K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION

SCHOOL OF HUMANITIES

(SOHS)

Programme Handbook

(Programme Structure and Evaluation Scheme)

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

Programme Code: 215

Academic Year-2024-25

FOUR YEAR UNDERGRADUATE PROGRAMME

Approved in the 34th Meeting of Academic Council Held on 29 June 2024

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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 Humanities (SOHS), 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 SOHS, 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. SOHS 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 by excelling in interdisciplinary education, research, and innovation.

Mission

- To foster cross-curricular innovation, focusing on building a strong foundation of knowledge and skills.
- To instill lifelong learning among the students.
- To advance humanitarian goals of global peace, sensitivity, and cooperation through an inclusive and dynamic curriculum.
- To cultivate analytical and critical research skills, scientific inquiry, and creative thinking in students.
- To provide opportunities to students for acquiring language proficiency and socio-cultural-philosophical awareness.

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

Introduction: The B.A. (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. with Research) in Psychology is a four year programme 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.

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/tutorial hours per week or 02 hours of lab/practical work per week.

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.

6.5. 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.

6.6. Duration

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

6.7. Criteria for award of certificates and degree:

Undergraduate Certificate	43 Credits and an additional vocational course/internship of 4 credits to be covered within 6-8 weeks
Undergraduate Diploma	97 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	142 Credits

Bachelor of Arts (Hons/Hons with Research) in Psychology	186 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 Economics will engage in a comprehensive curriculum that combines a major focus on Economics with a diverse selection of minor courses, including Data Science, Human Resource Management, Psychology, Education, Media Studies, and Foreign Trade. In addition, skill enhancement courses such as Microsoft Excel, Digital Marketing, and Entrepreneurship are offered to strengthen students' technical competencies. Furthermore, soft skills and life skills development will be supported through ability enhancement and value-added courses, ensuring a well-rounded educational experience.

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 economics. Orientation sessions focus on understanding the economic landscape and the ethical responsibilities of economists. 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 economic issues.

Core Learning

As students' progress, they delve deeper into both the theoretical and practical dimensions of economics. Courses on microeconomics, macroeconomics, and econometrics equip students with critical analytical skills needed for their future careers. Practical workshops, case studies, and collaborations with industry and research institutions emphasize the connection between learning and earning while fostering a sense of civic responsibility and personal growth. A robust support system, including differentiated learning for diverse learning paces, a mentor-mentee system, and personal counselling, ensures that students continuously improve and succeed in their academic journey.

Skill Development

The programme places a strong emphasis on developing versatile skills such as research, quantitative analysis, economic modelling, and data interpretation—essential for a successful career in economics. 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 Humanities 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 Humanities 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.

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, SOHS)

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	Grade Points	Description of the 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%	B+	7.0	**Good**

marks			
>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

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.

Programme Structure

Semester-I								
S. No.	**Category of Course**	**Course Code**	**Course**	**L**	**T**	**P**	**C**	**Multiple Entry and Exit**
1	**Major-I**	HUPS101	Introduction to Psychology	3	1	0	4	**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]
2	**Major-II**	HUPS103	Perspectives and Systems in Psychology	3	1	0	4	
3	**Major-III(Practical)**	HUPS151	Introduction to Psychology Practicum	0	0	4	2	
4	**Minor -I**		Minor-I	3	1	0	4	
5	**Skill Enhancement Course SEC-I**	SEC001	Microsoft Excel - Refresher to Advanced	1	0	4	3	
6	**Value Added Course VAC-I**	VAC151	Environmental Studies and Disaster Management	2	0	0	2	
Total							**19**	

Semester-II							
S. No.	**Category of Course**	**Course Code**	**Course**	**L**	**T**	**P**	**C**
1	**Major-IV**	HUPS102	Statistical Methods of Psychology	3	1	0	4
2	**Major-V**	HUPS104	Biopsychology	3	1	0	4
3	**Major-VI(Practical)**	HUPS152	Biopsychology Practicum	0	0	4	2
4	**Minor-II**		Minor-II	3	1	0	4
5	**Skill Enhancement Course SEC-II**	SEC002	Digital Marketing	1	0	4	3
6	**Open Elective OE-I**		Open Elective-I	3	0	0	3
7	**Value Added Course VAC-II**	VAC	VAC-II	-	-	-	2

8	**CS001**		Club/Societies	-	-	-	1	
Total							**24**	
Summer Internship-I								

Semester-III								
S. No.	**Category of Course**	**Course Code**	**Course Title**	**L**	**T**	**P**	**C**	**Multiple Entry and Exit**
1	**Major-VII**	HUPS201	Introduction to Personality	3	1	0	4	**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]
2	**Major-VIII**	HUPS203	Lifespan Development	3	1	0	4	
3	**Minor-III**		Minor-III	3	1	0	4	
4	**Major-IX (Practical)**	HUPS251	Introduction to Personality Practicum	0	0	4	2	
5	**Ability Enhancement Course AEC-I**	AEC006	Verbal Ability	3	0	0	3	
6	**Open Elective OE-II**		Open Elective-II	3	0	0	3	
7	**Value Added Course VAC-III**	VAC177	Qualitative Methods of Data Analysis	2	0	0	2	
8	**Skill Enhancement Course SEC-III**	SEC003	Entrepreneurship	1	0	4	3	**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
9	**Summer Internship Evaluation**	SIPS001	Summer Internship	-	-	-	2	
10	**Community Service**	CS002	Community Service	-	-	-	1	
Total							**28**	
Semester-IV								
S. No.	**Category of Course**	**Course Code**	**Course**	**L**	**T**	**P**	**C**	
1	**Major-X**	HUPS202	Cognitive Psychology	3	1	0	4	
2	**Major-XI**	HUPS204	Psychological Assessment and Testing	3	1	0	4	
3	**Major-XII(Practical)**	HUPS252	Cognitive Psychology Practicum	0	0	4	2	
4	**Minor-IV**		Minor-IV	3	1	0	4	

5	**Ability Enhancement Course AEC-II**	AEC007	Communication & Personality Development	3	0	0	3	period of seven years.
6	**Open Elective OE-III**		Open Elective-III	3	0	0	3	
7	**Value Added Course VAC-IV**		VAC-IV	2	0	0	2	
8	**Discipline Specific Elective-I**	DSE-I	**Discipline Specific Elective-I**	3	1	0	4	
Total							**24**	
Summer Internship II								

Semester-V								
S. No.	**Category of Course**	**Course Code**	**Course Title**	**L**	**T**	**P**	**C**	**Multiple Entry and Exit**
1	**Major-XIII**	HUPS301	Social Psychology	3	1	0	4	**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
2	**Major-XIV**	HUPS305	Abnormal Psychology	3	1	0	4	
3	**Major-XV(Practical)**	HUPS351	Social Psychology Practicum	0	0	4	2	
4	**Discipline Specific Elective-II**	DSE-II	**Discipline Specific Elective-II**	3	1	0	4	
5	**Minor-V**		Minor-V	3	1	0	4	
6	**Ability Enhancement Course AEC-III**	AEC010	Arithmetic and Reasoning Skills-III	3	0	0	3	
7	**Summer Internship**	SIPS002	Summer Internship				2	
Total							**23**	

Semester-VI							
S. No.	**Category of Course**	**Course Code**	**Course**	**L**	**T**	**P**	**C**
1	**Major-XVI**	HUPS302	Clinical Psychology	3	1	0	4

2	**Major-XVII**	HUPS304	Counselling Skills	3	1	0	4	degree programme within the stipulated maximum period of seven years.
3	**Major-XVIII(Practical)**	HUPS352	Counselling Skills Practicum	0	0	4	2	
4	**Major-XIX**	HUPS306	Experimental Psychology	3	1	0	4	
5	**Discipline Specific Elective-III**	DSE-III	**Discipline Specific Elective-III**	3	1	0	4	
6	**Minor-VI**		Minor-VI				4	
Total							**22**	

Bachelor's Degree (Honours) Semester-VII								
S. No.	**Category of Course**	**Course Code**	**Course**	**L**	**T**	**P**	**C**	**Multiple Entry**
1	**Major-XX**	HUPS401	Research Methodology in Psychology	3	1	0	4	**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.**
2	**Major-XXI**	HUPS403	Data Analysis in Psychology	3	1	0	4	
3	**Major-XXII**	HUPS405	Clinical Assessment: Interviewing, MSE, Case History	3	1	0	4	
4	**Major-XXIII(Practical)**	HUPS451	Psychological First Aid	0	0	4	2	
5	**Discipline Specific Elective-IV**	DSE-IV	**Discipline Specific Elective-IV/MOOC**	3	1	0	4	
6	**Minor-VII**		Minor-VII	3	1	0	4	
Total							**22**	
Bachelor's Degree (Honours) Semester-VIII								
1	**Major-XXIV**	HUPS402	Research Ethics & Report Writing	3	1	0	4	
2	**Major-XXV**	HUPS404	Multivariate Statistics	3	1	0	4	

3	**Major-XXVI**	HUPS406	Diagnostic Systems	3	1	0	4
4	**Major-XXVII(Practical)**	HUPS452	Psychology Software Practical	3	1	0	4
5	**Discipline Specific Elective-VI**	DSE-VI	Discipline Specific Elective-VI/MOOC	3	1	0	4
6	**Minor-VIII**		Minor-VIII	3	1	0	4
Total							**22**

***Bachelor's Degree (Honours with Research) Semester-VII**								
S. No.	**Category of Course**	**Course Code**	**Course**	**L**	**T**	**P**	**C**	
1	**Major-XX**	HUPS401	Research Methodology in Psychology	3	1	0	4	**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.**
2	**Major-XXI**	HUPS403	Data Analysis in Psychology	3	1	0	4	
3	**Discipline Specific Elective-IV**	**DSE-IV**	Discipline Specific Elective (DSE)-IV	3	1	0	4	
4	**Minor-VII**		Minor-VII	3	1	0	4	
5	**DI-I**	**HUPS407**	Dissertation-I				6	
Total							**22**	
***Bachelor's Degree (Honours with Research) Semester-VIII**								
1	**Major-XXIV**	HUPS402	Research Ethics & Report Writing	3	1	0	4	
2	**Major-XXV**	HUPS404	Multivariate Statistics	3	1	0	4	

	Discipline Specific Elective-V	**DSE-V**	Discipline Specific Elective (DSE)-IV				4
	Minor-VIII		Minor-VIII	3	1	0	4
3	**DI-II**	HUPS408	Dissertation-II				6
Total							**20**
Grand Total = 186 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	HUPS001	Foundation of Indian Psychology	3	1	0	4
2	DSE-I	HUPS002	Foundations of Forensic Psychology	3	1	0	4
3	DSE-I	HUPS003	Sports Psychology	3	1	0	4
4	DSE-II	HUPS004	Self and Personality: Indian Perspective	3	1	0	4
5	DSE-II	HUPS005	Foundations of Neuropsychology	3	1	0	4
6	DSE-II	HUPS006	Media Psychology	3	1	0	4
7	DSE-III	HUPS007	Environmental Psychology	3	1	0	4
8	DSE-III	HUPS008	Criminal Behaviour	3	1	0	4
9	DSE-III	HUPS009	Gender Psychology	3	1	0	4
10	DSE-IV	HUPS010	Disability and Rehabilitation	3	1	0	4
11	DSE-IV	HUPS011	Child Psychology	3	1	0	4
12	DSE-IV	HUPS012	Cultural and Indigenous Psychology	3	1	0	4
13	DSE-V	HUPS013	Psychological Perspectives in Education	3	1	0	4
14	DSE-V	HUPS014	Police and Military Psychology	3	1	0	4
15	DSE-V	HUPS015	Human Resource Management	3	1	0	4

Pool of Minor Courses

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

SYLLABI:

SEMESTER-I					
Course Code: HUPS101	**Course Title: Introduction to Psychology**	**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

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, Research methods in psychology: experimental, correlational, observational, case studies, and surveys

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

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.

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.

Textbooks:

Psychology by Saundra K. Ciccarelli and J. Noland White

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

Suggested Readings

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

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

SEMESTER I					
Course Code: HUPS103	**Course Title: Perspectives and Systems in Psychology**	**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

The **Perspectives and Systems in Psychology** course provides a comprehensive overview of the diverse theoretical frameworks that have shaped the field of psychology from its inception to current times. This course is pivotal within the psychology program as it helps students understand the evolution of psychological thought and the interplay between different perspectives that guide contemporary psychological research and practice. Learning about these varied systems equips students with the ability to critically analyse theories and apply them effectively across different areas of psychology such as clinical, counseling, and organizational settings. This course serves as a cornerstone for students pursuing advanced studies in psychology, offering foundational knowledge that supports all other specialized courses in the field. By understanding the historical and theoretical underpinnings of psychology, students are better prepared to engage with complex psychological phenomena and contribute to the field's development.

Course Outcomes

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

CO1: Identifying and describing the major psychological perspectives and systems, understanding their historical context and foundational concepts.

CO 2: Comparing and contrasting various psychological theories to evaluate their strengths and limitations in explaining human behaviour.

CO 3: Applying psychological theories to practical scenarios, designing interventions or treatments based on specific theoretical frameworks.

CO 4: Analyzing scholarly articles and research studies to assess how different psychological perspectives are implemented in research.

CO 5: Synthesizing information from various psychological systems to propose innovative approaches to research and practice in psychology.

Course Content

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

Introduction

Pre-scientific Psychology

Development of psychological systems; Greeks-Socrates, Hippocrates, Plato, Aristotle; Middle-ages- St Thomas Aquinas, Renaissance- Francis Bacon, enlightenment- Rene Descartes; Empiricism- Thomas Hobbes and John Locke, Associationism- David Hume, John Stuart Mill

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

Psychological Science Foundations

Understanding nervous system- Mueller, Helmholtz; Mapping of the brain- Phineas Gage, Broca and Wernicke; Structuralism – Wilhelm Wundt and Functionalism- William James.

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

Behaviourism and Psychoanalytic Perspective:

Behaviourism: developments in behaviourism, neo behaviourist tradition, Watson, Skinner, Bandura; Psychoanalytic: Freudian psychoanalysis, Adler, Jung, Fromm, Erik Erikson,

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

Contemporary Developments

Cognitive Perspective- Tolman, Piaget and Bartlett; Evolutionary perspective; Humanistic-Existential Perspective- Abraham Maslow, Carl Rogers, Soren Kierkegaard Jean-Paul Sartre, Viktor Frankl; Socio-Cultural Perspective- W. H. R. Rivers, W. G. Sumner.

Learning Experience

The Perspectives and Systems in Psychology course will be delivered through an engaging mix of lectures, interactive seminars, and guest lectures from field specialists to deepen theoretical understanding. Students will participate in practical case studies, group projects, and hands-on activities like simulations to apply psychological theories in real-world scenarios. Technology will play a crucial role, with the use of digital platforms for resource sharing, assignments, and discussions, alongside interactive tools for experiments. Assessments will include quizzes, essays, and a capstone project to integrate various perspectives. The instructor will provide extensive support and feedback, encouraging students to utilize office hours and online communication for additional help. Peer reviews and collaborative group activities will further enrich the learning experience, promoting an interactive and supportive educational environment.

Textbooks:

A History of Modern Psychology by Duane P. Schultz and Sydney Ellen Schultz

Systems and Theories in Psychology by Melvin H. Marx and William A. Hillix

Suggested Readings

Theories of Personality by Calvin S. Hall and Gardner Lindzey

Psychology: The Science of Mind and Behaviour by Richard Gross

Open Educational Resources (OER)

Introduction to Psychology" by OpenStax

NOBA Project: Psychology

Boundless Psychology

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

SEMESTER I					
Course Code: HUPS151	**Course Title: Introduction to Psychology Practicum**	**L**	**T**	**P**	**C**
Version: 1.0		**0**	**0**	**4**	**2**
Category of Course	Major (Practical)				
Total Contact Hours	60				

Pre-Requisites/ Co-Requisites	

Course Perspective

The Introduction to Psychology Practical course is integral to students' academic, career, and professional development. This course bridges theoretical knowledge with practical application, allowing students to develop critical skills necessary for understanding and conducting psychological research. By engaging in hands-on experiments, data collection, and analysis, students will gain a deeper appreciation for the empirical foundations of psychology. This course is essential as it equips students with the practical skills needed to succeed in advanced psychology courses and research projects. It fosters scientific thinking, enhances problem-solving abilities, and encourages ethical research practices, which are invaluable for careers in psychology, counseling, human resources, marketing, and other fields requiring an understanding of human behavior.

Course Outcomes

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

CO1: Designing basic psychological experiments using appropriate methodologies and tools, aligning with ethical guidelines.

CO 2: Conducting psychological experiments and field studies, effectively applying research techniques and ensuring data integrity.

CO 3: Analysing experimental data using statistical software and interpret the results to draw meaningful conclusions.

CO 4: Critically evaluating the validity, reliability, and ethical aspects of psychological studies, enhancing their ability to assess research quality.

CO 5: Applying psychological principles and research findings to real-world scenarios, such as improving workplace productivity or designing educational interventions..

Course Content

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

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

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

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

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

- Effect of set or attitude on attention

- Human Maze learning
- Permanent memory

Learning Experience

The **Introduction to 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.

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

Suggested Readings

- 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)

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

Environmental Studies and Disaster Management

VAC151	Environmental Studies and Disaster Management	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.

Microsoft Excel-Refresher to Advanced

Course Code	Course Title	L	T	P	S	Credit
SEC001	**Microsoft Excel-Refresher to Advanced**	1		1		2
Pre-requisites/Exposure	Basic MS Office					

COURSE OBJECTIVES

1. To learn how to create spread sheet in excel.

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

COURSE OUTCOMES (COs)

CO1	Demonstrating the basic mechanics and navigation of an Excel spreadsheet
CO2	Learning the use and utility of functions and formulas on excel spreadsheet
CO3	Learning formulas, creating charts and graphs that can easily explain or simplify complex information or data.
CO4	Analyzing data using Pivot Tables and Pivot Charts.
CO5	Manipulate data using data names and ranges, filters and sort, and validation lists

Syllabus

Brief Syllabus: This course aims to deliver basic and advanced concepts of ms excel and its implementation. The students will become familiar with the concepts of functions, graphs, formatting tools and formulas.		
UNIT WISE DETAILS		
Unit Number: 1	**Title: Basic of MS Excel**	
Content Summary: Introduction to MS Excel, Sheet, Cell, worksheet, menu bar, title bar, tabs.		
Unit Number: 2	**Title: Formatting in MS Excel**	
Content Summary: Alignment, conditional formatting, table, lookup.		
Unit Number: 3	**Title: Functions & Formulas**	

Content Summary: Function: Sum, Count, Average, Max, Min, Upper, Lower, Power, logical functions, if-else function.		
Unit Number: 4	**Title: Graphs**	
Content Summary: Graph: 2D, 3D, Pivot Table.		

Text Books

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

Reference Books/Materials

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

SEMESTER II					
Course Code: HUPS102	**Statistical Methods of Psychology**	**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

The Statistical Methods in Psychology course is designed to equip students with the essential statistical tools and techniques used in psychological research. This course is critical for any psychology program as it lays the foundation for conducting rigorous and valid research, crucial for both academic pursuits and professional applications. Students will learn to design experiments, analyze data, and interpret results, which are vital skills in research, clinical practice, and consultancy roles within psychology and related fields. Statistical knowledge is fundamental to understanding and evaluating research in psychology, making this course a core component of the curriculum. Mastery of statistical methods will enable students to contribute to evidence-based practices and enhance their employability in research-intensive roles.

Course Outcomes

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

CO1: Applying appropriate statistical techniques to analyze psychological data, enhancing their ability to conduct meaningful research.

CO 2: Interpreting and reporting the results of statistical analyses, demonstrating their ability to communicate complex data effectively.

CO 3: Designing experiments and surveys that adhere to rigorous scientific standards for data collection and analysis.

CO 4: Evaluating the suitability of different statistical methods for various types of psychological research, ensuring the integrity and applicability of their findings.

CO 5: Using statistical software to perform analyses, preparing them for diverse roles in psychology research and practice

Course Content

UNIT I **15 lecture hours**

Introduction to Statistics in Psychology

Definition and importance of statistics in psychology; Types of statistics: Descriptive and inferential; Levels of measurement: Nominal, ordinal, interval, and ratio; Organizing data: Frequency distributions, histograms, and polygons

UNIT II **15 lecture hours**

Descriptive Statistics

Measures of central tendency: Mean, median, and mode; Measures of variability: Range, variance, standard deviation; Measures of position: Percentiles, quartiles; Normal distribution and its properties; Z-scores and standardization

UNIT III **15 lecture hours**

Probability and Hypothesis Testing

Basic concepts of probability: Events, sample spaces, and probability rules; Probability distributions: Binomial and normal distributions; Sampling distributions and the Central Limit Theorem; Hypothesis testing: Null and alternative hypotheses, Type I and Type II errors; t-tests: One-sample, independent samples, and paired samples t-tests

UNIT IV **15 lecture hours**

Correlation, Regression, and ANOVA

Correlation: Pearson's r, Spearman's rho, point-biserial, phi coefficient; Simple linear regression: Model, assumptions, and interpretation; Multiple regression: Model, assumptions, and interpretation; Analysis of variance (ANOVA): One-way and factorial ANOVA; Post-hoc tests: Tukey's HSD, Bonferroni correction

Learning Experience

The Statistical Methods in Psychology course will be delivered through a combination of lectures, practical lab sessions, and collaborative group projects, ensuring an experiential and participatory learning environment. Instruction will leverage technology extensively, incorporating statistical software like SPSS and R for hands-on data analysis. Students will engage in case studies to apply statistical concepts to real-world scenarios, enhancing their understanding of how these methods inform psychological research and practice. Assessments will include regular assignments, group projects, and exams to evaluate proficiency in statistical techniques. The course will foster a supportive learning atmosphere with the instructor available for additional guidance and feedback, encouraging students to utilize office hours and online forums for help. Peer reviews and group discussions will also be integral, allowing students to collaborate and learn from each other’s insights and approaches.

Textbooks:

Discovering Statistics Using IBM SPSS Statistics by Andy Field

Statistics for the Behavioral Sciences by Frederick J Gravetter and Larry B. Wallnau

Suggested Readings

Applied Multivariate Research: Design and Interpretation by Lawrence S. Meyers, Glenn Gamst, and A.J. Guarino

Psychological Statistics and Psychometrics Using Stata by Scott Baldwin

Open Educational Resources (OER)

OpenIntro Statistics https://www.openintro.org/).

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

SEMESTER II					
Course Code: HUPS104	**Biopsychology**	**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

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

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

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.

Textbooks:

Biopsychology by John P.J. Pinel

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

Suggested Readings

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

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

SEMESTER II					
Course Code: HUPS152	**Biopsychology Practicum**	**L**	**T**	**P**	**C**
Version: 1.0		**0**	**0**	**4**	**2**
Category of Course	Major (Practical)				
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

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.

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

Suggested Readings

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/

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

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

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-III

Course Code: HUPS201	**Introduction to Personality**	**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

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**

Models of Personality

Five-Factor Model: Domains, Behavioural Correlates; Zuckerman's Alternative Five Factor Model; Tri-Guna Theory of Personality, Ancient Model of Personality by Upanishads: Indian Perspective

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.

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

Suggested Readings

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

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

SEMESTER III					
Course Code: HUPS251	**Introduction to Personality Practicum**	**L**	**T**	**P**	**C**
Version: 1.0		**0**	**0**	**4**	**2**
Category of Course	Major (Practical)				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

The **Introduction to Personality Practical** course is designed to provide students with hands-on experience in assessing and understanding personality theories and their real-world applications. This course is pivotal for students aiming for careers in psychology, human resources, counseling, or any field that involves interpersonal relationships and understanding human behavior. Through practical activities, students will learn to administer and interpret personality assessments, understand the implications of personality traits in various life contexts, and apply this knowledge to solve practical problems in both clinical and organizational settings. This course is crucial in the psychology program as it provides the practical skills necessary to complement theoretical knowledge obtained in other courses. It prepares students for professional practice by equipping them with tools and techniques to assess personality and apply insights effectively.

Course Outcomes

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

CO1:: Administer various personality assessments accurately and ethically, adhering to standardized testing protocols.

CO2:: **Interpret** and **analyze** the results from personality assessments to understand individual differences in personality traits.

CO3:: Apply personality theories to develop practical solutions for managing interpersonal relationships and improving organizational culture.

CO4:: Evaluate the methodologies and findings in personality research, assessing their applicability to real-world scenarios.

CO5:: Synthesize information from various personality theories and practical experiences to enhance their professional practice and personal development.

Course Content

UNIT I **15 lecture hours**

DPI

Semi Projective personality test

UNIT II **15 lecture hours**

Test of Personality

MMPI

BFI

UNIT III **15 lecture hours**

16 PF

BFPT

CAT

Learning Experience

The **Introduction to Personality Practical** 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.

Textbooks:

Personality Assessment by Robert P. Archer

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

Suggested Readings

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

SEMESTER-III					
Course Code: HUPS203	**Lifespan Development**	**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 Lifespan Development, provides a comprehensive overview of human development from conception to old age. Emphasizing key theories and research in developmental psychology, students will explore the physical, cognitive, and socio-emotional changes that occur throughout different stages of life. The course examines the influence of biological, environmental, and cultural factors on development, and integrates various research methods to study these changes. Through critical evaluation of developmental theories and application of knowledge to real-world scenarios, students will gain a deep understanding of the dynamic processes that shape human growth and development across the lifespan.

Course Outcomes

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

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

CO2:: Identify and describe key developmental milestones across different stages of life, demonstrating knowledge of physical, cognitive, and socio-emotional development.

CO3:: Identify and interpret the influence of biological, environmental, and cultural factors on development throughout the lifespan.

CO4:: Effectively use various research methods and techniques to study development, demonstrating competence in applying these methods to real-world research.

CO5:: Critically evaluate theories and research studies in lifespan development, assessing their methodologies, findings, and implications.

Course Content

UNIT I **15 lecture hours**

Human development

Meaning, aspects of human development- physical, social, moral and cognitive; principles of human development (baltes), issues of human development- nature vs nurture, goodness and badness, activity and passivity, continuity vs discontinuity, universality context specificity; theories of human development- Erickson, Piaget and Kohlberg

UNIT II **15 lecture hours**

Prenatal Development and Infancy

Prenatal Development:- stages, teratogens and prenatal environment; birth and perinatal environment-stages of birth, types and possible hazards; Infancy: Physical development- physical growth, early reflexes; emotional development- stranger anxiety, separation anxiety, social referencing; language development- sequence, early vocalization, recognizing language sounds, gestures, first words, first sentences;

UNIT III **15 lecture hours**

Childhood , Puberty and Adolescence

Childhood: Physical development, motor development-gross and fine motor skills and handedness; language development-grammar, syntax, pragmatics, social speech; psychosocial development-friendships, play, types and implications; Puberty: Meaning, biological changes, growth spurt, sexual characteristics; psychological implications; early vs late development; influencing factors on teenagers.

UNIT IV **15 lecture hours**

Adulthood and End of Life

Early Adulthood: Vocational Adjustment; lifestyles, relationships, marriage; physical and cognitive development; Middle Adulthood: Physical development- sensory and psychomotor, sexuality functioning; adult cognition; integrative thought; Late Adulthood: Primary and secondary Ageing; theories; Kubler Ross Stages of dying; patterns of grieving and bereavement.; Meaning and purpose of senescence; psychological impacts.

Learning Experience

The **Lifespan Development** 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.

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

Suggested Readings

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

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

Semester III					
SIPS001	**Summer Internship**	L	T	P	C
Version 1.0					2
Category of Course	**Summer Internship-I**				
Total Contact Hours	**75 Hrs**				
Pre-requisites/Co-requisites	**Knowledge of MS Office, Some soft Skills**				

Description:

Internships in Psychology provide students with invaluable opportunities to apply theoretical knowledge from their academic studies to real-world psychological practice. These internships enable students to gain hands-on experience, develop professional skills, and explore various career pathways in the field of psychology. Placements may include hospitals, clinics, counseling centers, educational institutions, research organizations, corporate offices, and community health settings, where students can apply their psychological knowledge and gain practical experience in mental health care, counseling, research, or organizational psychology.

Objectives:

- **Application of Theory**: To provide psychology students with opportunities to apply theoretical concepts learned in the classroom to real-life psychological settings, including counseling, mental health interventions, or research.
- **Skill Development**: To foster the development of essential professional skills such as communication, empathy, ethical decision-making, and problem-solving, critical in various psychology careers.
- **Professional Exposure**: Students learn about workplace dynamics, professional etiquette, collaboration, time management, and ethics in a professional psychological setting.
- **Resume Enhancement**: Internships enhance the student's professional profile, increasing their competitiveness for jobs or further studies after graduation.
- **Career Insights**: Students gain practical insight into various fields of psychology, helping them explore career aspirations, strengths, and areas for further development.

Types of Psychology Internships:

- Clinical Settings: Interning at hospitals, clinics, or rehabilitation centers where students can observe mental health professionals, assist with assessments, counseling sessions, or psychotherapy under supervision.
- Counseling Centers: Interning at school or university counseling centers or community mental health services, where students can gain hands-on experience working with clients on mental health or developmental issues.
- Educational Institutions: Interning in schools or special education settings, assisting school psychologists or counselors in working with children on behavioral, developmental, or learning challenges.
- Corporate/Organizational Settings: Interning in human resources, organizational behavior, or wellness programs within corporate settings to apply psychology in employee development, well-being, and organizational dynamics.
- Research Organizations: Working with universities, research centers, or think tanks on psychological research projects, data analysis, literature reviews, or field studies related to mental health, cognition, or behavior.
- Non-Profit or NGO Work: Interning with NGOs focused on mental health awareness, community interventions, or social psychology, allowing students to work on campaigns, advocacy, or interventions to address social issues.

Guidelines for students:

1. All the students need to go for internship for minimum of 4 weeks.

2. Students can take mini projects, assignments, case studies by discussing it with concerned authority from industry and can work on it during internship.

3. All students should compulsorily follow the rules and regulations as laid by industry.

4. Every student should take prior permissions from concerned industrial authority if they want to use any drawings, photographs or any other document from industry.

5. Student should follow all ethical practices and SOP of industry.

6. Students have to take necessary health and safety precautions as laid by the industry.

7. Student should contact his /her academic guide from university on weekly basis to communicate the progress.

8. Each student has to prepare internship report in consultation with the academic guide.

Internship Report

After completion of Internship, the student should prepare a comprehensive report to indicate what he has observed and learnt in the training period. The student may contact Industrial Supervisor/ Faculty Mentor/TPO for assigning special topics and problems and should prepare the final report on the assigned topics. The training report should be signed by the Internship Supervisor and Faculty Mentor.

The Internship report will be evaluated on the basis of following criteria:

i. Originality.
ii. Adequacy and purposeful write-up.
iii. Organization, format, drawings, sketches, style, language etc.
iv. Variety and relevance of learning experience.
v. Practical applications, relationships with basic theory and concepts taught in the course.

Assessment:

- Internship Performance Feedback & Certificate (30%)
- Internship Report (50%)
- Internship Presentation (20%)

Note: The specific requirements and expectations of the internship course may vary depending on the institution's policies, the availability of internship opportunities, and the preferences of the faculty. Students are encouraged to consult with their academic advisors and internship coordinators for personalised guidance and support throughout the internship process.

