator (MBTI), and explore various projective techniques such as the Sentence Completion Test, TAT, and Rorschach Inkblot Test. Through this course, students will learn how these tools assess and categorize personality, and gain practical experience in using them for personality profiling and psychological assessment.

Course Outcomes

Upon completion of the course the learner will be able to:

- CO1: To identify and explain personality assessment tools like Jung-Introversion-Extraversion Scale, NEO FFI, and Eysenck’s Personality Inventory (EPI).
- CO2: To compare 16 PF, MMPI, and MBTI, understanding their strengths and limitations.
- CO3: To apply projective tests like Sentence Completion Test, TAT, and Rorschach Inkblot Test in personality assessments.
- CO4: To evaluate the validity and reliability of different personality assessments.
- CO5: To use personality assessment tools in research, counseling, and organizational settings effectively.

Course Content

UNIT I **15 lecture hours**

Jung- Introversion-Extraversion Scale

NEO Five-Factor Inventory

Eysenck's Personality Inventory (EPI)

UNIT II **15 lecture hours**

16 Personality Factor Questionnaire

Minnesota Multiphasic Personality Inventory

The Myers-Briggs Type Indicator (MBTI)

UNIT III **15 lecture hours**

Sentence Completion Test

TAT: Thematic Apperception Test

Rorschach: Rorschach Inkblot Test

Textbooks:

Personality Assessment by Robert P. Archer

Essentials of Personality Disorder by John M. Oldham, Andrew E. Skodol, and Donna S. Bender

Reference books

Handbook of Personality Assessment by Irving B. Weiner and Roger L. Greene

MMPI-2: Assessing Personality and Psychopathology by John R. Graham

Open Educational Resources (OER)

Personality Theories Workbook - Saylor Academy

Noba Psychology Collection: Personality - Noba Project

Learning Experience

The **Personality Practicum** course offers an immersive learning experience where students actively engage in both theoretical understanding and practical application of personality assessment techniques. Through lectures complemented by hands-on labs, students will administer and interpret personality tests, learning to apply these findings to real-world scenarios such as workplace dynamics and therapeutic settings. Collaborative group projects and case studies will further enhance learning, allowing students to debate, analyze, and apply different personality theories effectively. Technology, including online simulations and interactive platforms, will be used to practice skills and consolidate learning. The course is structured to provide continuous feedback through peer reviews and instructor guidance, ensuring that students develop both the competence and confidence to use personality psychology in diverse professional contexts.

Semester II					
---SEC002	**AI and Digital Safety**	L	T	P	C
Version 1.0		2	0	0	2
Category of Course	**Value-Added Course-II**				
Total Contact Hours	**30 Hrs**				
Pre-requisites/Co-requisites					

Course Perspectives:

As AI technologies increasingly influence our daily lives, workplaces, and societies, understanding the basics of AI and its safe usage becomes essential. This course introduces students to the fundamentals of Artificial Intelligence, explores real-life applications, and emphasizes the importance of digital safety, privacy, and ethical considerations. It prepares learners to responsibly engage with AI-powered tools and navigate the risks associated with data misuse, cyber threats, and algorithmic bias.

Course Outcomes:

- CO1: Understand the foundational concepts, types, and real-world applications of Artificial Intelligence.
- CO2: Identify potential risks and ethical concerns related to AI, including data privacy, bias, and misinformation.
- CO3: Apply digital safety practices for secure communication, data protection, and responsible use of AI tools.
- CO4: Evaluate emerging trends and safety protocols in AI-enabled digital environments.

Course Content

Unit I: Fundamentals of Artificial Intelligence (8 Hours)

Definition and scope of AI; evolution and types of AI (narrow, general, superintelligence); key AI technologies: machine learning, deep learning, natural language processing; common AI applications in daily life—voice assistants, recommendation systems, chatbots, autonomous vehicles; AI myths vs. reality.

Unit II: Ethical Dimensions and Responsible Use of AI (7 Hours)

Understanding ethical concerns in AI: algorithmic bias, surveillance, job displacement, misinformation; importance of transparency and accountability in AI systems; frameworks for ethical AI—UNESCO, NITI Aayog, and global initiatives; social implications of AI in education, healthcare, and governance.

Unit III: Digital Safety and Cybersecurity Awareness (8 Hours)

Types of digital threats: phishing, malware, identity theft, ransomware, cyberstalking; password hygiene, two-factor authentication, secure browsing; managing digital footprint and social media privacy; detecting fake news and deepfakes; importance of cybersecurity tools and habits.

Unit IV: Data Privacy, Law, and Future Scope (7 Hours)

Basics of data privacy and personal data protection; overview of key laws: IT Act, GDPR, and Digital India Act; user rights, informed consent, and data-sharing norms; emerging

careers in AI, digital ethics, and cybersecurity; the role of youth in ensuring a safer digital future.

Textbooks

- **Melanie Mitchell (2019).** *Artificial Intelligence: A Guide for Thinking Humans*. Penguin Random House.
- **Brad Smith & Carol Ann Browne (2019).** *Tools and Weapons: The Promise and the Peril of the Digital Age*. Penguin Press.

Reference Books

- **Nick Bostrom (2014).** *Superintelligence: Paths, Dangers, Strategies*. Oxford University Press.
- **Stuart Russell & Peter Norvig (2020).** *Artificial Intelligence: A Modern Approach* (4th Edition). Pearson.
- **Commonwealth of Learning.** *Cybersecurity Training Manual for Youth*.
- **UNESCO (2021).** *Recommendation on the Ethics of Artificial Intelligence*.

Platform	Description	Link
NITI Aayog – AI Strategy	India's national AI vision document	https://www.niti.gov.in
CERT-In	Cybersecurity best practices	https://www.cert-in.org.in
UNESCO	Global AI ethics guidelines	https://unesdoc.unesco.org
AI.gov India	Government AI portal	https://www.ai.gov.in
Digital Citizenship Curriculum	Digital responsibility resources	https://www.commonsense.org/education

Learning Experience:

The course will offer a blended learning environment through interactive lectures, real-life case studies, hands-on sessions, expert talks, and multimedia tools. Students will engage in:

- **Case-based discussions** on ethical dilemmas in AI and digital privacy.
- **Demonstrations** of AI applications and cyber threats.
- **Collaborative group activities** focused on responsible online behaviour and digital safety audits.
- **Guest lectures** from AI practitioners, policy experts, and cybersecurity professionals.

- **Project-based learning**, including digital safety campaigns or mock policy reviews.

This immersive experience aims to foster informed, ethical, and tech-savvy citizens who are capable of safely navigating and contributing to the digital future.

Semester II					
---SEC002	**Digital Marketing**	L	T	P	C
Version 1.0		1	0	2	3
Category of Course	**Skill Enhancement Course (SEC)-II**				
Total Contact Hours	**75 Hrs**				
Pre-requisites/Co-requisites					

Course Perspectives:

This course has been designed to impart knowledge of online marketing and working on various tools. Through this program, we aim to provide tools which have a high demand in the current business environment. The course curriculum of the University needs to be supplemented by a short duration course to impart knowledge and skills required to understand digital marketing concepts. This program is the need of the hour. Once there was a time when advertisements were limited to television, radio, newspapers and magazines. However, as the world is moving towards online platforms, businesses are expanding their reach and trying to connect with the customers through digital marketing platforms.

Course Outcomes:

CO1: Understanding the fundamental concepts and features of digital marketing, differentiating between traditional and digital marketing approaches, and identifying the various digital marketing channels.

CO2: Applying and implementing a content marketing strategy and email marketing campaign, applying best practices and tailoring content to engage target audiences effectively.

CO3: Analyse the effectiveness of social media and display advertising strategies, assessing their benefits and challenges while identifying key metrics for success across different platforms.

CO4: Design and execute a comprehensive search engine marketing plan, integrating on-page and off-page optimization techniques, and effectively managing PPC campaigns

Syllabus:

Unit 1: Marketing in the Digital World

Digital marketing: Concept, Features, Difference between traditional and digital marketing, moving from traditional to digital Marketing; Digital Marketing Channels: Intent Based- SEO, Search Advertising; Brand Based-Display Advertising; Community Based-Social Media Marketing; Others-Affiliate, Email, Content, Mobile. Customer Value Journey: 5As Framework; The Ozone O3 Concept Key; Traits of online consumer

Unit 2: Content and Email Marketing

Content Marketing: Step-by-step Content Marketing Developing a content marketing strategy Email Marketing: Types of Emails in email marketing, Email Marketing best practices

Unit 3: Social Media Marketing and Display Marketing

Social Media Marketing: Building Successful Social Media strategy; Social Media Marketing Channels; Facebook, LinkedIn, YouTube (Concepts and strategies) Display Advertising: Working of Display Advertising; Benefits and challenges; Overview of Display ad Process.; Define- Customer, Publisher, Objectives; Format- Budget, Media, Ad Formats, Ad Copy.

Unit 4 Search Engine Marketing

Introduction of SEM: Working of Search Engine; SERP Positioning; online search behaviour, DMIs 5P Customer Search Insights Model. Search Engine Optimization: Overview of SEO Process; Goal Setting-Types.

On-Page Optimization: Keyword Research, SEO Process -Site Structure, Content, Technical Mechanics, Headings, Image & Alt text, Social Sharing, Sitemaps, Technical Aspects-Compatibility, Structured Data Markup.

Off Page Optimisation: Link Formats, Link Building, Content Marketing, Social Sharing; Black and White Hat Techniques Search Advertising: Overview of PPC Process Benefits of Paid Search; Basis of Ranking; Goal Setting-Objectives; Account Setting-Creation of Google Ads, Campaign architecture, Campaign setup, Targeting, Bid Strategy, Delivery, Ad Scheduling, Ad Rotation, Keyword Selection; Ad Copy composition, Ad Extension.

Essential/recommended readings

- J Dodson, I. (2016). The art of digital marketing: the definitive guide to creating strategic, targeted, and measurable online campaigns. John Wiley & Sons.
- Kartajaya, H., Kotler, P., & Setiawan, I. (2016). Marketing 4.0: moving from traditional to digital. John Wiley & Sons.

- Ryan, Damien: Understanding Digital Marketing - Marketing Strategies for Engaging the Digital Generation. Kogan Page Limited.

Reference Books

- Moutusy Maity: Internet Marketing: A practical approach in the Indian Context: Oxford Publishing
- Seema Gupta: Digital Marketing: Mcgraw Hill
- Ultimate guide to digital Marketing by Digital Marketer

Online Educational Resources:

- MS Office Tutorial
- Udemy
- Coursera
- Edx

SLPSPR252	Lab Experiment	L	T	P	C
Version 1.0					2
Pre-requisites/Exposure	Research Methodology				
Category of Course	Minor Project				

Course Perspective

Behavioral laboratory work serves as a bridge between psychological theory and human behavior in controlled environments. It promotes empirical inquiry and analytical reasoning. This project allows students to understand cause-effect relationships and psychological mechanisms through precise measurement, observation, and data interpretation. It also introduces students to the principles of ethical and professional research conduct.

Course Outcomes

Upon completion of the course, the learner will be able to:

CO1: Learning types of lab experiments in behavior research and the key concepts of cause-and-effect relationship, control, randomization, and balancing.

CO2: Apply the above-given learning and formulate an experimental hypothesis and an experimental protocol describing research design, sample, sampling technique, and research tools.

CO3: Analyze obtained scores after data cleaning and sorting raw data, using appropriate statistics.

CO4: Draw inferences based on scores obtained after statistical analysis.

CO5: Create an interactive and easy-to-grasp presentation to display or communicate the obtained scores and inferences.

Course Description

This course involves the systematic study and application of behavioral research principles through controlled laboratory experiments. Students will design, conduct, analyze, and report on psychological experiments that explore human behavior, cognition, learning, motivation, or emotion. The course integrates experimental methodology with ethical research practices, encouraging students to explore real-world psychological questions scientifically.

Guidelines

- Students must finalize a topic in consultation with their assigned research project teacher/guide.
- The research proposal should be developed following APA formatting guidelines.
- This proposal must have descriptions regarding sampling technique, tools to use, and research method.
- Data collection must be done under supervision. Rapport building, consent taking, and data handling with proper confidentiality must be taken care of.
- Ethical considerations, especially related to human participants, must be addressed.
- Data analysis through opting for appropriate statistics and results representation must be done.

Components of a Lab-experiment project

- Topic Selection that involves solving a cause-and-effect relationship
- Controlling environmental and subjective extraneous variables.
- Designing an experimental protocol and research design with the description of sampling techniques and procedures to use research tools.
- Taking ethical verification from the institutional ethical verification society.
- To conduct the experiment and collect data.
- To clean and sort raw data and statistically analyze and draw inferences.
- To demonstrate and communicate the experimental protocol used and the obtained results.

Learning Experience

Students will gain:

- Gain practical research skills in behavioral research.
- Learn feasibility, budgetary, and ethical issues of behavioral experiments.
- Learn to conduct ethical experiments with human participants.
- Enhance statistical and analytical skills critical for psychological research.

- Communication skills via testing/assessment and presentations.
- Professional readiness for research, development, or social sector roles.

Textbook

- American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.).

Reference Books

- Kothari, C.R. (2004). *Research Methodology: Methods and Techniques* (2nd ed.). New Age International.
- Myers, A., & Hansen, C. (2006). *Experimental psychology*. Thomson Wadsworth.
- Woodworth, R. S., & Schlosberg, H. (1954). *Experimental psychology*. Oxford and IBH Publishing..

Semester II					
	Applied Behavioral Sciences	L	T	P	C
Version 1.0		1	0	4	3
Category of Course	**Skill Enhancement Course-II**				
Total Contact Hours	**NA**				
Pre-requisites/Co-requisites					

Course Perspective

This course introduces students to key behavioral science concepts that influence personal and interpersonal effectiveness. It emphasizes skill-building in emotional intelligence, stress management, and mindfulness, enabling students to develop psychological flexibility, resilience, and self-awareness. The course encourages experiential learning through structured activities, role plays, and reflection journals.

Course Outcomes (COs)

By the end of the course, students will be able to:

1. Understand foundational concepts of applied behavioral sciences.
2. Identify and analyze emotional patterns using emotional intelligence frameworks.
3. Apply evidence-based stress management strategies in real-life contexts.
4. Practice mindfulness techniques to enhance focus and emotional regulation.

5. Demonstrate enhanced interpersonal communication and self-regulation skills.

Course Content

Unit I: Foundations of Applied Behavioral Sciences (10 Lecture hours)

Introduction to applied behavioral sciences; Behavior and its determinants: Cognitive, emotional, social; Role of self-awareness and self-monitoring; Concept of behavioral flexibility

Practical Activities:

- Ice-breakers, Johari Window, Self-assessment tools (e.g., MBTI short version)
- Reflective journaling on behavior observation
- Case-based discussions

Unit II: Emotional Intelligence and Communication (10 Lecture hours)

Concept and models of Emotional Intelligence (EI) – Goleman's and Mayer-Salovey; Components: Self-awareness, empathy, self-regulation, motivation, social skills; Link between EI and decision-making/interpersonal communication

Practical Activities:

- EI self-assessment and feedback
- Emotion diary and emotion labelling
- Role-play: Managing emotions in conflict situations
- Group activities on empathy-building and assertive communication

Unit III: Stress Management (15 Lecture Hours)

Definition and types of stress: Eustress vs distress; cognitive appraisal and coping; Behavioral and physiological symptoms; Role of behavioral science in stress prevention and intervention

Practical Activities:

- Stress diary and analysis of triggers
- Deep breathing, progressive muscle relaxation (PMR), guided imagery
- Group discussions on lifestyle changes
- Creating a personal stress management plan

Unit IV: Mindfulness Practices (10 Lecture Hours)

Introduction to mindfulness: Concept and benefits; Mindfulness and brain: Present-moment awareness, non-judgmental attitude; Applications in daily life and education/work settings

Practical Activities:

- Guided mindfulness meditation (body scan, breathing, open monitoring)
- 3-minute breathing space
- Group reflection and sharing circles

Textbook

- Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam.
- Kabat-Zinn, J. (2013). *Wherever You Go, There You Are: Mindfulness Meditation in Everyday Life*. Hachette.

Reference Readings

- Lazarus, R. S., & Folkman, S. (1984). *Stress, Appraisal, and Coping*. Springer.
- Neff, K. (2011). *Self-Compassion: The Proven Power of Being Kind to Yourself*. HarperCollins.
- Ciarrochi, J., Hayes, L. L., & Bailey, A. (2012). *Get Out of Your Mind and Into Your Life for Teens: A Guide to Living an Extraordinary Life*. New Harbinger.
- Purohit, A., & Mathur, A. (2018). *Applied Behavioural Science in Indian Context*. Sage India.

Learning Experiences

The course will follow an experiential pedagogy with short lectures, hands-on activities, group discussions, peer feedback, guided practices, and reflective journals. Emphasis will be placed on practice, feedback, and peer-based learning. Real-life application, role-plays, and facilitated discussions will be incorporated to strengthen conceptual understanding through active engagement.

Semester II					
---CS001	**Club/Societies**	L	T	P	C
Version 1.0		-	-	-	1
Category of Course	**Club/societies**				

Total Contact Hours	**NA**
Pre-requisites/Co-requisites	

Guidelines

Participation in Co/ Extracurricular activities is part of outside classroom learning.

Students must earn 2 credits from co/ extracurricular activities. One credit from participation in co curricular activities like Club/Society activities and another credit from Community Service (1 credit each) through participation in NSS/ Redcross activities or NGOs that contribute to their personal development, leadership skills, and community engagement.

