ADAMAS UNIVERSITY

SCHOOL OF HEALTH AND MEDICAL SCIENCES

DEPARTMENT OF PSYCHOLOGY

B.A. (Hons.) in Psychology

B.Sc. (Hons.) in Psychology

Course Structure and Syllabus

Implementation- Academic Year 2026

VISION OF THE UNIVERSITY

To be an internationally recognized university through excellence in inter-disciplinary education, research and innovation, preparing socially responsible, well- grounded individuals contributing to nation building.

MISSION OF THE UNIVERSITY

MS 01: Improve employability through futuristic curriculum and progressive pedagogy with cutting edge technology.

MS 02: Foster outcomes based education system for continuous improvement in education, research and all allied activities.

MS 03: Instil the notion of lifelong learning through culture of research and innovation.

MS 04: Collaborate with industries, research centres and professional bodies to stay relevant and up-to-date.

MS 05: Inculcate ethical principles and develop understanding of environmental and social realities.

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VISION OF THE SCHOOL

To be recognized globally as a provider of best quality education in the fields of Pharmacy, Food and Nutrition, Optometry, Psychological sciences and Mental Health while providing firm footings for fundamental and interdisciplinary research

MISSION OF THE SCHOOL

MS 01: To develop solutions for the challenges in human life through value-based scientific education.

MS 02: To conduct research leading to innovation in sciences.

MS 03: To nurture students into scientifically competent professionals in the usage of modern tools.

MS 04: To foster in students, a spirit of inquiry and collaboration to make them ready for career in teaching, research and corporate world.

VISION OF DEPARTMENT

To be an internationally recognized department through excellence in Psychological research, teaching and innovation, thus preparing socially responsible and well-grounded individuals contributing to the welfare of the society.

MISSION OF DEPARTMENT

MS 01: Foster outcome-based education system for ongoing improvement in psychological education and research

MS 02: To instill community-based understanding and application of psychological principles

MS 03: Collaborate with hospitals, research institutes, and professional bodies to stay relevant and produce constructive outcomes

MS 04: Inculcate ethical principles and develop empathetic understanding of Psychological environment.

ADAMAS UNIVERSITY, KOLKATA

SCHOOL OF HEALTH AND MEDICAL SCIENCES

DEPARTMENT OF PSYCHOLOGY

Name of the Program: B.A/B.Sc (Hons.) in Psychology

Program Educational Objectives (PEO)

PEO 01: Foundational Knowledge in Psychology- Graduates will develop a solid understanding of core psychological principles, theories, and methods across various subfields, enabling them to analyse human behaviour scientifically and apply this knowledge in diverse contexts.

PEO 02: Practical Skills and Applications- Graduates will acquire essential practical skills, including psychological assessment, research methodologies, and data interpretation, preparing them for professional practice, further education, or interdisciplinary collaboration.

PEO 03: Ethical and Inclusive Practice- Graduates will cultivate ethical awareness and sensitivity toward diversity, equipping them to address psychological challenges responsibly and inclusively in multicultural and global contexts.

PEO 04: Lifelong Learning and Personal Growth- Graduates will demonstrate a commitment to lifelong learning, critical thinking, and self reflection, empowering them to adapt to evolving societal needs and contribute to the well-being of individuals and communities.

PROGRAM OUTCOMES- B.A./B.Sc. (HONS.) PSYCHOLOGY
PO1: Knowledge of Psychology: Demonstrate in-depth knowledge and understanding of Psychological theories and principles and able to integrate the knowledge in more constructive ways.
PO2: Application of Psychological Principles: Apply the knowledge of psychological principles in different areas of psychological research as well as in more applied areas of psychology.
PO3: Knowledge of Statistical Techniques: Understand and apply the knowledge of statistical techniques in different areas of psychological research.
PO4: Community Based Implementation of psychological Principles: Apply the principles and techniques of psychosocial theories in community-based programs for the welfare of the community at large.
PO5: Fundamentals of Psychological Research: Conceptualize, conduct, organize, integrate and execute independent forms of research by applying the principles of research methodology.
PO6: Psychological Testing and Interpretation: Able to administer, score, and interpret sufficiently different psychological tests following standardized methods and ethical considerations.
PO7: Application of Modern Statistical Tools: Knowledge and understanding of modern statistical tools like SPSS in data analysis of psychological research.
PO8: Ethics in psychology: Understand and follow the ethical considerations in dealing with clients and community at large.
PO9: Soft skills and effective communication: Demonstrate soft skills and effective communication skills while dealing with clients and professional bodies.
PO10: Team work and Professionalism: Able to work effectively in teams, socialize well and demonstrate professionalism on the job.
PO11: Empathetic understanding of Behaviour: Develops a sense of empathetic understanding of other's situation and behaviour especially in professional interactions.
PO12: Life-long learning: Demonstrates a curiosity to continue life-long learning of the theories, modern approaches and application of psychological principles and techniques.

SCHOOL OF HEALTH AND MEDICAL SCIENCES								
UNDERGRAGUATE COURSE STRUCTURE								
B.A./B. Sc (Hons) PSYCHOLOGY								
BATCH 2026-2030								
SEMESTER I								
S. No	**Type of Course**	**Code**	**Title of the Course**	**Contact Hours Per Week**				**Remarks**
				L	**T**	**P**	**C**	
1	CC	PSY101	Introduction To Psychology	3	0	1	4	CC-1
2	CC	PSY102	Personality and Individual Differences	3	0	1	4	CC-2
3	MDC	Students select from a pool of subjects offered by other Departments.		2	0	1	3	
4	AEC	AEC101	Communicative English I	1	1	0	2	
5	CLL- AEC	Foreign Language I (Student chooses from French/Spanish/German)		1	1	0	2	
		AEC107	French I					
		AEC108	German I					
		AEC109	Spanish I					
6	Minor	Students select from a pool of subjects offered by other Departments.		3	1	0	4	
7	VAC	VAC105	Community Engagement and Social Responsibility	1	0	1	2	
8	SEC	GEN101	AI For Everyone	2	0	0	2	
9		CLL151	Soft Skills & Aptitude I	1	0	0	1	
Semester Credits							23	
SEMESTER II								
1	CC	PSY103	Bio-Psychology	3	1	0	4	CC-3
2	CC	PSY104	Developmental Psychology	3	1	0	4	CC-4
3	MDC	Students select from a pool of subjects offered by other Departments.		3	0	0	3	
4	SEC	Students select from a pool of subjects offered by other Departments. Has the option to opt from Parent Department as well.		2	0	0	2	
5	CLL152	Soft Skills & Aptitude II		1	0	0	1	

6	VAC	VAC101	Environmental Education-I	2	0	0	2	
7	AEC	AEC102	Communicative English II	1	1	0	2	
8	CLL- AEC	Foreign Language II (Student chooses from French/Spanish/German) AEC110 French II AEC111 German II AEC112 Spanish II		1	1	0	2	
9	Minor	Students select from a pool of subjects offered by other Departments.		3	1	0	4	
Semester Credits							24	
SEMESTER III								
1	CC	PSY201	Basic Statistical Methods	3	1	0	4	CC-5
2	CC	PSY202	Basic Research Methodology	3	1	0	4	CC-6
3	MDC	Students select from a pool of subjects offered by other Departments.		3	0	0	3	
4	Minor	Students select from a pool of subjects offered by other Departments.		3	0	1	4	
5	CLL251	Soft Skills & Aptitude III		1	0	0	1	
6	SEC	Students select from a pool of subjects offered by other Departments. Has the option to opt from Parent Department as well.		2	0	0	2	
7	VAC	VAC102	Human Values and Professional Ethics	2	0	0	2	
Semester Credits							20	
SEMESTER IV								
1	CC	PSY203	Social Psychology	3	0	1	4	CC-7
2	CC	PSY204	Paradigms of Psychology and Indian Thought	3	1	0	4	CC-8
3	CC	PSY205	Clinical Psychology	3	0	1	4	CC-9
4	SEC	Students select from a pool of subjects offered by other Departments. Has the option to opt from Parent Department as well.		2	0	0	2	
5	CLL252	Soft Skills & Aptitude IV		1	0	0	1	

6	Minor	Students select from a pool of subjects offered by other Departments.		3	1	0	4	
7	VAC	VAC104	Yoga and Wellness	0	0	2	2	
Semester Credits							21	
SEMESTER V								
1	CC	PSY301	Health Psychology	3	1	0	4	CC-10
2	CC	PSY302	Advanced Statistical Methods	3	1	0	4	CC-11
3	CC	PSY303	Industrial and Organizational Psychology	3	0	1	4	CC-12
4	Minor	Students select from a pool of subjects offered by other Departments.		3	0	1	4	
5	SEC	Students select from a pool of subjects offered by other Departments. Has the option to opt from Parent Department as well.		2	0	0	2	
6	CLL351	Soft Skills & Aptitude V		1	0	0	1	
7	INT	PSY304	Internship	0	0	8	4	
Semester Credits							23	
SEMESTER VI								
1	CC	PSY305	Introduction to Guidance and Counselling	3	0	1	4	CC-13
2	CC	PSY306	Clinico-forensic psychology	3	1	0	4	CC-14
3	CC	PSY307	Cognitive Psychology	3	1	0	4	CC-15
4	Minor	Students select from a pool of subjects offered by other Departments.		3	0	1	4	
5	SEC	Students select from a pool of subjects offered by other Departments. Has the option to opt from Parent Department as well.		2	0	0	2	
6	Project	PSY308	Psychological Project Work	0	0	8	4	

7	CLL451	Soft Skills & Aptitude VI		1	0	0	1	
Semester Credits							23	
Total Credits of the Program after 3rd Year								
SEMESTER VII								
1	CC	PSY401	Basics of psychotherapy	3	1	0	4	CC-16
2	CC	PSY402	Advanced Research Methodology	3	1	0	4	CC-17
3	CC	PSY403	Psychological Assessment-I	2	0	2	4	CC-18
4	CC (For With research)	PSY404	Research design and statistics (Discussions on Dissertation/Topic Selection Begins)	3	1	0	4	CC-19 (Research)
5	CC (For Without research)	PSY405	Indigenous and Cultural Concepts of Health and Wellbeing	3	1	0	4	CC-19(without Research)
6	Minor	Students select from a pool of subjects offered by other Departments.		3	1	0	4	
Total Semester Credit							21	
Semester VIII								
1	CC (For Without research only)	PSY406	Gender Psychology and Inter-sectionality	3	1	0	4	CC-20
2	CC (For both with and Without research)	PSY407	Psychological Assessment – II	0	0	8	4	CC-21
3	CC (For Without Research only)	PSY408	Positive Psychology	3	1	0	4	CC-22(without Research)
4	Minor (For both with and Without research)	Students select from a pool of subjects offered by other Departments.		3	1	0	4	
5	Minor (For without research)	Students select from a pool of subjects offered by other Departments.		3	1	0	4	

6	Dissertation (For with research only)	PSY409	Project/Dissertation	0	6	6	12	
Total Semester Credit							20	
Total Credits of the Program after 4th Year							**175**	

NOTE: With research is only allowed for Students who secure 75% marks and above in the first six semesters

List of Minors to be offered to other Departments in All Semesters:

Semester	***Subject Name***	***Subject Code***	***LTPC***
I	***Introduction to IKS***	Code to be provided by Dean of Academics	***4-0-0-4***
II	***Basic Cyber Security and Internet of Things* (IoT)**	Code to be provided by Dean of Academics	***4-0-0-4***
III	Fundamentals of Psychology	PSY221	***3-1-0-4***
IV	Application of Psychological Principles and Theories	PSY222	***3-1-0-4***
V	Stress Management and Coping Strategies	PSY321	***3-1-0-4***
VI	Introduction to Psychological First-Aid and Care	PSY322	***3-1-0-4***
VII	Psychology of Workplace Behaviour	PSY421	***3-1-0-4***
VIII	Minor (For With and Without Research) Spirituality and Positive Psychology	PSY422	***3-1-0-4***
	Minor (For without research) - Community Mental Health	PSY423	***3-1-0-4***

Note: To approve the introduction of a 'Minor in General Studies*' for undergraduate students under the NEP 2020 curriculum, from academic year 2025-26. The Centre for Lifelong Learning (CLL) will administer the minor program, which will be available from semesters 1 to 8, with the following course names and paper codes (annexure 1). *Additional course fees applicable

UG Programme 4-Year Integrated UPSC-CSE Preparation Programme

Semester	Course Code	Course Title	Course Content
Semester I	IAS101	Polity, Geography & Reasoning	Indian Polity Physical Geography Newspaper Reading Basics Logical Reasoning
Semester II	IAS102	History, Economy, Aptitude	Modern Indian History World History Economy Logical Reasoning & Basic Numeracy
Semester III	IAS201	Geography, Quantitative Skills	World Physical Geography Indian Geography Basic Numeracy
Semester IV	IAS202	Indian History & Culture	Ancient India Medieval India Indian Art & Culture Reading Comprehension
Semester V	IAS301	Environment & Science	Environment & Ecology Disaster Management Science & Technology
Semester VI	IAS302	International Relations, Ethics & Society	International Relations Ethics, Integrity & Aptitude Internal Security Indian Society
Semester VII	IAS401	Governance & Advanced Geography	Geography Indian Polity Governance Basic Numeracy

Semester VIII	IAS402	General Studies Consolidation & CSAT	History Economy Logical Reasoning Reading Comprehension

There is a minimum requirement of 16 credits in a single domain for eligibility to obtain a minor in that domain. A student may pursue one or more minor, however, dual minors will not be permitted. In cases where a student completes 16 credits in each of two distinct minor domains, the student must choose one minor among those two, which will be recorded in their academic transcript.

In Semester 1, all students are required to select one of two specified Artificial Intelligence (AI) courses, aligned with their broad domain of study.

Semester	**Course Name**	**Course Code**	**Credits**	**Offered By**	**For Schools**	**Mandatory / Optional**
I	AI for Everyone	GEN101	2	Respective department		Mandatory
Minors- Syllabus will be provided by the Concerned Faculty						

List of Multi-Disciplinary Courses (MDC) Offered by the Department of Psychology for Other Departments

	Subject Name	***Subject Code***	***LTPC***
I	Sports Psychology	PSY111	***3-0-0-3***
II	Addiction Psychology	PSY112	***3-0-0-3***
III	Leadership and Conflict Management	PSY211	***3-0-0-3***

List of Skill Enhancement Courses (SEC) Offered by the Department of Psychology for All

Semester	*Subject Name*	*Subject Code*	*LTPC*
II	Developing Diversity Competence	SEC182	***2-0-0-2***
III	Mastery in Assertiveness	SEC201	***2-0-0-2***
IV	Psychological First Aid	SEC183	***2-0-0-2***
V	Basic Counselling Skills	SEC302	***2-0-0-2***
VI	Research Skills in Social Sciences	SEC505	***2-0-0-2***
	Basic Sports Psychology Skills	SEC506	***2-0-0-2***

List of Value Added Courses (VAC) offered in PAN University Level

Semester	Course Code	Courses	L	T	P	C	Department
I	VAC105	Community Engagement and Social Responsibility	1	0	1	2	PAN University
II	VAC101	Environmental Education-I	2	0	0	2	PAN University
III	VAC102	Human Values and Ethics	2	0	0	2	PAN University
IV	VAC104	Yoga and Wellness	0	0	2	2	PAN University

Course Outcome- Program Outcome Correlation Matrix

(Excluding- VAC and AEC, Minors Courses offered at PAN University Level)

3= Strong Correlation						**2= Moderate Correlation**					
1= Weak Correlation						**0= Weak Correlation**					
Semester I											
CC-1 – Introduction to Psychology- PSY101											
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	1	2	3	2	3	2	3	2	3	3
CO2	3	3	2	2	3	1	3	2	3	3	3	3
CO3	3	3	3	2	3	1	3	2	3	3	2	2
C04	3	3	2	2	3	1	3	2	3	3	3	3

CC-2- Personality and Individual Differences- PSY102												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	1	1	2	2	1	2	2	2	2	3
CO2	3	2	2	2	2	2	1	2	2	2	2	3
CO3	3	3	2	2	3	2	2	3	2	3	3	3
CO4	3	3	3	3	3	3	3	2	3	3	3	3
MDC- Sports Psychology- PSY111												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	1	2	3	2	1	2	2	2	2	3
CO2	3	3	2	2	3	2	1	2	2	2	2	3
CO3	3	3	2	2	3	2	2	3	2	3	3	3
CO4	3	3	1	2	3	2	1	3	2	3	3	3
Semester II												
CC- 3- Biopsychology- PSY103												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	2	1	3	2	1	1	1	1	2	3
CO2	3	3	2	2	3	2	2	2	1	2	2	3
CO3	3	3	2	1	3	2	1	1	1	1	2	3
CO4	3	3	2	3	3	3	2	3	3	3	2	3
CO5	3	2	3	1	3	3	3	2	2	2	1	3
CO6	3	3	2	1	3	3	2	2	2	2	2	3
CC-4- Developmental Psychology- PSY104												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	1	1	3	2	1	2	1	1	2	3
CO2	3	2	3	2	3	2	2	2	1	2	2	3
CO3	3	3	2	1	3	2	1	2	2	1	2	3

CO4	3	2	2	3	3	2	2	3	3	2	3	3
CO5	3	3	3	2	3	3	3	2	2	2	3	3
MDC- Addiction Psychology- PSY112												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	1	2	3	2	1	2	1	2	3	3
CO2	3	2	2	2	3	2	1	2	1	2	3	3
CO3	3	3	2	3	3	3	2	2	2	3	3	3
CO4	3	3	3	3	3	3	3	2	2	3	3	3
CO5	3	3	1	3	3	3	3	3	3	3	3	3
SEC- Developing Diversity Competence- SEC182												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	1	2	3	2	1	2	2	2	3	3
CO2	3	3	1	3	2	2	0	3	2	3	3	3
CO3	3	3	0	3	1	2	0	3	3	3	3	3
CO4	3	3	2	3	2	2	0	2	2	3	3	3
CO5	3	3	0	3	2	3	0	3	3	3	3	3
CO6	3	3	0	3	1	3	0	3	3	3	3	3
Semester III												
CC-5- Basic of Statistical Methods- PSY201												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	2	3	1	2	1	3	1	1	2	1	2
CO2	2	3	3	2	3	2	3	2	1	2	2	3
CO3	2	3	3	2	3	1	3	2	1	2	2	3
CO4	2	3	3	1	3	1	3	1	1	1	1	3
CO5	2	3	3	1	3	1	3	1	1	2	1	3
CC-6- Basic Research Methodology- PSY202												

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	1	2	3	1	2	2	1	1	2	3
CO2	3	2	2	2	3	1	2	2	1	2	2	3
CO3	2	3	3	3	3	2	3	2	2	2	3	3
CO4	2	3	3	3	3	2	3	2	1	2	3	3
CO5	3	2	2	2	3	1	2	3	1	1	2	3
CO6	2	3	1	1	2	3	2	3	1	3	3	2

MDC- Leadership and Conflict Management **- PSY211**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	1	3	1	2	2	1	1	3	1	2	2	2
CO2	1	3	2	2	3	1	2	3	1	3	3	3
CO3	1	3	1	2	2	1	2	3	3	3	3	3
CO4	1	3	2	2	3	1	1	3	2	3	2	3
CO5	2	2	1	1	2	1	1	2	1	2	2	2

SEC- Mastery in Assertiveness- SEC201

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	1	2	1	1	2	3	3	3	3	3
CO2	3	3	1	2	1	1	2	3	3	3	3	3
CO3	3	3	1	3	2	2	2	3	3	3	3	3
CO4	2	3	1	3	2	1	2	3	3	3	2	3

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Semester IV

CC-7- Social Psychology- PSY203

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12

CO1	3	3	1	2	1	1	2	3	3	3	3	3
CO2	3	3	2	2	1	1	2	3	3	3	2	3
CO3	3	3	2	2	1	1	2	3	3	3	3	3
CO4	3	3	1	2	2	1	2	3	3	3	3	3
CC-8- Paradigms of Psychology and Indian Thought- PSY204												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	1	2	3	1	1	3	2	3	3	3
CO2	3	2	1	2	3	2	1	3	2	3	3	3
CO3	3	3	2	2	3	2	1	3	3	3	2	3
CO4	3	3	2	2	3	2	1	3	3	3	2	3
CO5	3	3	1	2	3	1	2	3	3	3	3	3
CO6	3	3	1	1	3	3	2	3	3	3	3	3
CC-9- Clinical Psychology- PSY205												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	1	3	2	2	1	2	3	2	2
CO2	3	3	3	2	3	3	3	2	2	3	2	3
CO3	3	3	3	1	3	3	3	2	2	3	3	3
CO4	2	3	3	1	3	2	2	2	2	3	2	2
CO5	2	3	3	1	3	3	3	2	2	3	2	3
SEC- Psychological First Aid- SEC183												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	0	2	1	0	0	3	2	1	3	3
CO2	2	3	0	3	0	1	0	3	3	2	3	2
CO3	3	3	0	3	0	1	0	2	3	2	3	2
CO4	3	2	0	3	0	0	0	3	2	1	3	2
CO5	3	3	0	3	0	1	0	3	2	2	3	2

CO6	3	3	0	2	0	1	0	3	2	3	3	2
VAC- Yoga and Wellness- VAC104												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	0	2	1	1	0	2	3	2	3	3
CO2	2	3	0	2	1	2	0	1	3	2	2	2
CO3	2	3	0	2	0	1	0	2	3	1	3	3
C04	3	2	0	3	1	1	0	2	2	1	3	3
VAC- The Importance of Consent- VAC115												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	1	1	2	2	1	1	2	1	3	2
CO2	2	3	0	2	2	1	1	1	3	3	3	3
CO3	1	3	1	2	1	2	2	2	3	3	3	3
C04	2	2	3	3	2	3	2	2	3	2	3	2
CO5	3	2	3	3	3	3	2	3	2	2	3	2
CO6	1	3	1	2	1	2	2	3	3	3	3	3

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Semester V

CC-10- Health Psychology- PSY301												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	0	2	1	1	0	3	2	1	3	3
CO2	3	3	0	2	0	1	0	2	3	2	3	2
CO3	3	3	0	3	0	1	0	2	3	2	3	3
CO4	3	3	0	3	0	1	0	3	3	2	3	3
CC-11- Advanced Statistical Methods- PSY302												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12

CO1	3	2	0	1	1	0	0	3	2	1	3	2
CO2	3	3	0	2	1	0	0	3	3	2	3	2
CO3	3	3	0	3	0	1	0	2	3	2	3	3
CO4	3	3	0	3	0	2	3	3	3	2	3	3

CC-12-Industrial and Organizational Psychology- PSY303

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	0	2	1	0	0	3	2	2	3	3
CO2	3	3	0	2	0	1	0	2	3	2	3	2
CO3	3	3	0	3	0	1	0	2	3	3	3	2
CO4	3	3	0	3	0	2	0	3	3	2	3	3
CO5	3	3	0	2	0	2	0	3	3	2	3	3
CO6	3	3	0	2	1	3	2	3	3	3	3	3

SEC- Basic Counselling Skills- SEC302

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	0	2	1	0	0	3	2	1	3	2
CO2	3	3	0	3	0	1	0	2	3	3	3	2
CO3	3	3	0	2	0	2	0	3	3	2	3	3
CO4	3	3	0	3	0	1	0	2	3	3	3	2
CO5	3	3	0	3	0	2	0	2	3	3	3	3
CO6	3	3	0	3	0	3	2	3	3	3	3	3

Semester VI

CC-13- Introduction to Guidance and Counselling - PSY305

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	0	2	1	0	0	3	2	1	3	2
CO2	3	3	0	3	0	1	0	2	3	2	3	2
CO3	3	3	0	3	0	1	0	2	3	3	3	2

CO4	3	3	0	3	0	2	0	3	3	3	3	3
CC-14- Clinico-Forensic Psychology- PSY306												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	0	2	1	0	0	3	2	1	3	2
CO2	3	3	0	3	0	2	0	3	3	2	3	2
CO3	3	3	0	2	0	1	0	3	3	2	3	2
CO4	3	3	0	3	0	2	0	3	3	3	3	3
CO5	3	3	0	3	0	2	0	2	3	3	3	3
CC-15- Cognitive Psychology- PSY307												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	0	3	1	0	0	3	2	1	3	2
CO2	3	3	0	3	0	2	0	2	3	2	3	3
CO3	3	3	3	3	0	3	0	2	2	3	3	3
CO4	3	3	0	3	0	1	0	3	3	2	3	3
CO5	3	3	0	3	1	2	0	3	3	2	3	3
SEC- Research Skills in Social Sciences- SEC505												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	3	3	3	3	3	2	2	1	2
CO2	3	3	3	2	3	0	0	3	3	3	3	2
CO3	3	3	3	3	3	0	0	2	3	3	2	3
CO4	3	3	3	3	3	2	3	3	3	2	2	3
CO5	3	3	3	3	3	2	3	3	3	3	3	3
CO6	3	3	3	3	3	2	3	3	3	3	3	3
SEC- Basic Sports Psychology Skills-SEC506												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	0	1	1	0	0	2	1	1	2	3
CO2	2	3	0	1	0	1	0	2	2	2	3	3

CO3	2	3	0	2	1	2	0	3	2	2	3	2
CO4	1	2	0	1	0	0	0	1	3	3	3	2
CO5	2	3	0	2	2	2	1	2	2	2	3	3

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Semester VII

CC- 16- Basics of Psychotherapy- PSY401

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	1	0	2	0	1	3	2	2	1	1
CO2	3	3	0	0	2	0	1	3	3	2	2	1
CO3	3	3	1	2	1	0	1	3	2	2	3	2
CO4	3	3	2	3	2	1	2	3	3	3	3	3
CO5	3	3	1	0	3	0	1	3	2	1	1	2
CO6	3	3	2	0	2	1	3	3	3	2	2	3

CC-17- Advanced Research Methodology- PSY402

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	1	2	2	1	0	2	2	3	2	2
CO2	3	3	0	2	2	1	1	2	3	3	2	2
CO3	3	3	1	1	2	0	0	2	3	3	2	2
CO4	3	3	1	2	3	0	1	2	2	3	3	3
CO5	3	3	1	2	2	1	1	3	2	2	3	2
CO6	3	3	2	3	3	1	2	3	3	3	3	3

CC-18- Psychological Assessment I- PSY403

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	1	0	0	3	2	2	1	2	2	2
CO2	3	3	1	0	0	3	2	2	1	2	2	2
CO3	3	3	1	1	2	3	2	3	2	3	2	3
CO4	3	3	2	1	2	3	3	3	3	3	3	3

CC-19- Research Design and Statistics (With Research)- PSY404												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	1	0	3	2	2	1	2	2	1	2
CO2	3	3	2	0	3	2	3	1	2	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2	2	3
CO4	3	3	3	2	3	3	3	2	3	2	2	3
CO5	3	3	3	3	3	3	3	2	3	3	3	3
CO6	3	3	2	1	3	2	3	3	3	2	2	3
CC-19- Indigenous and Cultural Concept of Health and Wellbeing (Without Research)- PSY405												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	0	2	3	0	1	2	1	1	1	2
CO2	3	3	0	3	2	0	1	3	2	2	1	3
CO3	2	3	0	2	3	1	1	2	3	2	1	3
CO4	3	3	0	3	2	1	1	3	3	2	2	3
Semester VIII												
CC-20- Gender Psychology and Inter-sectionality- PSY406												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	1	2	3	0	1	3	2	1	2	2
CO2	3	3	2	3	3	0	1	3	2	2	1	3
CO3	3	3	3	2	3	1	1	3	3	2	1	3
CO4	3	3	2	3	3	1	2	3	3	2	2	3
CO5	3	3	2	2	3	0	2	3	3	2	2	3
Next Page- **CC-21- Psychological Assessment- II- PSY407**												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12

CO1	3	3	2	2	1	3	1	2	2	2	3	2
CO2	3	3	2	2	1	3	1	2	2	2	3	2
CO3	3	3	2	2	1	3	1	2	2	2	3	2
CO4	3	3	2	2	1	3	1	2	2	2	3	2
CC-22- Positive Psychology- PSY408												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	2	1	2	1	2	3	2	3	3
CO2	3	3	2	2	1	2	1	2	3	2	3	3
CO3	3	3	2	2	1	2	1	2	3	2	3	3
CO4	3	3	2	2	1	2	1	2	3	2	3	3

Semester I

Course Code: PSY101	**INTRODUCTION TO PSYCHOLOGY-CC-1**	L	T	P	C
Contact Hours	48 hours	3	0	1	4
Pre-requisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

Course Objective:

CO 1: To introduce students to the foundational history, major theoretical perspectives, and diverse research methodologies of psychology, highlighting both Western frameworks and Eastern/Indigenous Indian perspectives.

 CO 2: To provide a comprehensive understanding of the physiological and psychological mechanisms underlying sensation, attention, and perceptual processes.

 CO 3: To examine the core concepts, classical and contemporary theories, and cultural nuances of human motivation and emotion (including Western and *Rasa/Bhava* traditions).

 CO 4: To familiarize students with the fundamental principles of learning, models of human memory, mechanisms of forgetting, and practical techniques for memory enhancement.

 CO 5: To train students in conducting psychological experiments, applying the scientific method to test sensory, perceptual, and cognitive phenomena, and validating psychophysical laws.

Course Outcome:

At the end of this course the student will able to:

CO1	Understand the major historical schools and contemporary perspectives of psychology, and critically evaluate the differences between Eastern (Indigenous) and Western frameworks as they apply to the scope of psychology in India.
CO2	Explain the biological and psychological processes of sensation, attention, and perception, and apply principles like Gestalt laws and perceptual constancies to interpret visual illusions and sensory phenomena

CO3	Critique major motivational and emotional theories, and evaluate how cultural constructs—such as Western physiological models versus Indian *Rasa* and *Bhava* theories—shape human emotional experiences.
CO4	Apply empirical models of learning (e.g., conditioning, cognitive learning) and memory (e.g., Atkinson-Shiffrin, Working Memory) to explain human behavior, forgetting, and strategies for memory optimization.
CO5	Design, execute, and document psychological experiments (such as testing the Müller-Lyer illusion, memory inhibition, or calculating Weber's Ratio), demonstrating proficiency in data collection, psychophysical methods, and ethical research practices.

Course Description: The course lays down the foundation of psychology and deals with the basic processes of human life. The course covers the theories and applications of the cognitive processes as well as other psychological attributes.

Course Contents:

Unit 1: (Lecture Hours: 12)

Introduction:

- Definition of Psychology,The Origin of Psychology and it's different Schools, Major perspectives- Biological, Cognitive, Behavioral, Psychodynamic, Humanistic, Socio-cultural, Evolutionary.
- Indigenous construal of psychology (the difference between Eastern vs Western perspectives of psychology).
- Research Methods in psychology; subfields of psychology, Scope of Psychology in India

Unit 2: (Lecture Hours: 11)

Sensation, **Attention and Perception:**

- ABCs of Sensation- meaning of Sensation and it's processes, The science of vision, hearing, gustatory and somesthetic senses.
- Determinants of attention , types of attention and it's theories.
- Perceptual processing, Role of attention in perception, Perceptual organization, Gestalt Principles of Perception, Perceptual sets, Perceptual constancies- size, shape and brightness, Depth perception, Perceptual Illusions

Motivation and Emotion:

- Meaning and Definition of Motivation, Types of motivation, Theories of motivation- Maslow's theory of hierarchy of needs, Alderfer's ERG theory,McClelland's achievement motivation theory, and Herzberg's two-factor theory.
- Components of emotion, theories of emotion- James-Lange, Cannon-Bard, Schachter-Singer, Lazarus and facial-feedback hypothesis.
- Rasa and Bhava theory of emotions, culturally sanctioned emotions such as embarassment and shame.

Unit 3: (Lecture Hours: 11)

Learning and Memory:

- Concept and theories of learning - Trial and Error theory of Learning, Classical Conditioning, Operant Conditioning, Insight learning, Observational learning and Cognitive theories of learning, transfer of learning
- Definition of memory and its types, Models of memory- The Atkinson and Shiffrin Model, Levels of Processing by Craik and Lockhart, Working Memory.
- Forgetting and its causes, Types of forgetting, Techniques of improving memory.

Unit 4: (Lecture Hours: 11)

Practicum (Any 2):

1. Memory-

a) Effect of spaced and unspaced method of learning on memorization capacity of the subject

b) Effect of retroactive and proactive inhibition on the memorization capacity of the subject

2. Attention-

a) Explore selective attention test

b) Explore Stroop effect and attentional deficits.

3. Perception-

- To demonstrate the effect of knowledge of results on the extent of Muller- Lyer illusion in the subject**.**
- Effect of intensity of stimulus on temporal perception of the subject.
- Effect of quality of stimulus on the temporal perception of the subject.
- Determination of the Difference Limen of the subject using 50gm, 100gm, 200gm weights (using gradation method). Verification of Weber's Ratio.(OR)
- Determination of the Difference Limen of the subject using constant method.

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- Rao, K. R., & Paranjpe, A. C. (2016). *Psychology in the Indian tradition*. New Delhi: Springer India.
- Paranjpe, A. C. (2012). *Theoretical psychology: The meeting of East and West*. Springer Science & Business Media.
- Paranjpe, A. C. (2010). Theories of self and cognition: Indian psychological perspectives. *Psychology and Developing Societies*, *22*(1), 5-48.

- Pandit, S. A. (2024). Conceptualising Bhāvana: How do contemplative Hindu traditions inform understanding emotions and well-being?. *Culture & Psychology*, *30*(1), 95-114.
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Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	**Class Assessment**	**End Term**	
Weightage (%)	**50**	**25**	**25**

	Course Outcomes (COs)	**Mapped Program Outcomes**
CO1	Discuss the fundamentals of Psychology and behavior and the process involved in sensation	PO1,PO12, PO4
CO2	Summarize the processes involved in Attention and Perception and the theories of emotion and motivation	PO1, PO4, PO12
CO3	Justify the role of theories in explaining Learning and Memory.	PO1, PO4, PO12
CO4	Apply the understanding of memory and perceptual processes in different types of cognitive tasks.	PO1, PO2, PO4, PO6, PO12

		Knowledge of Psychology	Application of Psychological Principles	Knowledge of Statistical Techniques	Community Based Implementation of psychological Principle	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of Behavior	Life long learning
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	P
PSY101	Introduction To Psychology	3	3	-	3	-	3	-	-	-	-	3	1

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

PSY102	**PERSONALITY AND INDIVIDUAL DIFFERENCES- CC-2**	L	T	P	C
Contact Hours	48 Hours	3	0	1	4
Pre-requisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

Course Objective: To develop an understanding of the concept of individual differences with the goal to promote self-reflection and understanding of self and others.

Course Outcomes:

CO 1: Discuss the fundamentals of personality and different theoretical perspectives of personality.
CO 2: Compare the theories on Intelligence.
CO 3: Explain the theories and perspectives of enhancing individuals' potential.
CO 4: Assess Intelligence and determine personality through the application of different assessment techniques.

Course Description:

The course covers the basic principles and theories of personality and intelligence. It also focuses on the assessments of the psychological attributes. Additionally, it helps developing an understanding of Indian approach to self and identity.

Course Contents:

Unit 1: (15 Lecture Hours)

Basics of Personality and its theories:

-
- Nature of personality; Biopsychosocial foundations of personality;
- Perspectives on personality, Personality development and its factors
- Psychodynamic (Freud), humanistic (Maslow) and social (Bandura).
- Panchkosha theory of personality, Chakra theory, The Triguna theory of personality (Grishwar Mishra, Paranjpe, and Dalal).

Unit 2: (15 Lecture Hours)

Intelligence and its theories:

- Concept of intelligence: Psychometric and cognitive approaches to intelligence;
- Theories of intelligence , Emotional Intelligence, Heredity, environment and intelligence;
- Measurement of intelligence, concept of Giftedness and Intellectual Disability.

- PASS Model. Indigenous Model of Intelligence.

Unit 3: (15 Lecture Hours)

Enhancing individual's potential:

- Self-determination theory
- Enhancing cognitive potential, Self-regulation and self enhancement
- creativity and problem solving.

Unit 4: (15 Lecture Hours)

Practicum: Any 2-practicum

Two psychological tests (one based on Intelligence and one based on personality).

1. **Intelligence:**

a.) Assess the level of concrete intelligence of the subject by administering Koh's Block Design Test.

b.) Assess the level of abstract reasoning of the subject by administering Raven's Comprehensive Progressive Matrices.

c.) Assess the intelligence quotient the subject by administering Seguine Form Board.

2. **Aptitude test**

a) To determine the scholastic aptitude of the subject by administering :Differential Aptitude Test (DAT) (for guidance).

3. **Personality:**

a) To determine the personality profile of the subject by administering The Sixteen Personality Factor (16PF) Questionnaire.

b) To determine the personality traits of the subject by administering Eysenck's Personality Questionnaire Revised (E.P.Q - R).