Semester III					
SEC003	**Entrepreneurship**	L	T	P	C
Version 1.0		1	0	2	3
Category of Course	**Skill Enhancement Course-III**				
Total Contact Hours	**60 Hrs**				
Pre-requisites/Co-requisites					

Course Perspectives

A fundamental outcome of entrepreneurship is the creation of new value, usually through the creation of new products and services which may lead to the creation of a new business entity. The objective of this course is to demonstrate and understand that exploiting a new opportunity is a process that can be planned, resourced, and managed. To start a successful business, an entrepreneur must exercise motivation as well as enterprising and managerial skills. He or she requires access to resources to grow the business; not just investment but social resources as well. Overall success is not just related to the nature of market opportunities but to the entrepreneurial and managerial motivations and skills of the entrepreneur

Course Outcomes

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

CO1. Develop idea generation, creative and innovative skills

C02. Aware of different opportunities and successful growth stories

CO3. Learn how to start an enterprise and design business plans those are suitable for funding by considering all dimensions of business.

CO4. Understand entrepreneurial process by way of studying different case studies and find exceptions to the process model of entrepreneurship.

Course Content

Course Syllabus:

UNIT-I

Entrepreneurship – Concept, knowledge and skills requirement, characteristics of successful Entrepreneurs, role of entrepreneurship in economic development, entrepreneurship process, factors impacting emergence of entrepreneurship, managerial vs. entrepreneurial approach and emergence of entrepreneurship

UNIT-II

Creating Entrepreneurial Venture – Environmental scanning, competitor and industry analysis; feasibility study – market feasibility, technical/operational feasibility, financial feasibility; drawing business plan; preparing project report; presenting business plan to investors

UNIT-III

Sources of Finance – Debt or equity financing, commercial banks, venture capital; financial Institutions supporting entrepreneurs; legal issues – intellectual property rights patents, trademarks, copy rights, trade secrets, licensing, franchising .

UNIT-IV

Role of Central and State Governments in promoting entrepreneurship – Start-up India, Standup India, PM Yuva Yojna, NITI Aayog, Various incentives, subsidies, fiscal and fax concessions; agencies in entrepreneurship development – District Industries Centres (DICs), Small Industries Service Institute (SISI), Entrepreneurship Development Institutes of India (EDII); Women Entrepreneurs – role, problems, prospects.

Reference Books:

1.Tendon,C: Environment and Entrepreneur; Cliugh Publications, Allahabad.

2. Siner A David: Entrepreneural Megabuks; John Wiley and Sons, New York.

3. Srivastava S. B: A Practical Guide to Industrial Entrepreneurs; Sultan Chand and Sons, New Delhi.

Open Educational Resources:

- Coursera: Entrepreneurship: Launching an Innovative Business
- edX: Entrepreneurship in Emerging Economies

- Khan Academy: Entrepreneurship
- YouTube: Stanford eCorner – Lectures and talks on entrepreneurship.
- MIT OpenCourseWare: Entrepreneurial Finance
- Harvard Business School Online: Entrepreneurship Essentials
- SBA Learning Center: Free Courses on Starting a Business

Learning Experience:

The entrepreneurship course will be conducted in an experiential and participatory manner, blending theoretical knowledge with hands-on learning to ensure students actively engage with the material. Instruction methods will include interactive lectures, case studies, group work, and real-world applications. Hands-on learning will be emphasized through activities like business plan development workshops, role-playing exercises for sourcing finance, and legal issue simulations where students navigate intellectual property rights. Assignments will be both individual and group-based, encouraging collaboration and peer feedback. Group discussions, debates, and presentations will enhance understanding, while peer reviews of business plans will build critical evaluation skills. Outside the classroom, students will be encouraged to engage with local entrepreneurs, conduct market research, and explore government schemes supporting entrepreneurship.

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

Semester III					
AEC006	**Verbal Ability**	L	T	P	C
Version 1.0		3	0	0	3
Category of Course	**Ability Enhancement Course-I**				
Total Contact Hours	**45 Hrs**				
Pre-requisites/Co-requisites	**Basic English**				

Course Perspective:

The course aims to improve language proficiency in three key areas: grammar, vocabulary and identification of grammatical errors in writing. Language proficiency enables students to comprehend lectures, understand course materials and enhances students' ability to express themselves clearly and effectively. In many professions, strong language skills are a prerequisite. Whether in business, medicine, law, or science, being able to communicate fluently and accurately is essential for collaboration, negotiation, and advancement. A strong command of verbal abilities can significantly impact job interviews. It allows candidates to answer questions confidently, demonstrate their qualifications effectively and leave a positive impression on potential employers..

COURSE OUTCOME (COs)

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

CO1. Understanding the grammar rules and word meaning (Vocabulary).
CO2. Applying grammar rules and vocabulary in different context & purpose
CO3. Analyzing situations/ context of communication and selecting appropriate grammar and words.
CO4. Developing sentences and paragraphs to describe and narrate a situation

COURSE Content:

Unit Number: 1 Vocabulary Development and Application 10 hrs

Content Summary: Understanding the concept of root words, Prefix and suffix, Ways to enhance Vocabulary, Crosswords and word quizzes, Confusing words, One word substitution, Odd one out, Synonyms and Antonyms, Commonly misspelt words, Idioms and Phrases

Unit Number:2 Fundamentals of Grammar and Sentence Structure 8 hrs

Content Summary: Introduction to Parts of Speech, Tenses and its ‘rules, Sentences (Simple, Compound and Complex), Subject Verb Agreement, Pronoun Antecedent agreement, Phrases and Clauses

Unit Number: 3 Mastering Sentence Accuracy and Completion Skills 12hrs

Content Summary: Spot the error (grammatical errors in a sentence), Sentence Correction (Improvement of sentences based on Grammar rules), Sentence Completion, Cloze Tests

Unit Number: 4 Enhancing Sentence Structure and Reading Comprehension Skills 6 hrs
Logical Arrangement of Sentences, Comprehending passages, Contextual questions, Anagrams, Analogies

Suggested Textbooks

R1. Norman Lewis – Word Power Made Easy
R2. Wren & Martin – High School English Grammar & Composition
R3. R.S. Agarwal & Vikas Agarwal – Quick Learning Objective General English
R4. S.P. Bakshi - Objective General English
R 5. Praxis Groups -Campus Recruitment Complete Reference

Additional Readings:

https://www.indiabix.com/online-test/aptitude-test/
https://www.geeksforgeeks.org/aptitude-questions-and-answers/
https://www.hitbullseye.com/

Learning Experience: This course will focus on developing effective verbal and written communication techniques essential for professional and personal interactions. The course will employ a mix of interactive lectures, role-playing exercises, and group discussions to enhance speaking, listening, and presentation skills. Students will participate in activities such as peer reviews, case studies, and workshops that emphasize real-world communication scenarios, allowing for practical application of concepts. Evaluation will include individual presentations, written assignments, and participation in discussions, ensuring that students receive constructive feedback throughout the course.

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

Semester III					
CS002	**Community Service**	L	T	P	C
Version 1.0		-	-	-	1
Category of Course	**Club/societies**				
Total Contact Hours	**NA**				
Pre-requisites/Co-requisites					

Guidelines

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.

VAC177	Qualitative Research Methods for Data Analysis	**L**	**T**	**P**	**C**
Version 1.0		2	0	0	2
Pre-requisites/Exposure	**NIL**				
Co-requisites	**Not applicable**				

Course Objectives

1. Equip students with a comprehensive understanding of various qualitative research methodologies and their applications in psychological research.
2. Enable students to design robust qualitative research studies that address specific research questions and consider methodological rigor.
3. Provide practical skills in collecting, managing, and analyzing qualitative data using a variety of methods and tools.
4.. Cultivate the ability to critically evaluate qualitative research for its methodological soundness and ethical integrity, and to reflect on the researcher's role in the research process.

Course Outcomes

On completion of this course, students will be able to

CO1. Apply qualitative research methodologies to address psychological research questions.
CO2 Design comprehensive qualitative research studies, including detailed research proposals.
CO3 Collect and manage qualitative data effectively using various data collection methods.
CO4 Analyze and interpret qualitative data using appropriate coding and thematic analysis techniques.
CO5 Critically evaluate the quality and rigor of qualitative research studies.
CO6 Communicate qualitative research findings clearly through written reports and oral presentations.

Catalog Description

Qualitative Research Methods provides an in-depth exploration of the qualitative research techniques used to understand psychological phenomena. It is designed to introduce undergraduate students to the foundational principles, diverse methodologies, and practical skills required to conduct qualitative research effectively.

Throughout the course, students will engage with various qualitative methodologies, including phenomenology, grounded theory, ethnography, and case studies. They will learn to design robust qualitative studies, formulate research questions, and select appropriate methods for data collection, such as interviews, focus groups, observations, and document analysis.The course emphasizes hands-on experience in collecting and analyzing qualitative data. Students will practice coding, thematic analysis, and other interpretive techniques to uncover rich, detailed insights from their data. They will also explore the use of qualitative data analysis software to enhance their analytical capabilities.

Critical evaluation is a key component of this course. Students will develop the skills to assess the credibility, transferability, dependability, and confirmability of qualitative research, understanding how to identify and address ethical considerations throughout the research process.In addition to analytical skills, the course focuses on the effective communication of research findings. Students will learn to write comprehensive qualitative research reports and deliver engaging oral presentations, incorporating narrative and visual elements to convey their results compellingly.

Course Content

UNIT I **8 lecture hours**

Introduction: History of qualitative inquiry, Qualitative vs quantitative methods of research.

UNIT II **12 lecture hours**

Philosophical foundations: Epistemological and ontological assumptions, role of the researcher and reflexivity, Ethical considerations.

UNIT III **12 lecture hours**

Qualitative methods: phenomenology, grounded theory, ethnography, observation method.

UNIT IV **8 lecture hours**

Qualitative analysis: Thematic analysis, Narrative analysis, Conversational analysis Applications of qualitative research, NVivo

Textbooks:

Qualitative Inquiry and Research Design: Choosing Among Five Approaches by John W. Creswell and Cheryl N. Poth

The SAGE Handbook of Qualitative Data Analysis edited by Uwe Flick

Suggested Readings

Qualitative Data Analysis: A Methods Sourcebook by Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña

The Coding Manual for Qualitative Researchers by Johnny Saldana

SEMESTER-IV					
Course Code: HUPS202	**Cognitive Psychology**	**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

Cognitive Psychology explores the mental processes underlying human thought, learning, memory, perception, language, problem-solving, and decision-making. The course provides students with an understanding of how the brain processes information and how these processes affect behavior. Students will engage with foundational theories, empirical research, and modern developments in cognitive science, making the course highly relevant for those interested in fields like psychology, neuroscience, artificial intelligence, and education.

Course Outcomes

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

CO1: Understand the core cognitive processes such as perception, memory, attention, and problem-solving.

CO2: Analyze and critically evaluate major theories and models of cognitive functioning.

CO3: Explore cognitive development and changes across the lifespan.

CO4: Apply cognitive psychology principles to real-world issues such as education, therapy, and artificial intelligence.

CO5: Conduct empirical research on cognitive phenomena using established methods.

CO6: Understand the neurological and biological basis of cognitive processes.

Course Content

UNIT I **15 lecture hours**

Introduction to Cognitive Psychology

Definition, history, and scope of cognitive psychology.; Key cognitive processes: Attention, perception, memory, and decision-making; Methods of studying cognition: Experimental, neuroimaging, and computational approaches; Information-processing models and cognitive

architectures; The role of cognitive psychology in artificial intelligence and human-computer interaction; Key developments in the history of cognitive science.

UNIT II **15 lecture hours**

Perception, Attention, and Consciousness

Theories of perception: Bottom-up and top-down processing; Visual and auditory perception: Gestalt principles, depth perception, and sensory integration; Attention: Selective attention, divided attention, and theories of attention (e.g., Broadbent, Treisman); Models of consciousness: Global workspace theory, attention schema theory; The role of attention in cognition: Cognitive load and multitasking; Visual and auditory illusions

UNIT III **15 lecture hours**

Memory and Learning

Models of memory: Atkinson-Shiffrin model, working memory model, and long-term memory structures; Encoding, storage, and retrieval processes in memory; Types of memory: Episodic, semantic, and procedural memory; Forgetting and memory distortions: Decay, interference, and reconstructive memory; Theories of learning: Classical and operant conditioning, observational learning; Neurobiological basis of memory: The hippocampus, amygdala, and neural plasticity.

UNIT IV **15 lecture hours**

Language, Problem-Solving, and Decision-Making

Theories of language development and comprehension: Nativist, behaviorist, and interactionist perspectives; Cognitive processes involved in reading, writing, and speech production; Problem-solving strategies: Algorithms, heuristics, and mental sets; Decision-making models: Rational choice theory, prospect theory, and bounded rationality; Cognitive biases in decision-making: Availability heuristic, confirmation bias, and framing effects; The impact of emotions on problem-solving and decision-making

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.

Textbooks:

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

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

Suggested Readings

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

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

SEMESTER IV					
Course Code: HUPS204	**Psychological 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

The course on Psychological Assessment and Testing provides students with a foundational understanding of the theory, principles, and practical applications of psychological testing. This course emphasizes the importance of test construction, administration, scoring, and interpretation in various psychological domains, including intelligence, personality, aptitude, and clinical assessments. Students will learn about the ethical and cultural considerations involved in psychological testing, making it relevant for those pursuing careers in clinical, educational, and organizational psychology.

Course Outcomes

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

CO1: Understand the theoretical foundations of psychological testing and assessment.

CO2: Apply statistical concepts to evaluate the reliability and validity of psychological tests.

CO3: Administer, score, and interpret various psychological tests in clinical, educational, and organizational settings.

CO4: Critically evaluate the ethical considerations in psychological testing and ensure culturally sensitive assessments.

CO5: Use psychometric principles to design and evaluate new assessment tools.

CO6: Analyze the role of psychological assessments in diagnosis, treatment planning, and research.

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; Key principles of test construction: Standardization, reliability, and validity; Ethics in psychological testing: Informed consent, confidentiality, and test security; 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.

Development of norm-referenced and criterion-referenced tests.

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; The role of intelligence and aptitude testing in educational and organizational settings; Criticisms and cultural bias in intelligence 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), Hamilton Rating Scale for Depression; Use of psychological testing in clinical diagnosis and treatment planning; Integrating assessment data for comprehensive psychological reports.

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.

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.

Suggested Readings

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

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

Semester IV					
AEC007	**Communication & Personality Development**	L	T	P	C
Version 1.0		3	0	0	3
Category of Course	**Ability Enhancement Course (AEC)-II**				
Total Contact Hours	**45 Hrs**				
Pre-requisites/Co-requisites	**Basic English Language**				

Course Perspectives:

The course enhances public speaking and presentation skills, helps students confidently convey ideas, information & build self-reliance and competence needed for career advancement. Personality assessments like the Johari Window and Myers & Briggs Type Indicator (MBTI) provide frameworks to enhance self-understanding, helps people increase their self-awareness, understand and appreciate differences in others and apply personality insights to improve their personal and professional effectiveness. Interpersonal skills included in the course deal with important topics like communication, teamwork and leadership, vital for professional success.

Course Outcomes (COs)

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

CO1: Improve public speaking and presentation abilities to confidently convey ideas and information.
CO2: Understand the framework of Communication to augment oratory skills and written English
CO3: Cultivate essential soft skills required at the different workplaces.

Course Content:

Unit 1: Developing self and others 8 hours

Content Summary: Self Awareness, Personality Concepts (Personality Assessments -Johari Window, Myers & Brigg), Self-Management, Self Esteem, Self-Efficacy, Interpersonal skills, mindset, grit and working in teams.

Unit 2: Enhancing Reading and Writing Skills 6 hours

Content Summary: Speed reading and its importance in competitive examinations, techniques for speed reading, note-taking, and critical analysis. Paragraph Writing, Essay and Summary writing, Business Letter, Email writing

Unit 3: Effective Communication and Public Speaking 7 hours

Content Summary: Communication Framework, barriers & overcoming these barriers, Group Discussions, Extempore & Public Speaking drills, to manage stage fright and anxiety. Structuring and organizing a presentation (Oral & PPT), Etiquettes, Grooming, Body Language and Conversation starters, TMAY.

Unit 4: Career Guide and readiness 15 hours

Cover Letter, ATS friendly resume, Elevator Pitch, Video Resume (Visume), Networking, Group Discussion, Mock Interviews. Capstone Project

Text Book and References

R1 Talking to Strangers – Malcom Gladwell

R2 Fierce Conversation - Scot Susan

R3 Public Speaking - William S. Pfeiffer, Pearson

R4 Soft Skills for Everyone – Jeff Butterfield

R5 Business Communication – Rajendra Pal, J S Korlahalli

R6 The power of Positive Attitude -Roger Fritz

R7 Believe in Yourself – Dr. Joseph Murphy

J. Additional Readings

- **Websites & MOOCs**

www.16personalities.com

www.tonyrobbins.com

- **Specific Research Papers**

GALLUP PRESS RESEARCH

FRANKLIN COVEY LEADERSHIP CENTRE

- **Videos**

The 7 Habits of Highly Effective People, Dr. Stephen R. Covey

I Am Not Your Guru, Tony Robbins

- **Podcast**

The Tim Ferriss Show

- **Magazines**

SUCCESS Magazine

- **Journals**

The IUP Journal of Soft Skills

Learning Experience:

This course will focus on enhancing interpersonal and communication abilities essential for professional success. Through interactive workshops, role-playing exercises, and group activities, students will develop skills in teamwork, conflict resolution, and emotional intelligence. The course will include real-life scenarios and case studies to practice adaptability and critical thinking in dynamic environments.

Open Educational Resources:

- Coursera: Soft Skills for Professionals
- edX: Communication and Soft Skills
- Khan Academy: Personal Finance and Soft Skills
- LinkedIn Learning: Soft Skills for Professionals
- MindTools: Soft Skills Articles and Resources
- YouTube: TEDx Talks on Soft Skills
- SkillsYouNeed: Soft Skills Guides

Evaluation Scheme

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	30	20	50

Course Code: HUPS252	**Cognitive Psychology Practical**	**L**	**T**	**P**	**C**
Version: 1.0		**0**	**0**	**4**	**2**
Category of Course	Major (Practical)				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

The *Cognitive Psychology Practical* course is designed to provide students with hands-on experience in cognitive psychology research methods and experimental paradigms. The course focuses on cognitive processes such as attention, memory, perception, problem-solving, and decision-making through practical activities. Students will gain experience in designing experiments, collecting and analyzing data, and interpreting results in the context of cognitive psychology theories. This course is essential for those pursuing careers in research, clinical psychology, or cognitive science, where an understanding of mental processes is critical.

Course Outcomes

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

CO1: Develop proficiency in administering cognitive psychology experiments and tools.

CO 2: Design experiments to investigate cognitive processes such as memory, attention, and problem-solving.

CO 3: Analyze and interpret experimental data related to cognitive functioning.

CO 4: Evaluate the impact of cognitive processes on human behavior through experimental research.

CO 5: Enhance critical thinking and problem-solving skills by applying cognitive psychology principles to real-world scenarios.

Course Content

Unit I

- **Stroop Effect** – Explore cognitive interference in attention and response inhibition.
- **Span of Attention** – Measure attention capacity and understand its variations across individuals.
- **Serial Position Effect** – Study memory recall patterns in lists to understand primacy and recency effects.

Unit II

- **Tower of Hanoi** – Investigate problem-solving strategies and cognitive processes involved in task completion.
- **Mental Rotation Task** – Examine how individuals process and manipulate visual-spatial information.
- **Iowa Gambling Task** – Explore decision-making and risk-taking behavior in simulated situations.

Unit III

- **Change Blindness Experiment** – Investigate the limitations of visual perception and attention to changes in the environment.
- **Visual Search Task** – Study how individuals detect target stimuli among distractors to understand perceptual processes.
- **Implicit Learning Task** – Explore how individuals acquire knowledge without explicit awareness, focusing on automaticity.

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.

Textbooks:

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

Suggested Readings

- ***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)

SEMESTER V					
Course Code: HUPS301	Social Psychology	**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

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.

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..

Textbooks:

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

Suggested Readings

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.

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

SEMESTER V					
Course Code: HUPS303	Abnormal Psychology	**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

The course on Abnormal Psychology examines patterns of abnormal behavior, including their causes, diagnoses, and treatments. Students will explore the various psychological disorders outlined in the DSM-5 (Diagnostic and Statistical Manual of Mental Disorders) and study the biopsychosocial factors that contribute to these conditions. This course is designed for students pursuing careers in clinical psychology, counseling, psychiatry, and other mental health fields, offering both theoretical insights and practical knowledge for understanding and addressing psychological disorders.

Course Outcomes

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

CO1:: Classify and distinguish between various psychological disorders using established systems like DSM-5 and ICD-10.

CO2:: Recognize and articulate the symptoms and diagnostic criteria for a wide range of psychological disorders..

CO3:: Analyse and explain the complex interplay of biological, psychological, and social factors that influence the onset and progression of psychological disorders.

CO4:: Evaluate and compare the effectiveness of various treatment approaches for psychological disorders, including traditional and alternative therapies..

CO5:: Critically assess and interpret research methodologies and findings, applying these insights to enhance their understanding and treatment of psychological disorders.

CO6:: Design and implement comprehensive intervention plans that are evidence-based and tailored to individual needs, incorporating theory, research, and practical strategies.

Course Content

UNIT I **15 lecture hours**

Introduction

Understanding abnormality, Definition and criteria of abnormality, normality vs abnormality, historical development of abnormal behaviour, perspectives of abnormal psychology, theories, classification (latest edition of DSM & ICD), Clinical Assessment, Diathesis Stress Model, The biopsychosocial model: Interplay of biological, psychological, and social factors in mental health.

UNIT II **15 lecture hours**

Anxiety, Mood, and Stress-Related Disorders

Anxiety disorders: Generalized anxiety disorder (GAD), panic disorder, phobias, and social anxiety disorder; Obsessive-compulsive and related disorders: OCD, body dysmorphic disorder, and hoarding disorder; Mood disorders: Major depressive disorder (MDD), persistent depressive disorder (dysthymia), and bipolar disorders; Stress-related disorders: Post-traumatic stress disorder (PTSD) and acute stress disorder; Biological, psychological, and environmental factors in the development of anxiety and mood disorders; Treatment approaches: CBT, exposure therapy, pharmacotherapy, and mindfulness-based therapies.

UNIT III **15 lecture hours**

Childhood, Neurodevelopmental, and Eating Disorders

Neurodevelopmental disorders: Autism spectrum disorder (ASD), attention-deficit/hyperactivity disorder (ADHD), and learning disorders; Eating disorders: Anorexia nervosa, bulimia nervosa, and binge-eating disorder; Neurocognitive disorders: Alzheimer's disease, dementia, and delirium; Psychological disorders in childhood: Separation anxiety disorder, conduct disorder, and oppositional defiant disorder (ODD); Biopsychosocial factors influencing childhood and neurodevelopmental disorders; Treatment interventions: Family therapy, behavioral therapy, and pharmacological interventions.

UNIT IV **15 lecture hours**

Personality, Dissociative, and Psychotic Disorders

Personality disorders: Clusters A, B, and C (e.g., borderline, antisocial, narcissistic personality disorders); Dissociative disorders: Dissociative identity disorder (DID), depersonalization-derealization disorder, and dissociative amnesia; Schizophrenia spectrum and other psychotic disorders: Symptoms, types, and causes of schizophrenia; The neurobiological basis of psychotic disorders: Dopamine hypothesis and genetic predispositions; Risk factors for personality and psychotic disorders: Trauma, genetics, and environmental stressors; Therapeutic approaches: Dialectical behavior therapy (DBT), antipsychotic medication, and psychoeducation.

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.

Suggested Readings

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 (%)	30	20	50

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

The *Social Psychology Practical* course is designed to provide hands-on experience in applying social psychology concepts and methods to real-world situations. The course focuses on social behaviors, attitudes, group dynamics, and interpersonal interactions through practical activities and experiments. Students will gain experience in designing studies, collecting data, and analyzing social behavior in various contexts. This practical course is essential for students pursuing careers in psychology, counseling, or any field where understanding human social interaction is key.

Course Outcomes

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

CO1: Develop practical skills in conducting social psychology experiments and surveys.

CO 2: Design and implement experiments to investigate social phenomena such as group behavior, conformity, and attitudes.

CO 3: Analyze and interpret social behavior using quantitative and qualitative data.

CO 4: Evaluate the impact of social, cultural, and environmental factors on human behavior through experimental research.

CO 5: Apply critical thinking to social issues and explore potential solutions using social psychology principles.

Course Content

Unit I

Attribution Task – Investigate how individuals explain their own and others' behavior through attribution theory.

Implicit Association Test (IAT) – Measure implicit attitudes towards social groups and concepts like race, gender, and age.

Attitude Measurement – Use scales (Likert, Semantic Differential) to assess individual attitudes towards various topics.

Unit II

Asch's Conformity Experiment Replication – Explore the impact of group pressure on conformity in decision-making.

Social Facilitation Task – Study how the presence of others influences individual performance on tasks.

Bystander Effect Simulation – Analyze how group presence affects helping behavior in simulated emergency situations.

Unit III

Minimal Group Paradigm Experiment – Examine how arbitrary group divisions influence prejudice and in-group favoritism.

Prejudice Reduction Techniques – Investigate the effectiveness of different interventions for reducing prejudice (e.g., intergroup contact, education).

Stereotype Threat Task – Analyze how awareness of stereotypes affects individual performance on cognitive tasks.

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.

Textbooks:

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

Suggested Readings

- *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)

Semester V					
AEC010	**Arithmetic and Reasoning Skills-III**	L	T	P	C
Version 1.0		3	0	0	0
Category of Course	**AEC-III**				
Total Contact Hours	**45 Hrs**				
Pre-requisites/Co-requisites					

Course Perspectives:

The course aims to improve basic arithmetic skills, speed, and accuracy in mental calculations, and logical reasoning. These abilities are essential for a strong math foundation, helping students succeed in academics and various practical fields.

Course Outcomes (COs)

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

CO 1: Understanding arithmetic algorithms required for solving mathematical problems.
CO 2: Applying arithmetic algorithms to improve proficiency in calculations.
CO 3: Analyzing cases, scenarios, contexts and variables, and understanding their inter-connections in a given problem.
CO 4: Evaluating & deciding approaches and algorithms to solve mathematical & reasoning problems.

Course Content

Unit I: Mathematical Essentials 12 Hrs

Traditional Indian Calculation methods, Number types and divisibility principles, Practical uses of Percentage in calculating changes and discount, understanding Ratio and Proportion in everyday context.

Unit II: Fundamentals of Logical Reasoning 9 hrs

Blood Relations, Direction Sense, Coding Decoding

Unit III: Elementary Quantitative Skills 13 hrs

Simple and Compound Interest in everyday situations like loans, investment, Practical problems involving Averages, Real life examples and scenarios involving Partnership

Unit IV: Reasoning Skills 11hrs

Introduction to reasoning, logical reasoning, Analytical reasoning, deductive reasoning, Inductive reasoning, Abductive reasoning, Reasoning in Communication, reasoning in decision making, Reasoning in Research and analysis

Learning Experience:

Students will explore emotional intelligence through group discussions and role-playing scenarios, enhancing their ability to empathize and resolve conflicts. Time management techniques will be practiced through real-life scheduling exercises and prioritization tasks. Digital literacy sessions will focus on safe online practices and creating professional digital profiles. Overall, the course aims to foster personal and professional growth through interactive learning experiences

Text Book and References:

R1. Guha Abhijit: Quantitative Aptitude for Competitive Examinations, Tata McGraw Hill Publication
R2. Quantitative Aptitude by R.S. Aggarwal
R3. Verbal & Non-Verbal Reasoning by R.S. Aggarwal

OER

https://www.indiabix.com/online-test/aptitude-test/
https://www.geeksforgeeks.org/aptitude-questions-and-answers/
https://www.hitbullseye.com/

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

Semester V					
SIPS002	**Summer Internship**	L	T	P	C
Version 1.0					2
Category of Course	**Summer Internship-II**				
Total Contact Hours	**75 Hrs**				
Pre-requisites/Co-requisites	**Knowledge of MS Office, Some soft Skills**				

Description:

Internships in Psychology provide students with invaluable opportunities to apply theoretical knowledge from their academic studies to real-world psychological practice. These internships enable students to gain hands-on experience, develop professional skills, and explore various career pathways in the field of psychology. Placements may include hospitals, clinics, counseling centers, educational institutions, research organizations, corporate offices, and community health settings, where students can apply their psychological knowledge and gain practical experience in mental health care, counseling, research, or organizational psychology.

Objectives:

- **Application of Theory**: To provide psychology students with opportunities to apply theoretical concepts learned in the classroom to real-life psychological settings, including counseling, mental health interventions, or research.
- **Skill Development**: To foster the development of essential professional skills such as communication, empathy, ethical decision-making, and problem-solving, critical in various psychology careers.
- **Professional Exposure**: Students learn about workplace dynamics, professional etiquette, collaboration, time management, and ethics in a professional psychological setting.
- **Resume Enhancement**: Internships enhance the student's professional profile, increasing their competitiveness for jobs or further studies after graduation.
- **Career Insights**: Students gain practical insight into various fields of psychology, helping them explore career aspirations, strengths, and areas for further development.

Types of Psychology Internships:

- Clinical Settings: Interning at hospitals, clinics, or rehabilitation centers where students can observe mental health professionals, assist with assessments, counseling sessions, or psychotherapy under supervision.
- Counseling Centers: Interning at school or university counseling centers or community mental health services, where students can gain hands-on experience working with clients on mental health or developmental issues.
- Educational Institutions: Interning in schools or special education settings, assisting school psychologists or counselors in working with children on behavioral, developmental, or learning challenges.
- Corporate/Organizational Settings: Interning in human resources, organizational behavior, or wellness programs within corporate settings to apply psychology in employee development, well-being, and organizational dynamics.
- Research Organizations: Working with universities, research centers, or think tanks on psychological research projects, data analysis, literature reviews, or field studies related to mental health, cognition, or behavior.
- Non-Profit or NGO Work: Interning with NGOs focused on mental health awareness, community interventions, or social psychology, allowing students to work on campaigns, advocacy, or interventions to address social issues.

Guidelines for students:

1. All the students need to go for internship for minimum of 4 weeks.

2. Students can take mini projects, assignments, case studies by discussing it with concerned authority from industry and can work on it during internship.

3. All students should compulsorily follow the rules and regulations as laid by industry.

4. Every student should take prior permissions from concerned industrial authority if they want to use any drawings, photographs or any other document from industry.

5. Student should follow all ethical practices and SOP of industry.

6. Students have to take necessary health and safety precautions as laid by the industry.

7. Student should contact his /her academic guide from university on weekly basis to communicate the progress.

8. Each student has to prepare internship report in consultation with the academic guide.

Internship Report

After completion of Internship, the student should prepare a comprehensive report to indicate what he has observed and learnt in the training period. The student may contact Industrial Supervisor/ Faculty Mentor/TPO for assigning special topics and problems and should prepare the final report on the assigned topics. The training report should be signed by the Internship Supervisor and Faculty Mentor.

The Internship report will be evaluated on the basis of following criteria:

vi. Originality.
vii. Adequacy and purposeful write-up.
viii. Organization, format, drawings, sketches, style, language etc.
ix. Variety and relevance of learning experience.
x. Practical applications, relationships with basic theory and concepts taught in the course.

Assessment:

- Internship Performance Feedback & Certificate (30%)
- Internship Report (50%)
- Internship Presentation (20%)

Note: The specific requirements and expectations of the internship course may vary depending on the institution's policies, the availability of internship opportunities, and the preferences of the faculty. Students are encouraged to consult with their academic advisors and internship coordinators for personalised guidance and support throughout the internship process.