- Under the category of Club/Society, 1 credit can be earned by registration in one of the Club/Societies of university and active participation in the events organized by the club/society OR
- 15 hours of active engagement in any of the recreational

Semester 3rd							
S.No	**Category of Course**	**Course Code**	**Course Title**	**L**	**T**	**P**	**C**
1	Major VII	SLPSBP301	Biopsychology	3	1	0	4
2	Major VIII	SLPSPR351	Biopsychology Practicum	0	0	4	2
3	OE-II		Choose one course from University OE Pool	3	0	0	3
4	Minor III		One course from selected Minor pool	3	1	0	4
5	VAC-III		Choose from VAC (MOOC) list	2	0	0	2
6	AEC-I		Self Awareness	2	0	0	2
7	SI-1	SLPSIN351	Summer Internship Assessment-I	0	0	0	2
8	SEC-III	SEC003	Entrepreneurship	1	0	4	3
9			Community Service	0	0	0	1
Total Credits							**23**

SEMESTER III					
Course Code: SLPSBP301	**Biopsychology**	**L**	**T**	**P**	**C**
Version: 1.0		**3**	**1**	**0**	**4**
Category of Course	Major VII				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

The **Biopsychology** course delves into the biological bases of behavior, bridging the gap between neuroscience and psychology. This course is critical for students in psychology, neuroscience, and related fields, as it provides an essential understanding of how biological processes influence cognition and behavior. Through this course, students gain a comprehensive overview of neuroanatomy, neural signaling, and the physiological mechanisms underlying behaviors such as learning, emotion, and stress. Biopsychology is a cornerstone of the psychological sciences, offering insights that are pivotal for clinical, cognitive, and developmental psychology specialties. The course supports academic and professional development by equipping students with the skills to evaluate and conduct biological psychology research.

Course Outcomes

Upon completion of the course the learner will be able to:

CO1: Explaining the neurobiological mechanisms underlying various psychological functions and behaviors..

CO 2: Applying biopsychological research methods to investigate questions related to brain and behavior interactions.

CO 3: Interpreting findings from biopsychological research and evaluate their significance in broader psychological and clinical contexts.

CO 4: Analyzing how neural processes relate to observable behaviors and psychological states using specific neuroscientific tools and data.

CO 5: Synthesizing information from various subfields of neuroscience and psychology to provide comprehensive explanations of complex behaviors.

Course Content

UNIT I **15 lecture hours**

Introduction to Biopsychology

Definition and scope of biopsychology, Historical development of biopsychology, Research methods in biopsychology: experimental, clinical, and imaging techniques; Difference between biopsychology and physiological psychology

UNIT II **15 lecture hours**

Neuroanatomy and Neurophysiology

Structure and function of neurons, Neurotransmission: synaptic transmission, neurotransmitters, and receptors, Organization of the nervous system: central and peripheral nervous systems, Brain structure and function: major brain regions and their roles

UNIT III **15 lecture hours**

Sensory and Motor Systems

Sensory systems: visual, auditory, somatosensory, gustatory, and olfactory systems; Motor systems: motor cortex, basal ganglia, cerebellum, and spinal cord; Sensory and motor pathways Neural control of movement

UNIT IV **15 lecture hours**

Biological Basis of Behavior

Genetic influences on behavior: DNA, genes, and chromosomes; Hormonal regulation of behavior: endocrine system and hormone functions; Biological rhythms: circadian rhythms and sleep-wake cycles; Stress and coping mechanisms

Textbooks:

Biopsychology by John P.J. Pinel

Behavioral Neuroscience by S. Marc Breedlove and Neil V. Watson

Reference books

Principles of Neural Science by Eric R. Kandel, James H. Schwartz, and Thomas M. Jessell

Foundations of Behavioral Neuroscience by Neil R. Carlson

Open Educational Resources (OER)

Neuroscience Online: An Electronic Textbook for the Neurosciences - University of Texas Health Science Center at Houston

Fundamentals of Neuroscience - Harvard University, available through edX

Learning Experience

The **Biopsychology** course will be delivered through a dynamic mix of lectures, hands-on laboratory sessions, and interactive group discussions, fostering a deep understanding of the biological underpinnings of behavior. Students will engage with cutting-edge research through article reviews and case studies that highlight the application of biopsychological principles in various contexts. Key technological tools such as neuroimaging software and physiological recording devices will be used extensively, allowing students to gain practical experience in measuring and analyzing neural activity. Group projects will encourage collaboration and synthesis of course materials, while presentations and peer reviews will enhance communication skills and critical evaluation. Assessments will include practical lab reports, mid-term and final exams, and a research project focusing on a specific biopsychological topic. The course will provide robust support and feedback mechanisms, with the instructor available

during office hours and through online forums to assist with coursework and deepen understanding. This integrated approach ensures that students not only learn theoretical content but also develop the skills necessary to apply biopsychological knowledge in both academic and real-world settings.

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	40	20	40

SEMESTER III					
Course Code: SLPSPR351	**Biopsychology Practicum**	**L**	**T**	**P**	**C**
Version: 1.0		**0**	**0**	**4**	**2**
Category of Course	Major VIII				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

The Biopsychology Practicum course is designed to provide hands-on experience in the application of biopsychological theories and methods. This practicum is essential for students pursuing careers in neuroscience, clinical psychology, or any field that intersects with the biological aspects of human behavior. Through this course, students will conduct experiments, use neuroimaging and physiological recording tools, and engage in data analysis to bridge their theoretical knowledge with practical skills. As a critical component of the psychology program, this practicum deepens students' understanding of biopsychological concepts by allowing them to apply these in real-world and laboratory settings. This experience is pivotal for preparing students for advanced research roles or clinical applications where understanding the biological basis of behavior is crucial.

Course Outcomes

Upon completion of the course the learner will be able to:

CO1: Developing technical skills in using advanced biopsychological equipment and software.

CO 2: Designing and conducting biopsychological research.

CO 3: Analyzing complex physiological data and interpret its implications for psychology.

CO 4: Analyzing how neural processes relate to observable behaviors and psychological states using specific neuroscientific tools and data.

CO 5: Enhancing problem-solving skills as students tackle real-world issues using biopsychological principles.

Course Content

Unit I

- Span of attention
- Serial Position Effect

- Paired Associate Learning

Unit II

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

Unit III

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

Textbooks:

Methods in Mind edited by Carl Senior, Tamara Russell, and Michael S. Gazzaniga

Practical Neuroscience of Buddha's Brain by Rick Hanson with Richard Mendius

Reference books

Cognitive Electrophysiology of Attention: Signals of the Mind edited by George R. Mangun

Neuromethods series by Humana Press, which provides comprehensive volumes on various techniques in neuroscience research

Open Educational Resources (OER)

The Whole Brain Atlas by Keith A. Johnson, M.D., and J. Alex Becker, Ph.D. - hosted by Harvard University at med.harvard.edu/AANLIB/

Neuroscience Online: An Electronic Textbook for the Neurosciences - University of Texas Health Science Center at Houston, available at nba.uth.tmc.edu/neuroscience/

Learning Experience

The **Biopsychology Practicum** course offers an immersive and participatory learning experience, designed to bridge theoretical knowledge with practical application in the field of biopsychology. Students will engage in laboratory work, utilizing state-of-the-art neuroimaging and physiological recording equipment to conduct experiments. These hands-on sessions will be complemented by seminars and workshops where students learn to analyze and interpret data using advanced statistical software.

Collaborative projects will be a key component, encouraging students to work in teams to design experiments and solve complex research questions. This environment fosters peer learning and enhances problem-solving skills. Regular feedback sessions with instructors will provide guidance and support, ensuring students can refine their techniques and understanding of biopsychological methods.

Assessments will include lab reports, presentations of research findings, and a final project that synthesizes the practicum experience. Through these activities, students will not only gain practical skills but also develop a professional portfolio demonstrating their capabilities in biopsychological research. The course structure is designed to prepare students for careers in research, clinical settings, or further academic pursuits, making their learning experience directly applicable to their future professional endeavors.

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	40	20	40

Semester III					
---AEC001	**Self-Awareness**	L	T	P	C
Version 1.0		2	0	0	2
Category of Course	**Ability Enhancement Course-I**				
Total Contact Hours	**30 Hrs**				
Pre-requisites/Co-requisites	**NA**				

Course perspective

The Self-Awareness course is a transformative journey designed to cultivate self-understanding, emotional intelligence, and purposeful living among students. Anchored in

reflective practices and psychological frameworks, the course helps learners explore their identity, values, emotional triggers, cognitive biases, personality traits, and motivation patterns.

Using tools such as the Johari Window, MBTI, Habit Loops, and the Growth Mindset model, students engage in interactive activities like reflective journaling, personality assessments, emotional diaries, and vision board creation. The course aligns with the university's mission by fostering employability, ethical leadership, lifelong learning, and a mindset oriented toward innovation, mindfulness, and global readiness.

- **Course Outcomes** (COs)
- Upon successful completion of the course, students will be able to:
  CO1:Identify and articulate their self-concept, personal values, and belief systems using structured models like the Johari Window and self-efficacy theory.
  CO2:Recognize emotional triggers and cognitive distortions and apply emotional regulation strategies to enhance personal and interpersonal effectiveness.
  CO3:Demonstrate key components of emotional intelligence-awareness, empathy, and social skills—through self-assessments and real-life applications.
  CO4:Apply behavior-change tools such as habit trackers, coping style inventories, and mindset theory to develop resilience and adaptability.
  CO5:Formulate a purpose-driven vision using SMART goals and reflective exercises, contributing to ethical leadership and lifelong personal growth.

Course Content

- Unit-Wise Division of Syllabus
- Unit I: Foundations of Self & Identity
- ● Session 1: Introduction to Self-Awareness
- ● Session 2: Self-concept & Identity
- ● Session 3: Values and Beliefs
- ● Session 4: Johari Window & Self-Disclosure
- Unit II: Emotional Intelligence & Thought Patterns
- ● Session 5: Emotions and Triggers
- ● Session 6: Cognitive Biases
- ● Session 7: Emotional Intelligence
- ● Session 8: Personality Frameworks

- Unit III: Behavior, Mindset & Perception

- ● Session 9: Habit Loops & Derailers
- ● Session 10: Coping & Defense Mechanisms
- ● Session 11: Perception, Attitude and Attribution
- ● Session 12: Growth vs Fixed Mindset

- Unit IV: Purpose, Mindfulness & Goal Setting
- ● Session 13: Motivation Drives & Purpose
- ● Session 14: MSC Model & Mindfulness
- ● Session 15: Goal Setting & Visioning
-

Assessment Plan

Component	Weightage
Reflective Journal (Weekly)	20%
Personality & EQ Assessments	20%
Class Participation / Peer Feedback	10%
Self-Development Plan Presentation	30%
Final Quiz / Viva	20%

Standard Operating Procedure (SOP) for Psychology Internship

SEMESTER III					
Course Code: SLPSIN352	**Summer Internship Evaluation**	**L**	**T**	**P**	**C**
Version: 1.0		**0**	**0**	**0**	**2**
Category of Course	SI-I				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Introduction

The Psychology Internship forms a key component of academic training aimed at enhancing experiential learning through exposure to real-world psychological settings. Whether clinical, organizational, educational, community-based, or research-oriented, internships provide students with the opportunity to apply theoretical knowledge in live environments under supervision.

This SOP serves as a formal guide for the internship process, clarifying expectations, procedures, documentation requirements, and evaluation criteria. It emphasizes ethical practice, reflective learning, and skill development while aligning the internship with academic objectives and professional readiness.

1. Purpose

To establish clear protocols for conducting psychology internships that promote professional growth, skill application, and research awareness while ensuring consistency and academic rigor.

2. Scope

This SOP applies to all undergraduate and postgraduate psychology students enrolled in the internship component of the curriculum across diverse specializations: clinical, counseling, organizational, educational, forensic, and health psychology.

3. Course Outcomes

CO1: Apply psychological knowledge, theories, and tools to understand and address human behavior in diverse applied settings.

CO2: Demonstrate competence in observation, communication, and interpersonal skills with individuals and groups in professional environments.
CO3: Understand and critically evaluate the role of psychologists in various settings, including ethical challenges and responsibilities.
CO4: Document field experiences systematically, including case observations, interventions, assessments, and organizational practices.
CO5: Develop reflective thinking, cultural sensitivity, and ethical decision-making through supervised engagement and mentorship.
CO6: Strengthen career readiness by gaining practical exposure to real-world psychological work and professional collaborations.

4. Roles and Responsibilities

Stakeholder	Responsibilities
Student	Identify internship site, submit proposal, attend regularly, maintain logs, prepare reports, and adhere to ethical practices.
Supervisor	Approve proposals, orient students, track progress, ensure evaluation completion.

5. Internship Process

Step 1: Pre-Internship Orientation

Conducted by department faculty covering:
- Scope, expectations, and timelines
- Ethics, safety, and conduct
- Evaluation structure and documentation standards

Step 2: Internship Proposal Submission (10 Marks)

Timeline: Within the first week of internship.
Requirements:
- Name and address of organization
- Supervisor details
- Duration and working hours
- Internship objectives
- Nature of tasks and areas of learning

Rubric for Internship Proposal (10 Marks)

Criteria	Marks
Clarity of objectives and learning goals	3
Relevance of tasks to psychology	2
Site and supervisor information completeness	2

Presentation (language, format, coherence)	2
Timely submission	1

Step 3: Internship Execution

Duration: Minimum 1 month (100–150 hours)

Students must:

- Maintain attendance
- Uphold professionalism and ethics
- Complete assigned activities
- Record experiences in a daily logbook

Step 4: Midterm Progress Report Submission (10 Marks)

Timeline: After 15 days (for a 1-month internship) and after 1 month (for a 2 month internship).

Requirements:

- Summary of work done
- Key learnings and challenges
- Reflections on applied skills and ethical awareness

Rubric for Progress Report (10 Marks)

Criteria	Marks
Summary of tasks and involvement	3
Reflective analysis of experience	3
Clarity and quality of writing	2
Timely submission and format	2

Step 5: Final Report Submission (30 Marks)

Timeline: End of internship.

Requirements:

- Introduction to the institution
- Nature of work and cases (anonymized)
- Skills learned, psychological tools used
- Reflections on ethics and growth
- Supervisor feedback (if available)

Rubric for Final Report (30 Marks)

Criteria	Marks
Coverage of site, structure, and institutional role	5
Documentation of work done and observations	7
Application of psychological knowledge	6
Reflective insights and ethical awareness	6

Report structure, language, references, and formatting	6

Step 6: Presentation / Viva Voce (50 Marks)

Requirements:

- 10–15 min presentation summarizing:
  - Site and supervisor overview
  - Roles, responsibilities, and work done
  - Tools or interventions applied
  - Learnings, challenges, and takeaways

Rubric for Presentation (50 Marks)

Criteria	Marks
Content coverage and accuracy	15
Reflection and critical thinking	10
Communication skills and clarity	10
Visual aids and structure of presentation	10
Handling of questions during viva	5

6. Final Evaluation Summary

Internship Proposal	**10**
Midterm Progress Report	10
Final Internship Report	30
Final Presentation/Viva	50
Total	100

7. Ethical Guidelines

- Maintain confidentiality at all times
- Avoid dual relationships with clients
- Take consent before participating/observing sessions

8. Appendices

- Appendix A: Internship Proposal Format
- Appendix B: Progress Report Format
- Appendix C: Daily Logbook

Semester III					
---	**Community Service**	L	T	P	C

Version 1.0		0	0	0	1
Category of Course	**Community Service**				
Total Contact Hours	**15 Hrs**				
Pre-requisites/Co-requisites					

Course Objective:

This course provides students with an opportunity to actively engage in community service through an approved NGO, NSS, Red Cross, or other university-empanelled societies. The objective is to foster civic responsibility, empathy, and leadership while addressing societal challenges.

Course Outcomes

Upon completion of this course, students will be able to:

1. Understand the role of community service in social development.
2. Develop teamwork, leadership, and problem-solving skills in real-world contexts.
3. Reflect on their service experience and its impact on personal and professional growth.
4. Demonstrate the ability to document and present their experiences effectively.

Course Structure & Guidelines:

1. Community Service Participation

- A minimum of 15 hours of active engagement and 15 hours of preparation across the semester is mandatory.

- Service activities may include but are not limited to:
- Teaching underprivileged children
- Environmental conservation initiatives
- Health and hygiene awareness programs
- Disaster relief and rehabilitation support
- Women empowerment and rural development programs
- Mental health awareness programs

- Financial Literacy awareness programs
- Welfare initiative (free classes for Class IV employees of the university or their wards)
- Donation Drives
- Any other activities through NSS/Red Cross

2. Documentation & Assessment:

To earn credit, students must submit the following to the school at the end of the semester:

1. A signed record of service hours from the supervising organization.

Report (1000–1500 words) including:

a. Brief background of the organization.
b. Description of tasks performed.
c. Challenges faced and lessons learned.
2. Certificate of Completion:
a. Issued by the NGO/NSS/Red Cross or other approved organizations.
3. Presentation
a. Summary of the service experience, key takeaways, and personal reflections.

Semester 4th							
S.No	**Category of Course**	**Course Code**	**Course Title**	**L**	**T**	**P**	**C**
1	Major IX	SLPSCP401	Cognitive Psychology	3	1	0	4
2	Major X	SLPSPR451	Cognitive Psychology Practicum	0	0	4	2
3	Major XI		Choose from DSE Pool I	3	1	0	4
4	Minor Project	SLPSPR452	Field experiment based Project				2
5	OE-III		Choose one course from University OE Pool	3	0	0	3
6	Minor IV		One course from selected Minor pool	3	1	0	4
7	VAC-IV		Choose from VAC (MOOC) list	2	0	0	2
8	AEC-II		Communication Skills	2	0	0	2
Total credits							**23**

SEMESTER-IV					
Course Code: SLPSCP401	**Cognitive Psychology**	**L**	**T**	**P**	**C**
Version: 1.0		**3**	**1**	**0**	**4**
Category of Course	Major IX				
Total Contact Hours	60				
Pre-Requisites/ Co-					

Requisites	

Course Perspective

This course provides an in-depth exploration of the core domains of cognitive psychology, focusing on the mental processes underlying knowledge, reasoning, language, intelligence, and decision making. Students will be introduced to foundational concepts, classic and contemporary theories, research methods, and real-world applications of cognitive psychology. The course covers intelligence and creativity, the structure and function of language, different types of thinking and problem solving, and the principles of reasoning and decision making. Emphasis will be placed on understanding experimental approaches, the role of artificial intelligence in cognition, and the impact of cognitive biases on everyday life. Through lectures, discussions, and applied activities, students will gain analytical skills and practical insights into human thought processes.