Readings:

- Carr, A. (2011): Positive psychology. Routledge.
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Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	**Total**	**Class Assessment**	**End Term**	
Weightage (%)	**100**	**50**	**25**	**25**

	Course Outcomes (COs)	**Mapped Program Outcomes**
CO1	**Discuss the fundamentals of personality and different theoretical perspectives of personality.**	PO1,PO12, PO4
CO2	**Compare the theories on Intelligence.**	PO1, PO4, PO12
CO3	**Explain the theories and perspectives of enhancing individuals' potential.**	PO1, PO4, PO12,PO8
CO4	**Assess Intelligence and determine personality through the application of different assessment techniques.**	PO1, PO2, PO3, PO4, PO12

		Knowledge of Psychology	Application of Psychological Principles	Knowledge of Statistical Techniques	Community Based Implementation of	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of Behavior	Life-long learning
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY102	Personality and Individual Differences	3	3	-	3	-	3	-	3	-	-	3	1

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

Course Content:

CODE: PSY111	**SPORTS PSYCHOLOGY (MDC)**	L	T	P	C
Contact Hours	36 hours	2	1	0	3
Pre-requisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

UNIT-I: INTRODUCTION

- Sports Psychology: Meaning, Nature and Scope
- Objective of Sports Psychology: Professional, Recreational and Curative
- Methods of Sports Psychology: Introspection, Observation and Experimental

UNIT-II: INDIVIDUAL DIFFERENCES

- Meaning of Individual Differences and its relevance in sports.
- Types of Individual Differences: Physical, Psychological and Socio-cultural Individual Differences.
- Factors contributing to individual differences: Heredity, Gender, Race and Geographical locations.
- Meaning and significance of Motivation in performance enhancement of sports persons
- Indigenous concepts of engaging with the psyche: Yoga, Triguna and Meditiative practices.

UNIT-III: PLAY/ SPORTS

- Meaning of Play and Work. Similarities and Differences between Play and Work. Important Characteristics of Play/ Sports
- Psychological determinants of sports: Attention/ Concentration, Self-Confidence, Social Facilitation/ Audience Effects, Goal Settings
- Importance of Team, Group and Leadership in Sports: Team Cohesion, Group Dynamics and Qualities of Leader.
- Meaning and Objectives of training. Types of Training.
- Studying Indigenous sports and play: Kushti, Kho-Kho etc

RECOMMENDED READINGS

1. M. L. Kamlesh, ***Psychology of Physical Education and Sports***, Metropolitan Book Co. Pvt. Ltd. New Delhi, 2nd Ed., 1983.
2. R. B. Alderman, ***Psychological Behaviour in Sports***, Thomson Learning Publication, 1974.

3. A. K. Uppal, ***Principle of Sports Training***, Friends Publication, New Delhi, India, 2001.
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5. R. S. Weinberg, ***Foundations of Sports and Exercise Psychology***, Human Kinetics, 2011.
6. John Perry, ***Sports Psychology: A complete introduction***, Teach Yourself, University of Hull, 2016.
7. D. S. Butt, ***Psychology of Sport: The behavior, Personality and Performance of athletes***, Van Nostrand Reinhold, New York, 2nd Ed., 1987.
8. A. S. Zilli & N. K. Chadha, ***Research Methods for Sports Scientists***, Oscar Publication, Delhi, 2001.
9. Anna Kessel, ***Eat Sweat Play: How sports can change our lives***, Pan Macmillan, 2017.

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

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

	Course Outcomes (COs)	**Mapped Program Outcomes**
CO1	Describe the major theoretical perspectives; explain the fundamental concepts, theories and ethics related to investigation of human behavior and mental processes.	PO1, PO2, PO8
CO2	Identify the biological bases of human behavior, how they impact and get impacted by sensory processes along with factors of emotion and motivation.	PO1, PO2, PO6
CO3	Understand and apply the different techniques through with behavior medication and learning can take place, along with cognitive factors that influence behavior.	PO1, PO2, PO11
CO4	Explain the different developmental aspects and individual differences through theoretical propositions.	PO1, PO2, PO11

		Knowledge of Psychology	Application of Psychological Principles	Knowledge of Statistical Techniques	Community Based Implementation of psychological Principle	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of Behavior	Life-long learning
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY111	Sports Psychology	4	4	-	-	-	1	-	1	-	3	2	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

Course Objectives:

(CODE PSY221)	**FUNDAMENTALS OF PSYCHOLOGY (MINOR)**	L	T	P	C
Contact Hours	48 hours	3	1	0	4
Pre-requisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

To introduce students to the basic concepts in the field of psychology with an emphasis on application based learning of these psychological principles in everyday life.

Course Outcomes:

At the end of this course students will able to:

CO 1	Describe the major theoretical perspectives; explain the fundamental concepts, theories and ethics related to investigation of human behavior and mental processes.
CO 2	Identify the biological bases of human behavior, how they impact and get impacted by sensory processes along with factors of emotion and motivation.
CO 3	Understand and apply the different techniques through with behavior medication and learning can take place, along with cognitive factors that influence behavior.
CO4	Explain the different developmental aspects and individual differences through theoretical propositions.

Course Description:

The Fundamentals of Psychology course provides an introduction to the basic principles, theories, and methods of psychology. Through lectures, discussions, and interactive activities, students will explore various topics including the history of psychology, research methods, biological psychology, perception, learning and cognition. this course serves as the foundation for further study in psychology.

Course Contents:

Unit 1: **(20 Lecture Hours)**

Introduction to Psychology

- History and evolution of Psychology
- The major theoretical perspectives in psychology
- Research methods in psychology
- Ethical considerations in psychological research

Unit 2: (20 Lecture Hours)

Biological foundations of Behavior

- Structure and function of the nervous system
- Neurons and neural communication
- Sensation and perception
- Biological bases of motivation and emotion

Unit 3: (20 Lecture Hours)

Learning and Cognition

- Classical and operant conditioning
- Cognitive processes, including attention, memory and problem solving
- Language and thinking
- Intelligence and creativity

Unit 4: **(20 Lecture Hours)**

Developmental Psychology and Personality Psychology

- Lifespan development from Birth till Death
- Theories of development- Kohlberg, Vygotsky, Erickson's theory of Psychosocial Development, Harry Harlow's theory of Attachment and their implication**s**
- Personality- Meaning, Theories of personality- Indian- Vatta, Pitta, Kapha, Triguna Theory, Western- Eysenck, Freud

Readings:

- Baron, R. &Misra.G. (2013).Psychology. New Delhi: Pearson.
- Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. New Delhi: Pinnacle Learning.
- Ciccarelli, S. K., & Meyer, G. E. (2010).Psychology: South Asian Edition. New Delhi: Pearson Education.
- Passer, M.W. & Smith, R.E. (2010).Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.

Further Readings

- Best, J.B. (1998, 5th Edition). Cognitive Psychology. John Wiley & Sons. ISBN-13: 978-0470002322 ISBN-10: 0470002328
- Baron, R. A.(2001). Psychology (5th Edition), Prentice-Hall oflndia Private Limited.
- Galloti, K. M.(2016). Cognitive Psychology. In and Out of the Laboratory (5th Edition). Sage Publication, 2016
- Hilgard, E. R., Atkinson, R. C., & Atkinson, R. L.(1975). Introduction to Psychology (6th Edition).Oxford IBH Publishing
- Melvin, H. M.M., & William, A. H.(1979). Systems and Theories in Psychology. McGraw-Hill Higher Education.
- Mishra, B. K.(2016). Psychology. The Study of Human Behaviour (2nd Edition). PHI Learning Private Limited.
- Morgan, C.T., King, R.A., Weisz, J.R., &Schopler, J. (2001). Introduction to Psychology (7^{th} Edition), McGraw Hill Book Company.
- Munn, N. L., Fernald, L. D., & Fernald, P. S.(2007). Introduction to Psychology (5th Edition). A.I.T.B.S Publishers India.
- Plotnik, R. & Kouyoumdjian, H.(2014). Introduction to Psychology (10th Edition). An Cengage Learning.
- Santrock, J.W. Psychology Essentials (Second Edition), McGraw Hill Higher Education
- Solso, R. L., Maclin, H., & Maclin, M. K.(2008). Cognitive Psychology (8th Edition). Pearson Publishing House.

- Solso, R. L. (2006). Cognitive Psychology (6th Edition). Pearson Publishing House, 2006

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

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

	Course Outcomes (COs)	**Mapped Program Outcomes**
CO1	Describe the major theoretical perspectives; explain the fundamental concepts, theories and ethics related to investigation of human behavior and mental processes.	PO1, PO2, PO8
CO2	Identify the biological bases of human behavior, how they impact and get impacted by sensory processes along with factors of emotion and motivation.	PO1, PO2, PO6
CO3	Understand and apply the different techniques through with behavior medication and learning can take place, along with cognitive factors that influence behavior.	PO1, PO2, PO11
CO4	Explain the different developmental aspects and individual differences through theoretical propositions.	PO1, PO2, PO11

		Knowledge of Psychology	Application of Psychological Principles	Knowledge of Statistical Techniques	Community Based Implementation of psychological Principle	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of Behavior	Life-long learning
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY121	Fundamentals of Psychology	3	3	-	-	3	1	-	3	-	-	2	3

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

Course Code: VAC105	**Community Engagement and Social Responsibility**	L	T	P	C
		1	0	1	2

	1 credit (1 lecture hr/week) is for Theory and 1 credit is for Field work (2 hr field work/week).				

Course Objectives:

- To develop an appreciation of rural culture, life-style and wisdom amongst students
- To learn about the status of various agricultural and rural development programmes
- To understand causes for rural distress and poverty and explore solutions for the same
- To apply classroom knowledge of courses to field realities and thereby improve quality of learning

Course Outcomes

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

CO1 Gain an understanding of rural life, culture and social realities

CO2 Develop a sense of empathy and bonds of mutuality with local community

CO3 Appreciate significant contributions of local communities to Indian society and economy CO4 Learn to value the local knowledge and wisdom of the community

CO5 Identify opportunities for contributing to community's socio-economic improvements

Catalog Description

Along with Intelligent Quotient, it is important for students to enhance their Emotional Quotient as well. The Social Internship offers opportunity to the student to be empathetic towards social issues facing our society. To help and support the affected community / cause through a field internship is the essence of the course in 'giving back to the society'.

Course Content

Unit I: Appreciation of Rural Society: Rural and peri-urban life style, rural society, caste and gender relations, rural values with respect to community, rural culture, nature and resources, elaboration of "soul of India lies in villages' (Gandhi), rural infrastructure.

Unit II: Understanding rural and local economy and livelihood: Agriculture, farming, land ownership, water management, animal husbandry, non-farm livelihoods and artisans, rural entrepreneurs, rural markets, migrant labourer, impact of COVID-19 on Migrant Labourers.

Unit III: Rural and Local Institutions: Traditional rural and community organizations, local administration and community involvement, Self-help Groups, Panchayat raj, institutions (Gram Sabha, Gram Panchayat, Standing Committees), Nagarpalikas and municipalities, local civil society.

Unit IV: Rural and National Development Programme: History of rural development in India, Current national programs in India: Sarva Shiksha, Abhiyan, Beti Bachao, Beti Padhao, Ayushman Bharat, Swatchh Bharat, PM AwaasYojana, Skill India, Gram Panchayat Decentralised Planning, NRLM, MNREGA, SHRAM, Jal Jeevan Mission, SFURTI, Atma Nirbhar Bharat, etc. Various schemes of West Bengal Government: Kanyashree, Rupashree, Lakshmir Bhandar, Yuvasree, Sikshashree, Jai Bangla, Lokprasar, Nijo Griha Nijo Bhumi, Swasthya Sathi, Gatidhara, Gitanjali, Khadya Sathi, Sabooj Sathi, Sabujshree, Sufal Bangla, Shishu Sathi, Sabala etc.

Recommended field-based practical activities:

- Interaction with SHG women members, and study of their functions and challenges; planning for their skill building and livelihood activities.
- Visit MGNREGS project sites, interact with beneficiaries and interview functionaries at the work site.
- Field visit to Swachh Bharat project sites, conduct analysis and initiate problem solving measures.
- Conduct Mission Antyodaya surveys to support under Gram Panchayat Development Plan (GPDP).
- Interactive community exercise with local leaders, panchayat functionaries, grass-root officials and local institutions regarding village development plan preparation and resource mobilization.
- Visit Rural Schools / mid-day meal centres, study Academic and infrastructural resources and gaps.
- Participate in Gram Sabha meetings, and study community participation.
- Associate with Social audit exercises at the Gram Panchayat level, and interact with programme beneficiaries.
- Attend Parent Teacher Association meetings, and interview school drop outs Fostering

Social Responsibility & Community Engagement in Higher Education Institutions in India.

- Visit local Anganwadi Centre and observe the services being provided.
- Visit local NGOs, civil society organisations and interact with their staff and beneficiaries.
- Organize awareness programmes, health camps, Disability camps and cleanliness camps.
- Conduct soil health test, drinking water analysis, energy use and fuel efficiency surveys.
- Raise understanding of people's impacts of climate change, building up community's disaster preparedness.
- Organise orientation programmes for farmers regarding organic cultivation, rational use of irrigation and fertilizers and promotion of traditional species of crops and plants.
- Identifying the small business ideas (handloom, handicaraft, khadi, food products, etc.) for rural areas to make the people self-reliant.

Recommended Readings Books:

1. Singh, Katar, Rural Development: Principles, Policies and Management, Sage Publications, New Delhi, 2015.
2. A Hand book on Village Panchayat Administration, Rajiv Gandhi Chair for Panchayati Raj Studies, 2002.
3. United Nations, Sustainable Development Goals, 2015 un.org/sdgs/
4. M.P.Boraian, Best Practices in Rural Development, Shanlax Publishers, 2016.

Journals:

1. Journals of Rural development, (published by NIRD & PR Hyderabad)
2. Indian Journal of Social Work, (by TISS, Bombay)
3. Indian Journal of Extension Education (by Indian Society of Extension Education)
4. Journal of Extension Education (by Extension Education Society) Fostering Social Responsibility & Community Engagement in Higher Education Institutions in India
5. Kurukshetra (Ministry of Rural Development, GoI)
6. Yojana (Ministry of Information and Broadcasting, GoI

Semester II

PSY103	**BIOPSYCHOLOGY- CC-3**	**L**	**T**	**P**	**C**
Contact Hours	**48 hours**	**3**	**1**	**0**	**4**
Pre-requisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

Course Objectives:

1. To explore the biological basis of experience and behavior.
2. To develop an understanding of the influence of behavior, cognition, and the environment on bodily systems.
3. To develop an appreciation of the neurobiological basis of psychological function and dysfunction.

Course Outcome:

By the end of this course, students will:

CO1: Demonstrate an understanding of the biological basis of experience and behavior.

CO2: Understand the influence of behavior, cognition, and the environment on bodily systems.

CO3: Appreciate the neurobiological basis of psychological function and dysfunction.

CO4: Apply knowledge of biopsychology to real-world scenarios.

CO5: Analyse and critique research methodology in biopsychology.

CO6: Utilize critical thinking skills to evaluate scientific arguments related to biopsychological processes.

Course Description:

Biopsychology explores the biological foundations of behavior, focusing on neural mechanisms, the central and peripheral nervous systems, and the neuroendocrine system. Students will learn

about neuron structure, neural conduction, synaptic transmission, and the functions and abnormalities of major glands. The course emphasizes the interaction between behavior, cognition, and the environment, and how these influence bodily systems. Through lectures and practical activities, students will gain a comprehensive understanding of biopsychological processes and their applications.

Course Content:

Unit 1: Introduction to Biopsychology (10 Hours)

Objective: To introduce students to the nature, scope, methods, and ethics in biopsychology and its divisions.

1. **Nature and Scope of Biopsychology**: Definition of biopsychology; historical roots of the mind-brain debate.
2. **Divisions of Biopsychology:** Physiological psychology, psychopharmacology, neuropsychology, psychophysiology, cognitive neuroscience, and comparative psychology.
3. Methods in Biopsychology: Overview of structural and functional tools (e.g., EEG, structural vs. functional MRI, CT scans, and lesion methods)
4. Ethics in Biopsychology: Ethical considerations in human neuroimaging and animal research frameworks.

Unit 2: Organization of Nervous System (10 Hours)

1. Structure and Functions of Neurons: Anatomy of a neuron (dendrites, soma, axon, myelin sheath); types of neurons and glial cells (astrocytes, oligodendrocytes, microglia).
2. Neural Conduction: Electrochemical signaling; resting membrane potential, action potential propagation, and the all-or-none law.
3. Synaptic Transmission: Structure of a synapse; chemical transmission events (release, binding, reuptake, and enzymatic degradation); EPSPs and IPSPs.
4. Functional Abnormalities of Neurotransmitters: Major neurotransmitter systems (Acetylcholine, Dopamine, Serotonin, GABA, Glutamate, Norepinephrine) and their functional implications in psychological disorders (e.g., Parkinson's, Schizophrenia, Depression, and Anxiety).

Unit 3: The Functioning Brain and Spinal Code (10 Hours)

1. **The Spinal Cord:** Structural anatomy, reflex arcs, and ascending/descending pathways.
2. **The Brain:** Major divisions (Hindbrain, Midbrain, Forebrain); protectives structures (meninges, cerebrospinal fluid, blood-brain barrier).Lobes and Associative areas: Anatomical lobes (Frontal, Parietal, Temporal, Occipital) and their dedicated primary sensory, motor, and association areas (e.g., Broca's and Wernicke's areas).
3. **Subcortical Systems:** The Limbic System (Amygdala, Hippocampus, Cingulate Cortex) and its role in memory and emotion.
4. **The Peripheral Nervous System (PNS):** Structural and functional divisions of the Somatic Nervous System and the Autonomic Nervous System (Sympathetic vs. Parasympathetic balance).

Unit 4: Neuroendocrine System (10 Hours)

Structure, Functions and abnormalities of 7 Glands and their role in psychological health

 The Master Axis: The structural and functional interplay of the Hypothalamus, Thalamus, and Pituitary gland.

- Thyroid and parathyroid (Role in mood and physiological processes)
- Adrenal (Its role in stress and physiological pathologies)
- Gonads (Role of sex hormones in psychological aspects)
- Pituitary (Its functions)
- Pancreas(its role metabolism)
- Thymus (its role in immune system- t cells, b cells)
- Pineal (functions)

References:

1. Kalat, J. W. (2019). *Biological Psychology* (13th ed.). Cengage Learning. ISBN: 978-1337408202
2. Carlson, N. R. (2013). *Physiology of Behavior* (11th ed.). Pearson. ISBN: 978-0205239399
3. Pinel, J. P. J., & Barnes, S. (2017). *Biopsychology* (10th ed.). Pearson. ISBN: 978-0134203690
4. Breedlove, S. M., Watson, N. V., & Rosenzweig, M. R. (2010). *Biological Psychology: An Introduction to Behavioral, Cognitive, and Clinical Neuroscience* (6th ed.). Sinauer Associates. ISBN: 978-0878933242

5. Bear, M. F., Connors, B. W., & Paradiso, M. A. (2015). *Neuroscience: Exploring the Brain* (4th ed.). Wolters Kluwer Health. ISBN: 978-0781778176
6. Kandel, E. R., Schwartz, J. H., & Jessell, T. M. (2013). *Principles of Neural Science* (5th ed.). McGraw-Hill Education. ISBN: 978-0071390118
7. Toates, F. (2011). *Biological Psychology* (3rd ed.). Pearson. ISBN: 978-0131971387

Course Outcomes (COs) Mapped to Program Outcomes (POs):

Course Outcomes (COs)	**Mapped Program Outcomes (POs)**
CO1: Demonstrate an understanding of the biological basis of experience and behavior.	PO1, PO2, PO5
CO2: Understand the influence of behavior, cognition, and the environment on bodily systems.	PO1, PO2, PO4
CO3: Appreciate the neurobiological basis of psychological function and dysfunction.	PO1, PO4, PO6
CO4: Apply knowledge of biopsychology to real-world scenarios.	PO2, PO4, PO9
CO5: Analyse and critique research methodology in biopsychology.	PO1, PO5, PO7
CO6: Utilize critical thinking skills to evaluate scientific arguments related to biopsychological processes.	PO1, PO2, PO5

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

PSY104	**DEVELOPMENTAL PSYCHOLOGY- CC- 4**	L	T	P	C
Contact Hours	48 hours	3	1	0	4
Pre-requisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

		Knowledge of Psychology	Application of Psychological Principles	Knowledge of Statistical Techniques	Community Based Implementation of	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of Behavior	Life-long learning
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY103	Biopsychology	3	3	-	3	1	1	-		1	-	1	1

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12
PSY103	Biopsychology	3	3	-	3	2	2	-	-	3	-	-	-

1: Weakly mapped

2: Moderately mapped

3: Strongly mapped

Course Objectives:

1. To equip the learner with an understanding of the concept and process of human development across the life span
2. To impart an understanding of the various domains of human development
3. To inculcate sensitivity to socio-cultural context of human development

Course Outcomes:

CO1: Develop an understanding of the concept and process of human development across the life span.

CO2: Analyze the various theories, themes and Research Designs.

CO3: Relate the various domains of human development.

CO4: Explain the role of socio-cultural context in human development.

CO5: Determine the levels of development, development quotient and levels of social maturity by using suitable tests.

Course Description:

The course covers the fundamentals of human development across life span. It helps students to relate the various domains of human development with other areas of psychological research.

Course Contents:

UNIT 1: (15 lecture hours)

Introduction: a) Concept of Human Development: Nature vs. nurture, continuity vs. discontinuity, stability vs. change, and the plastic nature of development.

b) Theories: **Psycho-social Perspective:** Erik Erikson's stages of psychosocial development.

 Cognitive Perspectives: Jean Piaget's genetic epistemology and Lev Vygotsky's Socio-Cultural theory.

 Moral Perspective: Lawrence Kohlberg's stages of moral reasoning

research designs: Cross-sectional, longitudinal, and sequential designs; ethical considerations in researching vulnerable developing populations

UNIT 2: (15 lecture hours)

Periods of Life Span Development

a) Prenatal development: Stages of prenatal development (germinal, embryonic, fetal); teratogens and environmental hazards; the birth process and neonatal assessments.

b) **Infancy and Toddlerhood:** Physical milestones and reflex systems; infant language development (cooing, babbling, telegraphic speech); theories of language acquisition (Nativist vs. Interactionist); emotional roots and attachment security.

c) **Early and Late Childhood:** Motor skill refinement; cognitive shifts from preoperational thought to concrete operations; introduction to Neurodevelopmental Disorders (e.g., ADHD, Autism Spectrum Conditions, Specific Learning Disabilities).

Unit 3: Adolescnce to Adulthood

- **Adolescence:** Pubertal changes and neurobiological developments; cognitive advancement into formal operations; identity formation vs. role confusion; contemporary hazards (e.g., substance use, mental health pressures, digital environments).
- **Early and Middle Adulthood:** Career choices, intimacy, and relationship dynamics; cognitive stability and the concept of post-formal thought; transitioning into midlife, generativity, and balancing caregiving roles.
- **Late Adulthood & Aging:** Physical and cognitive alterations in aging; processing loss, retirement transitions, and achieving ego integrity.

UNIT 4: Domains of Human Development-I (15 lecture hours)

a) Physical development: Developmental Milestones

b) Cognitive development: perspectives of Piaget and Vygotsky. Concepts of Neuro developmental disorders

c) Language development: Stages. Theories of language development,

d) Emotional development: stages

e) Moral development by Kolhberg

f) Personality development (Erickson)

UNIT 4: Socio-Cultural Contexts for Human Development (15 lecture hours)

 Primary Microsystems: Family dynamics, changing parenting styles, and sibling relationships; the shifting role of peer groups across development.

 Exosystemic and Macrosystemic Influences: The impact of schooling structures, educational systems, and digital media utilization on cognitive and emotional growth.

 Human Development in the Indian Context:

- The role of joint vs. nuclear family dynamics; socialization patterns across diverse socio-economic strata.
- Traditional Indian frameworks of life stages and emotional/moral development.

- Intersections of gender, caste, and community-level variables on individual identity and development in modern India.

Reading List:

- Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.
- Mitchell, P. and Ziegler, F. (2007). Fundamentals of development: The Psychology of Childhood. New York: Psychology Press.
- Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). Human development (9th Ed.). New Delhi: McGraw Hill.
- Santrock, J. W. (2011). Child Development (13th Ed.). New Delhi: McGraw Hill.
- Santrock, J.W. (2012).Life Span Development (13th ed) New Delhi: McGraw Hill.
- Saraswathi, T.S. (2003). Cross-cultural perspectives in Human Development: Theory, Research and Applications. New Delhi: Sage Publications.
- Srivastava, A.K. (1997). Child Development: An Indian Perspective. New Delhi.

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

Examination Scheme:

Components	Total	Class Assessment	End Term
Weightage (%)	100	50	50

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Develop an understanding of the concept and process of human development across the life span	PO1,PO 12
CO2	Analyze the various theories, themes and Research Designs.	PO1, PO2,
CO3	Relate the various domains of human development	PO1,PO2,PO5
CO4	Explain the role of socio-cultural context in human development.	PO4.PO11
CO5	Determine the levels of development, development quotient and levels of social maturity by using suitable tests	PO4, PO6. PO9

		Knowledge of Psychology	Application of Psychological Principles	Knowledge of Statistical Techniques	Community Based Implementation of psychological Principle	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of Behavior	Life-long learning
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY104	DEVELOPMENTAL PSYCHOLOGY	3	3	-	3	1	1	-		1	-	1	1

1=weakly mapped

2= moderately mapped

3=strongly mapped

PSY112	ADDICTION PSYCHOLOGY (MDC)	L	T	P	C
Contact Hours	36 hours	3	0	0	3
Pre-requisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

Course Description:

This course provides a comprehensive review of psychological theories and interventions for addressing addictive behaviours. Emphasis is placed on clinical processes. Prominent models are presented for conceptualizing addictive behaviours, along with clinical treatments based on these models. Specific topics covered include: understanding psychological dynamics of addiction, stages of change, screening for and diagnosing addictive behaviours, brief psychological interventions, empirically-supported treatments, evidence-based practice, relapse prevention, harm reduction, addressing common co-existing disorders, and community services

Course Objectives:

1. To develop the understanding of addiction and the principles underlying it.
2. It aims to make students aware about addictive behaviours and their diagnosis,
3. Awareness about developmental issues as a result of addictions.
4. It also aims to acquaint students with the basic models of addiction and the some useful therapies.

Course Outcomes:

CO1: Understand the concepts of the psychology of addiction

CO2: Describe the various theories and perspectives of addiction

CO3: Identify and address the issues underlying development of disorders

CO4: Evaluate the differences, diagnosis and consequences of addiction.

CO5: Implement therapies for the treatment of addiction

Course Contents:

Unit-1: Introduction

1.1: Addiction Psychology – Introduction, Definition, Need and Scope.

1.2: Addictive Behaviours- Diagnosis, Maintenance, Course and Consequences

1.3: Peer Pressure & its Importance

Unit-2: Basics of Addiction

2.1: Trans-theoretical Model – Stages of Change

2.2: Ethical Considerations in dealing with Addiction Clients

2.3: Case Study on De-addiction

Unit-3: Therapies

3.1: Cognitive therapies - Cognitive Behavioral Therapy

3.2: Group Therapies

3.3: REBT, Contingency Management

Unit-4: Substance Abuse as a Social Problem

4.1: Drug craving, Drug pleasure, withdrawal and development of addictive behavior.

4.2: The difference between socially inacceptable (e.g., hard drugs) and socially more acceptable addictions (e.g., cigarette smoking, marijuana, alcohol).

4.3: Technology addiction (social media) and gaming addiction

Textbooks / Reference Books

1. Connors, G. J., DiClemente, C. C., Velasquez, M. M., & Donovan, D. M. (2013). Substance abuse treatment and the stages of change: Selecting and planning interventions (2nd ed.). New York: Guilford Press. (Approximately $35 at KU Bookstore)
2. Liese, B. S. & Tripp (2018). Advances in cognitive-behavioral therapy for addictive behaviors. In R. H. Leahy (Ed.), Science and practice of cognitive therapy: Foundations, mechanisms, and applications. New York: Guilford Press.
3. Magill, M., & Ray, L. A. (2009). Cognitive-behavioral treatment with adult alcohol and illicit drug users: A meta-analysis of randomized controlled trials. Journal of Studies of Alcohol and Drugs, 70, 516-527
4. Phares, E.J. (1991). Introduction to personality (3rd ED.). NY: Harper Collin.

5. Rao, K.R., Paranjpe, A.C. &Dalal, A.K. (2008). HB of Indian Psychology. Delhi: Foundation Books

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

Examination Scheme:

Components	Total	Class Assessment	End Term
Weightage (%)	100	50	50

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Discuss the fundamentals of Psychology and behavior.	PO1, PO4,
CO2	Classify the different Psychological methods.	PO1, PO8,
CO3	Summarize the processes involved in Sensation, Attention and Perception.	PO1, PO2
CO4	Justify the role of theories in explaining Learning and Memory.	PO1, PO2
CO5	Differentiate the processes involved Emotion and Motivation.	PO1, PO2
CO6	Apply the understanding of memory and perceptual processes in different types of cognitive tasks.	PO1, PO2

		Knowledge of Psychology	Application of Psychological Principles	Knowledge of Statistical Techniques	Community Based Implementation of psychological Principle	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of Behavior	Life-long learning

SEC182	Developing Diversity Competence	L	T	P	C
Contact Hours	24 hours	2	0	0	2
Pre-requisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY112	Addiction Psychology	3	3	-	1	1	1	-	1	1	-	2	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

COURSE DESCRIPTION

The interdisciplinary course Diversity and Inclusion intends to introduce the two pertinent, interconnected concepts along with the social justice competence. While diversity is about representation or the make-up of an entity, inclusion is about how well the contributions, presence and perspectives of different groups of people are valued and integrated into an environment. In a culturally diverse country and an increasingly polarized world, the significance and relevance of intersectionality, protective discrimination, equity, accessibility and social justice will be

elaborated in the course. The course will develop awareness around different kinds of social discrimination/marginalization that exist globally. It will also inform about the various legal and provisions that exist particularly in the Indian context, protecting the rights of marginalized individuals and communities.

COURSE OBJECTIVE

- To introduce students to the ideas of social diversity, marginality and inclusion.
- To develop in the students an understanding of social discrimination, globally, based on language, caste, class, race, religion, indigeneity and disability.
- To generate in the students an awareness regarding the relevance of intersectionality, protective discrimination, equity, accessibility and social justice.
- To inform the students about the existing Constitutional and legal provisions in the Indian context, protecting rights of the linguistic/religious/economically backward/disabled community.

COURSE OUTCOME

- CO1 Explain the ideas of social diversity, marginality and inclusion.
- CO2 Recognize and evaluate social discrimination, globally, based on language, caste, class, race, religion, indigeneity and disability.
- CO3 Demonstrate the relevance of intersectionality, protective discrimination, equity, accessibility and social justice.
- CO4 Identify the social justice framework

Course Contents:

Unit 1: Introduction to diversity (Lecture Hours: 24)

Conceptualizing diversity

Cultural and Ethnic diversity

Sexual diversity and the Spectrum of gender identity

Neuro-diversity

intersectionality

Unit 2: Introduction to Social Justice

Social justice, systems, and strengths perspectives Power and privilege, Marginality, Accessibility

Difference, disproportionality, disparity, and inequality Incorporating intersectionality into social work

Unit 3: Major Forms of Systemic Oppression and Social Injustice

Misogyny, Sexism and sexual harassment, Homophobia and heterosexism, Transphobia, Untouchability, Minority stress and internalised oppression, Impact of Systemic oppression on mental health

Unit 4: Competency-Based Approaches to Diversity and Social Justice in Social Work

Competency and competency-based approaches to diversity and social justice

Cultural competence vs. Cultural humility in work practice, policy, and education

Practical tips of accommodating different diversity, neurodiversity and disability.

Suggested Readings

Arbona, C., et al. (2010). Acculturative stress among documented and undocumented Latino immigrants

Byers, D., McInroy, L., Craig, S.L., Slates, S. Kattari. S. (2020). Naming and Addressing Homophobic and

colorblindness (pp. 97-104). New York: The New Press.

Coston, B.M. & Kimmel, M. (2012). Seeing privilege where it isn't: marginalized masculinities and the

Crenshaw, K. (2019). WE STILL HAVE NOT LEARNED FROM ANITA HILL'S TESTIMONY. UCLA DC. NASW Press.

Einbinder, S. (2019). Reflections on Importing Critical Race Theory into Social Work: The State of Social

Feagin, J., & Bennefield, Z. (2014). Systemic racism and U.S. health care. *Social Science & Medicine*

Finn, Janet L., Perry, Tonya E., & Karandikar, Sharvari.(2013). Introduction: Conceptualizing Gender

Finney & Fitzgerald. (2020). Chapter 1 – A historical and contemporary look at race and exclusion in

Gender Oppression and Globalization, 149-172. Alexandria: CSWE Press. *Globalization*, pages xv – xxxviii. Alexandria: CSWE Press https://doi.org/10.1017/CBO9780511815201

https://doi.org/10.1080/10437797.2019.1656574

Murphy et al. (2009). Chapter 1 - Conceptual framework for intersectionality. *Incorporating*

Oppression, Globalization, and the Implications for Social Work. In *Gender Oppression and*

Roth, B. (2003). Chapter 4- Separate Roads to Feminism: Black, Chicana, and White Feminist

Spencer, M. S. (2008). A social worker's reflections on power, privilege, and oppression. *Social Work,*

Sue et al. (2016). Chapter 1 - Cultural diversity and implications for multicultural social work practice.

Sue et al. (2016). Chapter 5 - Microaggressions in social work practice (pp. 117-148). *Multicultural social*

Sue et al. (2016). Chapter 7 - White racial identity development. *Multicultural social work practice* (pp.

Transphobic Microaggressions in SOWK classrooms. *Journal of Social Work Education, 56:3*.

Villareal-Sosa, Leticia & Moore, Ali. (2013). Chicana Feminisms, Intersectionality, and Social Work. In

Women's Law Journal, 26(1), 17– 20.

Work Literature and Students' Voices. *Journal of Social Work Education*, 56(2), 1–14.

work practice. NJ: John Wiley & Sons, Inc.

Mode of Evaluation: Assignments, Projects, Presentations and End Term Examination.

Components	Class Assessment	End Term
Weightage (%)	50	50

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Explain the ideas of social diversity, marginality and inclusion.	PO11, PO110, PO12
CO2	Recognize and evaluate social discrimination, globally, based on language, caste, class, race, religion, indigeneity and disability.	PO1, PO3, PO7, PO8, PO11, PO12
CO3	Demonstrate the relevance of intersectionality, protective discrimination, equity, accessibility and social justice.	PO1, PO8, PO9, PO11, PO12
CO4	Identify the social justice framework	PO8, PO2

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

VAC101	Environmental Education- I	L	T	P	C
Version 1.1	Contact Hours – 30	2	0	0	2
Pre-requisites/Exposure	None				
Co-requisites	--				

Course Objectives

1. To understand the intrinsic relation between humans and environment, our position in the ecosystem around us
2. To comprehend the significance of the biodiversity surrounding us.
3. To figure out the importance and need for energy resources, various sources of energy, renewable and non-renewable sources, conventional and unconventional sources.
4. To have basic concepts about sustainability, our dependence on nature and the consequences of overexploitation.
5. To enable students to appreciate the importance and how much we owe to the earth systems for our survival.
6. To have a basic concept about the types of pollution and mitigation procedures.
7. To have an overall idea about the environmental legal framework in our country and about the EIA and environmental audit procedures.

Course Outcomes:

CO1 Understand the interdependence between humans and the environment and demonstrate an awareness of the impact of human activities on the environment.

CO2 Analyse and evaluate the concepts of natural resources, sustainable development, and their application in environmental management and decision-making.

CO3 Identify and assess various environmental issues at the local, regional, and global levels, and propose strategies for addressing them.

CO4 Demonstrate knowledge of biodiversity conservation and ecosystem management and apply principles of conservation in real-world scenarios.

CO5 Recognize the sources and impacts of environmental pollution on human health and ecosystems and propose effective pollution control measures.

Course Description

To distinguish between various types of ecosystems, ecosystem dynamics, perceive and appreciate the surrounding nature and feel connected, develop the concept of innate relationship of humans and biodiversity, need for conservation and different conservation strategies. The students will be developed in a way so that they can spontaneously comprehend the importance of studying about the various air pollutants, their significance and impacts, and develop the underlying concepts involved in various air pollution prevention and mitigation measures, understand fundamental water chemistry, deduce the relationship between various water pollutants, and understand the principles of various water and wastewater treatment procedures. They will understand the routes of generation, classification, management and environmental significance of solid waste, apply the basic concepts of waste management in their daily lives, understand the need of the 5Rs of waste management, importance of waste minimization.