SEMESTER VI

Course Code: HUPS302	Clinical Psychology	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

Clinical Psychology is the study of psychological disorders, their diagnosis, treatment, and prevention. This course focuses on evidence-based therapeutic interventions, the assessment of mental health conditions, and the application of psychological theories to clinical practice. It provides students with an in-depth understanding of how clinical psychologists work in healthcare settings, focusing on both the biological and psychological aspects of mental health disorders. This course is essential for those pursuing a career in clinical psychology, counseling, or mental health services.

Course Outcomes

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

CO1: Understand the key theories, models, and practices in clinical psychology.

CO2: Analyze different psychological disorders based on diagnostic criteria and case presentations.

CO3: Apply clinical assessment tools and techniques for diagnosis and treatment planning.

CO4: Evaluate evidence-based therapeutic approaches for the treatment of mental health disorders.

CO5: Explore the role of clinical psychologists in various healthcare settings, including hospitals, private practice, and community clinics.

CO6: Address ethical issues in clinical practice, including confidentiality, dual relationships, and treatment efficacy.

Course Content

UNIT I **15 lecture hours**

Introduction to Clinical Psychology

Definition and scope of clinical psychology.

Historical development of clinical psychology: From Freud to contemporary approaches.

The scientist-practitioner model in clinical psychology.

Roles and responsibilities of clinical psychologists in different settings.

Ethical standards in clinical psychology: Informed consent, confidentiality, and ethical decision-making.

Methods of clinical research: Experimental, correlational, and case study methods.

UNIT II **15 lecture hours**

Assessment in Clinical Psychology

Clinical assessment: Overview, purpose, and importance in diagnosis.

Psychological testing and diagnosis: Intelligence tests, personality tests (e.g., MMPI, NEO-PI), and neuropsychological assessments.

Clinical interviews: Structured, semi-structured, and unstructured formats.

Diagnostic criteria: DSM-5 and ICD-10 classifications of mental health disorders.

Case formulation and treatment planning: Integrating assessment data to develop intervention strategies.

Limitations and challenges in psychological assessments.

UNIT III **15 lecture hours**

Clinical Interventions and Therapeutic Techniques

Cognitive-behavioral therapy (CBT): Principles, techniques, and applications across disorders.

Dialectical behavior therapy (DBT): Techniques for treating borderline personality disorder and emotional dysregulation.

Acceptance and commitment therapy (ACT): Promoting psychological flexibility and acceptance of difficult emotions.

Motivational interviewing: Techniques to facilitate behavior change in clients with addiction and health-related issues.

Mindfulness-based interventions: Applying mindfulness for stress reduction, depression, and anxiety.

Interpersonal therapy (IPT): Focus on improving interpersonal functioning and social support systems.

UNIT IV **15 lecture hours**

Therapeutic Approaches in Clinical Psychology

Cognitive-behavioral therapy (CBT): Techniques and applications for depression, anxiety, and other disorders.

Psychodynamic therapy: Freudian and post-Freudian approaches to treatment.

Humanistic and existential therapies: Person-centered therapy, Gestalt therapy, and logotherapy.

Family and group therapy: Systems theory and therapeutic techniques for families and groups.

Pharmacotherapy in clinical psychology: Understanding psychotropic medications and their role in treatment.

Integrative and holistic approaches to mental health treatment

Learning Experience

The Clinical Psychology course will include lectures, case studies, and role-playing exercises where students will practice clinical assessment techniques and explore therapeutic interventions. Real-life case studies will be used to demonstrate diagnostic processes and treatment planning. Students will also engage in group discussions and reflections on ethical dilemmas in clinical practice. Assessments will include research papers, presentations, and practical assignments focused on the application of clinical psychology principles to real-world scenarios.

Textbooks:

Hunsley, J., & Lee, C. M. (2017). *Introduction to Clinical Psychology: An Evidence-Based Approach.* Wiley.

Trull, T. J., & Prinstein, M. J. (2012). *Clinical Psychology.* Cengage Learning.

Suggested Readings

Koocher, G. P., & Norcross, J. C. (2013). *The Oxford Handbook of Clinical Psychology.* Oxford University Press.

Comer, R. J. (2018). *Abnormal Psychology.* Worth Publishers.

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

Course Code: HUPS304	**Counselling Skills**	**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

The course on Counselling Skills introduces students to the essential skills required for effective counselling practice. It covers communication techniques, empathy building, active listening, and intervention strategies. The course also integrates psychological theories and modern approaches to enhance counselling effectiveness in a variety of settings.

Course Outcomes

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

CO1: Understand core counselling skills, including active listening and empathy.

CO2: Apply counselling techniques in different contexts such as mental health, education, and workplace.

CO3: Develop skills in managing counselling relationships, including building rapport and maintaining boundaries.

CO4: Evaluate the role of ethics and cultural sensitivity in counselling.

CO5: Implement intervention strategies for individuals facing diverse psychological challenges.

CO6: Reflect on personal growth and continuous development as a counsellor

Course Content

UNIT I **15 lecture hours**

Introduction to Counselling Skills

Definition and objectives of counselling; Core counselling skills: Active listening, paraphrasing, summarizing, and reflection; Stages of counselling: Rapport building, exploration, goal setting, and intervention; Ethical principles in counselling: Confidentiality, informed consent, and boundaries; Theories relevant to counselling: Person-Centered Therapy (Carl Rogers), Cognitive-Behavioral Therapy (CBT).

UNIT II **15 lecture hours**

Communication in Counselling

Verbal and non-verbal communication: Understanding body language, tone, and silence; Empathy and emotional validation: Techniques for fostering understanding; Questioning skills: Open-ended, closed-ended, and probing questions; Managing difficult emotions: Anger, sadness, and resistance in clients; Integrating mindfulness and acceptance-based practices in communication.

UNIT III **15 lecture hours**

Counselling Interventions and Techniques

Cognitive-behavioral techniques: Identifying and challenging negative thought patterns; Solution-focused counselling: Goal-oriented interventions; Crisis intervention strategies: Managing immediate emotional distress and trauma; Reflective practice: Continuous learning and feedback in counselling practice; Case studies on intervention techniques in mental health and educational settings.

UNIT IV **15 lecture hours**

Cultural Sensitivity and Ethics in Counselling

Importance of cultural sensitivity: Working with clients from diverse backgrounds; Ethical challenges in counselling: Dual relationships, power dynamics, and maintaining professionalism; Working with special populations: Children, adolescents, the elderly, and

marginalized groups; Use of technology in counselling, teletherapy, and digital counselling; Case studies: Ethical dilemmas and cultural sensitivity in practice.

Learning Experience

The course will include interactive lectures, role-playing, and case study analysis. Students will participate in mock counselling sessions, engage in reflective practices, and receive feedback to improve their counselling skills. Assessments will focus on both theoretical understanding and practical application.

Textbooks:

Nelson-Jones, R. (2015). Basic Counselling Skills: A Helper's Manual. Sage.

Egan, G. (2019). The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping. Cengage Learning.

Suggested Readings

Geldard, K., & Geldard, D. (2012). Counselling Adolescents: The Proactive Approach for Young People. Sage.

Corey, G. (2016). Theory and Practice of Counseling and Psychotherapy. Cengage Learning.

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

SEMESTER VI					
Course Code: HUPS352	**Counselling Skill 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

The Counselling Skills Practical course focuses on developing essential interpersonal and technical skills necessary for effective counseling. Through experiential learning, students will engage in hands-on practice of core techniques such as active listening, empathy, questioning, and reflecting. The course aims to bridge theoretical knowledge with practical application, ensuring that students are able to foster trust, manage emotions, and guide clients through problem-solving processes in real-life scenarios.By the end of the course, students will not only enhance their self-awareness and emotional intelligence but also gain confidence in applying various counseling approaches in diverse contexts, including individual and group settings. This practical training is designed to equip future counselors with the skills to manage complex client situations, ensuring they develop into competent, ethical, and reflective practitioners..

Course Outcomes

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

CO1:: Demonstrate key counseling skills in mock counseling sessions, applying techniques learned to foster rapport and communication.

CO2:: Demonstrate key counseling skills in mock counseling sessions, applying techniques learned to foster rapport and communication.

CO3:: Apply appropriate counseling strategies to different client situations, adapting methods based on client needs..

CO4:: Analyze the dynamics of client-counselor interactions, evaluating the effectiveness of techniques used during role-plays and feedback sessions**.**

CO5:: Evaluate and resolve potential ethical issues that arise in counseling scenarios, ensuring adherence to professional standards and ethical guidelines.

Course Content

Unit I 20 Practicum hours

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

Unit II 20 Practicum hours

- Dealing with relationship issues

- Suicidal counseling
- (Addiction Counselling)

OR

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

Learning Experience

The *Counselling Skills Practical* course provides an immersive learning environment where students actively engage in developing and applying essential counseling techniques. Through a combination of lectures and hands-on practice, students will participate in mock counseling sessions to hone their skills in active listening, empathy, reflection, and questioning. Real-life case studies, role-plays, and group exercises will allow students to explore different counseling approaches and techniques while receiving continuous feedback from peers and instructors.

Technology, such as online simulations and counseling software, will be integrated to offer students an opportunity to apply their skills in a controlled, interactive environment. The course emphasizes experiential learning, with regular feedback and reflections to foster growth in both competence and self-awareness, ensuring students gain confidence and practical expertise to use counseling skills in a variety of professional contexts.

Textbooks:

1. Anastasi, A. & Urbina, S. (1977). Psychological testing N J: Practice Hall.
2. Freeman, F. S. (1962) Theory and practice of psychological testing. New York: Kinchark

Suggested Readings

Kaplan, R.M. & Saccuzzo, D. P. (2005). Psychological testing:Principles,

applications andissues (6th edition). US: Thomson-Wadsworth, Cenage

Leading India Pvt Ltd.

Open Educational Resources (OER)

Personality Theories Workbook - Saylor Academy

Noba Psychology Collection: Personality - Noba Project

SEMESTER VI					
Course Code: HUPS306	**Experimental Psychology**	**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

Experimental Psychology focuses on understanding the scientific methods used to explore psychological processes. This course will cover the history and genesis of psychology as a science, classic and famous experiments in cognitive, social, clinical, health, and criminal psychology, as well as studies related to individual differences, cultural diversity, and evolutionary psychology.

Course Outcomes

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

CO1: Understand the history and development of psychology as an empirical science.

CO2: Analyze classic and famous experiments across various domains of psychology.

CO3: Explore experimental methods used to investigate cognitive, social, and individual differences.

CO4: Evaluate the impact of these experiments on modern psychological theories and practices.

CO5: Apply experimental psychology principles to design and conduct experiments.

CO6: Critically assess ethical issues in psychological experimentation.

Course Content

UNIT I **15 lecture hours**

History and Foundations of Experimental Psychology

Wilhelm Wundt's Lab: Introspection and reaction time experiments; Pavlov's Classical Conditioning; Watson’s Little Albert Experiment; Ebbinghaus's Forgetting Curve Skinner’s Operant Conditioning;Transition from behaviorism to cognitive psychology.

UNIT II **15 lecture hours**

Cognitive and Social Psychology Experiments

Miller’s Magic Number 7±2; Loftus and Palmer's Eyewitness Memory; Asch’s Conformity Experiment; Milgram’s Obedience Experiment; Zimbardo’s Stanford Prison Experiment; Festinger's Cognitive Dissonance Experiment.

UNIT III **15 lecture hours**

Clinical and Health Psychology Experiments

Rosenhan’s Pseudo-Patient Study; Bandura’s Bobo Doll Experiment; Seligman’s Learned Helplessness Experiment; Selye’s General Adaptation Syndrome (GAS); Harlow’s Monkey Attachment Experiment; Beck's Cognitive Therapy for Depression

UNIT IV **15 lecture hours**

Experiments in Individual Differences, Cultural Diversity, and Evolutionary Psychology

Binet-Simon IQ Test Development; Gardner’s Multiple Intelligences Theory; Buss’s Cross-Cultural Study on Mate Preferences; Ekman’s Universal Facial Expressions Experiment; Tajfel’s Minimal Group Paradigm; Dawkins' Selfish Gene Hypothesis; Kahneman and Tversky’s Prospect Theory (Decision-Making Under Risk)

Learning Experience

The course will involve lectures, group discussions, and hands-on experimentation. Students will critically analyze famous experiments, replicate classic studies, and design original research. Ethical issues related to experimental psychology will be explored through case studies.

Textbooks:

Myers, D. G. (2018). Psychology (12th Edition). Worth Publishers.

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

Suggested Readings

Rosenzweig, M. R., Breedlove, S. M., & Watson, N. V. (2017). Biological Psychology: An Introduction to Behavioral, Cognitive, and Clinical Neuroscience. Sinauer Associates.

Hergenhahn, B. R., & Henley, T. (2013). An Introduction to the History of Psychology. Cengage Learning.

Evaluation Scheme

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	30	20	50

Semester VII					
Course Code: HUPS401	**Research Methods in Psychology**	**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 introduces students to the fundamental principles and practices of research in psychology. It covers various research designs, methods of data collection, and ethical considerations in psychological research.

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 the validity and reliability of psychological research.

Course Content

UNIT I **15 lecture hours**

Introduction to Research in Psychology

Definition and goals of psychological research; Scientific method and psychology; Types of research: Basic, applied, and translational research; Hypothesis formulation and operationalization of variables; Research questions and literature review.

UNIT II **15 lecture hours**

Research Designs

Experimental research: Variables, control, and manipulation; 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 Techniques

Surveys and questionnaires: Construction, advantages, and limitations; Interviews: Structured, semi-structured, and unstructured formats; Observational methods: Participant vs. non-participant observation; Psychometric testing: Standardization and norms; Archival research and secondary data analysis.

UNIT IV **15 lecture hours**

Ethics and Validity in Research

Ethical guidelines in psychological research; Informed consent, confidentiality, and debriefing.

Internal and external validity; Reliability and replicability in research; Common biases in psychological research.

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.

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.

Suggested Readings

Coolican, H. (2014). Research Methods and Statistics in Psychology. Routledge.

Goodwin, C. J., & Goodwin, K. A. (2016). Research in Psychology: Methods and Design. Wiley

SEMESTER VII					
Course Code: HUPS403	**Data Analysis in Psychology**	**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 focuses on statistical methods and data analysis techniques used in psychological research. Students will learn how to analyze and interpret data using various statistical tools and software.

Course Outcomes

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

CO1: Apply statistical techniques for analyzing psychological data.

CO2: Interpret the results of descriptive and inferential statistics.

CO3: Use statistical software for data analysis.

CO4: Understand the role of hypothesis testing in psychological research.

CO5: Evaluate the implications of data analysis in psychological studies.

Course Content

UNIT I **15 lecture hours**

Introduction to Data Analysis

Types of data: Nominal, ordinal, interval, and ratio; Descriptive statistics: Measures of central tendency and variability; Graphical representation of data: Histograms, bar charts, and scatter plots; Introduction to statistical software (e.g., SPSS, R).

UNIT II **15 lecture hours**

Inferential Statistics

Probability and significance levels; Hypothesis testing: Null vs. alternative hypotheses; t-tests: Independent and paired samples t-test; ANOVA (Analysis of Variance): One-way and two-way ANOVA; Effect size and power analysis.

UNIT III **15 lecture hours**

Correlational and Regression Analysis

Pearson and Spearman correlation; Simple linear regression: Prediction and analysis. Multiple regression analysis; Interpretation of correlation and regression results; Assumptions and limitations of regression analysis.

UNIT IV **15 lecture hours**

Advanced Data Analysis Techniques

Chi-square tests for categorical data; Non-parametric tests: Mann-Whitney U test, Kruskal-Wallis test; Factor analysis: Exploratory and confirmatory factor analysis; Cluster analysis and multidimensional scaling; Reporting and interpreting statistical results.

Learning Experience

This course emphasizes practical, hands-on experience with data analysis techniques through the use of statistical software such as SPSS, R, or similar tools. Students will work with real and simulated datasets, performing data cleaning, descriptive statistics, and inferential statistical tests. Interactive lab sessions will provide the opportunity to practice using statistical techniques to analyze data and interpret results. Students will complete a data analysis project where they apply their learning to a real-world psychological dataset, practicing skills in hypothesis testing, regression, and advanced statistical methods. By the end of the course, students will be proficient in analyzing and interpreting psychological data, preparing them for research and practical application in the field of psychology.

Textbooks:

Gravetter, F. J., & Wallnau, L. B. (2020). Statistics for the Behavioral Sciences. Cengage Learning.

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

Suggested Readings

Howell, D. C. (2016). Statistical Methods for Psychology. Cengage Learning..

Tabachnick, B. G., & Fidell, L. S. (2019). Using Multivariate Statistics. Pearson.

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

SEMESTER VII					
Course Code: HUPS405	**Clinical Assessment: Interviewing, MSE, Case History**	**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 students with knowledge and skills in clinical assessment, interviewing techniques, conducting Mental Status Examinations (MSE), and collecting case history. The focus will be on applying psychological principles in assessing and diagnosing clients in clinical settings.

Course Outcomes

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

CO1: Understand the components and importance of clinical assessment in diagnosis.

CO2: Develop effective interviewing techniques for mental health evaluation.

CO3: Conduct comprehensive Mental Status Examinations (MSE).

CO4: Collect and interpret case history to inform clinical decision-making.

CO5: Evaluate the ethical considerations in clinical assessments and interviewing

Course Content

UNIT I **15 lecture hours**

Introduction to Clinical Assessment

Purpose and scope of clinical assessment; Types of clinical assessments: Psychological tests, interviews, observations; Reliability and validity in clinical assessment; Ethical issues in clinical assessment.

UNIT II **15 lecture hours**

Interviewing Techniques in Clinical Settings

Structured vs. unstructured interviews; Building rapport with clients; Open-ended and closed-ended questioning; Probing and reflective listening; Special considerations in interviewing children and older adults**.**

UNIT III **15 lecture hours**

Mental Status Examination (MSE)

Components of MSE: Appearance, behavior, speech, mood, thought process; Assessing cognitive function: Orientation, memory, attention, and perception; Insight and judgment in mental health evaluation; Interpreting findings from MSE; Commonly used scales and tests in MSE.

UNIT IV **15 lecture hours**

Case History and Interpretation

Gathering case history: Personal, family, medical, and psychological history; Importance of case history in diagnosis; Analyzing case history to understand client's mental health; Integrating case history with clinical assessment; Case formulation and treatment planning.

Learning Experience

Students will engage in interactive learning through lectures, role-playing, and case discussions. Practical sessions will allow students to conduct mock clinical interviews and Mental Status Examinations (MSE), helping them apply theoretical knowledge to real-world clinical scenarios. Students will work in groups to analyze case histories and develop diagnostic and treatment plans. Ethical considerations will be integrated into the discussions to prepare students for real-life clinical situations. By the end of the course, students will have a hands-on understanding of clinical assessment and interviewing skills in psychology..

Textbooks:

Groth-Marnat, G., & Wright, A. J. (2016). Handbook of Psychological Assessment. Wiley.

Sommers-Flanagan, J., & Sommers-Flanagan, R. (2016). Clinical Interviewing. Wiley.

Suggested Readings

Seligman, L., & Reichenberg, L. W. (2016). Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills. Pearson.

Morrison, J. (2014). The First Interview: Revised for DSM-5. Guilford Press.

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

SEMESTER VII					
Course Code: HUPS451	**Psychological First Aid**	**L**	**T**	**P**	**C**
Version: 1.0		**0**	**0**	**4**	**2**
Category of Course	Major(Practical)				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

This course provides students with a foundational understanding of Psychological First Aid (PFA). It explores the immediate response techniques used to support individuals experiencing psychological distress following a traumatic event. Students will learn theoretical concepts and practical skills to assist individuals in crisis and facilitate access to professional help if necessary.

Course Outcomes

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

CO1: Understand the principles and objectives of Psychological First Aid.

CO2: Identify psychological distress and trauma in individuals affected by crises or emergencies.

CO3: Apply PFA techniques to provide immediate psychological support.

CO4: Assess the need for referrals to professional mental health services.

CO5: Practice ethical considerations and cultural sensitivity in delivering PFA.

CO6: Engage in practical PFA simulations in various crisis scenarios.

Course Content

UNIT I **15 lecture hours**

Introduction to Psychological First Aid

Definition and objectives of PFA; Principles of PFA: Look, Listen, and Link; Immediate response to psychological distress: Stabilization and comfort; Key components of PFA: Safety, calming, connectedness, self-efficacy, and hope; Psychological reactions to trauma: Anxiety, fear, anger, and helplessness.

UNIT II **15 lecture hours**

Psychological Distress and Crisis Identification

Recognizing signs of trauma and emotional distress in various populations (adults, children, elderly); Identifying high-risk individuals for further intervention.

Understanding the impact of crisis events: Natural disasters, accidents, violence, and pandemics; Crisis management models: Crisis theory, ABC Model of Crisis Intervention; Ethical guidelines in crisis intervention and confidentiality in PFA.

UNIT III **15 lecture hours**

PFA Techniques and Skills

Active listening and empathetic communication; Grounding techniques for emotional regulation; Assessing individual needs and tailoring support; Helping individuals connect with social support systems; Referring individuals for professional mental health care.

Cultural sensitivity and adapting PFA for diverse populations.

UNIT IV **15 lecture hours**

Practical Applications and Simulations of PFA

Conducting PFA in different settings: Disaster zones, hospitals, schools, and workplaces; PFA for children and adolescents; Role-playing PFA scenarios in crisis situations; Case studies of real-life applications of PFA in natural disasters and terrorist attacks; Simulation of crisis response teams providing PFA; Developing communication strategies for emergency situations.

Practicals:

PFA Role-Playing Scenarios

Simulation: Disaster Response Team Exercise

Case Study Analysis: Real-Life PFA Applications

Developing a PFA Intervention Plan

Grounding and Calming Techniques

Simulation: Child and Adolescent PFA

Real-Time Crisis Simulation (Online or In-Person)

PFA for First Responders and Healthcare Workers

Learning Experience

This course combines theoretical knowledge with hands-on training in Psychological First Aid. Students will participate in role-playing exercises, group discussions, and simulated crisis situations to practice PFA techniques. Case studies and real-world applications will enhance their understanding of providing support to individuals in distress. Ethical considerations and cultural sensitivity will be integrated into the learning process, ensuring that students are prepared to offer PFA in diverse contexts.

Textbooks:

Everly Jr., G. S., & Lating, J. M. (2017). The Johns Hopkins Guide to Psychological First Aid. Johns Hopkins University Press.

Ruzek, J. I., Brymer, M. J., Jacobs, A. K., Layne, C. M., Vernberg, E. M., & Watson, P. J. (2007). Psychological First Aid: Field Operations Guide. National Child Traumatic Stress Network.

Suggested Readings

Bisson, J. I., & Lewis, C. (2009). Systematic Review of Psychological First Aid (PFA). Journal of Trauma Stress.

Vernberg, E. M., & Steinberg, A. M. (2002). Innovative Practices in Psychological First Aid. New York Academy of Sciences.

Evaluation Scheme

Components	Continuous Assessment	Mid Term Examination	End Term Examination
Weightage (%)	30	20	50

SEMESTER VIII					
Course Code: HUPS402	**Research Ethics and Report Writing**	**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 introduces students to the ethical considerations in conducting psychological research and provides practical guidance on writing comprehensive research reports. It covers core ethical principles, institutional guidelines, and skills necessary for drafting and presenting research findings.

Course Outcomes

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

CO1: Understand ethical principles and guidelines governing research in psychology.

CO2: Identify and address ethical dilemmas in research.

CO3: Apply appropriate ethical practices in research involving human participants and data.

CO4: Develop skills for writing clear and structured research reports.

CO5: Present research findings following academic standards and formats.

CO6: Use proper citation, referencing, and plagiarism avoidance techniques.

Course Content

UNIT I **15 lecture hours**

Introduction to Research Ethics

Importance of ethics in psychological research; Ethical principles: Beneficence, non-maleficence, autonomy, justice; Historical cases of ethical violations: Tuskegee Study, Milgram Experiment, Zimbardo's Stanford Prison Experiment.
The role of Institutional Review Boards (IRBs); Ethical challenges in contemporary psychological research.

UNIT II **15 lecture hours**

Ethical Guidelines in Research

APA (American Psychological Association) Ethical Guidelines; Informed consent, confidentiality, and debriefing; Special considerations for research with vulnerable populations (e.g., children, elderly); Ethics in online and digital research; Handling sensitive data: Privacy, security, and data protection.

UNIT III **15 lecture hours**

Principles of Report Writing

Structure of a research report: Introduction, literature review, methods, results, discussion, conclusion; Abstract writing and formulating titles; Reporting data and results: Using tables, charts, and figures; Writing style: Clarity, coherence, and conciseness; Referencing and citation: APA format and avoiding plagiarism.

UNIT IV **15 lecture hours**

Plagiarism, Academic Integrity, and Research Presentation

Understanding plagiarism: Types and consequences; Tools and techniques for plagiarism detection; Proper citation techniques: Paraphrasing and summarizing; Academic integrity in research collaborations; Presenting research findings: Formatting, submission guidelines, and oral presentations.

Learning Experience

This course will combine lectures, case studies, and critical discussions of ethical challenges in research. Students will explore landmark ethical cases and how they shaped the development of modern ethical guidelines. The report writing component will focus on building students' ability to write research papers in line with academic standards, ensuring clarity, coherence, and proper referencing. Emphasis will be placed on understanding and avoiding plagiarism through correct citation and paraphrasing techniques.

Textbooks:

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

Smith, R. (2019). Research Methods and Ethics in Psychology: A Guide for Students. Wiley.

Suggested Readings

Roberts, C. M. (2020). The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending Your Dissertation. Corwin Press.

Resnik, D. B. (2018). The Ethics of Science: An Introduction. Routledge.

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

SEMESTER VIII					
Course Code: HUPS404	**Multivariate Statistics**	**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 multivariate statistical techniques commonly used in psychology and the behavioral sciences. It focuses on understanding and applying multivariate methods to analyze complex data sets involving multiple variables, offering a deeper insight into the relationships between variables.

Course Outcomes

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

CO1: Understand the fundamentals of multivariate statistical techniques.

CO2: Apply multivariate methods to real-world data in psychology and social sciences.

CO3: Use statistical software (e.g., SPSS, R) to conduct multivariate analyses.

CO4: Interpret and report the results of multivariate statistical analyses.

CO5: Critically evaluate the assumptions and limitations of multivariate techniques.

CO6: Conduct advanced data analysis using various multivariate approaches.

Course Content

UNIT I **15 lecture hours**

Introduction to Multivariate Statistics

Overview of multivariate techniques in behavioral research.

Types of multivariate methods: Descriptive vs. inferential.

Assumptions underlying multivariate analysis: Normality, multicollinearity, homogeneity.

Preparing data: Data cleaning, dealing with missing data, and transformations.

UNIT II **15 lecture hours**

Multiple Regression and Factor Analysis

Multiple Regression: Concepts, assumptions, and applications of multiple regression. Multicollinearity, residual analysis, and diagnostic techniques; Hierarchical and stepwise regression; Factor Analysis and PCA (Principal Component Analysis); EFA vs. CFA: Differences and applications; Factor extraction methods: Principal components, maximum likelihood; Factor rotation: Varimax, oblimin, and promax; Interpreting and reporting factor analysis results.

UNIT III **15 lecture hours**

Structural Equation Modeling (SEM) and Rasch Modeling

Introduction to SEM: Concepts, assumptions, and applications; Path analysis and model specification; Goodness-of-fit indices: RMSEA, CFI, TLI; Measurement models and latent variables; Reporting results of SEM analysis; Overview of Rasch models: Principles and assumptions; Differences between classical test theory and Rasch modelling; item characteristic curves (ICC).

UNIT IV **15 lecture hours**

Discriminant Analysis, MANOVA, and Cluster Analysis

Discriminant Analysis: Purpose and assumptions of discriminant analysis; Canonical discriminant functions and group classification; Multivariate Analysis of Variance (MANOVA); Differences between ANOVA and MANOVA; Assumptions of MANOVA: Homogeneity of variance-covariance matrices; Interpreting MANOVA results; Cluster Analysis:Types of clustering methods: Hierarchical vs. k-means clustering; Interpreting cluster solutions and dendrograms.

Learning Experience

The course offers a combination of theoretical lectures and hands-on application of multivariate statistical techniques. Students will use statistical software (SPSS, R) to analyze complex datasets, focusing on real-world data from psychology and social sciences. Group discussions will focus on the assumptions, limitations, and interpretations of multivariate methods. By the end of the course, students will be able to perform multivariate analyses, interpret results, and communicate findings in professional research reports.

Textbooks:

Tabachnick, B. G., & Fidell, L. S. (2019). Using Multivariate Statistics. Pearson.

Kline, R. B. (2015). Principles and Practice of Structural Equation Modeling. Guilford Press.

Suggested Readings

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2018). Multivariate Data Analysis. Cengage Learning.

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

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

SEMESTER VIII					
Course Code: HUPS404	**Diagnostic Systems**	**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 offers an in-depth exploration of the major diagnostic systems used in clinical psychology, focusing on their history, development, and practical application. It covers key diagnostic frameworks such as the DSM, ICD, and other alternative models, with an emphasis on their use in assessing, diagnosing, and treating mental health disorders.

Course Outcomes

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

CO1: Understand the development and evolution of diagnostic systems in clinical psychology.

CO2: Apply DSM-5 and ICD-11 diagnostic criteria for common psychological disorders.

CO3: Evaluate the strengths and limitations of major diagnostic systems.

CO4: Analyze case studies using different diagnostic frameworks.

CO5: Understand cultural and ethical considerations in psychological diagnosis.

CO6: Use diagnostic systems to inform treatment planning and intervention.

Course Content

UNIT I **15 lecture hours**

Introduction to Diagnostic Systems

History and development of diagnostic systems in psychology; Key concepts: Diagnosis, assessment, and classification; Overview of major diagnostic systems: DSM, ICD, and others; Comparing DSM-5 and ICD-11: Strengths and differences; Alternatives to traditional diagnostic systems: RDoC (Research Domain Criteria) and dimensional models.

UNIT II **15 lecture hours**

DSM-5 (Diagnostic and Statistical Manual of Mental Disorders, 5th Edition)

Structure of DSM-5 and major diagnostic categories; Diagnostic criteria for common disorders: Mood disorders, anxiety disorders, psychotic disorders, personality disorders; Key updates in DSM-5: Changes from DSM-IV-TR to DSM-5; Use of DSM-5 in clinical practice: Diagnostic tools and assessment instruments; Criticisms and limitations of the DSM system.

UNIT III **15 lecture hours**

ICD-11 (International Classification of Diseases, 11th Edition)

Structure of ICD-11 and its mental health section; Diagnostic criteria for mental health disorders in ICD-11; Differences between DSM-5 and ICD-11 in diagnosing specific disorders; Use of ICD-11 in global clinical practice: Adoption and applications; Strengths and challenges of the ICD system in cross-cultural contexts.

UNIT IV **15 lecture hours**

Cultural, Ethical, and Alternative Diagnostic Approaches

Cultural considerations in diagnosis: Cultural formulation and biases; Ethical issues in diagnosing mental health disorders: Misdiagnosis, over-diagnosis, and stigma; The dimensional approach vs. categorical systems in diagnosis; Introduction to alternative diagnostic models: RDoC, HiTOP (Hierarchical Taxonomy of Psychopathology); Future directions in diagnostic systems and classification of mental health disorders.