Course Outcomes

Upon completion of the course the learner will be able to:

CO1: To demonstrate understanding of core cognitive psychology concepts and research methods.

CO2: To distinguish between types and theories of intelligence, creativity, and language.

CO3: To apply thinking and problem-solving strategies to academic and real-life contexts.

CO4: To critically assess the influence of reasoning, heuristics, and biases on decisions.

CO5: To integrate cognitive psychology concepts in evaluating artificial intelligence and technology.

Course Content

UNIT I **15 lecture hours**

Introduction to Cognitive Psychology

Definition of cognitive psychology, areas of application, history of Cognitive Psychology, Research Methods- Experimental, Observational Studies, Case Studies, Psychophysiological Methods, cognitive psychology and AI

UNIT II **15 lecture hours**

Intelligence and Creativity

Definition and Types of Intelligence, Theories of Intelligence, Assessment of Intelligence, Intelligence Quotient, Emotional Intelligence, Creativity: Definition, Gifted Children, relationship between intelligence and creativity

UNIT III **15 lecture hours**

Language, Thinking and Problem Solving

Language: Definition and Structure of Language**,** Thinking: Definition and types- autistic and realistic, Convergent and divergent, Problem Solving: Definition, Stages of problem solving, Obstacles- mental set, functional fixedness, cognitive biases

UNIT IV **15 lecture hours**

Reasoning and Decision Making

Reasoning: Definition and Types of reasoning: inductive, deductive, Decision Making: Definition, Process and Heuristics and Biases in Decision Making, Confirmation, Anchoring, Availability, Representativeness, Hindsight, Sunk Cost effect

Textbooks:

Sternberg, R. J., & Sternberg, K. (2017). *Cognitive Psychology.* Cengage Learning.

Matlin, M. W. (2018). *Cognition.* Wiley.

Reference books

Eysenck, M. W., & Keane, M. T. (2020). *Cognitive Psychology: A Student's Handbook.* Routledge.

Anderson, J. R. (2015). *Learning and Memory: An Integrated Approach.* Wiley.

Open Educational Resources (OER)

Cognitive Psychology and Cognitive Neuroscience- Wikibooks

Noba Project: Cognitive Psychology

Learning Experience

The Cognitive Psychology course will be delivered through interactive lectures, hands-on experiments, and discussions on contemporary research. Students will explore cognitive phenomena through practical tasks and case studies, such as analyzing cognitive distortions or investigating the effects of cognitive load on memory. Students will also have the opportunity to engage with neuroimaging tools and cognitive assessments. Group projects and presentations will enhance their critical thinking and collaborative skills. Assessments will involve research reports, class participation, and exams to test both theoretical and practical knowledge.

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	40	20	40

Semester IV					
Course Code: SLPSPR451	**Cognitive Psychology Practical**	**L**	**T**	**P**	**C**
Version: 1.0		**0**	**0**	**4**	**2**
Category of Course	Major X				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

This practical course offers students experiential learning in core areas of cognitive psychology through direct administration and analysis of classic and contemporary cognitive assessments.

Students will gain hands-on experience with standardized tests such as Raven's Progressive Matrices and the Bhatia Battery of Performance Tests of Intelligence, as well as creativity measures like the Torrance Tests of Creative Thinking. The curriculum includes problem-solving activities (e.g., Tower of Hanoi, Duncker's Candle Problem) to illustrate cognitive strategies and obstacles. Experimental techniques are emphasized through the Stroop Effect experiment, while observational and case study methods allow students to investigate cognitive processes in real-world and clinical contexts. By the end of the course, students will have developed practical skills in test administration, data analysis, and reporting, alongside a critical appreciation for the ethical and methodological foundations of cognitive research.

Course Outcomes
Upon completion of the course the learner will be able to:

CO1: To administer and interpret non-verbal intelligence and creativity tests.
CO2: To solve and analyze classic problem-solving tasks.
CO3: To conduct and report a basic cognitive psychology experiment.
CO4: To design and present observational studies and case reports.
CO5: To critically reflect on the methods and ethics of cognitive testing.

Course Content

Unit I

- Raven's Progressive Matrices (non-verbal intelligence)
- Bhatia Battery of Performance Tests of Intelligence
- Test of Creativity

Unit II

- Tower of Hanoi
- Duncker's Candle Problem (functional fixedness/problem solving)
- Torrance Tests of Creative Thinking (TTCT)

Unit III

- Experimental- The Stroop Effect Experiment
- Observational Studies-
- Case Studies

Textbooks:

- *Cognitive Psychology* by Robert J. Sternberg
- *Cognition: Exploring the Science of the Mind* by Daniel Reisberg

Reference books

- ***Cognitive Psychology: A Student's Handbook*** **by Michael Eysenck and Mark Keane**
- ***Research Methods in Psychology*** **by Beth Morling**

Open Educational Resources (OER)

Introduction to Cognitive Science (available through MIT OpenCourseWare)
The Mind Project (hosted by Illinois State University, mind.ilstu.edu)
Cognitive Atlas (an interactive knowledge base for cognitive science at cognitiveatlas.org)

Learning Experience

The *Cognitive Psychology Practical* course offers an interactive and experiential learning environment, where students engage in the practical application of cognitive psychology theories. Laboratory sessions will allow students to explore cognitive processes like attention, memory, and perception through established experimental paradigms.

Students will design, conduct, and analyze cognitive psychology experiments using a variety of tools and methods, including digital simulations and cognitive testing software. Group projects and collaborative problem-solving activities will enhance peer learning, and regular feedback sessions will help students refine their research techniques and analytical skills.

The course incorporates **Open Educational Resources (OER)**, such as online textbooks and databases, providing students access to current and relevant materials in cognitive psychology. Continuous feedback from peers and instructors will be integrated into the course structure to ensure that students develop the competence needed to apply cognitive psychology principles in professional settings.

SOP for Minor Project Field Experiment

SLPS452	Field Experiment	L	T	P	C
Version 1.0					2
Pre-requisites/Exposure	Research Methodology				
Category of Course	Minor Project				

Course Perspective

Behavioral field experiments are crucial for testing psychological concepts in realistic conditions where variables are dynamic and context-rich. Unlike lab experiments, field experiments confront real-world complexity, making findings more ecologically valid. This project bridges academic learning with community-based insights, helping students develop applied research skills while fostering ethical awareness and social responsibility.

Course Outcomes

Upon completion of the course, the learner will be able to:

CO1: Recall and define key concepts related to behavioral field experiments.

CO2: Explain theories and variables relevant to the selected field behavior topic.

CO3: Apply experimental design and ethical procedures to field research involving human behavior and conduct a field experiment.

CO4: Analyze observational or quantitative data collected from field settings.

CO5: Evaluate the validity, reliability, and ethical soundness of the field experiment.

Course Description

This course offers students the opportunity to design and conduct behavioral experiments in real-world, uncontrolled environments outside the laboratory. It emphasizes the application of behavioral theories to understand human actions in social, community, or natural settings. The course encompasses fieldwork, observation, hypothesis testing, data analysis, and report writing, all grounded in empirical methodology and ethical practice.

Guidelines

- Students must finalize a topic in consultation with their assigned research project teacher/guide.
- The research proposal should be developed following APA formatting guidelines.
- This proposal must have descriptions regarding sampling technique, tools to use, and research method.
- Data collection must be done under supervision. Rapport building, consent taking, and data handling with proper confidentiality must be taken care.
- Ethical considerations, especially related to human participants, must be addressed.
- Data analysis through opting for appropriate statistics and results representation must be done.

Components of a Field Experiment Project

- Topic Selection & Justification
- Sample, tool, and research design selection
- Ethical verification of experimental protocol
- Rapport building and data collection
- Cleaning and sorting raw data
- Statistical analysis of data and interpretation of results
- Demonstration of experimental protocol and obtained results.

Learning Experience

Students will gain:

- Practical field research skills through observation, intervention, and data handling.
- Application of psychological theories in real-life scenarios.
- Ethical research conduct including consent, privacy, and cultural sensitivity.
- Understand the standardization, objectivity, and ethics in psychological assessment.
- Data analysis and critical interpretation of real-world behavior.
- Teamwork, adaptability, and problem-solving in dynamic environments.

Textbook

- American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.).

Reference Books

- Kothari, C.R. (2004). *Research Methodology: Methods and Techniques* (2nd ed.). New Age International.
- Swingle, P. G. (2017). *Social psychology in natural settings: A reader in field experimentation*. Routledge.
- Duflo, E., & Banerjee, A. (Eds.). (2017). *Handbook of field experiments* (Vol. 1). Elsevier.

SEMESTER V

Semester 5th							
S.No	**Category of Course**	**Course Code**	**Course Title**	**L**	**T**	**P**	**C**
1	Major XIII	SLPSAP501	Abnormal Psychology	3	1	0	4
2	Major XIII	SLPSPR551	Abnormal Psychology Practicum	0	0	4	2
3	Major XIV		Choose from DSE Pool II	3	1	0	4
4	Minor V		One course from selected Minor pool	3	1	0	4
5	AEC III		Managing People and Organizations	2	0	0	2
6	SI II	SLPSIN551	Summer Internship Assessment-II	0	0	0	2
Total Credits							**18**

SEMESTER V					
Course Code: SLPSAP501	Abnormal Psychology	**L**	**T**	**P**	**C**
Version: 1.0		**3**	**1**	**0**	**4**
Category of Course	Major XII				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

This course introduces students to the study of mental disorders, focusing on their nature, causes, and treatment. The course begins by defining abnormality and discussing the criteria

used to assess mental health conditions. Key theoretical perspectives such as behavioristic, psychoanalytic, and humanistic approaches are explored, along with the biopsychosocial model and diathesis-stress model. The course covers a range of disorders, including anxiety, mood, neurodevelopmental, schizophrenia, and substance use disorders, examining their clinical features, causes. Students will gain foundational knowledge necessary for understanding, diagnosing and issues.

Course Outcomes

Upon completion of the course the learner will be able to:

CO1: **Define abnormality** and apply the criteria for diagnosing abnormal behavior in clinical settings.

CO2: **Identify and describe** the clinical features, symptoms, and causes of common mental health disorders such as **anxiety**, **mood**, and **personality disorders**.

CO3: **Explain the etiology** and characteristics of **neurodevelopmental disorders** like **ASD**, **ADHD**, and **learning disabilities**.

CO4: **Analyze the clinical features** and causes of **schizophrenia**, **delusional disorders**, and **substance abuse disorders**.

CO5: **Evaluate various treatment approaches** for different psychological disorders, understanding the theoretical models and clinical interventions.

Course Content

UNIT I **15 lecture hours**

Introduction

Abnormality, Definition and criteria of abnormality; History of Abnormal Psychology; Perspectives of abnormal psychology, Behaviouristic, Psychoanalytic, Humanistic Approach Biopsychosocial model: Diathesis Stress Model;

UNIT II **15 lecture hours**

Common Clinical Disorder- Clinical Feature and Aetiology

Generalised Anxiety Disorder; Phobia; Panic Disorder; Obsessive Compulsive Disorder Conversion Disorder, Mood Disorders: Mania & Depression, Personality Disorder

UNIT III **15 lecture hours**

Neuro Developmental Disorders: Clinical Feature and Aetiology

Neurodevelopmental disorders: autism spectrum disorder (ASD), attention-deficit/hyperactivity disorder (ADHD), Learning Disability, Intellectual Disability

UNIT IV **15 lecture hours**

Schizophrenia, Delusional and Substance Abuse Disorder

Schizophrenia clinical feature, types and causes, Delusional Disorder clinical feature and causes, Alcoholism and Substance Abuse types and causes

Learning Experience

The Abnormal Psychology course will be delivered through lectures, case studies, and group discussions. Students will engage in analyzing real-world clinical cases and work on developing diagnostic and treatment plans. Role-play and simulations will be used to explore therapeutic techniques, and guest lectures from mental health professionals will provide insights into contemporary practices. Assessments will include case study analyses, written assignments, group presentations, and exams that focus on both theoretical understanding and clinical application.

Textbooks:

Barlow, D. H., & Durand, V. M. (2018). *Abnormal Psychology: An Integrative Approach.* Cengage Learning.

Sue, D., Sue, D. W., & Sue, S. (2016). *Understanding Abnormal Behavior.* Cengage Learning.

Reference books

Kring, A. M., Johnson, S. L., Davison, G. C., & Neale, J. M. (2019). *Abnormal Psychology.* Wiley.

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders (5th ed.)*. APA.

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	40	20	40

SEMESTER V					
Course Code: SLPSPR551	Abnormal Psychology practicum	**L**	**T**	**P**	**C**
Version: 1.0		**3**	**1**	**0**	**4**
Category of Course	Major XIII				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

This course focuses on widely used psychological assessment tools for evaluating anxiety, depression, and neurodevelopmental disorders. Students will explore scales such as the State-Trait Anxiety Inventory (STAI), Depression Anxiety Stress Scales (DASS), and Hamilton Anxiety Rating Scale (HAM-A) for assessing anxiety and stress. It also covers depression assessments like the Beck Depression Inventory (BDI), Hamilton Depression Rating Scale (HAM-D), and General Health Questionnaire (GHQ). Additionally, the course includes tools for assessing autism and behavioral disorders, such as the Indian Scale for Assessment of Autism (ISAA) and Conners Comprehensive Behavior Rating Scales (CBRS).

Course Outcomes:

- To identify and explain the use of anxiety and stress assessment tools like STAI, DASS, and HAM-A.
- To compare and evaluate the strengths and limitations of depression scales such as BDI, HAM-D, and GHQ.
- To apply and interpret neurodevelopmental scales like ISAA, Vineland-3, and CBRS in assessing autism and behavioral disorders.
- To gain proficiency in administering and interpreting psychological assessments in clinical and research settings.
- To critically evaluate the validity and reliability of various psychometric tools for diagnosis and treatment planning.

UNIT I

State-Trait Anxiety Inventory (STAI)

Depression Anxiety Stress Scales (DASS)

Hamilton Anxiety Rating Scale (HAM-A)

UNIT II

Beck Depression Inventory (BDI)

Hamilton Depression Rating Scale (HAM-D)

General Health Questionnaire (GHQ)

UNIT III

Indian Scale for Assessment of Autism (ISAA)

Vineland Adaptive Behavior Scales (Vineland-3)

Conners Comprehensive Behavior Rating Scales (CBRS)

Standard Operating Procedure (SOP) for Psychology Internship

SEMESTER V					
Course Code: SLPSIN552	Summer Internship Evaluation-II	**L**	**T**	**P**	**C**
Version: 1.0		**0**	**0**	**0**	**2**
Category of Course	SI-II				
Total Contact Hours	60				
Pre-Requisites/ Co-					

Requisites	

Introduction

The Psychology Internship forms a key component of academic training aimed at enhancing experiential learning through exposure to real-world psychological settings. Whether clinical, organizational, educational, community-based, or research-oriented, internships provide students with the opportunity to apply theoretical knowledge in live environments under supervision.

This SOP serves as a formal guide for the internship process, clarifying expectations, procedures, documentation requirements, and evaluation criteria. It emphasizes ethical practice, reflective learning, and skill development while aligning the internship with academic objectives and professional readiness.

1. Purpose

To establish clear protocols for conducting psychology internships that promote professional growth, skill application, and research awareness while ensuring consistency and academic rigor.

2. Scope

This SOP applies to all undergraduate and postgraduate psychology students enrolled in the internship component of the curriculum across diverse specializations: clinical, counseling, organizational, educational, forensic, and health psychology.

3. Course Outcomes

CO1: Apply psychological knowledge, theories, and tools to understand and address human behavior in diverse applied settings.
CO2: Demonstrate competence in observation, communication, and interpersonal skills with individuals and groups in professional environments.
CO3: Understand and critically evaluate the role of psychologists in various settings, including ethical challenges and responsibilities.
CO4: Document field experiences systematically, including case observations, interventions, assessments, and organizational practices.
CO5: Develop reflective thinking, cultural sensitivity, and ethical decision-making through supervised engagement and mentorship.
CO6: Strengthen career readiness by gaining practical exposure to real-world psychological work and professional collaborations.

4. Roles and Responsibilities

Stakeholder	Responsibilities
Student	Identify internship site, submit proposal, attend regularly, maintain logs, prepare reports, and adhere to ethical practices.
Supervisor	Approve proposals, orient students, track progress, ensure evaluation completion.

5. Internship Process

Step 1: Pre-Internship Orientation

Conducted by department faculty covering:

- Scope, expectations, and timelines
- Ethics, safety, and conduct
- Evaluation structure and documentation standards

Step 2: Internship Proposal Submission (10 Marks)

Timeline: Within the first week of internship.

Requirements:

- Name and address of organization
- Supervisor details
- Duration and working hours
- Internship objectives
- Nature of tasks and areas of learning

Rubric for Internship Proposal (10 Marks)

Criteria	Marks
Clarity of objectives and learning goals	3
Relevance of tasks to psychology	2
Site and supervisor information completeness	2
Presentation (language, format, coherence)	2
Timely submission	1

Step 3: Internship Execution

Duration: Minimum 1 month (100–150 hours)

Students must:

- Maintain attendance
- Uphold professionalism and ethics
- Complete assigned activities
- Record experiences in a daily logbook

Step 4: Midterm Progress Report Submission (10 Marks)

Timeline: After 15 days (for a 1-month internship) and after 1 month (for a 2 month internship).