Detailed syllabus

Unit I: Humans and the Environment (2 hours)

- Introduction to environmental education
- Relationship between humans and the environment
- Human impacts on the environment
- Environmental ethics and values

Unit II: Natural Resources and Sustainable Development (4 hours)

- Concepts of natural resources and their types
- Sustainable development and its principles
- Conservation and management of natural resources
- Role of technology in sustainable development

Unit III: Environmental Issues: Local, Regional and Global (4 hours)

- Identification and analysis of local, regional, and global environmental issues
- Environmental impacts of population growth and urbanization
- Environmental justice and equity
- Role of government, organizations, and individuals in addressing environmental issues

Unit IV: Conservation of Biodiversity and Ecosystems (3 hours)

- Importance of biodiversity and ecosystems
- Threats to biodiversity and ecosystem degradation
- Conservation strategies and approaches
- Role of protected areas and wildlife conservation

Unit V: Environmental Pollution and Health (4 hours)

- Types and sources of environmental pollution
- Impacts of pollution on human health and ecosystems
- Pollution control measures and technologies
- Public health awareness and environmental pollution

Unit VI: Climate Change: Impacts, Adaptation, and Mitigation (3 hours)

- Understanding climate change and its causes
- Impacts of climate change on natural and human systems
- Adaptation strategies for dealing with climate change
- Mitigation measures and renewable energy alternatives

Unit VII: Environmental Management (3 hours)

- Principles and concepts of environmental management
- Environmental impact assessment and sustainable development
- Environmental planning and policy-making
- Corporate social responsibility and environmental management

Unit VIII: Environmental Treaties and Legislation (2 hours)

- Overview of international environmental treaties and agreements
- National and local environmental legislation and regulations
- Compliance and enforcement mechanisms
- Role of stakeholders in environmental governance

Unit IX: Case Studies and Fieldwork (5 hours)

- Analysis of case studies related to environmental issues and solutions.
- Discussion on one national and one international case study related to the environment and sustainable development.
- Field visits to identify local/regional environmental issues, make observations including data collection and prepare a brief report.
- Documentation of campus biodiversity.
- Campus environmental management activities such as solid waste disposal, water management, and sewage treatment.
- Field visits and practical exercises to observe and assess local environmental conditions.
- Data collection and analysis techniques.
- Reporting and presentation of fieldwork findings.

Suggested Reading:

1. Headrick, Daniel R. (2020) Humans versus Nature- A Global Environmental History, Oxford University Press.
2. William P. Cunningham and Mary A. (2015) Cunningham Environmental Science: A Global Concern, Publisher (Mc-Graw Hill, USA).
3. Harper, Charles L. (2017) Environment and Society, Human Perspectives on Environmental Issues 6th Edition. Routledge.
4. Bawa, K.S., Oomen, M.A. and Primack, R. (2011) Conservation Biology: A Primer for South Asia. Universities Press.
5. Central Pollution Control Board Web page for various pollution standards. https://cpcb.nic.in/standards/
6. Ahluwalia, V. K. (2015). *Environmental Pollution, and Health*. The Energy and Resources Institute (TERI).
7. Miller, G. T., & Spoolman, S. (2015) Environmental Science. Cengage Learning.

8. Masters, G. M., & Ela, W. P. (2008). *Introduction to environmental engineering and science* (No. 60457). Englewood Cliffs, NJ: Prentice Hall.
9. Pittock, Barrie (2009) Climate Change: The Science, Impacts and Solutions. 2nd Edition. Routledge.
10. Theodore, M. K. and Theodore, Louis (2021) Introduction to Environmental Management, 2nd Edition. CRC Press.
11. Richard A. Marcantonio, Marc Lame (2022). Environmental Management: Concepts and Practical Skills. Cambridge University Press.
12. Ministry of Environment, Forest and Climate Change (2019) A Handbook on International Environment Conventions & Programmes. https://moef.gov.in/wp-content/uploads/2020/02/convention-V-16-CURVE-web.pdf
13. Kanchi Kohli and Manju Menon (2021) Development of Environment Laws in India, Cambridge University Press.

Relation between Course Outcome and Program Outcome:

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Understand the interdependence between humans and the environment and demonstrate an awareness of the impact of human activities on the environment.	PO1, PO2, PO4, PO5, PO9, PO10 PO11, PO12
CO2	Analyse and evaluate the concepts of natural resources, sustainable development, and their application in environmental management and decision-making.	PO1, PO2, PO3, PO4, PO5, PO7, PO11, PO12
CO3	Identify and assess various environmental issues at the local, regional, and global levels, and propose strategies for addressing them.	PO1, PO2, PO3, PO4, PO5, PO6, PO10, PO11, PO12
CO4	Demonstrate knowledge of biodiversity conservation and ecosystem management and apply principles of conservation in real-world scenarios.	PO1, PO2, PO4, PO5, PO6, PO9, PO10, PO11, PO12
CO5	Recognize the sources and impacts of environmental pollution on human health and ecosystems and propose effective pollution control measures.	PO1, PO2, PO4, PO5, PO9, PO10, PO11, PO12

Course Code	Course Title	PO1 Knowledge of Psychology	PO2 Application of Psychological Principles	PO3 Knowledge of Statistical Techniques	PO4 Community Based Implementation of psychological Principle	PO5 Fundamentals of Psychological Research	PO6 Psychological Testing and Interpretation	PO7 Application of Modern Statistical Tools	PO8 Ethics in psychology	PO9 Soft skills and effective communication	PO10 Team work and Professionalism	PO11 Empathetic understanding of Behavior	PO12 Life-long learning
VAC101	**Environmental Education- I**	2	2	-	3	-	-	-	3	2	3	3	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

Semester III

PSY201	**Basic of Statistical Methods- CC-5**	L	T	P	C
Contact Hours	**48**	3	1	0	4
Pre-requisites/Exposure	Graduate with Psychology (Honors)				
Co-requisites	-				

Course Objectives

1. To provide students with a fundamental understanding of statistical concepts.
2. To enable students to apply statistical methods to psychological research.
3. To develop students' ability to analyse data and interpret results using statistical techniques.
4. To ensure students are familiar with measures of central tendency, variability, correlation, and normal probability distributions.

Course Outcomes

At the end of the course students will be able to:

CO1: Demonstrate an understanding of basic statistical concepts.

CO2: Apply statistical methods to analyze psychological data.

CO3: Interpret statistical results and understand their significance.

CO4: Calculate and explain measures of central tendency and variability.

CO5: Understand and apply concepts of correlation and normal probability distributions.

Course Description

Introduction to Statistics is a fundamental course designed to provide students with a strong foundation in statistical concepts and methods. The course covers basic statistical concepts, measures of central tendency and variability, correlation, and normal probability distributions, emphasizing their application in psychological research.

Course Content:

UNIT I: Introduction to Statistics (Lecture Hours: 10 hrs.)

- Definition and importance of statistics in psychology, Introduction to measurement theory
- Types of statistics: Descriptive and Inferential
- Scales of measurement: Nominal, Ordinal, Interval, and Ratio
- Types of data: Qualitative and Quantitative
- Graphical Representation of Data: Bar Graph, Pie-Chart, Histogram, Frequency Chart, Scatterplot

UNIT II: Central Tendency and Variability (Lecture Hours: 14 hrs.)

- **Measures of Central Tendency**
  - Mean, median, and mode.
  - Advantages and disadvantages of each measure.
  - Application and interpretation of central tendency measures in psychological data.
- **Measures of Variability**
  - Concept of error and dispersion: Range, variance, and standard deviation.
  - Importance of variability in psychological research.
  - Calculating and interpreting measures of variability.

UNIT III: Normal Probability Curve (NPC) (Lecture Hours: 12 hrs.)

- Definition and characteristics of the normal distribution
- Properties of the normal curve
- Applications of the normal distribution in psychological testing and assessment
- Understanding z – scores and their applications

Unit IV: Correlation (Lecture Hours: 12 hrs.)

- Definition and importance of correlation in psychology.
- Direction and Magntitude of correlation: Positive, Negative, and Zero.
- Calculating Pearson's correlation coefficient: Assumptions, Calculation and Significance.
- Introduction to Spearman’s Rank Order Correlation
- Interpretation and application of correlation coefficients in psychological research.
- Understanding the limitations of correlation and causation.

References

1. Gravetter, F. J., &Wallnau, L. B. (2016). Statistics for the Behavioral Sciences (10th ed.). Cengage Learning. ISBN: 978-1305504912
2. Howell, D. C. (2012). Statistical Methods for Psychology (8th ed.). Wadsworth Publishing. ISBN: 978-1111835484
3. Field, A. (2018). Discovering Statistics Using IBM SPSS Statistics (5th ed.). Sage Publications. ISBN: 978-1526419521
4. Tabachnick, B. G., & Fidell, L. S. (2018). Using Multivariate Statistics (7th ed.). Pearson. ISBN: 978-0134790541
5. Lomax, R. G., & Hahs-Vaughn, D. L. (2012). An Introduction to Statistical Concepts (3rd ed.). Routledge. ISBN: 978-0415875366
6. Pagano, R. R. (2012). Understanding Statistics in the Behavioral Sciences (10th ed.). Wadsworth Publishing. ISBN: 978-1111837266
7. Dancey, C. P., & Reidy, J. (2017). Statistics Without Maths for Psychology (7th ed.). Pearson. ISBN: 978-1292128856

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

Examination Scheme:

Components	**Continuous Assessment**	**End Term**
Weightage (%)	**50**	**50**

Relationship between the Course Outcomes (Cos) and Program Outcomes (Pos)

	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Demonstrate an understanding of basic statistical concepts.	PO1, PO5, PO6
CO2	Apply statistical methods to analyse psychological data.	PO1, PO2, PO3
CO3	Interpret statistical results and understand their significance.	PO1, PO3, PO4
CO4	Identify and manage communication barriers and conflictwithin organisations, utilizing effective conflict	PO1, PO3, PO5

	resolution techniques to foster a positive work environment and improve organisational effectiveness.	
CO5	Understand and apply concepts of correlation and normal probability distributions.	PO1, PO3, PO7

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

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY201	Basic Statistical Methods	3	2	3	2	3	2	3	-	-	-	-	-

1: Weakly mapped

2: Moderately mapped

3: Strongly mapped

PSY202	**BASIC RESEARCH METHODOLOGY-CC-6**	L	T	P	C
Contact Hours	**48**	3	1	0	4

Pre-requisites/Exposure	Graduate with Psychology (Honors)
Co-requisites	-

Course Objectives:

1. To introduce to the basics of research methodology used in Psychology

2. To introduce to the basic statistical techniques

3. To familiarize the students with the basic steps in scientific research.

Course Outcomes

At the end of this course students will be able to:	
CO1	Outline the philosophical foundations of research
CO2	Compare the different paradigms of research
CO3	Discover the principles underlying data collection and sampling methods in research so that researchers can make informed decisions and good practice in research
CO4	Analyze the principles and practices associated with experimental and non experimental designs in psychological research
CO5	Explain the different phases of the Research Process
CO6	Formulate a research report based on A.P.A guidelines

Course description

The present course of research methodology offers understanding of sampling, research designs and analysis strategies in quantitative and qualitative research. Using seminars, group discussions and lectures as the pedagogy, the course intended to bring the contemporary debate in the area of social science and psychology.

Course Content:

UNIT I: Meaning, Purposes, and Dimensions or Research (Lecture Hours : 10 hrs)

- Definition, importance and objectives of Research

- Types of research: basic research, applied research, action research, non-participatory research, longitudinal research, cross sectional research, primary and secondary, panel and cohort research. Pilot Study.
- The Research Process: Steps of research process, Quantitative and qualitative research

Ethical principles of research

Unit II- Basics of Research (Lecture Hours: 10 Hours)

- Concept of constructs and variables, Operational Definition of Variables, Types of variables (Independent, dependent and extraneous) and controlling techniques.

Uit III: Problems and Hypothesis

- Fundamental concepts of underlying research problem, selection and formulation of the problem.
- Nature and criteria of hypothesis, types of hypothesis, concepts of hypothesis testing
- Ethical Issues in Psychological Research

Unit IV- Sampling Techniques (Lecture Hours: 10 Hours)

Definition of Sample, Population, Parameter, Simple random sampling, stratified sampling, systemic sampling, cluster sampling, convenience sampling, snowball sampling, purposive sampling, quota sampling, multistage sampling.

Unit V: Introduction to qualitative Research Design (Lecture Hours: 10 Hours)

- Purpose of research design, difference with research methodology of Quantitative and Qualitative
- Basic introduction to Qualitative research: Case Study, Observation, Interviews- Types of questions (Structured, Unstructured, Semi-structured), difference between schedules and questionnaire.

References:

- Donald R. Cooper, Pamela S. Schindler, Business Research Methods, , Tata McGraw-Hill Co. Ltd., 2006.
- Nueman W. Lawrence, Social Research Method, 7th Edition, Persons, 2015
- Simulated Annealing: Theory and Applications ; Mathematics and Its Applications, by P.J. van Laarhoven& E.H. Aarts, 2007

- Kothari, C. R. &GauravGarg,; Research Methodology. 3rd Edition, New Age International Publication. !988

Examination Scheme

Components	Continuous Assessment	End Term
Weightage (%)	50	50

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

Course Outcomes (COs)	Mapped Programme Outcomes
CO1: Outline the philosophical foundations of research.	PO1, PO5, PO6
CO2: Compare the different paradigms of research.	PO1, PO2, PO3
CO3: Discover the principles underlying data collection and sampling methods in research to make informed decisions and good practices in research.	PO1, PO3, PO4
CO4: Analyze the principles and practices associated with experimental and non-experimental designs in psychological research.	PO1, PO3, PO5
CO5: Explain the different phases of the research process.	PO1, PO3, PO7
CO6: Formulate a research report based on APA guidelines.	PO1, PO3, PO7

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

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY202	Basic Research Methodology	3	2	3	2	3	2	3	-	-	-	-	-

1: Weakly mapped

2: Moderately mapped

3: Strongly mapped

PSY211	**Leadership and Conflict Management (MDC)**	L	T	P	C
Contact Hours	**40**	3	0	0	3
Pre-requisites/Exposure	Graduate with Psychology (Honors)				
Co-requisites	-				

Course Objectives

CO1: Define and recall the basic theoretical concepts and constructs of Conflict.
CO2: Understand and categorize key causes/ sources of conflict.
CO3: Apply methods / strategies of conflict resolution with implications for real life situations.
CO4: Analyze and contrast utility of different communication styles and avoiding corresponding errors in conflict management approaches
CO5: Evaluate effectiveness of varying approaches to conflict management, in personal and organizational contexts.

Course Outcomes

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

1. Explain the basic concepts, features and nature of conflict management.
2. Demonstrate the ability to plan effectively, and apply the decision – making process in various organizational scenarios.
3. Identify and address communication barriers within organisations, using appropriate techniques to resolve conflicts and improve organisational communication.
4. Analyse different leadership styles and approaches and apply them to real – world situations to enhance leadership effectiveness.

Course Description

This course offers an in-depth exploration of conflict in personal, group, and organizational settings, emphasizing the critical role of communication and leadership in managing and resolving conflict. Students will examine the nature, types, and causes of conflict, along with the psychological and organizational impacts of stress. Also, students will analyze various conflict resolution strategies, including the role of leadership in fostering healthy workplace environments, addressing harassment, and implementing redressal mechanisms. Practical case studies and interactive discussions will help learners apply theory to real-world situations.

Course Content

UNIT I: Introduction to Conflict (Lecture Hours: 10 hrs.)

a. Meaning and nature of conflict
b. Types of Conflict- individual, group, organisational
c. Causes/ Factors affecting conflict

UNIT II: Conflict & Interpersonal Communication (Lecture Hours: 10 Hrs.)

a. Interpersonal Communication & Rapport Building
b. Communication - Styles & Errors
c. Effective Communication; NLP
d. Interpersonal Relations & Communication in Workplace

Unit III: Conflict and Stress Management (Lecture Hours: 10 hrs.)

a. Stress & GAS Model
b. Symptoms of Stress
c. Individual and Organisational consequences of Stress
d. Role of Social support for Conflict & Stress management

UNIT IV: Leadership and Conflict Resolution & Management (Lecture Hours: 14 hrs.)

a. Conflict Resolution - Outcomes
b. Conflict Resolution Strategies - Healthy & Unhealthy
c. Impact of Conflict Resolution & Management in Organizations
d. Conflict, Harassment & Re-addressal
e. Role of Leadership in Conflict Management

References:

Fetterman, D.M., Kaftarian, S.J. &Wandersman, A (Eds)(1996) Empowerment Evaluation, New Delhi : Sage Publication.

Singh A. January 2013; Achieving Behavioural Excellence for Success; Wiley Publication.

Vangelist L. Anita, Mark N. Knapp, Inter Personal Communication and Human Relationships: Third Edition, Allyn and Bacon

Julia T. Wood. Interpersonal Communication everyday encounter Simons, Christine, Naylor, Belinda: Effective Communication for Managers, 1997 1st Edition Cassel

Goddard, Ken: Informative Writing, 1995 1st Edition, Cassell

Harvard Business School, Effective Communication: United States of America

Foster John, Effective Writing Skills: Volume-7, First Edition 2000, Institute of Public Relations (IPR)

Beebe, Beebe and Redmond; Interpersonal Communication, 1996; Allyn and Bacon Publishers.

Blonna, Richard; Coping with Stress in a Changing World: Second edition

Pestonjee, D.M, Pareek, Udai, Agarwal Rita; Studies in Stress And its Management

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

Components	Continuous Assessment	End Term
Weightage (%)	50	50

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

	Course Outcomes (COs)	Mapped Programme Outcomes

CO1	Define and recall the basic theoretical concepts and constructs of Conflict.	PO1, PO2
CO2	Understand and categorise key causes/ sources of conflict.	PO1, PO2, PO3, PO10
CO3	Apply methods / strategies of conflict resolution with implications for real life situations.	PO1, PO2, PO3, PO9
CO4	Analyse and contrast utility of different communication styles and avoiding corresponding errors in conflict management approaches	PO1, PO2, PO3, PO10
CO5	Evaluate effectiveness of varying approaches to conflict management, in personal and organisational contexts.	PO1, PO8

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

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY211	Leadership and Conflict Management	5	4	3	1	-	-	-	1	1	1	-	-

1: Weakly mapped
2: Moderately mapped
3: Strongly mapped

SEC201	**Mastery in Assertiveness (SEC)**	L	T	P	TOTAL CREDITS
Contact Hours	30 hours	2	0	0	2
Pre-requisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

Course Objectives:

- Develop a comprehensive understanding of assertive communication principles and techniques to enhance personal, professional, and social interactions.
- Recognize and differentiate between passive, aggressive, and assertive communication styles, and analyze their impact on relationships and outcomes.
- Acquire leadership skills by integrating assertive communication strategies, fostering inclusive environments, and utilizing feedback for continuous personal and professional growth

Course Outcomes:

- Graduates will demonstrate proficiency in assertive communication techniques, facilitating clear and respectful interactions in diverse contexts.
- Students will be able to effectively manage conflicts through assertive communication strategies, promoting positive outcomes and maintaining relationships.
- Learners will exhibit assertive leadership qualities, applying assertiveness to inspire collaboration, foster inclusivity, and drive organizational success.

- Graduates will demonstrate awareness and sensitivity towards gender differences and LGBTQIA+ communities, applying assertive communication practices to promote inclusivity and respect in various cultural settings.

Course Description:

Explore the art and science of assertive communication in this comprehensive course. Gain essential skills to navigate interpersonal, professional, and social interactions effectively. Learn to distinguish between passive, aggressive, and assertive behaviors, and their impact on relationships and outcomes. Develop proficiency in conflict resolution, leadership, and cultural competence through practical frameworks and techniques. Enhance your ability to foster inclusive environments and achieve personal and professional growth with assertive communication mastery.

Course Content:

Unit 1: Foundations of Assertive Communication

- Introduction to Assertiveness- Definition and key principles, Importance in personal, professional, and social contexts
- Comparison with Passive and Aggressive Communication- Understanding passive and aggressive behaviors, Effects on interpersonal relationships and outcomes
- Theoretical Frameworks- Social Learning Theory of Bandura: Observational learning and modeling assertive behaviors, Cognitive Behavioral Model: Cognitive restructuring for assertiveness

Unit 2: Developing Assertive Skills

- Contextual Application: Interpersonal, professional, and social scenarios
- Gender Sensitivity- Respecting gender differences in assertive communication, Awareness and sensitivity towards queer communities and terminologies
- Essential Techniques- Ability to Say No Effectively, Conflict Management Strategies, Transactional Analysis in Assertive Communication

Unit 3: Application of Assertive Communication Practices

- Workplace Dynamics- Assertiveness in professional settings, Cultural Competence
- Assertiveness in cultural and cross-cultural contexts
- Inclusivity and gender sensitivity: Application within and for LGBTQIA+ communities

Unit 4: Mastering Assertive Leadership

- Leadership and Assertiveness- Importance of Assertive Leadership, Styles of Leadership
- Collaborative leadership and assertiveness- Continuous Improvement and Feedback
- Utilizing feedback loops for personal and professional growth- SMART Goals approach
- Self-Determination Theory (Deci & Ryan)- Motivation and autonomy in assertive leadership development

Reading List:

- Section 377 of the Indian Penal Code, 1860, Legislation of India, https://indiacode.nic.in/bitstream/123456789/12660/1/186045.pdf
- The Transgender Persons (Protection of Rights) Act, 2019, Ministry of Law and Justice, Government of India, http://www.transgenderstudies.org
- Sensitization Module for the Judiciary on LGBTQIA+ Community, Supreme Court of India, November 2022
- Resource Book for Mental Health Practitioners in India, Shruti Chakraborty Keth
- QACP Mariwala Health Initiative, Mariwala Health Initiative, https://mariwalahealthinitiative.org/queer-affirmative-community-practice-qacp/
- National Legal Services Authority v. Union of India (NALSA Judgment), Supreme Court of India, (2014) 5 SCC 438

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

Examination Scheme:

Components	**Class Assessment**	**End Term**
Weightage (%)	**50**	**50**

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Graduates will demonstrate proficiency in assertive communication techniques, facilitating clear and respectful interactions in diverse contexts.	PO1, PO4, PO12
CO2	Students will be able to effectively manage conflicts through assertive communication strategies, promoting positive outcomes and maintaining relationships.	PO9, PO6, PO10
CO3	Learners will exhibit assertive leadership qualities, applying assertiveness to inspire collaboration, foster inclusivity, and drive organizational success.	PO1, PO2, PO11
CO4	Graduates will demonstrate awareness and sensitivity towards gender differences and LGBTQIA+ communities, applying assertive communication practices to promote inclusivity and respect in various cultural settings.	PO1, PO2, PO12

		Knowledge of Psychology	Application of Psychological Principles	Knowledge of Statistical Techniques	Community Based Implementation of psychological Principle	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of Behavior	Life-long learning
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
SEC201	**Mastery in Assertiveness (SEC)**	3	2	-	1	-	1	-	-	-	1	1	2

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

Course Code VAC102	Human Values and Professional Ethics	L	T	P	C
Version1.0	Contact Hours- 30	2	0	0	2
Pre-requisites/Exposure	--				
Co-requisites	--				

Course Objectives

•To inculcate human values and professional ethics in students.

•To enhance the understanding of students towards personal, professional & societal relationships and achieve harmony in life.

•To develop moral responsibilities and ethical vision.

Course Outcomes

At the completion of the course, the student should be able to:

CO1.Understand the importance of values, ethics, harmony and lifelong learning in personal and professional life

CO2.Apply the knowledge to perform self-exploration and transformation augmenting harmony, peace and positivity in the surroundings

CO3.Appreciate the core values that shape the ethical behavior of a professional

Catalog Description

This course aims to develop an understanding for a movement rom rule based society to a relationship based society. Apart from teaching values, this course encourages students to discover what values are for them and for society. Self-exploration also enables them to critically evaluate their pre-conditionings and present beliefs. It is designed in a way where students get familiar with the Ethical Code of Conduct, Ethical Dilemma, Conflict of Interest and all this will help them eventually in their professional life.

Course Content

Unit I: Introduction to Human Values: Character, Integrity, Credibility, MutualRespect, Dedication, Perseverance, Humility and Perception. Self-Assessment & Analysis, Setting Life Goals, Consciousness and Self-Transformation. TeamWork, Conflict Resolution, Influencing and Winning People, Anger Management, Forgiveness and Peace, Morality, Conscience. Yoga and Spirituality

Unit II: Harmony and Life Long Learning: Harmony in human being, Nature and Existence. Harmony in family and society – Responsibilities towards society, Respecting

teachers. Transition from School to College – Freedom & Responsibilities, Respecting Cultural Diversity, Learning beyond the Classrooms, Independent study and research

Unit III: Introduction to Professional Ethics: Work Ethics, Engineering Ethics, Moral Dilemma, Moral Development Theories, Ethical Theories-Kantinism, Utilitarianism, etc, Case Studies for Choice of the theory, Code of Ethics

Unit IV: Individual to Global Issues: Industrial Standards, A Balanced Outlook on Law, Safety, Responsibility, Rights, Confidentiality, Conflict of Interest, Occupational Crime, Whistle Blowing, Environmental Ethics, Business Conduct in MNC, E-Professionalism (IPR, Internet Ethics & Privacy issues)

Text Books

1. Shetty, Foundation Course in Human Values and Professional Ethics[R.R. Gaur, R. Sangal, G.P. Bagaria]

Modes of Evaluation: Quiz/Assignment/ Seminar/Written Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

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

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Programme Outcomes
CO1	Understand the importance of values, ethics, harmony and lifelong learning in personal and professional life	PO8, PO9, PO10, PO11, PO12
CO2	Apply the knowledge to perform self-exploration and transformation augmenting harmony, peace and positivity in the surroundings	PO8, PO9, PO10, PO11, PO12
CO3	Appreciate the core values that shape the ethical behavior of a professional	PO8, PO9, PO10, PO11, PO12

		Knowledge of Psychology	Application of Psychological Principles	Knowledge of Statistical Techniques	Community Based Implementation of psychological Principle	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of Behavior	Life-long learning
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
VAC102	Human Values and Professional Ethics	-	-	-	-	-	-	-	3	3	3	3	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

SEMESTER IV

PSY203	**Social Psychology- CC-7**	L	T	P	C
Contact Hours	48 hours	3	0	1	4
Prerequisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

Course Objective: This course introduces students to the scientific study of how individuals think about, influence, and relate to one another within a social context. Topics include social cognition, attitudes, group behaviour, prejudice, aggression, pro-social behaviour, and interpersonal relationships.

Course Outcomes:

CO 1: Discuss the fundamentals of Social Psychology

CO 2: Compare the theories on Group and Inter-Group Relations

CO3: Explain the theories and perspectives of Interpersonal Attraction , Social Influence andProsocial Behaviour

CO 4: Assess the social factors that influence individual and group behavior.

Course Description:

Social psychology is a branch of Psychology that explains how people's thoughts, feelings, and behaviour are influenced by the actual, imagined, or implied presence of others. This course introduces students to the theory and research on the social factors that influence individual and group behaviour. Prosocial behaviour, aggression, interpersonal attraction, attitudes, prejudice are among the topics covered in the course. The course will include both individual and group work to facilitate awareness, understanding and application of social psychological principles and concepts.

Course Contents:

Unit 1: Foundations of Social Psychology and The Cultural Context (15 Lecture Hours)

- Definition, history, and scope of social psychology;
- Classical vs. Modern paradigms: From behaviorist roots to evolutionary social psychology and social neuroscience.Research methods
- Experimental, correlational, and observational methods.
- Ethical boundaries in social research (revisiting classical dilemmas like Milgram/Zimbardo through a modern lens).
- The replication crisis and open science practices in social psychology.

Bio-Psycho-Social Intersections:

- Evolutionary perspectives: Genes, kinship, and evolutionary adaptations in social behaviors.
- Culture and Gender: Individualism vs. Collectivism; social role theory and the cultural construction of gender dynamics.
- Current trends in social Psychology

UNIT II: The Social Self, Cognition, and Impression Management **(15 Lecture Hours)**

The Self in a Social World:

- Construction of the Self-Concept: Self-schemas, looking-glass self, and social comparison theory.
- Self-Esteem, self-efficacy, and self-serving biases.
- **Social Identity Theory (SIT):** How the self integrates into social categories (In-groups vs. Out-groups).

Social Cognition:

- Dual-process models of thinking: Automatic vs. Controlled processing.
- Cognitive shortcuts: Heuristics (availability, representativeness), counterfactual thinking, and confirmation bias.
- **Modern Context:** Algorithmic bias, digital echo chambers, and cognitive vulnerability to online misinformation.

Attribution and Social Affect:

- Classical Attribution Theories (Heider, Kelley's Covariation Model).
- Errors in attribution: Fundamental Attribution Error (FAE), Actor-Observer effect, and Just-World hypothesis.

- The intersection of affect (emotions) and cognition in social judgments.

UNIT III: Group Psychology, Intergroup Relations, and Social Influence

Lecture Hours: 12 hrs.

- **Social Influence & Persuasion:**
  - Systemic compliance: Asch's conformity, Milgram's obedience, and Cialdini's principles of compliance.
  - Persuasion Models: Elaboration Likelihood Model (ELM) — Central vs. Peripheral routes.
- **Group Dynamics (Group Psychology):**
- **Stages of Group Formation**
  - Intragroup behavior: Social facilitation, social loafing, social compensation, and **Deindividuation**.
  - Group decision-making pitfalls: **Groupthink** and **Group Polarization**.
  - Social Loafing and Social Facilitation
- **Intergroup Relations & Conflict:**
  - The spectrum of bias: Stereotypes (cognitive), Prejudice (affective), and Discrimination (behavioral).
  - Modern theories of prejudice: Implicit biases, **Intergroup Threat Theory**, and System Justification Theory.
  - Strategies for conflict resolution: The Contact Hypothesis, superordinate goals
- **Prosocial Behavior & Altruism:**
  - Why we help: Evolutionary (kin selection), economic (social exchange), and empathetic (empathy-altruism hypothesis) models.
  - Why we *don't* help: Situational factors, the bystander effect, and diffusion of responsibility.
  - Aggression and Violence : Aggression definition, theories of aggression, GAS Model of aggression.

Unit 4: Practicum (Any 2):

- Design a research study using the Self-Concept Scale to measure the self-concept of Undergraduate students.
- Design a research study using the Bogardus Social Distance Scale to assess social attitudes towards a particular group to be assessed within college going students.
- Use simulation and Breaching experimental design to observe bystander effect in real-life setting.

Readings:

- Alcock, J. E., Carment, D. N., Sadava, S. N., Collins, J. E. & Green J. M. (1998). A textbook of social psychology. Scarborough, Canada: Prentice Hall.
- Aronson, E., Wilson, T. D., & Akert, R. M. (2010). Social Psychology (7th Ed.). Upper Saddle River, NJ: Prentice Hall.
- Baron, R. A., & Byrne, D. (1998). Social psychology (8th Ed.). New Delhi: Prentice Hall of India.
- Singh, A. K. (1996). Adhuniksamajikmanovigyan ki rooprekha (3rd Ed.). Varanasi: Moti Lal Banarasi Das.
- Taylor, S. E., Peplau, A. L., & Sears, D. O. (2006). Social Psychology (12th Ed.). Englewood Cliffs, NJ: Prentice Hall.

Examination Scheme

Components	Continuous Assessment	End Term
Weightage (%)	50	50

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

Course Outcomes (COs)	Mapped Programme Outcomes
CO1: Discuss the fundamentals of Social Psychology.	PO1, PO5, PO6
CO2: Compare the theories on Group and Inter-Group Relations.	PO1, PO2, PO3
CO3: Explain the theories and perspectives of Interpersonal Attraction, Social Influence, and Prosocial Behavior.	PO1, PO3, PO4
CO4: Assess the social factors that influence individual and group behavior.	PO1, PO3, PO5

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

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY203	Social Psychology	3	2	3	2	3	2	-	-	-	-	-	-

1: Weakly mapped

2: Moderately mapped

3: Strongly mapped

PSY204	**Paradigms of Psychology and Indian Thought- CC-8**	L	T	P	C
Contact Hours	48 hours	3	0	1	4
Prerequisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

Course Description: This course delves into the foundational paradigms, historical evolution, and philosophical underpinnings of psychological thought. It explores key schools of psychology, contrasting Western and Eastern perspectives, and examines the theoretical shifts that have shaped the discipline, including consciousness, behavior, the unconscious, and existential dimensions.

Course Objectives:

1. To understand the concept of a paradigm shift and its significance in the development of psychology.
2. To differentiate between core philosophical principles influencing psychological thought (e.g., free will vs. determinism, idealism vs. materialism).
3. To trace the historical trajectory of major psychological schools, including Structuralism, Functionalism, Gestalt, Behaviorism, Cognitive, Psychoanalytic, and Humanistic perspectives.
4. To compare and contrast Western and Eastern conceptualizations of consciousness and psychological phenomena.
5. To critically analyze the relationship between individual and society from various psychological viewpoints.

Course Outcomes:

1. Students will be able to define and apply the concept of paradigms to the history of psychology.
2. Students will be able to articulate the core tenets and historical context of major schools of psychological thought.
3. Students will be able to critically evaluate the philosophical assumptions underlying different psychological theories.
4. Students will be able to compare and contrast diverse cultural perspectives on psychological concepts.
5. Students will be able to identify and discuss the ongoing evolution and interconnections between various psychological paradigms.

Unit 1: The beginnings of Psychology as a discipline

Defining what is a paradigm, the paradigm shft (Thomas Kuhn), principles such as free will vs determinism, idealism vs materialism, dualism vs monism, the relation between individual and society (The Ecological perspective)

Unit 2: History of Psychology

The idea of consciousness: Eastern perspective (Aurobindo) vs Western views (Wundt, James, and Phenomenology). The principles of structuralism, functionalism,Gestalt psychology.

Unit 3: Psychology of Behavior and Mind

Development of Behaviorism, development of neo-behavorism, journey of behaviorism to cognitive psychology. Psychology of the unconscious: Classical Psychoanalysis (Freud), Neo-Freudian (Adler, Jung), Psychodynamic (Horney and Erikson), object relations perspective.

Unit 4: Psychology and Existence

Existentialist perspective (Rollo May), Humanistic perspective (Abraham Maslow), Rogerian Self psychology, Transpersonal and spiritual psychology (Sachidananda)

Suggested Readings:

Brock, A. C. (2014). What is a polycentric history of psychology? EstudosemPsicologia 14 (2), 646- 659.

Cornilissen, R.M. Misra, G. &Varma, S. (Eds.), (2013). Foundations and Applications of Indian Psychology. New Delhi: Pearson

Davis, J. (2003). An overview of transpersonal psychology. The Humanist Psychologist 31 (2-3), 6- 21.

Hergenhahn, B.R. & Henley, T.B. (2014). An introduction to history of psychology.London : Wadsworth,Cengage Learning.

Kakar, S. (1997). Culture in Psychoanalysis. In S. Kakar (Ed.) Culture and psyche: Selected essays(pp. 1-19). New Delhi: OUP.

King, D.B., Viney, W. & Woody, W.D. (2008).A history of psychology: Ideas and context London, UK: Pearson Education.

Leahey, T.H. (2005). A history of psychology: Main currents in psychological thought. Singapore: Pearson Education.

Paranjpe, A. C. (1984). Theoretical psychology: The meeting of East and West. New York: Plenum Press.

Pickren, W.E. (2009). Indigenization and the history of psychology.Psychological Studies 54, 87-95. EC(1264)-03.02.2023 4

Sternberg, R.J. & Sternberg, K. (2012). Cognitive psychology. Wadsworth: Cengage Learning.

Thomas, T. (2005). The critique of psychology: From Kant to post colonial theory. NY: SpringerVerlag.

Examination Scheme

Components	Continuous Assessment	End Term
Weightage (%)	50	50

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

Course Outcomes (COs)	Mapped Programme Outcomes
To understand the concept of a paradigm shift and its significance in the development of psychology.	PO1, PO5, PO6
To differentiate between core philosophical principles influencing psychological thought (e.g., free will vs. determinism, idealism vs. materialism).	PO1, PO2, PO3
To trace the historical trajectory of major psychological schools, including Structuralism, Functionalism, Gestalt, Behaviorism, Cognitive, Psychoanalytic, and Humanistic perspectives.	PO1, PO3, PO4
To compare and contrast Western and Eastern conceptualizations of consciousness and psychological phenomena.	PO1, PO3, PO5
To critically analyze the relationship between individual and society from various psychological viewpoints.	PO1, PO3, PO5

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

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY204	Paradigms of Psychology and Indian Thought	3	2	3	2	3	2	-	-	-	-	-	-

1: Weakly mapped

2: Moderately mapped

3: Strongly mapped

PSY205	**Clinical Psychology- CC-09**	L	T	P	C
Contact Hours	48	3	0	1	4
Pre-requisites/Exposure	BA/B.Sc. in Psychology				
Co-requisites	-				

Course Objectives :

- To provide an overview of the concept of abnormality and the symptoms and etiology of

various psychological disorders.

- To sensitize to information on psychopathology and dispel myths regarding it.

COURSE OUTCOME:

CO1: Define concepts of normality and abnormality.

CO2: Elaborate on the clinical features of Mood disorder, Schizophrenia, Anxiety Disorder and Somatic Symptom Disorder.

CO3: Elaborate the clinical picture and etiology of the psychological disorders and understand its

application in real life.

CO4: Assess the psychological disorders using different assessment scales.

Course Description: The course helps to understand the various psychological disorders and also helps to understand the application of disorders in real life. It also helps to understand the assessment of the different disorders through administering standard tests.

COURSE CONTENT:

Unit 1: (15 Lecture Hours)

- Concepts of Normality and Abnormality, Anti-Psychiatry Movement (Rosenhan Study, Szasz, Foucault)
- Contemporary classification System (DSM-5-TR and ICD-11)
- Nature of Clinical Assessment; Clinical interviewing, introduction Mental Status Examination (MSE), Behavioural Observation, psychometric tools

Unit 2:Obsessive Compulsive Disorder (15 Lecture Hours)

- Clinical Picture and Etiology: Anxiety and Related Disorders
- Obsessive Compulsive Disorder

Unit 3: (15 Lecture Hours)

- Mood Disorders:MDD, Bipolar disorder- **Distinguishing Bipolar I, Bipolar II, and Cyclothymia; genetic loading and neurochemical hypotheses.**

- Clinical Picture and Etiology of Psycho-Somatic Disorders

Indian Perspectives of healing and illness.