Learning Experience

This course integrates theoretical understanding with practical applications of diagnostic systems in clinical psychology. Students will engage in lectures, case study analyses, and critical discussions about the strengths and limitations of each system. By the end of the course, students will have a clear understanding of how to apply DSM-5, ICD-11, and alternative models to real-world clinical cases, while considering cultural and ethical factors in diagnosis.

Textbooks:

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

World Health Organization. (2018). ICD-11: International Classification of Diseases for Mortality and Morbidity Statistics. WHO.

Suggested Readings

First, M. B., & Tasman, A. (2015). DSM-5 Handbook of Differential Diagnosis. APA.

Krueger, R. F., & Markon, K. E. (2016). The Hierarchical Taxonomy of Psychopathology (HiTOP): A Dimensional Alternative to Traditional Nosologies. Journal of Abnormal Psychology.

Evaluation Scheme

Components	**Continuous Assessment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	30	20	50

SEMESTER VIII					
Course Code: HUPS452	**Psychology Software Practical**	**L**	**T**	**P**	**C**
Version: 1.0		**0**	**0**	**2**	**4**
Category of Course	Major (Practical)				
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 **15 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 **15 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 **15 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.

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.

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.

Suggested Readings

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.

HUPS407 & HUPS408	Dissertation-I & Dissertation-II	L	T	P	C
Version 1.0					6
Pre-requisites/Exposure	Research Methodology				

Description: 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

The following guidelines may be followed during the preparation of the thesis.

- One should go through the guidelines of dissertation preparation before beginning.
- The thesis should be prepared using standard text processing software such as MS Word, Latex.
- The dissertation should be free from typographical errors.
- It must be written in the English Language.
- One should ensure uniformity in fonts, text, spacing, margins, figures, tables, etc.
- Please ensure that you remove all personal information from your thesis, e.g., email address, mailing or home address, etc. You must remove or black/white out all signatures in your dissertation

Components of Dissertation

- Conceptualization - formulation of the research question(s); aims and objectives, development of theoretical framework to conceptualize the problems or issues
- Review of literature - articulation of the state of the questions and identification of

appropriate theoretical perspectives from a detailed review of the literature

- Explanation of research methods - discussion of possible research procedures and a rationale for the methods chosen data collection - clear description of the research process undertaken to implement the research design, description, analysis and evaluation of findings
- Reporting of results – linked to research objectives, and referring to key methodological issues outlined earlier
- Analysis/discussion - effective presentation, discussion and synthesis of results
- Conclusion - recommendations for future research
- Presentation, layout - physical format of your work, clarity of writing style, effective use of images, tables, figures, charts diagrams etc., coherent use of argument, and critical analysis of evidence, in support of one's investigation

ANNEXURE I

Discipline Specific Electives

Pool of Discipline Specific Courses (DSE)							
S.No	**Category of Course**	**Course Code**	**Course Title**	**L**	**T**	**P**	**C**
1	DSE-I	HUPS001	Foundation of Indian Psychology	3	1	0	4
2	DSE-I	HUPS002	Foundations of Forensic Psychology	3	1	0	4
3	DSE-I	HUPS003	Sports Psychology	3	1	0	4
4	DSE-II	HUPS004	Self and Personality: Indian Perspective	3	1	0	4
5	DSE-II	HUPS005	Foundations of Neuropsychology	3	1	0	4
6	DSE-II	HUPS006	Media Psychology	3	1	0	4
7	DSE-III	HUPS007	Environmental Psychology	3	1	0	4
8	DSE-III	HUPS008	Criminal Behaviour	3	1	0	4
9	DSE-III	HUPS009	Gender Psychology	3	1	0	4
10	DSE-IV	HUPS010	Disability and Rehabilitation	3	1	0	4
11	DSE-IV	HUPS011	Child Psychology	3	1	0	4
12	DSE-IV	HUPS012	Cultural and Indigenous Psychology	3	1	0	4
13	DSE-V	HUPS013	Psychological Perspectives in Education	3	1	0	4
14	DSE-V	HUPS014	Police and Military Psychology	3	1	0	4
15	DSE-V	HUPS015	Human Resource Management	3	1	0	4

Course Code: HUPS001	**FOUNDATIONS OF INDIAN 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

The Foundations of Indian Psychology course explores the rich philosophical and psychological traditions that have emerged from Indian thought. It examines the core concepts of mind, consciousness, and human behavior as seen through the lens of Indian schools of philosophy such as Vedanta, Samkhya, Buddhism, and Yoga. By studying these indigenous frameworks, students gain insights into alternative approaches to psychological well-being, personality, and human development. This course is essential for understanding psychology in a culturally inclusive context and provides an in-depth comparison with Western psychological models.

Course Outcomes

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

CO1: Understand the basic principles of Indian psychology and its philosophical foundations.

CO2: Compare and contrast Indian and Western perspectives on the mind, self, and consciousness.

CO3: Analyze psychological concepts within Indian philosophical systems such as Vedanta, Yoga, and Buddhism.

CO4: Apply concepts from Indian psychology to contemporary psychological practices and well-being.

CO5: Explore the influence of Indian psychological thought on meditation, mindfulness, and personal growth.

Course Content

UNIT I **15 lecture hours**

Introduction to Indian Psychology

Definition and scope of Indian psychology: Key features and differences from Western psychology; Historical evolution: Vedic, Upanishadic, and classical Indian perspectives on mind and behavior; The concept of consciousness: Atman (Self), Brahman (Universal Consciousness), and their psychological implications; Key Indian concepts: Sattva, Rajas, and Tamas; Purusha and Prakriti; Theories of human development and self-realization in Indian philosophy; Comparative analysis of Indian and Western psychology: Divergences and complementarities.

UNIT II **15 lecture hours**

Psychological Foundations in Indian Philosophical Systems

Vedanta and psychology: Non-dualism (Advaita Vedanta) and its psychological implications; Samkhya philosophy: The concept of dualism and its impact on mental processes; Buddhist psychology: The Four Noble Truths, the concept of Anatta (No-Self), and mindfulness practices; The Yoga Sutras of Patanjali: The eight-fold path and its role in psychological well-being; Jainism: Concepts of consciousness, karma, and spiritual liberation; Role of Indian philosophy in shaping cognitive and emotional processes.

UNIT III **15 lecture hours**

Indian Approaches to Personality and Well-Being

The concept of Gunas (Sattva, Rajas, and Tamas) in shaping personality traits; Psychological well-being in Indian thought: The pursuit of Dharma, Artha, Kama, and Moksha, Mindfulness and meditation practices: Their origins in Indian traditions and modern psychological applications, The role of Karma in influencing personality and behavior; Self and identity in Indian psychology: Transcending the ego and achieving self-realization; Psychological methods in ancient Indian texts: Techniques for mental health and self-regulation.

UNIT IV **15 lecture hours**

Applications of Indian Psychology in Modern Contexts

The role of Indian psychological concepts in psychotherapy and counselling; Meditation and mindfulness: Modern research on their benefits and applications in mental health; Indian

psychology and positive psychology: Fostering resilience, happiness, and well-being; The application of yoga practices in stress management and emotional regulation.; Integrating Indian psychology into contemporary education and workplace well-being programs; Contributions of Indian psychology to cross-cultural and transpersonal psychology.

Learning Experience

The Foundations of Indian Psychology course will be delivered through lectures, seminars, and group discussions. Students will engage in critical readings of Indian philosophical texts as well as empirical studies on Indian psychology. Practical components such as meditation and mindfulness exercises will be integrated into the course to provide students with first-hand experience of Indian psychological practices. Case studies, research projects, and comparative analyses between Indian and Western psychology will be part of the assessment process. The course will foster critical thinking and application of Indian psychological concepts in contemporary personal and professional contexts.

Textbooks:

1. Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (2008). *Handbook of Indian Psychology.* Cambridge University Press.
2. Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.). (2014). *Foundations of Indian Psychology (Vol. 1 and 2).* Pearson.

Suggested Readings

Saraswati, S. (1993). *The Psychology of Yoga: Integrating Eastern and Western Approaches for Understanding the Mind.* Oxford University Press.

Ramacharaka, Y. (2012). *The Science of Breath and The Hindu-Yogi System of Practical Breathing.* Forgotten Books.

Open Educational Resources (OER)

Indian Psychology, the Science of the mind-OER Commons website.

A Sourcebook in Indian Psychology- OER Commons platform.

HUPS002	FUNDAMENTALS OF FORENSIC PSYCHOLOGY	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure					
Co-requisites					

Course Outcomes

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

CO1:: Identify and list fundamental terms and concepts related to forensic psychology, such as criminal profiling, competency evaluations, and the insanity defense.

CO2:: Describe and discuss how psychological principles are applied within the justice system, such as in witness testimony, jury decision-making, and risk assessment.

CO3:: Demonstrate and implement psychological assessment tools and procedures in hypothetical forensic cases, such as competency evaluations or risk assessments.

CO4:: Examine and dissect case studies to identify psychological influences on criminal behavior, victimization, and the outcomes of legal proceedings.

CO5:: Critique and assess the validity and reliability of different forensic psychology methods, such as psychological testing in court settings or the use of profiling techniques.

CO6:: Develop and present a comprehensive forensic psychological report, which includes assessments, evaluations, an**d re**commendations based on a given case study.

Course Description

This course provides a comprehensive introduction to the field of forensic psychology, exploring the intersection between psychology and the legal system. Students will examine the role of forensic psychologists in various legal contexts, including criminal and civil cases, and learn how psychological principles are applied to issues such as criminal behavior, witness testimony, jury decision-making, and competency evaluations. Throughout the course, students will engage with key concepts such as criminal profiling, risk assessment, and the insanity defense. They will critically analyze case studies to understand the psychological factors influencing legal outcomes and develop the skills to apply forensic psychology techniques in real-world scenarios. The course also emphasizes the importance of ethical considerations and the use of evidence-based practices in forensic settings. By the end of the course, students will have a solid foundation in forensic psychology, enabling them to critically assess psychological methods used in the legal system and to design comprehensive psychological reports. This course is ideal for students pursuing careers in psychology, criminal justice, law enforcement, or any field where an understanding of the psychological aspects of the legal system is beneficial.

Course Content

UNIT I **15 lecture hours**

Introduction

Introduction: Overview of forensic psychology : meaning, definition, nature & scope, history of forensic psychology, Forensic psychology and related fields(Law, forensic science, clinical psychology, social psychology), Main thinkers- Hugo Munsterberg, William Stern, J. McKeen Cattell, Alfred Binet, William Marston; Global Perspective in the field of forensic psychology

UNIT II **15 lecture hours**

The psychology of confession and investigation

Confession and investigation : interrogational tactics, the cognitive interview, detecting lies and deceit, Eyewitness Testimony(Recall Memory, The Leading Question: The Misinformation Effect, source Monitoring), Expert testimony; Police Psychology(definition, approaches, special circumstances in policing, trends in Police Psychology), Investigative Psychology, Profiling, The Psychological Autopsy, Geographical Profiling and Geographical Mapping, Polygraph

UNIT III **15 lecture hours**

Training & practice

Training and Practice : forensic training and practice, role of a forensic psychologist, ethical principles and professional competencies, Important cases in forensic Psychology, Organizational Setup of forensic science lab in national and international agencies FSL, Central Forensic Science Laboratory (CFSL),Criminal Investigation Department, Central Bureau of Investigation, Central Detective Training School, National Crime Records Bureau

UNIT IV **15 lecture hours**

Forensic psychology assessment and evaluation

Forensic psychology assessment: forensic psychological assessment of criminal behaviour, high-risk occupations, Forensic psychological assessment of criminal behaviour(Rogers Criminal Responsibility Assessment Scales (R-CRAS),structured Inventory of Malingered Symptomatology™ (SIMS™),antisocial Personality Scale, Aggression)

Text Books

1. **Introduction to Forensic Psychology: Research and Application** by Curtis R. Bartol and Anne M. Bartol
2. **Forensic Psychology: A Very Short Introduction** by David Canter

Reference Books/Materials

1. **Forensic Psychology: Crime, Justice, Law, Interventions** by Graham M. Davies and Anthony R. Beech
2. **The Psychology of Criminal Conduct** by D.A. Andrews and James Bonta

HUPS003	**SPORTS PSYCHOLOGY**	**L**	**T**	**P**	**C**
Version 1.0		**3**	**1**	**0**	**4**
Pre-requisites/Exposure					
Co-requisites					

Course Outcomes

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

CO1:: Define and list the fundamental theories and principles of sports psychology.

CO2:: Summarize and discuss how concepts like motivation and stress impact an athlete's performance..

CO3:: Implement strategies such as goal-setting and visualization in real-life sports scenarios to improve performance.

CO4:: Dissect and evaluate case studies to accurately diagnose psychological challenges and recommend targeted, evidence-based solutions.

CO5:: Critique and assess different psychological techniques based on their outcomes in sports performance.

CO6:: Develop and present a detailed psychological training program that incorporates various mental skills techniques.

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Course Description

This course provides an in-depth exploration of the psychological principles and techniques that influence athletic performance and physical activity. Students will learn how psychological factors such as motivation, stress, anxiety, and mental toughness affect athletes and teams, and how these factors can be managed to enhance performance. The course covers a wide range of topics, including goal-setting, visualization, concentration, and coping strategies, as well as the psychological impact of injury and recovery.Through a combination of theoretical study and practical application, students will develop the skills necessary to analyze and address psychological challenges in sports contexts. They will engage with case studies, participate in group discussions, and design mental training programs tailored to specific sports or athletic populations. By the end of the course, students will have a comprehensive understanding of how to apply sports psychology concepts to improve individual and team performance in various sports environments. This course is ideal for students pursuing careers in sports coaching, athletic training, sports management, or any field where an understanding of the psychological aspects of sports can enhance professional practice.

Course Content

UNIT I **15 lecture hours**

Introduction

Introduction: Meaning, Definition, Historical Development Need And Scope Of Exercise And Sports Psychology, History Of Sports Psychology In India; Relationship Of Sports Psychology With Other Sports Sciences; **Methods Of Psychology** (Introspection Method, Observation Method, Experimental Method, Case Study Method, Questionnaire Method, Interview Method, Survey Method); **Importance** Of Sport Psychology For Athletes, Coaches And Other Related To Sport Setting.

UNIT II **15 lecture hours**

Personality and Performance

Personality and Performance: Meaning, Definition And Structure Of Personality; **Personality Theories**: Psychoanalysis, Humanistic, Trait Theories And Models; Constitutional Theories (Sheldon, Trait) And Social Learning (Bandura); Personality And Performance In Sports (Ice Berg Profile By Morgan)

UNIT III **15 lecture hours**

Motivation and Performance

Motivation & Goal Setting: Meaning, Definition And Structure Of Motivation

Need, Drive, Motive And Motivation Types; Theories Of Motivation Abraham Maslow, Need Achievement By Mcclelland, Self-Determination Model; Techniques For Developing Motivation, Goal Setting –Locke Gst; Motivation-Performance Relationship

UNIT IV **15 lecture hours**

Emotion and Performance

Emotion: Meaning and Definition of Emotion; Meaning, Definition of Anxiety, Types of Anxiety; Meaning, Definition and Nature of Arousal and Stress , Theories [Drive theory, Inverted –U theory & IZOF]; Emotion Performance Relationship

Text Books

1. **Foundations of Sport and Exercise Psychology** by Robert S. Weinberg and Daniel Gould
2. **Applied Sport Psychology: Personal Growth to Peak Performance** by Jean M. Williams and Vikki Krane

Reference Books/Materials

1. **The Sport Psych Handbook** by Shane Murphy
2. **Sport Psychology: Concepts and Applications** by Richard H. Cox

Course Code: HUPS004	**Self and Personality: Indian Perspective**	**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 concepts of self and personality as understood within the Indian philosophical and psychological traditions. It examines indigenous theories of personality, the nature of the self, and how these concepts differ from Western psychological models. Through the lens of Vedanta, Yoga, Buddhism, and other Indian schools of thought, students will gain an understanding of personality development and well-being. This course is relevant for those interested in culturally rooted approaches to psychology, counseling, and personal development.

Course Outcomes

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

CO1: Understand the key concepts of self and personality from Indian philosophical and psychological perspectives.

CO2: Compare Indian views of self and personality with Western theories of personality.

CO3: Analyze the role of Indian philosophical frameworks such as Vedanta, Samkhya, and Buddhism in shaping concepts of the self.

CO4: Apply concepts from Indian psychology to personal development and mental well-being.

CO5: Explore the integration of Indian approaches to self and personality in modern psychological practices.

CO6: Critically examine the relevance of Indian views on personality in the context of counseling and therapy.

Course Content

UNIT I **15 lecture hours**

Introduction to Indian Psychology and Personality

Overview of Indian psychology: Basic concepts and approaches.

Western vs. Indian perspectives on self and personality: Key differences.

The self in Indian philosophy: Atman, Brahman, and the concept of non-duality.

Personality as understood in Indian psychology: The Gunas (Sattva, Rajas, Tamas).

Theories of personality in Indian thought: Vedanta, Samkhya, and Yoga perspectives.

Historical evolution of personality theories in Indian philosophical texts.

UNIT II **15 lecture hours**

Theories of Self in Indian Philosophical Systems

Vedantic view of the self: Advaita Vedanta and the concept of self-realization.

Samkhya philosophy: Purusha (self) and Prakriti (matter) and their impact on personality.

Buddhist view of self: Anatta (no-self), mindfulness, and personal transformation.

The Yogic understanding of the self: Self-regulation and spiritual evolution through the eight limbs of Yoga; The role of Karma and Dharma in shaping personality.

Application of Indian theories of self in modern psychotherapy.

UNIT III **15 lecture hours**

Personality and Well-Being in Indian Perspective

The influence of Gunas on personality traits: Sattva (harmony), Rajas (activity), and Tamas (inertia); Personality development through the pursuit of Dharma (righteousness), Artha (material wealth), Kama (desire), and Moksha (liberation); Indian approaches to emotional regulation: Mindfulness, meditation, and yoga practices for well-being.

Role of Bhakti (devotion) and Jnana (knowledge) in shaping self and personality.

Theories of self-transcendence and liberation from ego in Indian psychology.

Indian practices for achieving psychological well-being and personal growth.

UNIT IV **15 lecture hours**

Applications of Indian Personality Theories in Modern Psychology

Integration of Indian perspectives on self and personality in counseling and therapy.

Use of meditation and mindfulness techniques from Indian traditions in contemporary psychotherapy; Application of Indian psychology principles in clinical settings.

Personality assessments based on Indian models: Integrating indigenous tools with Western psychological practices; Ethical and cultural considerations in applying Indian personality theories in global contexts.

Future directions in combining Indian and Western approaches to personality development.

Learning Experience

The Self and Personality in Indian Perspective course will include lectures, case studies, and practical exercises, such as meditation and mindfulness sessions, to explore the application of Indian psychological principles. Students will engage in comparative analyses between Indian and Western models of self and personality and reflect on how these concepts can be integrated into modern psychological practices. Assessment will involve reflective essays, project work, and group discussions focused on the theoretical and practical aspects of Indian approaches to self and personality.

Textbooks:

- Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (2008). *Handbook of Indian Psychology.* Cambridge University Press.
- Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.). (2014). *Foundations of Indian Psychology (Vol. 1 and 2).* Pearson.

Suggested Readings

1. Saraswati, S. (1993). *The Psychology of Yoga: Integrating Eastern and Western Approaches for Understanding the Mind.* Oxford University Press.
2. Ramacharaka, Y. (2012). *The Science of Breath and The Hindu-Yogi System of Practical Breathing.* Forgotten Books.

Course Code: HUPS005	**Foundations of Neuropsychology**	**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

Foundations of Neuropsychology explores the relationship between brain function and behavior, focusing on how different brain regions contribute to cognitive, emotional, and motor processes. The course provides an introduction to neuroanatomy, brain-behavior relationships, neuropsychological assessment, and the effects of brain injury or disease on psychological functioning. It is essential for students pursuing careers in clinical psychology, neuroscience, or cognitive science, offering both theoretical and applied insights into the workings of the brain.

Course Outcomes

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

- CO1: Understand the basic structure and functions of the brain and nervous system in relation to behavior.
- CO2: Analyze the brain's role in cognitive processes such as memory, language, perception, and attention.
- CO3: Identify how neurological disorders and brain injuries affect psychological functions.
- CO4: Apply neuropsychological assessment techniques to evaluate cognitive deficits.
- CO5: Examine the role of neuroplasticity in brain recovery and rehabilitation.
- CO6: Integrate neuropsychological principles in clinical and research settings.

Course Content

UNIT I **15 lecture hours**

Introduction to Neuropsychology and Neuroanatomy

Definition, scope, and history of neuropsychology.

Structure and function of the central and peripheral nervous systems.

Overview of neuroanatomy: Major brain regions and their functions (e.g., cortex, limbic system, brainstem).

Methods of studying brain-behavior relationships: Lesion studies, neuroimaging, and electrophysiology.

Lateralization of brain function: Hemispheric specialization and cognitive processes.

Neurotransmitters and neural signaling: Their role in behavior and mental health.

UNIT II **15 lecture hours**

Cognitive Functions and Brain Regions

The frontal lobes: Executive functions, decision-making, and problem-solving.

The temporal lobes: Memory, language processing, and emotional regulation.

The parietal lobes: Spatial awareness, perception, and sensory integration.

The occipital lobes: Visual processing and disorders of visual perception.

The limbic system: Emotional processing and the regulation of motivation.

Case studies of brain injury: Phineas Gage, Broca's and Wernicke's areas.

UNIT III **15 lecture hours**

Neuropsychological Disorders and Assessment

Neuropsychological impact of brain injuries: Traumatic brain injury (TBI), stroke, and tumors.

Neurodegenerative disorders: Alzheimer's disease, Parkinson's disease, and Huntington's disease.

Neuropsychological assessment: Cognitive testing for memory, attention, language, and executive functioning.

Common neuropsychological assessment tools: WAIS, WMS, and MMSE.

Interpretation of neuropsychological test results and case formulation.

Rehabilitation techniques for cognitive impairments: Cognitive retraining and compensatory strategies.

UNIT IV **15 lecture hours**

Neuroplasticity and Brain Recovery

Neuroplasticity: Definition and mechanisms of brain adaptability.

Critical periods of brain development: Implications for learning and recovery.

Recovery from brain injury: Factors influencing recovery and rehabilitation outcomes.

Neuropsychological interventions: Cognitive-behavioral approaches and neurofeedback.

The role of neuropsychologists in healthcare settings: Assessment, treatment, and multidisciplinary collaboration.

Future directions in neuropsychology: Advances in neuroimaging, brain stimulation, and cognitive neuroscience.

Learning Experience

The Foundations of Neuropsychology course will be delivered through interactive lectures, lab-based activities, and case study analysis. Students will learn about brain-behavior relationships through practical assessments and simulations of neuropsychological testing. Real-world cases of neurological disorders will be used to demonstrate the impact of brain dysfunction on cognition and behavior. Assessments will include written assignments, practical labs, and exams aimed at deepening the students' understanding of the subject matter.

Textbooks:

Gazzaniga, M. S., Ivry, R. B., & Mangun, G. R. (2018). *Cognitive Neuroscience: The Biology of the Mind.* Norton & Company.

Purves, D., Augustine, G. J., & Fitzpatrick, D. (2018). *Neuroscience.* Sinauer Associates.

Suggested Readings

Saraswati, S. (1993). *The Psychology of Yoga: Integrating Eastern and Western Approaches for Understanding the Mind.* Oxford University Press.

Ramacharaka, Y. (2012). *The Science of Breath and The Hindu-Yogi System of Practical Breathing.* Forgotten Books.

Course Code: HUPS006	**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.

Historical development of media psychology as a field.

Key theories in media psychology: Uses and Gratifications Theory, Cultivation Theory, Social Learning Theory.

Media effects on cognition: Perception, memory, and information processing.

Research methods in media psychology: Surveys, experiments, content analysis, and ethnographic studies.

Ethical considerations in media research and practice.

UNIT II **15 lecture hours**

Media Influence on Attitudes, Behavior, and Identity

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**

Media, Mental Health, and Well-Being

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**

Applications of Media Psychology

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.

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.

Textbooks:

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

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

Suggested Readings

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.

Course Code: HUPS007	**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.

Case studies: Psychological impact of extreme environmental conditions, such as heatwaves and urban pollution.

UNIT III **15 lecture hours**

Sustainable Behavior and Environmental Conservation

The psychology of sustainable behavior: Theories of behavior change (e.g., Theory of Planned Behavior, Value-Belief-Norm theory); 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.

The concept of biophilia: Integrating nature into urban environments.

Climate change and its psychological impacts: Promoting climate adaptation and resilience.

Future directions in environmental psychology: Smart cities, sustainable architecture, and community building.

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.

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.

Suggested Readings

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

Course Code: HUPS008	**Criminal Behaviour**	**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 Criminal Behaviour course explores the psychological, social, and biological factors that contribute to criminal behavior. It examines various types of criminal activity, including violent crimes, white-collar crimes, and juvenile delinquency. The course integrates theories from psychology, criminology, and sociology to provide a comprehensive understanding of criminal behavior, with a focus on prevention, intervention, and rehabilitation. It is designed for students interested in forensic psychology, criminology, law enforcement, and criminal justice.

Course Outcomes

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

CO1: Understand the key psychological, social, and biological theories that explain criminal behavior.

CO2: Analyze the role of environmental, familial, and peer influences in shaping criminal tendencies.

CO3: Explore the different types of crimes and their underlying psychological mechanisms.

CO4: Evaluate the impact of personality disorders, mental illness, and substance abuse on criminality.

CO5: Examine the legal and ethical considerations in assessing and treating criminal behavior.

CO6: Apply psychological principles to the prevention, intervention, and rehabilitation of offenders.

Course Content

UNIT I **15 lecture hours**

Introduction to Criminal Behaviour

Definition and scope of criminal behavior.

Theories of crime: Classical, biological, psychological, and sociological perspectives.

Psychological approaches to criminal behavior: Cognitive, behavioral, and psychodynamic perspectives.

The nature vs. nurture debate: Genetics, environment, and their role in criminal behavior.

Methods of studying criminal behavior: Case studies, profiling, and crime statistics.

Ethical considerations in the study of criminal behavior.

UNIT II **15 lecture hours**

Types of Crimes and Their Psychological Underpinnings

Violent crimes: Murder, assault, and domestic violence—psychological factors and risk assessment.

White-collar crimes: Fraud, embezzlement, and corporate crime—motivational and personality factors.

Juvenile delinquency: Causes, risk factors, and preventive measures.

Sexual offenses: Understanding sexual deviancy, assault, and pedophilia.

Substance abuse and crime: The role of addiction in criminal activity.

Case studies: Criminal profiles and their psychological evaluations.

UNIT III **15 lecture hours**

Mental Health and Criminal Behaviour

The role of personality disorders in criminality: Antisocial personality disorder, psychopathy, and narcissism.

Mental illness and crime: Schizophrenia, bipolar disorder, and their association with criminal behavior.

Substance abuse and its psychological impact on criminal tendencies.

The insanity defense: Legal standards for criminal responsibility and mental illness.

Risk assessment and profiling of violent offenders.

Treatment and rehabilitation of offenders with mental health issues.

UNIT IV **15 lecture hours**

Prevention, Intervention, and Rehabilitation

Crime prevention strategies: Community-based approaches, policing, and early intervention programs.

Psychological interventions for reducing criminal behavior: Cognitive-behavioral therapy, anger management, and social skills training.

Rehabilitation of offenders: Correctional programs, probation, and reintegration into society.

The role of forensic psychologists in the criminal justice system: Assessment, treatment, and expert testimony.

Ethical and legal challenges in dealing with criminal behavior.

Future directions in criminal behavior research: Technology, profiling, and predictive policing.

Learning Experience

The Criminal Behaviour course will involve a mix of lectures, case studies, and practical exercises. Students will analyze real-world cases, explore criminal profiles, and engage in

group discussions on ethical dilemmas in forensic settings. Students will also be tasked with developing intervention strategies and applying theoretical knowledge to crime prevention. Assessments will include research papers, presentations, and exams, with a focus on integrating psychological theories with practical applications in criminal behavior.

Textbooks:

Bartol, C. R., & Bartol, A. M. (2017). Criminal Behavior: A Psychological Approach. Pearson.

Blackburn, R. (2000). The Psychology of Criminal Conduct: Theory, Research, and Practice. Wiley.

Suggested Readings

Walters, G. D. (2019). Criminal Psychology: A Behavioral Perspective. Routledge.

Hare, R. D. (1999). Without Conscience: The Disturbing World of the Psychopaths Among Us. Guilford Press.

Course Code: HUPS009	**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: How individuals internalize gender norms.

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.

Gender expectations and psychological stress.

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.

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.

Textbooks:

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

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

Suggested Readings

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.

Course Code: HUPS011	**Child 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 provides an understanding of child development from birth through adolescence. It covers key theories of development, the influence of family, peers, and society on a child's psychological growth, and the role of cognitive, emotional, and social factors in shaping behaviour. Students will examine the importance of early experiences and explore developmental challenges children face. This course is ideal for students interested in psychology, education, social work, and child development.

Course Outcomes

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

CO1: Understand the major theories and stages of child development**.**

CO2: Analyze the role of family, peers, and social contexts in shaping a child's psychological growth.

CO3: Examine the emotional, social, and cognitive development of children from infancy through adolescence.

CO4: Explore the impact of early life experiences, including trauma and attachment, on later development.

CO5: Evaluate developmental challenges and disorders in childhood and adolescence.

CO6: Apply child psychology principles to promote healthy development in different environments such as schools and homes.

Course Content

UNIT I **15 lecture hours**

Introduction to Child Psychology and Developmental Theories

Definition and scope of child psychology; Major theories of child development: Piaget's cognitive development theory, Vygotsky's sociocultural theory, Erikson's psychosocial stages, and Bowlby's attachment theory; Stages of development: Prenatal, infancy, early childhood, middle childhood, and adolescence; Nature vs. nurture debate in child development. Research methods in child psychology: Longitudinal, cross-sectional, and observational studies; Role of genetics and environment in shaping development.

UNIT II **15 lecture hours**

Cognitive and Language Development in Childhood

Cognitive development: Stages of cognitive growth according to Piaget and Vygotsky; Development of memory, attention, and problem-solving skills in children; Information processing approach: Understanding how children learn and retain information; Language acquisition: Theories of language development (nativist, learning, interactionist approaches). Milestones in language development: From babbling to complex speech; Bilingualism and its effects on cognitive development.

UNIT III **15 lecture hours**

Emotional and Social Development in Childhood

Emotional regulation: Understanding how children learn to manage and express emotions.

Attachment theory: The role of early relationships with caregivers in emotional development.

Development of self-concept and self-esteem in children; The role of play in social and emotional development: Types of play and their developmental significance; Social influences on development: The impact of peers, school, and media on children's behavior; Moral development: Theories of moral understanding (Kohlberg's stages of moral development).

UNIT IV **15 lecture hours**

Developmental Challenges and Disorders in Childhood

Common developmental disorders in childhood: Autism spectrum disorder (ASD), attention-deficit/hyperactivity disorder (ADHD), learning disabilities; Impact of early childhood

trauma and adverse experiences on psychological development; Childhood anxiety and depression: Symptoms, causes, and interventions; The role of family and community in supporting children with developmental challenges; Early intervention and therapeutic approaches for children with developmental disorders.

Case studies: Understanding and addressing developmental challenges in real-world contexts.