Requirements:

- Summary of work done
- Key learnings and challenges
- Reflections on applied skills and ethical awareness

Rubric for Progress Report (10 Marks)

Criteria	Marks
Summary of tasks and involvement	3
Reflective analysis of experience	3
Clarity and quality of writing	2
Timely submission and format	2

Step 5: Final Report Submission (30 Marks)

Timeline: End of internship.

Requirements:

- Introduction to the institution
- Nature of work and cases (anonymized)
- Skills learned, psychological tools used
- Reflections on ethics and growth
- Supervisor feedback (if available)

Rubric for Final Report (30 Marks)

Criteria	Marks
Coverage of site, structure, and institutional role	5
Documentation of work done and observations	7
Application of psychological knowledge	6
Reflective insights and ethical awareness	6
Report structure, language, references, and formatting	6

Step 6: Presentation / Viva Voce (50 Marks)

Requirements:

- 10–15 min presentation summarizing:
  - Site and supervisor overview
  - Roles, responsibilities, and work done
  - Tools or interventions applied
  - Learnings, challenges, and takeaways

Rubric for Presentation (50 Marks)

Criteria	Marks
Content coverage and accuracy	15
Reflection and critical thinking	10
Communication skills and clarity	10
Visual aids and structure of presentation	10
Handling of questions during viva	5

6. Final Evaluation Summary

Internship Proposal	**10**
Midterm Progress Report	10
Final Internship Report	30
Final Presentation/Viva	50
Total	100

7. Ethical Guidelines

- Maintain confidentiality at all times
- Avoid dual relationships with clients
- Take consent before participating/observing sessions

8. Appendices

- Appendix A: Internship Proposal Format
- Appendix B: Progress Report Format
- Appendix C: Daily Logbook

Semester 6th							
S.No	**Category of Course**	**Course Code**	**Course Title**	**L**	**T**	**P**	**C**
1	Major XV	SLPSSP601	Social Psychology	3	1	0	4
2	Major XVI	SLPSPR651	Social Psychology Practicum	0	0	4	2
3	Major XVII	SLPSSM602	Statistical Methods-II	3	1	0	4
4	Major XVIII		Choose from DSE Pool III	3	1	0	4
5	Minor VI		One course from selected Minor pool	3	1	0	4
6	AEC-IV		Professional Employability	2	0	0	2

7	Minor Project	SLPSPR652	Survey-based Project				2
			Total credits				**22**

SEMESTER VI					
Course Code: SLPSSP601	Social Psychology	**L**	**T**	**P**	**C**
Version: 1.0		**3**	**1**	**0**	**4**
Category of Course	Major XV				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

The Social Psychology course examines how individual behavior, thoughts, and emotions are influenced by the presence, real or perceived, of others. It covers foundational theories and research in social cognition, group dynamics, social influence, attitudes, and interpersonal relationships. This course is essential for understanding how social contexts shape behavior, making it relevant for fields like psychology, marketing, management, and social work.

Course Outcomes

Upon completion of the course the learner will be able to:

CO1: Understand and apply key theories and concepts of social psychology in explaining behavior in social contexts.

CO2: Analyze how social influences shape attitudes, beliefs, and behaviors.

CO3: Explore the role of group dynamics in decision-making, leadership, and social interactions.

CO4: Investigate social cognition processes and their effects on perception, memory, and judgment.

CO5: Apply social psychological principles to issues such as prejudice, conformity, and interpersonal attraction.

CO6: Evaluate the impact of cultural and societal factors on individual behavior.

Course Content

UNIT I **15 lecture hours**

Introduction to Social Psychology

Definition, history, and scope of social psychology; Research methods in social psychology: Experimental, correlational, and observational studies; Social cognition: Schemas, heuristics, and biases in social perception; Attitudes and behavior: Theories of attitude formation, change, and persuasion (e.g., cognitive dissonance, elaboration likelihood model); Role of culture in shaping social behavior.

UNIT II **15 lecture hours**

Social Influence and Group Behavior

Theories of social influence: Conformity, compliance, and obedience; Major experiments: Asch, Milgram, and Zimbardo studies on social influence; Group dynamics: Norms, roles, groupthink, and deindividuation; Leadership styles and their influence on group behavior; Social facilitation and social loafing: Performance in the presence of others; Intergroup relations: In-group vs. out-group dynamics, prejudice, and discrimination.

UNIT III **15 lecture hours**

Interpersonal Relationships and Communication

Theories of interpersonal attraction: Proximity, similarity, and reciprocity; Love and close relationships: Sternberg's Triangular Theory of Love; Social exchange and equity theories in relationships; Verbal and non-verbal communication: Barriers and effective communication techniques; Conflict and cooperation: Negotiation, conflict resolution, and cooperation strategies; Altruism and prosocial behavior: Theories and determinants of helping behavior.

UNIT IV **15 lecture hours**

Applications of Social Psychology

Prejudice, stereotypes, and discrimination: Social, cognitive, and emotional factors. Aggression: Biological, psychological, and social causes of aggression; Collective behavior: Crowds, mobs, and social movements; Social psychology in health: Stress, social support, and coping strategies; Social psychology in the workplace: Leadership, teamwork, and organizational behavior; Applying social psychological principles to current social issues: Bullying, environmental behavior, and media influence.

Textbooks:

- Myers, D. G. (2018). *Social Psychology.* McGraw-Hill Education.
- Aronson, E., Wilson, T. D., & Akert, R. M. (2019). *The Social Animal.* Worth Publishers.

Reference books

1. Hogg, M. A., & Vaughan, G. M. (2018). *Social Psychology.* Pearson.
2. Fiske, S. T., & Taylor, S. E. (2017). *Social Cognition: From Brains to Culture.* Sage.

Learning Experience

The Social Psychology course will be delivered through lectures, case studies, group discussions, and real-life examples. Students will participate in experiments and simulations to observe social behavior in action. Practical applications of social psychological principles will be explored through role-plays, debates, and presentations. Assessments will include project work, reflective essays, and exams aimed at fostering both theoretical understanding and practical applications of social psychology..

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	40	20	40

Course Code: HUPS351	**Social Psychology Practical**	**L**	**T**	**P**	**C**
Version: 1.0		**0**	**0**	**4**	**2**
Category of Course	Major				
Total Contact Hours	60				
Pre-Requisites/					

Co-Requisites	

This course introduces psychological assessment tools used to measure key aspects of behavior, social dynamics, and family relationships. It covers scales like the Prejudice and Discrimination Questionnaire, Social Support Questionnaire (SSQ), and Parenting Styles Questionnaire (PSQ) in Unit I, focusing on social and familial behavior. Unit II explores attitude scales, the Rosenberg Self-Esteem Scale (RSES), and the Parent-Child Relationship Scale (PCRS) to assess individual self-perception and family interaction. The final unit covers the Aggression Scale, Sociogram, and Family Relationship Inventory, aimed at understanding social aggression and family dynamics. This course equips students with practical skills for behavioral assessments.

Course Outcomes

Upon completion of the course the learner will be able to:

CO1: To assess prejudice and discrimination using relevant questionnaires.

CO2: To evaluate parenting styles and their impact on child behavior.

CO3: To measure self-esteem using the Rosenberg Self-Esteem Scale.

CO4: To analyze parent-child relationships using the Parent-Child Relationship Scale (PCRS).

CO5: To assess aggression and family dynamics using specific scales.

Course Content

Unit I

- Prejudice and Discrimination Questionnaire
- Social Support Questionnaire (SSQ)
- Parenting Styles Questionnaire (PSQ)

Unit II

- Attitude Scales
- Rosenberg Self-Esteem Scale (RSES)
- Parent-Child Relationship Scale (PCRS)

Unit III

- Aggression Scale
- Sociogram
- Family relationship Inventory

Textbooks:

- *Social Psychology by Elliot Aronson, Timothy Wilson, and Robin Akert*
- *Research Methods in Social Psychology by Dana S. Dunn*

Reference books

- *The Social Animal by Elliot Aronson*
- *Influence: The Psychology of Persuasion by Robert B. Cialdini*

Open Educational Resources (OER)

- *The Stanford Prison Experiment* (available through Prisonexp.org)
- *Open Textbook Library: Social Psychology* (provided by University of Minnesota)
- *NOBA Project: Free Social Psychology Resources* (nobaproject.com)

Learning Experience

The *Social Psychology Practical* course offers an interactive learning experience where students engage in the practical application of social psychology theories. Laboratory sessions and field studies will allow students to explore social behavior, attitudes, and group dynamics through established experimental paradigms and surveys.

Students will design and conduct social psychology experiments, using quantitative and qualitative methods to analyze data. Group projects and collaborative exercises will provide opportunities for peer learning, encouraging students to investigate real-world social phenomena. Regular feedback sessions will help students refine their research techniques and understanding of social psychology concepts.

The course integrates **Open Educational Resources (OER)**, including open-access articles, case studies, and videos, to provide students with up-to-date and credible learning materials. The course is structured to ensure continuous feedback, allowing students to develop the skills necessary to apply social psychology principles in academic and professional settings.

SEMESTER V					
Course Code: SLPSSM602	Statistical Methods II	**L**	**T**	**P**	**C**
Version: 1.0		**3**	**1**	**0**	**4**
Category of Course	Major XVII				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective:

This course builds upon foundational statistical concepts and introduces students to inferential, correlational, and predictive statistics. It prepares students to make data-driven decisions and interpret research findings using various statistical methods commonly applied in psychological research. The focus is on application, assumptions, and understanding when and why to use particular statistical tests.

Course Outcomes (COs):

By the end of the course, students will be able to:

1. Understand and apply key concepts of probability and sampling distributions.
2. Perform hypothesis testing using t-tests and interpret the results appropriately.
3. Calculate and interpret correlation coefficients for different types of data.
4. Conduct simple and multiple regression analyses.
5. Perform one-way and factorial ANOVA with post-hoc comparisons.
6. Critically assess assumptions and choose appropriate statistical methods based on data characteristics.

Course Content

UNIT I:

Measures of position: Percentiles, quartiles, Z-scores and standardization, Normal distribution and properties

UNIT II:

Hypothesis testing: Null and alternative hypotheses, Type I and II errors, t-tests: One-sample, Independent, Paired-sample

UNIT III:

Correlation and Regression: Pearson's r, Spearman's rho, Point-biserial, Phi coefficient, Simple and Multiple regression: Assumptions, Interpretation

UNIT IV: ,

ANOVA: One-way and factorial, Post-hoc tests

Textbooks:

1. Gravetter, F. J., & Wallnau, L. B. (2017). *Statistics for the Behavioral Sciences* (10th ed.). Cengage Learning.
2. Aron, A., Aron, E. N., & Coups, E. J. (2013). *Statistics for Psychology* (6th ed.). Pearson.

Reference Books:

1. Howell, D. C. (2012). *Statistical Methods for Psychology* (8th ed.). Cengage Learning.
2. Field, A. (2018). *Discovering Statistics Using IBM SPSS Statistics* (5th ed.). Sage.

Open Access Resources:

1. Khan Academy – Statistics and Probability: https://www.khanacademy.org/math/statistics-probability
2. StatTrek – Probability and Statistics: https://stattrek.com

Learning Experience:

The course emphasizes applied learning through real and simulated psychological data. Students will use statistical software and manual methods to solve problems and understand underlying principles. Each concept will be introduced with intuitive explanations, followed by computational demonstrations and class activities. Group discussions, peer-led exercises, and critical interpretation tasks will enhance analytical thinking. The course encourages a data-based approach to understanding human behavior and prepares students for future empirical research.

SOP for Minor Project Psychometry

SLPSPR652	Psychometry	L	T	P	C
Version 1.0					2
Pre-requisites/Exposure	Research Methodology				
Category of Course	Minor Project				

Course Perspective

Psychometry is foundational in psychology, bridging theoretical understanding with quantitative measurement of human behavior and mental processes. This course encourages students to explore psychological constructs through empirical methods and evidence-based assessment. The project promotes scientific thinking, ethical testing practices, and preparation for professional roles in counseling, human resources, clinical practice, or further behavioral research.

Course Outcomes

Upon completion of the course, the learner will be able to:

CO1: Describe types of psychological tests and the key concepts of reliability, validity, and norms.

CO2: Apply standard procedures to develop, administer, and score psychological tests ethically and accurately.

CO3: Analyze score, reliability, and validity of the test based on obtained responses after cleaning and sorting data, using appropriate statistics.

CO4: Evaluate the effectiveness of a psychological test in terms of reliability, validity, and norms.

CO5: Create an interactive and easy-to-grasp presentation to display or communicate the test development processes and test scores.

Course Description

The Psychometry Project is a practice-oriented course aimed at equipping students with the knowledge and skills required to develop, administer, and interpret psychological tests. The project emphasizes understanding psychometric properties such as reliability, validity, standardization, and norms, with hands-on experience in constructing or evaluating psychometric tools used for assessing various psychological attributes like intelligence, personality, aptitude, and attitudes.

Guidelines

- Students must finalize a topic in consultation with their assigned research project teacher/guide.
- The research proposal should be developed following APA formatting guidelines.
- This proposal must have descriptions regarding sampling technique, tools to use, and research method.
- Data collection must be done under supervision. Rapport building, consent taking, and data handling with proper confidentiality must be taken care.
- Ethical considerations, especially related to human participants, must be addressed.
- Data analysis through opting for appropriate statistics and results representation must be done.

Components of a Psychometry-based project

- **Topic Selection & Justification**
- **Item and scale design**
- **Testing validity, reliability of the tool.**
- **Developing norms.**
- **To interpret testing results**
- **Test development and results demonstration.**

Learning Experience

Students will gain:

- Hands-on research skills through designing and conducting a psychometric test.
- Team collaboration experience by working in groups and managing roles.
- Enhance statistical and analytical skills critical for psychological research.
- Understand the standardization, objectivity, and ethics in psychological assessment.
- Communication skills via testing/assessment and presentations.
- Professional readiness for research, development, or social sector roles.

Textbook

- American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.).

Reference Books

- Price, L. R. (2016). *Psychometric methods: Theory into practice*. Guilford Publications.

- Kaplan, R. M., & Saccuzzo, D. P. (2001). *Psychological testing: Principles, applications, and issues*. Wadsworth/Thomson Learning.
- Nunnally, J. C. Psychometric theory. New York: McGraw-Hill, 1967.

Semester 7th							
S.No	**Category of Course**	**Course Code**	**Course Title**	**L**	**T**	**P**	**C**
1	Major XIX	SLPSRM701	Research Methods and Publication Ethics	3	1	0	4
2	Major XX	SLPSDA702	Data Analysis with Statistical Package	3	0	2	4
3	Major XXI	SLPSPA703	Psychometric Assessment and Testing	3	1	0	4
4	Major XXII		Choose from DSE Pool IV	3	1	0	4
5	Minor VII		One course from selected Minor pool	3	1	0	4
Total Credits							**20**

Semester VII					
Course Code: SLPSRM701	**Research Methods Aand Publication Ethics**	**L**	**T**	**P**	**C**
Version: 1.0		**3**	**1**	**0**	**4**
Category of Course	MAJOR XIX				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

This course introduces students to the foundational methods used in psychological research, with an emphasis on the scientific and ethical study of human behavior. It covers core topics such as research design, data collection, and academic integrity. The course encourages critical thinking and ethical reflection, preparing students to engage in and evaluate psychological research responsibly and effectively in both Indian and global contexts.

Course Outcomes

Upon completion of the course, the learner will be able to:

- **CO1**: Understand different research designs and methodologies in psychology.
- **CO2**: Formulate research questions and hypotheses.
- **CO3**: Apply appropriate data collection techniques for psychological research.
- **CO4**: Analyze ethical issues in psychological research.
- **CO5**: Evaluate academic integrity through proper citation and avoidance of plagiarism.
- **CO6**: Create a basic research plan integrating ethical guidelines and methodological principles.

Course Content

UNIT I **15 lecture hours**

Introduction to Research in Psychology

Definition and goals of psychological research; Types of research; Problem and Hypothesis; Variables; Research questions and literature review.

UNIT II **15 lecture hours**

Research Designs

Experimental designs; Quasi-experimental designs; Correlational research: Understanding relationships between variables; Longitudinal vs. cross-sectional designs; Case studies and naturalistic observation.

UNIT III **15 lecture hours**

Data Collection

Experimental research; Surveys and questionnaires; Interviews; Observational methods; Case Study; Secondary data analysis; Biases in psychological research

UNIT IV **15 lecture hours**

Ethical issues in Research

Ethics in psychological research: history, guidelines and principles; Handling sensitive data: Privacy, security, and data protection; Understanding plagiarism: Types and consequences; Tools and techniques for plagiarism detection; Proper citation techniques: Paraphrasing and summarizing; Academic integrity in research collaborations

Textbooks:

Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2015). *Research Methods in Psychology.* McGraw-Hill.
Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* Sage.

Reference books

Coolican, H. (2014). Research Methods and Statistics in Psychology. Routledge.
Goodwin, C. J., & Goodwin, K. A. (2016). Research in Psychology: Methods and Design. Wiley.

Learning Experience

In this course, students will engage in a combination of lectures, group discussions, and hands-on research design activities. They will be introduced to real-life research studies, allowing them to analyze and critique methodologies used in psychological research. The course includes opportunities to design and propose a research project, encouraging students to apply their knowledge of research designs and data collection techniques. Ethical considerations and dilemmas in psychological research will be addressed through case studies and reflective exercises. By the end of the course, students will have a solid foundation in planning, conducting, and evaluating psychological research.

SEMESTER VII					
Course Code: SLPSDA702	**Data Analysis with Statistical Package**	**L**	**T**	**P**	**C**
Version: 1.0		**3**	**0**	**2**	**4**
Category of Course	MAJOR XX				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

This course is designed to provide hands-on experience with software used in psychological research and clinical practice. Students will gain practical skills in data collection, analysis, and interpretation using psychology-specific software such as SPSS, R, E-Prime, and Neuropsychological testing software. The course emphasizes the application of these tools in research, diagnostics, and cognitive-behavioral studies.