Unit 4: **(15 Lecture Hours)**

Practicum (Any 2):

1.Determination of the state and trait anxiety level of the subject by administering State Trait Anxiety Inventory (STAI).

2. Measurement of the level of depressive symptoms by administering Beck depression Inventory-II.

3. Case History Taking

Readings:

- Carson,R.C., Butcher,J.N., Mineka,S.&Hooley,J.M. (2008). Abnormal Psychology. NewDelhi: Pearson.
- Plante, T.G. (2010) Contemporary Clinical Psychology John Wiley & Sons.
- Riskind, J.H., Manos,M.J. and Alloy,L.B. (2004) Abnormal Psychology : CurrentPerspectives. McGraw Hill
- Bennett, P. (2011) Abnormal and Clinical Psychology: An introductory Textbook,McGraw Hill.

Further Readings

- Corey, G. (2008).Theory and Practice of Counseling and Psychotherapy. ThomsonLearning Academic Resource Center.
- Kaplan and Sadock's Synopsis of Psychiatry. Behavioural Sciences/ Clinical Psychiatry.
- Benjamin James Sadock and Virginia Alcott Sadock, Walters Kluwer/LippinincottWilliams and Wilkins, 2007.

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

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

SEC183	PSYCHOLOGICAL FIRST AID (SEC)	L	T	P	C
Contact Hours	30 Hours	1	0	1	2
Prerequisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

	Course Outcomes (COs)	**Mapped Program Outcomes**
CO1	Define concepts of normality and abnormality.	PO1, PO2,
CO2	Elaborate on the clinical features of Mood disorder, Schizophrenia, Anxiety Disorder and Somatic Symptom Disorder.	PO1, PO2, PO3
CO3	Elaborate the clinical picture and etiology of the psychological disorders and understand its application in real life	PO1, PO3, PO6
CO4	Assess the psychological disorders using different assessment scales.	PO2, PO3, PO6

Relationship between the Course Outcomes (Cos) and Program Outcomes (Pos)

Course Code	**Course Title**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
PSY302	**Clinical Psychology**	3	2	-	2	-	3	-	2	2	1	3	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

Course Objectives

1. Establish a human connection in a non-intrusive, compassionate manner.
2. Enhance immediate and ongoing safety, and provide physical and emotional comfort.
3. Calm and orient emotionally overwhelmed or distraught survivors.
4. Provide supportive intervention in the immediate aftermath of disasters and terrorism.
5. Support adaptive coping, acknowledge coping efforts and strengths, and empower survivors.
6. Adapt Psychological First Aid in diverse settings and with different populations.

Course Outcomes

At the end of this course, students will be able to:

CO1: Identify the basic objectives and intervention strategies of Psychological First Aid.
CO2: Gain skills needed to implement the intervention strategies of Psychological First Aid.
CO3: Adapt Psychological First Aid in diverse settings and with different populations.
CO4: Appreciate the importance of providing Psychological First Aid in the aftermath of disaster.
CO5: Gain confidence in implementing Psychological First Aid in the immediate aftermath of a disaster.
CO6: Identify ways to enhance provider care before, during, and after disaster care.

Course Description

This course explores the principles and practices of Psychological First Aid (PFA) and Crisis Intervention. Students will learn how to establish a compassionate connection, provide immediate and ongoing safety, and support adaptive coping strategies in the aftermath of disasters and crises. The course includes practical projects to enhance real-world application and self-care strategies for disaster workers.

Course Content

Unit I: Introduction and Overview (Lecture Hours: 10 hrs)

- Definition and scope of Psychological First Aid (PFA)

- Who, when, and where of PFA
- Effective communication: Things to say and do
- Supporting those who likely need special attention

Unit II: Crisis Events (Lecture Hours: 10 hrs)

- Types of crisis events: Large-scale and individual
- Common physical, psychological, behavioral, and social reactions after a crisis/disaster
- Severe psychological and behavioral reactions after a disaster
- Post-Traumatic Stress Disorder (PTSD) and coping strategies

Unit III: A Word of Caution (Lecture Hours: 10 hrs)

- Death and bereavement: Stages by Kubler-Ross
- Stress and basic stress management for disaster survivors
- When to refer for further mental health support

Unit IV: Action Principles and Self-Care for Disaster Workers (Lecture Hours: 20 hrs)

- Action principles and recognition of basic human needs
- First line psychosocial support
- Working with children, adolescents, older adults, and survivors with disabilities
- Resilience: Protective factors and strategies for promoting resilience in children and youth
- Practice self-care and team care
- PFA capacity building: Disaster preparedness and response
- Stress management assistance for disaster workers
- Burnout of human service providers, compassion fatigue, and vicarious traumatisation
- Adaptation and resources in local languages, PFA facilitation guide, and online resources
- Positive effects of self-care and self-compassion

References

1. Burke, S., & Richardson, J. (2009). *Psychological First Aid: An Australian Guide*. The Australian Psychological Society Ltd.

2. Everly, G. S. Jr., &Lating, J. M. (2017). *The Johns Hopkins Guide to Psychological First Aid*. Johns Hopkins University Press.
3. Winch, G. (2013). *Emotional First Aid: Healing Rejection, Guilt, Failure, and Other Everyday Hurts*. Hudson Street Press.

Modes of Evaluation

- Quiz/Assignment/Presentation/Extempore/Written Examination

Examination Scheme

Components	Continuous Assessment	End Term	
Weightage (%)	50	25	25

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

Course Outcomes (COs)	Mapped Programme Outcomes
CO1: Identify the basic objectives and intervention strategies of Psychological First Aid.	PO1, PO5, PO6
CO2: Gain skills needed to implement the intervention strategies of Psychological First Aid.	PO1, PO2, PO3
CO3: Adapt Psychological First Aid in diverse settings and with different populations.	PO1, PO3, PO4
CO4: Appreciate the importance of providing Psychological First Aid in the aftermath of disaster.	PO1, PO3, PO5
CO5: Gain confidence in implementing Psychological First Aid in the immediate aftermath of a disaster.	PO1, PO3, PO7

Course Outcomes (COs)	Mapped Programme Outcomes
CO6: Identify ways to enhance provider care before, during, and after disaster care.	PO1, PO3, PO7

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

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
SEC183	Psychological First Aid	3	2	3	2	3	2	3	-	-	-	-	-

1: Weakly mapped

2: Moderately mapped

3: Strongly mapped

VAC104	**Yoga and Wellness**	L	T	P	C
Contact Hours	24 hours	0	0	2	2
Pre-requisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

Course Overview:

Yoga and Wellness: This comprehensive course provides an immersive journey into the ancient wisdom of yoga, blending theory with practical applications to enhance physical, mental, and spiritual well-being. Through a structured curriculum spanning four units, participants will explore the foundational principles of Indian Yoga philosophy, delve into the profound teachings of Patanjali's Ashtanga Yoga, and discover transformative practices for holistic health and self-awareness.

Course Objectives:

1. To understand the foundational principles of Indian Yoga Philosophy, gaining insights into the philosophical underpinnings of yoga and its relevance to modern life.
2. To develop practical skills in yoga practice, including the ability to perform basic asanas, breath control techniques, fostering physical strength, flexibility and inner harmony.
3. To cultivate mindfulness and concentration through meditation practices, learning techniques to integrate mindfulness into daily life and deepen awareness of the present moment.
4. To explore the relationship between yoga, chakras, and holistic health, gaining knowledge of energy centres within the body and techniques to balance and harmonize these centres for enhanced physical, mental and emotional well-being.

Course Outcome:

At the end of this course, students will be able to:

CO1- Gain a comprehensive understanding of Indian Yoga philosophy and its practical applications in daily life, fostering holistic well-being and self-awareness, empowering individuals to lead balanced, fulfilling lives rooted in the timeless wisdom of yoga.

CO2- Develop proficiency in performing basic asanas, and Pranayama techniques, promoting physical fitness, flexibility, and stress reduction.

CO3- Cultivate mindfulness and concentration skills through guided meditation practices, enhancing mental clarity, emotional stability, and overall mindfulness in everyday activities.

CO4- Acquire knowledge of the physiological and psychological aspects of Chakras, and the he concepts of Karma, Bhakti, and Gyana Yogas, in order to learn techniques of balancing and harmonizing these energy centers, supporting optimal health, vitality, spiritual growth and self-realization.

Course Description:

This course introduces students to the essence of yoga philosophy, focusing on Patanjali's Ashtanga Yoga, also known as the Eight Limbs of Yoga. Students will gain an understanding of the philosophical underpinnings of yoga and engage in practical sessions incorporating basic asanas and the exploration of ethically rational guidelines for harmonious living and a balanced fulfilling life.

Course Contents:

Unit I: Introduction to Yoga and Patanjali's Ashtanga Yoga (4 Hours)

- Introduction to Ancient Indian Yog philosophy and practices versus Current Trends of Yoga, Present day mental health and well-being in relation to Yoga - Overview of Patanjali's Yogasutras, Introduction to Ashtanga yoga (Eight Limbs of Yoga), Practice of Surya Namaskar (Sun Salutation) and Basic Asanas
- Practicing the limbs of Ashtanga Yoga: Yamas, Niyamas, Asanas, Pranayama, Pratyahara, Dharana, Dhyana, Samadhi through given tasks. Exercise: Asanas focusing on balance and stability.

Unit II: Mindfulness, meditation and the physiology of Chakras (4 Hours)

- Techniques to cultivate focus and concentration in daily life, Practice: Meditation on the breath and concentration techniques.
- Methods to deepen meditation practice and experience higher states of consciousness, Practice: Guided meditation and mindfulness exercises.

- Introduction to the concept of Chakras (energy centers) in the body, Understanding the relationship between Chakras, physical health, and emotional well-being.

Unit III: Yoga for Enhancing Health (4 Hours)

- Practice: Asanas and meditation techniques to balance the Muladhara Chakra, Svadhisthana Chakra, Manipura Chakra, Anahata Chakra, Vishuddha Chakra, Ajna Chakra, Sahasrara Chakra.
- Introduction to Pranayama (breath control) and its importance in yoga practice, Practice: Pranayama techniques - Dirga Pranayama (Three-Part Breath) and Nadi Shodhana (Alternate Nostril Breathing).

Unit IV: Essence of Yogic Practices (4 Hours)

Awareness of Panchattatva, Koshas, Cognitive Faculties- buddhi, smarana, medha, netra, karna, and grivasaktivikasaka, Purush – Prakriti Concept, Bhagwad Gita- Karma, Bhakti and Gyana Yogas, Concept of Atma, Jivatma, Paramatman.

Readings:

1. "The Heart of Yoga: Developing a Personal Practice" by T.K.V. Desikachar - Published in 1999.
2. "Light on Yoga" by B.K.S. Iyengar - Originally published in 1966.
3. "The Yoga Sutras of Patanjali" translated by Swami Satchidananda - Published in 1978.
4. "The Miracle of Mindfulness: An Introduction to the Practice of Meditation" by Thich Nhat Hanh - Originally published in 1975.

Further Readings:

1. "Wheels of Life: A User's Guide to the Chakra System" by Anodea Judith - First published in 1987.
2. "Eastern Body, Western Mind: Psychology and the Chakra System as a Path to the Self" by Anodea Judith - Published in 1996.
3. "The Bhagavad Gita" translated by Eknath Easwaran - First published in 1985.

Modes of Evaluation:

Components	**Class Assessment**	**End Term**	
Weightage (%)	**50**	**50 (Practical)**	

CO1	Gain a comprehensive understanding of Indian Yoga philosophy and its practical applications in daily life, fostering holistic well-being and self-awareness, empowering individuals to lead balanced, fulfilling lives rooted in the timeless wisdom of yoga.	PO1, PO2, PO8, PO11
CO2	Develop proficiency in performing basic asanas, and Pranayama techniques, promoting physical fitness, flexibility, and stress reduction.	PO1, PO9
CO3	Cultivate mindfulness and concentration skills through guided meditation practices, enhancing mental clarity, emotional stability, and overall mindfulness in everyday activities.	PO1, PO9
CO4	Acquire knowledge of the physiological and psychological aspects of Chakras, and the he concepts of Karma, Bhakti, and Gyana Yogas, in order to learn techniques of balancing and harmonizing these energy centers, supporting optimal health, vitality, spiritual growth and self-realization.	PO1, PO4, PO10, PO12

PSY301	HEALTH PSYCHOLOGY-CC-10	L	T	P	C
Contact hours	48	3	1	0	4
Prerequisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

		Knowledge of Psychology	Application of Psychological Principles	Knowledge of Statistical Techniques	Community Based Implementation of psychological Principle	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of Behavior	Life-long learning
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
VAC104	Yoga and Wellness	4	1	-	1	-	-	-	1	2	1	1	1

Semester V

Course Introduction

Health Psychology is an interdisciplinary field that explores the complex interplay between psychological, biological, and social factors in the promotion of health, prevention, and management of illness. This course will provide students with a comprehensive understanding of the core concepts, theories, and applications of Health Psychology, equipping them with the knowledge and skills to effectively address individual and public health challenges.

Course Objectives

1. Understand the biopsychosocial model of health and illness, and its implications for the study and practice of Health Psychology.
2. Examine the psychological, behavioral, and lifestyle factors that influence individual and population health, including their determinants and mechanisms of action.
3. Analyze the role of psychological processes in the prevention, development, and management of chronic and acute health conditions.
4. Evaluate the effectiveness of psychological interventions and health promotion strategies in healthcare settings and at the community level.

Course Outcomes

At the end of this course, students will be able to:

CO1: Understand the biopsychosocial model of health and illness.
CO2: Examine psychological, behavioral, and lifestyle factors influencing health.
CO3: Analyze psychological processes in the management of health conditions.
CO4: Evaluate psychological interventions and health promotion strategies.

Course Description

This course offers an in-depth exploration of the principles and practices of Health Psychology. It emphasizes the biopsychosocial model of health and illness, health behaviors and lifestyle factors, psychological aspects of illness and disease, and health promotion and intervention strategies. The course includes both theoretical foundations and practical applications, preparing students to address health challenges effectively.

Course Content

Unit 1: Introduction to Health Psychology (Lecture Hours: 15 hrs)

- Definition and scope of Health Psychology
- Biopsychosocial model of health and illness
- Historical development and theoretical foundations of Health Psychology
- Indian and Cultural Conceptions of Health and Well-Being

Unit 2: Health Behaviors and Lifestyle Factors (Lecture Hours: 15 hrs)

- Health behaviors (e.g., physical activity, nutrition, sleep, stress management)
- Health risk behaviors (e.g., smoking, alcohol/drug use, risky sexual behaviors)
- Psychological determinants of health behaviors (e.g., motivation, self-efficacy, beliefs)
- Behavior change theories and models

Unit 3: Psychological Aspects of Illness and Disease (Lecture Hours: 15 hrs)

- Stress and coping with acute and chronic illness
- Pain management and pain-related behaviors
- Psychological factors in the prevention and management of cardiovascular disease, cancer, and other major health conditions
- Adjustment to chronic and terminal illnesses

Unit 4: Health Promotion and Intervention (Lecture Hours: 15 hrs)

- Individual and community-based health promotion programs
- Psychological interventions in healthcare settings (e.g., patient-provider communication, adherence, end-of-life care)
- Evaluation of health promotion and intervention strategies
- Ethical and cultural considerations in Health Psychology

References

1. Brannon, L., & Feist, J. (2010). *Health Psychology: An Introduction to Behavior and Health* (7th ed.). Wadsworth.
2. Taylor, S. E. (2009). *Health Psychology* (7th ed.). McGraw-Hill.

3. Ogden, J. (2012). *Health Psychology: A Textbook* (5th ed.). Open University Press.
4. Sarafino, E. P., & Smith, T. W. (2014). *Health Psychology: Biopsychosocial Interactions* (8th ed.). Wiley.
5. Marks, D. F., Murray, M., Evans, B., & Willig, C. (2010). *Health Psychology: Theory, Research, and Practice* (3rd ed.). Sage Publications.

Modes of Evaluation

- Quiz/Assignment/Presentation/Extempore/Written Examination

Examination Scheme

Components	Continuous Assessment	End Term
Weightage (%)	50	50

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

Course Outcomes (COs)	Mapped Programme Outcomes
CO1: Understand the biopsychosocial model of health and illness.	PO1, PO5, PO6
CO2: Examine psychological, behavioral, and lifestyle factors influencing health.	PO1, PO2, PO3
CO3: Analyze psychological processes in the management of health conditions.	PO1, PO3, PO4
CO4: Evaluate psychological interventions and health promotion strategies.	PO1, PO3, PO5

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

PSY302	**ADVANCED STATISTICAL METHODS-CC-11**	L	T	P	C
Contact Hours	48 hours	3	1	0	4
Prerequisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

Course Code	**Course Title**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
PSY301	Health Psychology	3	2	3	2	3	2	-	-	-	-	-	-

1: Weakly mapped

2: Moderately mapped

3: Strongly mapped

Course Objectives:

1. To educate students with the techniques of inferential statistics and hypothesis testing.
2. To develop the ability to analyse data using various statistical methods.
3. To understand the application of statistical techniques in psychological research.

Course Outcome:

By the end of this course, students will:

CO1: Demonstrate an understanding of inferential statistics and hypothesis testing.

CO2: Apply statistical techniques to analyse data in psychological research.

CO3: Interpret the results of hypothesis tests and understand their practical significance.

CO4: Utilize nonparametric tests and understand their applications.

CO5: Gain theoretical knowledge of SPSS for statistical analysis.

Course Description:

Advanced Statistical Methods equips students with advanced techniques in inferential statistics, hypothesis testing, and data analysis. The course covers various statistical methods, including the Mann-Whitney U test, Chi-Square test, and ANOVA, emphasizing their application in psychological research. Students will gain practical skills in utilizing SPSS for data analysis and develop a comprehensive understanding of statistical concepts and their real-world significance. Through lectures and practical exercises, students will enhance their ability to interpret and apply statistical findings.

Unit 1: Inferential Statistics and Hypothesis Testing (10 Hours)

Hypothesis Testing and interpreting the results: t-test for independent large sample of equal size, t-test for independent large sample of unequal size, t-test for independent small sample of equal size, t-test for independent small sample of unequal size, t-test for paired small and large sample, Power of a Test; Levels of Significance vs. p-values, type I error, type II error, degree of freedom

Unit 2: Regression and Special Types of Correlation

Introduction to regression. Its assumption and regression calculation.

Concept of Special types of correlation: Phi, Tetrachoric, Biserial, Point-Biserial.

Unit 2: Analysis of variance (10 Hours)

Concept of ANOVA, One way ANOVA, Relationship between F ratio and t-test,

Unit 4: Non-parametric statistics (10 Hours):

Comparison with Parametric Tests, Uses and Applications of Nonparametric Tests,

Chi Square test, Mann Whitney U test, Kruskall Wallis test, Wilcoxon signed rank test

References:

1. Field, A. (2018). *Discovering Statistics Using IBM SPSS Statistics* (5th ed.). Sage Publications. ISBN: 978-1526419521

2. Gravetter, F. J., &Wallnau, L. B. (2016). *Statistics for the Behavioral Sciences* (10th ed.). Cengage Learning. ISBN: 978-1305504912
3. Howell, D. C. (2012). *Statistical Methods for Psychology* (8th ed.). Wadsworth Publishing. ISBN: 978-1111835484
4. Pallant, J. (2020). *SPSS Survival Manual: A Step by Step Guide to Data Analysis using IBM SPSS* (7th ed.). Routledge. ISBN: 978-1000319392
5. Tabachnick, B. G., & Fidell, L. S. (2018). *Using Multivariate Statistics* (7th ed.). Pearson. ISBN: 978-0134790541
6. Agresti, A., & Finlay, B. (2017). *Statistical Methods for the Social Sciences* (5th ed.). Pearson. ISBN: 978-0134507101
7. Dancey, C. P., & Reidy, J. (2017). *Statistics Without Maths for Psychology* (7th ed.). Pearson. ISBN: 978-1292128856
8. Mertler, C. A., & Vannatta, R. A. (2017). *Advanced and Multivariate Statistical Methods: Practical Application and Interpretation* (6th ed.). Routledge. ISBN: 978-1138289734
9. Lomax, R. G., & Hahs-Vaughn, D. L. (2012). *An Introduction to Statistical Concepts* (3rd ed.). Routledge. ISBN: 978-0415875366
10. Pagano, R. R. (2012). *Understanding Statistics in the Behavioral Sciences* (10th ed.). Wadsworth Publishing. ISBN: 978-1111837266

Course Outcomes (COs) Mapped to Program Outcomes (POs):

Course Outcomes (COs)	**Mapped Program Outcomes (POs)**
CO1: Demonstrate an understanding of inferential statistics and hypothesis testing.	PO1, PO3, PO5
CO2: Apply statistical techniques to analyse data in psychological research.	PO1, PO2, PO3
CO3: Interpret the results of hypothesis tests and understand their practical significance.	PO1, PO3, PO4
CO4: Utilize nonparametric tests and understand their applications.	PO3, PO5, PO7
CO5: Gain theoretical knowledge of SPSS for statistical analysis.	PO3, PO5, PO7

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

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY302	Advanced Statistical Methods	3	2	3	2	3	-	3	-	-	-	-	-

1: Weakly mapped

2: Moderately mapped

3: Strongly mapped

PSY303	Industrial and Organizational Psychology-CC-12	L	T	P	C
Contact Hours	**60**	3	0	1	4
Pre-requisites/Exposure	-				
Co-requisites	-				

Course Objectives

1. Understand the foundational principles of Industrial and Organisational (I/O) Psychology and Organisational Behaviour, including their historical development and contemporary trends.
2. Analyse individual processes such as employee attitudes, work motivation, communication, and conflict management, and their impact on organizational effectiveness.
3. Examine leadership styles and theories, organizational culture, and workplace environment to understand their influence on employee behaviour and organizational outcomes.
4. Develop practical skills in administering psychological assessments related to achievement motivation, job satisfaction, and interpersonal relationships within an organizational context.

Course Outcomes

At the end of the course students will be able to:

1. **Understand and articulate the foundational principles** of Industrial and Organisational (I/O) Psychology, including their historical antecedents, contemporary trends, and cultural influences from both Western and Indian perspectives.

2. **Analyse and evaluate the concepts and roles of employee attitudes**such as job satisfaction, organisational commitment and organisational citizenship behaviour in enhancing employee engagement and job involvement.
3. **Understand and apply theories of work motivation**to practical organisational issues and propose solutions to enhance employee motivation and performance.
4. **Identify and manage communication barriers and conflict**within organisations, utilizing effective conflict resolution techniques to foster a positive work environment and improve organisational effectiveness.
5. **Examine and assess different leadership styles and approaches** and understand their impact on organisational culture, climate, and employee behaviour.
6. **Develop practical skills** in administering and interpreting psychological assessments to evaluate and improve interpersonal relationships and job satisfaction within an organisational context.

Course Description

This course provides an in – depth exploration of Industrial and Organisational Psychology, focusing on its historical foundations, contemporary trends and cultural influences on Organisational Behaviour. Students will examine individual processes such as employee attitudes, work motivation, communication, and conflict management. The course enables the students to get acquainted to the concepts of different individual processes, leadership theories, organisational culture and workplace environment. Practical skills will be honed through administering and interpreting psychological assessments related to achievement motivation, job satisfaction and interpersonal relationships.

COURSE CONTENT

UNITI: Overview of Industrial Psychology and Organisational Behaviour (Lecture Hours: 15 hrs.)

- Introduction: Aims, scope and methods of Industrial and Organisational Psychology
- Historical antecedents of Industrial and Organisational Psychology
- Contemporary trends and challenges of Organisational Behaviour: Western and Indian Culture
- Introduction: Scientific management & Human Relations Movement
- Job Analysis- concept, job oriented and person oriented approaches

- Recruitment and selection- needs assessment, human resource planning and forecasting, recruitment- internal versus external, Realistic Job Preview and on-boarding

UNIT II: Individual Processes (Lecture Hours: 15 hrs.)

- Employee Attitude: ABC Model of attitude Job satisfaction, organisational commitment, organizational citizenship behaviour, employee engagement and job involvement
- Work Motivation: Early theories (Maslow, McClelland and Herzberg); Contemporary theories and its applications (Goal Setting and MBO, Equity Theory, Expectancy Theory, Job Characteristics Model and Job Redesign),); Job satisfaction- concept and components; individual and organizational values
- Communication and conflict management: Types and barriers of communication, solving communication problems; cause and types of conflict, conflict resolution techniques, Organizational decision making

UNIT III: Dynamics of Industrial and Organizational Psychology (Lecture Hours: 20 hrs.)

- Leadership: Leadership styles; basic approaches to leadership (Trait Theories, Behavioural Approaches, Contingency Theories); Transformational and Transactional leadership), emotional intelligence and leadership
- Organisational Culture: Definition and types; organizational culture vs. organizational climate; types of organizational climate, diversity
- Workplace Environment: Physiological and psychological conditions of a workplace; accidents and safety measures; accidents and safety measures
- Influence, Power and Politics
- Sexual harassment, organisational politics
- Approaches and methods of training
- Phases of training
- Performance appraisal- traditional techniques and 360 degree feedback
- Counselling evaluation and follow-up

UNIT IV: Practicum (Total Hours: 10 hrs.)

- To administer Deo Mohan Achievement Motivation Scale
- To assess job satisfaction of an employee

- Assessing the interpersonal relationships using Johari Window
- To assess the emotional quotient of an individual

References:

1. Chadha, N.K. (2007). *Organizational Behavior*. Galgotia Publishers: New Delhi.
2. Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations* (9th Ed.). India: Dorling Kindersley.
3. Luthans, F. (2009). *Organizational behavior.* New Delhi: McGraw Hill.
4. Muchinsky, P. (2006). *Psychology applied to work: An introduction to industrial and organizational psychology.* NC: Hypergraphic Press.
5. Pareek, U. (2010). *Understanding organizational behaviour*. Oxford: Oxford University Press.
6. Prakash, A. (2011). Organizational behavior in India: An indigenous perspective. In G. Misra (Ed.), *Handbook of Psychology*. New Delhi: Oxford University Press.
7. Robbins, S. P. & Judge, T.A. (2007).*Organizational Behavior*(12th Ed). New Delhi: Prentice Hall of India.
8. Singh, K. (2010). *Organizational Behavior: Texts & Cases*. India: Dorling Kindersley
9. Blum, N.L. & Naylor, J.C.: Industrial Psychology- Its Theoretical and Social Foundation
10. Schultz, D.P. & Schultz S.E.: Psychology and Work Today: An Introduction to Industrial andOrganizational Psychology, Prentice Hall.
11. Schmidt, N. & Chan, D.(1998). Personnel Selection Sage.
12. Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books

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

Examination Scheme:

Components	Continuous Assessment	End Term	Total
Weightage (%)	**50**	**50**	**100**

Relationship between the Course Outcomes (Cos) and Program Outcomes (Pos)

	Course Outcomes (COs)	Mapped Programme Outcomes
CO1	**Understand and articulate the foundational principles** of Industrial and Organisational (I/O) Psychology, including their historical antecedents, contemporary trends, and cultural influences from both Western and Indian perspectives.	PO1
CO2	**Analyse and evaluate the concepts and roles of employee attitudes**such as job satisfaction, organisational commitment and organisational citizenship behaviour in enhancing employee engagement and job involvement.	PO1, PO2
CO3	**Understand and apply theories of work motivation** to practical organisational issues and propose solutions to enhance employee motivation and performance.	PO1, PO2, PO4
CO4	**Identify and manage communication barriers and conflict**within organisations, utilizing effective conflict resolution techniques to foster a positive work environment and improve organisational effectiveness.	PO1, PO2, PO9
CO5	**Examine and assess different leadership styles and approaches** and understand their impact on organisational culture, climate, and employee behaviour.	PO1, PO2, PO9
CO6	**Develop practical skills** in administering and interpreting psychological assessments to evaluate and improve interpersonal relationships and job satisfaction within an organisational context.	PO1, PO2, PO6

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

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY303	**Industrial and Organizational Psychology**	6	5	-	1	-	1	-	-	2	-	-	-

1: Weakly mapped

2: Moderately mapped

3: Strongly mapped

Course Description- To introduce students to the foundational principles and techniques of

SEC302	Basic Counselling Skills (SEC)	L	T	P	C
Contact Hours	48 hours	2	0	0	2
Prerequisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

counselling, emphasizing practical skills that can be applied in various professional and personal contexts.

Course Objectives-

- **Develop foundational counselling skills** such as active listening, empathy, and rapport-building.
- **Understand the ethical principles** guiding counselling practices, including confidentiality and respect for diversity.
- **Enhance interpersonal communication abilities** that are applicable in various professional and personal contexts.
- **Apply basic counselling techniques** to address everyday challenges, such as stress, conflict, and peer support.
- **Foster self-awareness and reflective thinking** to improve one's ability to support others effectively.

Course Outcomes-

CO1- **Define** basic counseling concepts and differentiate them from related fields such as guidance and therapy.
CO2- **Demonstrate** active listening, empathy, and rapport-building skills in role-play scenarios.
C03- **Apply** ethical principles like confidentiality and respect for diversity in simulated counseling situations.
CO4- **Analyze** case scenarios to identify appropriate counselling approaches and techniques.
CO5- **Evaluate** the effectiveness of counseling skills in managing stress, conflicts, and interpersonal challenges.
CO6- **Create** a structured plan to address a hypothetical 71Counseling situation, integrating the learned techniques.

Course Content-

Unit 1: Introduction to Counselling: Definition and Scope of Counselling- What is counselling? Differences between counselling, guidance, and therapy, Core Characteristics of an Effective Counsellor, Empathy, active listening, non-judgmental attitude, Ethics in Counselling, Confidentiality, boundaries, and respect for diversity.

Unit 2: Basic Counselling Techniques: Active Listening- Components: Paraphrasing, summarizing, and reflecting feelings, Questioning Skills- Open-ended vs. closed-ended questions, Establishing Rapport- Building trust and creating a safe space.

Unit 3: Practical Application of Counselling Skills: Role Play and Simulations-Practicing active listening and empathy in pairs, Case Scenarios- How to approach common counselling situations (e.g., academic stress, relationship issues), Feedback and Self-Reflection- Importance of continuous improvement.

Unit 4: Applications Beyond Counselling: Communication in Professional Settings- Using counselling skills in HR, teaching, and customer service, Conflict Resolution- Applying empathy and active listening to mediate disputes, Stress Management and Peer Support- Offering informal support to peers and colleagues.

Reference Readings:

1. Egan, G. (2014). *The skilled helper: A problem-management and opportunity-development approach to helping* (10th ed.). Cengage Learning.
2. Nelson-Jones, R. (2015). *Practical counselling and helping skills: Text and activities for the life skills counselling model* (7th ed.). SAGE Publications.
3. McLeod, J. (2019). *An introduction to counselling and psychotherapy: Theory, research, and practice* (6th ed.). McGraw-Hill Education.
4. Corey, G. (2016). *Theory and practice of counseling and psychotherapy* (10th ed.). Cengage Learning.
5. Geldard, K., Geldard, D., & Foo, R. Y. (2016). *Basic personal counselling: A training manual for counsellors* (8th ed.). Cengage Learning.

6. Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2023). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (10th ed.). Cengage Learning.
7. Hackney, H. L., & Cormier, S. (2016). *The professional counselor: A process guide to helping* (8th ed.). Pearson Education.
8. Jacobs, E. E., Schimmel, C. J., Masson, R. L., & Harvill, R. L. (2015). *Group counseling: Strategies and skills* (8th ed.). Cengage Learning.
9. Neukrug, E. (2017). *Skills and tools for today's counselors and psychotherapists: From natural helping to professional counseling* (2nd ed.). Cengage Learning.
10. Rogers, C. R. (1995). *A way of being*. Houghton Mifflin Harcourt.

Mode of Evaluation

- Quiz/Assignment/Presentation/Extempore/Written Examination

Examination Scheme

Components	Continuous Assessment	End Term
Weightage (%)	50	50

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

Course Outcomes (COs)	Mapped Programme Outcomes
CO1: **Define** basic counseling concepts and differentiate them from related fields such as guidance and therapy.	PO1, PO5, PO8, PO9, PO10, PO12
CO2: **Demonstrate** active listening, empathy, and rapport-building skills in role-play scenarios.	PO2, PO4, PO9, PO10, PO11, PO12
CO3: **Apply** ethical principles like confidentiality and respect for diversity in simulated counselling situations.	PO2, PO4, PO8, PO10, PO11, PO12
CO4: **Analyze** case scenarios to identify appropriate counseling approaches and techniques.	PO1, PO2, PO3, PO4, PO12

Course Outcomes (COs)	Mapped Programme Outcomes
CO5: **Evaluate** the effectiveness of counseling skills in managing stress, conflicts, and interpersonal challenges.	PO2, PO3, PO4, PO10, PO11, PO12
CO6: **Create** a structured plan to address a hypothetical 74Counseling situation, integrating the learned techniques.	PO2, PO3, PO4, PO10, PO11, PO12

		Knowledge of Psychology	Application of Psychological Principles	Knowledge of Statistical Techniques	Community Based Implementation of psychological Principle	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of Behavior	Life-long learning
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
SEC302	Basic Counselling Skills (SEC)	3	3	-	3	-	-	-	3	3	3	3	3

1: Weakly mapped 2: Moderately mapped 3: Strongly mapped

Semester VI

Course Objectives:

PSY305	**Introduction to Guidance and Counselling – CC-13**	L	T	P	C
Contact Hours	48	3	0	1	4
Pre-requisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

• To develop an understanding of basic concepts, processes, and techniques of Counseling.

• To acquaint the learner with the challenges of Counseling.

Course Outcomes (COs):

CO1	Discuss the nature and goals of Counselling.
CO2	Classify the different Counselling processes.
CO3	Describe the techniques involved in counselling.
CO4	Justify the role of counselling in different aspects of life.
CO5	Explain the differences between the techniques involved in counselling.
CO6	Apply the understanding of counselling in the lives of people.

Course Description:

This course helps to develop an understanding of the basic concepts processes and techniques of counselling and to utilize the various applications of counselling.

Course Content:

Unit 1: (15 Lecture Hours)

Introduction: Nature and Goals; Counselling as a profession: professional ethics (Latest version of American Counselling Association – ACA); Counselling not "Life-Coaching," The effective counsellor: personality characteristics; status of counselling psychology in India,

Unit 2: (15 Lecture Hours)

Counselling Process and Techniques: Building counselling relationships; Working in a counselling relationship; Closing counselling relationships.

- Psychoanalytic/Psychodynamic Techniques: Free association, dream analysis, and working through defense mechanisms.

- Humanistic-Existential Techniques: Person-Centred approaches (empathy, unconditional positive regard, congruence), Gestalt empty-chair technique.

- Behavioral Techniques: Systematic desensitization, token economies, behavioral rehearsal, and aversion therapy.

- Cognitive and Cognitive-Behavioral (CBT) Techniques: Identifying cognitive distortions, cognitive restructuring (Beck), and ABCDE model (Ellis's REBT).

Unit 3: (15 Lecture Hours)

Counselling Applications: • *Child and Adolescent Counselling:* Common emotional and behavioral issues, play therapy basics, and parent consultation.

- *Career Counselling:* Career development theories, vocational guidance, and navigating modern workplace transitions.

Family Counselling; Career Counselling; Counselling in Educational Setup.

Crisis Intervention and Trauma-Informed Care:

- Immediate crisis intervention protocols (Psychological First Aid).
- Therapeutic management of suicide ideation and self-harm risk assessment.
- Grief, bereavement, and complex loss support.
- Counselling survivors of abuse, trauma, and interpersonal violence.

Unit 4: Practicum (Any 2) (15 Lecture Hours)

1. Determination of the interest pattern of the subject using Guilford- Zimmerman Interest Inventory. (Interest-Guilford, J.S. & Zimmerman, W. S. (1963, 1989,Copyright). Guilford-Zimmerman Interest Inventory.)

2. Determination of the cognitive style of the subject by administering Cognitive Style Inventory (CSI) by Dr. Praveen Kumar Jha.

3. Behavioural Role-Play scenario of Counselling (Gestalt Empty Chair Technique) or delivering Psychological First-Aid under supervision

Readings:

- Aguilera, D.C. (1998). Crisis Intervention: Theory and Methodology (8thEd.) Philadelphia: Mosby.
- Belkin, G. S. (1998). Introduction toCounselling (3rd Ed.) Iowa: W. C. Brown.