Learning Experience

This course will include lectures, case studies, and group discussions focused on child development and its practical applications. Students will engage in observational studies, analyze child behavior, and explore case studies of developmental challenges. Group projects will allow students to design interventions and programs aimed at promoting healthy child development. Assessments will include written assignments, presentations, and exams focused on applying child psychology theories to practical settings.

Textbooks:

Berk, L. E. (2020). Child Development. Pearson.

Santrock, J. W. (2018). Children. McGraw-Hill.

Suggested Readings

Siegler, R. S., Deloache, J. S., & Eisenberg, N. (2017). How Children Develop. Worth Publishers.

Shaffer, D. R., & Kipp, K. (2013). Developmental Psychology: Childhood and Adolescence. Wadsworth.

Course Code: HUPS012	**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: Material and non-material culture; Multiculturalism and cultural relativity: Understanding cultural diversity in psychology; 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.
Key cross-cultural psychological research and findings: Cultural norms, values, and practices.
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; Who am I and who are they?; Representation of self, others, and groups across 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; Developmental pathways in various cultural contexts

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; Psychological approaches to cultural sensitivity and inclusivity; migration, intercultural relationships, and globalized identity.

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; Indigenization of psychology; Integration of modern psychology with Indian thought: Yoga psychology, mindfulness, and spiritual practices; Indigenous knowledge systems and their contributions to psychological well-being; application of Indian psychological concepts in modern therapeutic practices.

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.

Textbooks:

Matsumoto, D., & Juang, L. (2016). Culture and Psychology. Cengage Learning.

Misra, G., & Cornelissen, R. M. M. (2014). Foundations of Indian Psychology. Pearson.

Suggested Readings

Berry, J. W., Poortinga, Y. H., Segall, M. H., & Dasen, P. R. (2011). Cross-Cultural Psychology: Research and Applications. Cambridge University Press.

Course Code: HUPS013	**Psychological Perspectives in Education**	**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**

Education and Psychology: An Introduction

Education as a discipline: Understanding the purpose and scope of education; Education and schooling: Differences and significance in child development; Contributions of psychology to education: The role of learning theories and developmental psychology; Child-centered and progressive education: Key concepts and relevance in modern education.

UNIT II **15 lecture hours**

Debates and Issues in Educational Psychology

The role of play in education: Play as a tool for cognitive, social, and emotional development. Role of a teacher: Teachers as facilitators of learning, shaping minds, and managing the classroom; Contemporary debates: Shifting paradigms in education, including technology and digital learning.

UNIT III **15 lecture hours**

Classroom Management and Assessment

Issues related to classroom management: Discipline, control, and fostering a positive learning environment; The behavioral objective myth, the law and order myth, the myth of irresponsible youth; Psychological testing in education: Uses, limitations, and ethical considerations; The IQ controversy: History, implications, and debates surrounding intelligence testing; Formative and summative assessments: Effective strategies for student evaluation.

UNIT IV **15 lecture hours**

Inclusive Education: Dealing with Classroom Diversity

Inclusive education: Nature, concept, and importance in modern schooling; Addressing classroom diversity: Understanding gender, socio-economic status, caste, and disability in education; Creating inclusive classrooms: Strategies for fostering equality and addressing biases; Psychological interventions for students with disabilities: Understanding and applying support strategies.

Learning Experience

The course will involve lectures, group discussions, and case studies focused on practical classroom situations. Students will engage in projects where they develop instructional strategies and classroom management plans. Observational assignments will allow students to explore real-world teaching and learning environments.

Textbooks:

Matsumoto, D., & Juang, L. (2016). Culture and Psychology. Cengage Learning.

Misra, G., & Cornelissen, R. M. M. (2014). Foundations of Indian Psychology. Pearson.

Suggested Readings

Slavin, R. E. (2014). Educational Psychology: Theory and Practice. Pearson.

Ormrod, J. E. (2017). Educational Psychology: Developing Learners. Pearson.

Course Code: HUPS014	**Police and Military 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 focuses on the psychological principles and applications within police and military settings. It covers the psychological challenges, mental health issues, and the development of effective coping strategies for law enforcement and military personnel. Students will explore psychological assessment, leadership, trauma, and decision-making in high-stress environments.

Course Outcomes

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

CO1: Understand the key psychological concepts related to police and military work.

CO2: Analyze stress, trauma, and resilience in law enforcement and military personnel.

CO3: Explore psychological assessments and interventions in police and military contexts.

CO4: Apply leadership and decision-making theories in high-stress situations.

CO5: Examine the role of mental health services in supporting police and military personnel.

CO6: Evaluate modern approaches to enhancing performance and well-being in police and military settings.

Course Content

UNIT I **15 lecture hours**

Introduction to Police and Military Psychology

Definition and scope of police and military psychology; Psychological demands of law enforcement and military careers; Theories of human performance under stress: Yerkes-Dodson Law, Cognitive Load Theory; Psychological selection and assessment: Personality traits, fitness for duty evaluations; Recruitment and training: Psychological skills training, resilience building; Psychological warfare: Propaganda, rumors, and brainwashing techniques.

UNIT II **15 lecture hours**

Stress, Trauma, and Resilience

Operational stress vs. traumatic stress in police and military personnel; Post-traumatic stress disorder (PTSD): Symptoms, causes, and treatment; Models of resilience: Factors that promote mental toughness and adaptability; Coping mechanisms: Cognitive-behavioral techniques, peer support programs; Modern approaches: Mindfulness, resilience training, trauma-informed care.

UNIT III **15 lecture hours**

Military Leadership and Management

Military leadership: Definitions, types, and functions of effective leadership in combat and peacetime; Man management: Strategies for maintaining discipline, morale, and efficiency in military units; Discipline and esprit de corps: Fostering unity, loyalty, and commitment among troops; Leadership theories applied in military contexts: Transformational leadership, servant leadership, and situational leadership.

UNIT IV **15 lecture hours**

Morale, Motivation, and Intelligence in the Military

Morale: Types, contributing factors, assessment, and the impact of regimental conditions on troop morale; Motivation in military settings: Intrinsic and extrinsic factors driving military performance; Intelligence: The role of cognitive abilities in military decision-making and operations; Psychological assessments of morale and motivation: Tools and techniques for evaluating mental readiness.

Learning Experience

The course will involve lectures, group discussions, and case studies focused on practical classroom situations. Students will engage in projects where they develop instructional strategies and classroom management plans. Observational assignments will allow students to explore real-world teaching and learning environments.

Textbooks:

Matsumoto, D., & Juang, L. (2016). Culture and Psychology. Cengage Learning.

Misra, G., & Cornelissen, R. M. M. (2014). Foundations of Indian Psychology. Pearson.

Suggested Readings

Slavin, R. E. (2014). Educational Psychology: Theory and Practice. Pearson.

Ormrod, J. E. (2017). Educational Psychology: Developing Learners. Pearson.

Course Code: HUPS015	**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.

Learning Experience

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

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.

Suggested Readings

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.

HUPS010	**Disability and Rehabilitation**	**L**	**T**	**P**	**C**

Version 1.0		**3**	**1**	**0**	**4**
Pre-requisites/Exposure					
Co-requisites	--				

Course Description:

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.

UNIT 1 (15 Hours)

Introduction to Disability: Concepts and Classification

Definition and types of disabilities: Physical, sensory, cognitive, and psychological; International Classification of Functioning, Disability and Health (ICF); Models of disability: Medical model, social model, and biopsychosocial model; Disability across the lifespan: Developmental, acquired, and aging-related disabilities; Psychosocial impact of disability on individuals and families.

Unit 2

Assessment and Diagnosis of Disabilities

Screening and assessment tools for various disabilities; Diagnosis and classification systems: DSM-5, ICD-11; Functional assessment and evaluation of disability; Psychosocial assessment: Evaluating the emotional, social, and cognitive impact of disability; Case studies of disability assessments in clinical and community settings.

Unit 3: Rehabilitation Approaches and Strategies

Principles of rehabilitation: Multidisciplinary and interdisciplinary approaches; Physical rehabilitation: Physiotherapy, occupational therapy, and assistive technology; Psychological

rehabilitation: Cognitive-behavioral therapy (CBT), psychotherapy, and counseling; Vocational rehabilitation: Skills training, employment support, and inclusive workplaces; Community-Based Rehabilitation (CBR): Strategies and implementation.

Unit 4: Policies, Legislation, and Ethical Considerations

National and international policies on disability rights: UNCRPD, RPWD Act, 2016; Role of government and non-governmental organizations in disability services; Ethical considerations in disability and rehabilitation: Consent, confidentiality, and advocacy; Cultural sensitivity and inclusivity in rehabilitation services; Future directions in disability research and rehabilitation services.

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.

Suggested Readings:

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.

Syllabus of Minor Courses

DATA SCIENCE							
S.No/Sem	**Category of Course**	**Course Name**	**Course Code**	**L**	**T**	**P**	**C**
I	GE	UDT101	Data Analytics Using SQL	2	0	2	4
II	GE	UDT102	Data Analytics Using R	2	0	2	4
III	GE	UDT103	Python For Data Science	2	0	2	4
IV	GE	UDT104	Data Preprocessing And Visualization Using Python	2	0	2	4
V	GE	UDT105	Time Series Analysis & Forecasting Using Python	2	0	2	4
VI	GE	UDT106	Fundamental Of Machine Learning	2	0	2	4
VII	GE	UDT107	Data Driven Applications	2	0	2	4

VIII	GE	UDT108	Project And Case Study	2	0	2	4

Data Analytics using SQL (Minor I-UDT101) (Theory:-2 + P:-4)

The course objective of "Data Science Using SQL" typically revolves around teaching students or participants the essential skills and knowledge needed to effectively utilize SQL (Structured Query Language) for data analysis and exploration within the context of data science. The course aims to provide a strong foundation in SQL and its application in various data-related tasks, with a focus on supporting data-driven decision-making processes.

CO:

Upon successful completion of the course students should be able to:

1. Write complex SQL queries to retrieve, filter, and aggregate data from relational databases.
2. Apply SQL commands to clean and pre-process data, including handling missing values, duplicates, and data transformations.
3. Utilize SQL queries to explore datasets, identify patterns, and summarize key statistics to gain initial insights into the data.
4. Visualize query results using tools or libraries to create meaningful charts, graphs, and plots that enhance data understanding.
5. Apply SQL skills to real-world data science problems in domains such as business, finance, marketing, and healthcare.

Course Contents:

Unit 1 Contact Hours: 16

- Introduction to Data Science
- Introduction To SQL Server
- Understanding Data & Information
- Database
- DBMS
- RDBMS
- DB Design
- Types of Databases
- SQL Server versions
- Creating DB
- Sub Languages of TSQL
- DDL
- DML
- TCL
- DCL
- DQL
- Creating Tables
- Insert,Delete,Update Data into Tables
- Normalization
- Constraints
- Unique
- Not Null
- Primary key
- Check
- Default
- Foreign Key

Unit 2 Contact Hours: 22

- Working With Single Table Queries
- Writing Queries using SELECT Statement
- Understanding Query Flow
- Operators in SQL Server
- Clauses in SQL Server
- Filtering Data Using WHERE Clause
- Sorting Data using ORDER BY Clause
- Avoid Duplicates using DISTINCT Clause
- Using Top Clause
- DML Commands
- Copying Data From one Table to Another
- Insert command
- Update Command
- Delete Command
- DDL Commands
- Create command
- Alter Command
- Drop Command
- Truncate Command
- Delete vs Truncate

Unit 3 Contact Hours: 10

- Built in Functions
- Scalar Functions
- String
- Date
- DateFromParts
- ISNULL
- Group Functions
- Aggregate Functions
- Cunt(*)
- MAX()
- MIN()
- AVG()
- SUM()

Unit 4 Contact Hours: 16

- Sub Queries
- Importance of Sub Query
- Types of Sub Queries
- Nested Queries
- JOINS
- Importance of Joins
- Types of Joins

- Inner Join or Equi Join
- Outer Join
- Left Outer Join
- Right Outer Join

List of Practical's

- Create a student table with the student id, name, and marks as attributes where the student id is the primary key.
- Insert the details of a new student in the above table
- Delete the details of a student in the above table
- Use the select command to get the details of the students with marks more than 80
- Find the min, max, sum, and average of the marks in a student marks table
- Find the total number of customers from each country in the table (customer ID, customer Name, country) using group by.
- Write a SQL query to order the (student ID, marks) table in descending order of the marks
- Write a SQL query to display the marks without decimal places, display the reminder after diving marks by 3 and display the square of marks
- Write a SQL query to display names into capital letters, small letters, display first 3 letters of name, display last 3 letters of name, display the position the letter A in name
- Remove extra spaces from left, right and both sides from the text - " SQL for Data Science "
- Display today's date in "Date/Month/Year" format
- Display day name, month name, day, day name, day of month, day of year for today's date.

Reference Books
SQL: QuickStart Guide – The Simplified Beginner's Guide To SQL

Data Analytics using R-Software (UDT102)(2+4)

Data Science is a fast-growing interdisciplinary field, focusing on the analysis of data to extract knowledge and insight. This course will introduce students to the collection. Preparation, analysis, modeling and visualization of data, covering both conceptual and practical issues. Examples and case studies from diverse fields will be presented, and hands-on use of statistical and data manipulation software will be included.

Course Objectives:
The student will have ability to:
1. Describe R syntax, including assigning variables
2. Describe simple operations with one of R's most important data structures – vectors 3
3. Describe lists, matrix, arrays and data frames.
4. Describe conditional statements, functions, classes and debugging.
5. Describe important functions for character strings and dates in R.
6. Develop understanding of interpreting and identifying patterns and trends
7. Describe steps to create customized graphics and charts

Course Outcomes:

Upon completion of the subject, students will be able to:

1. Command over R programming for Data Visualization
2. Understand the processes of data science - identifying the problem to be solved, data collection, preparation, modeling, evaluation and visualization.
3. Able to use basic R data structures in loading, cleaning the data and preprocessing the data.
4. Able to do the exploratory data analysis on real time datasets
5. Able to understand and implement Linear Regression
6. Able to understand and use - lists, vectors, matrices, dataframes, etc.

Syllabus:

UNIT I Introduction to Data Science and Data Visualization:

Introduction to Data Science- Introduction- Definition - Data Science in various fields - Examples - Impact of Data Science - Data Analytics Life Cycle - Data Science Toolkit - Data Scientist - Data Science Team

Understanding data: Introduction – Types of Data: Numeric – Categorical – Graphical – High Dimensional Data – Classification of digital Data: Structured, Semi-Structured and Un-Structured - Example Applications. Need for data visualization, applications of data visualization, Difference Between Data Visualization and Data Analytics, Role of Data Visualization in Artificial Intelligence, Machine Learning and Data Science. Comparison of various data visualization techniques.

UNIT II FUNDAMENTALS OF R

Introduction to R- Features of R - Environment - R Studio. Basics of R-Assignment - Modes - Operators - special numbers - Logical values - Basic Functions - R help functions - R Data Structures - Control Structures. Vectors: Definition- Declaration - Generating - Indexing - Naming - Adding & Removing elements - Operations on Vectors - Recycling - Special Operators - Vectorized if- then else-Vector Equality – Functions for vectors - Missing values - NULL values - Filtering & Subsetting.

UNIT III:

Matrices - Creating Matrices - Adding or Removing rows/columns - Reshaping - Operations - Special functions on Matrices. Lists - Creating List – General List Operations - Special Functions - Recursive Lists. Data Frames - Creating Data Frames - Naming - Accessing - Adding - Removing - Applying Special functions to Data Frames - Merging Data Frames- Factors and Tables.

WORKING WITH R

Working with data in R - Reading CSV and Excel Files, reading text files, Writing and saving data objects to file in R, String operations in R - Regular Expressions, Dates in R, Using Visualization tools – Bar Charts, Histograms, Pie Charts, Scatter Plots, Line Plots.

Input / Output – Reading and Writing datasets in various formats - Functions - Creating User-defined functions - Functions on Function Object - Scope of Variables - Accessing Global, Environment - Closures - Recursion. Exploratory Data Analysis - Data Preprocessing - Descriptive Statistics - Central Tendency - Variability - Mean - Median - Range - Variance - Summary - Handling Missing values and Outliers - Normalization
Data Visualization in R : Types of visualizations - packages for visualizations - Basic Visualizations, Advanced Visualizations and Creating 3D plots.

UNIT V Data Visualization with R:
Basic Visualization Tools-Bar Charts, Histograms, Pie Charts, Basic Visualization Tools ContinuedScatter Plots, Line Plots and Regression, Specialized Visualization Tools-Word Clouds, Radar Charts, Waffle Charts, Box Plots, how to create Maps Creating Maps in R, How to build interactive web pages- Introduction to Shiny, Creating and Customizing Shiny Apps, Additional Shiny Features Hands on with ggplot2: Marginal Plots, Bubble Plots & Count Charts, Diverging Charts, Themes, Multi Panel Plots, Multiple Plots, Background Colors.

Text Books:
1. Cognitive computing with IBM Watson (by Rob High (Author), Tanmay Bakshi (Author),30 April 2019)-1st edition.

Reference Books:
1. Nina Zumel, John Mount, “Practical Data Science with R”, Manning Publications, 2014.
2. Jure Leskovec, Anand Rajaraman, Jeffrey D.Ullman, “Mining of Massive Datasets”, Cambridge University Press, 2014.
3. Mark Gardener, “Beginning R - The Statistical Programming Language”, John Wiley & Sons, Inc., 2012.
4. W. N. Venables, D. M. Smith and the R Core Team, “An Introduction to R”, 2013.
5. Tony Ojeda, Sean Patrick Murphy, Benjamin Bengfort, Abhijit Dasgupta, “Practical Data Science Cookbook”, Packt Publishing Ltd., 2014.
6. Nathan Yau, “Visualize This: The FlowingData Guide to Design, Visualization, and Statistics”, Wiley, 2011.
7. Boris lublinsky, Kevin t. Smith, Alexey Yakubovich, “Professional Hadoop Solutions”, Wiley, ISBN: 9788126551071, 2015.
8. R in a Nutshell: Second Edition Paperback– (23 Oct 2012) by Joseph Adler-2nd edition.
9. Applied Predictive Modeling Hardcover– (27 Apr 2018) by Max Kuhn, Kjell Johnson- 1st edition.
10. An Introduction to Statistical Learning: with Applications in R (Springer Texts in Statistics) Hardcover– (29 Sep 2017), by Gareth James, Daniela Witten, Trevor Hastie.

Student Activity
Databases need to undergo pre-processing to be useful for data mining. Dirty data can cause confusion for the data mining procedure, resulting in unreliable output. Data cleaning includes smoothing noisy data, filling in missing values, identifying and removing outliers, and resolving inconsistencies.
RECOMMENDED CO-CURRICULAR ACTIVITIES:

(Co-curricular activities shall not promote copying from textbook or from others work and shall encourage self/independent and group learning)

A. Measurable

1. Assignments (in writing and doing forms on the aspects of syllabus content and outside the syllabus content. Shall be individual and challenging)
2. Student seminars (on topics of the syllabus and related aspects (individual activity))
3. Quiz (on topics where the content can be compiled by smaller aspects and data (Individuals or groups as teams))
4. Study projects (by very small groups of students on selected local real-time problems pertaining to syllabus or related areas. The individual participation and contribution of students shall be ensured (team activity

B. General

1. Group Discussion
2. Try to solve MCQ's available online.
3. Others

RECOMMENDED CONTINUOUS ASSESSMENT METHODS:

Some of the following suggested assessment methodologies could be adopted;

1. The oral and written examinations (Scheduled and surprise tests)
2. Closed-book and open-book tests
3. Problem-solving exercises
4. Practical assignments and laboratory reports
5. Observation of practical skills
6. Individual and group project reports like "COVID-19 Analysis", "Estimated Quanrantain Period for Covid-19 Contacts", etc.
7. Efficient delivery using seminar presentations,
8. Viva voce interviews.
9. Computerized adaptive testing, literature surveys and evaluations,
10. Peers and self-assessment, outputs form individual and collaborative work.

E BOOKS

1. https://web.itu.edu.tr/~tokerem/The_Book_of_R.pdf

MOOC

1. https://online-learning.harvard.edu/subject/r
2. https://www.udemy.com/course/r-basics/
3. https://www.datacamp.com/courses/free-introduction-to-r

List of Practicals

R Programming LAB

1) Installing R and R studio

2) Create a folder DS_R and make it a working directory. Display the current working directory

3) installing the "ggplot2", "caTools", "CART" packages

4) load the packages "ggplot2", "caTools".

5) Basic operations in r

6) Working with Vectors:

• Create a vector v1 with elements 1 to 20.

• Add 2 to every element of the vector v1.

• Divide every element in v1 by 5

• Create a vector v2 with elements from 21 to 30. Now add v1 to v2.

7) Getting data into R, Basic data manipulation

8) Using the data present in the table given below, create a Matrix "M"

	C1	***C2***	***C3***	***C4***	***C5***
C1	***0***	***12***	***13***	***8***	***20***
C2	***12***	***0***	***15***	***28***	***88***
C3	***13***	***15***	***0***	***6***	***9***
C4	***8***	***28***	***6***	***0***	***33***
C5	***20***	***88***	***9***	***33***	***0***

• Find the pairs of cities with shortest distance.

9) Consider the following marks scored by the 6 students

Section	**Stude_ntno**	**M1**	**M2**	**M3**
A	1	45	54	45
A	2	34	55	55
A	3	56	66	64
B	1	43	44	45
B	2	67	76	78
B	3	76	68	37

- create a data structure for the above data and store in proper positions with proper names
- display the marks and totals for all students
- Display the highest total marks in each section.
- Add a new subject and fill it with marks for 2 sections.

- Three people denoted by P1, P2, P3 intend to buy some rolls, buns, cakes and bread. Each of them needs these commodities in differing amounts and can buy them in two shops S1, S2. The individual prices and desired quantities of the commodities are given in the following table "demand.

	price	
	S1	S2
Roll	1.5	1
Bun	2	2.5
Cake	5	4.5
Bread	16	17

- Create matrices for above information with row names and col names.
- Display the demand.quantity and price matrices
- Find the total amount to be spent by each person for their requirements in each shop
- Suggest a shop for each person to buy the products which is minimal.

10) Consider the following employee details:

employee details as follows		
	emp_no:1	
	name: Ram	
	salary	
		basic: 10000
		hra: 2500
		da: 4000
	deductions	
		pf: 1100
		tax: 200
	total salary	
		gs(Gross Salary):
		ns(Net Salary)

 Create a list for the employee data and fill gross and net salary.

 Add the address to the above list

 display the employee name and address

 remove street from address

 remove address from the List.

11) Loops and functions - Find the factorial of a given number

12) Implementation of Data Frame and its corresponding operators and functions

13) Implementation of Reading data from the files and writing output back to the specified file

14) Treatment of NAs, outliers, Scaling the data, etc

15) Applying summary() to find the mean, median, standard deviation, etc

16) Implementation of Visualizations - Bar, Histogram, Box, Line, scatter plot, etc.

E BOOKS

1. https://web.itu.edu.tr/~tokerem/The_Book_of_R.pdf

MOOC

1. https://online-learning.harvard.edu/subject/r
2. https://www.udemy.com/course/r-basics/
3. https://www.datacamp.com/courses/free-introduction-to-r

Python for Data Science (UDT103) (2+4)

COURSE OUTCOMES

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

1 Identify the need for data science and solve basic problems using Python built-in data types and their methods.

2 Employ efficient storage and data operations using NumPy arrays.

3 Apply powerful data manipulations using Pandas.

4 Do data pre-processing and visualization using Pandas.

Prerequisites: NIL

Unit 1: INTRODUCTION TO DATA SCIENCE AND PYTHON PROGRAMMING

Introduction to Data Science - Why Python? - Essential Python libraries - Python Introduction- Features, Identifiers, Reserved words, Indentation, Comments, Built-in Data types and their Methods: Strings, List, Tuples, Dictionary, Set - Type Conversion- Operators. Decision Making- Looping- Loop Control statement- Math and Random number functions. User defined functions - function arguments & its types.

Practical Component:

1. Implement basic Python programs for reading input from console.
2. Perform Creation, indexing, slicing, concatenation and repetition operations on Python built-in data types: Strings, List, Tuples, Dictionary, Set
3. Solve problems using decision and looping statements.
4. Apply Python built-in data types: Strings, List, Tuples, Dictionary, Set and their methods to solve any given problem
5. Handle numerical operations using math and random number functions
6. Create user-defined functions with different types of function arguments.

Unit 2: INTRODUCTION TO NUMPY

NumPy Basics: Arrays and Vectorized Computation- The NumPy ndarray- Creating ndarrays- Data Types for ndarrays- Arithmetic with NumPy Arrays- Basic Indexing and Slicing - Boolean Indexing-Transposing Arrays and Swapping Axes. Universal Functions: Fast Element-Wise Array Functions- Mathematical and Statistical Methods-Sorting Unique and Other Set Logic.

Practical Component:

1. Create NumPy arrays from Python Data Structures, Intrinsic NumPy objects and Random Functions.
2. Manipulation of NumPy arrays- Indexing, Slicing, Reshaping, Joining and Splitting.
3. Computation on NumPy arrays using Universal Functions and Mathematical methods.
4. Import a CSV file and perform various Statistical and Comparison operations on rows/columns.
5. Load an image file and do crop and flip operation using NumPy Indexing.

Unit 3: DATA MANIPULATION WITH PANDAS

Introduction to pandas Data Structures: Series, DataFrame, Essential Functionality: Dropping EntriesIndexing, Selection, and Filtering- Function Application and Mapping- Sorting and Ranking. Summarizing and Computing Descriptive Statistics- Unique Values, Value Counts, and Membership. Reading and Writing Data in Text Format.

Practical Component:

1. Create Pandas Series and DataFrame from various inputs.
2. Import any CSV file to Pandas DataFrame and perform the following:

(a) Visualize the first and last 10 records
(b) Get the shape, index and column details
(c) Select/Delete the records(rows)/columns based on conditions.
(d) Perform ranking and sorting operations.
(e) Do required statistical operations on the given columns.
(f) Find the count and uniqueness of the given categorical values.
(g) Rename single/multiple columns.

Unit 4: DATA CLEANING, PREPARATION AND VISUALIZATION

Data Cleaning and Preparation: Handling Missing Data - Data Transformation: Removing Duplicates, Transforming Data Using a Function or Mapping, Replacing Values, Detecting and Filtering Outliers- String Manipulation: Vectorized String Functions in pandas. Plotting with pandas: Line Plots, Bar Plots, Histograms and Density Plots, Scatter or Point Plots.

Practical Component:

1.Import any CSV file to Pandas DataFrame and perform the following:

(a) Handle missing data by detecting and dropping/ filling missing values.
(b) Transform data using apply() and map() method.
(c) Detect and filter outliers.
(d) Perform Vectorized String operations on Pandas Series.
(e) Visualize data using Line Plots, Bar Plots, Histograms, Density Plots and Scatter Plots.

TEXT BOOKS

1. Y. Daniel Liang, “Introduction to Programming using Python”, Pearson,2012.
2. Wes McKinney, “Python for Data Analysis: Data Wrangling with Pandas, NumPy, and IPython”, O’Reilly, 2nd Edition,2018.
3. Jake VanderPlas, “Python Data Science Handbook: Essential Tools for Working with Data”, O’Reilly, 2017.

REFERENCE BOOKS

1. Wesley J. Chun, “Core Python Programming”, Prentice Hall,2006.
2. Mark Lutz, “Learning Python”, O’Reilly, 4th Edition, 2009.

E BOOKS

1. https://www.programmer-books.com/introducing-data-science-pdf/
2. https://www.cs.uky.edu/~keen/115/Haltermanpythonbook.pdf
3. http://math.ecnu.edu.cn/~lfzhou/seminar/[Joel_Grus]_Data_Science_from_Scratch_First_Princ.pdf

MOOC

1. https://www.edx.org/course/python-basics-for-data-science
2. https://www.edx.org/course/analyzing-data-with-python
3. https://www.coursera.org/learn/python-plotting?specialization=data-science-python

Data Pre-processing and Visualization using Python (UDT104) (2+4)

Course Description

Data Handling and Visualization course deals with Data visualization, implementation, and principles of proportions

Course Objective

1. To explain the basics of Data Visualization
2. To enable students to Implement visualization of distributions
3. To make students to write programs on visualization of time series, proportions & associations
4. To make students to apply visualization on Trends and uncertainty
5. To enable students, understand the principles of proportions

Course Outcome

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

CO1. Understand the significance of data preprocessing in data analysis and machine learning, and be able to articulate its impact on the quality of results.

CO2. Identify and handle missing data, duplicates, and outliers to ensure the data is clean and ready for analysis.

CO3. Perform data transformation: normalizing, scaling, and encoding data to bring it to a consistent format and enable better comparisons.

CO 4. able to use various statistical and visual methods to summarize and explore the data, gaining insights into its distribution, correlations, and patterns.

CO 5. Visualize data effectively: Students should be proficient in using Python libraries like Matplotlib, Seaborn, and Plotly to create various types of visualizations, including histograms, box plots, scatter plots, heatmaps, and more.

CO 6. able to communicate their results effectively through presentations or reports, explaining the data preprocessing steps taken and the insights gained from the visualizations (i.e., able to present finding and insights of real data).

Prerequisites: Nil

1. Introduction to Data Preprocessing

Understanding the importance of data preprocessing

Steps involved in data preprocessing

Handling missing data

Dealing with outliers

2. Data Cleaning and Transformation

Removing duplicates

Data normalization and scaling

Data encoding (e.g., one-hot encoding, label encoding)

Handling categorical variables

3 Exploratory Data Analysis (EDA)

Data summarization and descriptive statistics

Data visualization techniques (e.g., histograms, box plots, scatter plots)

Correlation analysis

Heatmaps and pair plots

4. Data Visualization Libraries

Introduction to popular Python libraries (e.g., Matplotlib, Seaborn, Plotly)

Creating basic plots and customizing visuals

Interactive visualizations

4. Data Preprocessing for Machine Learning

Feature engineering and selection

Handling imbalanced data

Data splitting (train-test split, cross-validation)

5. Integrating Data Preprocessing and Visualization in Python

Applying data preprocessing techniques to real-world datasets

Visualizing data after preprocessing

6. Project Work

Applying data preprocessing and visualization techniques to a specific dataset

Presenting findings and insights

E BOOKS

1. https://www.netquest.com/hubfs/docs/ebook-data-visualization-EN.pdf

MOOC

1. https://www.coursera.org/learn/data-visualization
2. https://www.coursera.org/learn/python-for-data-visualization

Practical Content

Prerequisite: Python Basics

LIST OF EXPERIMENTS:

1. Importing data from various sources (CSV, Excel, SQL).
2. Handling missing data: identifying and imputing missing values.
3. Data cleaning: removing duplicates and handling outliers.
4. Data normalization and scaling techniques.
5. Handling categorical data: encoding categorical variables (Label Encoding, One-Hot Encoding).
6. Feature engineering: creating new features, feature selection.
7. Descriptive statistics and summary metrics.
8. Data visualization with Matplotlib and Seaborn.
9. Customizing plots using Matplotlib and Seaborn.
10. Creating interactive visualizations with Plotly.
11. Aggregating data using Pandas.
12. Grouping data based on categories.
13. Pivot tables and cross-tabulation.

Project (Data Visualization Case Study)

- Visualizing real-world datasets.
- Applying data pre-processing and visualization techniques to a new dataset.

- Creating meaningful and insightful visualizations using Matplotlib, Seaborn, and Plotly.
- Presenting findings and insights.

REFERENCE BOOKS

1. Claus Wilke, "Fundamentals of Data Visualization: A Primer on Making Informative and Compelling Figures", 1st edition, O'Reilly Media Inc, 2019.