Course Outcomes

Upon completion of the course the learner will be able to:

CO1: Use statistical and research software to analyze psychological data.

CO2: Conduct experimental simulations using specialized software.

CO3: Apply software for cognitive and neuropsychological assessments.

CO4: Design and execute experiments using computerized psychology tools.

CO5: Interpret data output from psychological research and testing software.

Course Content

UNIT I **20 lecture hours**

Introduction to SPSS and Data Management

Overview of SPSS: Interface and functionalities; Data entry: Creating and defining variables, coding data, and entering data; Data management: Handling missing data, recoding variables, and computing new variables; Descriptive statistics: Mean, median, mode, standard deviation, and frequency distribution; Practical Exercise: Enter data into SPSS, perform basic data cleaning, and generate descriptive statistics.

UNIT II **20 lecture hours**

Inferential Statistics Using SPSS

t-tests: Independent samples, paired samples; ANOVA: One-way ANOVA and post-hoc comparisons; Correlation analysis: Pearson's and Spearman's correlation; Regression analysis: Simple linear regression; Practical Exercise: Perform t-tests, ANOVA, and correlation analysis on a dataset using SPSS..

UNIT III **20 lecture hours**

Data Visualization and Reporting in SPSS

Creating charts and graphs: Bar charts, histograms, scatterplots, and boxplots; Reporting results: Formatting tables and figures according to APA style; Exporting results and graphs for reports and presentations; Practical Exercise: Create charts and graphs in SPSS and export results for report writing.

Textbooks:

Pallant, J. (2020). SPSS Survival Manual: A Step by Step Guide to Data Analysis using IBM SPSS. McGraw-Hill.

Field, A. (2018). Discovering Statistics Using IBM SPSS Statistics. Sage.

Reference books

Kinnear, P. R., & Gray, C. D. (2010). IBM SPSS Statistics Made Simple. Psychology Press.

Laerd Statistics. (2019). SPSS Tutorials: A Step-by-Step Guide for Beginners. Laerd.

Learning Experience

Students will gain practical experience in using SPSS for data entry, analysis, and visualization. Each lab session focuses on a key aspect of SPSS, with hands-on exercises that guide students

through real-world data analysis tasks. By the end of the course, students will be able to analyze psychological data and present their findings using SPSS.

SEMESTER VI					
Course Code: SLPSPA703	**Psychometric Assessment and Testing**	**L**	**T**	**P**	**C**
Version: 1.0		**3**	**1**	**0**	**4**
Category of Course	Major				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

This course provides an introduction to the foundational principles and practices of psychometrics, focusing on the development, evaluation, and application of psychological tests and assessments. It emphasizes the scientific methods used to measure psychological constructs such as intelligence, personality, and attitudes. Through a combination of theoretical grounding and practical exposure, students will learn about test construction, standardization, reliability, validity, and ethical testing practices, particularly within Indian and cross-cultural contexts.

Course Outcomes

Upon completion of the course, the learner will be able to:

- **CO1**: Understand the basic principles of psychometrics and psychological testing.
- **CO2**: Explain the processes of test construction, standardization, and item analysis.

- **CO3**: Evaluate psychometric properties such as reliability and validity of psychological tests.
- **CO4**: Apply knowledge of norms, scaling, and scoring methods in assessment.
- **CO5**: Critically analyze the use and misuse of psychological tests in applied settings.
- **CO6**: Demonstrate awareness of ethical, legal, and cultural considerations in psychometric testing.

Course Content

UNIT I **15 lecture hours**

Introduction to Psychological Testing and Assessment

Definition and history of psychological testing; Types of psychological tests: Intelligence, personality, aptitude, achievement, and neuropsychological tests; The role of assessment in psychology: Diagnosis, research, and treatment planning; Cultural and contextual factors in psychological assessment.

UNIT II **15 lecture hours**

Test Construction and Psychometric Properties

Steps in test construction: Item writing, scaling, and pilot testing; Types of reliability: Test-retest, inter-rater, and internal consistency; Types of validity: Content, criterion-related, and construct validity; Standardization and norms: Types of norms and their role in interpreting test results; Item analysis: Difficulty level, discrimination index, and item-total correlation.

UNIT III **15 lecture hours**

Intelligence, Aptitude, and Achievement Testing

Major intelligence tests: Wechsler scales, Stanford-Binet, and Raven's Progressive Matrices. Aptitude tests: Differential Aptitude Tests (DAT), Scholastic Aptitude Test (SAT); Achievement testing: Purpose, tools, and interpretation of scores; Cultural biases in testing.

UNIT IV **15 lecture hours**

Personality and Clinical Assessment

Personality inventories: Minnesota Multiphasic Personality Inventory (MMPI), NEO Personality Inventory, 16PF; Projective tests: Rorschach Inkblot Test, Thematic Apperception Test (TAT); Clinical assessment tools: Beck Depression Inventory (BDI); Use of psychological testing in clinical diagnosis and treatment planning.

Textbooks:

1. Kaplan, R. M., & Saccuzzo, D. P. (2017). *Psychological Testing: Principles, Applications, and Issues.* Cengage Learning.
2. Gregory, R. J. (2020). *Psychological Testing: History, Principles, and Applications.* Pearson.

Reference books

1. Cohen, R. J., & Swerdlik, M. E. (2018). *Psychological Testing and Assessment: An Introduction to Tests and Measurement.* McGraw-Hill.
2. Urbina, S. (2014). *Essentials of Psychological Testing.* Wiley.

Open Educational Resources (OER)

Psychological Testing and Assessment- OER Commons

Assessment Psychology Online

Learning Experience

The Psychological Assessment and Testing course will involve a combination of lectures, hands-on testing sessions, and case studies. Students will engage in administering and interpreting widely used psychological tests, as well as developing new items and scales. Practical exposure to test administration and scoring will be complemented by group discussions on the ethical, cultural, and methodological aspects of assessment. Assessments will include test construction projects, lab reports, and examinations that test both theoretical knowledge and practical skills in psychological testing.

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	40	20	40

Semester 8th							
S.No	**Category of Course**	**Course Code**	**Course Title**	**L**	**T**	**P**	**C**
1	Major XXIII	SLPSPR851	Psychometric Assessment and Testing Practicum	0	0	4	2
2	Major XXIV		Choose from DSE Pool V	3	0	1	4
3	Major XXV		Choose from DSE Pool V	3	0	1	4
4	Major XXVI		Choose from DSE Pool V	3	1	0	4
5	Minor VIII		One course from selected Minor pool	3	1	0	4
6	Minor Project		Psychometry based Project				2
Total credits							**20**

SEMESTER VIII					
Course Code: **SLPSPR851**	**Psychological assessment and testing practicum**	**L**	**T**	**P**	**C**
Version: 1.0		**0**	**0**	**4**	**2**
Category of Course	Major XXIII				
Total Contact Hours	60				
Pre-Requisites/ Co-	Psychometric Assessment and Testing				

Requisites	

Course Perspective

This practical course complements the theoretical understanding of psychometrics by providing hands-on experience in the administration, scoring, interpretation, and report writing of standard psychological tests. Emphasis is placed on ethical test administration, accuracy in scoring, and culturally sensitive interpretation, especially relevant in Indian and cross-cultural settings.

Course Outcomes

Upon completion of the practical course, the learner will be able to:

- CO1: Demonstrate skills in the administration of standardized psychological tools.
- CO2: Score and interpret psychological test results accurately.
- CO3: Analyze test outcomes with respect to reliability, validity, and standard norms.
- CO4: Prepare individual psychological assessment reports.
- CO5: Apply ethical principles in psychological testing.
- CO6: Critically evaluate the cultural and contextual appropriateness of psychological tools.

UNIT I: Clinical and Mental Health Screening Tools 10 hours

1. Beck Depression Inventory (BDI)
2. State-Trait Anxiety Inventory (STAI)
3. Kessler Psychological Distress Scale (K10/K6)

UNIT II: Intelligence, Aptitude, and Achievement Testing 10 Hours

1. Raven's Progressive Matrices (Standard/Coloured/Advanced)
2. Wechsler Adult Intelligence Scale (WAIS) – Subtests
3. Differential Aptitude Tests (DAT) – Selected Batteries

UNIT III: Personality and Projective Tests 10 Hours

1. Eysenck Personality Questionnaire (EPQ-R)

2. NEO Five-Factor Inventory (NEO-FFI)
3. Thematic Apperception Test (TAT) – Indian Adaptation

Practical Evaluation Components

Component	Weightage (%)
Record Work & Attendance	20%
Class Test / Viva	30%
Final Practical Examination	50%

Semester 8th							
S.No	**Category of Course**	**Course Code**	**Course Title**	**L**	**T**	**P**	**C**
1	Major XXIII		Choose from DSE Pool V	3	1	0	4
2	Minor VIII		One course from selected Minor pool	3	1	0	4
3	DI	SLPSDR805	Dissertation				12
			Total credits				**20**

Standard Operating Procedure (SOP) for Psychology Dissertation

SEMESTER VIII					
Course Code: SLPSDR805	**Dissertation**	**L**	**T**	**P**	**C**
Version: 1.0		**0**	**0**	**0**	**12**
Category of Course	DI				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Introduction

The Psychology Dissertation is a critical component of academic training that enables students to apply theoretical knowledge and research skills to investigate a psychological issue of interest. It offers a platform for intellectual inquiry, scientific reasoning, and ethical research practice. The dissertation serves not only as an academic requirement but also as an opportunity to contribute original knowledge to the field of psychology.

This SOP is designed to provide a structured roadmap for the successful execution of the dissertation process. It ensures that all students follow standardized procedures in topic selection, proposal development, ethical compliance, data collection and analysis, academic writing, and final presentation. Furthermore, it aligns with institutional expectations and academic integrity standards, while also promoting the development of essential research competencies among psychology students.

By undertaking a dissertation, students engage in the systematic pursuit of answers to questions in human behavior, mental processes, and applied psychological practice—thereby advancing their professional growth, critical thinking, and research literacy.

1. Purpose

This SOP outlines the official process for planning, conducting, and submitting a dissertation in psychology. It ensures:

- Academic rigor
- Ethical conduct
- Clarity of expectations
- Alignment with intended course outcomes and institutional policies

2. Scope

This SOP is applicable to undergraduate honors and postgraduate psychology students who are required to complete a dissertation as part of their academic curriculum. It is relevant across all sub-disciplines, including clinical, counseling, developmental, organizational, cognitive, and health psychology.

3. Course Outcomes

The dissertation contributes to achieving the following course outcomes of the Psychology program:

CO1: Apply psychological theories and frameworks to understand individual and group behavior across diverse contexts such as clinical, organizational, educational, or community settings.

CO2: Identify and investigate psychological issues relevant to the chosen internship setting.

CO3: Demonstrate professional and ethical behavior by adhering to research standards, confidentiality norms, and ethical guidelines applicable to psychology practice and research.

CO4: Develop competence in designing, conducting, and presenting independent psychological research by integrating academic knowledge with practical field experiences.

CO5: Evaluate the effectiveness of psychological assessments, interventions, or organizational practices through systematic data collection and analysis in real-world environments.

CO6: Enhance scientific communication skills by preparing and defending a structured dissertation report, suitable for academic, clinical, or applied audiences.

4. Responsibilities

Stakeholder	Responsibility
Student	Conduct literature review, prepare the proposal, collect and analyze data, write dissertation, and defend it.
Supervisor	Provide research guidance, methodological support, and approve all stages of the dissertation.

5. Procedure

Step 1: Topic Selection and Guide Allocation

- Select a research topic relevant to your specialization.
- Students who wish to pursue Clinical Psychology in future must select a topic related to Clinical Psychology.
- Get topic approved by assigned guide.
- Submit Topic Approval Form with:
    - Title
    - Problem Statement
    - Rationale
    - Objectives
    - Guide's Signature

Step 2: Proposal Development

- Prepare a detailed research proposal including:
    - Introduction and background
    - Review of literature
    - Objectives and hypotheses
    - Methodology (sample, tools, procedure)
    - Ethical considerations
    - Timeline and expected outcomes

Formatting: Times New Roman, 12 pt, 1.5 spacing, APA 7th Edition

Step 4: Data Collection

- Follow approved methodology strictly.
- Obtain informed consent.
- Ensure participant confidentiality and data protection.

Timeline: Week 6-10

Step 5: Data Analysis

- Analyze data using appropriate statistical or qualitative methods.
- Use software such as SPSS, JASP, NVivo, or Excel as per research design.
- Consult guide for validation of findings.

Step 6: Dissertation Writing

Suggested Structure:

1. Cover Page
2. Declaration & Certificate (student and guide)
3. Acknowledgment
4. Abstract (200–250 words)
5. Table of Contents
6. Main Chapters:
    a. Chapter I – Introduction
    b. Chapter II – Review of Literature
    c. Chapter III – Methodology
    d. Chapter IV – Results
    e. Chapter V – Discussion
    f. Chapter VI – Summary, Limitations, and Implications
7. References (APA 7th)
8. Appendices (Tools, Consent Forms, Raw Data if required)

Formatting: A4 size, Times New Roman, 12 pt, 1.5 line spacing, 1" margin on all sides

Step 7: Pre-submission Review

- Submit draft to guide for final feedback.
- Revise based on comments.

Step 8: Final Submission

Submit:

- 4 hardbound copies (spiral as per department)

Step 9: Viva-Voce Examination

- Presentation (10–15 minutes)
- Emphasis on:
    - Understanding of concepts
    - Research process
    - Findings and implications
    - Ability to respond to queries
- Conducted by a panel including external and internal examiners

6. Evaluation Rubric

Component	**Marks (%)**
Proposal	10%

Execution and Research	15%
Dissertation Writing	30%
Data Analysis & Interpretation	20%
Viva-Voce Presentation	15%
Formatting and Timeliness	10%

7. Appendices

- **Appendix A:** Topic Approval Form
- **Appendix B:** Sample Consent Form
- **Appendix C:** Responses

Pool of Discipline Specific Elective Courses

Pool of Discipline Specific Courses (DSE)							
S.No	**Category of Course**	**Course Code**	**Course Title**	**L**	**T**	**P**	**C**
1	DSE-I	SLPSIP402	Industrial Psychology	3	1	0	4
2	DSE-I	SLPSME403	Media Psychology	3	1	0	4
3	DSE-I	SLPSHE404	Health Psychology	3	1	0	4
4	DSE-II	SLPSOB502	Organizational Behavior	3	1	0	4
5	DSE-II	SLPSGE503	Gender Psychology	3	1	0	4
6	DSE-II	SLPSDR504	Disability and Rehabilitation	3	1	0	4
7	DSE-III	SLPSHR603	Human Resource Management	3	1	0	4
8	DSE-III	SLPSCI604	Cultural and Indigenous Psychology	3	1	0	4
9	DSE-III	SLPSGU605	Guidance and Counseling	3	1	0	4
10	DSE-IV	SLPSCP704	Consumer Psychology	3	1	0	4
11	DSE-IV	SLPSIR705	Intergroup Relations	3	1	0	4
12	DSE-IV	SLPSBA706	Basics of Addiction and Recovery	3	1	0	4
13	DSE-V	SLPSTD801	Training and Development	3	1	0	4
14	DSE-V	SLPSPE802	Peace Psychology	3	1	0	4
15	DSE-V	SLPSPT803	Psychotherapies	3	1	0	4
16	DSE-V	SLPSEP804	Environmental Psychology	3	1	0	4
17	DSE-V	SLPSPP805	Positive psychology	3	1	0	4

SEMESTER IV					
COURSE CODE: **SLPSIP402**	**Industrial Psychology**	**L**	**T**	**P**	**C**
Version 1.0		**3**	**1**	**0**	**4**
Category of Course	**DSE**				
Pre-requisites/Exposure	**NIL**				
Co-requisites	**Not applicable**				
Total Hours	**60**				

Course Perspective

This course introduces the application of psychological principles in workplaces, helping students understand employee behavior, leadership, motivation, well-being, and organizational functioning. With practical relevance to careers in HR, consulting, and management, the course integrates theory with real-world case examples to foster critical thinking and workplace problem-solving.

Course Outcomes

Upon successful completion of the course, students will be able to:

- **CO1**: Describe the development and scope of industrial psychology in Indian and global contexts
- **CO2**: Explain psychological methods used for employee recruitment, training, and development
- **CO3**: Analyze motivation theories, leadership styles, and group behavior in the workplace
- **CO4**: Assess employee well-being, stress, and performance in organizational settings

Course Content

Unit I: Introduction to Industrial Psychology

Definition and scope of industrial psychology, historical development, relevance in Indian industries, difference between industrial and organizational psychology, research methods in industrial psychology, ethics in industrial settings, role of industrial psychologists, applications in HR and labor welfare.

Unit II: Personnel Selection and Training

Job analysis, recruitment strategies, psychological testing methods, interviews and interviewer biases, reliability and validity of selection tools, employee orientation, training techniques, evaluation of training effectiveness, skill development initiatives in Indian organizations.

Unit III: Work Motivation and Leadership

Theories of work motivation (Maslow, Herzberg, McClelland), intrinsic and extrinsic motivation, job satisfaction and goal setting, leadership theories (trait, behavioral, situational, transformational), Indian leadership patterns, group behavior in organizations, communication and conflict resolution.

Unit IV: Workplace Well-being and Performance

Employee engagement, absenteeism and turnover, work stress and burnout, work-life balance, mental health at work, organizational climate and culture, performance appraisal methods, feedback and reward systems, employee assistance programs, workplace diversity and inclusion.