- Capuzzi,D. &Gross, D. R. (2007). Counselling and Psychotherapy: Theories and Interventions (4th Ed.) New Delhi. Pearson.
- Corey, G. (2009) Counselling and Psychotherapy; Theory and Practice.(7th Ed.) New Delhi: Cengage Learning.
- Friedlander, M.L. & Diamond, G.M. (2012).Couple and Family Therapy. In E. M. Altmaier and J.C.
- Hansen (Eds.) The Oxford Handbook of Counselling Psychology. New York: Oxford University Press.
- Geldard, K. &Geldard, D. (2011).Counselling Children: A Practical Introduction (3rd Ed.) New Delhi: Sage.
- Gibson, R. L. & Mitchell, M. H. (2012).Introduction to Counselling and Guidance (7th Ed.) New Delhi: Pearson.
- Gladding, S. T. (2012). Counselling: A Comprehensive Profession. (7th Ed) New Delhi. Pearson.
- Hansen, J.C. (2012). Contemporary Counselling Psychology.In E. M. Altmaier and J.C. Hansen (Eds) The Oxford Handbook of Counselling Psychology. New York: Oxford University Press.
- Kapur, M. (2011).Counselling Children with Psychological Problems. New Delhi, Pearson.
- Rao, K. (2010). Psychological Interventions: From Theory to Practice. In G. Misra (Ed): Psychology in India. Volume 3: Clinical and Health Psychology. New Delhi. ICSSR/ Pearson
- Rao, S.N. &Sahajpal, P. (2013) Counselling and Guidance. New Delhi: Tata McGraw Hill.
- Seligman,L.&Reichenberg ,L.W.(2010). Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills. 3rd Ed. Indian reprint: Pearson.
- Sharf, R. S. (2012). Theories of Psychotherapy &Counselling: Concepts and Cases (5th Ed). Brooks/ Cole Cengage Learning.
- Udupa, K. N. (1985). Stress and its Management by Yoga. Delhi: Motilal Banarsidas.

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

Examination Scheme:

Components	Class Assessment	End Term

Weightage (%)	**50**	**50**

Relationship between Course outcome and Program Outcome:

	Course Outcomes (COs)	**Mapped Program Outcomes**
CO1	Discuss the nature and goals of Counselling.	PO1, PO4, PO11
CO2	Classify the different Counselling processes.	PO1, PO8, PO5, PO12
CO3	Describe the techniques involved in counselling.	PO2, PO8, PO9
CO4	Justify the role of counselling in different aspects of life.	PO1, PO2, PO9
CO5	Explain the differences between the techniques involved in counselling.	PO1, PO2, PO11
CO6	Apply the understanding of counselling in the lives of people.	PO5, PO9, PO6

		Knowledge of Psychology	Application of Psychological Principles	Knowledge of Statistical Techniques	Community Based Implementation of psychological Principle	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of Behavior	Life-long learning
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY305	**Introduction to Guidance and Counselling**	3	3	-	1	1	1	-	2	3	-	3	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

PSY306	**CLINICO-FORENSIC PSYCHOLOGY- CC- 14**	**L**	**T**	**P**	**C**
Contact Hours	**48**	**3**	**1**	**0**	**4**
Pre-requisites/Exposure	**10 + 2 knowledge**				
Co-requisites	**-**				

Course Objectives:

1. To explore various psychological disorders and their clinical manifestations.
2. To develop an understanding of the intersection between psychology and the legal system.
3. To analyse criminal behavior from a bio-psycho-social perspective.
4. To understand the legal issues related to mental health, custodial care, consent, and evidence.
5. To study criminal profiling, criminology, and victimology.

Course Outcome:

By the end of this course, students will:

CO1: Demonstrate an understanding of various psychological disorders and their clinical features.

CO2: Apply forensic psychology principles to the analysis of criminal behavior.

CO3: Understand the legal issues related to mental health and criminal behavior.

CO4: Utilize critical thinking skills to evaluate criminal profiling and criminology methods.

CO5: Analyse case studies and apply theoretical knowledge to practical scenarios in forensic psychology.

Course Description:

Clinico Forensic Psychology bridges clinical psychology and forensic science, focusing on psychological disorders, criminal behavior, and legal issues. Students learn about the diagnosis and treatment of mental disorders, the intersection of psychology and law, criminal profiling, and victimology.The course integrates bio-psycho-social perspectives to analyse criminal behavior, emphasizing real-world applications through case studies and critical evaluation of forensic methods.

Unit 1: Schizophrenia Spectrum Disorder (10 Hours)

Objective: To understand the clinical features, diagnosis, and treatment of schizophrenia spectrum disorder.

1. Clinical Features of Schizophrenia Spectrum Disorder
2. Diagnosis and Assessment
3. Treatment Approaches
4. Case Studies and Research Findings

Unit 2: Personality Disorders (10 Hours)

Objective: To explore the various types of personality disorders, their diagnosis, and treatment.

1. Types of Personality Disorders
2. Diagnosis and Assessment
3. Treatment Approaches
4. Case Studies and Research Findings

Unit 3: PTSD and Dissociative Disorders (10 Hours)

Objective: To examine the clinical features, diagnosis, and treatment of PTSD and dissociative disorders.

1. Clinical Features of PTSD
2. Clinical Features of Dissociative Disorders
3. Diagnosis and Assessment
4. Treatment Approaches
5. Case Studies and Research Findings

Unit 4: Introduction to Forensic Psychology and Theories of Crime (12 Hours)

Objective: To provide an overview of forensic psychology, theories of crime, and legal issues related to mental health.

1. Introduction to Forensic Psychology
2. Theories of Crime
3. Bio-Psycho-Social Perspectives of Criminal Behavior
4. Legal Issues:
    - Mental Health
    - Custodial Care
    - Issues of Consent
    - Evidence

Unit 5: Criminal Profiling, Criminology, and Victimology (12 Hours)

Objective: To study the methods and principles of criminal profiling, criminology, and victimology.

1. Criminal Profiling Techniques
2. Principles of Criminology
3. Victimology: Understanding Victims of Crime
4. Case Studies and Research Findings

References:

1. Barlow, D. H., & Durand, V. M. (2014). *Abnormal Psychology: An Integrative Approach* (7th ed.). Cengage Learning. ISBN: 978-1285755618
2. Davison, G. C., Neale, J. M., & Kring, A. M. (2018). *Abnormal Psychology* (14th ed.). Wiley. ISBN: 978-1119378754
3. Blackburn, R. (2002). *The Psychology of Criminal Conduct: Theory, Research and Practice* (2nd ed.). John Wiley & Sons. ISBN: 978-0471485295
4. Bartol, C. R., & Bartol, A. M. (2018). *Introduction to Forensic Psychology: Research and Application* (5th ed.). Sage Publications. ISBN: 978-1506387246
5. Ogloff, J. R. P. (2015). *Forensic Psychology: An Introduction* (2nd ed.). Wiley-Blackwell. ISBN: 978-1119945604
6. Meloy, J. R., & Hoffmann, J. (2014). *International Handbook of Threat Assessment.* Oxford University Press. ISBN: 978-0199730456
7. Goldstein, A. M., & Weiner, I. B. (2003). *Handbook of Psychology: Forensic Psychology.* Wiley. ISBN: 978-0471383218

8. Kocsis, R. N. (2009). *Criminal Profiling: Principles and Practice.* Humana Press. ISBN: 978-1588299737
9. Roesch, R., Zapf, P. A., & Hart, S. D. (2010). *Forensic Psychology and Law*. Wiley. ISBN: 978-0470570398
10. Hall, J. E., & Yuille, J. C. (2009). *Case Studies in Forensic Psychology.* Routledge. ISBN: 978-0415430602

Course Outcomes (COs) Mapped to Program Outcomes (POs):

Course Outcomes (COs)	**Mapped Program Outcomes (POs)**
CO1: Demonstrate an understanding of various psychological disorders and their clinical features.	PO1, PO5, PO6
CO2: Apply forensic psychology principles to the analysis of criminal behavior.	PO1, PO2, PO4
CO3: Understand the legal issues related to mental health and criminal behavior.	PO4, PO8
CO4: Utilize critical thinking skills to evaluate criminal profiling and criminology methods.	PO1, PO2, PO7
CO5: Analyse case studies and apply theoretical knowledge to practical scenarios in forensic psychology.	PO1, PO2, PO5, PO6

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

Course Code	**Course Title**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
PSY306	Clinico Forensic Psychology	3	3	-	2	3	2	2	3	-	-	-	-

1: Weakly mapped

2: Moderately mapped

3: Strongly mapped

PSY307	**Cognitive Psychology- CC-15**	L	T	P	C
Contact hours	48	3	1	0	4
Pre-requisites/Exposure					
Co-requisites	-				

Course Objectives :

1. To have a basic understanding about the fundamentals of cognitive Psychology
2. Provide students with a comprehensive understanding of the foundational principles of cognitive psychology.

3. To have an overall understanding about various areas of cognitive psychology and assessments
4. Enhance understanding of the relationship between brain, mind, and behavior in the context of cognitive processes.

Course Outcomes:

By the end of this course, students will:

1. Demonstrate an understanding of the foundational principles of cognitive psychology.
2. Apply cognitive theories to real-world scenarios.
3. Analyse and critique research methodology in cognitive psychology and neuroscience.
4. Demonstrate familiarity with major concepts, theoretical perspectives, and empirical findings in cognitive psychology.
5. Understand the relationship between brain, mind, and behavior in the context of cognitive processes

Course description

Cognitive psychopathology focuses on describing various concepts, theories and evaluation related to cognitive functioning.

Unit 1: Introduction (10 Hours)

- Overview of key historical developments in cognitive psychology: Cognitive Revolution .
- Applications of cognitive psychology in various fields such as education, healthcare, and technology.
- Concepts of top-down, and bottom-up processing.

Unit 2: Consciousness, Attention, and Perception (10 Hours)

- Consciousness :Definition and scientific constructs of consciousness, Indian perspectives on consciousness.
- Attention: Types of attention: selective, divided, and automatic, Theories of attention by Broadman and Triesman
- Perception : Theories of perception: Gestalt Theory.

Unit 3: Memory, and Language (10 Hours)

- Memory: Types and models of memory: Atkinson-Shiffrin model, Baddeley's model, Level of processing; Neurological bases of memory, Strategies of memory enhancement
- Language: Components of Language, Neurobiological bases of language, Language acquisition.

Unit 4: Thinking, Creativity, and Intelligence(10 Hours)

- Thinking: Reasoning and decision-making strategies: Heuristics; Concepts of deductive and inductive reasoning.
- Creativity: Stages of the creative process: preparation, incubation, illumination, verification.
- Artificial Intelligence and new wave of decision making

References:

1. Eysenck, M. W., & Keane, M. T. (2015). *Cognitive psychology*: A student's handbook (7th ed.). Psychology Press.
2. Matlin, M. W. (2013). *Cognition* (8th ed.). Wiley.
3. Neisser, U. (2014). *Cognitive psychology: Classic edition.* Psychology Press. (Original work published 1967)
4. Reisberg, D. (Ed.). (2013). *The Oxford handbook of cognitive psychology.* Oxford University Press.
5. Gazzaniga, M. S., Ivry, R. B., & Mangun, G. R. (2018). *Cognitive neuroscience: Thebiology of the mind* (5th ed.). W. W. Norton & Company.

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

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Demonstrate an understanding of the foundational principles of cognitive psychology.	PO1, PO5, PO12
CO2	Apply cognitive theories to real-world scenarios	PO1, PO2, PO9, PO12
CO3	Analyse and critique research methodology in cognitive psychology and neuroscience	PO5, PO3, PO7, PO12
CO4	Demonstrate familiarity with major concepts, theoretical perspectives, and empirical findings in cognitive psychology.	PO1, PO2, PO5, PO12
CO5	Understand the relationship between brain, mind, and behavior in the context of cognitive processes	PO1, PO2, PO5, PO12

Relationship between the Course Outcomes (Cos) and Program Outcomes (Pos)

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY307	**Cognitive Psychology-CC-15**	3	3	-	2	3	2	2	3	-	-	-	-

1=weakly mapped

2= moderately mapped

3=strongly mapped

SEC505	RESEARCH SKILLS IN SOCIAL SCIENCES (SEC)	L	T	P	C
Contact Hours	24 Hours	2	0	0	2
Pre-requisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

1: Weakly mapped

2: Moderately mapped

3: Strongly mapped

Course Description: This course introduces students from diverse disciplines to essential research skills in the social sciences. It covers the foundational principles of designing, conducting, and analyzing research, emphasizing both qualitative and quantitative approaches. Students will learn to formulate research questions, collect and analyze data, and effectively communicate findings through reports and presentations. With a focus on ethical research practices and practical applications, the course equips learners to address real-world issues through a research-driven lens.

Course objectives:

- To introduce students to the fundamental concepts and methodologies of social science research, making them accessible to diverse disciplines.
- To develop the ability to formulate research questions, design studies, and choose appropriate data collection methods.
- To equip students with basic data analysis skills, including qualitative and quantitative techniques, for interpreting research findings.
- To enhance students' abilities to effectively communicate research outcomes through structured reports and presentations, fostering critical thinking and ethical practices

Course outcomes-

CO1- Explain key concepts and methodologies in social science research, distinguishing between qualitative and quantitative approaches.
CO2- Formulate clear and focused research questions and hypotheses based on real-world issues.
CO3- **Design** a basic research study, selecting appropriate sampling methods and data collection techniques.
CO4- Analyze qualitative and quantitative data using foundational statistical and thematic techniques.
CO5-Evaluate research findings for their validity, reliability, and applicability to practical contexts.
CO6- Create structured research reports and presentations that effectively communicate findings to diverse audiences.

Course Content:

Unit 1: Introduction to Research in Social Sciences: Definition and Scope- What is research? Importance of research in social sciences, Types of Research- Qualitative vs. Quantitative Research, Exploratory, Descriptive, and Explanatory Research, Steps in the Research Process- From identifying a problem to reporting findings, Ethical Considerations- Informed consent, confidentiality, and integrity in research.

Unit 2: Designing Research: Formulating Research Questions and Hypotheses- Identifying research gaps, Sampling Techniques- Probability and non-probability sampling methods, Data

Collection Methods- Surveys, interviews, observations, and case studies, Introduction to Research Tools- Basics of using tools like Google Forms or MS Excel for data collection and organization

Unit 3: Data Analysis and Interpretation: Basics of Data Analysis- Qualitative coding and thematic analysis, Descriptive statistics (mean, median, mode, standard deviation), Introduction to Visualization- Creating charts and graphs, Interpreting Results- Drawing conclusions and implications from findings, Common Errors in Analysis- Avoiding biases and misinterpretation.

Unit 4: Writing and Presenting Research: Structure of a Research Report-Abstract, introduction, methodology, findings, discussion, and conclusion, Referencing and Citation- Basics of APA and MLA formats, Presentation Skills- Tips for presenting research findings effectively, Communicating to a Non-Academic Audience- Simplifying research for broader outreach.

Further Reading:

1. Babbie, E. (2020). *The practice of social research* (15th ed.). Cengage Learning.
2. Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
3. Neuman, W. L. (2021). *Social research methods: Qualitative and quantitative approaches* (8th ed.). Pearson Education.
4. Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.
5. Kumar, R. (2019). *Research methodology: A step-by-step guide for beginners* (5th ed.). SAGE Publications.
6. Flick, U. (2018). *An introduction to qualitative research* (6th ed.). SAGE Publications.
7. Palys, T., & Atchison, C. (2021). *Research decisions: Quantitative, qualitative, and mixed methods approaches* (6th ed.). Top Hat.
8. Patton, M. Q. (2015). *Qualitative research and evaluation methods* (4th ed.). SAGE Publications.
9. Bernard, H. R., & Gravlee, C. C. (2017). *Handbook of methods in cultural anthropology* (2nd ed.). Rowman & Littlefield.
10. Punch, K. F. (2014). *Introduction to social research: Quantitative and qualitative approaches* (3rd ed.). SAGE Publications.

Modes of Evaluation

- Quiz/Assignment/Presentation/Extempore/Written Examination

Examination Scheme

Components	Continuous Assessment	End Term
Weightage (%)	50	50

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

Course Outcomes (COs)	Mapped Programme Outcomes
CO1: **Explain** key concepts and methodologies in social science research, distinguishing between qualitative and quantitative approaches.	PO1, PO2, PO3, PO4, PO5, PO6, PO8, PO9, PO10, PO11, PO12
CO2: **Formulate** clear and focused research questions and hypotheses based on real-world issues.	PO1, PO2, PO3, PO4, PO5, PO6, PO8, PO9, PO10, PO11, PO12
CO3: **Design** a basic research study, selecting appropriate sampling methods and data collection techniques.	PO1, PO2, PO3, PO4, PO5, PO6, PO8, PO9, PO10, PO11, PO12
CO4: **Analyze** qualitative and quantitative data using foundational statistical and thematic techniques.	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12
CO5: **Evaluate** research findings for their validity, reliability, and applicability to practical contexts.	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12
CO6: **Create** structured research reports and presentations that effectively communicate findings to diverse audiences.	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12

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

SEC506	Basic Sports Psychology Skills	L	T	P	C
	Contact Hours – 30	1	0	1	2
Pre-requisites/Exposure	10+2 Knowledge				
Co-requisites	-				

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
SEC505	Research Skills in Social Sciences	3	2	3	2	3	2	3	1	1	3	3	3

1: Weakly mapped

2: Moderately mapped

3: Strongly mapped

Course Description

This skill enhancement course provides a practical introduction to the fundamental psychological principles influencing athletic performance and well-being. Rooted in experiential learning and competency-based education, it will equip students with actionable mental skills training techniques and an understanding of psychological factors in sport injury, team dynamics, and athlete welfare. Through interactive sessions, case studies, and hands-on application, students will develop foundational abilities to support performance enhancement and holistic development in sports contexts.

Course Objectives

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

1. **Understand** the core concepts and historical context of sports psychology as a specialized field within human performance.
2. **Apply** foundational mental skills training techniques, such as goal setting, imagery, self-talk, and arousal regulation, to simulated athletic scenarios.
3. **Analyze** the psychological responses of athletes to injury, rehabilitation, and career transitions, identifying appropriate support strategies.

4. **Evaluate** the impact of group dynamics, leadership, and communication on team cohesion and collective performance in sports.
5. **Create** a basic, individualized mental training plan for a hypothetical athlete or team, integrating learned psychological principles for performance enhancement and well-being.

Course Outcomes

Upon successful completion of this course, students will have:

1. **Demonstrated** comprehension of key psychological factors (e.g., motivation, self-efficacy, anxiety) that influence athletic performance and participation.
2. **Utilized** practical mental skills techniques, including progressive muscle relaxation, guided imagery, and thought reframing, in simulated sports contexts.
3. **Distinguished** between various psychological responses to athletic injury and **proposed** appropriate mental support interventions during recovery.
4. **Assessed** the effectiveness of different communication styles and leadership approaches in fostering positive team environments and improving group performance.
5. **Developed and Presented** a comprehensive, evidence-informed mental training strategy for a specific sports context, showcasing the integration of diverse sports psychology principles.

Course Outline

Unit 1: Foundations of Sports Psychology and Mental Skills

Definition and scope of sports psychology, role of a sports psychologist, basic psychological concepts: Motivation, self-efficacy. Developing goal setting, visualization and imagery.

Unit 2: Stress and Attention

Arousal and stress: issues of eustress, distress, social facilitation and inhibition, counselling for sports personalities, developing relaxation techniques. Developing concentration and attention control: Strategies of developing focus.

Unit 3: Injury, teams and communication

Emotional stages and factors affecting recovery. Developing cohesive teams and developing leadership skills. Enhancing communication skills.

Unit 4: Well-being, Ethics and application

Burnout, models of well-being and developing athlete's well-being. Ethical consideration: Confidentiality, boundaries and professional conduct in sports psychology.

Practicum: Developing a Mental Training Plan for an athlete.

Essential Readings

American Psychological Association (APA) - Division 47: Society for Sport, Exercise & Performance Psychology. (n.d.). *Division 47 website*. Retrieved from https://www.apadivisions.org/division-47

Association for Applied Sport Psychology (AASP). (n.d.). *AASP website*. Retrieved from https://appliedsportpsych.org/

Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman.

Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. Harper Perennial.

Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 30-year odyssey. *American Psychologist, 57*(9), 705–717.

Weinberg, R. S., & Gould, D. (2019). *Foundations of sport and exercise psychology* (7th ed.). Human Kinetics.

Modes of Examination: Assignment /Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey / / any other method that suits to assess the given course outcome

Examination Scheme:

Components	**Continuous Internal Assesment**	**End Term**
Weightage (%)	**50**	**50**

	Course Outcomes (COs)	**Mapped Program Outcomes**
CO1	**Demonstrated** comprehension of key psychological factors (e.g., motivation, self-efficacy, anxiety) that influence athletic performance and participation.	PO1,PO5, PO2, PO12

CO2	**Utilized** practical mental skills techniques, including progressive muscle relaxation, guided imagery, and thought reframing, in simulated sports contexts.	PO1,PO2,PO3,PO5, PO12
CO3	**Analyze** the psychological responses of athletes to injury, rehabilitation, and career transitions, identifying appropriate support strategies.	PO3, PO5, PO6, PO12
CO4	**Evaluate** the impact of group dynamics, leadership, and communication on team cohesion and collective performance in sports	PO3, PO2, PO7, PO12
CO5	**Create** a basic, individualized mental training plan for a hypothetical athlete or team, integrating learned psychological principles for performance enhancement and well-being.	PO5, PO6, PO12

Relationship between the Course Outcomes (Cos) and Program Outcomes (Pos)

		Knowledge of Psychology	Application of Psychological Principles	Knowledge of Statistical Techniques	Community Based Implementation of psychological Principles	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of Behavior	Life-long learning
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
SEC506	**Basic Sports Psychology Skills**	3	3	0	2	1	3	0	3	3	3	3	3

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

Semester VII

PSY401	**BASICS OF PSYCHOTHERAPY- CC-16**	L	T	P	C
Contact Hours	48	3	1	0	4
Pre-requisites/Exposure	B.A/B.Sc. Semester VI Psychology				
Co-requisites	-				

Course Objectives:

1. To develop a basic understanding of Psychotherapy.
2. To understand the basic principles of different Psychotherapeutic approaches.
3. To understand the treatment application of different therapeutic approaches.

Course Outcome:

At the end of the course students will be able to –

1. Define psychotherapy and identify its various types and modalities.
2. Understand and apply the ethical principles in psychotherapy.
3. Recognize the essential characteristics required of therapists and clients for effective psychotherapy.
4. Develop effective therapist-client relationships and demonstrate essential communication skills in psychotherapy.
5. Explain the basics of psychoanalysis and apply key psychoanalytical techniques.
6. Understand the principles of behavior therapy and cognitive behavior therapy, and utilize basic techniques of both modalities in practice.

Content Description:

This course offers a comprehensive introduction to psychotherapy, covering its various types, essential components, and ethical considerations. Students will explore the fundamental characteristics required of therapists and clients, as well as the dynamics of the therapist-client

relationship and essential communication skills. The course delves into psychodynamic psychotherapies, including key psychoanalytical techniques such as free association and dream analysis. Additionally, students will gain an understanding of behavior therapy and cognitive behavior therapy, learning basic techniques of both therapeutic modalities. This foundational knowledge prepares students to understand and apply diverse psychotherapeutic approaches in clinical practice.

Course Contents:

UNITI: Introduction to Psychotherapy (Lecture Hours: 10 hrs)

- Psychotherapy: Types and Definition
- Different Modalities of Psychotherapy
- Ethics in Psychotherapy

UNIT II: Essentials of Psychotherapy (Lecture Hours: 10 hrs)

- Essential Therapist characteristics
- Required Client characteristics
- Therapist-Client Relationship
- Essential Communication skills in Psychotherapy

UNIT- III: Psychodynamic Psychotherapies (Lecture Hours: 15hrs)

- Basics of Psychoanalysis
- Techniques in Psychoanalysis: Free Association, Transference, Countertransference, Working Through and Dream Analysis

UNIT-IV: Basics of Behaviour Therapy and Cognitive Behaviour Therapy :(Lecture Hours: 15hrs)

- Introduction to Behaviour Therapy and Behaviour Modification
- Introduction to Cognitive Behaviour Therapy
- Basic Behaviour Therapy techniques
- Basic CBT techniques

Recommended Readings:

1. Hersen, M., Kazdin, A. E., &Bellack, A. S. (1991) The Clinical Psychology Handbook Pergamon. NewYork

2. Sweet, J. J., Rozensky, A. &Tovian, S. M. (1991) Handbook of Clinical Psychology in Clinical Practice. NewYork:Plenum.

3. Walker,C.E.(2001)HandbookofChildClinicalPsychology.NewYork:JohnWiley&Sons.

4. Wolman,B.B.(ed.)(1975,)HandbookofClinicalPsychology.NewYork:McGrav-Hill.

5. Sundberg, N.D., Winebarger, A.A. &Taplin, J.R. (2002). Clinical Psychology: Evolving theory, practice and research. Upper Saddle River,N.J.:Prentice-Hall.

6. Capuzzi, D., & Gross, D.R. (2008). Counselling and Psychotherapy: theories and interventions4thEdn.PearsonEducation:India.

7. Prochaska, J.O., &Noreross, J.SC. (2007). Systems of psychotherapy: a trans theoretical analysis.9th Edition.ThomsonBrooks/Cole:Belmont,CA:USA.

8. Corsini, R.J. & Wedding, D. (Eds.) (1995). Current psychotherapies. Itasca, III.: F.E. Peacock.

9. Wooolfe,R.&Dryden,W.(Eds.)(1996).Handbookofcounselingpsychology.NewDelhi: Sage.

10.Beek,A.T.(1976).Cognitivetherapyandbehaviourdisorders.

11.Nelson&Jones(2003): Theory and Practice of Counselling and Psychotherapy: New Delhi Sage Publication

12. .Rimm, D.C.&Masters,J.C.(1987).Behaviourtherapy:Techniquesandempiricalfindings. NewYork:Harcourt,Brace, Jovanich.

13.Watts,A.W.(1973).Psychotherapy:Eastandwest.London:Penguinbooks.

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

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

Relationship between the Course Outcomes (Cos) and Program Outcomes (Pos)

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Define psychotherapy and identify its various types and modalities.	PO1, PO2, PO5, PO8, PO12
CO2	Understand and apply the ethical principles in psychotherapy.	PO1, PO2, PO8, PO12
CO3	Recognize the essential characteristics required of therapists and clients for effective psychotherapy.	PO1, PO2, PO4, PO12
CO4	Develop effective therapist-client relationships and demonstrate essential communication skills in psychotherapy.	PO10, PO11, PO2, PO9, PO12
CO5	Explain the basics of psychoanalysis and apply key psychoanalytical techniques.	PO1, PO2, PO5, PO12
CO6	Understand the principles of behavior therapy and cognitive behavior therapy, and utilize basic techniques of both modalities in practice.	PO1, PO2, PO3, PO5, PO7, PO12

Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
PSY401	**BASICS OF PSYCHOTHERAPY**	3	2	3	2	3	2	3	1	1	3	3	3

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

PSY402	**ADVANCED RESEARCH METHODOLOGY- CC-17**	L	T	P	C
		3	1	0	4
Pre-requisite Exposure	- Contact Hours: 40 hours				
Co-requisites	-				

Course Objectives:

1. To introduce advanced research methodology used in Psychology

2. To introduce to the basic statistical techniques

3. To familiarize the students with the basic steps in scientific research.

Course Outcomes

At the end of this course students will be able to:	
1	Outline the philosophical foundations of research
2	Compare the different paradigms of research
3	Discover the principles underlying data collection and sampling methods in research so that researchers can make informed decisions and good practice in research
4	Analyze the principles and practices associated with experimental and non experimental designs in psychological research
5	Explain the different phases of the Research Process
6	Formulate a research report based on A.P.A guidelines

Course description

The present course of research methodology offers understanding of sampling, research designs and analysis strategies in quantitative and qualitative research. Using seminars, group discussions and lectures as the pedagogy, the course intended to bring the contemporary debate in the area of social science and psychology.

COURSE CONTENT:

UNIT I: Paradigms of research (Lecture Hours : 10 hrs)

- Framework of Research
- Paradigm of research
- Epistemology, Ontology, Methodology, Axiology
- Positivistic and post positivistic Paradigm
- Concept of Quantitative, Qualitative and Mixed Method research approach. Difference between Quantitative and Qualitative research

Unit II: Quantitative research (Lecture Hours: 10 Hours)

- Purpose of research design, difference with research methodology
- Experimental Design: objectives of experimental control, controlling techniques, basic principles of experimental and quasi-experimental research,
- matched group design, randomized group design, factorial design, ex-post facto design, single subject design.

Unit II: Qualitative research (Lecture Hours: 10 Hours)

- Types of Qualitative research. Biographical, grounded Theory, phenomenological, Ethnography, Case Study, Observation
- Methods of data collection: Focused group Interviews, Types of Interview (Structured, Unstructured, Semi-structured).
- Method of data analysis: thematic analysis

Unit IV: Research report writing (Lecture Hours: 10 Hours)

- Ethics in research and publication
- APA 7 style report writing

References:

- Donald R. Cooper, Pamela S. Schindler, Business Research Methods, , Tata McGraw-Hill Co. Ltd., 2006.
- Nueman W. Lawrence, Social Research Method, 7th Edition, Persons, 2015
- Simulated Annealing: Theory and Applications ; Mathematics and Its Applications, by P.J. van Laarhoven& E.H. Aarts, 2007

- Kothari, C. R. &GauravGarg,; Research Methodology. 3rd Edition, New Age International Publication. !988

	Course Outcomes (COs)	**Mapped Program Outcomes**
CO1	Outline the philosophical foundations of research	PO1, PO2, PO5, PO12
CO2	Compare the different paradigms of research	PO1, PO2, PO5, PO12
CO3	Discover the principles underlying data collection and sampling methods in research so that researchers can make informed decisions and good practice in research	PO1, PO2, PO5, PO6, PO12
CO4	Analyze the principles and practices associated with experimental and non experimental designs in psychological research	PO1, PO3, PO7, PO12
CO5	Explain the different phases of the Research Process	PO6, PO9, PO12
CO6	Formulate a research report based on A.P.A guidelines	PO5, PO9, PO10, PO12

Relationship between the Course Outcomes (Cos) and Program Outcomes (Pos)

		Knowledge of Psychology	Application of Psychological Principles	Knowledge of Statistical Techniques	Community Based Implementation of psychological Principle	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of Behavior	Life-long learning
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY402	**ADVANCED RESEARCH METHODOLOGY**	3	3	-	1	3	3	-	3	-	-	1	3

1: Weakly mapped

2: Moderately mapped

3: Strongly mapped

PSY403	**Psychological Assessment 1- CC-18**	L	T	P	C
Contact Hours	48	2	0	2	4
Pre-requisites/Exposure	BA/B.Sc. in Psychology				

Co-requisites	-

Course Objectives :

1. To have a basic understanding of the Fundamentals of Important psychological assessments
2. To have an overall understanding about the administration, scoring, interpretation and application of Fundamentals of Important psychological assessments

Course Outcomes:

At the end of the course students will be able to -

1. Administer a variety of fundamental psychological tests accurately.
2. Score and interpret specific test results proficiently.
3. Develop comprehensive specific assessment reports.
4. Understand and apply assessments.

Course description

This practical course is designed to provide hands-on experience with psychological assessments. Students will engage in the administration, scoring, and interpretation of various psychological tests. The course aims to bridge the gap between theoretical knowledge and practical application, fostering skills necessary for effective clinical, educational, and research assessment.

Course Content

Unit1: Introduction to Psychological Assessment-

Historical development of testing and assessment, comparision between test and assessment, types of psychological tests and assessments, ethical, legal and social considerations in testing and assessment.

Unit 2: Test construction and standardization

Item writing, item analysis, norms, test standardization, reliability, validity.

Unit 3: Intelligence tests

- RPM (Raven's Progressive Matrix)
- WAIS (Wechsler Adult Intelligence Scale) or BKT (Binet Kamat Test)
- Developmental Screening Test (DST)
- Vineland Social Maturity Scale (VSMS)
- Seguine Form Board(SFB)

Unit 4: Aptitude and Personality inventories

- Assessment of Scholastic Aptitude
- Academic stress Questionnaire
- Eysenck Personality Questionnaire
- NEO PI (R)

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

Components	Class Assessment	End Term	
Weightage (%)	50	25	25

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Administer a variety of fundamental psychological tests accurately.	PO1, PO6, PO12
CO2	Score and interpret specific test results proficiently.	PO3, PO6, PO12
CO3	Develop comprehensive specific assessment reports.	PO6, PO9, PO12

CO4	Understand and apply assessments.	PO1, PO6, PO8, PO12

		Knowledge of Psychology	Application of Psychological Principles	Knowledge of Statistical Techniques	Community Based Implementation of Psychological Principle	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of Behavior	Life-long learning
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY403	**Psychological Assessment 1**	3	3	-	2	2	3	-	3	1	-	3	3

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

PSY404	**Research design and statistics(With research)- CC-19**	**L**	**T**	**P**	**C**
	Contact Hours – 60	**3**	**1**	**0**	**4**
Pre-requisites/Exposure	**BA/B.Sc. in Psychology**				
Co-requisites	**-**				

Course Objectives:

1. To introduce higher order research design and statistics in psychology that requires developing enhanced skills

2. To acquaint the students with statistical techniques in detail

3. To familiarize the students with scientific research.

Course Outcomes

At the end of this course students will be able to:	
1	Outline the philosophical foundations of research
2	Compare the different paradigms of research
3	Discover the principles underlying data collection and sampling methods in research so that researchers can make informed decisions and good practice in research
4	Analyze the principles and practices associated with experimental and non experimental designs in psychological research
5	Explain the different phases of the Research Process
6	Formulate a research report based on A.P.A guidelines

Course description

The present course of research methodology offers understanding of sampling, research designs and analysis strategies in quantitative and qualitative research. Using seminars, group discussions and lectures as the pedagogy, the course intended to bring the contemporary debate in the area of social science and psychology.

Unit 1:

 Epistemological Foundations: Positivism and Post-positivism vs. Social Constructivism, Interpretivism, and Pragmatism. Choosing a paradigm for the thesis.

 Quantitative Design Logic: Advanced Experimental, Quasi-experimental, and Longitudinal designs. Isolating variance: Confounding variables vs. systematic controls.

Pre-Analysis Diagnostics

- Missing data mechanics: Listwise, Pairwise, and Stochastic/Imputation treatments.
- Outlier detection: Z-scores, Box plots
- **A Priori Power Analysis:** Using G*Power software to determine sample size criteria across varied designs.

Unit 2: Advanced Analysis of Variance

Concept and Calculation ofTwo-Way (Factorial) ANOVA: Main effects, interaction effects, and partitioning variance. Deconstructing significant interactions using simple effects analysis

Concept of MANOVA, ANCOVA and Types of Post-Hoc Analysis.

Unit 3: Regression Analysis

Calculation, Regression components and Types of Regression.

Unit 4: Qualitative Inquiry – Epistemology, Designs, and Data Collection

 Qualitative Orientations: The role of the researcher as an instrument; reflexivity and bracketing practices.

 Core Methodologies:

- Phenomenology (Descriptive vs. Interpretive/Hermeneutic).
- Grounded Theory (Theoretical sampling, constant comparative method).
- Thematic Analysis (Braun & Clarke's 6-phase reflexive approach).

 Data Collection Mechanics: Designing semi-structured interview schedules; conversational guides; focus group discussion (FGD) dynamics; transcription ethics and conventions.

Unit 5: Qualitative Data Analysis, Rigor, and Synthe

- **Coding Frameworks:** Open, axial, and selective coding vs. inductive/deductive thematic coding.
- **Analytical Execution:** Translating transcripts to codes, codes to sub-themes, and sub-themes to overarching master themes.
- **Rigor & Trustworthiness:** Overcoming subjective bias using Lincoln and Guba's evaluative framework: **Credibility** (member checking), **Transferability** (thick description), **Dependability** (audit trails), and **Confirmability**.
- **Reporting Standards:** Writing the qualitative thesis: Integrating verbatim participant quotes with analytical commentary; navigating APA style qualitative reporting standards

References-

- Donald R. Cooper, Pamela S. Schindler, Business Research Methods, , Tata McGraw-Hill Co. Ltd., 2006.
- Nueman W. Lawrence, Social Research Method, 7th Edition, Persons, 2015
- Simulated Annealing: Theory and Applications ; Mathematics and Its Applications, by P.J. van Laarhoven& E.H. Aarts, 2007
- Kothari, C. R. &GauravGarg,; Research Methodology. 3rd Edition, New Age International Publication. !988

	Course Outcomes (COs)	**Mapped Program Outcomes**

CO1	Outline the philosophical foundations of research	PO1,PO5, PO2, PO12
CO2	Compare the different paradigms of research	PO1,PO2,PO3,PO5, PO12
CO3	Discover the principles underlying data collection and sampling methods in research so that researchers can make informed decisions and good practice in research	PO3, PO5, PO6, PO12
CO4	Analyze the principles and practices associated with experimental and non experimental designs in psychological research	PO3, PO2, PO7, PO12
CO5	Explain the different phases of the Research Process	PO5, PO6, PO12
CO6	Formulate a research report based on A.P.A guidelines	PO5, PO9, PO12

Relationship between the Course Outcomes (Cos) and Program Outcomes (Pos)

		Knowledge of Psychology	Application of Psychological Principles	Knowledge of Statistical Techniques	Community Based Implementation of	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of Behavior	Life-long learning
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY404	**Research design and statistics**	3	3	3	2	2	3	3	2	-	-	-	3

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

PSY405	**Indigenous and Cultural Concept of Health and Wellbeing (Without Research- CC-19)**	L	T	P	C
Contact Hours	48	3	1	0	4
Pre-requisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

Course Description:

This course examines how ancient civilizations across the world understood and approached the concepts of health, wellness, and holistic well-being. Students will explore medical, philosophical, and spiritual traditions from diverse cultural contexts, including China, India, Greece, Rome, and indigenous societies. The aim is to gain an appreciation for the diversity of ancient perspectives on the human condition, the nature of illness and disease, and the pursuit of physical, mental, and spiritual harmony.