2. Data Wrangling with Python by Jacqueline Kazil and Katharine Jarmul.

https://www.datacamp.com/

https://towardsdatascience.com/

https://seaborn.pydata.org/

Time series analysis and forecasting using Python (UDT105)(3+2)

Unit 1: INTRODUCTION OF TIMESERIES ANALYSIS:

Introduction to Time Series and Forecasting, Different types of data, Internal structures of time series. Models for time series analysis, Autocorrelation and Partial autocorrelation. Examples of Time series Nature and uses of forecasting, Forecasting Process, Data for forecasting, Resources for forecasting.

Unit 2: STATISTICS BACKGROUND FOR FORECASTING:

Graphical Displays, Time Series Plots, Plotting Smoothed Data, Numerical Description of Time Series Data, Use of Data Transformations and Adjustments, General Approach to Time Series Modeling and Forecasting, Evaluating and Monitoring Forecasting Model Performance.

Unit 3: TIME SERIES REGRESSION MODEL:

Introduction Least Squares Estimation in Linear Regression Models, Statistical Inference in Linear Regression, Prediction of New Observations, Model Adequacy Checking, Variable Selection Methods in Regression, Generalized and Weighted Least Squares, Regression Models for General Time Series Data, Exponential Smoothing, First order and Second order.

Unit 4 AUTOREGRESSIVE INTEGRATED MOVING AVERAGE (ARIMA) MODELS:

Autoregressive Moving Average (ARMA) Models - Stationarity and Invertibility of ARMA Models - Checking for Stationarity using Variogram- Detecting Nonstationarity - Autoregressive Integrated Moving Average (ARIMA) Models - Forecasting using ARIMA - Seasonal Data - Seasonal ARIMA Models Forecasting using Seasonal ARIMA Models Introduction - Finding the "BEST" Model -Example: Internet Users DataModel Selection Criteria - Impulse Response Function to Study the Differences in Models Comparing Impulse Response Functions for Competing Models .

TEXTBOOKS:

1. Introduction To Time Series Analysis And Forecasting, 2nd Edition, Wiley Series In Probability And Statistics, By Douglas C. Montgomery, Cheryl L. Jen(2015)

2. Master Time Series Data Processing, Visualization, And Modeling Using Python Dr. Avishek Pal Dr. Pks Prakash (2017)

LAB

1 Task to perform on Time Series data
- Time Series Data Cleaning
- Loading and Handling Times series data
- Preprocessing Techniques

2 How to Check Stationarity of a Time Series. How to make a Time Series Stationary? Estimating & Eliminating Trend.
- Aggregation
- Smoothing
- Polynomial Fitting Eliminating Trend and Seasonality
- Differencing
- Decomposition

3 a) Moving Average time analysis data.
b) Smoothing the Time analysis Data.
c) Check out the Time series Linear and non-linear trends.
d) Create a modelling.

4 Modelling time series
- Moving average
- Exponential smoothing
- ARIMA Seasonal autoregressive integrated moving average model (SARIMA)

Fundamentals of Machine Learning (UDT106) (2+4)

Course Objective:

1. To introduce students to the basic concepts and techniques of Machine Learning.

2: To develop skills of using recent machine learning software for solving practical problems.

3: To gain experience of doing independent study and research.

4: Ability to identify the characteristics of datasets and compare the trivial data and big data for various applications.

Learning Outcome:

Upon successful completion of the course the student will be able to:

1. Ability to select and implement machine learning techniques and computing environment that are suitable for the applications under consideration.

2. Ability to solve problems associated with batch learning and online learning, and the big data characteristics such as high dimensionality, dynamically growing data and in particular scalability issues.

3. Ability to understand and apply scaling up machine learning techniques and associated computing techniques and technologies.

4. Ability to recognize and implement various ways of selecting suitable model parameters for different machine learning techniques

Course Contents:

Unit I INTRODUCTION TO MACHINE LEARNING:

Application of Machine Learning, Supervised vs Unsupervised Learning, Python libraries suitable for Machine Learning

II DATA PRE-PROCESSINGAND DATA

· Identifying and handling the missing values

· Encoding the categorical data

· Normalization

· Standardization

· PCA

III SUPERVISED LEARNINGREGRESSION AND CLASSIFICATION:

Linear Regression,Non-Linear Regression, Model evaluation methods, KNearest Neighbour, Decision Tree, Logistic Regression, Support Vector Machines, Model Evaluation

IV Unsupervised Learning:

K-means Clustering, Hierarchical Clustering, Density-Based Clustering

Suggested Readings:

1. Machine Learning - Tom M. Mitchell

2. Python Machine Learning – Sebastian, Raschka and Vahid Mirjalili

3. Hands-On Machine Learning with Scikit-Learn and TensorFlow: Concepts, Tools, and Technique to Build Intelligent Systems - AurélienGéron

4. Understanding Machine Learning - Shai Shalev-Shwartz and Shai Ben-David La

Data driven Applications (UDT107) (2+4)

Unit 1 : INTRODUCTION TO POWER BI

· Introduction to Power BI - Need, Imprtance · Power BI - Advantages and Scalable Options · History - Power View, Power Query, Power Pivot · Power BI Data Source Library and DW Files · Cloud Colloboration and Usage Scope · Business Analyst Tools, MS Cloud Tools · Power BI Installation and Cloud Account · Power BI Cloud and Power BI Service · Power BI Architecture and Data Access · OnPremise Data Acces and Microsoft On Drive · Power BI Desktop - Instalation, Usage · Sample Reports and Visualization Controls · Power BI Cloud Account Configuration · Understanding Desktop & Mobile Editions · Report Rendering Options and End User Access · Power View and Power Map. Power BI Licenses · Course Plan - Power BI Online Training

Unit 2 : CREATING POWER BI REPORTS, AUTO FILTERS

· Report Design with Legacy & .DAT Files · Report Design with Databse Tables · Understanding Power BI Report Designer · Report Canvas, Report Pages: Creation, Renames · Report Visuals, Fields and UI Options · Experimenting Visual Interactions, Advantages · Reports with Multiple Pages and Advantages · Pages with Multiple Visualizations. Data Access · PUBLISH Options and Report Verification in Cloud· "GET DATA" Options and Report Fields, Filters · Report View Options: Full, Fit Page, Width Scale · Report Design using Databases & Queries · Query Settings and Data Preloads · Navigation Options and Report Refresh · Stacked bar chart, Stacked column chart · Clustered bar chart, Clustered column chart · Adding Report Titles. Report Format Options · Focus Mode, Explore and Export Settings

Unit 3 : REPORT VISUALIZATIONS and PROPERTIES

· Power BI Design: Canvas, Visualizations and Fileds · Import Data Options with Power BI Model, Advantages · Direct Query Options and Real-time (LIVE) Data Access · Data Fields and Filters with Visualizations · Visualization Filters, Page Filters, Report Filters · Conditional Filters and Clearing. Testing Sets · Creating Customised Tables with Power BI Editor · General Properties, Sizing, Dimensions, and Positions · Alternate Text and Tiles.

Header (Column, Row) Properties · Grid Properties (Vertical, Horizontal) and Styles · Table Styles & Alternate Row Colors - Static, Dynamic · Sparse, Flashy Rows, Condensed Table Reports. Focus Mode · Totals Computations, Background. Boders Properties · Column Headers, Column Formatting, Value Properties · Conditional Formatting Options - Color Scale · Page Level Filters and Report Level Filters · Visual-Level Filters and Format Options · Report Fields, Formats and Analytics · Page-Level Filters and Column Formatting, Filters · Background Properties, Borders and Lock Aspect

Unit 4: CHART AND MAP REPORT PROPERTIES

· Chart report types and properties · stacked bar chart, stacked column chartclustered bar chart, clustered column chart · 100% stacked bar chart, 100% stacked column chart · line charts, area charts, stacked area charts · line and stacked row charts · line and stacked column charts · waterfall chart, scatter chart, pie chart · Field Properties: Axis, Legend, Value, Tooltip · Field Properties: Color Saturation, Filters Types · Formats: Legend, Axis, Data Labels, Plot Area · Data Labels: Visibility, Color and Display Units · Data Labels: Precision, Position, Text Options · Analytics: Constant Line, Position, Labels · Working with Waterfall Charts and Default Values · Modifying Legends and Visual Filters - Options · Map Reports: Working with Map Reports.

Text Books

1. "Beginning Power BI: A Practical Guide to Self-Service Data Analytics with Excel 2016 and Power BI Desktop" by Dan Clark
2. "Power BI Step-by-Step Part 1: Up and Running: Power BI Mastery through hands-on Tutorials (Power BI Step by Step)" by Grant Gamble
3. "Mastering Microsoft Power BI" by Brett Powell

Links

https://learn.microsoft.com/en-us/power-bi/

https://docs.microsoft.com/en-us/power-bi/guided-learning/

https://docs.microsoft.com/en-us/learn/paths/analyze-visualize-data-power-bi/

Project and Case Study (UDT108)

FOREIGN TRADE

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

Basics of Business

Course Code	Course Title	L	T	P	S	Credit
UFT101	**Basics of Business**	3	1			4
Pre-requisites/Exposure						

Course Objectives:

- Understand the concept of business and its significance in the modern world.
- Differentiate between various forms of business ownership and organizational structures.
- Develop basic business planning and entrepreneurship skills.
- Explore the impact of globalization on contemporary businesses.

Course Outcomes:

Unit 1: Basis of Business

Understanding Business and Its Importance; Meaning, scope and evolution of commerce & industry, -Industrial Revolution- its effects. -Emergence of Indian MNCs & transnational corporations -Recent trends in business world. Globalization & challenges for Indian Business in new millennium.

Unit 2: Forms of Business Organization

Business sectors & forms of business organizations- private sector, Cooperative sectors, public sector, joint sector, Services sector, Various forms of business organizations – Sole Proprietorship, Partnership firms, Joint stock companies -their features, relative merits, demerits & suitability. Merges & acquisitions-mergers in India. Networking, Franchising, BPOs & KPOs, E-commerce, On-line trading, patents, trademarks & copyright.

Unit 3: Business and Entrepreneurship

Decisions in setting up an Enterprise – opportunity and idea generation, Role of creativity and innovation, Feasibility study and Business Plan, Business size and location decisions, various factors to be considered for starting a new unit, Relevant Government Policies - SEZ (Special Economic Zone) policy etc.

Unit 4: Business and Globalization

Meaning and nature of globalization-Reasons behind globalization-Strategies for internationalization- Globalization of Indian business-Objectives and principles of GATT, Functions of WTO –Structure of WTO- Arguments for joining WTO and arguments against joining WTO

Objectives

➢➢ To explore and offer knowledge on global business environment

➢➢ To explore knowledge on international institutions involved in promotion of global business, and

➢➢ To make future global managers

Unit – I International Business: Nature, importance and scope – Mode of entry into international business - Framework for analyzing international business environment – geographical, economic, socio-cultural, political and legal environment.

Unit – II International Economic Environment: World economic and trading situation; International economic institutions and agreements – WTO, UNCAD, IMF, World Bank; Generalized system of preferences, GSTP; International commodity agreements.

Unit – III Multinational Corporations: Conceptual framework of MNCs; MNCs and host and home country relations; Technology transfers – importance and types – M&A of MNC's

Unit IV –Foreign Investment: Capital flows – types and theories of foreign investment; foreign investment flows and barriers.- Foreign Direct Investment (FDI)

References

- Adhikary, Manab, GLOBAL BUSINESS MANAGEMENT, Macmillan, New Delhi.
- Aswathappa, INTERNATIONAL BUSINESS, Tata Mc Graw Hill publications, New Delhi.
- Bhattacharya.B, GOING INTERNATIONAL RESPONSE STRATEGIES FOR INDIAN SECTOR, Wheeler Publishing Co, New Delhi.

- Black and Sundaram, INTERNATIONAL BUSINESS ENVIRONMENT, Prentice Hall of India, New Delhi.
- Gosh, Biswanath, ECONOMIC ENVIRONMENT OF BUSINESS, South Asia Book, New Delhi.

Global Economy

Course Code	Course Title	L	T	P	S	Credit
UFT102	**The Global Economy**	3	1			4
Pre-requisites/Exposure						

Unit 1: Introduction to Globalization and India

Understanding the concept of globalization, and the role of Globalization in economic growth.The economic reforms of 1991 in India. Impact on trade, investment, and economic growth.

Unit 2: Foreign Direct Investment (FDI) in India

Meaning and Concept of Foreign Direct Investment, Foreign Direct Investment Policies, Regulations, trends and compositions in the different sector of Indian Economy.

Unit 3: Foreign Trade

Foreign Trade: Salient features of India's foreign trade; Trends in foreign trade in the recent past, Balance of payment, Balance of Trade, and trends of the balance of payment in India.

Unit 4: Global Challenges and Opportunities

Global Supply Chains and India, Role of India in Global Supply Chains, Sustainable Development and Climate Change, Sustainable Development and Climate Change.

Course Code	**Course Name**	**L**	**T**	**P**	**C**
UFT103	**International Business Environment**	**3**	**1**	**0**	**4**
Prerequisite	**-**				

Course Description

An understanding of international business is essential for students in today's interdependent global world. This course will provide students with the knowledge, skills, and abilities to understand the global economic, political, cultural and social environment within which firms operate. The module highlights how environmental factors affect business in a global economy. The module will also facilitate students' understanding of the challenges associated with

working, communicating, and negotiating in a cross-cultural context. Moreover, the module will reflect upon current world affairs, both in commerce and politics in order to frame and contextualise the current challenges and problems.

Course Outcome

CO1: Understand the international business environment, including economic, political, regulatory, demographic, social, cultural, and technological factors
CO2: Apply international trade theories, such as absolute and comparative advantage
CO3: Analyze the evolution of the international monetary system, including the breakdown of the Bretton Woods system, the emergence of the European Monetary System
CO4: Evaluate the strategies and structures of international business, focusing on the role and impact of multinational corporations.

Course Content

Unit 1: An Overview of International Business Environment

Economic environment –meaning and importance, political and regulatory environment, demographic environment ,social and cultural environment and technological environment. Globalisation and its effects on international business.

Unit- 2 :International Economic Environment and Economic Integration

International Trade Theory: Theory of absolute advantage,Theory of Comparative advantage, The Political Economy of International Trade.New Theories of international Trade. Foreign Direct Investment : Types and significance of foreign investments(FDI Vs FII), factors affecting international investment.
Types of Economic integration- Free Trade Area, Customs Union, Common Market, European union. Integration of developing countries – SAARC,SAPTA,BRICS,BIMSTEC,RCEP. International commodity agreements ,Cartels – Bi-lateral & Multi-lateral contracts.

Unit-3:International Monetary System and Foreign Exchange Market

The Pre-Bretton Wood's period, Breakdown of Bretton Wood system and emergence of EMS, EU and EURO. An overview of international economic institutions: International Monetary Funds (IMF) ,World Bank,WTO, Asian Development Bank, New Development Bank, UNCTAD, The Foreign Exchange Market, Government intervention and influence on exchange rate.

Unit - 4 :The Strategy and Structure of International Business

Importance and dominance of MNCs ,advantages to host and home countries ,criticism of MNCs, Global competitiveness – indicators of competitiveness ,Technology and Global competitiveness. The Organization of International Business ,Entry Strategy and Strategic

Alliances . Understanding the role of culture – communicating across cultures – cross cultural negotiations. Social Responsibilities and Ethics in International Business.

TEXT

Francis -Cherunilam, International Business Environment, Mumbai, Himalaya Publishing House, 2008.

REFERENCE

1. V.K.Bhalla, International Business Environment and Management, Anmol publications, 2010

2. Paul, Justin, Business Environment: Text & Cases, McGraw Hill, 2010.

3. Ian Worthington, Chris Britton, The Business Environment, New Delhi, Prentice Hall, 2007.

Macroeconomics of Open Economies

Course Code	Course Name	L	T	P	C
UFT104	**Macroeconomics of Open Economies**	**3**	**1**	**0**	**4**
Prerequisite	**-**				

Course Objective: This course intends to emphasise on how a country's relations to the rest of the world influence aggregate economic activity, employment, exchange rate and inflation and 40 forms the scope for monetary and fiscal policy. The course includes a thorough introduction to the foreign exchange market and a discussion of world level interactions. A major part of the course deals with the dynamic effects (effects over time) of economic shocks and policies. The course prepares the student for taking part in professional discussions about the design of monetary and fiscal policy and for any kind of work where it is important to have a good understanding of macroeconomic fluctuations (e.g. for making predictions of macro variables, for choosing investment where the return depend on macro developments) when the economies are open.

CO1: Understand the fundamentals of open-economy macroeconomics

CO2: Apply concepts related to the balance of payments, exchange rates, and foreign exchange markets

CO3: Analyze the theories of Purchasing Power Parity (PPP), including absolute and relative PPP, and assess their applications and limitations

CO4: Evaluate international macroeconomic policies and systems.

Unit 1 Open-Economy Macroeconomics: National Income accounting. Keynesian national income determination model, circular flow of national income

Unit 2: Balance of payment; Exchange Rates and the Foreign Exchange Market; Money, Interest Rates, and Exchange Rates; Price Levels and the Exchange Rate in the Long Run; Output and the Exchange Rate in the Short Run; Fixed Exchange Rates and Foreign Exchange Intervention

Unit 3- Purchasing Power PPP, Absolute & Relative PPP, Long Run Exchange Rate Model Based upon PPP, Problems with PPP, Beyond Purchasing Power Parity,

Unit 4- International Macroeconomic Policy: International Monetary Systems: An Historical Overview; Financial Globalization: Opportunity and Crisis; Optimum Currency Areas and the Euro; Developing Countries: Growth, Crisis, and Reform

References

1. Feenstra, R., Taylor, A. (2014). International economics, 3rd ed. Worth Publishers.
2. Krugman, P., Obstfeld, M., Melitz, M. (2018). International economics: Theory and policy, 11th ed. Pearson Education.
3. Pugel, T. (2015). International Economics, 16th ed. McGraw-Hill Education.

Global Political Economy

Course Code	Course Name	L	T	P	C
UFT105	**Global Political Economy**	**3**	**1**	**0**	**4**
Prerequisite	**-**				

Course Objective

This generic elective course introduces students to the contemporary structures, trends and developments in the Global Economy through a Political Economy lens. It explores the period since the end of Second World War up to recent global economic crisis – from the 'Golden age of capitalism' to the 'neoliberal' shift. It particularly explores changes in the organization of production and corporate structure along with changes in labour processes and labour regimes and also the increasing dominance of finance in the contemporary world. It also examines the shifts in the nature, scope and ideology of the state under globalisation.

CO1: Understand the perspectives on the political economy of globalization

CO2: Apply knowledge of the political economy of global trade and the financialization of the global economy

CO3: Analyze the role of the state in the era of globalization, focusing on the challenges and limitations faced by welfare and developmental states

CO4: Evaluate global economic instability and crises and assessing the potential for recurring economic crises in the globalized economy.

Unit 1

Introduction and overview: Perspectives on political economy of globalisation with a historical overview, Changing dynamics of capitalist production, organisational forms and labour processes: Fordist and post-Fordist production regimes; multinational corporations –evolution, structural form and dynamics; global value chains and production networks; the changing nature of employment, job security and labour rights in a globalised economy

Unit 2

The political economy of global trade: Structure and institutions of the international trade regime, The role of finance in the globalised economy: financialisation of the global economy – trends, instruments, features and consequences

Unit 3

The state in the era of globalisation: Globalisation and the limits of the welfare and developmental states; the neoliberal state.

Unit 4

Global economic instability and crisis: The 2008 global economic crisis – prelude, proximate and long term causes; possibility of recurring crises.

References

1. Bhaduri, A. (2002). Nationalism and economic policy in the era of globalization. In D. Nayyar (ed.): Governing globalization: Issues and institutions. Oxford University Press.

2. Chang, D. (2009). Informalising labour in Asia's global factory. Journal of Contemporary Asia, 39, 161-179.60

3. Dore, R. (2008). Financialisation of the global economy. Industrial and Corporate Change, 17, 1097-1112.

4. Harvey, D. (2005). A brief history of neoliberalism. Introduction, Chapters 1-3. Oxford University Press.

5. Hymer, S. (1975). The multinational corporation and the law of uneven development. In H. Radice (ed.): International firms and modern imperialism. Penguin Books.

6. Nayyar, D. (2003). Globalisation and development. In H.-J. Chang (ed.): Rethinking development economics. Anthem Press.

7. Reddy, N. (2003). Economic globalisation, past and present: The challenges to labour. In K. Jomo, K. Jin (eds): Globalization and its discontents, revisited. Tulika Books.

8. Rodrik, D. (2011). The globalization paradox: Why global markets, states and democracy can’t coexist. Oxford University Press.

9. Thun, E. (2011). The globalization of production. In J. Ravenhill (ed.): Global political economy. Chapter 11. Oxford University Press.

10. Tonkiss, F. (2008). Contemporary economic sociology: Globalisation, production, inequality. Chapter 4. Routledge.

11. Vakulabharanam, V. (2009). The recent crisis in global capitalism: Towards a Marxian understanding. Economic and Political Weekly, 44, 144-150.

12. Varoufakis, Y. (2011). The global Minotaur: America, the true origins of the financial crisis and the future of the world economy. Zed Books.

13. Winham, G. (2011). The evolution of the global trade regime. In J. Ravenhill (ed.): Global political economy. Oxford University Press.

Growth, Inequality and Conflict

Course Code	Course Name	L	T	P	C
UFT106	Growth, Inequality and Conflict	3	1	0	4
Prerequisite	-				

CO1 : Understand the evolution of economic thought on development, including concepts like economic growth, human development, capabilities, entitlements, deprivation, and various development indicators

CO2: Apply concepts and measures of inequality and poverty

CO3: Analyze poverty concepts, definitions, and dimensions, focusing on the measurement of poverty in India

CO4: Evaluate the relationships and debates between growth, inequality, and poverty

Unit 1:

Developments in economic thought-History, expectations and development-Economics growth and human development, Capabilities, entitlements and deprivation-Measurement of Development- Development indicators, Human development index, Human Poverty Index, Gender Development Index

Unit 2- Difference between inequality and poverty; Measures of Inequality: Lorenz Curve; Gini Coefficient; generalized entropy measures Axioms of inequality and satisfying conditions of the measures of inequality;

Unit 3- Poverty Concepts, Definitions, dimensions and analytical context Measures of Poverty - Poverty in India -Definition and measurement of Poverty in India: A Chronological Examination; Properties of multidimensional poverty; Multidimensional poverty measures: issues of identification and aggregation; Multidimensional Poverty Measures.

Unit 4- Decomposition of inequality measures- Growth, inequality and PovertyDebates on Growth versus inequality and poverty growth linkages.

Foreign Trade

Course Code	Course Name	L	T	P	C
UFT107	Foreign Trade	3	1	0	4
Prerequisite	-				

CO1 : Understanding the significance of foreign trade, including internal and international trade

CO2: Applying the knowledge of global economic scenarios to analyze the historical development of international trade

CO3: Analyze India's foreign trade dynamics, including the directions, composition, and recent trends, to identify patterns and assess the impact of global economic changes on India's trade.

CO4: Evaluate India's foreign trade policies, including import and export substitution strategies.

Unit 1

Importance of Foreign Trade: Internal and International Trade. Comparative Advantage & Competitive Advantage. Theoretical development from David Ricardo and Heckcher Ohlin

Unit 2:

Global Economic Scenario: Historical Development of International Trade in context of GATT, UNCTAD, WTO

Unit 3:

India's foreign trade, directions and compositions of foreign trade. Inida's foreign trade in recent years

Unit 4:

India's foreign trade policy, Import and export substitution policy of India, recent foreign trade policy.

Reference Books

International Financial Institutions

Course Code	Course Name	L	T	P	C
UFT108	International Financial Institutions	3	1	0	4
Prerequisite	-				

Course Objective: The course focuses to provide an understanding of both the key features of foreign exchange markets and the actual problems of Multinational Corporation within an environment of free flows of foreign capital and floating exchange rates.

Course Outcomes: On successful completion of this course, the students will be able:

CO1: To revise the Concept of International Financial Management

CO2: To discuss the Concept of International Financial Markets

CO3: To identify with the Concept of International Financial Institutions

CO4: To recognize the concept of International Financial Instruments and FDI

CO5: To assess multinational corporate decisions in Global Markets

Unit I: Introduction to International Finance

International Financial Environment: Overview, Nature and Scope of International Finance Evolution of international financial system–gold standard, Breton woods standard, floating exchange rate; International Finance Management VS Domestic Financial Management.

Unit II: International Financial Markets

Eurocurrency market, international bond market, international equity market, international money market.

Unit III: International Financial Institutions

IMF, Bank for International Settlements; international banking-euro bank, types of banking offices-correspondent bank, representative office, foreign branch, subsidiary bank, offshore bank.

Unit IV :-International Financial Instruments

Introduction to International Financial Instruments Types of International Financial -Euro CP, Eurobonds, foreign bonds, global bonds, euro equity, ADR, GDRs.

Text Books:

1. O P Agarwal International Financial Management, 3rd Edition 2014 HPH

2. Gupta Shashi K., Rangi Praneet International Finance 2nd Edition 2017, Kalyani Publishers

Reference Books:

1. Eun C.S., Resnick B.G., “International Financial Management”, 2010, Tata McGraw Hill Education Pvt. Ltd., 4th Ed. Special Indian Edition

2. Shailaja G, “International Finance”, 2010, 2nd Ed. Orient Black’swan.

3. Hendrik Van den Berg, “International Finance and Open Economy Macro Economics”, 2009, 1st Ed. Cambridge.

4. Sharan V., “International Financial Management”, 2009, 5th Ed. PHI, EEE.

5. Madura J., “International Financial Management”, 2010, 4th Ed. Cengage Learning.

6. Apte P.G., “International Finance”, 2008, 2nd Ed. McGraw Hill.

7. Madhu Vij, “International Financial Management”, 2010, 3rd Ed. Excel Books.

8. Vyuptakesh Sharan, International Financial Management, , 4th Ed, 2006, PHI Learning Pvt. Ltd.

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

SEMESTER I					
Course Code: UHR101	**Foundations of Organizational Behaviour**	**L**	**T**	**P**	**C**
Version: 1.0		**3**	**1**	**0**	**4**
Category of Course	Generic Elective/Minor				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

The **Foundations of Organizational Behaviour** course is vital for students aiming to excel in management and leadership roles. It offers an in-depth understanding of human behavior within organizational settings, emphasizing how individuals and groups interact to influence organizational effectiveness. The course contributes to both academic and professional development by equipping students with essential skills such as critical thinking, leadership, and conflict resolution. These competencies are indispensable for careers in management,

human resources, consulting, and other fields where understanding and managing human behavior is crucial.

Course Outcomes

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

CO1: Analyzing individual, group, and organizational behavior using foundational OB theories and concepts.

CO 2: Evaluating different leadership styles and theories, applying them to various organizational scenarios to assess their effectiveness.

CO 3: Applying motivational theories to enhance employee performance and job satisfaction in real-world organizational settings..

CO 4: assess the dynamics of workgroups and teams, identifying factors that influence team performance and decision-making.

CO 5: implement organizational change strategies, addressing resistance and fostering development within an organization.

Course Content

UNIT I **15 lecture hours**

Introduction

Concept and significance and role of organizational, OB system and assumptions of human behavior in organizations, levels of OB analysis, current trends and challenges in the field of OB, role of beliefs, attitudes, values, emotions, and behavior in the workplace

UNIT II **15 lecture hours**

Perception, Personality, and Learning

The perceptual process, impact on individual decision-making; common perceptual errors, individual differences and personality attributes influence behavior in organizations, Concept and significance of learning in organizational settings models of learning, Application of learning theories to modify and improve behavior in the workplace.

UNIT III **15 lecture hours**

Motivation, Leadership, and Group Dynamics

motivation process and major theories, Need Hierarchy Theory, Two-Factor Theory, Expectancy Theory, and Equity Theory ,leadership concepts, styles, and key theories such as Trait Theory, Behavioral Theory, Fiedler's Contingency Theory, and Path-Goal Theory, group dynamics, stages of group development, and factors influencing team performance, group decision-making processes, and addressing issues in managing group decisions.

UNIT IV **15 lecture hours**

Organizational Culture, Change, and Development

Meaning, importance, and characteristics of organizational culture, and its impact on organizational behavior, Concept of organizational change, resistance to change, and theories of planned change, Overview of OD, key OD interventions, and the role of learning organizations in fostering development, Understanding organizational conflict, its sources, and types, approaches to conflict management, and strategies for managing stress in the workplace.

Learning Experience

In this 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.

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.

Textbooks:

Psychology by Saundra K. Ciccarelli and J. Noland White

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

Suggested Readings

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

Assessment & Evaluation

Components	Continuous Assesment	Mid Term Examination	End Term Examination
Weightage (%)	**30**	**20**	**50**

Syllabi

SEMESTER II					
Course Code: UHR102	**Professional HRM Practices**	**L**	**T**	**P**	**C**
Version: 1.0		**3**	**1**	**0**	**4**
Category of Course	Generic Elective/Minor				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

The Professional HRM Practices course provides a comprehensive overview of modern Human Resource Management practices. It focuses on equipping students with professional skills necessary for managing human resources within organizations. The course emphasizes strategic HRM, recruitment and selection, performance management, and employee relations, preparing students to handle practical challenges in HR. Students will learn to align HR practices with organizational goals and manage workforce dynamics effectively. This course is essential for anyone aiming for a career in HR or management, offering insights into legal compliance, talent management, and the latest HR technologies.

Course Outcomes

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

CO1: Understanding the strategic role of HRM in organizational success

CO 2: Apply effective recruitment and selection processes in a variety of organizational contexts.

CO 3: Implement and manage performance management systems to enhance employee productivity.

CO 4: Ensure compliance with HR-related legal regulations and ethical standards.

CO 5: Develop talent management strategies to retain and develop high-potential employees

Course Content

UNIT I **15 lecture hours**

HRM Foundations and Strategic Role

Introduction to HRM: Definitions, importance, and evolution.; Strategic HRM and its alignment with organizational goals; HRM models: Michigan Model, Harvard Model; HR's role in developing organizational culture; Ethical issues in HR and Corporate Social Responsibility (CSR); Future trends in HR: Digital transformation, the gig economy, and agile HR practices.

UNIT II **15 lecture hours**

Recruitment, Selection, and Talent Management

Job analysis and design: Processes and methodologies; Recruitment strategies: Internal vs. external, employer branding; Selection methods: Interviews, assessments, competency-based selection; Onboarding and induction: Importance and best practices; Talent management and succession planning; Retention strategies and employee engagement.

UNIT III **15 lecture hours**

Performance Management and Employee Development

Performance Management Systems (PMS): Objectives, key components; Performance appraisal methods: 360-degree feedback, BARS, MBO; Training and development: Needs analysis, types of training programs; Career development: Individual development plans, mentoring; Compensation and benefits management: Designing pay-for-performance systems; Handling poor performance and employee termination: Legal considerations.

UNIT IV **15 lecture hours**

Employee Relations, Legal Compliance, and HR Analytics

Employee relations: Conflict resolution, fostering positive relations; Labor laws and compliance: Equal Employment Opportunity, employment rights; Diversity and inclusion in the workplace: Overcoming bias, promoting equity; Employee wellness and work-life balance: HR's role in mental health; HR metrics and analytics: Key performance indicators, predictive analytics; HR technology: HR Information Systems (HRIS), AI in HR processes.