Textbooks

- Aamodt, M.G. (2016). *Industrial/Organizational Psychology: An Applied Approach*. Cengage Learning
- Blum, M.L., & Naylor, J.C. (2020). *Industrial Psychology: Its Theoretical and Social Foundations*. CBS Publishers

Reference Books

- Srivastava, A.K. (2010). *Essentials of Industrial Psychology*. PHI Learning
- Robbins, S.P., & Judge, T.A. (2021). *Organizational Behavior*. Pearson India
- Pareek, U. (2013). *Understanding Organizational Behaviour*. Oxford University Press

Open Educational Resources (OER)

- NOBA Project: *Work and Organizational Psychology*
- OpenStax: *Psychology and the Workplace*
- ILO Learning Resources on *Work and Well-being*
- MIT OpenCourseWare: *Work Psychology and HRM*

Learning Experience

Students will engage in interactive lectures, real-world case discussions, simulations of interviews and leadership scenarios, role-plays on team communication, group projects on organizational behavior, and workplace analysis using psychological tools and survey methods.

Assessment & Evaluation

Assessment Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	40	20	40

SEMESTER IV					
Course Code: SLPSME403	**Media Psychology**	**L**	**T**	**P**	**C**
Version: 1.0		**3**	**1**	**0**	**4**
Category of Course	Discipline Specific Elective				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

Media Psychology explores the psychological impact of media, including traditional media (television, radio) and digital platforms (social media, online content). This course examines how media influences cognition, emotions, behavior, and social interactions. Topics include media effects, audience analysis, the role of media in shaping identity, and the use of media for educational, therapeutic, and marketing purposes. This course is ideal for students interested in psychology, communication studies, media, and advertising.

Course Outcomes

Upon completion of the course the learner will be able to:

CO1: Understand the key concepts and theories of media psychology and its influence on behavior and cognition.

CO2: Analyze how different forms of media affect individual and group attitudes, perceptions, and behavior.

CO3: Explore the role of media in shaping identity, social norms, and culture.

CO4: Evaluate the psychological impact of media consumption on mental health and well-being.

CO5: Examine the use of media in educational, therapeutic, and marketing contexts.

CO6: Apply media psychology principles to the design and evaluation of media content for positive psychological outcomes

---

Course Content

UNIT I **15 lecture hours**

Introduction to Media Psychology: Definition and scope of media psychology, Overview of digital media's role in society, Psychological Theories of Media Influence: Social Cognitive Theory, Uses and Gratifications Theory; Media as a tool for shaping perception and behavior

UNIT II **15 lecture hours**

The impact of media on attitudes: Persuasion, framing, and agenda-setting.
Media and behavior: Theories of media influence on aggression, prosocial behavior, and socialization.
The role of media in identity formation: Gender roles, body image, and social identity.
The psychology of social media: Self-presentation, social comparison, and the effects on self-esteem.
Media consumption patterns: Habit formation, addiction, and media multitasking.
Case studies: Media portrayal of violence, gender stereotypes, and political messaging.

UNIT III **15 lecture hours**

The relationship between media exposure and mental health: Anxiety, depression, and stress.

The impact of social media on adolescent development and well-being.

Positive media: The role of media in promoting mental health and resilience.

Media interventions for behavior change: Public health campaigns, educational content, and digital therapeutics.

Cyberbullying and online harassment: Psychological effects and intervention strategies.

Role of media in shaping societal norms: Social justice, inclusivity, and cultural diversity.

UNIT IV **15 lecture hours**

Media psychology in marketing and advertising: Consumer behavior, branding, and persuasion techniques.

The use of media in education: E-learning, gamification, and interactive media.

Media and therapy: The use of virtual reality, apps, and online counseling in therapeutic contexts.

Designing media content for positive psychological outcomes: Social messaging, interactive platforms, and community building.

Future trends in media psychology: Artificial intelligence, virtual environments, and augmented reality.

Ethical and legal considerations in media content creation and distribution.

Textbooks:

Giles, D. (2010). *Psychology of the Media.* Palgrave Macmillan.

Dill, K. E. (2013). *The Oxford Handbook of Media Psychology.* Oxford University Press.

Reference books

Bryant, J., & Oliver, M. B. (Eds.). (2009). *Media Effects: Advances in Theory and Research.* Routledge.

Valkenburg, P. M., & Piotrowski, J. T. (2017). *Plugged In: How Media Attract and Affect Youth.* Yale University Press.

Learning Experience

The Media Psychology course will include lectures, case studies, and hands-on projects where students will analyze media content and its psychological impact. Students will engage in discussions on how media influences behavior, identity, and societal norms. They will also design media interventions and evaluate existing media campaigns.

Assessments will include research projects, media content analysis, reflective essays, and group presentations aimed at bridging theory with practical applications.

Evaluation Scheme

Components	Continuous Assesment	Mid Term Examination	End Term Examination
Weightage (%)	**40**	**20**	**40**

SEMESTER IV					
SLPSHE404	**Health Psychology**	**L**	**T**	**P**	**C**
Version 1.0		**3**	**1**	**0**	**4**
Pre-requisites/Exposure	**NIL**				
Co-requisites	**Not applicable**				

Course Perspective

Health Psychology is a dynamic subfield of psychology that explores how biological, psychological, and social factors influence health and illness. With an increasing burden of chronic and lifestyle-related diseases in India and globally, this course offers students a nuanced understanding of the interplay between mental and physical health. The course encourages students to examine the psychological underpinnings of health behaviors, stress, coping, and patient care. It aims to foster a research-oriented mindset and culturally sensitive perspective towards healthcare practices, while also introducing students to careers and applications in the field of health psychology.

Course Outcomes

After completing this course, students will be able to:

- **CO1**: Define the goals, applications, and scope of health psychology as a discipline.
- **CO2**: Analyze the relationship between stress, coping mechanisms, and physical health outcomes.
- **CO3**: Examine the psychological components involved in chronic illnesses like diabetes, cancer, and hypertension.
- **CO4**: Apply theoretical models (HBM, TPB, TTM) to explain health behavior change.
- **CO5**: Evaluate the role of effective communication and trust in the patient-practitioner relationship.

Course Content

Unit I
Health Psychology: History, Meaning, Goals, Applications; Career in health psychology; Research in health Psychology.

Unit II
Stress and Coping – Meaning and Types, Relationship of Stress with Health; Cardiovascular Disorder; Hypertension, Diabetes Mellitus, Cancer, AIDS, Asthma; Gastrointestinal Diseases: Irritable Bowel Syndrome.
Unit III:
Models of Health: Health Belief Model, Theory of Planned Behavior, Transtheoretical Model of Change, Patient-practitioner relationships: Communication, trust, and adherence to treatment
Unit-IV
Improving patient outcomes through integrated care; Complementary and alternative medicine; Cultural and societal influences on health and healthcare access

Textbook

- Marks, D. F., Murray, M., Evans, B., & Estacio, E. V. (2018). *Health Psychology: Theory, Research and Practice* (5th ed.). Sage Publications.
- Taylor, S. E. (2018). *Health Psychology* (10th ed.). McGraw-Hill Education.

Reference Books

- Allen, F. (2010). *Health Psychology and Behaviour in Australia*. McGraw-Hill.
- Taylor, S. E., & Sirois, F. M. (1995). *Health Psychology*. New York: McGraw-Hill.
- Ogden, J. (2012). *Health Psychology*. McGraw-Hill Education (UK).
- Sarafino, E. P., & Smith, T. W. (2014). *Health Psychology: Biopsychosocial Interactions* (8th ed.). Wiley.
- Brannon, L., Feist, J., & Updegraff, J. A. (2014). *Health Psychology: An Introduction to Behavior and Health* (8th ed.). Cengage Learning.

Learning Experience

Students will learn through a combination of lectures, case studies, classroom discussions, and hands-on assignments that include real-world health psychology scenarios. Emphasis will be placed on analyzing Indian and cross-cultural case examples to understand how psychological principles apply to diverse health contexts. Students will be encouraged to conduct mini-reviews, engage in role-plays (e.g., patient-practitioner interactions), and reflect on societal beliefs surrounding illness. Group presentations on chronic diseases and culturally relevant interventions will enhance collaborative and analytical skills, while research-based assignments will prepare them for higher academic inquiry in the field.

Assessment & Evaluation

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	**40**	**20**	**40**

SEMESTER V					
COURSE CODE: **SLPSOB502**	**ORGANIZATIONAL BEHAVIOR**	**L**	**T**	**P**	**C**
Version 1.0		**3**	**1**	**0**	**4**
Category of Course	**DSE**				
Pre-requisites /Exposure	**NIL**				
Co-requisites	**Not applicable**				
Total Hours	**60**				

Course Perspective

This course is designed to provide a broad overview of the field of organizational behavour. The course aims to develop in students an appreciation of the ways to lead people towards the dual objectives of enhanced performance and happiness. Topics such as job satisfaction, motivation, teamwork and leadership will be covered.

Course Outcomes

Upon successful completion of the course, students will be able to:

CO1.Demonstrate an awareness of key concepts from the field of organizational behavior.

CO2. Develop a connection between concepts and practices of organizations.

CO3. Critically evaluate and analyze various theories and models that contributes in the overall understanding of the discipline.

CO4. Accept and embrace the opportunity to work with different people from diverse cultural backgrounds in groups and organizations.

CO5.Work successfully in teams and show a positive attitude towards conflict management.

CO6.Demonstrate positive leadership qualities and decision-making skills

Course Content

UNIT I **15 lecture hours**

Introduction to organizational behavior:

Definition and meaning of organizational behavior; Scope, challenges and opportunities in OB; Sources of diversity in organizations: Ability, biographical characteristics, learning styles, personality and values.

UNIT II **15 lecture hours**

Attitudes and motivation at the workplace:

Major job attitudes: Job satisfaction, job involvement, organizational commitment, perceived organizational support, job engagement**.**

Theories of motivation: Content and process theories - Theory X and theory Y, Maslow's theory of motivation, Two factor theory, McClelland's theory of needs, Expectancy theory, Equity theory. From concept to practice: motivating employees through job design and rewards.

UNIT III **15 lecture hours**

Foundation of group behavior:

Groups and teams: Stages of group development; group characteristics; types of teams; turning individuals into team players.

UNIT IV **15 lecture hours**

Leadership:

Definition of leadership; Theories of leadership: Trait theories; contingency theories; LMX theory; transactional and transformational leadership; Selecting and training leaders

Textbooks

1. Assael, H. (2009). Consumer behaviour and marketing action. New Delhi:

Cengage Learning.

2. Blackwell, R. D., Miniard, P. D., & Engle, J. F. (2009). Consumer behaviour.

USA: Thomson-South Western.

Reference Books

Evans, M., Jamal, A., &Foxall, G. (2009). Consumer behaviour (2nd ed.). New Jersey: John Wiley & Sons.

Hawkins, D. I., Mothersbaugh, D. L. &Mookerjee, A. (2014). Consumer behavior: building marketing strategy. New Delhi: McGraw-Hill.

Lindquist, J. D., &Sirgy, J. M. (2010). Consumer behaviour. New Delhi: Cengage

Open Educational Resources (OER)

- NOBA Project: *Work and Organizational Psychology*
- OpenStax: *Psychology and the Workplace*
- ILO Learning Resources on *Work and Well-being*
- MIT OpenCourseWare: *Work Psychology and HRM*

Learning Experience

Students will engage in interactive lectures, real-world case discussions, simulations of interviews and leadership scenarios, role-plays on team communication, group projects on organizational behavior, and workplace analysis using psychological tools and survey methods.

Assessment & Evaluation

Assessment Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	40	20	40

SEMESTER V					
Course Code: **SLPSGE503**	**Gender Psychology**	**L**	**T**	**P**	**C**
Version: 1.0		**3**	**1**	**0**	**4**
Category of Course	Discipline Specific Elective				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

Gender Psychology explores the psychological, social, and cultural influences on gender identity, gender roles, and gendered behavior. It examines how gender affects mental health, interpersonal relationships, and career choices, along with the impact of societal norms and stereotypes. The course integrates various psychological theories to provide a comprehensive understanding of gender development, differences, and inequalities. This course is ideal for students interested in psychology, gender studies, social work, and human rights.

Course Outcomes

Upon completion of the course the learner will be able to:

CO1: Understand the key psychological theories of gender development and identity.
CO2: Analyze the impact of socialization, culture, and media on gender roles and stereotypes.
CO3: Explore the psychological aspects of gender differences in mental health, cognition, and behavior.
CO4: Evaluate the influence of gender on interpersonal relationships, leadership, and workplace dynamics.
CO5: Examine the intersectionality of gender with race, class, and sexuality in shaping individual experiences.
CO6: Apply gender psychology principles to address issues of inequality, gender bias, and empowerment.

Course Content

UNIT I **15 lecture hours**

Introduction to Gender Psychology

Definition and scope of gender psychology.
Key theories of gender development: Biological, social learning, and cognitive-developmental perspectives.
Gender identity formation: The role of hormones, brain structures, and genetics.
Gender socialization: Family, peers, schools, and media influences.

Gender schema theory
Historical perspectives on gender: Changing roles and expectations.

UNIT II **15 lecture hours**

Gender Differences and Stereotypes

Gender differences in cognition, emotion, and behavior: Biological and sociocultural explanations.
Gender stereotypes: Formation, maintenance, and impact on self-perception.
Media portrayal of gender: Reinforcement of gender norms and biases.
Gender roles in relationships: Romantic relationships, parenting, and friendships.
Masculinity and femininity: Cultural definitions and psychological implications.
Gender stereotyping in education, the workplace, and leadership roles.

UNIT III **15 lecture hours**

Gender and Mental Health

Gender differences in mental health: Depression, anxiety, eating disorders, and substance abuse.
LGBTQ+ perspectives: Gender identity, gender dysphoria, and mental health challenges.
Feminist psychology: Critiquing traditional psychological theories from a gendered lens.
Intersectionality: The interaction of gender with race, class, and sexual orientation in shaping psychological experiences.
Gender-based mental health interventions and therapies.

UNIT IV **15 lecture hours**

Gender in Society: Power, Inequality, and Change

Gender and power: Understanding gender dynamics in leadership, politics, and organizations.
Gender inequality: Wage gaps, discrimination, and barriers to career advancement.
Gender and education: Gendered experiences in academic achievement and career aspirations.
Gender-based violence: Psychological impact and intervention strategies.
Empowerment and advocacy: Gender equality movements and policy changes.
Future directions in gender psychology: Gender fluidity, non-binary identities, and evolving social norms.

Textbooks:

Brannon, L. (2020). *Gender: Psychological Perspectives.* Routledge.

Lips, H. M. (2020). *Gender: The Basics.* Routledge.

Reference books

Eagly, A. H., Beall, A. E., & Sternberg, R. J. (2004). *The Psychology of Gender.* Guilford Press.

Hyde, J. S. (2019). *Half the Human Experience: The Psychology of Women.* Cengage Learning.

Learning Experience

The Gender Psychology course will combine lectures, case studies, and group discussions. Students will engage with diverse perspectives on gender through reflective essays, gender-based analysis, and debates on current gender issues. Interactive projects will allow students to examine how gender influences various aspects of life, from mental health to leadership. Assessments will include research projects, presentations, and exams, focusing on the theoretical understanding and practical application of gender psychology principles.

Assessment & Evaluation

Components	Continuous Assesment	Mid Term Examination	End Term Examination
Weightage (%)	**40**	**20**	**40**

SEMESTER V					
Course Code: **SLPSDR504**	**Disability and Rehabilitation**	**L**	**T**	**P**	**C**
Version 1.0		**3**	**1**	**0**	**4**
Pre-requisites/Exposure					
Co-requisites	**--**				

Course Perspective:

This course provides an overview of the concepts and approaches related to disability and rehabilitation. It covers the classification, assessment, and intervention strategies for various disabilities, focusing on the psychosocial aspects of rehabilitation. The course aims to enhance understanding of the challenges faced by individuals with disabilities and the role of rehabilitation in promoting their well-being and social inclusion.

Course Outcomes:

CO1: Understand the definitions, types, and classifications of disabilities.
CO2: Analyze the psychosocial impact of disabilities on individuals and families.

CO3: Explore rehabilitation approaches and strategies for different disabilities.
CO4: Evaluate the role of community-based rehabilitation (CBR) and policies in supporting individuals with disabilities.
CO5: Assess the ethical and cultural considerations in disability and rehabilitation services.

Course Content:

UNIT 1 (15 Hours)

Introduction –

Overview of the profession, history and growth of rehabilitation field, areas of specialization, current issues and trends in different areas of rehabilitation, magnitude and incidence of disability, cost of disability, major national reports and surveys

Unit 2

Concepts and theory

Impairment, disability and handicap, types and causes of impairments, realms of impairments, concept of functional capacity, coping and well-being, quality of life and its functional domains, content areas, methods of assessment, specific and global indicators of quality of life

Unit 3:

Disability and Rehabilitation

Models of disability and rehabilitation, enabling–disabling processes, impact of the physical, social and psychological environments on the enabling– disabling processes, effects of disability on participation, psychosocial theories of adjustment, strategies to enhance adjustment, functional limitations and strategies to reduce and accommodate limitations

Unit 4:

Ethics and policy issues

Rehabilitation ethics, rehabilitation policies and Acts (Persons with Disabilities Act, The National Trust Act, Mental Health Care Act, Rehabilitation Council of India Act, UNCRPD), assistance, concessions, social benefits and support from government, and voluntary organizations; contemporary challenges, civil rights and legislation, empowerment issues

Textbooks:

Llewellyn, G., McConnell, D., & Ferronato, L. (2011). Rehabilitation: A Manual for the Caring Professions. Routledge.

Simeonsson, R. J., & Rosenthal, S. L. (2001). Psychological and Developmental Assessment: Children with Disabilities and Chronic Conditions. Guilford Press.

Reference books:

Albrecht, G. L., Seelman, K. D., & Bury, M. (2001). Handbook of Disability Studies. Sage Publications.

Thomas, M., & Thomas, M. J. (2003). Manual for Community Based Rehabilitation (CBR) Programmes. Asia Pacific Disability Rehabilitation Journal.