Course Objectives:

CO1. Understand the historical, cultural, and cosmological contexts that shaped ancient views on health and well-being.

CO2. Analyze key concepts, theories, and practices related to health, healing, and the interconnections between the physical, mental, emotional, and spiritual realms.

CO3. Compare and contrast approaches to health maintenance, disease prevention, and therapeutic interventions across ancient civilizations.

CO4. Evaluate the relevance and applicability of ancient wisdom to contemporary understandings and practices of holistic health.

Course Content:

Unit 1: Foundations of Ancient Health and Well-being Traditions

- Indian definitions of health and well-being, Aurobindo's concept of consciousness
- The holistic view of the human condition in ancient cultures
- Connections between physical, mental, emotional, and spiritual aspects of well-being- The Bhagavad Gita
- The role of cosmology, mythology, and ritual in ancient health practices

Unit 2: Eastern Approaches to Health and Harmony

- Alternative Healing Techniques- Traditional Chinese Medicine: concepts of yin-yang, qi, and the five elements, Reiki, acupressure, accupuncture
- Ayurvedic Medicine: dosha, agni, and ojas, siddha, yunani
- Taoist, Yogasutra, and Vedic philosophies and practices for inner balance, Sufism, Buddhism, Integral Yoga
- Vipasana, mindfulness, sachidananda, folk healing

Unit 3: Classical Greek and Roman Perspectives on the Art of Living

- Hippocratic and Galenic models of the human body and disease
- Philosophical traditions (Stoicism, Epicureanism, Neoplatonism) and well-being
- The role of diet, exercise, and regimen in ancient health practices

Unit 4: Indigenous Worldviews and Holistic Healing Traditions

- Shamanism and the spiritual dimensions of illness and healing
- Herbal medicine, ritual, and the interconnectedness of all things
- Lessons from traditional healing practices of indigenous cultures,
- Integrating ancient wisdom into modern health and well-being

Reading References:

Sinha, D. (2011). Concept of psycho-social well-being: Western and Indian perspectives. *New directions in health psychology*, 95-108.

Clark-Decès, I., & Smith, F. M. (2017). Well-being in India: A historical and anthropological report. *The pursuit of human well-being: The untold global history*, 83-107.

Dalal, A. K. (2011). Folk wisdom and traditional healing practices: Some lessons for modern. *Foundations of Indian Psychology Volume 2: Practic*

Relationship between Course outcome and Program Outcome:

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Understand the historical, cultural, and cosmological contexts that shaped ancient views on health and well-being.	PO1, PO2, PO12
CO2	Analyze key concepts, theories, and practices related to health, healing, and the interconnections between the physical, mental, emotional, and spiritual realms.	PO1, PO8, PO5, PO12
CO3	Compare and contrast approaches to health maintenance, disease prevention, and therapeutic interventions across ancient civilizations.	PO2, PO4, PO8
CO4	Evaluate the relevance and applicability of ancient wisdom to contemporary understandings and practices of holistic health.	PO1, PO5, PO9, PO12

		Knowledge of Psychology	Application of Psychological Principles	Knowledge of Statistical Techniques	Community Based Implementation of psychological Principle	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of Behavior	Life-long learning
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY405	Indigenous and Cultural Concept of Health and Wellbeing	3	3	-	1	1	1	-	2	3	-	3	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

Semester VIII

PSY406	**Gender Psychology and Inter-sectionality- CC-20 (Without Research)**	L	T	P	C
Contact Hours	48	3	1	0	4
Pre-requisites/Exposure	BA/B.Sc. in Psychology				
Co-requisites	-				

Course Objectives :

1. To have a basic understanding of Psychology of gender
2. To have an overall understanding about the intersectional frame work to Psychology and mental health

Course Outcomes:

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

1. Understand key theories and concepts in gender psychology and intersectionality.
2. Analyze the ways in which gender intersects with other social categories.
3. Critically evaluate research on gender and intersectionality.
4. Apply intersectional frameworks to psychological phenomena.
5. Understand the impact of intersectionality on mental health and wellbeing.

Course description- This practical course is designed to provide hands-on experience with psychological assessments. Students will engage in the administration, scoring, and interpretation of various psychological tests. The course aims to bridge the gap between theoretical knowledge and practical application, fostering skills necessary for effective assessment in clinical, educational, and research settings.

Course Content

UNIT I:Understanding gender-related concepts

- Concept of gender and sex assigned at birth
- Beyond the binary, Concepts and needs of understanding gender-related pronouns
- Paradigm Shift by APA: A journey from "Gender Identity Disorder" to " gender Dysphoria",
- Inclusive Parenting, Queering the Parenthood

Unit II: Theoretical Frameworks in Gender Psychology

- Social constructionism
- Feminist theories, Trans Feminist theories
- Queer theory
- Gender Performativity

UNIT III:Foundations of Intersectionality

- Origins of intersectionality (Crenshaw's work), Key concepts and principles
- Intersections of various identities in the Indian Context (religion, caste, race, gender, Disability etc.)
- Lived Experiences of Marginalisation
- Affirmation and Advocacy

Unit IV: Mental Health and Intersectionality

- Impact of intersectionality on mental health
- Minority Stress model
- Intersection of Privileges
- Research on mental health disparities across various socio-demographic intersections
- Intersectional Approaches to Professional Practices

References:

1.Judith Butler. Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory, Theatre Journal, 1988

2. Judith Butler. Undoing gender , Routlege, 2004

3. Ketki Ranade, Shruti Chakravarty, Pooja Nair, Gauri Shringarpur(2022). Queer Affirmative Counselling Practices (QACP)

4.Vicki S. Helgeson. The Psychology of Gender.Perason, 2012.

5. Gust Yep . Queer Theory and Communication : From Disciplining Queers to Queering the Discipline, 2014.

6. Cooper, Brittney . "Intersectionality". In Disch, Lisa; Hawkesworth, Mary (eds.). The Oxford Handbook of Feminist Theory. Oxford University Press. (2016)

7. Simone N. Vigod, Paula A. Rochon. The impact of gender discrimination on a Woman's Mental Health, The Lancet, 2020.

8. Kerry Drabish. Health Impact of Stigma, Discrimination, Prejudice, and Bias Experienced by Transgender People: A Systematic Review of Quantitative Studies. Taylor & Francis, 2021.

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

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Understand key theories and concepts in gender psychology and intersectionality.	PO1, PO2, PO5, PO12
CO2	Analyse the ways in which gender intersects with other social categories.	PO2, PO3, PO12
CO3	Critically evaluate research on gender and intersectionality	PO1, PO3, PO5, PO12
CO4	Apply intersectional frameworks to psychological phenomena.	PO2, PO4, PO7, PO12
CO5	Understand the impact of intersectionality on mental health and wellbeing.	PO8, PO9, PO12

Relationship between the Course Outcomes (Cos) and Program Outcomes (Pos)

		Knowledge of Psychology	Application of Psychological Principles	Knowledge of Statistical Techniques	Community Based Implementation of	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of Behavior	Life-long learning
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY406	**Gender Psychology and Inter-sectionality**	3	3	-	3	1	-	-	2	1	1	3	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

PSY407	**Psychological Assessment 2- CC-21 (With and Without Research)**	L	T	P	C

Contact Hours	48	0	0	8	4
Pre-requisites/Exposure	BA/B.Sc. in Psychology				
Co-requisites	-				

Course Objectives :

1. To have a basic understanding of the Fundamentals of Important psychological assessments
2. To have an overall understanding about the administration, scoring, interpretation and application of Fundamentals of Important psychological assessments

Course Outcomes:

At the end of the course students will be able to -

1. Administer a variety of fundamental psychological tests accurately.
2. Score and interpret specific test results proficiently.
3. Develop comprehensive specific assessment reports.
4. Understand and apply assessments.

Course description

This practical course is designed to provide hands-on experience with psychological assessments. Students will engage in the administration, scoring, and interpretation of various psychological tests. The course aims to bridge the gap between theoretical knowledge and practical application, fostering skills necessary for effective clinical, educational, and research assessment.

Course Content

Unit 1: Projective Personality Test

- TAT (Thematic Apperception Test)

  or

- RIBT (Rorschach Ink Blot Test)

Unit 2: Assessment Of Mental Health Conditions

- BAI (Beck Anxiety Inventory)
- Beck Scale of Suicide Ideation
- YBOCS (Yale-Brown Obsessive-Compulsive Scale)

Unit 3: Neuropsychological Assessment

- NAB- Attention Module
- NAB- Memory Module

Unit 4: Prominent Assessments in case handling

- Case history and MSE
- Behaviour Proforma

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

Components	**Class Assessment**	**End Term**
Weightage (%)	**50**	**50**

	Course Outcomes (COs)	**Mapped Program Outcomes**
CO1	Administer a variety of fundamental psychological tests accurately.	PO1, PO2, PO6, PO12
CO2	Score and interpret specific test results proficiently.	PO1, PO6, PO3, PO12

PSY408	Positive Psychology- CC -22 (Without Research)	L	T	P	C
Contact Hours	**48**	3	1	0	4
Pre-requisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

CO3	Develop comprehensive specific assessment reports.	PO5, PO6, PO12
CO4	Understand and apply assessments.	PO1, PO2, PO3, PO6, PO7, PO12

Relationship between the Course Outcomes (Cos) and Program Outcomes (Pos)

		Knowledge of Psychology	Application of Psychological Principles	Knowledge of Statistical Techniques	Community Based Implementation of	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of Behavior	Life-long learning
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY407	**Psychological Assessment 2**	3	3	-	3	1	3	-	2	1	1	3	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

Course description:

This course offers an in-depth exploration of Positive Psychology, a scientific study of human strengths, well-being, and optimal functioning. It traces the emergence and evolution of the field, comparing perspectives from Western theorists like Martin Seligman and Paul T. Wong with insights from Eastern traditions. Students will examine the nature and science of happiness, including its cultural and spiritual dimensions as reflected in Indian scriptures such as the Gita, Ramcharitmanas, and Vedas. The course delves into key cognitive and emotional processes like resilience, wisdom, self-efficacy, mindfulness, gratitude, and empathy. Concepts such as flow, peace psychology, and theories of well-being—including Seligman's PERMA model and Carol Ryff's psychological well-being—are discussed in detail. Emphasis is placed on cultivating positive emotions and applying positive psychology in everyday life, including education, workplace, and health settings. Through both theoretical and practical lenses, students will gain tools to enhance personal growth, emotional balance, and social harmony.

Course Objectives:

1. To introduce the origin, development, and theoretical foundations of Positive Psychology from both Eastern and Western perspectives.
2. To explore the scientific study of happiness and its connection with prosocial Behaviour and cultural-religious frameworks, especially Indian scriptures.
3. To examine key positive cognitive states and processes such as flow, wisdom, resilience, optimism, and self-efficacy.
4. To understand the concepts and practices of mindfulness, forgiveness, gratitude, empathy, and peace from psychological and spiritual perspectives.
5. To familiarize students with theories of well-being, including the PERMA model and Carol Ryff's framework, and their role in positive emotional experiences.
6. To equip students with practical applications of Positive Psychology in various life domains like education, workplace, and health to enhance overall life satisfaction and well-being.

Course Outcomes:

1. By the end of this course, students will be able to:
2. Explain the emergence and development of Positive Psychology, including key contributions from Martin Seligman and Paul T. Wong, and distinguish between Positive Psychology 1 and 2.

3. Analyze scientific and cultural perspectives on happiness, including Indian philosophical insights from texts like the Geeta, Ramcharitmanas, and Vedas.
4. Evaluate positive cognitive processes, such as flow, wisdom, self-efficacy, resilience, and optimism, and their role in personal development.
5. Demonstrate understanding and practice of mindfulness and emotional states like gratitude, forgiveness, empathy, and compassion in promoting peace and well-being.
6. Compare and apply different models of well-being, including the PERMA model and Carol Ryff's theory, in assessing psychological and subjective well-being.
7. Apply principles of Positive Psychology in practical domains such as education, workplace, and healthcare to foster positive environments and improve life satisfaction.

UNIT 1: Introduction

Emergence of Positive Psychology, Perspective on positive psychology: Eastern and Western, Aim and scope of Martin Seligman's (Positive Psychology 1) and Paul T Wong's (Positive Psychology 2) outlook on Positive Psychology, comparison between positive psychology 1(focusing on flow and happiness, optimism and hope) and positive psychology 2 (post-traumatic growth, meaningful life, role of negative emotions).

UNIT 2: Happiness

Introduction to the science of happiness, Approaches of happiness, relation between positive psychology and happiness, Authentic Happiness, types of happiness, happiness and prosocial behaviour, Indian concepts of happiness as given in Gita, and Vedas, Importance of transcendence and Devotion in Psychological Healing and optimism

UNIT 3: Positive Cognitive State & Processes

Flow state, Peak Experiences, Wisdom (Theories of Wisdom, difference between intelligence & wisdom), Resilience (concept of physiological & psychological resilience), Self-efficacy, Optimism; Human Strengths and Weakness (VIA classification and virtues).

UNIT 4: Mindfulness & Peace Psychology

Concept of mindfulness (Buddhism, Practice of mindfulness); Science of Forgiveness, Gratitude, Empathy & Compassion; Peace & non-violence (Gautam Buddha, Sri Aurobindo)

Unit 5: Positive Emotional States & Processes

Definition, Cultivation Positive Emotion, Broaden & Build theory of Positive Emotions; Concepts of well-being in positive psychology, theories of well-being (PERMA model, Carol-Riff), Psychological and Subjective well-being (Savouring, & Florishing)

Unit 6: Applications of Positive Psychology

Satisfaction with Life Scale; Positive Psychology at Workplace: Positive coaching, Positive schooling, Health, Education

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

Components	Class Assessment	End Term
Weightage (%)	50	50

	Course Outcomes (COs)	**Mapped Program Outcomes**
CO1	Explain the concept of transcendence and psychology of happiness, with an understanding of theories and models of transcendence and positive psychology.	PO1, PO5, PO6, PO12

CO2	Identify and analyze the psychological processes underlying peak experiences, flow states and impact of positive emotions on well-being.	PO2, PO7, PO3, PO5, PO12
CO3	Understand the application of mindfulness, spirituality, character strengths and virtues in practical and professional contexts.	PO4, PO8, PO10, PO12
CO4	Applying transcendence for personal growth, work, and relationships and developing strategies for personal well-being while cultivating positive relationships.	PO9, PO12, PO2, PO3

Relationship between the Course Outcomes (Cos) and Program Outcomes (Pos)

		Knowledge of Psychology	Application of Psychological Principles	Knowledge of Statistical Techniques	Community Based Implementation of	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of Behavior	Life-long learning
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY408	Positive Psychology	3	3	-	3	-	-	-	2	1	1	3	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

1. Schultz, D.P., & Schultz, S.E. (2010). *Psychology and Work Today: An Introduction to Industrial and Organizational Psychology* (10th ed.). New York: Prentice Hall.

Modes of Evaluation

- Quiz/Assignment/Presentation/Extempore/Written Examination

Examination Scheme

Components	Continuous Assessment	End Term
Weightage (%)	50	50

Course Objectives:

PSY422	Spirituality and Positive Psychology- Minor	L	T	P	C
Contact Hours	**48**	**3**	**1**	**0**	**4**
Pre-requisites/Exposure	**10 + 2 knowledge**				
Co-requisites	**-**				

- Exploring the intersection of spirituality and psychology, investigating the impact of spiritual practices on mental health and integrating spiritual principles into therapeutic approaches.
- Understanding and enhancing positive emotions, examining strengths and virtues and promoting well-being and optimal functioning.

Course Outcomes:

At the end of this course students will able to:

CO 1	Understand the foundational concepts and theories of spirituality and positive psychology, and articulate the ways in which spirituality can enhance psychological well-being.
CO 2	Identify and apply a range of spiritual practices and techniques to promote personal well-being, resilience and self-care.
CO 3	Analyze and evaluate the role of character strengths and virtues in personal growth and flourishing, developing strategies to leverage and cultivate individual strengths.
CO4	Reflect on the connection between spirituality, meaning, and purpose in life, and integrate spiritual principles and positive psychology approaches to set meaningful goals and engage in a purpose driven life.

Course Description:

This course explores the dynamic interplay between spirituality and positive psychology, offering a comprehensive understanding of how spirituality can enhance psychological well-being and contribute to a meaningful and purposeful life. Through a combination of theoretical exploration, experiential learning and practical application, students will delve into the theoretical foundations of spirituality and positive psychology, examining the benefits of spiritual practices for psychological well-being, and develop a personal spiritual plan.

Course Contents:

Unit 1: (15 Lecture Hours)

Introduction to positive psychology, development of positive psychology perspectives on positive psychology, Eastern and Western, Aim and scope of positive psychology.

Unit 2: (15 Lecture Hours)

Positive psychology and character strength

- Introduction to positive psychology and its key concepts (optimism, hope, resilience, efficacy
- Understanding character strengths and virtues
- Assessment and identification of personal strengths
- Applying character strengths in daily life and goal setting

Unit 3: **Happiness**

Introduction to the science of happiness, Approaches of happiness, relation between positive psychology and happiness, Authentic Happiness, types of happiness, happiness and prosocial behaviour, Indian concepts of happiness as given in Gita, Ramcharitmanas, and Vedas.

Unit 4: Spiritual practices and well-being (15 Lecture Hours)

- Theories of well-being (PERMA model, Carol-Riff), Psychological and Subjective well-being (Savouring, & Florishing)
- Exploring various spiritual practices (meditation, prayer, chanting, mindfulness)
- Examining the benefits of spiritual practices for psychological well-being
- Integrating spiritual practices into daily life and self care routines
- Developing a personal spiritual practice plan

Readings:

Dutta, G., Misra, G., & Gupta, S. (Eds.). (2025). *Handbook of Positive Psychology and Indian Thought Systems: Transforming Education for Well-being and Happiness*. Springer Nature.

Herman, P. (2018). Integral psychology. *International Journal of Transpersonal Studies*, *37*(1), 14.

Linley, P. A., Harrington, S., & Garcea, N. (Eds.). (2010). *Oxford handbook of positive psychology and work*. Oxford University Press.

Mehrotra, S., & Tripathi, R. (2011). Positive psychology research in India: A review and critique. *Journal of the Indian Academy of Applied Psychology*, *37*(1), 9-26.

Snyder, C. R., Lopez, S. J., Edwards, L. M., & Marques, S. C. (Eds.). (2020). *The Oxford handbook of positive psychology*. Oxford university press.

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

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

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**Adamas University**

**Syllabus for Communicative English I (AEC101) and Communicative English II (AEC102)**

# COMMUNICATIVE ENGLISH SYLLABUS FOR ALL NEP PROGRAMS

**SEMESTER 1 – COMMUNICATIVE ENGLISH I** **COURSE CODE – AEC101**

**CONTACT HOURS – 30 HOURS**

## Module 1: Functional English & Language Basic (10 Hours)

1. Introduction to functional English usage in academic environments
2. Sentence formation and common sentence errors
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3. Subject–Verb Agreement and practical grammar usage
4. Prepositions and Prepositional Phrases in communication
5. Vocabulary building through contextual speaking and usage

Module 2: Spoken Communication & Confidence Building (10 Hours)

1. Fundamentals of verbal and non-verbal communication
2. Breaking communication anxiety and stage fear
3. Pronunciation, articulation, and fluency improvement
4. Listening comprehension and interpretation skills
5. Introduction to storytelling and structured speaking

Module 3: Applied Grammar & Written Communication (10 Hours)

1. Active and Passive voice transformation
2. Basic Narration and Sentence transformation techniques
3. Idioms, Phrases, and practical expression building
4. Professional email drafting and paragraph writing
5. Digital etiquette and responsible communication practices

Course Outcomes –

CO1: Develop foundational English communication skills with improved grammatical accuracy and confidence.

CO2: Demonstrate effective verbal interaction, listening ability, and structured speaking techniques.

CO3: Apply functional written communication, digital etiquette, and practical language usage in academic contexts.

SEMESTER 2 – COMMUNICATIVE ENGLISH II COURSE CODE – AEC102 CONTACT HOURS – 30 HOURS

Module 1: Advanced Grammar & Professional Language Usage (10 Hours)

1. Advanced Subject–Verb Agreement and sentence refinement
2. Complex sentence structuring and coherence development
3. Advanced Voice change and Narration techniques
4. Idiomatic expressions and professional vocabulary enhancement
5. Functional business and workplace English usage

Module 2: Analytical Speaking & Interactive Communication (10 Hours)

1. Group discussion strategies and participation techniques
2. Persuasive speaking and opinion expression
3. Analytical listening and interpretation skills
4. Public speaking with logical sequencing of ideas
5. Presentation structuring and audience engagement

Module 3: Workplace Writing & Professional Communication (10 Hours)

1. Professional correspondence and formal drafting
2. Report writing and structured documentation basics
3. Workplace communication etiquette and standards
4. Meeting communication and professional interaction
5. Digital professionalism and communication ethics

Course Outcomes -

CO1: Apply advanced grammar, structured expression, and professional vocabulary effectively in communication.

CO2: Demonstrate analytical speaking, presentation, and interactive communication competencies confidently.

CO3: Develop workplace-ready writing, professional correspondence, and formal communication skills.

SEMESTER 1 – SOFT SKILLS AND APTITUDE I **COURSE CODE – CLL151**

CONTACT HOURS – 30 HOURS

SOFT SKILL

Module 1: Self Awareness & Personal Growth (5 Hours)

1. Understanding personality traits and behavioral styles
2. Identifying strengths, interests, and growth areas
3. Growth mindset and self-motivation techniques
4. Goal setting and personal accountability
5. Positive attitude and adaptability development

Module 2: Professional Discipline & Learning Behavior (5 Hours)

1. Professional discipline in higher education
2. Time management and productivity habits
3. Responsibility and accountability in team environments
4. Professional ethics and behavioral expectations
5. Building confidence and learning consistency

Module 3: Team Interaction & Creative Thinking (5 Hours)

1. Collaborative participation and peer interaction
2. Introduction to creative thinking approaches
3. Interpersonal understanding and cooperation
4. Problem-solving mindset development
5. Social confidence in group environments

Course Outcome (COs):

CO1: Demonstrate self-awareness, personal accountability, and a growth-oriented mindset to enhance personal effectiveness and continuous learning.

CO2: Apply professional discipline, ethical behaviour, time management, and responsible work practices in academic and collaborative environments.

CO3: Develop teamwork, interpersonal interaction, creative thinking, and problem-solving abilities to contribute effectively to group and professional settings.

APTITUDE

Module 1: Numerical Foundations & Arithmetic Skills **(5 Hours)**

1. Basic numerical operations and arithmetic reasoning
2. Percentage, ratio, proportion, and simplification techniques
3. Quantitative comparison and analytical calculation methods
4. Foundational financial arithmetic applications
5. Structured numerical problem-solving approaches

Module 2: Foundational Logical Reasoning **(5 Hours)**

1. Analogy and classification techniques
2. Coding-decoding and logical sequencing
3. Direction sense and pattern recognition
4. Basic logical interpretation techniques
5. Analytical observation and reasoning accuracy

Module 3: Business Problem-Solving Foundations **(5 Hours)**

1. Foundational decision-making techniques
2. Basic business-case interpretation
3. Structured reasoning during operational scenarios
4. Analytical thinking and quantitative interpretation
5. Reasoning speed and accuracy enhancement

Course Outcomes (COs)

CO1: Demonstrate quantitative aptitude, analytical reasoning, and business problem-solving competencies effectively.

CO2: Apply structured logical reasoning, data interpretation, and strategic decision-making techniques professionally.

CO3: Develop placement-oriented corporate aptitude, analytical leadership, and executive reasoning competencies.

Semester 2 – Soft Skills and Aptitude II **Course code – CLL152**
Contact hours – 30 hours

SOFT SKILLS

Module 1: Workplace Professionalism & Biotechnology Interaction **(5 hours)**

1. Professional communication in laboratory and biotechnology environments
2. Professional identity development for biotechnology careers
3. Laboratory discipline and workplace accountability
4. Professional etiquette and executive presence
5. Team collaboration in scientific environments
6. Stakeholder interaction and workplace adaptability

Module 2: Technical Documentation & Scientific Reporting **(5 hours)**

1. Scientific report writing and laboratory documentation
2. Research note preparation and structured communication
3. Technical reporting and analytical explanation
4. Professional presentation and scientific interaction
5. Communication during laboratory workflows
6. Professional ethics in biotechnology environments

Module 3: Internship Readiness & Scientific Collaboration **(5 hours)**

1. Internship professionalism and industrial adaptability
2. Resume development and biotechnology profile building
3. Professional networking and collaborative interaction
4. Scientific discussion and multidisciplinary communication
5. Confidence building in laboratory and research environments
6. Professional responsibility during technical operations

Course Outcomes (COs)

CO1: Demonstrate professional workplace behaviour and biotechnology interaction skills effectively.

CO2: Apply technical documentation and scientific reporting practices responsibly.

CO3: Develop internship readiness, scientific collaboration, and professional adaptability competencies.

APTITUDE

Module 1: Arithmetic Applications & Quantitative Interpretation **(5 hours)**

1. Profit-loss and discount applications
2. Simple and compound interest calculations
3. Averages, mixtures, and allegation concepts
4. Quantitative interpretation and comparison techniques
5. Analytical simplification approaches

Module 2: Logical & Critical Reasoning **(5 hours)**

1. Logical deduction and structured interpretation
2. Syllogism and Venn diagram applications
3. Seating arrangement and analytical reasoning
4. Critical reasoning and structured problem-solving
5. Decision-making during business situations

Module 3: Business Analytical Aptitude **(5 hours)**

1. Business data interpretation techniques
2. Operational reasoning and analytical comparison
3. Timework and productivity calculations
4. Analytical communication of quantitative findings
5. Strategic aptitude-solving approaches

Course Outcomes (COs)

CO1: Demonstrate quantitative aptitude, analytical reasoning, and business problem-solving competencies effectively.

CO2: Apply structured logical reasoning, data interpretation, and strategic decision-making techniques professionally.

CO3: Develop placement-oriented corporate aptitude, analytical leadership, and executive reasoning competencies.

Semester 3 – Soft Skills and Aptitude III **Course code – CLL251**
Contact hours – 30 hours

SOFT SKILLS

Module 1: Scientific & Professional Communication **(5 Hours)**

1. Communication in laboratories, research environments, GIS and geospatial workspaces, analytical centers, and scientific institutions
2. Scientific observation, interpretation, and professional interaction basics
3. Technical explanation and presentation of scientific concepts
4. Professional communication in multidisciplinary scientific environments
5. Listening, analytical interpretation, and response management in scientific discussions

Module 2: Scientific Documentation & Academic Communication **(5 Hours)**

1. Scientific report writing and documentation fundamentals
2. Research note preparation and technical communication
3. Professional email and scientific reporting standards
4. Vocabulary enhancement for scientific and analytical disciplines
5. Reading comprehension and interpretation of scientific content

Module 3: Internship Interview & Professional Readiness **(5 Hours)**

1. Internship interview communication for scientific and analytical sectors
2. Professional introduction and scientific identity building
3. Professional body language and presentation etiquette
4. Resume basics and academic profile development
5. Workplace communication standards in laboratories and research organizations

Course Outcomes (COs)

CO1: Demonstrate professional communication skills required for laboratories, research environments, analytical centers, and scientific institutions.

CO2: Apply scientific documentation, report writing, and structured communication techniques effectively in academic and professional settings.

CO3: Prepare for internships through interview communication, profile building, professional interaction, and scientific presentation skills.

Module 1: Data Interpretation & Analytical Evaluation (5 Hours)

1. Table-based and graphical data interpretation
2. Pie charts, bar graphs, and line graph analysis
3. Comparative analytical interpretation techniques
4. Data-driven analytical reasoning
5. Structured interpretation of operational datasets

Module 2: Analytical Reasoning & Data Sufficiency (5 Hours)

1. Data sufficiency interpretation methods
2. Logical evaluation and analytical deduction
3. Quantitative interpretation during analytical scenarios
4. Decision-making using structured analytical approaches
5. Problem-solving under operational conditions

Module 3: Domain-Based Problem Solving (5 Hours)

1. Analytical reasoning during discipline-oriented situations
2. Research-oriented interpretation methodologies
3. Structured operational problem-solving
4. Analytical adaptability during academic workflows
5. Strategic interpretation and effectiveness of aptitude

Course Outcomes (COs)

CO1: Demonstrate quantitative aptitude, analytical reasoning, and structured interpretation competencies effectively.

CO2: Apply logical reasoning, strategic problem-solving, and operational analytical techniques professionally.

CO3: Develop placement-oriented aptitude, executive analytical readiness, and industry-oriented reasoning competencies.

Semester 4 – Soft Skills and Aptitude IV **Course code – CLL252**
Contact hours – 30 hours

SOFT SKILLS

Module 1: Professional Presentation & Technical Communication **(5 Hours)**

1. Public speaking and scientific presentation techniques
2. Presentation structuring for technical and analytical subjects
3. Explaining scientific and mathematical concepts to interdisciplinary audiences
4. Group discussion and collaborative scientific communication
5. Professional interaction in research and analytical environments

Module 2: Ethics, Leadership & Scientific Team Dynamics **(5 Hours)**

1. Ethical practices in scientific research and analytical environments
2. Leadership and accountability in scientific workflows
3. Team coordination and multidisciplinary collaboration
4. Conflict handling and professional decision-making
5. Analytical reasoning and responsibility in scientific projects

Module 3: Internship Orientation & Workplace Preparedness **(5 Hours)**

1. Understanding internship expectations in scientific and industrial sectors
2. Professional behavior during laboratory and research internships
3. Workplace adaptability and project accountability
4. Communication with supervisors, scientific teams, and technical stakeholders
5. Professional discipline and reporting hierarchy in scientific organizations

Course Outcomes (COs)

CO1: Demonstrate presentation, interpersonal interaction, and technical communication skills with professional confidence.

CO2: Apply ethical decision-making, leadership qualities, teamwork, and responsible behaviour in scientific and analytical environments.

CO3: Develop internship readiness through workplace professionalism, communication ethics, adaptability, and professional accountability.

APTITUDE

Module 1: Advanced Quantitative Aptitude **(5 Hours)**

1. Probability and advanced arithmetic applications
2. Geometry, mensuration, and quantitative interpretation
3. Advanced analytical calculation techniques
4. Operational reasoning methodologies
5. Time-bound aptitude-solving approaches

Module 2: Critical Reasoning & Decision-Making **(5 Hours)**

1. Critical reasoning and analytical deduction
2. Puzzle-solving and structured analytical frameworks
3. Decision-making during complex scenarios
4. Logical evaluation and reasoning coordination
5. Strategic interpretation techniques

Module 3: Applied Analytical Leadership **(5 Hours)**

1. Analytical leadership during academic operations
2. Strategic problem-solving and adaptability
3. Collaborative reasoning and structured interaction
4. Operational effectiveness during multidisciplinary environments
5. Professional analytical resilience

Course Outcomes (COs)

CO1: Demonstrate quantitative aptitude, analytical reasoning, and structured interpretation competencies effectively.

CO2: Apply logical reasoning, strategic problem-solving, and operational analytical techniques professionally.

CO3: Develop placement-oriented aptitude, executive analytical readiness, and industry-oriented reasoning competencies.

Semester 5 – Soft Skills and Aptitude V **Course code – CLL351**
Contact hours – 30 hours

SOFT SKILLS

Module 1: Industry Readiness & Employability Skills **(5 Hours)**

1. Understanding scientific, environmental, geospatial, analytical, and research industry expectations
2. Workplace professionalism and adaptability in scientific sectors
3. Communication in multidisciplinary technical and research teams
4. Professional networking and stakeholder relationship management
5. Accountability and ownership in research and analytical projects
6. Career awareness in scientific and applied science industries

Module 2: Resume, SOP & Professional Branding **(5 Hours)**

1. Advanced resume and scientific portfolio development
2. SOP and academic profile writing
3. LinkedIn and professional profile optimization
4. Personal branding and professional communication image
5. Email etiquette for placements, internships, and research correspondence
6. Professional portfolio presentation and documentation

Module 3: Group Discussion & Workplace Communication **(5 Hours)**

1. Group discussion techniques for scientific and analytical industries
2. Meeting etiquette and professional interaction
3. Team communication effectiveness in research environments
4. Professional negotiation and stakeholder communication basics
5. Handling workplace pressure and project deadlines

Course Outcomes (COs)

CO1: Develop employability skills, workplace professionalism, and collaborative communication abilities aligned with scientific and analytical sectors.

CO2: Prepare professional resumes, SOPs, portfolios, and professional profiles for internships and placement opportunities.

CO3: Demonstrate group discussion, workplace communication, negotiation, and professional interaction skills effectively in organizational settings.

APTITUTE

Module 1: Placement Aptitude Preparation **(5 Hours)**

1. Placement-oriented aptitude-solving techniques
2. Analytical interpretation under assessment conditions
3. Structured reasoning during aptitude evaluations
4. Decision-making and workplace reasoning
5. Strategic aptitude performance enhancement

Module 2: Advanced Data & Analytical Interpretation **(5 Hours)**

1. Advanced data interpretation and analytical comparison
2. Statistical reasoning and operational evaluation
3. Analytical interpretation during professional scenarios
4. Structured quantitative communication techniques
5. Professional analytical effectiveness enhancement

Module 3: Professional Problem Solving & Operational Reasoning **(5 Hours)**

1. Operational problem-solving methodologies
2. Strategic adaptability and analytical resilience
3. Collaborative reasoning during institutional operations
4. Professional accountability in multidisciplinary environments
5. Analytical interaction and structured evaluation

Course Outcomes (COs)

CO1: Demonstrate quantitative aptitude, analytical reasoning, and structured interpretation competencies effectively.

CO2: Apply logical reasoning, strategic problem-solving, and operational analytical techniques professionally.

CO3: Develop placement-oriented aptitude, executive analytical readiness, and industry-oriented reasoning competencies.

Semester 6 – Soft Skills and Aptitude VI **Course code – CLL451**
Contact hours – 30 hours

SOFT SKILLS

Module 1: Interview Skills & Placement Communication **(5 Hours)**

1. HR interview preparation for scientific and technical industries
2. Technical and non-technical interview communication
3. Confidence building and executive presence
4. Corporate communication standards in research and industrial organizations
5. Handling difficult interviews and technical interaction scenarios
6. Professional adaptability and career planning

Module 2: Advanced Workplace Communication **(5 Hours)**

1. Corporate communication etiquette in scientific and industrial environments
2. Professional presentations and analytical reporting
3. Workplace conflict management in technical teams
4. Strategic communication and collaborative coordination
5. Communication under research and workplace pressure
6. Professional decision-making in scientific workflows

Module 3: Career Transition & Professional Sustainability **(5 Hours)**

1. Transition from student to scientific professional
2. Workplace ethics and professional responsibilities
3. Professional resilience and adaptability in dynamic scientific environments
4. Long-term career planning in applied science sectors
5. Professional networking and relationship management

Course Outcomes (COs)

CO1: Demonstrate interview preparedness, professional confidence, executive presence, and corporate communication skills for placement opportunities.

CO2: Apply advanced workplace communication, presentation, conflict management, collaboration, and professional decision-making skills effectively.

CO3: Develop career adaptability, workplace resilience, ethical professionalism, and lifelong learning orientation for sustainable professional growth.

APTITUDE

Module 1: Executive Quantitative & Logical Aptitude **(5 Hours)**

1. Executive-level quantitative reasoning
2. Advanced logical interpretation techniques
3. Strategic operational reasoning approaches
4. Professional analytical evaluation under pressure situations
5. Advanced aptitude-solving methodologies

Module 2: Leadership Aptitude & Strategic Decision-Making **(5 Hours)**

1. Leadership-oriented analytical reasoning
2. Strategic decision-making and analytical coordination
3. Problem-solving during organizational operations
4. Operational adaptability and analytical effectiveness
5. Professional resilience during complex environments

Module 3: Advanced Professional Analytical Competencies **(5 Hours)**

1. Advanced reasoning during professional scenarios
2. Strategic aptitude communication techniques
3. Analytical coordination during multidisciplinary operations
4. Structured interpretation during executive evaluations
5. Professional readiness for placement-oriented assessments

Course Outcomes (COs)

CO1: Demonstrate quantitative aptitude, analytical reasoning, and structured interpretation competencies effectively.

CO2: Apply logical reasoning, strategic problem-solving, and operational analytical techniques professionally.

CO3: Develop placement-oriented aptitude, executive analytical readiness, and industry-oriented reasoning competencies.

Semester 7 – Soft Skills and Aptitude VII **Course code – CLL352**
Contact hours – 30 hours

SOFT SKILLS

Module 1: Advanced Professional Communication & Placement Readiness **(5 Hours)**

1. Strategic communication for scientific recruitment processes
2. Advanced professional networking and stakeholder communication
3. Executive communication and workplace professionalism
4. Professional adaptability in evolving scientific industries
5. Personal branding and scientific professional identity

Module 2: Innovation, Analytical Thinking & Industry Case Evaluation **(5 Hours)**

1. Research-oriented problem-solving methodologies
2. Strategic thinking and innovation management
3. Industry case-study evaluation and analytical interpretation
4. Scientific decision-making and solution development
5. Professional reporting and technical presentation techniques

Module 3: Leadership Readiness & Career Sustainability **(5 Hours)**

1. Leadership communication in scientific organizations
2. Managing multidisciplinary technical collaborations
3. Professional accountability and ethical decision-making
4. Long-term career sustainability and professional development
5. Continuous learning and technical upskilling approaches

Course Outcomes (COs)

CO1: Demonstrate advanced professional communication and placement readiness skills for scientific and analytical industries.