Learning Experience

The Professional HRM Practices course will be delivered through interactive lectures, case studies, and group discussions. Students will engage in practical HR simulations and role-play exercises to understand real-world HR scenarios. Case studies of leading companies will help illustrate the application of HR strategies in diverse contexts. Students will also work on HR analytics tools to understand how data can drive HR decision-making. Assessments will include project work, presentations, and participation in class discussions to ensure a comprehensive understanding of the subject.

Textbooks:

Armstrong, M. (2020). *Armstrong's Handbook of Human Resource Management Practice.* Kogan Page.

Dessler, G. (2021). *Human Resource Management.* Pearson.

Suggested Readings

Torrington, D., Hall, L., & Taylor, S. (2017). *Human Resource Management.* Pearson.

Boxall, P., Purcell, J., & Wright, P. (2016). *The Oxford Handbook of Human Resource Management.* Oxford University Press.

Assessment & Evaluation

Components	Continuous Assesment	Mid Term Examination	End Term Examination
Weightage (%)	**30**	**20**	**50**

UHR103	Psychological Assessment in Organizations	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Nil				
Co-requisites	---				

Course Objectives

1-Explaining the concept of groups and their meaning in the work place,

2-Identifying types of group,

3-Proffering explanations of how groups are formed and their roles in the work place,

Course Outcomes

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

CO1 Students will demonstrate the ability to administer, score, and interpret various psychological assessment tools commonly used in organizational settings.

CO2 Students will be able to design and implement effective psychological assessment processes for recruitment, selection, employee development, and performance management.

CO3 Students will critically evaluate the reliability, validity, and fairness of different psychological assessment instruments and their applicability in diverse organizational contexts.

CO 4 Students will effectively integrate psychological assessment data into strategic decision-making processes to support organizational development, change initiatives, and enhance workplace performance.

CO 5 Students will apply ethical principles and practices in conducting psychological assessments, ensuring they are fair, unbiased, and inclusive, promoting diversity and inclusion within organizations.

CO6 Students will stay informed about and adapt to emerging trends and innovations in psychological assessment, including the impact of technology and data analytics on assessment practices in organizations.

Catalog Description

This course provides a comprehensive exploration of psychological assessment and its applications within organizational settings. It is designed to equip students with the knowledge and skills necessary to effectively utilize psychological assessments in various human resource and organizational development processes. Throughout the course, students will delve into the fundamental concepts, principles, and historical evolution of psychological assessment, while also examining ethical and legal considerations.

Students will gain hands-on experience with a variety of assessment tools and techniques, learning to administer, score, and interpret instruments used to evaluate cognitive abilities, personality traits, and behavioral tendencies. The course emphasizes the practical application of these assessments in recruitment and selection, employee development, performance appraisal, and organizational change initiatives.

In addition, the course will address the critical issues of reliability, validity, and fairness of assessment tools, ensuring students can make informed decisions about their use. A special focus will be placed on promoting diversity and inclusion through unbiased assessment practices.

By the end of the course, students will be proficient in utilizing psychological assessments to support and improve organizational effectiveness, making them valuable assets to any workplace.

Course Content

Unit I: 15 lecture hours

Psychological Testing

Nature, Origins, Functions of Psychological Tests. Test Administration. Effects of Examiner

and Situational Variables. Examinee's perspective. Effects of training on test performance

Unit II: 15 lecture hours

Test authenticity

Test reliability: concept, methods and types of reliability, Validity; concept, method and types, Culture fair test, Individual and group tests, test standardization

Unit III: 15 lecture hours

Intelligence and Aptitude testing :Stanford- Binet, Wechsler Scales; Differential Aptitude Test. Personality Testing: Self report inventories: MMPI, Neo Personality Inventory; Projective techniques: Inkblot &

Unit IV: 15lecture hours

Applications of Testing

Achievement tests; Career and Work Values Assessment; Infant and Pre school testing; Assessment of mentally retarded. Special Topics and Issues in Testing. Computer – aided psychological testing and its evaluation; Future of testing.

Reference Books/Materials

REFERENCES:

1. Aiken, L.R., & Groth- Marnat, G. (2009). Psychological Testing and Assessment. New Delhi: Pearson Education.

2. Anastasi , A., & Urbina, S. (1997). Psychological Testing (7th Ed.). New Delhi: Pearson Education.

3. Gregory, R.J., (2004). Psychological Testing: History, Principles and Applications (4th Ed.). New Delhi: Pearson Education.

4. Kline, P. (1993). The Handbook of Psychological Testing. London: Routledge.

5. Murphy, K.R., & Davidshofer, C.O. (1988). Psychological Testing: Principles and Application. New Jersey: Prentice Hall.

6. Singh, A.K. (2006). Tests Measurements and Research Methods in Behavioural Sciences. New Delhi: Bharati Bhawan

Assessment & Evaluation

Components	Continuous Assesment	Mid Term Examination	End Term Examination
Weightage (%)	**30**	**20**	**50**

SEMESTER IV					
Course Code: UHR104	Learning and Development in Organizations	**L**	**T**	**P**	**C**
Version: 1.0		**3**	**1**	**0**	**4**
Category of Course	Discipline Specific Course				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

The **Learning and Development in Organizations** course is crucial for students pursuing careers in human resources, organizational development, educational leadership, and management. This course enhances students' understanding of how effective learning strategies and development initiatives can drive organizational success. By exploring theories and practical methodologies, students will learn to design, implement, and evaluate training programs that align with organizational goals and improve employee performance.This course is a key component of the business and psychology programs, providing the skills needed to foster a continuous learning culture in organizations. The knowledge gained here supports career advancement in HR and management, where strategic development initiatives are critical.

Course Outcomes

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

CO1: Design effective training and development programs that align with organizational strategies and enhance workforce capabilities.

CO2: Assess organizational development needs through systematic evaluation of performance data and employee feedback.

CO3: Implement and manage training programs, ensuring they meet the learning objectives and organizational goals.

CO4: Evaluate the effectiveness of training and development initiatives using appropriate metrics to measure return on investment and impact on employee performance.

CO5: Apply change management theories to facilitate and manage organizational change driven by development initiatives.

Course Content

UNIT I **15 lecture hours**

Introduction to Employee learning and Development

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.

Learning Experience

The Learning and Development in Organisations course will be delivered through interactive lectures, case studies, and group discussions. Students will engage in the design, delivery, and evaluation of training programs through practical exercises. They will analyze real-world case studies of organizations successfully implementing L&D strategies and will collaborate on projects that address current challenges in workplace learning. Assessments will include group projects, presentations, and individual assignments that integrate both theoretical knowledge and practical skills.

Textbooks:

- Noe, R. A. (2017). *Employee Training and Development.* McGraw-Hill Education.
- Werner, J. M., & DeSimone, R. L. (2016). *Human Resource Development.* Cengage Learning.

Suggested Readings

1. Blanchard, P. N., & Thacker, J. W. (2013). *Effective Training: Systems, Strategies, and Practices.* Pearson.
2. Watkins, K. E., & Marsick, V. J. (2017). *Strategic Learning in a Knowledge Economy: Individual, Collective, and Organizational Learning Process.* Routledge.

Assessment & Evaluation

Components	**Continuous Assesment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	**30**	**20**	**50**

SEMESTER V					
Course Code: UHR105	Leadership and Talent Development	**L**	**T**	**P**	**C**
Version: 1.0		**3**	**1**	**0**	**4**
Category of Course	Generic Elective/ Minor				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

The Leadership and Talent Development course provides an understanding of how leadership skills and talent development strategies can enhance organizational performance. It explores key leadership theories, talent management frameworks, and practices that drive leadership development, talent retention, and succession planning. The course is designed for students aspiring to leadership roles in business, education, and other organizational settings, offering both theoretical knowledge and practical tools to foster leadership and develop high-potential employees.

Course Outcomes

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

CO1: Understand the foundational theories and principles of leadership and their application in various organizational contexts.

CO2: Analyze the process of talent identification, development, and retention in organizations.

CO3: Design and implement leadership development programs aligned with organizational goals.

CO4: Explore talent management strategies to ensure effective succession planning and career development.

CO5: Evaluate the role of coaching, mentoring, and training in talent and leadership development.

CO6: Examine the impact of leadership styles on employee engagement, performance, and organizational culture.

Course Content

UNIT I **15 lecture hours**

Introduction to Leadership and Leadership Theories

Definition of leadership: Traits, functions, and roles of leaders; Key leadership theories: Trait theory, behavioral theories, contingency theories, and transformational leadership. Leadership styles: Autocratic, democratic, laissez-faire, transactional, and transformational leadership; Leadership in a changing environment: Adapting leadership approaches in dynamic and diverse workplaces; The relationship between leadership and organizational culture; Emotional intelligence and its role in effective leadership.

UNIT II **15 lecture hours**

Talent Management and Development

Overview of talent management: Definition, scope, and importance in organizations; Identifying and assessing talent: Competency mapping, performance appraisals, and potential assessment tools; Talent acquisition and onboarding: Strategies for attracting and retaining top talent; Talent retention: Addressing challenges and creating engagement through recognition, rewards, and career development; High-potential employee programs: Identifying and nurturing future leaders; Role of HR in developing and executing talent management strategies.

UNIT III **15 lecture hours**

Leadership Development and Succession Planning

The process of leadership development: Key components and best practices; Designing leadership development programs: Assessing needs, setting goals, and delivering content; Succession planning: Identifying leadership gaps, building talent pipelines, and ensuring smooth leadership transitions; Coaching and mentoring as leadership development tools: Differences, approaches, and benefits; 360-degree feedback and other assessment tools in leadership development; Case studies: Leadership development programs in successful organizations.

UNIT IV **15 lecture hours**

Challenges and Trends in Leadership and Talent Development

Managing leadership challenges in the modern workplace: Globalization, technology, and remote leadership; Diversity and inclusion in leadership and talent development: Strategies for building inclusive leadership; The role of technology in leadership and talent development: E-learning, digital coaching, and AI tools; Leadership in times of crisis: Leading through uncertainty, change, and organizational disruption; Ethical issues in leadership and talent development: Integrity, accountability, and fairness; Future trends: Leadership for the 21st-century workplace, talent analytics, and data-driven leadership development.

Learning Experience

The Leadership and Talent Development course will involve lectures, case studies, and experiential learning through simulations and role-playing. Students will design leadership development programs and analyze real-world talent management strategies through projects and case studies of top-performing organizations. Peer feedback and reflective exercises will allow students to critically assess their leadership potential and approaches to talent development. Assessments will include group projects, individual assignments, and exams focused on both theoretical and practical aspects of leadership and talent development.

Textbooks:

Northouse, P. G. (2021). *Leadership: Theory and Practice.* Sage Publications.

Silzer, R., & Dowell, B. E. (Eds.). (2010). *Strategy-Driven Talent Management: A Leadership Imperative.* Wiley.

Suggested Readings

McCauley, C. D., Van Velsor, E., & Ruderman, M. N. (2010). *The Center for Creative Leadership Handbook of Leadership Development.* Jossey-Bass.

Ulrich, D., & Smallwood, N. (2012). *Leadership Sustainability: Seven Disciplines to Achieve the Changes Great Leaders Know They Must Make.* McGraw-Hill Education.

Assessment & Evaluation

Components	**Continuous Assesment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	**30**	**20**	**50**

SEMESTER VI					
Course Code: UHR106	**Counselling at Workplace**	**L**	**T**	**P**	**C**
Version: 1.0		**3**	**1**	**0**	**4**
Category of Course	Discipline Specific Course				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

The course on Counselling at Workplace provides a comprehensive understanding of how psychological counselling is applied in organizational settings to address employee well-being, performance, and conflict resolution. It covers the theories and techniques used in workplace counselling, focusing on managing stress, career development, interpersonal relationships, and mental health. This course is ideal for students interested in human resources, organizational psychology, and employee assistance programs (EAPs).

Course Outcomes

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

CO1: Understand the key theories and principles of workplace counselling.

CO2: Apply counselling techniques to resolve workplace conflicts and improve employee well-being.

CO3: Explore the role of counselling in stress management, career development, and organizational change.

CO4: Evaluate the psychological and ethical challenges associated with counselling in a workplace setting.

CO5: Examine the impact of mental health issues and personal challenges on workplace performance and relationships.

CO6: Implement strategies to create a supportive work environment that fosters employee growth and well-being.

Course Content

UNIT I **15 lecture hours**

Introduction to Workplace Counselling

Definition and scope of workplace counselling.

The role of counselling in employee assistance programs (EAPs).

Theories of counselling relevant to the workplace: Person-centered, cognitive-behavioral, and solution-focused approaches.

The importance of emotional intelligence in workplace counselling.

The counselling process: Assessment, goal setting, intervention, and evaluation.

Legal and ethical considerations in workplace counselling: Confidentiality, informed consent, and boundaries.

UNIT II **15 lecture hours**

Stress Management and Work-Life Balance

The impact of stress on employee performance and mental health.

Counselling techniques for managing work-related stress: Cognitive-behavioral interventions, mindfulness, and relaxation techniques.

Work-life balance: Counselling approaches to managing personal and professional responsibilities.

Identifying and addressing burnout: Causes, symptoms, and preventive strategies.

Developing resilience in the workplace: Techniques for coping with organizational change and uncertainty.

Workplace stress management and counselling interventions.

UNIT III **15 lecture hours**

Conflict Resolution and Career Development

The role of counselling in conflict resolution: Mediation, negotiation, and communication skills.

Managing interpersonal relationships at work: Counselling for team dynamics and leadership challenges.

Career counselling: Identifying career aspirations, assessing skills, and developing career plans.

Counselling for career transitions: Managing promotions, job changes, and retirement.

The impact of organizational change on employee well-being: Counselling strategies to support employees during restructuring and downsizing.

Career development and conflict resolution through counselling.

UNIT IV **15 lecture hours**

Mental Health and Employee Well-Being

The role of workplace counselling in addressing mental health issues: Anxiety, depression, and substance abuse.

Recognizing and managing mental health crises in the workplace: Suicide prevention and critical incident stress debriefing (CISD).

Counselling for personal issues affecting work performance: Family conflicts, financial stress, and trauma.

Building a supportive workplace culture: Promoting psychological safety, inclusion, and mental health awareness.

Ethical dilemmas in workplace counselling: Managing dual relationships, confidentiality breaches, and power dynamics.

Future trends in workplace counselling: Digital counselling, teletherapy, and mental health apps.

Learning Experience

The Counselling at Workplace course will include interactive lectures, case studies, and role-playing exercises where students will practice counselling techniques. Students will also engage in group discussions and simulations to resolve workplace conflicts, manage stress, and promote well-being. Practical applications of counselling interventions will be explored through case studies of real-world workplace challenges. Assessments will include research

papers, reflective essays, and presentations focused on the integration of counselling theory and practice in workplace settings.

Textbooks:

1. Carroll, M. (2013). *Workplace Counselling: A Systematic Approach to Employee Care.* Sage.
2. Goss, S., & Anthony, K. (2003). *Technology in Counselling and Psychotherapy: A Practitioner's Guide.* Palgrave Macmillan.

Suggested Readings

1. Lewis, R., & Zibarras, L. D. (2013). *Work and Occupational Psychology: Integrating Theory and Practice.* Sage.
2. Cooper, C. L., & Quick, J. C. (2017). *The Handbook of Stress and Health: A Guide to Research and Practice.* Wiley.

Assessment & Evaluation

Components	**Continuous Assesment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	**30**	**20**	**50**

SEMESTER VII

Course Code: UHR107	Change Management and OD Interventions	L	T	P	C
Version: 1.0		**3**	**1**	**0**	**4**
Category of Course	Generic Elective/Minor				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

This course provides a comprehensive understanding of change management and organizational development (OD) interventions. It covers the theories, frameworks, and strategies for managing organizational change effectively, and it highlights the tools and techniques used to facilitate development interventions. Students will learn how to apply OD interventions to foster transformation, improve organizational performance, and ensure successful change outcomes.

Course Outcomes

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

CO1: Understand the core principles and theories of change management and organizational development (OD).

CO2: Analyze the forces driving change in organizations and the challenges associated with managing change.

CO3: Apply OD interventions to improve organizational effectiveness and facilitate change.

CO4: Develop strategies for overcoming resistance to change and ensuring stakeholder engagement.

CO5: Evaluate the success of change initiatives and OD interventions using appropriate tools and metrics.

CO6: Examine the role of leadership and communication in managing change and implementing OD interventions.

Course Content

UNIT I **15 lecture hours**

Introduction to Change Management

Definition and importance of change management.

Types of organizational change: Transformational, incremental, planned, and unplanned change.

Models of change management: Lewin's Change Management Model, Kotter's 8-Step Change Model, and ADKAR model.

Drivers of change: External and internal factors influencing change.

Resistance to change: Causes, consequences, and strategies to overcome resistance.

Role of organizational culture in change management.

UNIT II **15 lecture hours**

Theories and Process of Organizational Development (OD)

Introduction to Organizational Development (OD): Concepts, history, and importance.

The OD process: Entry, diagnosis, planning, intervention, and evaluation.

Theories of OD: Systems theory, socio-technical systems theory, and action research model.

Role of OD practitioners: Internal vs. external consultants and change agents.

Ethical issues in OD practice: Confidentiality, trust, and fairness.

Diagnostic tools and techniques: Surveys, interviews, observation, and feedback mechanisms.

UNIT III **15 lecture hours**

OD Interventions and Techniques

Definition and types of OD interventions: Human process-based, techno-structural, and strategic interventions.

Individual-focused interventions: Sensitivity training, coaching, mentoring, and 360-degree feedback.

Group-focused interventions: Team-building, process consultation, and inter-group development.

Organizational-focused interventions: Job design, restructuring, cultural change, and mergers.

Action learning and appreciative inquiry: Techniques for fostering learning and positive change.

Case studies: Successful OD interventions in various organizational settings.

UNIT IV **15 lecture hours**

Managing Change and Evaluating OD Success

Leadership in change management: Roles, styles, and strategies for leading change.

Change communication: Strategies for effective communication during change initiatives.

Change management tools and techniques: Force-field analysis, stakeholder analysis, and change impact analysis.

Sustaining change: Ensuring long-term success through reinforcement and continuous improvement.

Measuring the success of OD interventions: Key performance indicators (KPIs), ROI, and feedback systems.

Future trends in OD and change management: Digital transformation, agile organizations, and the role of AI in change.

Learning Experience

The course will involve lectures, case studies, group discussions, and interactive exercises to help students develop practical skills in change management and OD interventions. Students will work on projects where they diagnose change needs and propose interventions for organizational development. Real-life case studies will be used to understand successful and unsuccessful change initiatives, and students will also engage in simulations of change scenarios.

Textbooks:

Cummings, T. G., & Worley, C. G. (2015). *Organization Development and Change.* Cengage Learning.

Kotter, J. P. (2012). *Leading Change.* Harvard Business Review Press.

Suggested Readings

Cameron, E., & Green, M. (2019). *Making Sense of Change Management: A Complete Guide to the Models, Tools, and Techniques of Organizational Change.* Kogan Page.

French, W. L., Bell, C. H., & Zawacki, R. A. (2006). *Organization Development: Behavioral Science Interventions for Organization Improvement.* Pearson.

Assessment & Evaluation

Components	Continuous Assesment	Mid Term Examination	End Term Examination
Weightage (%)	**30**	**20**	**50**

SEMESTER VIII					
Course Code: UHR108	**Total Reward Management**	**L**	**T**	**P**	**C**

Version: 1.0		**3**	**1**	**0**	**4**
Category of Course	Generic Elective/Minor				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

Total Reward Management focuses on the strategic approach to managing employee compensation and benefits, aiming to align reward systems with organizational objectives. This course covers the key components of financial and non-financial rewards, including salary, bonuses, benefits, recognition programs, and work-life balance initiatives. The course integrates theoretical foundations with practical applications to equip students with skills necessary to design, implement, and evaluate total reward programs in organizations.

Course Outcomes

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

CO1: Understand the key components and strategic importance of total reward management.

CO2: Design and implement effective total reward systems that align with organizational goals.

CO3: Analyze compensation structures, including base pay, bonuses, and incentives.

CO4: Evaluate non-monetary rewards such as recognition, career development, and work-life balance.

CO5: Examine legal, ethical, and global considerations in reward management.

CO6: Assess the effectiveness of reward systems through metrics and employee feedback.

Course Content

UNIT I **15 lecture hours**

Essentials of Reward Management

Overview of reward management: Objectives and key concepts.

The reward system: Structure and components of an effective reward system.

Total rewards approach: Financial and non-financial rewards.

Strategic reward: Aligning rewards with organizational objectives.

International reward management: Addressing global challenges in reward structures.

Designing reward structures: Grading jobs, pay levels, and grade structures.

UNIT II **15 lecture hours**

Performance and Reward

Performance management and its relationship to rewards.

Engagement and reward: Enhancing employee motivation and retention.

Financial reward: Salary structures, bonuses, and incentive schemes.

Non-financial reward: Recognition programs, career development, and work-life balance initiatives.

Contingent pay schemes: Pay for performance, bonuses, and incentive plans.

Team-based pay and rewarding for business performance.

Valuing jobs: Job evaluation methods and determining pay levels.

Grade and pay structures: Designing equitable and competitive pay systems.

UNIT III **15 lecture hours**

Rewarding Special Groups and Managing Reward Systems

Rewarding directors and senior executives: Compensation packages for top-level management.

Rewarding sales and customer service staff: Performance-based rewards and incentive plans.

Rewarding knowledge workers: Tailoring rewards for specialists and innovators.

Employee benefits: Designing comprehensive benefit programs, including flexible benefits.

The practice of reward management: Developing, implementing, and managing reward systems.

Evaluating reward management: Metrics and feedback mechanisms.

Responsibility for reward management: The role of HR, management, and external stakeholders.

UNIT IV **15 lecture hours**

Compensation Management-Related Labor Laws

Payment of Wages Act, 1936: Regulations for timely wage payments and wage protection.

Minimum Wages Act, 1948: Setting minimum wages to ensure fair compensation.

Payment of Bonus Act, 1965: Guidelines for bonus payments based on company profits and performance.

Equal Remuneration Act, 1976: Ensuring gender equality in compensation practices.

Application of these laws in reward management: Legal compliance and best practices.

Learning Experience

The Total Reward Management course will be delivered through lectures, case studies, and interactive exercises. Students will engage in designing total reward systems, analyzing compensation strategies, and evaluating real-world examples of effective reward management. Group projects will involve creating tailored reward solutions for hypothetical organizations. Assessments will include case analyses, reflective essays, and presentations aimed at applying theoretical knowledge to practical organizational challenges.

Textbooks:

Armstrong, M. (2012). *Armstrong's Handbook of Reward Management Practice.* Kogan Page.

WorldatWork (2015). *The WorldatWork Handbook of Total Rewards: A Comprehensive Guide to Compensation, Benefits, Work-Life, and Performance Management.* Wiley.

Suggested Readings

Schuster, J. R., & Zingheim, P. K. (2012). *High-Performance Pay: Fast Forward to Business Success.* John Wiley & Sons.

Heneman, H. G., & Judge, T. A. (2019). *Compensation.* McGraw-Hill.

Assessment & Evaluation

Components	**Continuous Assesment**	**Mid Term Examination**	**End Term Examination**
Weightage (%)	**30**	**20**	**50**

PSYCHOLOGY (MINOR)

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

SEMESTER I

Course Code: UPS101	Foundations of Psychology	L	T	P	C
Version: 1.0		**3**	**1**	**0**	**4**
Category of Course	Generic Elective/Minor				
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 (use measurable/action verbs -Bloom's Taxonomy. Good course outcomes are aligned with the PSO, PO and the learning outcomes/goals/educational philosophy of the University)

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 I **15 lecture hours**

Introduction

Definition of Psychology, Origin and History of psychology, Areas of Psychology and Psychology as a discipline (as arts and science)

UNIT II **15 lecture hours**

Schools of Psychology

Different schools of psychology such as**,** Structuralism, Functionalism, Gestalt, Behaviourism, Cognitive perspective and Humanistic perspective.

UNIT III **15 lecture hours**

Attention and Emotion

Attention: Definition, and its theory, Emotion: Definition, Basic and Mixed emotion, Theories of Emotion (James Lang theory, Cannon-Bard Theory, Schachter singer theory), constructs affecting attention, constructs affecting emotions

UNIT IV **15 lecture hours**

Assessment in Psychology

Definition of psychological testing, Self-report measures (survey-based approach such as intelligence test, aptitude test etc.), projective techniques, interview method, case study and observation method

Textbooks:

Psychology by Saundra K. Ciccarelli and J. Noland White

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

SEMESTER II					
Course Code: UPS102	**Fundamentals of Social Psychology**	**L**	**T**	**P**	**C**
Version: 1.0		**3**	**1**	**0**	**4**
Category of Course	Generic Elective/Minor				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

The course Fundamentals of Social Psychology explores how individual behavior, thoughts, and feelings are influenced by the actual, imagined, or implied presence of others. It introduces key theories and empirical research on social cognition, group behavior, interpersonal relationships, and social influence. Students will gain a deeper understanding of the social aspects of human behavior and the underlying psychological mechanisms. This course is essential for students interested in fields such as psychology, sociology, marketing, and organizational behavior.

Course Outcomes

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

CO1: Understanding the core principles of social psychology and their applications in real-world settings.

CO 2: Analyzing the influence of social factors such as culture, norms, and roles on individual behavior.

CO 3: Applying key theories of group dynamics to understand leadership, decision-making, and social influence.

CO 4: Evaluating research findings in social psychology to assess their relevance in various contexts.

CO 5: Investigating the psychological mechanisms behind prejudice, stereotypes, and discrimination.

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 field studies; Social cognition: Perception, attribution, and cognitive biases; Attitudes and behavior: Theories of attitude formation, change, and persuasion; The self in a social context: Self-concept, self-esteem, and social identity.

UNIT II **15 lecture hours**

Social Influence and Group Dynamics

Social influence: Conformity, compliance, and obedience; Theories of social power and influence: Milgram, Asch, and Zimbardo studies; Group behavior: Norms, roles, groupthink, and group polarization; Leadership styles and their impact on group performance; Intergroup relations: In-group vs. out-group dynamics; Social facilitation and social loafing: Impact of group presence on individual performance.

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; Communication: Verbal and non-verbal communication, barriers to effective communication; Conflict resolution strategies: Mediation, negotiation, and cooperative problem-solving; Prosocial behavior: Altruism, empathy, and helping behavior.

UNIT IV **15 lecture hours**

Prejudice, Stereotypes, and Social Issues

Prejudice: Causes, consequences, and strategies to reduce it; Stereotyping: Formation, maintenance, and impact on behavior; Discrimination: Types, causes, and social impact; Aggression: Theories, causes, and methods of control; Social psychology of collective behavior: Crowds, mobs, and social movements; Application of social psychology to contemporary issues: Bullying, media influence, and social justice movements.

Learning Experience

The Fundamentals of Social Psychology course will involve a blend of lectures, interactive group discussions, and real-world case studies. Students will engage in role-playing exercises and simulations to understand key social psychological concepts. Case studies will allow for the application of theories to understand social phenomena in various contexts such as organizational behavior, social movements, and interpersonal relationships. Assessments will include reflective essays, group presentations, and research projects aimed at analyzing social psychological processes in everyday life.

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

Hogg, M. A., & Vaughan, G. M. (2018). Social Psychology. Pearson.

Fiske, S. T., & Taylor, S. E. (2017). Social Cognition: From Brains to Culture

SEMESTER III					
UPS103	**Developmental Psychology**	**L**	**T**	**P**	**C**
Version: 1.0		**3**	**1**	**0**	**4**
Category of Course	Minor /Generic Elective				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

The "Developmental Psychology" course is crucial for students seeking a deep understanding of human growth and development across the lifespan. It contributes to academic and professional development by equipping students with the ability to analyze and interpret developmental stages, from infancy to old age, through various psychological perspectives. This course is essential for careers in psychology, education, healthcare, and social work, as it provides insight into the cognitive, emotional, and social changes individuals experience over time. Students will gain critical skills in observation, assessment,

and application of developmental theories to real-world scenarios, such as designing age-appropriate educational programs, supporting mental health in different life stages, or creating interventions that address developmental challenges. The knowledge acquired in this course is directly applicable in professions that involve working with individuals across different age groups, making it an invaluable part of the psychology program.

Course Outcomes (use measurable/action verbs -Bloom's Taxonomy. Good course outcomes are aligned with the PSO, PO and the learning outcomes/goals/educational philosophy of the University)

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

CO1: Analyzing the major developmental milestones across the lifespan, identifying key physical, cognitive, and socio-emotional changes from infancy through old age.

CO 2: Evaluating various developmental theories and research findings, comparing and contrasting their explanations of human growth and behavior.

CO 3: Applying developmental concepts and theories to real-world scenarios, such as designing interventions for developmental challenges or creating educational materials tailored to specific age groups.

CO 4 : Assessing the impact of cultural, social, and environmental factors on development, considering how these factors influence individual differences and life outcomes.

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CO 5: Creating a comprehensive developmental profile of an individual or case study, integrating knowledge from various developmental stages to propose appropriate support strategies or interventions.

Course Content

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

An Introduction to Lifespan Development

Defining lifespan development, scope, historical development; Research Methods experiments: determining cause and effect measuring developmental change; Earliest Development, Genes and Chromosomes; twin studies, Prenatal Growth and Change, Fertilization, Conception, Stages of the Prenatal Period

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

Infancy and Childhood

Emotions in Infancy, Stranger Anxiety and Separation Anxiety, Social Referencing; Intellectual Development- Piagetian Approaches to Cognitive Development, Information Processing in Middle Childhood, Vygotsky's Approach to Cognitive Development, Developing Self, Psychosocial Development, Self-esteem

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

Adolescence

Identity Formation, Depression and Suicide, Psychological Difficulties in Adolescence Relationships- family, peers, society, Dating and Sexual Behavior; Sexual Orientation : Heterosexuality, Homosexuality, Bisexuality, and Transsexualism

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

Adulthood

Career Choices, Skill Development and Government Policies in India; Gender and Career Choices, Wellness and Illness of Middle Adulthood, Individual Variations in Health; Personality Development- Normative Crisis versus Life events, Erikson's Stage of Generatively versus Stagnation

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.

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.

Textbooks:

Development Across the Lifespan, Feldman Robert S. & Babu Nandita

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

Reference Books

Developmental Psychology: A Life Span Approach, Hurlock E. B.

Human Development, Papalia, Diane E., and Olds Sally Wendkas.

Open Educational Resources (OER)

Introduction to Psychology" by OpenStax
Psychology - Lumen Learning
NOBA Project: Psychology
Boundless Psychology

SEMESTER IV					
Course Code: UPS104	Counselling and Guidance	**L**	**T**	**P**	**C**
Version: 1.0		**3**	**1**	**0**	**4**
Category of Course	Discipline Specific Course				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

The course on Counselling and Guidance explores the theories, techniques, and applications of counselling in various settings. Students will learn about the processes involved in providing professional guidance to individuals across different life stages, including children, adolescents, and adults. The course covers key therapeutic approaches, ethical considerations, and the development of practical counselling skills. This course is essential for those pursuing careers in mental health, education, social work, and organizational psychology.

Course Outcomes

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

CO1: Understand the core concepts, theories, and approaches of counselling and guidance.

CO2: Apply various counselling techniques to address issues related to personal, academic, and career development.
CO3: Conduct client assessments and develop counselling plans tailored to individual needs.
CO4: Evaluate ethical standards in the counselling profession and apply them in practice.
CO5: Explore the role of guidance in educational and career contexts.
CO6: Demonstrate practical counselling skills through role-plays and case studies.