Learning Experience

The Disability and Rehabilitation course will combine lectures, case studies, and group discussions. Students will engage with diverse perspectives on Disability and Rehabilitation through reflective essays, gender-based analysis, and debates on current gender issues. Interactive projects will allow students to examine how disabilities influence various aspects of life, from mental health to leadership.

Assessment & Evaluation

Components	Continuous Assesment	Mid Term Examination	End Term Examination
Weightage (%)	40	20	40

SEMESTER VI					
Course Code: SLPSHR603	Human Resource Management	L	T	P	C
Version: 1.0		3	1	0	4
Category of Course	Discipline Specific Elective				
Total Contact Hours	60				

Pre-Requisites/ Co-Requisites	

Course Perspective

Human Resource Management (HRM) focuses on the effective management of people within organizations to achieve competitive advantage. This course covers core HR functions such as recruitment, performance management, training, compensation, and employee relations, while incorporating modern approaches such as HR analytics, diversity, and talent management.

Course Outcomes

Upon completion of the course the learner will be able to:

CO1: Understand the core principles and functions of HRM.
CO2: Analyze key HRM theories and models applied to real-world situations**.**
CO3: Apply recruitment, performance management, and training strategies.
CO4: Evaluate the impact of modern HR practices like diversity management and HR analytics.
CO5: Explore legal and ethical issues in managing human resources.
CO6: Implement strategies for talent management and employee engagement.

Course Content

UNIT I **15 lecture hours**

Introduction to Human Resource Management

Definition and importance of HRM.
Key functions: Recruitment, training, compensation, and performance management.
Evolution of HRM: From traditional personnel management to strategic HRM.
HRM theories: Human Capital Theory, Resource-Based View (RBV).
Modern HRM approaches: HR analytics and technology in HRM.

UNIT II **15 lecture hours**

Recruitment, Selection, and Performance Management; Recruitment strategies: Internal and external sourcing; Selection methods: Interviews, psychometric testing, and assessment centers; Performance management: Performance appraisal, 360-degree feedback, and management by objectives (MBO); Theories of motivation and performance: Herzberg's Two-Factor Theory, Vroom's Expectancy Theory; Modern approaches: Use of artificial intelligence in recruitment, performance tracking software.

UNIT III **15 lecture hours**

Training, Development, and Talent Management

Employee training and development: Methods and effectiveness.
Learning theories in HRM: Andragogy, experiential learning theory.
Talent management: Strategies for attracting and retaining top talent.

Leadership development programs: Coaching, mentoring, and succession planning.
Modern approaches: E-learning, gamification, and virtual training.

UNIT IV **15 lecture hours**

Compensation, Diversity, and Employee Relations

Compensation management: Salary structures, incentives, and benefits.

Theories of compensation: Equity Theory, Reinforcement Theory.

Managing diversity: Gender, age, and cultural diversity in the workplace.

Employee relations: Grievance handling, labor laws, and conflict resolution.

Modern approaches: Employee engagement strategies, diversity and inclusion programs.

Textbooks:

Kennedy, C. H., & Zillmer, E. A. (2012). Military Psychology: Clinical and Operational Applications. Guilford Press.

Bartone, P. T., & Adler, A. B. (2011). Military Leadership: Psychology of Combat, Stress, and Ethics. Oxford University Press.

Reference books

Zimbardo, P. G., & Boyd, J. N. (2008). The Lucifer Effect: Understanding How Good People Turn Evil. Random House.

Tzu, S. (2003). The Art of War: Psychological Warfare in the Military. Oxford University Press.

Learning Experience

This course will be delivered through lectures, group discussions, and case studies on Human Resource Management. Practical assignments and role-play exercises will allow students to apply psychological principles to the real-world human resource system. Students will critically engage with modern military challenges related to mental health, leadership, and discipline.

Assessment & Evaluation

Components	Continuous Assesment	Mid Term Examination	End Term Examination
Weightage (%)	40	20	40

SEMESTER VI					
Course Code: SLPSCI604	Cultural and Indigenous Psychology	L	T	P	C
Version: 1.0		3	1	0	4
Category of Course	Discipline Specific Elective				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

This course explores the role of culture in shaping psychological processes, emphasizing indigenous psychological knowledge systems. It focuses on understanding how culture influences cognition, behavior, emotions, and social relationships, with a particular emphasis on non-Western perspectives. Students will examine cultural and indigenous psychological frameworks, methods, and practices, and how these contribute to a more holistic understanding of human behavior.

Course Outcomes

Upon completion of the course the learner will be able to:

CO1: Understand the key concepts and theories of cultural and indigenous psychology.

CO2: Analyze how cultural factors shape cognitive, emotional, and social processes.

CO3: Examine indigenous psychological practices and their contributions to mental health and well-being.

CO4: Explore the impact of globalization and acculturation on psychological processes in different cultures.

CO5: Critically evaluate Western psychological frameworks from a cross-cultural perspective.

CO6: Apply cultural and indigenous psychological concepts to address real-world issues, including mental health, education, and social development.

Course Content

UNIT I **15 lecture hours**

Cultural Processes

Definition and concept of culture; Multiculturalism and cultural relativity; Perspectives of cross-cultural psychology: Etic and emic approaches to studying cultures; Culture and mental processes: Perception, cognition, emotion, and behavior in different cultural contexts. Cultural competence in psychology: Challenges and benefits.

UNIT II **15 lecture hours**

Culture, Self, and Others

Concept of self in different cultures, Individualistic vs. collectivistic cultures; Acculturation and enculturation: development of cultural identity from a developmental perspective. Family models and cultural variations in child-rearing practices: parenting styles and their influence on self-construal; The role of language in shaping self-identity and group representation

UNIT III **15 lecture hours**

Intercultural Contacts

Psychological nature and consequences of intercultural contact; Migration and its impact on individual and collective identity: Adaptation, acculturation stress, and cultural integration.

Globalization and its psychological effects on cultural identity and behavior; Cultural diversity in modern society: Implications for mental health, social cohesion, and communication.

UNIT IV **15 lecture hours**

Indigenous Psychology

Introduction to indigenous psychology: Relevance in a globalized world; Indian psychology: Core concepts, theories, and applications in contemporary psychology; Indigenous knowledge systems and their contributions to psychological well-being; application of Indian psychological concepts in modern therapeutic practices.

Textbooks:

Matsumoto, D., & Juang, L. (2016). Culture and Psychology. Cengage Learning.

Misra, G., & Cornelissen, R. M. M. (2014). Foundations of Indian Psychology. Pearson.

Reference books

Berry, J. W., Poortinga, Y. H., Segall, M. H., & Dasen, P. R. (2011). Cross-Cultural Psychology: Research and Applications. Cambridge University Press.

Sinha, D. (1997). Indigenizing Psychology. Sage Publications.

Learning Experience

This course will include interactive lectures, case studies, and group discussions to explore cultural and indigenous psychological frameworks. Students will engage with cultural and indigenous knowledge systems, explore real-world applications of these concepts, and reflect on the differences between Western and non-Western psychological practices. Assessments will include reflective essays, case study analyses, and group presentations that apply cultural and indigenous psychology to various psychological and social issues.

Assessment & Evaluation

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	40	20	40

SEMESTER VI					
Course Code: SLPSGU605	**Guidance and Counselling**	**L**	**T**	**P**	**C**
Version: 1.0		**3**	**1**	**0**	**4**
Category of Course	Discipline Specific Elective				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

This course provides a foundational understanding of guidance and counselling, focusing on its evolution, theoretical frameworks, core skills, assessment strategies, and ethical and cultural considerations. It aims to develop competent and reflective counsellors equipped to support individuals in diverse educational and personal contexts.

Course Outcomes

By the end of the course, students will be able to:

- **CO1**: Define guidance and counselling and understand its historical development.
- **CO2**: Apply theoretical approaches in counselling situations.
- **CO3**: Demonstrate familiarity with assessment tools and intervention planning.
- **CO4**: Exhibit awareness of ethical practices and cultural sensitivity in counselling.
- **CO5**: Recognize new trends and legal implications in counselling practice.

Course Content (Comma-separated format)

Unit I: Introduction to Guidance and Counselling *(15 lecture hours)*

Definition, scope, importance, historical development, educational, vocational, personal, social guidance, counselling process (rapport building, problem identification, exploration, goal setting, intervention, termination), core counselling skills (empathy, active listening, questioning, non-verbal communication).

Unit II: Theoretical Approaches to Counselling *(15 lecture hours)*

Psychoanalytic approach (unconscious, techniques), humanistic approach (client-centered therapy, self-actualization, unconditional positive regard), cognitive-behavioral approach (cognitive restructuring, behavior modification), existential approach (meaning, freedom, responsibility), integrative approaches.

Unit III: Assessment and Intervention *(15 lecture hours)*

Assessment techniques (interviewing, testing, observation, self-reports), SMART goal setting, treatment planning, counselling for anxiety, depression, grief, stress, crisis intervention models, brief counselling, documentation, confidentiality, case management.

Unit IV: Ethical and Cultural Considerations *(15 lecture hours)*
Informed consent, confidentiality, dual relationships, boundaries, counsellor self-awareness and supervision, cultural sensitivity, legal considerations, mandatory reporting, ethical decision-making frameworks, teletherapy, online counselling, future trends.

Textbooks

- Gladding, S. T. (2018). *Counseling: A Comprehensive Profession*. Pearson.
- Gibson, R. L., & Mitchell, M. H. (2016). *Introduction to Counseling and Guidance*. Pearson.

Reference books

- Corey, G. (2021). *Theory and Practice of Counseling and Psychotherapy*. Cengage Learning.
- Capuzzi, D., & Gross, D. R. (2017). *Introduction to the Counseling Profession*. Routledge.

Learning Experience
The course integrates role-plays, group discussions, counselling demonstrations, mock interviews, and analysis of real-life case scenarios to enhance practical skills. Reflection exercises and peer feedback will help develop self-awareness and cultural competence.

Assessment & Evaluation

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	40	20	40

SEMESTER VII					
COURSE CODE: **SLPSCP704**	**Consumer Psychology**	**L**	**T**	**P**	**C**
Version 1.0		**3**	**1**	**0**	**4**
Category of Course	**DSE**				
Pre-requisites/Exposure	**NIL**				
Co-requisites	**Not applicable**				
Total Hours	**60**				

Course Perspective

Marketing involves decision making in areas like product, pricing, branding, distribution, and promotion. Consumers and customers subjected to these decisions with an aim to extract desired response. Marketing effectiveness can be significantly improved if these decisions based on consumer insights. Marketing success depends on a thorough understanding of why consumers behave the way they do to marketing stimuli. This course is designed to provide insight into consumer psychology with special focus on how consumers think, feel and respond to marketing stimuli. The course aims to equip the participants to view marketing phenomena from a customer's perspective.

Course Outcomes

Upon successful completion of the course, students will be able to:

CO1: Explain the fundamental concepts and current trends in consumer behaviour, including its origins, strategic applications, and the role of consumer research and market segmentation.

CO2: Analyze the psychological and behavioural aspects of consumer decision-making, including perceived risk, consumer involvement, decision-making models, and habit formation.

CO3: Evaluate how motivation, personality, and self-concept influence consumer behaviour using various psychological theories and frameworks such as means-end chain and hierarchical value mapping.

CO4: Assess the impact of demographics, psychographics, reference groups, culture, subculture, and family on consumer decision-making and market segmentation.

Course Content

Unit 1:

Introduction to Consumer Behaviour: its origin and Strategic Applications, Consumer Research, Market Segmentation, Current trends in Consumer Behaviour

Unit II:

Consumer involvement: perceived risk, antecedents and consequences Consumer decision making psychology of simplification, elaborate to routine buying Habit: loyalty, inertia and strategic implications, Consumer behaviour models: Mapping consumer's mind, deterministic and probabilistic approaches, Howard and Sheth, Nicosia and Engle and Blackwell model.

Unit III:

Motivation and drive: theories and means and end chain, Hierarchical value mapping. Personality and self-concept influence: Personality theories, Freud, Jung and Trait theories, consistency hypothesis, personality and image, creating aspiration brand

Unit IV

Demographic and psychographic segmentation: lifestyle and psychographics Reference group influence: categories and types of influence Consumer culture: values and orientation, sub-culture, social class Family and decision making.

Textbooks

1. Assael, H. (2009). Consumer behaviour and marketing action. New Delhi: Cengage Learning.
2. Blackwell, R. D., Miniard, P. D., & Engle, J. F. (2009). Consumer behaviour. USA: Thomson-South Western.

Reference Books

Evans, M., Jamal, A., &Foxall, G. (2009). Consumer behaviour (2nd ed.). New Jersey: John Wiley & Sons.
Hawkins, D. I., Mothersbaugh, D. L. &Mookerjee, A. (2014). Consumer behavior: building marketing strategy. New Delhi: McGraw-Hill.
Lindquist, J. D., &Sirgy, J. M. (2010). Consumer behaviour. New Delhi: Cengage Learning

Open Educational Resources (OER)

- NOBA Project: *Work and Organizational Psychology*
- OpenStax: *Psychology and the Workplace*
- ILO Learning Resources on *Work and Well-being*
- MIT OpenCourseWare: *Work Psychology and HRM*

Learning Experience

Students will engage in interactive lectures, real-world case discussions, simulations of interviews and leadership scenarios, role-plays on team communication, group projects on organizational behavior, and workplace analysis using psychological tools and survey methods.

Assessment & Evaluation

Assessment Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	40	20	40

SEMESTER VII					
SLPSIR705	INTER-GROUP RELATIONS	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure					
Co-requisites					

Course Perspective:

Intergroup relations examine how different social groups interact, encompassing both positive and negative encounters. This course explores the social psychological processes that influence these interactions, including prejudice, discrimination, and the dynamics of group belonging. It also investigates strategies for promoting positive intergroup relations, such as contact between groups and addressing biases

Course Outcomes

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

CO1. Explain what groups are and what they mean in the work place

CO2. Identify the various types of groups

CO3.Explain how groups are formed and what roles they play in the work place

CO4. List how groups become cohesive and how they enhance performance

CO5.Elaborate how group relationships can be managed, improved upon and evaluated

CO6.Explain how conflicts are managed within groups

Course Content

Unit I: 15 lecture hours

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

Unit II: 15 lecture hours

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

Unit III: 15 lecture hours

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

Unit IV: 15lecture hours

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

Text Books

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

Reference Books/Materials

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

Learning Experience

Learning about intergroup relations involves understanding how different groups interact, the factors influencing those interactions, and the potential for positive or negative outcomes. This can include examining the impact of group dynamics, prejudice, and stereotypes on relations between different groups.

Evaluation Scheme

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	30	20	50

SEMESTER VII					
Course Code: SLPSBA706	Basics of Addiction and Recovery	**L**	**T**	**P**	**C**
Version: 1.0		**3**	**1**	**0**	**4**
Category of Course	Discipline Specific Elective				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

The course *"Basics of Addiction and Recovery"* offers foundational understanding of the psychological, biological, and social aspects of addiction. It equips students to identify risk factors, recognize signs of substance and behavioral addictions, and explore recovery models. This knowledge is vital in psychology, public health, education, and social work sectors, where understanding addiction-related issues can inform interventions, policies, and support strategies. The course encourages critical thinking and empathy through the study of real-world cases, making it applicable in both academic and community-based contexts.

Course Outcomes (COs)

Upon completion of the course, the learner will be able to:

CO1: Identify the major types and causes of substance and behavioral addictions.

CO2: Explain the neurobiological, psychological, and social mechanisms involved in addiction.

CO3: Analyze key theoretical models of addiction and recovery, including harm reduction and abstinence-based approaches.

CO4: Apply principles of prevention and intervention to address addiction in different contexts (schools, families, workplaces).

CO5: Evaluate real-life case studies and propose evidence-based recovery strategies considering individual and cultural differences.

Course Content

Unit I: Introduction to Addiction (No. of Hours: 15)

Definitions and types of addiction, substance-related addictions (alcohol, tobacco, cannabis, opioids, stimulants), behavioral addictions (gaming, gambling, internet use), risk and protective factors

Unit II: Understanding the Addiction Process (No. of Hours: 15)

Brain and addiction, role of dopamine and the reward system, tolerance and dependence, learning theory of addiction, cognitive-behavioral model, psychodynamic approach, socio-cultural influences (peer pressure, media, trauma)

Unit III: Recovery and Intervention Models (No. of Hours: 15)

Stages of change model, motivational interviewing, cognitive behavioral therapy, group therapy, family involvement in recovery, community-based recovery models, Indian government policies and initiatives (e.g., Nasha Mukt Bharat Abhiyaan)

Unit IV: Prevention, Relapse, and Social Reintegration (No. of Hours: 15)

Prevention programs at community level; relapse triggers, relapse prevention strategies, role of social support in recovery, legal and ethical issues in addiction treatment, cultural challenges in Indian context

Textbooks

- Khantzian, E.J. (2014). *Treating Addiction as a Human Process.* Jason Aronson
- Sharma, D.C. (2015). *Drug Addiction in India: Understanding the Problem and Perspectives.* Concept Publishing

Reference books

- DiClemente, C.C. (2018). *Addiction and Change: How Addictions Develop and Addicted People Recover.* Guilford Press
- Ghosh, S. (2020). *Substance Use and Addiction: Psychological Perspectives.* Sage India
- NIDA (National Institute on Drug Abuse) reports and fact sheets

Open Educational Resources (OER)

- NIDA for Teens – https://teens.drugabuse.gov
- SAMHSA – https://www.samhsa.gov
- NOBA Project – Psychology of Addiction
- WHO: Management of Substance Abuse resources

Learning Experience

Interactive lectures, group discussions, real-life case studies, role-playing exercises, multimedia resources, virtual guest talks, group projects, written reflections, experiential projects, peer and instructor feedback.