CO2: Apply innovation, analytical thinking, and strategic decision-making techniques in professional contexts.

CO3: Develop leadership readiness, ethical professionalism, and long-term career sustainability competencies.

APTITUDE

Module 1: Industry-Oriented Analytical Aptitude **(5 Hours)**

1. Integrated aptitude-solving during placement simulations
2. Advanced analytical interpretation and structured evaluation
3. Strategic problem-solving during operational scenarios
4. Decision-making during multidisciplinary environments
5. Executive analytical effectiveness techniques

Module 2: Advanced Placement Readiness & Competitive Reasoning **(5 Hours)**

1. Mock aptitude assessments and analytical diagnostics
2. Professional reasoning under competitive conditions
3. Strategic aptitude coordination during assessments
4. Operational interpretation and workplace reasoning
5. Advanced analytical adaptability and resilience

Module 3: Career Sustainability & Executive Analytical Leadership **(5 Hours)**

1. Long-term professional analytical growth
2. Strategic reasoning during organizational transformation
3. Professional adaptability in evolving industry ecosystems
4. Executive-level aptitude and leadership readiness
5. Industry-oriented analytical sustainability approaches

Course Outcomes (COs)

CO1: Demonstrate quantitative aptitude, analytical reasoning, and structured interpretation competencies effectively.

CO2: Apply logical reasoning, strategic problem-solving, and operational analytical techniques professionally.

CO3: Develop placement-oriented aptitude, executive analytical readiness, and industry-oriented reasoning competencies.

1

Course Code: GEN101
Course Name: AI for Everyone
Credit: 2
Total Duration: 30 Hours
Course Description
This course introduces undergraduate students to the foundational concepts, evolution, and contemporary applications of Artificial Intelligence (AI) and Generative AI. The course is designed for learners from diverse academic backgrounds and emphasizes conceptual understanding, practical engagement, ethical awareness, and interdisciplinary applications of AI technologies. Students will explore the development of AI systems, the emergence of generative AI tools, ethical and societal concerns, and the transformative role of AI across education, media, business, humanities, and creative industries.
Course Objectives
By the end of the course, students will be able to:
CO1: Understand the historical evolution, fundamental concepts, and applications of Artificial Intelligence and Generative AI.
CO2: Analyze ethical, social, cultural, and legal implications associated with AI technologies and digital systems.
CO3: Use generative AI platforms responsibly for research, communication, creativity, and productivity.
CO4: Develop critical awareness regarding data privacy, algorithmic bias, misinformation, AI governance, and responsible AI practices.
CO5: Apply AI-assisted tools in academic and professional contexts through practical exercises.
Unit-wise Syllabus
Unit 1: Introduction to Artificial Intelligence 5 Hours
Definition and Scope of Artificial Intelligence; History and Evolution of AI; Types of AI: Narrow AI, General AI, Super AI; AI vs Human Intelligence; Key Concepts: Neural Networks, Natural Language Processing, Computer Vision; Understanding Bigdata; Applications of AI in Everyday Life
Unit 2: Introduction to Generative AI 7 Hours
Meaning and Concepts of Generative AI; Difference between AI and Generative AI; Working Principles of Generative AI; Large Language Models (LLMs) and AI Training; Text Generation, Image Generation, Audio and Video Generation; AI Content Creation and Creativity; Opportunities and Challenges of Generative AI 2

Unit 3: Ethics, Data & Society 6 Hours
AI Ethics and Responsible AI; Data Privacy and Surveillance; Algorithmic Bias and Discrimination; Misinformation and Fake Content; Intellectual Property and Copyright Issues; Responsible Use of Generative AI
Unit 4: AI for Non-STEM Domains 5 Hours
AI in Education and E-Learning; AI in Marketing, and Advertising; AI in Arts, Literature, Music, and Design; AI in Film, Animation, and Content Creation
Unit 5: Handling Different AI Platforms 7 Hours
Introduction to Generative AI Platforms (ChatGPT, Claude, Gemini), Introduction to Coding, Prompt Engineering Fundamentals, Writing Effective Prompts, AI for Ideation, AI for Script Writing and Creative Content, AI for Image, Video, and Audio Generation, Limitations of Generative AI

Evaluation Scheme

Internal Assessment	Mid-Semester	**20**
Attendance	**05**	
Presentation	**10**	
Project Work	**15**	
End Semester Assessment	Final Examination	**50**
Total Marks	**100**	

	CLL Foreign Language German UG Semester 1	L	T	P	C
Version 1.0	**Contact Hours - 30**	2	0	0	2
Course Codes	AEC108 (2 credits), CLL11202 (2 credits), CLL11202N (Non-Credit)				
Pre-requisites/Exposure	-				
Co-requisites	-				
Academic Year	2026-2027				

Programme Educational Objectives (PEO)

The German Programme aims to equip students with fundamental linguistic, cultural and communicative competencies for practical applications. The educational objectives are:

PEO1 – Develop foundational skills in speaking, reading, writing, and listening, enabling effective communication in German
PEO2 – Gain insight into German cultural practices, traditions and social etiquette
PEO3 – Acquire the ability to use German in real-life contexts, such as introducing oneself, in restaurant interactions, in supermarkets, in commuting and in formal writing
PEO4 – Develop competence in German grammar, understanding articles, pronouns, conjunctions, verb conjugations and sentence structures

Course Description

This beginner-friendly first-semester course is designed to introduce students to the fundamentals of German while immersing them in the rich cultural and linguistic landscape of German-speaking countries. This course will lay a strong foundation for communication, comprehension and cultural knowledge. Through interactive lessons, pronunciation drills, vocabulary-building exercises and cultural insights, students will gain the confidence to speak, listen and understand the basics of German in everyday scenarios.

Course Content

Module 1: Introduction [2 hours]

- Overview of the Indo-European Family of Languages
- Concept of Germanic, Romance and Slavic Languages
- European Countries where German is spoken:
  Germany, Austria, Switzerland, Luxembourg, Lichtenstein et. al.
- Variation of German accents across Germany, Austria and Switzerland
  Hochdeutsch, Österreichisches Deutsch and Schweizerdeutsch

Module 2: The German Alphabet [2 hours]

- Letter by Letter – Building Blocks of a New Language
  - A Fun Intro to German Letters
- The four special German characters – ä, ö, ü, ß and their significance
  Activity: Pronounce the Letters shown

Module 3: Pronunciation Rules (From Bahnhof to Brötchen – Speaking Like a Local) [8 hours]

- Rules for Vowels: a, o, e
- Rules for Special characters: ä, ö, ü
- Rules for Diphthongs: ie, ei, ai, au, aü, eu
- Rules for Consonants: b/d/g, h, j, r, s, v, y, z
- Rules for Consonant Clusters: ch, sch, tsch, chs, sp/st, pf, ck, tz, ng
- Rule for ig
  Activities: Pronouncing unknown German words from a Word Montage
  Reading elementary, unknown German texts with correct pronunciation

Module 4: German Numbers [3 hours]

- High-Five to German!
  - The eins, zwei, drei of German Numbers: counting from 1 to 100
- Ordinal Numbers
  Activity: Listening Exercises on Numbers

Module 5: Reading the Clock like a Native German – Tick-Tock auf Deutsch [3 hours]

Wie spät ist es? /Wie viel Uhr ist es?

- Formal Time
- Informal Time
  Activity: Telling the time by looking at pictures of clocks

Module 6: Grammar - Mission: Grammatik Possible [2 hours]

- Definite and Indefinite Articles in the Nominativ Case
- Personal Pronouns in the Nominativ
  Activities: Students become Grammar Detectives and solve the Case by adding
  der/die/das in front of Nouns shown on Flashcards
  Students identify themselves and others by using Personal Pronouns

Module 7: Speaking German – Basic German Greetings and Expressions: [3 hours]

- Hallo or Guten Tag?
  Navigating the Art of First Impressions - Mastering German Greetings
- From Tschüss to Bis Bald! – Saying Goodbye
  Farewell in German
- Wie Geht's? – How are you?
  Conversational Starters
- Danke, Bitte, Entschuldigung – The Magic Words You'll Use Every Day
  Essential German Politeness
- Ja, Nein, Vielleicht – Yes, No, Perhaps
  Common Responses & Reactions
- Jawohl! Ach So! – Expressions That Make You Sound Like a Local
  Authentic German Exclamations
  Activity: Role Play - Students exchange greetings

Module 8: German Culture [3 hours]

- Why Germans Love Punctuality – And How to Never Be 'Zu Spät!' Again!
  (Understanding Social Etiquette)
- Dining Etiquette: How to say "Guten Appetit!" and "Prost!" correctly
- The 'Feierabend' Philosophy – How Germans Unwind After Work
  Work-Life Balance & Leisure Culture
- "Kuchen und Kaffee" – What Germans eat and drink
  Traditional German Food and Everyday Eating Habits
- Karneval , Oktoberfest, Ostern, Christmas Markets & Silvester
  German Festivals and Seasonal Events

Module 9: Elementary Vocabulary [4 hours]

- From Montag Blues to Winter Views
  - Weekdays, Months and Seasons in German
- Schwarz, Weiss & everything in between – A Colourful Dive into German!
  - Making colours fun
- From Oma to Onkel – Who's Who in the Family Tree?
  -Navigating Family Vocabulary

- From Küche to Keller – A Tour of Your House in German
  -Essential Home Vocabulary
- Hop On, Hop Off – Mastering German Transport Without Missing Your Bus
  - Understanding Transport Terms
  Activities: Audio Comprehensions
  Identification of Objects from Pictures shown

Course Outcomes (CO):

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

CO1 - Understand the historical and linguistic background of German within the Indo-European language family
CO2 - Master basic pronunciation rules and apply them to pronounce German words
CO3 - Learn to count and tell time in German
CO4 - Develop a foundation in elementary German grammar, in articles and personal pronouns
CO5 – Learn basic German greetings and expressions and practice speaking
CO6 - Gain insights into German cultural norms, traditions and etiquette, helping them blend into native conversations
CO7 - Build essential vocabulary for greetings, family, colours, transport and daily interactions

Programme Outcomes (PO):

Upon successful completion of this two-semester programme, students will develop the following competencies:

PO1 - Know about the origin of the German language vis-à-vis other European languages
PO2 - Develop German pronunciation skills
PO3 - Learn to count and tell time in German
PO4 - Understand and apply elementary German Grammar
PO5 - Speak in basic German
PO6 - Demonstrate familiarity with German culture
PO7 - Fill up Forms in German and write short German sentences and messages
PO8 - Gain knowledge of basic German vocabulary and answer questions based on unseen German texts

Programme Specific Outcomes (PSO):

PSO1 – Learn about German as a Germanic language and its place in the Indo-European School of Languages
PSO2 – Recognize German diphthongs, consonant clusters, sounds and phonetic patterns for accurate pronunciation.
PSO3 – Understand formal and informal time and cardinal and ordinal numbers in German
PSO4 – Grasp key grammatical concepts involving main verbs, modal verbs, conjunctions

and articles and personal pronouns as subjects

PSO5 – Speak and respond confidently in daily communication scenarios and understand and apply common greetings, expressions and conversational starters

PSO6 – Get acquainted with aspects of German culture, like food and dining etiquette, punctuality, festivals, media, football craze and cars

PSO7 – Fill up forms in German by providing personal information and communicate in German through short e-mails and messages and use conventional German salutations and valedictions

PSO8 – Acquire knowledge of vocabulary related to areas like colours, family, home, clothes, transport, cities, weather and parts of the body and read simple, unseen German texts and answer questions based on these texts

Correlation Matrix between CO and PO and CO and PSO:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO1	3								3							
CO2		3	2	2	2	2	2	2	2	3	2	2	2	2	2	2
CO3			3								3					
CO4				3	3		3	3				3	3		3	3
CO5					3	2	1						3	2	1	
CO6						3		2						3		2
CO7			1		2	2	3	3			1		2	2	3	3

Degree of Correlation: 1 – low, 2 – medium, 3 – high

	CLL Foreign Language German UG Semester 2	L	T	P	C
Version 1.0	**Contact Hours - 30**	2	0	0	2
Course Codes	AEC111 (2 credits), CLL11205 (2 credits), CLL11205N (Non-Credit)				
Pre-requisites/Exposure	-				
Co-requisites	-				
Academic Year	2026-2027				

Programme Educational Objectives (PEO)

The German Programme aims to equip students with fundamental linguistic, cultural and communicative competencies for practical applications. The educational objectives are:

PEO1 – Develop foundational skills in speaking, reading, writing, and listening, enabling effective communication in German

PEO2 – Gain insight into German cultural practices, traditions and social etiquette

PEO3 – Acquire the ability to use German in real-life contexts, such as introducing oneself, in restaurant interactions, in supermarkets, in commuting and in formal writing

PEO4 – Develop competence in German grammar, understanding articles, pronouns, conjunctions, verb conjugations and sentence structures

Course Description

The Second Semester of the German Language Course is designed to equip students with fundamental grammar, vocabulary, conversational skills and cultural insights essential for effective communication. Students will gain practical exposure to real-life scenarios, including introductions, ordering food, shopping and navigating public transport. Through structured activities such as role-playing, writing exercises and interactive simulations, learners will develop confidence in expressing themselves in German while understanding key aspects of German culture.

Course Content

Module 1: Grammar - Mission: Grammatik Possible [10 hours]

- Everyday Verbs in the Present Tense
  Verbs of type: kaufen / antworten / fahren / essen / geben / lesen / haben / sein and similar verbs
- The Power of German Modal Verbs - From “Ich kann nicht!” to “Ich muss doch!”
  Modal Verbs: sollen / wollen / können / dürfen / mögen / müssen / möchten
- Hast du eine Frage?—Frame questions using Verbs
- Coordinate Conjunctions: und / oder / aber / sondern / denn
  Activity: Formulating and Answering Questions based on Words given in Cue Cards
  Exercise: Quizzes and Worksheets

Module 2: Speaking German – Real Life Scenarios in Germany: [8 hours]

- The Art of Introducing Yourself in German - "Ich heiße... und du?”
  Speaking Topics: Personal / Family / Studies / Food / Hobbies and Spare Time
  Activity: Pair Work -
  Students pair up for casual dialogues and switch partners every 3 minutes
- Essential Ordering Phrases in a German Restaurant
  " Von Schnitzel bis Erdbeerkuchen mit Sahne”
  Activity: Restaurant Simulation -
  Students practice ordering different items using a mock menu
- Lost in the Aisles? Navigating a German Supermarkt Without Panic
  Shopping Conversations: Prices, Discounts, Preferences
  Activity: Simulated Shopping - "Customer and Store Attendant / Cashier" practice
- Asking for Directions and using Public Transport
  Navigating bus stops and train stations
  Buying tickets and asking about timetables
  Activity: Role Play -
  Students ask for directions to famous places in Germany
  Students buy train tickets at a railway station

Module 3: German Culture [3 hours]

- Mastering German Greetings on Occasions and Holidays:
  Alles Gute!
  Gesundheit!
  Herzlichen Glückwunsch zum Geburtstag! / zur Hochzeit!
  Alles Gute zum Jahrestag!
  Viel Glück für die Zukunft!
  Frohe / Fröhliche Weihnachten!
  Frohes neues Jahr! / Prosit Neujahr! / Guten Rutsch ins neue Jahr!
  Frohe Ostern!
- German Media: Brief Overview
  Newspapers – Die Zeit / Frankfurter Allgemeine / Süddeutsche Zeitung / Bild
  Magazines: Spiegel / Stern / Focus / Kicker
  Television: Deutsche Welle (DW) / ZDF / ARD / RTL
  Popular talk shows (Markus Lanz, Anne Will)
- Tor! German Football: Snapshot
  Bundesliga – The top-tier football league
  German Football Clubs – FC Bayern München, Borussia Dortmund, RB Leipzig, Bayer 04 Leverkusen
- German Car Industry: Brief Overview
  Brands – Mercedes Benz, Audi, BMW, Volkswagen, Porsche

Module 4: Elementary Vocabulary **[4 hours]**

- Surviving in a German City Without Getting Lost
  Urban Vocabulary for Everyday Use: From Bahnhof to Brücke
- Dressing the German Way
  Essential Clothing Vocabulary: From Mantel to Mütze
- Talking About the Weather Like a True German
  Mastering Weather Terms: Regen oder Schnee?
- Learning about parts of the body without losing your head
  Requisite Vocabulary for Anatomy: Von Kopf bis Fuß
- Activities: Audio Comprehensions
  Identification of Objects from Pictures shown

Module 5: Writing Skills **[3 hours]**

- Filling out a form with detailed personal information in German
  - Vorname, Nachname, Alter…..
- Writing 20-25 word brief e-mails or messages on instant messaging apps
  Formal e-mails -
  Greetings and Salutations: Sehr geehrte / Sehr geehrter
  Valedictory Address: Mit freundlichen Grüßen / Mit freundlichem Gruß
  Informal e-mails -
  Greetings and Salutations: Hallo / Liebe / Lieber

Valedictory Address: Tschüss / Bis bald!

Exercise: Students write short emails / messages based on given scenarios like requesting for, fixing up or cancelling an appointment, inviting someone to a birthday party or accepting / declining such an invitation, then peer-review each other's work

Module 6: Reading Ability: Unseen Comprehension [2 hours]

Activity: Students will read short and simple unseen texts and answer questions based on these texts
Comprehension Gym – a workout for the brain, lifting sentences instead of weights.

Course Outcomes (CO):

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

CO1 - Use essential verbs, modal verbs and conjunctions to form sentences and questions
CO2 - Introduce themselves, express personal preferences and participate in casual dialogues
CO3 - Order food, handle shopping interactions and ask for directions in German
CO4 - Learn common German greetings, football culture and about German media and German car brands
CO5 - Recognize essential words for urban navigation, clothing, weather and parts of the body
CO6 – Fill out forms in German and compose short messages and emails, using appropriate salutations and valedictions
CO7 – Read simple, unseen German texts and answer questions

Programme Outcomes (PO):

Upon successful completion of this two-semester programme, students will develop the following competencies:

PO1 - Know about the origin of the German language vis-à-vis other European languages
PO2 - Develop German pronunciation skills
PO3 - Learn to count and tell time in German
PO4 - Understand and apply elementary German Grammar
PO5 - Speak in basic German
PO6 - Demonstrate familiarity with German culture
PO7 - Fill up Forms in German and write short German sentences and messages
PO8 - Gain knowledge of basic German vocabulary and answer questions based on unseen German texts

Programme Specific Outcomes (PSO):

PSO1 – Learn about German as a Germanic language and its place in the Indo-European School of Languages
PSO2 – Recognize German diphthongs, consonant clusters, sounds and phonetic patterns for accurate pronunciation
PSO3 – Understand formal and informal time and cardinal numbers in German
PSO4 – Grasp key grammatical concepts involving main verbs, modal verbs, conjunctions

and articles and personal pronouns as subjects

PSO5 – Speak and respond confidently in daily communication scenarios and understand and apply common greetings, expressions and conversational starters

PSO6 – Get acquainted with aspects of German culture, like food and dining etiquette, punctuality, festivals, media, football craze and cars

PSO7 – Fill up forms in German by providing personal information and communicate in German through short e-mails and messages and use conventional German salutations and valedictions

PSO8 – Acquire knowledge of vocabulary related to areas like colours, family, home, clothes, transport, cities, weather and parts of the body and read simple, unseen German texts and answer questions based on these texts

Correlation Matrix between CO and PO and CO and PSO:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO1				3	3		3	2				3	3		3	2
CO2		2		3	3			2		2		3	3			2
CO3		2		3	3			1		2		3	3			1
CO4		2			1	3				2			1	3		
CO5					2	1	2	3					2	1	2	3
CO6		1		2	1		3	2		1		2	1		3	2
C07		1		3				3		1		3				3

Degree of Correlation: 1 – low, 2 – medium, 3 – high

	CLL Foreign Language Spanish UG Semester 1	L	T	P	C
Version 1.0	**Contact Hours - 30**	2	0	0	2
Course Codes	AEC109 (2 credits), CLL11203 (2 credits), CLL11203N (Non-Credit)				
Pre-requisites/Exposure	-				
Co-requisites	-				
Academic Year	2026-2027				

Programme Educational Objectives (PEO)

The Spanish Programme aims to equip students with fundamental linguistic, cultural and communicative competencies for practical applications. The educational objectives are:

PEO1 – Equip students with the ability to communicate effectively in basic spoken and written Spanish in familiar contexts

PEO2 – Provide a strong foundation in Spanish grammar, vocabulary and pronunciation

PEO3 – Develop cross-cultural awareness and appreciation of Hispanic cultures and global diversity

PEO4 – Enable students to engage in real-life situations using Spanish through listening, speaking, reading and writing practice

Course Description

This first-semester course offers a lively introduction to the Spanish language. Beginning with the Spanish alphabet and fundamental pronunciation, students will explore practical expressions used in greetings, introductions and everyday conversations. With a blend of situational vocabulary and grammar, learners will acquire useful words related to daily life—covering topics such as food, travel, time and the classroom. Simultaneously, students will master basic grammar concepts including verb conjugation, personal pronouns and articles.

Course Content

Module 1: Introduction [2 hours]

- Overview of the Indo-European Family of Languages
- Concept of Germanic, Romance and Slavic Languages
- Countries where Spanish is spoken: Spain, Latin America (Mexico, Colombia, Argentina, Peru, Chile) and others
- Spanish Colonies: Territories formerly controlled by Spain in Latin America, Asia and Africa
- Español vis-à-vis Catalán and Euskera

Module 2: From A to Ñ –A Flamenco of Spanish Letters and Sounds [4 hours]

- Alphabet and Pronunciation
- Understanding special alphabets like ll and ch
- Key consonant sounds: h (silent), j, r/rr, c (before e/i), g (before e/i), ñ
  Activity: Reading short Spanish texts with correct pronunciation

Module 3: Uno, Dos, Cha-Cha-Cha! – Dancing with Spanish Numbers [3 hours]

- Counting from 1 to 100
- Basic arithmetic expressions like mas y menos
  Activity on numbers: (saying phone numbers and age)

Module 4: Tick-Tock en Español – ¿Qué hora es? [3 hours]

- Telling time
- Reading clocks and expressing dates
- Days, months and seasons
  Activity**:** Identify time using images of clocks, telling date of birth and favourite seasons.

Module 5: Grammar Fiesta [8 hours]

- Regular verb conjugations in the present tense (ar, er, ir)
- Verb "ser" and nationalities
- Verb "estar" and location
- Personal Pronouns

- Articles (Definite / Indefinite)

Module 6: Saludos y Despedidas – The art of first impressions [3 hours]

- Hola, buenos días, buenas tardes, buenas noches
- Farewell expressions: Adiós, hasta luego, nos vemos
- Introducing yourself: name, nationality, profession
- Introductions: Me llamo…, soy de…, estudio
  Activity**:** Rotating Pair Dialogues (Switch Partners every 3 minutes)

Module 7: Hispanic Culture [3 hours]

- Spanish and Latin American food culture: Paella, Tapas, Mate, Tortillas, Empanadas
- Everyday lifestyle: Siesta, Meal Schedules (Comida, Tapas, Meriendas, Sobremesa), "Mi casa es tu casa"
- Major festivals: La Tomatina (Buñol), Día de los Muertos, San Fermín (Pamplona), La Feria de Abril (Seville), Fallas de Valencia, La Mercè (Barcelona)

Module 8: From Taco to Techo: Everyday Spanish Words you'll use: [4 hours]

- Colours and Shapes
- Food and Drinks
- Travel and Directions
- Classroom and University
  Activity**:** Audio Comprehensions

Course Outcomes (CO):

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

CO1 - Understand the historical and linguistic background of Spanish within the Indo-European language family
CO2 - Master the Spanish alphabet and build a foundation in pronunciation
CO3 - Count in Spanish, tell time and express dates, days, months and seasons
CO4 - Demonstrate understanding of elementary grammar, including personal pronouns, articles and present tense conjugation of regular and essential irregular verbs
CO5 - Use basic expressions to greet others and introduce themselves
CO6 - Gain insights into Spanish cultural norms, traditions and etiquette, helping them blend into native conversations
CO7 - Identify and use common vocabulary related to colours, food, directions and classroom settings to support communication in relevant contexts

Programme Outcomes (PO):

Upon successful completion of this two-semester programme, students will develop the following competencies:

PO1 – Know about the origin and global spread of the Spanish language across continents
PO2 – Develop accurate Spanish pronunciation skills
PO3 – Learn to count and tell time in Spanish
PO4 – Understand and apply elementary Spanish grammar
PO5 – Speak in basic Spanish in everyday situations
PO6 – Demonstrate familiarity with Spanish and Latin American cultures
PO7 – Write short Spanish sentences and messages
PO8 – Gain knowledge of basic Spanish vocabulary across everyday themes

Programme Specific Outcomes (PSO):

PSO1 – Learn about Spanish as a Romance language and its place in the Indo-European School of Languages
PSO2 – Recognize Spanish vowel sounds, diphthongs, consonant combinations and phonetic patterns for accurate pronunciation
PSO3 – Understand formal and informal time, numbers and basic quantifiers in Spanish
PSO4 – Grasp key grammatical concepts involving regular and irregular verbs, modal verbs, conjunctions, articles, personal pronouns, reflexive verbs and object pronouns
PSO5 – Speak and respond confidently in everyday communication scenarios using greetings, expressions and conversational starters
PSO6 – Get acquainted with Hispanic cultural elements such as food habits, dining etiquette, festivals, media, football culture and traditions across Spain & Latin America
PSO7 – Communicate in Spanish through short emails and messages using conventional Spanish salutations and valediction. Fill up forms in Spanish.
PSO8 – Acquire vocabulary related to areas such as colours and shapes, food and drinks, travel and direction, classroom and university, family members, navigating a city, clothing and accessories, expressions related to weather weather and parts of the body

Correlation Matrix between CO and PO and CO and PSO:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO1	3								3							
CO2		3	2	2	2	2	2	2	2	3	2	2	2	2	2	2
CO3			3		1		1				3		1		1	
CO4				3	3		3					3	3		3	
CO5					3	2	1						3	2	1	
CO6					2	3		1					2	3		1
CO7					2	2	3	3					2	2	3	3

Degree of Correlation: 1 – low, 2 – medium, 3 – high

	CLL Foreign Language Spanish UG Semester 2	L	T	P	C
Version 1.0	**Contact Hours - 30**	2	0	0	2
Course Codes	AEC112 (2 credits), CLL11206 (2 credits),				

	CLL11206N (Non-Credit)
Pre-requisites/Exposure	-
Co-requisites	-
Academic Year	2026-2027

Programme Educational Objectives (PEO)

The Spanish Programme aims to equip learners with essential linguistic, cultural and communicative abilities for practical everyday use.

PEO1 – Develop foundational speaking, reading, writing and listening skills for effective communication in Spanish
PEO2 – Understand key aspects of Hispanic cultures, traditions and social behaviour
PEO3 – Use Spanish confidently in real-life contexts such as introductions, shopping, directions and restaurant conversations
PEO4 – Build accuracy in Spanish grammar: verbs, pronouns, articles, possessives, reflexives and everyday sentence structures

Course Description

The Second Semester of the Spanish Language Course enhances students' linguistic competence by introducing practical grammar, thematic vocabulary and conversational fluency. Learners engage with real-life scenarios such as dining in a restaurant, shopping, asking for directions and describing daily routines. Through pair-work, simulations, audio–visual inputs and presentations, students build confidence in expressing themselves effectively in Spanish. Cultural elements from Spain and Latin America—festivals, food, media and traditions—are woven into classroom activities to enrich intercultural understanding.

Course Content

Module 1: Grammar - Misión: Gramática Posible [10 hours]

- Everyday Spanish Verbs in the Present Tense:
  - Verbs like hablar, vivir, comer, escribir, comprar
  - Irregular Verbs: ser, estar, tener, ir, hacer, poner, decir
  - Stem - changing Verbs: pensar, pedir, poder, jugar
  - Reflexive Verbs with reflexive pronoun: levantarse, ducharse, ponerse, vestirse, acostarse
  - Vocabulary: Routines
- Conjunctions:
  y / o / pero / porque / aunque
- Introduction to indirect object pronouns: me, te, le, nos, os, les
- Structure of gustar: me gusta / me gustan / te gusta / le gusta
- Using emphasis: A mí me gusta…, A ella le gusta…

Activities: Grammar Quizzes, Gap-fill Worksheets, Verb conjugation challenges

Module 2: Speaking Spanish – Real Life Situations in the Hispanic World: [10 hours]

- Talking about likes and preferences for food, hobbies, people, activities
  Activities: Pair conversation: "¿Qué te gusta hacer?"
  Students create 5 sentences about their likes/dislikes or quick class survey using gustar (food, sports, music)

- Shopping Without Panic – Spanish Markets
  Useful phrases: ¿Cuánto cuesta?, ¿Tiene otra …..(talla)?, Busco…
  Numbers from 100 - 1000
  Activity: Market Roleplay – "Cliente y dependiente"

- Public Transport & Asking for Basic Directions
  Phrases for bus stops, metro stations and travel
  Expresiones: ¿Dónde está…?, ¿Cómo llego a…?
  Activities: Role Play – Asking for directions to famous cities/landmarks
  Buying tickets at a metro station

Module 3: Spanish Culture [3 hours]

- Mastering Greetings for Festivals & Social Occasions:
  ¡Feliz cumpleaños! / ¡Buena suerte! / ¡Felices fiestas! / ¡Feliz Año Nuevo!

- Spanish & Latin American Media:
  Newspapers: El País, La Vanguardia
  TV/Channels: RTVE, Univisión, Telemundo
  Popular Spanish podcasts

- Football Fever – A Spanish Passion
  La Liga Overview
  Famous Clubs: FC Barcelona, Real Madrid, Atlético de Madrid

Module 4: Writing Skills and Form Filling in Spanish [3 hours]

- Essential form vocabulary:
  nombre, apellido, dirección, fecha de nacimiento, correo electrónico, número de teléfono, firma
  Activity: Fill a brief personal information form or complete a short hotel/registration form based on a given scenario.
- Writing short (20–25 word) E-mails or messages
  Informal: Greetings- Hola / Querido / Querida and Closings- Un abrazo / Nos vemos pronto
  Activity: Students write a short message or email based on a given scenario

Module 5: Elementary Vocabulary [4 hours]

- Family Members: padre, madre, hijo, hija, Hermano, hermana, primo, prima, tio, tia, abuelo, Abuela etc.
- Navigating a City: aeropuerto, estación, calle, farmacia, banco etc.
- Clothing & Accessories: camisa, camiseta, pantalón o pantalones, falda, zapatos, gorro etc.
- Weather Expressions: hace frío, hace sol, hace Viento etc.
- Parts of the Body: cabeza, pierna, corazón, ojo, oreja, mano etc.
  Activity: Audio Comprehension

Course Outcomes (CO):

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

CO1 – Use essential Spanish regular verbs, irregular verbs, conjunctions and indirect object pronouns to form meaningful sentences.

CO2 – Introduce themselves, express personal preferences (including gustar) and participate in casual dialogues and use numbers from 100 – 1000.

CO3 – Order food, handle shopping interactions and ask for directions in Spanish.

CO4 – Learn common Spanish greetings and gain insight into Hispanic festivals, football culture and Spanish/Latin American media.

CO5 – Compose short messages or emails using appropriate Spanish salutations, understand and formulate dialogues and fillup forms in Spanish.

CO6 – Recognize essential Spanish vocabulary related to family members, city navigation, clothing, weather and parts of the body

Programme Outcomes (PO):

Upon successful completion of this two-semester programme, students will develop the following competencies:

PO1 – Know about the origin and global spread of the Spanish language across continents

PO2 – Develop accurate Spanish pronunciation skills

PO3 – Learn to count and tell time in Spanish

PO4 – Understand and apply elementary Spanish grammar

PO5 – Speak in basic Spanish in everyday situations

PO6 – Demonstrate familiarity with Spanish and Latin American cultures

PO7 – Write short Spanish sentences and messages

PO8 – Gain knowledge of basic Spanish vocabulary across everyday themes

Programme Specific Outcomes (PSO):

PSO1 – Learn about Spanish as a Romance language and its place in the Indo-European School of Languages

PSO2 – Recognize Spanish vowel sounds, diphthongs, consonant combinations and phonetic patterns for accurate pronunciation

PSO3 – Understand formal and informal time, numbers and basic quantifiers in Spanish

PSO4 – Grasp key grammatical concepts involving regular and irregular verbs, modal verbs, conjunctions, articles, personal pronouns, reflexive verbs and object pronouns

PSO5 – Speak and respond confidently in everyday communication scenarios using greetings, expressions and conversational starters

PSO6 – Get acquainted with Hispanic cultural elements such as food habits, dining etiquette, festivals, media, football culture and traditions across Spain & Latin America

PSO7 – Communicate in Spanish through short emails and messages using conventional Spanish salutations and valediction. Fill up forms in Spanish.

PSO8 – Acquire vocabulary related to areas such as colours and shapes, food and drinks, travel and direction, classroom and university, family members, navigating a city, clothing and accessories, expressions related to weather weather and parts of the body

Correlation Matrix between CO and PO and CO and PSO:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO1				3	3		3					3	3		3	
CO2		2	3	2	2					2	3	2	2			
CO3		2		3	3					2		3	3			
CO4				2	1	3						2	1	3		
CO5				2			3	2				2			3	2
CO6		2			2		2	3		2			2		2	3

Degree of Correlation: 1 – low, 2 – medium, 3 – high

	CLL Foreign Language French UG Semester 1	L	T	P	C
Version 1.0	**Contact Hours - 30**	2	0	0	2
Course Codes	AEC107 (2 credits), CLL11201 (2 credits), CLL11201N (Non-Credit)				
Pre-requisites/Exposure	-				
Co-requisites	-				
Academic Year	2026-2027				

Programme Educational Objectives (PEO)

The French Programme aims to equip students with fundamental linguistic, cultural and communicative competencies for practical applications. The educational objectives are:

PEO1 – Equip students with essential French language skills for basic communication in everyday contexts
PEO2 – Strengthen linguistic competence through a structured progression of vocabulary, grammar and writing skills
PEO3 – Foster an appreciation of Francophone cultures, enhancing intercultural sensitivity and global perspectives

Course Description

This beginner-level course is designed to introduce students to the fundamentals of the French language while fostering an appreciation for Francophone culture. Through a communicative and immersive approach, students will develop essential skills in listening, speaking, reading and writing, along with a foundational understanding of French grammar and cultural nuances.

Course Content

Module 1 : Bonjour, World! — Your First Peek into the Land of the French [2 hours]

- Overview of the Indo-European Family of Languages
- Concept of Germanic, Romance and Slavic Languages
- Countries where French is spoken: Canada, Monaco, Belgium, Switzerland, Luxembourg etc.
- French Colonies in India: Chandernagor, Pondicherry

Module 2 : A-B-C, Très Fancy! — The Alphabet That Wears Accents [2 hours]

- Alphabet Adventures – Once upon a Letter….
  - A Fun Intro to French Letters
- The five special French characters – accents (é,è,ô,ç,ë) and their significance
- French Pronunciation Rules
  Activities: Pronouncing unknown French words
  Reading unknown French texts with correct pronunciation

Module 3 : Salut & Smiles — French Greetings for Every Mood [4 hours]

- Basic expressions of greetings, expressions of politeness:
  - Bonjour, Salut, Comment allez-vous?, Comment ça va?, Je vais bien, Merci, Au revoir.

Module 4 : Grammar Glamour — Chic Rules for Speaking Like a Parisian: [7 hours]

- Definite and Indefinite Articles
- Common Nouns & Adjectives
- Singular and Plural Forms of Nouns
- Subject Pronouns
- Regular Verbs: ER & IR group
- Irregular Verbs: RE Group
- Construction of Negative Sentences

Module 5: Un, Deux, Trois… Voilà! — Counting the French Way [3 hours]

- High-Five to French!

  -Un, Deux, Trois of French numbers: counting from 1 to 100

- Telling the time in French
  Activities: Listening Exercises on Numbers
  Telling the time by looking at pictures of clocks

Module 6: Cheese, Culture & Oh Là Là— A French Lifestyle Tour [6 hours]

- French Gastronomy: French cheese and wines
  Roquefort, Camembert, Brie, Vin Rouge, Vin Blanc etc.
- Famous French perfumes:
  Dior, Chanel etc.
- French cities and tourist places:
  Paris, Lyon, Lille etc.

- Francophone countries
  La Belgique, La Suisse, Le Canada etc.
- Renowned French personalities:
  Jeanne d'Arc, Marie Curie, Molière etc.
- Significance of the French Flag and Currency

Module 7: Speak Up, Mon Ami! Your First Steps into French Conversations [2 Hours]

- Self-introduction (First Name, Surname, Age, Nationality, Profession etc)
- Introducing someone else (talk about your friend, brother, mother, father etc.)