Course Content

UNIT I **15 lecture hours**

Introduction to Counselling and Guidance

Definition, nature, and scope of counselling and guidance; The role of a counsellor: Skills, qualities, and professional responsibilities; Theories of counselling: Psychoanalytic, humanistic, cognitive-behavioral, and eclectic approaches; Types of counselling: Individual, group, career, and crisis counselling; The process of counselling: Assessment, goal setting, intervention, and termination; Ethical considerations in counselling and guidance: Confidentiality, boundaries, and informed consent.

UNIT II **15 lecture hours**

Counselling Techniques and Approaches

Building a therapeutic relationship: Rapport, trust, and empathy; Counselling skills: Active listening, reflection, questioning, and summarization; Techniques in counselling: Role-play, cognitive restructuring, behavior modification, and mindfulness; Crisis intervention strategies: Dealing with trauma, grief, and emergency situations; Group counselling: Dynamics, advantages, and techniques for effective group therapy; Case studies of different counselling approaches applied in various contexts.

UNIT III **15 lecture hours**

Guidance in Educational and Career Settings

Educational guidance: Role in academic success, dealing with learning difficulties, and special education; Career guidance and counselling: Assessing interests, skills, and career aspirations; Career development theories: Holland's RIASEC model, Super's life-span theory; Use of psychometric tools in career guidance: Interest inventories, aptitude tests, and personality assessments; The role of counsellors in educational institutions: Addressing student needs and providing support; Case studies: Career guidance in schools, colleges, and organizational settings.

UNIT IV **15 lecture hours**

Counselling Special Populations and Ethical Issues

Counselling children and adolescents: Addressing developmental and behavioral challenges. Counselling in multicultural settings: Cultural competence and diversity in counselling practice; Counselling for special populations: Individuals with disabilities, mental health

issues, and the elderly; Ethical dilemmas in counselling: Dual relationships, handling confidentiality breaches, and managing boundaries; Supervision in counselling: Importance of professional guidance for counsellors; Future trends in counselling: Online counselling, teletherapy, and advancements in mental health technology.

Learning Experience

The Counselling and Guidance course will involve a mix of theoretical lectures, practical demonstrations, and interactive role-playing exercises. Students will develop core counselling skills through supervised practice and feedback. Case studies will be used to explore real-world counselling scenarios in diverse settings, including educational institutions, mental health clinics, and corporate environments. Practical assessments will involve students participating in mock counselling sessions, allowing them to apply their skills in simulated environments. Ethical dilemmas and multicultural sensitivity will be key themes throughout the course.

Textbooks:

Corey, G. (2016). *Theory and Practice of Counseling and Psychotherapy.* Cengage Learning.

Gladding, S. T. (2018). *Counseling: A Comprehensive Profession.* Pearson.

Reference Books

Nelson-Jones, R. (2015). *Practical Counselling and Helping Skills.* Sage.

Egan, G. (2019). *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping.* Cengage Learning.

SEMESTER V					
UPS105	**Health Psychology**	**L**	**T**	**P**	**C**
Version: 1.0		**3**	**1**	**0**	**4**
Category of Course	**Generic Elective/ Minor**				
Total Contact Hours	**60**				
Pre-Requisites/ Co-					

Requisites	

Course Perspective

The Health Psychology course explores the psychological, behavioral, and social factors that influence health and illness. It examines the role of psychology in the prevention and treatment of disease, the promotion of health, and the improvement of healthcare systems. Students will learn about the biopsychosocial model of health, stress management, health behavior change, and how psychological principles are applied to improve health outcomes. This course is vital for those pursuing careers in healthcare, counseling, and psychology.

Course Outcomes

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

CO1: Understand the biopsychosocial model of health and illness and its application to health psychology.
CO2: Analyze the psychological and behavioral factors contributing to physical health and illness.
CO3: Apply theories of health behavior change to improve individual and community health outcomes.
CO4: Explore the role of stress and coping mechanisms in health and illness.
CO5: Examine the impact of psychological factors on chronic illness, pain, and healthcare utilization.
CO6: Critically evaluate health promotion interventions and the role of health psychologists in healthcare settings.

Course Content

UNIT I **15 lecture hours**

Introduction to Health Psychology

Definition and scope of health psychology; The biopsychosocial model: Integration of biological, psychological, and social factors in health; Historical perspectives on health and illness: From mind-body dualism to the holistic approach; Research methods in health psychology: Experimental, correlational, and longitudinal studies; The role of health psychologists in healthcare: Prevention, intervention, and policy advocacy; Ethical issues in health psychology research and practice.

UNIT II **15 lecture hours**

Stress, Coping, and Health

Theories of stress: General adaptation syndrome, transactional model of stress; Physiological responses to stress: The role of the autonomic nervous system and endocrine system; Psychological responses to stress: Cognitive appraisal, perceived control, and resilience; Coping mechanisms: Problem-focused and emotion-focused coping, and their impact on

health; The relationship between stress and illness: Cardiovascular disease, immune function, and mental health; Stress management techniques: Relaxation training, biofeedback, mindfulness, and cognitive-behavioral therapy (CBT).

UNIT III **15 lecture hours**

Health Behaviors and Interventions

Health-compromising behaviors: Smoking, alcohol consumption, poor diet, and physical inactivity; Theories of health behavior change: Health Belief Model, Theory of Planned Behavior, and Transtheoretical Model; Designing health interventions: Targeting individual, group, and community health behaviors; Preventive healthcare: Screening programs, immunizations, and health education campaigns; Health promotion strategies: Reducing risk factors and enhancing protective factors; Role of health psychology in chronic disease management: Diabetes, hypertension, and asthma.

UNIT IV **15 lecture hours**

Chronic Illness, Pain, and Healthcare Systems

Psychological aspects of chronic illness: Impact on quality of life and mental health; Pain perception and management: Theories of pain, psychological factors influencing pain, and pain treatment; Patient-practitioner relationships: Communication, trust, and adherence to treatment; Psychological interventions for chronic illness and pain management: CBT, acceptance and commitment therapy (ACT), and biofeedback; Healthcare systems and health psychology: Improving patient outcomes through integrated care; Cultural and societal influences on health and healthcare access

Learning Experience

The Health Psychology course will be delivered through interactive lectures, case studies, and group discussions. Students will engage in role-plays and practical exercises to understand the psychological aspects of health and illness. They will analyze case studies on stress management, chronic illness, and health behavior change interventions. Students will also design health promotion programs targeting specific health issues. Assessments will include project work, reflective essays, and exams that integrate theoretical understanding with practical application.

Textbooks:

1. Taylor, S. E. (2017). *Health Psychology*. McGraw-Hill Education.
2. Sarafino, E. P., & Smith, T. W. (2020). *Health Psychology: Biopsychosocial Interactions*. Wiley.

Reference Books

1. Brannon, L., & Feist, J. (2019). *Health Psychology: An Introduction to Behavior and Health.* Cengage Learning.
2. Ogden, J. (2019). *Health Psychology: A Textbook.* Open University Press.

SEMESTER VI					
UPS106	**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. Case studies: Psychological impact of extreme environmental conditions, such as heatwaves and urban pollution.

UNIT III **15 lecture hours**

Sustainable Behavior and Environmental Conservation

The psychology of sustainable behavior: Theories of behavior change (e.g., Theory of Planned Behavior, Value-Belief-Norm theory). 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.

The concept of biophilia: Integrating nature into urban environments.

Climate change and its psychological impacts: Promoting climate adaptation and resilience.

Future directions in environmental psychology: Smart cities, sustainable architecture, and community building.

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.

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.

SEMESTER VII					
UPS107	**Positive Psychology**	**L**	**T**	**P**	**C**
Version: 1.0		**3**	**1**	**0**	**4**
Category of Course	Generic Elective/Minor				
Total Contact Hours	60				
Pre-Requisites/ Co-Requisites					

Course Perspective

Positive Psychology focuses on the scientific study of human strengths, well-being, and flourishing. This course explores topics such as happiness, resilience, optimism, and

mindfulness, aiming to provide students with tools and techniques for enhancing life satisfaction and psychological well-being. It integrates theoretical models with practical applications in personal growth, health, and work contexts. This course is ideal for students interested in psychology, counseling, coaching, and personal development.

Course Outcomes

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

CO1: Understand the key concepts and theories of positive psychology.
CO2: Analyze the role of strengths, virtues, and well-being in human development.
CO3: Apply positive psychology interventions to enhance happiness, resilience, and well-being.
CO4: Explore the impact of mindfulness, gratitude, and optimism on mental health.
CO5: Evaluate the relevance of positive psychology in educational, organizational, and therapeutic settings.
CO6: Use techniques from positive psychology to improve personal growth and interpersonal relationships.

Course Content

UNIT I **15 lecture hours**

Introduction to Positive Psychology

Definition and scope of positive psychology.
Historical roots: From humanistic psychology to the positive psychology movement.
Key concepts: Happiness, well-being, and flourishing.
The PERMA model of well-being: Positive emotions, engagement, relationships, meaning, and accomplishment.
Research methods in positive psychology: Measuring well-being, happiness, and life satisfaction.
The role of positive psychology in mental health and personal growth.

UNIT II **15 lecture hours**

Strengths and Virtues

Understanding strengths: The role of personal strengths in well-being.
Classification of strengths: VIA Character Strengths and Gallup StrengthsFinder.
Developing and applying strengths in daily life.
The role of virtues: Wisdom, courage, humanity, justice, temperance, and transcendence.
Strengths-based interventions: Identifying, nurturing, and leveraging strengths in various life contexts.
Case studies on the application of strengths and virtues in personal development.

UNIT III **15 lecture hours**

Positive Emotions and Cognitive Processes

The broaden-and-build theory of positive emotions.
The role of optimism and hope in psychological resilience.

Gratitude: Enhancing well-being through gratitude practices.
The science of happiness: Exploring factors that contribute to lasting happiness.
Mindfulness and positive psychology: The impact of mindfulness on emotional regulation and well-being.
Cognitive restructuring in positive psychology: Enhancing positive thinking patterns.

UNIT IV **15 lecture hours**

Applications of Positive Psychology

Positive psychology in education: Enhancing student engagement, resilience, and achievement.

Positive psychology in the workplace: Employee well-being, engagement, and positive leadership.

Positive psychotherapy: Using positive interventions in therapeutic settings.

Techniques for promoting well-being: Meditation, gratitude journaling, and strengths-based activities.

Role of positive psychology in promoting physical health and longevity.

Future directions in positive psychology: Emerging trends and potential challenges.

Learning Experience

The Positive Psychology course will include interactive lectures, group discussions, and experiential learning exercises. Students will engage in activities such as strengths assessments, gratitude journaling, and mindfulness practices. Case studies will help illustrate the practical application of positive psychology interventions in various contexts such as education, work, and therapy. Assessments will include reflective essays, project work, and presentations focused on applying positive psychology principles to real-life situations.

Textbooks:

Seligman, M. E. P. (2011). *Flourish: A Visionary New Understanding of Happiness and Well-being.* Free Press.

Peterson, C. (2006). *A Primer in Positive Psychology.* Oxford University Press.

Reference Books

Lopez, S. J., Pedrotti, J. T., & Snyder, C. R. (2018). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths.* Sage.

Lyubomirsky, S. (2008). *The How of Happiness: A New Approach to Getting the Life You Want.* Penguin Press.

SEMESTER VIII					
UPS108	**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.

Historical development of media psychology as a field.

Key theories in media psychology: Uses and Gratifications Theory, Cultivation Theory, Social Learning Theory.

Media effects on cognition: Perception, memory, and information processing.

Research methods in media psychology: Surveys, experiments, content analysis, and ethnographic studies.

Ethical considerations in media research and practice.

UNIT II **15 lecture hours**

Media Influence on Attitudes, Behavior, and Identity

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**

Media, Mental Health, and Well-Being

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**

Applications of Media Psychology

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.

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.

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.

MEDIA STUDIES (MINOR)

MEDIA STUDIES (MINOR)

Media Studies							
I	GE	UMS101	Understanding Media	3	1	0	4
II	GE	UMS102	Media Ethics and Laws	3	1	0	4
III	GE	UMS103	Reporting and Editing for Print	3	1	0	4
IV	GE	UMS104	Advertising and Integrated Marketing Communication	3	1	0	4
V	GE	UMS105	Public Relation and Corporate Communication	3	1	0	4

VI	GE	UMS106	Media, Development and Society	3	1	0	4
VII	GE	UMS107	Film Appreciation and Cinema Studies	3	1	0	4
VIII	GE	UMS108	Global Media Scenario	3	1	0	4

Semester-I

UMS101	**Understanding Media**	**L**	**T**	**P**	**C**
Version 1.0		**3**	**1**	**0**	**4**
Pre-requisites/Exposure					
Co-requisites	**-**				

Course Outcomes

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

1. understand the concept of media and its role and functions
2. *The literacy of media vis a vis ownership, representation, and violence*
3. the evolution of media with respect to cinema, television, radio, and new media

Course Content

UNIT I **15 Lectures**

Introduction to Media: Role of Media in our Life, Media Time Line, Media & Mass Media, What makes "Mass" Communication Unique?

UNIT II **15 Lectures**

Media and its Role: Functions of Mass Media (Surveillance, Interpretation, Linkage, Entertainment, purveyor of ideologies), Types of Mass Media, Role of Media in a Democracy

UNIT III **15 Lectures**

Media Literacy: Introduction of Media Literacy, Media Ownership, Media Representation, Media Violence

UNIT IV **15 Lectures**

Evolution of Media: Evolution of Cinema, Evolution of Television, Evolution of Radio, Evolution of New Media

Reference Books/Materials

1. McLuhan Marshall. *Understanding Media*. McGraw Hill, 2014.
2. Scott Martin. *Media and Development.* Zed Books, 2014

Semester-II

UMS102	Media Ethics and Laws	L	T	P	C
Version		3	1	0	4
Prerequisites/Exposure					
Co-requisites					

Course Objectives

1. To introduce students to legal and ethical issues related to mass media
2. To help students gain an understanding of media laws in India and their implications on the profession of Journalism
3. To identify and analyze ethical questions pertaining to Journalism

Course Outcomes

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

1. Students gain an understanding of laws pertaining to media
2. Students gain an analytical knowledge into ethical issues related to media
3. Students learn to apply media laws to case studies and evaluate the relative merits and demerits of laws and ethical questions pertaining to media
4. Creating an understanding among students about the importance of responsible Journalism which works within the framework of laws and ethics

Course Content

UNIT I **15 Lectures**

Indian Media and the Constitution: Media Roles, Responsibilities and Privileges, Fundamental Rights, Directive Principles of State Policy, Media Freedom in a Democracy

UNIT II **15 Lectures**

Indian Media and the State: Parliamentary Privileges and Contempt of Court; Official Secrets Act, Sedition laws, Defamation; Working Journalists Act, Copyright Act, Right to Information

UNIT III **15 Lectures**

Broadcasting Law: Press Council of India, Prasar Bharati Act, Cable TV Network (Regulation) Act, Advertising code, Cinematography Act 1952 and Film Censorship

UNIT IV **15 Lectures**

Ethical Issues in Indian Media: Code of Ethics, Media Bias, Censorship, Privacy issues, Obscenity, Violence, Hate speech, Fake news and post-truth, Trial by media, Women and Children in media, Pressures on Media Freedom (Political, Commercial, Legal)

Reference Books/Materials

1. Development of Media and Media Law – Mittika Singal Bhushan, Aadi Publications, 2014
2. Media Law and Ethics – M. Neelamalar, Prentice Hall India Learning PrivateLimited, 2009
3. Press Laws and Ethics of Journalism - P.K. Ravindranath, Authors Press, 2004
4. Journalism Ethics: Arguments and cases for the twenty-first century - Roger Patching and Martin Hirst, Routledge, 2013
5. Journalism Ethics and Regulation (Longman Practical Journalism) - Chris Frost, Third Edition, Longman, 2011

Semester III

UMS103	Reporting and Editing for Print	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure					
Co-requisites					

Course Outcomes

After completion of the course student will be able to:

CO1: Know about the history and role of print journalism over the years

CO2: Explain the concept, nature, elements of news and news values

CO3: Describe the types of leads and news writing styles

CO4:. Identify the role, need and types of news sources.

CO5: Attain knowledge about various beats of news reporting and differentiate in national and local reporting

CO6: Apply the nuances of writing different types of news stories and understand the concept of editing.

Course Content

Unit I: News writing: concept **15 Lectures**

News Reporting, Concept of News, Elements and structure of news reports, Types of news: Hard and Soft, News Leads and their types, Inverted pyramid style, feature style, sand clock style and nut graph, Feature: Definition, characteristics, types: news and non-news features, Process of feature writing: Ideas and Research, Tools and Techniques of Feature Writing, Interview: types and techniques

Unit II: Beat reporting **15 Lectures**

Analytical reporting, Interpretative reporting, Descriptive reporting, Investigative reporting, Differences in reporting for Newspapers / News agencies, Specialized Reporting and Beats, Understanding Beats and their categories, City reporting: City and local news, Crime Reporting: sources and related laws, Reporting Political Parties and Politics, Legislative (covering Assembly and Parliament), Legal Reporting

Unit III: Editorial Personal **15 Lectures**

News Set-up, Reporting department in newspapers. Role, function and qualities of a Reporter, Chief Reporter and Bureau Chief, News Desk, Editorial structure of newspaper/magazines, Editorial hierarchy and job of various functionaries, functioning of news desk, News Flow and Editing: Role and Responsibility of Gatekeepers, Editing Process, News selection: News Value and other parameters, Handling of news copy, Planning and visualization of news, Rewriting news stories, Headlines and intro, Stylebook and Style sheet

Unit IV: Editing **15 Lectures**

Editing, Editing: concept, process and significance, Editorial Values: objectivity, facts, impartiality and balance, Role and importance of news sources, attribution, Challenges before editor : bias, slants and pressures

Assignments:

1. News Reporting

2. event reporting,

3. Interviews, obits, profiles based on field assignments.

4. Specialised Writing

5. Writing features and human-interest stories, backgrounders

6. Op-ed articles

7. Editorials

8. Articles

Reference Books/ Materials

1. Parthasarathy , R.(1994). Here is the News: Reporting for Media, Sterling Publishers.
2. Stovall , J.G.(2011). Journalism, Prentice Hall
3. Stein, P.& Burnett (2000), News writer's Handbook: An Introduction to Journalism, Blackwell Publishing.
4. Itule & Anderson (2002). News Writing and reporting for today's media, McGraw Hill Publication
5. Flemming and Hemmingway(2005), An Introduction to journalism, Vistaar Publications.
6. Joseph and Sharma (2006). The Media and Women's Issues, Second Edition, SAGE Publication Pvt. Ltd.
7. Richard, K.(2000). The Newspaper's Handbook, Routledge Publication.
8. George, A. H.(1990). News Writing, Kanishka Publications.
9. Frost, C.(2001). Reporting for Journalists, Routledge, London.
10. Garrison, B.(2000). Advanced Reporting, LEA.

Semester IV

UMS104	**Advertising and Integrated Marketing Communication**	**L**	**T**	**P**	**C**
Version 1.0		**3**	**1**	**0**	**4**
Pre-requisites/Exposure					
Co-requisites					

Course objectives

1. To define the concept and nature of advertising, its role in society and business.
2. To explain application of theories and models in the field of advertising
3. To demonstrate knowledge and functioning of advertising agency
4. To compare marketing and advertising using marketing mix, role of segmentation and buying motives
5. To choose the appropriate appeals of advertising to reach target audience keeping ethics in mind
6. To design creative and media strategies for Advertising Campaigns using research methods and study effectiveness

Course Outcomes

After completion of the course students will be able to:
CO1 Define the concept and nature of advertising, its role in society and business.
CO2 Illustrate the theories and models in the field of advertising
CO3 Demonstrate the knowledge and functioning of advertising agency
CO4 Differentiate between marketing and advertising using marketing mix, role of segmentation and buying motives
CO5 Choose the appropriate appeals of advertising to reach target audience keeping ethics in mind
CO6 Design creative and media strategies for Advertising Campaigns using research methods and study effectiveness

Course Content

Unit I: Introduction to Advertising and Integrated Marketing Communication
15 Lectures

Advertising: concepts, definitions, needs, Development of advertising in India and World, Importance and role of advertising in media, economy and society, Difference between traditional advertising and integrated marketing communication, The role of Integrated Marketing Communication in modern marketing.

UNIT II: Advertising Strategies and Media Planning 15 Lectures

Advertising Strategy Development- (Setting advertising objectives (e.g., awareness, persuasion, behavior change), The creative strategy: Developing key messages, slogans, and calls to action.), Advertising Media and Channel Selection, Media Scheduling and Budgeting.

UNIT III: Integrated Marketing Communication Tools and Tactics 15 Lectures

Sales Promotions and Public Relations, Direct Marketing and Personal Selling, Social Media and Digital Marketing, Branding and Positioning

UNIT IV: Campaign Development, Analytics, and Future Trends 15 Lectures Developing an Advertising Campaign, Campaign Analytics and Measurement, Evaluating Campaign Effectiveness, Emerging Trends in Advertising and Integrated Marketing Communication

Reference Books/ Materials

1. Aaker, D. A., & Mayers, J. G. (1992). *Advertising Management.* Prentice Hall of India.
2. Batra, M., & Aaker. (1992). *Advertising Management.* New Delhi: Prentice Hall of India

3. Jefkins, F. (1991). *Advertising.* New Delhi: Tata Mcgraw Hill.
4. Jethwaney, J., & Jain, S. (2006). *Advertising Management.* Oxford University Press.
5. O'Guinn, A., & Semenik. (2016). *Advertising and Integrated Brand Promotion.* New Delhi: Vikas Publication House.
6. Vilanilam, V. K., & Verghese, A. K. (2004). *Advertising Basics.* New Delhi: Response Books.
7. Wilmshurst, J., & Mackay, A. (1999). *The Fundamentals of Advertising.* Routledge.

Semester V

UMS105	**Public Relation and Corporate Communication**	**L**	**T**	**P**	**C**
Version 1.0		**3**	**1**	**0**	**4**
Pre-requisites/Exposure					
Co-requisites					

Course Objectives

1. To define the concept and nature of Public Relations and Corporate Communication
2. To understand basic process of internal and external Corporate Communication
3. To describe crisis management, brand development and make ambassadors out of employees
4. To develop basic writing skills for Public Relations and Corporate Communication
5. To design strategies and tactics for creating campaigns for raising awareness and changing attitudes.
6. To nurture laws and ethics related to Public Relations required to work in media industry

Course Outcomes

After completion of the course student will be able to:
CO1: Define the concept and nature of Public Relations and Corporate Communication
CO2: Understand basic process of internal and external Corporate Communication
CO3: Describe crisis management, brand development and make ambassadors out of employees
CO4: Develop basic Public Relations and Corporate Communication
CO5: Design strategies and tactics for creating campaigns for raising awareness and changing attitudes.
CO6: Nurture laws and ethics related to Public Relations required to work in media industry

Course Content

Unit I: Introduction **15 Lectures**

Evolution of PR, PR in India, organization of a PR department, PR firms, Role of public Relations Practitioner, PR process – fact finding, planning, implementation, Evaluation, internal and external Publics

Unit II: PR Operations **15 Lectures**

PR tools – press agentry, media conference, press release, house journals, annual reports, interviews, speeches, persuasion, propaganda publicity and public opinion

Unit III: PR Practices **15 Lectures**

PR in government, crises PR, Community Relations, Consumer Relations, PR for the public sector, PR for tourism. Event management, ethics in PR, PR and new media.

Unit IV: Corporate Communication **15 Lectures**

Corporate communication: definition, nature, scope, principles and functions of corporate communication. Corporate social responsibility. Flow of communication in an organization – Bottom-up, top down, vertical and horizontal, barriers to communication.

Reference Books/ Materials

1. J Jethwaney and Shruti Jain : Advertising Management, Oxford Uni. Press, 2006
2. Mehta D. S.: Handbook of Public Relations in India, Allied Publishers Pvt. Ltd. Mumbai
3. Scott and Cutlip : Effective Public Relations
4. J Jethwaney : Public Relations, Sterling, 2000
5. Cutlip S. M. & A. H. Effective Public Relations, Prentice Hall, New Delhi Center
6. Tom Means: Business communication, Thomson
7. Pitman Jackson: Corporate Communication for Managers, Pitman Publishing
8. Clow E Kenneth: Integrated Advertising, Promotion and Marketing Communication, New Jersy, Prentice Hall
9. Sam Black: Practical Public Relations, Universal Book Stall, Delhi
10. Suresh Gaur: Public Relation 4 You: A Guide to PR Theory & Practice

Semester VI

UMS106	**Media, Development and Society**	**L**	**T**	**P**	**C**
Version 1.0		**3**	**1**	**0**	**4**
Pre-requisites/Exposure					
Co-requisites					

Course Objectives

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

1. Understand the role of media in development and social change.
2. Analyze the impact of media on societal issues such as education, health, politics, and human rights.
3. Evaluate different models of media and development.
4. Assess the relationship between media, culture, and social transformation.
5. Examine the role of new and digital media in promoting or hindering development.
6. Critically assess the ethical and political implications of media in development contexts.

Course Outcomes

After completion of the course student will be able to:
CO1: Gain an understating on the key concepts in development and the different models of development
CO2: Critically analyse how media portrays development issues
CO3: Assesses the opportunities of using Journalism as a change agent
CO4: Create alternative media content aimed at development and social change

Course Content

Unit I: Introduction to Media and Development **15 Lectures**

Defining Media and Development, Media's Role in Development, Challenges in Media and Development, Relationship between media and society, Media in socio-cultural and economic context

Unit II: Media Systems and Development Models **15 Lectures**

Development Communication, Development Communication Initiatives in India, Media Systems and Their Impact on Development, Development Communication Models, Global Media, Culture, and Development

Unit III: Media, Society, and Social Change **15 Lectures**

Media and Social Movements; Media, Politics, and Governance; The Role of Media in Public Health and Education; Media and Civil Society

Unit IV: New Media, Digital Technologies, and Development **15 Lectures**

The Rise of Digital Media, Social Media and Citizen Journalism, The Ethics of Digital Media in Development, Community Media, Online space and development: Alternative News Coverage; Online Activism

Reference Books/ Materials

1. Benshoff, Harry M. America on Film: Representing Race, Class, Gender and Sexuality at the movies. Wiley Blackwell, 2009.
2. Berger and Asa Arthur. Media and Society: A Critical Perspective. Rowman & Littlefield, 2012.
3. Daramola.l. Mass Media and society, Writing for the Media Society. Lagos: Rothan Press, 2005, 2003.
4. Dines, Gail, and Jean Humez. Gender Race,and class in Media: A critical Reader. 4th ed. New Delhi.
5. Edward Said. Covering Islam: How the Media and the Experts Determine How We See the Rest of the World. New York: Vintage, 1997.
6. Gorman, Lyn, and McLean David. Media and Society into the 21st century: A Historical. London: Sage, 2005.
7. Marshall, McLuhan. Roads and Paper Routes in Understanding Media: Extensions of "Man ". New York: McGraw-Hill Book Co., 1964.
8. McQuail, D. McQuail's Mass Communication Theory. 5th Ed. London: Sage, 2005.
9. Roger, Silverstone. The Sociology of Mediation and communication in Craig Calhoun Chris. Edited by Rojek and Bryan S Turner. London: Sage, 2005

Semester VII

UMS107	Film Appreciation and Cinema Studies	L	T	P	C
Version 1.0		**3**	**1**	**0**	**4**
Pre-requisites/Exposure					
Co-requisites					

Course Objectives

The course will enable the student-teacher to:

1. To define nature and types of films, and different film movements
2. To explain the features of films and their impact on society and role in our lives
3. To describe various genres like mystery, noir, fantasy, science-fiction, etc.
4. To develop understanding of literary elements in films, themes and symbolism, irony, allegory, etc.
5. To demonstrate the concepts behind storytelling, cinematography, and sound

Course Outcomes

After completion of the course student will be able to:
CO1: Define the nature and types of cinema, and different film movements
CO2: Illustrate knowledge films and their impact on society
CO3: Classify a film into different genres
CO4: Critically interpret films by reading (not just viewing) the film for literary elements
CO5: Apply the knowledge of concepts like direction, cinematography, and sound to critique films

Course Content

Unit I: Introduction to Cinema **15 Lectures**

Introduction, Film Theory, Genre Theory, traditions in world cinema-German Expressionism, Italian neo-realism, French new wave, British new wave, Chinese cinema

Unit II: Types of Cinema **15 Lectures**

Action cinema, Aspects of Cinema-melodrama, Formalism in Cinema, the language of cinema, city cinema

Unit III: Language of Cinema **15 Lectures**

Semiotics of cinema, studio cinema, mobile cinema, ideology in cinema, character in cinema

Unit IV: Film Appreciation **15 Lectures**

Mythology cinema in India, Parallel Cinema, Hindi music film, Hollywood musicals, Iranian cinema, postmodernism and cinema, sequels, remakes, and cult films.

Reference Books/ Materials

1. Ebert, R. (2003). The Great Movies. Broadway.
2. Gilmour, D. (2008). The Film Club. Twelve.
3. Harris, M. (2009). Pictures at a Revolution. Penguin Random House.
4. "Film Art: An Introduction" by David Bordwell and Kristin Thompson, Year: 1979, Publisher: McGraw-Hill Education
5. Understanding Movies" by Louis Giannetti, Year: 2020 (Latest edition), Publisher: Pearson

Semester VIII

UMS108	Global Media Scenario	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure					
Co-requisites					

Course Objectives

- To explain the students with world communication during and after cold war
- To describe the struggle for bridging information gaps in the world
- To explain the students the developments regarding information cooperation in the world
- To acquaint them with the contemporary trends in world media
- To sensitize the students on the benefits of the new order to India

Course Outcomes

After completion of the course student will be able to:
CO1: Explain the students with world communication during and after cold war
CO2: Describe the struggle for bridging information gaps in the world
CO3: Explain the developments regarding information cooperation in the world
CO4: Explain the contemporary trends in world media
CO5: Understand the new order to India to become industry ready professionals

Course Content

Unit I: Global Communication: Historical Perspective **15 Lectures**

The Great North – South Divide, Domination of Transnational news agencies, Global news and information flow: the flip side, Barriers to the flow of news and information

Unit II: Struggle for Balance of Information Flows **15 Lectures**

Demand for NWICO, MacBride Commission, Recommendations of MacBride Commission & NWICO, Role of UN & UNESCO in bridging the gap between north and south, Bi-lateral, Multi-lateral and Regional /information Co-operation

Unit III: Contemporary Trends **15 Lectures**

Emergence of Global village of media, The policies of global communication, Global communication &culture, Democratization of communication

Unit IV: Global Media Impact on India **15 Lectures**

Hegemony of International media Mughals, Transnational media and India, Global media and the promotion of the cult of stars, Hollywood's foray into film industry

Reference Books/ Materials

1. Bride, S. M. (1986). Many Voices One World. UNESCO Publications.

2. Hamelink, C. Trends in World Communication.
3. Nordenstreng, K. Politics of News.
4. "Global Communication and International Relations" by H. O. Schildt
5. "Globalization and Media: Global Village of Babel" by Jack Lule
6. "The Globalization of World Politics: An Introduction to International Relations" edited by John Baylis, Steve Smith, and Patricia Owens
7. "The History of Media and Communication Research: Contested Memories" by David W. Park and Jefferson Pooley
8."Communication and Empire: Media, Markets, and Globalization, 1860–1930" by Dan Schiller