Assessment & Evaluation

Components	Continuous Assesment	Mid Term Examination	End Term Examination
Weightage (%)	40	20	40

SEMESTER VIII					
COURSE CODE: **SLPSTD801**	Training and Development	**L**	**T**	**P**	**C**
Version 1.0		**3**	**1**	**0**	**4**
Category of Course	**DSE**				
Pre-requisites/Exposure	**NIL**				
Co-requisites	**Not applicable**				
Total Hours	**60**				

Course Perspective

This course provides an in-depth exploration of the strategies, methods, and best practices for fostering learning and development within organizations. Students will gain a comprehensive understanding of the fundamental concepts and theories underpinning learning and development, as well as the skills necessary to design, deliver, and evaluate effective learning programs.

Students will learn techniques for assessing and evaluating the effectiveness of learning initiatives, utilizing various models and metrics to measure outcomes and return on investment (ROI). Emphasis will be placed on integrating technology and digital tools to enhance learning, with an exploration of emerging technologies like learning management systems (LMS), virtual reality (VR), and artificial intelligence (AI).

Course Outcomes

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

CO1: Describe how and under what circumstances training and development can help organizations gain a strategic advantage; relevance and types of learning as well as training for overall organizational growth and different approaches to training and development.

CO2: Explain how to assess training as well as non-training needs and design training programmes in an organizational setting.

CO3: Prepare training and development objectives, ways to design & develop content, suitable training methods and development techniques for implementation.

CO4: Analyze training environment to maximize learning.

CO5: Evaluate appropriate training and development outcomes for maximizing training program effectiveness.

Course Content

UNIT I **15 lecture hours**

Introduction to Employee learning and Development, learning, Meaning and significance, The Forces Influencing Working and Learning, classification of learning capabilities, The Learning Process, Mental and Physical Processes, The Learning Cycle

UNIT II **15 lecture hours**

Training & Development Definition, Need and Importance of Training, Difference between Training, Development and Education,Steps of Training ,Types of Learning-KSA

UNIT III **15 lecture hours**

Training Needs Assessment , Training & Non-Training Needs, Types of Training Needs Determination of Training Needs CO2, TNA Model- A systematic view to TNA

UNIT IV **15 lecture hours**

Careers and Career Management:Introduction, Importance, Career: meaning, A Model of Career Development (Career Stages), Career Management Systems

Textbooks

"Employee Training and Development" by Raymond A. Noe

"Designing Effective Instruction" by Gary R. Morrison, Steven M. Ross, Jerrold E. Kemp, and Howard K. Kalman

Reference Books

"The ASTD Handbook of Training Design and Delivery" edited by Elaine Biech

The Six Disciplines of Breakthrough Learning: How to Turn Training and Development into Business Results" by Roy V. H. Pollock, Andy Jefferson, and Calhoun W. Wick

"Fundamentals of Performance Improvement: Optimizing Results through People, Process, and Organizations" by Darlene Van Tiem, James L. Moseley, and Joan C. Dessinger

Open Educational Resources (OER)

- NOBA Project: *Work and Organizational Psychology*
- OpenStax: *Psychology and the Workplace*
- ILO Learning Resources on *Work and Well-being*
- MIT OpenCourseWare: *Work Psychology and HRM*

Learning Experience

Students will engage in interactive lectures, real-world case discussions, simulations of interviews and leadership scenarios, role-plays on team communication, group projects on organizational behavior, and workplace analysis using psychological tools and survey methods.

Assessment & Evaluation

Assessment Components	Continuous Assessment	Mid Term Examination	End Term Examination

Weightage (%)	40	20	40

SEMESTER VIII					
COURSE CODE: **SLPSPE802**	**Peace Psychology**	**L**	**T**	**P**	**C**
Version 1.0		**3**	**1**	**0**	**4**
Category of Course	**DSE**				
Pre-requisites/Exposure	**NIL**				
Co-requisites	**Not applicable**				
Total Hours	**60**				

Course Perspective

This course, "Peace Psychology," offers an in-depth exploration of the psychological foundations of conflict and peace. It aims to provide students with a comprehensive understanding of the interplay between psychological factors and various forms of violence and conflict. The course spans topics such as the origins of prejudice, aggression, trauma, and the role of psychology in conflict transformation and social justice. By engaging with theoretical frameworks, case studies, and contemporary interventions, students will develop a well-rounded understanding of how psychological principles can be applied to promote peace and reconciliation both at the individual and societal levels.

Course Outcomes

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

CO1. Students will understand the historical development and psychological theories of peace and violence.

CO2. Students will analyse the psychological roots of aggression, violence, and intergroup conflicts.

CO3. Students will identify strategies for reducing prejudice and promoting tolerance in diverse settings.

CO4. It will help to explore the psychological effects of trauma, post-traumatic growth, and reconciliation processes.

CO5. It will help to evaluate peacebuilding frameworks and community-based interventions for conflict resolution.

Course Content

Unit I 15 Lecture Hours

Introduction to Peace Psychology, Overview of Peace Psychology as a field, Historical context and development, Theories of peace and violence, The role of psychology in conflict transformation; Causes of Conflict and Violence: Psychological roots of aggression and violence, Identity, group dynamics, and intergroup conflicts, Economic, political, and environmental factors contributing to conflict

Unit II 15 Lecture Hours

Prejudice, Stereotypes, and Discrimination,Origins and consequences of prejudice: Implicit biases and their impact, Strategies for reducing prejudice and promoting tolerance; Trauma and Healing, Psychological effects of trauma on individuals and communities, Post-traumatic growth and resilience, Healing and reconciliation processes

Unit III 15 Lecture Hours

Social Justice and Human Rights,Psychology's role in promoting social justice, Human rights violations and their psychological impact, Advocacy and activism for human rights; Peacebuilding and Interventions: Positive peace and peacebuilding frameworks, Community-based interventions for conflict resolution, Evaluation of peace programs and interventions

Unit IV 15 Lecture Hours

Future Directions and Ethical Considerations, Emerging trends in Peace Psychology research, Ethical considerations in conducting research and interventions, Application of Peace Psychology in contemporary global issue.

Textbooks: Blumberg, H. H., Hare, A. P., & Costin, A. (2006). Peace psychology: A comprehensive introduction. Cambridge University Press.

Blumberg, H. H., Hare, A. P., Costin, A. (2006). Peace Psychology: A Comprehensive Introduction. United Kingdom: Cambridge University Press.

Robert, W., Rieber. (2013). The Psychology of War and Peace: The Image of the Enemy. Germany: Springer US.

Reference Books:

Thompson, C. E. F. (2019). A Psychology of Liberation and Peace: For the Greater Good. Germany: Springer International Publishing.

Galtung, J. (1996). Peace by peaceful means: peace and conflict, development and civilization. India: SAGE Publications.

Learning Experience:

Throughout this course, students will gain a rich, multidimensional understanding of peace and conflict through the lens of psychology. By delving into historical contexts, theories of aggression and violence, and real-world applications of conflict resolution, learners will engage in critical reflection on the psychological mechanisms that underpin both conflict and peacebuilding efforts. The course's practical focus on interventions, from reducing prejudice to facilitating post-trauma recovery, provides students with tools to contribute meaningfully to social justice and peace efforts. Discussions on ethical considerations and future trends further empower students to navigate the complexities of global peace challenges with informed perspectives.

Assessment & Evaluation

Assessment Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	40	20	40

SEMESTER VIII					
Course Code: SLPSPT803	**PSYCHOTHERAPIES**	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure					
Co-requisites					

Course Perspective

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

Course Outcomes

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

CO1. Students will describe common cognitive-behavioral models for depression and anxiety disorders.

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

CO3.Using provided clinical cases; students will write a cognitive-behavioral case formulation using the elements of a case formulation.

CO4.Students will describe the basic strategies employed in practice for clinical monitoring.

CO5.After reviewing the criteria for evidence-based interventions and clinical expertise, student's will present a treatment protocol for an evidence-based intervention to their peers.

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

Course content

UNIT I 15lecture hours

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

UNIT II 15 lecture hours

Psychodynamic therapies

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

UNIT III 15 lecture hours

Religions and Spiritual: Meditation: Types, Clinically Standardized Meditation

Religious: Prayer, Reading scripture; Yoga therapy.

UNIT IV 15 lecture hours

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

Text Books

- Schaffer G.W. and Lazarus R.S. (1966). Fundamental concepts in Clinical Psychology –McGraw – Hill.
- Yalom, I. (2009). The Gift of Therapy. Harper Perennial: New York.

Reference Books/Materials

- Husain, A., &Hasan, A. (2020). Psychology of Meditation. A Practical Guide to Self-Discovery. New Delhi: Psycho Information Technologies. ISBN: 978-81-939227-6-7
- Ellis A. (1975). A New Guide to Rational Living –Hollywood, California, Wilshire.
- Charles C.Thomas, 1975.Group Therapy – A Behavioral Approach – Rose S.D., Prentice – Hall.
- Hersen, M. & Sledge, W. (2002). Encyclopedia of psychotherapy. Academic Press.
- Gobbard, G. Beck, J. Holmes, J. (2007). Oxford Textbook of Psychotherapy. OUP: London.

Learning Experience:

Throughout this course, students will gain a rich, psychotherapeutic interventions. By delving into historical contexts, theories of psychotherapies, learners will engage in critical reflection on the psychological mechanisms that underpin both treatment monitoring and planning. The course's practical focus on interventions, diagnosis and treatment. Discussions on ethical considerations and future trends further empower students to navigate the complexities of treatment.

Assessment & Evaluation

Assessment Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	40	20	40

SEMESTER VIII					
Course Code: SLPSEP804	**ENVIRONMENTAL PSYCHOLOGY**	**L**	**T**	**P**	**C**
Version: 1.0		**3**	**1**	**0**	**4**
Category of Course	Discipline Specific Elective				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

Environmental Psychology explores the dynamic relationship between individuals and their physical environment. This course examines how natural and built environments impact human behavior, well-being, and cognition. Key topics include environmental stress, place attachment, sustainable behavior, and urban design. The course is ideal for students interested in the interdisciplinary study of human behavior in relation to ecology, sustainability, and urban planning, offering both theoretical frameworks and practical applications.

Course Outcomes

Upon completion of the course the learner will be able to:

CO1: Understand the key theories and concepts in environmental psychology and their application to human behavior.
CO2: Analyze the effects of physical environments on psychological well-being and behavior.
CO3: Explore the role of environmental design in promoting sustainability and improving quality of life.
CO4: Examine the impact of environmental stressors, such as noise and crowding, on behavior and mental health.

CO5: Evaluate the psychological factors involved in pro-environmental behavior and sustainable practices.

CO6: Apply environmental psychology principles to issues such as urban planning, conservation, and climate change mitigation.

Course Content

UNIT I **15 lecture hours**

Introduction to Environmental Psychology

Definition and scope of environmental psychology.

Theoretical frameworks: Behavior settings theory, ecological psychology, and transactional models.

Research methods in environmental psychology: Field studies, laboratory experiments, and surveys.

Person-environment fit

Environmental perception and cognition: How individuals perceive and mentally represent their surroundings.

Place identity and place attachment: The emotional and cognitive bonds people form with specific places.

UNIT II **15 lecture hours**

Environmental Stressors and Human Behavior

Environmental stress: Definition and impact on behavior and mental health.

Types of environmental stressors: Noise, crowding, pollution, and climate change.

The impact of natural disasters on psychological well-being.

Coping mechanisms and adaptation strategies for dealing with environmental stress.

The effects of noise pollution and crowding on cognitive performance and social behavior.

UNIT III **15 lecture hours**

Sustainable Behavior and Environmental Conservation

Factors influencing pro-environmental behavior: Attitudes, values, norms, and knowledge.

Interventions to promote sustainable practices: Recycling, energy conservation, and water use reduction.

Environmental education and communication strategies for encouraging sustainable behavior.

Social dilemmas and collective action: Overcoming barriers to environmental responsibility.

Role of environmental psychologists in promoting conservation and sustainability

UNIT IV **15 lecture hours**

Applications of Environmental Psychology in Urban Planning and Design

The role of environmental psychology in urban design and architecture.

Designing spaces for well-being: Green spaces, walkability, and restorative environments.

The impact of urbanization on mental health and social behavior.
Climate change and its psychological impacts: Promoting climate adaptation and resilience.
Future directions in environmental psychology: Smart cities, sustainable architecture, and community building.

Textbooks:

Gifford, R. (2014). Environmental Psychology: Principles and Practice. Optimal Books.

Steg, L., van den Berg, A. E., & de Groot, J. I. M. (2019). Environmental Psychology: An Introduction. Wiley.

Reference books

Clayton, S., & Myers, G. (2015). *Conservation Psychology: Understanding and Promoting Human Care for Nature.* Wiley.

Bechtel, R. B., & Churchman, A. (2002). *Handbook of Environmental Psychology.* Wiley.

Learning Experience

The Environmental Psychology course will include interactive lectures, case studies, and group discussions. Students will explore the psychological impact of different environments through field trips and practical projects, such as designing environmentally sustainable spaces. Group projects will allow students to apply environmental psychology principles to real-world issues, such as urban design or promoting sustainable behavior. Assessments will involve research papers, reflective essays, and presentations focused on environmental stressors, sustainability, and urban planning.

Assessment & Evaluation

Components	Continuous Assesment	Mid Term Examination	End Term Examination
Weightage (%)	40	20	40

SLPSPP805	Positive Psychology	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure					
Co-requisites					

Course Perspective

Positive Psychology is the scientific study of human flourishing, and an applied approach to optimal functioning. This rapidly growing field is shedding light on what makes us happy, the pursuit of happiness, and how we can lead more fulfilling, satisfying lives. This course synthesizes and integrates wellness principles and strategies into life, education and work place settings.The course focuses on the psychological aspects of a fulfilling and flourishing life. Topics include well being, happiness, optimism, positive virtues, mindfulness, gratitude, optimism and psychological health.

Course Outcomes

On completion of this course, the students will

CO1. Develop Wellbeing and resilience which are vital to developing efficient problem-solving skills, building and maintaining interpersonal relationships and realistic goal setting to perform and contribute meaningfully in daily life.

CO2. Develop the skills required for effective decision-making and problem solving by using positive psychology principles.

CO3. Navigate life's transitions by the help of mindfulness, resilience and wellbeing.

CO4. Contribute to enhanced productivity, the prevention of chronic lifestyle disease, enjoyment of life, and personal fulfilment.

CO5. Demonstrate ability to be effective leaders and team members within business organizations, educational environments, and/or community settings.

CO6. Develop the essential techniques of Positive Psychology Coaching, Understanding, experiencing, and practicing the techniques at the heart of effective coaching.

Course Content

UNIT I **8 lecture hours**

Introduction to Positive Psychology: Concept, History, Nature, Dimension and scope of Positive Psychology Seligman's PERMA

UNIT II **8 lecture hours**

Happiness: Introduction to Psychology of happiness, well being and scope, Types of happiness- Eudaimonic and Hedonic History of Happiness, Theories, Measures and Positive correlates of happiness Traits associated with Happiness Setting Goals for Life and Happiness

UNIT III **12 lecture hours**

Positive emotions and its influences: Mindfulness and Positive Thinking, Resilience, flow, gratitude and forgiveness, Negative Emotions: Shame, guilt, Embarrassment and Anger, Optimism and Psychological Health.

UNIT IV **12 lecture hours**

Positive Psychology in Practice: Promoting Human Flourishing in Work, Health, Education, and Everyday Life, Positive Psychology and Life Coaching, Integrating positive psychology in practice.

Textbooks

1. Carr, A. (2004). Positive Psychology. The Science of Happiness and Human Strengths. London: Routledge.
2. Snyder, C.R. & Lopez. S. (2007). Positive Psychology. The scientific and Practical explorations of Human Strengths. Sage Publications

- **Reference Books/Materials**
  - Haidt , J. (2006). The Happiness Hypothesis; Finding Modern Truth in Ancient Wisdom. New York: Basic Books.
  - Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University press.

- Seligman, M.E.P. (2002). Authentic happiness. New York: Free Press.
- Crompton, W.C. (2005), An Introduction to Positive Psychology, Singapore: Thomson.
- Snyder, C.R. and Lopez, S.J. (2005), Handbook of Positive Psychology, New York Oxford University Press.
- Linley, P.A. and Joseph, S. (2004), Positive Psychology in Practice, New York : John Wiley and Sons.
- Peterson, C. (2006), Positive Psychology, New York: Oxford University Press.
- Snyder, C.R., Lopez, S.J. & Pedrotti, J.T. (2011): Positive Psychology: The Scientific and Practical Explorations of Human Strengths (2nd Ed). Sage Publication, Inc.
- Emmons, R. A., & McCullough, M. E. (2003). Counting blessings versus burdens: An experimental investigation of gratitude and subjective well-being in daily life. Journal of Personality & Social Psychology, 88, 377-389.
- Michael Steven: How to be a better problem solver, Kogan Page, New Delhi, 1999.
- Badhwar, N. K. (2014). Well-being: Happiness in a worthwhile life. New York, NY: Oxford University Press.
- Fredrickson, B. L. (2001). The Role of Positive Emotions in Positive Psychology: The BroadenandBuild Theory of Positive Emotions. American Psychologist, 56, 218-226
- Lomas, T., Hefferon, K., & Ivtzan, I. (2014). Applied positive psychology: Integrated positive practice. Thousand Oaks, CA: SAGE Publications.
- Lyubomirsky, S. (2013). The myths of happiness: What should make you happy, but doesn't, what shouldn't make you happy, but does. New York, NY: Penguin.

Learning Experience

This course will include interactive lectures, case studies, and group discussions to explore cultural and indigenous psychological frameworks. Students will engage with the concept of positive psychology and explore real-world applications of these concepts. Assessments will include reflective essays, case study analyses, and group presentations that applyto happiness and positive emotions.

Evaluation Scheme:

Components	Continuous Assessment	Mid Term Exam	End Term Exam
Weightage (%)	40	20	40