Module 8: Colours, Cousins & Croissants — Everyday French Words Made Fun! [4 hours]

- Noir, Rouge & everything in between – A Colourful Dive into French!
  - Making colours fun
- From Père to Oncle – Who's Who in the Family Tree?
  -Navigating Family Vocabulary
- From Kitchen to Chambre– A Tour of Your House in French
  -Essential Home Vocabulary
- Food menu in French: From Breakfast to Dinner
  Petit-Déjuener, Déjuener, Pain, Chocolat, Croissant

Course Outcomes (CO):

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

CO1 - Understand the historical and linguistic background of French within the Indo-European language family
CO2 - Master basic pronunciation rules and apply them to pronounce French words
CO3 – Learn basic French greetings and expressions and practice speaking
CO4 - Develop a foundation in elementary French grammar, in articles, personal Pronouns and verbs
CO5 - Learn to count and tell time in French
CO6 - Gain insights into French cultural norms, traditions and etiquette, helping them blend into native conversations
CO7 – Introduce themselves and others in French
CO8 - Build essential vocabulary for colours, family, colours, parts of the house and food items

Programme Outcomes (PO):

Upon successful completion of this two-semester programme, students will develop the following competencies:

PO1 - Know about the origin of the French language vis-à-vis other European languages
PO2 - Develop French pronunciation skills
PO3 - Learn to count and tell time in French

PO4 - Understand and apply elementary French Grammar
PO5 - Speak in basic French
PO6 - Demonstrate familiarity with French culture
PO7 - Fill up Forms in French and write short French sentences and messages
PO8 - Gain knowledge of basic French vocabulary

Programme Specific Outcomes (PSO):

PSO1 – Learn about French as a Germanic language and its place in the Indo-European School of Languages
PSO2 – Recognize French diphthongs, accents, sounds and phonetic patterns for accurate pronunciation.
PSO3 – Understand formal and informal time and cardinal and ordinal numbers in French
PSO4 – Grasp key grammatical concepts involving definite and indefinite articles, subject pronouns, adjectives, regular, irregular and pronomial verbs, interrogative adjectives and prepositions
PSO5 – Speak and respond confidently in daily communication scenarios and understand and apply common greetings, expressions and conversational starters
PSO6 – Get acquainted with aspects of French culture, like food and dining etiquette, festivals and media
PSO7 – Fill up forms in French by providing personal information and communicate in French through short e-mails and messages and use conventional French salutations and valedictions
PSO8 – Acquire knowledge of vocabulary related to areas like colours, family, parts of the house, food and drinks, public places, transport, weather and clothes

Correlation Matrix between CO and PO and CO and PSO:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO1	3								3							
CO2		3	2	2	2	2	2	2	2	3	2	2	2	2	2	2
CO3		2			3	2		1		2			3	2		1
CO4				3	3		3					3	3		3	
CO5			3								3					
CO6						3		2						3		2
CO7		2		2	3					2		2	3			
CO8		2						3		2						3

Degree of Correlation: 1 – low, 2 – medium, 3 – high

	CLL Foreign Language French UG Semester 2	L	T	P	C
Version 1.0	**Contact Hours - 30**	2	0	0	2
Course Codes	AEC110 (2 credits), CLL11204 (2 credits), CLL11204N (Non-Credit)				
Pre-requisites/Exposure	-				
Co-requisites	-				

Academic Year	2026-2027

Programme Educational Objectives (PEO)

The French Programme aims to equip students with fundamental linguistic, cultural and communicative competencies for practical applications. The educational objectives are:

PEO1 – Equip students with essential French language skills for basic communication in everyday contexts
PEO2 – Strengthen linguistic competence through a structured progression of vocabulary, grammar and writing skills
PEO3 – Foster an appreciation of Francophone cultures, enhancing intercultural sensitivity and global perspectives

Course Description

This second-semester course builds upon foundational knowledge to deepen students' linguistic competence in the French language and awareness of French culture. Designed for learners with prior exposure to elementary French, the course reinforces everyday communication, introduces nuanced grammatical structures and expands students' confidence in both oral and written expression.

Course Content

Module 1: French on the Go: Talk, Order, Buy, Repeat! [6 hours]

- The Art of Introducing Yourself in French
  Speaking Topics: Personal / Family / Studies / Food / Hobbies and Spare Time/Discussing phone numbers
  Activity: Pair Work - Students pair up for casual dialogues and switch partners every 3 minutes
- Visualising someone's daily life
  Activity: Students speak about their daily life
- Ordering Food at a Restaurant
  Activity: Students practice ordering different items using a mock menu
- Buying items & asking Price
  Activity: Simulated Shopping - "Customer and Store Attendant" practice

Module 2: Unlocking the Grammar Vault of 'la Belle Langue' [12 hours]

- How to frame Interrogative Sentences
- Near future
- Recent past

- Possessive adjectives
- Pronominal verbs
- Everyday verbs in present tense:
  Regular -er ending verbs (Porter, Manger, Acheter, Jouer, Donner, Commencer etc.)
  Irregular verbs: Faire, Venir, Boire, Pouvoir, Vouloir
- Prepositions before Countries & Places
- Quizzes and Worksheets

Module 3: The Art of "Joie de Vivre": Celebrating French Culture [3 hours]

- French Greetings on Occasions and Holidays:
  Joyeux Noël , Bonne Année etc.
- French Festivals:
  Noël , Le 14 Juillet etc.
- French Newspapers and Magazine:
  Newspapers – Le Monde, 20 Minutes, Le Figaro , Les Echos , Le Matin, L'Express etc.
  Magazines – Lire , Le Point , Paris Match, Numérique, Biba, Elle, Vogue etc.
- French Television Channels :
  TV5 Monde, Canal+, M6, France 2, France 3, France 4, France 5, Arte etc.

Module 4: Pen, Paper, Paris: Writing the French Way [5 hours]

- Writing brief e-mails or messages comprising of 20-25 words:
  - Greetings and Salutations: Salut/ Cher/ Chère
  - Valedictory Address: Au Revoir / À Bientôt
  Activity: Students write a short email based on a given scenario like a Birthday Invitation.
- Passage on seen topic
  Activity: Students read the passage and they will answer questions
- How to fill a form in French
  Activity: Students fill different forms in French

Module 5: From "Chat" to "Château": Your French Word Treasures [4 hours]

- Different Public Places:
  École, Église , Gare etc.
- Transport:
  Bus, Train, Vélo, Voiture
- The Weather:
  Il fait beau, Il fait Mauvais, Il fait chaud, Il fait froid etc.
- Food & Drinks:
  Baguette, Pain , Chocolat, Poulet, Poisson, Vin, Lait, Café, Thé etc.
- Clothes:
  T-shirt, Pantalon, Jupe, Robe etc.
- Family Members:
  Père, Mère, Parents etc.

Course Outcomes (CO):

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

CO1 - Introduce themselves, express personal preferences and participate in casual dialogues
CO2 - Order food and handle shopping interactions in French
CO3 - Understand and apply French grammatical structures, including possessive adjectives, pronominal verbs, interrogative adverbs, near future and recent past
CO4 - Evaluate aspects of French culture such as common French greetings, festivals and media
CO5 - Fill out forms in French and compose short messages and emails, using appropriate salutations and valedictions
CO6 - Get acquainted with basic French vocabulary for public places, transport, weather, food and drinks, clothes and family members

Programme Outcomes (PO):

Upon successful completion of this two-semester programme, students will develop the following competencies:

PO1 - Know about the origin of the French language vis-à-vis other European languages
PO2 - Develop French pronunciation skills
PO3 - Learn to count and tell time in French
PO4 - Understand and apply elementary French Grammar
PO5 - Speak in basic French
PO6 - Demonstrate familiarity with French culture
PO7 - Fill up Forms in French and write short French sentences and messages
PO8 - Gain knowledge of basic French vocabulary

Programme Specific Outcomes (PSO):

PSO1 – Learn about French as a Germanic language and its place in the Indo-European School of Languages
PSO2 – Recognize French diphthongs, accents, sounds and phonetic patterns for accurate pronunciation.
PSO3 – Understand formal and informal time and cardinal and ordinal numbers in French
PSO4 – Grasp key grammatical concepts involving definite and indefinite articles, subject pronouns, adjectives, regular, irregular and pronomial verbs, interrogative adjectives and prepositions
PSO5 – Speak and respond confidently in daily communication scenarios and understand and apply common greetings, expressions and conversational starters
PSO6 – Get acquainted with aspects of French culture, like food and dining etiquette, festivals and media
PSO7 – Fill up forms in French by providing personal information and communicate in French through short e-mails and messages and use conventional French salutations and valedictions
PSO8 – Acquire knowledge of vocabulary related to areas like colours, family, parts of the house, food and drinks, public places, transport, weather and clothes

Correlation Matrix between CO and PO and CO and PSO:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO1		2		2	3					2		2	3			
CO2		2		2	3	1				2		2	3	1		
CO3				3	3		3					3	3		3	
CO4					2	3							2	3		
CO5				3			3	2				3			3	2
CO6		2			2		3	3		2			2		3	3

Degree of Correlation: 1 – low, 2 – medium, 3 – high

MINOR in PSYCHOLOGY

(CODE PSY221)	**FUNDAMENTALS OF PSYCHOLOGY (MINOR)**	L	T	P	C
Contact Hours	48 hours	3	1	0	4
Pre-requisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

Course Objectives:

To introduce students to the basic concepts in the field of psychology with an emphasis on application based learning of these psychological principles in everyday life.

Course Outcomes:

At the end of this course students will able to:

CO 1	Describe the major theoretical perspectives; explain the fundamental concepts, theories and ethics related to investigation of human behavior and mental processes.

CO 2	Identify the biological bases of human behavior, how they impact and get impacted by sensory processes along with factors of emotion and motivation.
CO 3	Understand and apply the different techniques through with behavior medication and learning can take place, along with cognitive factors that influence behavior.
CO4	Explain the different developmental aspects and individual differences through theoretical propositions.

Course Description:

The Fundamentals of Psychology course provides an introduction to the basic principles, theories, and methods of psychology. Through lectures, discussions, and interactive activities, students will explore various topics including the history of psychology, research methods, biological psychology, perception, learning and cognition. this course serves as the foundation for further study in psychology.

Course Contents:

Unit 1: (20 Lecture Hours)

Introduction to Psychology

- History and evolution of Psychology
- The major theoretical perspectives in psychology
- Research methods in psychology
- Ethical considerations in psychological research

Unit 2: (20 Lecture Hours)

Biological foundations of Behavior

- Structure and function of the nervous system
- Neurons and neural communication
- Sensation and perception
- Biological bases of motivation and emotion

Unit 3: **(20 Lecture Hours)**

Learning and Cognition

- Classical and operant conditioning
- Cognitive processes, including attention, memory and problem solving
- Language and thinking
- Intelligence and creativity

Unit 4: **(20 Lecture Hours)**

Developmental Psychology and Personality Psychology

- Lifespan development from Birth till Death
- Theories of development- Kohlberg, Vygotsky, Erickson's theory of Psychosocial Development, Harry Harlow's theory of Attachment and their implication**s**
- Personality- Meaning, Theories of personality- Indian- Vatta, Pitta, Kapha, Triguna Theory, Western- Eysenck, Freud

Readings:

- Baron, R. &Misra.G. (2013).Psychology. New Delhi: Pearson.
- Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. New Delhi: Pinnacle Learning.
- Ciccarelli, S. K., & Meyer, G. E. (2010).Psychology: South Asian Edition. New Delhi: Pearson Education.
- Passer, M.W. & Smith, R.E. (2010).Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.

Further Readings

- Best, J.B. (1998, 5th Edition). Cognitive Psychology. John Wiley & Sons. ISBN-13: 978-0470002322 ISBN-10: 0470002328
- Baron, R. A.(2001). Psychology (5th Edition), Prentice-Hall oflndia Private Limited.

- Galloti, K. M.(2016). Cognitive Psychology. In and Out of the Laboratory (5th Edition). Sage Publication, 2016
- Hilgard, E. R., Atkinson, R. C., & Atkinson, R. L.(1975). Introduction to Psychology (6th Edition).Oxford IBH Publishing
- Melvin, H. M.M., & William, A. H.(1979). Systems and Theories in Psychology. McGraw-Hill Higher Education.
- Mishra, B. K.(2016). Psychology. The Study of Human Behaviour (2nd Edition). PHI Learning Private Limited.
- Morgan, C.T., King, R.A., Weisz, J.R., &Schopler, J. (2001). Introduction to Psychology (7^{th} Edition), McGraw Hill Book Company.
- Munn, N. L., Fernald, L. D., & Fernald, P. S.(2007). Introduction to Psychology (5th Edition). A.I.T.B.S Publishers India.
- Plotnik, R. & Kouyoumdjian, H.(2014). Introduction to Psychology (10th Edition). An Cengage Learning.
- Santrock, J.W. Psychology Essentials (Second Edition), McGraw Hill Higher Education
- Solso, R. L., Maclin, H., & Maclin, M. K.(2008). Cognitive Psychology (8th Edition). Pearson Publishing House.
- Solso, R. L. (2006). Cognitive Psychology (6th Edition). Pearson Publishing House, 2006

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

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

	Course Outcomes (COs)	**Mapped Program Outcomes**

CO1	Describe the major theoretical perspectives; explain the fundamental concepts, theories and ethics related to investigation of human behavior and mental processes.	PO1, PO2, PO8
CO2	Identify the biological bases of human behavior, how they impact and get impacted by sensory processes along with factors of emotion and motivation.	PO1, PO2, PO6
CO3	Understand and apply the different techniques through with behavior medication and learning can take place, along with cognitive factors that influence behavior.	PO1, PO2, PO11
CO4	Explain the different developmental aspects and individual differences through theoretical propositions.	PO1, PO2, PO11

		Knowledge of Psychology	Application of Psychological Principles	Knowledge of Statistical Techniques	Community Based Implementation of psychological Principle	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of Behavior	Life-long learning
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY121	Fundamentals of Psychology	3	3	-	-	3	1	-	3	-	-	2	3

PSY222	Application of Psychological Principles and Theories (Minor)	L	T	P	C
Contact Hours	48 hours	3	1	0	4
Pre-requisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

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

Course Objectives:

- To inform students about the basics of scientific research in applied psychology.
- To make them learn the application of psychology in day-to-day life.
- To acquaint students with various applications of Psychologicalprincipals.

Course Outcomes:

CO1: Discuss the application of psychological principles in regulating mental health.
CO2: Explain the application of psychological principles in school and education.
CO3: Define the role of psychological principles in understanding social interactions and workplace functioning

CO4: Application of Psychological Tools in the assessment of Stress and satisfaction for students and employees

Course Description: The course covers the basic principles of applied psychology. It will help us understand the application of psychological theories in different fields, especially schools, clinics, and organizations.

Course Contents:

UNIT-I:

- Introduction: Nature, fields, and challenges of scientific research in applied psychology
- Psychology and mental health: Symptoms and causes of common mental health disorders such as mood disorders, anxiety disorders, OCD, etc.
- Crime and delinquency

UNIT-II:

- Psychology in education: Learning theories and theories of socialization
- Factors influencing school achievement.
- Exceptional children: Problems and remedial measures.

UNIT-III:

- Psychology and social behaviour: Theories of Prejudice and stereotypes; conflict and its resolution.
- Applying Social Psychology and Social Problems: Intervention and Evaluation with emphasis on Environmental Problems and Poverty in India.
- Psychology of effective multidirectional communication in the workplace: Effect on Job satisfaction, involvement, and commitment

UNIT-IV:

- Psychology and workplace: Effect on Job satisfaction, involvement, and commitment, effect of motivation in organization (Content theories, process theories), and the value of leadership in organizations

Readings:

- An Introduction to Applied Cognitive Psychology. Psychology Press: New York. Sternberg, R. J. (Ed.) (2000).
- Anastasi, A. (1979). Fields of applied psychology. New Delhi: McGraw Hill.
- Applied Psychology: Perceiving Learning and Remembering. Australia: Cengage Learning.

- Durso, F. T. (2007). Handbook of Applied Psychology (2nd Ed). New West Sussex : Wiley & Sons. Esgate, A. et al. (2005).
- Goldstein, A. P., & Krasner, B. (1987). Modern applied psychology. Elmford, New York: Pergmon Press.
- Handbook of intelligence. New York: Cambridge University Press. Sternberg, R. J. (2009).
- McCormick, E. J., &Ilgen, D. (1980). Industrial psychology. Englewood Cliffs, N.J.: Prentice Hall.

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

Examination Scheme:

Components	Total	Class Assessment	End Term
Weightage (%)	100	50	50

Relation between Course Outcome and Program Outcome:

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Discuss the application of psychological principles in regulating mental health.	PO1, PO4, PO11
CO2	Explain the application of psychological principles in school and education.	PO1, PO2, PO4, PO11, PO12
CO3	Define the role of psychological principles in understanding social interactions and workplace functioning	PO1, PO4, PO11
CO4	Application of Psychological Tools in the assessment of Stress and satisfaction for students and employees	PO2, PO6, PO10, PO12

		Knowledge of Psychology	Application of Psychological	Knowledge of Statistical Techniques	Community Based Implementation of	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of	Life-long learning
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY222	**Application of Psychological**	3	2	-	3	-	1	-	-	-	1	3	2

	Principles and Theories												

1=weakly mapped

2= moderately mapped

3=strongly mapped

PSY321	**Stress Management and Coping Strategies-Minor**	**L**	**T**	**P**	**C**
Contact Hours	**48**	**3**	**1**	**0**	**4**
Pre-requisites/Exposure	**10 + 2 knowledge**				
Co-requisites	**-**				

Course Objective: In everyday life we experience stress related to various situations. Students will learn how they can make adjustments and manage to cope with stress more effectively.

Course Outcome:

At the end of this course students will able to:

CO1 Define the concept and sources of stress its impact on health.

CO2 Justify the Problem focused and emotion focused approaches of managing stress

CO3 Elaborate on the various stress management techniques

CO4 Apply the understanding of stress management in different contexts.

Course Description:

This course helps to develop an understanding of the basic concepts processes and techniques of stress management.

Course Content:

Unit 1: (15 Lecture Hours)

Understanding Stress- Introduction to Stress: Definition, types (e.g., acute stress, chronic stress), and the physiological and psychological components of stress. Theories of Stress: Overview of major stress theories including the General Adaptation Syndrome (GAS) and the Biopsychosocial Model.

Unit 2: (15 Lecture Hours)

Stressors and coping:

Stressors and Appraisal: Identifying common stressors and the role of cognitive appraisal in determining stress responses. Transactional Model of Stress and Coping (TMSC) also called (Lazarus' Appraisal model of stress)

Adaptive and Maladaptive Coping: Understanding the distinction between adaptive coping mechanisms that promote resilience and maladaptive coping strategies that exacerbate stress.

Coping Styles: Discussion of individual differences in coping styles (e.g., approach vs. avoidance coping) and their implications for psychological well-being.

Coping Strategies: Examination of problem-focused coping vs. emotion-focused coping, and the effectiveness of different coping strategies in various contexts.

Unit 3: (15 Lecture Hours)

Stress management:

Methods – Different techniques of managing stress, yoga, meditation and mindfulness relaxation techniques, exercise, cognitive strategies to handle stress

Lifestyle Interventions: Exploration of the role of exercise, nutrition, sleep hygiene, and social support in mitigating stress and promoting overall well-being.

Unit 4: (15 Lecture Hours)

Application and Integration

Stress in Specific Contexts: Examination of stress management techniques in various life domains including academic stress, workplace stress, interpersonal stress, and stress related to major life transitions.

Resilience and Post-Traumatic Growth: Discussion of factors that contribute to resilience in the face of adversity and the potential for personal growth following experiences of stress and trauma.

Readings:

- Carr, A. (2004). *Positive Psychology: The science of happiness and human strength.*UK: Routledge.
- DiMatteo, M.R. & Martin, L.R. (2002). *Health psychology.*New Delhi: Pearson
- Neiten, W. & Lloyd, M.A (2007). Psychology applied to Modern life. Thomson Detmar Learning.

Further Readings

- Goldberger, I. &Breznitz,S.(1986). Handbook of Stress: Theoretical and Clinical Aspect. The Free Press Collier MacMillan Publishers. London.
- Misra, G. (Ed.) (1999). Psychological Perspectives on Stress and Health, New Delhi, Concept

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

Components	Class Assessment	End Term
Weightage (%)	50	50

Relationship between Course Outcome and Program Outcome:

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	**Define** the concept and sources of stress its impact on health.	PO1, PO4,PO12
CO2	**Justify** the Problem focused and emotion focused approaches of managing stress	PO1, PO4, PO12
CO3	**Elaborate** on the various stress management techniques	PO1, PO2,PO12
CO4	**Apply** the understanding of stress management in different contexts.	PO1, PO2, PO4, PO12

		Knowledge of Psychology	Application of Psychological Principles	Knowledge of Statistical Techniques	Community Based Implementation of psychological Principle	Fundamentals of Psychological Research	Psychological Testing and Interpretation	Application of Modern Statistical Tools	Ethics in psychology	Soft skills and effective communication	Team work and Professionalism	Empathetic understanding of Behavior	Life-long learning

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12

PSY322	Introduction to Psychological First-Aid and Care (Minor)	L	T	P	C
Contact Hours	48 hours	3	1	0	4
Prerequisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

Course Objectives

- Establish a human connection in a non-intrusive, compassionate manner.
- Enhance immediate and ongoing safety, and provide physical and emotional comfort.
- Calm and orient emotionally overwhelmed or distraught survivors.
- Provide supportive intervention in the immediate aftermath of disasters and terrorism.
- Support adaptive coping, acknowledge coping efforts and strengths, and empower survivors.
- Adapt Psychological First Aid in diverse settings and with different populations.

Course Outcomes

At the end of this course, students will be able to:

CO1: Identify the basic objectives and intervention strategies of Psychological First Aid.
CO2: Gain skills needed to implement the intervention strategies of Psychological First Aid.
CO3: Adapt Psychological First Aid in diverse settings and with different populations.
CO4: Appreciate the importance of providing Psychological First Aid in the aftermath of disaster.
CO5: Gain confidence in implementing Psychological First Aid in the immediate aftermath of a

disaster.

CO6: Identify ways to enhance provider care before, during, and after disaster care.

Course Description

This course explores the principles and practices of Psychological First Aid (PFA) and Crisis Intervention. Students will learn how to establish a compassionate connection, provide immediate and ongoing safety, and support adaptive coping strategies in the aftermath of disasters and crises. The course includes practical projects to enhance real-world application and self-care strategies for disaster workers.

Course Content

Unit I: Introduction and Overview (Lecture Hours: 10 hrs)

- What is Psychological First Aid (PFA)?
- Differences between PFA and psychotherapy
- Core principles of PFA: "Look, Listen, Link"
- Goals and scope of Psychological First Aid
- History and importance of PFA in disasters and emergencies
- Common emotional and behavioral responses after a crisis

Basic Skills and Crisis Response Techniques *(Lecture: 10 hours)*

- Listening skills and empathetic communication
- Stabilization and calming techniques
- Recognizing stress, anxiety, grief, and shock
- Identifying individuals who need more than PFA
- Cultural sensitivity in crisis response
- Referral to mental health services

Unit III: Special Considerations and Ethical Practice *(Lecture: 10 hours)*

- PFA for children, older adults, and people with disabilities
- Do's and Don'ts in Psychological First Aid
- Confidentiality and informed support
- Understanding secondary trauma and helper fatigue
- Importance of self-care for helpers
- Action principles and supporting community recovery

Unit IV: Self-Care for Disaster Workers (Lecture Hours: 10 hrs)

- Practice self-care and team care
- PFA capacity building: Disaster preparedness and response
- Burnout of human service providers, compassion fatigue, and vicarious traumatization

- Positive effects of self-care and self-compassion

References

4. Burke, S., & Richardson, J. (2009). *Psychological First Aid: An Australian Guide*. The Australian Psychological Society Ltd.
5. Everly, G. S. Jr., &Lating, J. M. (2017). *The Johns Hopkins Guide to Psychological First Aid*. Johns Hopkins University Press.
6. Winch, G. (2013). *Emotional First Aid: Healing Rejection, Guilt, Failure, and Other Everyday Hurts*. Hudson Street Press.

Modes of Evaluation

- Quiz/Assignment/Presentation/Extempore/Written Examination

Examination Scheme

Components	Continuous Assessment	End Term
Weightage (%)	50	50

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

Course Outcomes (COs)	Mapped Programme Outcomes
CO1: Identify the basic objectives and intervention strategies of Psychological First Aid.	PO1, PO5, PO6
CO2: Gain skills needed to implement the intervention strategies of Psychological First Aid.	PO1, PO2, PO3

Course Outcomes (COs)	Mapped Programme Outcomes
CO3: Adapt Psychological First Aid in diverse settings and with different populations.	PO1, PO3, PO4
CO4: Appreciate the importance of providing Psychological First Aid in the aftermath of disaster.	PO1, PO3, PO5
CO5: Gain confidence in implementing Psychological First Aid in the immediate aftermath of a disaster.	PO1, PO3, PO7
CO6: Identify ways to enhance provider care before, during, and after disaster care.	PO1, PO3, PO7

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

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PSY321	Psychological First-Aid and Care	3	2	3	2	3	2	3	-	-	-	-	-

1: Weakly mapped

2: Moderately mapped

3: Strongly mapped

PSY421	PSYCHOLOGY OF WORKPLACE BEHAVIOUR- Minor	L	T	P	C
Contact Hours	48	3	1	0	4
Pre-requisites/Exposure	10 + 2 knowledge				
Co-requisites	-				

Course Objectives

1. To develop an awareness of the concepts related to organizational behavior.
2. To help students develop connectivity between concepts and practices of organizations.
3. To understand the psychological principles and practices applied in workplace settings.
4. To explore the dynamics of employee attitudes, motivation, leadership, and organizational culture.
5. To identify strategies for managing stress and promoting well-being in the workplace.

Course Outcomes

At the end of this course, students will be able to:

CO1: Discuss the historical antecedents and contemporary trends in Organizational Behavior and Industrial Psychology.
CO2: Analyze individual-level processes such as job satisfaction, organizational commitment, and organizational citizenship behavior.
CO3: Apply theories of work motivation to understand employee behavior.
CO4: Evaluate the dynamics of organizational culture, power, politics, communication, and conflict management.
CO5: Assess leadership approaches and their impact on organizational behavior.
CO6: Identify causes and management strategies for stress at work and provide effective employee counseling.

Course Description

Psychology of Workplace explores the application of psychological principles and practices in organizational settings. This course covers topics such as employee attitudes, work motivation, organizational culture, leadership, communication, conflict management, and stress management. Students will gain insights into how psychological theories and research inform practices in the workplace to enhance organizational effectiveness and employee well-being.

Course Content

Course Content

Unit 1: Introduction to Organizational Behavior and Industrial Psychology (Lecture Hours: 10 hrs)

- Contemporary trends and challenges in Organizational Behavior
- Definition, concept and scope of Organization, difference between Industry, Management and Organization.

Unit 2: Individual-Level Processes (Lecture Hours: 10 hrs)

- Employee attitudes: Job satisfaction, organizational commitment, and organizational citizenship behavior
- Work motivation: Early theories (Maslow, McClelland, Two-factor) and contemporary theories and applications

Unit 3: Dynamics of Organizational Behavior (Lecture Hours: 10 hrs)

- Organizational culture: Definition, importance, and impact
- Communication and conflict management: Strategies and best practices
- Leader and manager, and basic approaches-trait theory, behavioral theories, Situational Theory (Harvey-Blanchard Model, LMX Theory) transformational theory.

Unit 4: Employee Counseling and Stress Management (Lecture Hours: 10 hrs)

- Causes of stress at work and its impact on employees
- Stress management techniques and interventions
- Employee counselling: Importance, techniques, and outcomes

References

1. Chadha, N.K. (2007). *Organizational Behavior*. New Delhi: Galgotia Publishers.
2. Greenberg, J., & Baron, R.A. (2007). *Behavior in Organizations* (9th ed.). India: Dorling Kindersley.
3. Griffin, R.W., & Moorhead, G. (2009). *Organizational Behavior: Managing People & Organizations*. New Delhi: Biztantra Publishers.

4. Landy, F.J., & Conte, J.M. (2007). *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology*. New York: Wiley Blackwell.

5. Luthans, F. (2009). *Organizational Behavior*. New Delhi: McGraw Hill.

6. Muchinsky, P. (2006). *Psychology Applied to Work: An Introduction to Industrial and Organizational Psychology*. NC: Hypergraphic Press.

7. Pareek, U. (2010). *Understanding Organizational Behaviour*. Oxford: Oxford University Press.

8. Prakash, A. (2011). *Organizational Behavior in India: An Indigenous Perspective*. In G. Misra (Ed.), Handbook of Psychology. New Delhi: Oxford University Press.

9. Robbins, S. P., & Judge, T.A. (2007). *Organizational Behavior* (12th ed.). New Delhi: Prentice Hall of India.

10. Schermerhorn, J.R., Hunt, J.G., & Osborn, R.N. (2008). *Organizational Behavior* (10th ed.). New Delhi: Wiley India Pvt. Ltd.

11. Singh, K. (2010). *Organizational Behavior: Texts & Cases*. India: Dorling Kindersley.

12. Sinha, J.B.P. (2008). *Culture and Organizational Behavior*. New Delhi: Sage.

Further Readings

2. Blum, N.L., & Naylor, J.C. (1968). *Industrial Psychology: Its Theoretical and Social Foundation*. New York: Harper & Row.

3. Schultz, D.P., & Schultz, S.E. (2010). *Psychology and Work Today: An Introduction to Industrial and Organizational Psychology* (10th ed.). New York: Prentice Hall.

Modes of Evaluation

- Quiz/Assignment/Presentation/Extempore/Written Examination

Examination Scheme

Components	Continuous Assessment	End Term
Weightage (%)	50	50

Course Objectives:

PSY422	Spirituality and Positive Psychology- Minor	L	T	P	C
Contact Hours	**48**	**3**	**1**	**0**	**4**
Pre-requisites/Exposure	**10 + 2 knowledge**				
Co-requisites	**-**				

- Exploring the intersection of spirituality and psychology, investigating the impact of spiritual practices on mental health and integrating spiritual principles into therapeutic approaches.
- Understanding and enhancing positive emotions, examining strengths and virtues and promoting well-being and optimal functioning.

Course Outcomes:

At the end of this course students will able to:

CO 1	Understand the foundational concepts and theories of spirituality and positive psychology, and articulate the ways in which spirituality can enhance psychological well-being.
CO 2	Identify and apply a range of spiritual practices and techniques to promote personal well-being, resilience and self-care.
CO 3	Analyze and evaluate the role of character strengths and virtues in personal growth and flourishing, developing strategies to leverage and cultivate individual strengths.
CO4	Reflect on the connection between spirituality, meaning, and purpose in life, and integrate spiritual principles and positive psychology approaches to set meaningful goals and engage in a purpose driven life.

Course Description:

This course explores the dynamic interplay between spirituality and positive psychology, offering a comprehensive understanding of how spirituality can enhance psychological well-being and contribute to a meaningful and purposeful life. Through a combination of theoretical exploration, experiential learning and practical application, students will delve into the theoretical foundations of spirituality and positive psychology, examining the benefits of spiritual practices for psychological well-being, and develop a personal spiritual plan.

Course Contents:

Unit 1: (15 Lecture Hours)

Introduction to positive psychology, development of positive psychology perspectives on positive psychology, Eastern and Western, Aim and scope of positive psychology.

Unit 2: (15 Lecture Hours)

Positive psychology and character strength

- Introduction to positive psychology and its key concepts (optimism, hope, resilience, efficacy
- Understanding character strengths and virtues
- Assessment and identification of personal strengths
- Applying character strengths in daily life and goal setting

Unit 3: **Happiness**

Introduction to the science of happiness, Approaches of happiness, relation between positive psychology and happiness, Authentic Happiness, types of happiness, happiness and prosocial behaviour, Indian concepts of happiness as given in Gita, Ramcharitmanas, and Vedas.

Unit 4: Spiritual practices and well-being (15 Lecture Hours)

- Theories of well-being (PERMA model, Carol-Riff), Psychological and Subjective well-being (Savouring, & Florishing)
- Exploring various spiritual practices (meditation, prayer, chanting, mindfulness)
- Examining the benefits of spiritual practices for psychological well-being
- Integrating spiritual practices into daily life and self care routines
- Developing a personal spiritual practice plan

Readings:

Dutta, G., Misra, G., & Gupta, S. (Eds.). (2025). *Handbook of Positive Psychology and Indian Thought Systems: Transforming Education for Well-being and Happiness*. Springer Nature.

Herman, P. (2018). Integral psychology. *International Journal of Transpersonal Studies*, *37*(1), 14.

Linley, P. A., Harrington, S., & Garcea, N. (Eds.). (2010). *Oxford handbook of positive psychology and work*. Oxford University Press.

Mehrotra, S., & Tripathi, R. (2011). Positive psychology research in India: A review and critique. *Journal of the Indian Academy of Applied Psychology*, *37*(1), 9-26.

Snyder, C. R., Lopez, S. J., Edwards, L. M., & Marques, S. C. (Eds.). (2020). *The Oxford handbook of positive psychology*. Oxford university press.

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

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

	Course Outcomes (COs)	**Mapped Program Outcomes**
CO1	Understand the foundational concepts and theories of spirituality and positive psychology, and articulate the ways in which spirituality can enhance psychological well-being.	PO1, PO2, PO4, PO11, PO12
CO2	Identify and apply a range of spiritual practices and techniques to promote personal well-being, resilience and self-care.	PO1, PO2, PO4, PO12, PO11
CO3	Analyze and evaluate the role of character strengths and virtues in personal growth and flourishing, developing strategies to leverage and cultivate individual strengths.	PO1, PO2, PO4, PO8, PO12, PO11
CO4	Reflect on the connection between spirituality, meaning, and purpose in life, and integrate spiritual principles and positive psychology approaches to set meaningful goals and engage in a purpose driven life.	PO5, PO6, PO8, PO9, PO10

PSY423	COMMUNITY MENTAL HEALTH (Minor for- Without Research)	L	T	P	C
Contact Hours	**48**	3	1	0	4
Pre-requisites/Exposure	10+2 Knowledge				
Co-requisites	-				

Course Objectives:

1. To develop a basic understanding of community Mental Health and community based intervention .
2. To identify the socio demographic corelates of mental heal
3. To evaluate the ethical & legal issues in community psychology

Course Outcomes:

At the end of the course students will be able to -

1. Discuss the fundamentals of community mental health.
2. Develop the understanding of socio demographic determinants of mental health conditions
3. Identify the ethical and clinical issues in Practice
4. Summarize the knowledge of community based intervention
5. Discuss the fundamentals of community mental health.

Course description:

The goal of this course is to teach the concept of mental health and mental illness with special emphasis given on of Stress and Management of Stress.

COURSE CONTENT

UNIT I: Community Psychology and Mental Health (Lecture Hours : 10 hrs)

- Core values of community Psychology
- Concept of community mental health; Concept of mental health &mental health conditions; Attitude of community towards mental health conditions;
- Role of community Psychology in understanding and elevation of mental illness, promotion of mental health.

UNIT II:Socio-demographic determinants of mental health conditions.

- Socio-demographic correlates of mental illness in India.
- Understanding unique stressors experienced by various marginalized community.
- Contextualizing mental health

UNIT III: Community based Intervention

- Community based mental health services in India.
- Models of disability.
- Community based Intervention in Indian context:Mental Health awareness Programme, Suicide Prevention
- Mental Health Advocacy: Working with stakeholders.

UNIT IV: Ethical and legal issues: (Lecture Hours : 10 hrs)

- Ethical Consideration in Practice.
- Mental Health Act of India (2017)
- POCSO

Reference:

Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., & Dalton, J. H. (2012). *Community psychology: Linking individuals and communities* (3rd ed.). Wadsworth/Cengage Learning.

Nelson, G., &Prilleltensky, I. (2010). *Community psychology: In pursuit of liberation and well-being* (2nd ed.). Palgrave Macmillan.

Orford, J. (2008). *Community psychology: Challenges, controversies, and emerging consensus*. John Wiley & Sons.

Rappaport, J. (1977). *Community psychology: Values, research, and action*. Holt, Rinehart, and Winston.

Trickett, E. J., & Kelly, J. G. (1985). The ecology of prevention: Illustrating mental health consultation in a community setting. In A. R. Dokecki& R. F. Slife (Eds.), *Rethinking human development* (pp. 153-172). University of Rochester Press.

Jason, L. A., Glantsman, O., O'Brien, J. F., &Ramian, K. N. (Eds.). (2019). *Introduction to community psychology: Becoming an agent of change*. Rebus Community.

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

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Discuss the fundamentals of community mental health.	PO1, PO2, PO4, PO12
CO2	Develop the understanding of socio demographic determinants of mental health conditions	PO1, PO2, PO4, PO12
CO3	Identify the ethical and clinical issues in Practice	PO3, PO6, PO8, PO12
CO4	Summarize the knowledge of community based intervention	PO2, PO4, PO12
CO5	Discuss the fundamentals of community mental health.	PO1, PO2, PO4, PO12

Course Code	Basic Cyber Security and Internet of Things (IoT)		L	T	P	C
Pre-requisite	Basic Computer Applications and Internet		4	0	0	4
Co-requisite	None	Contact Hours: 60				

Course Objectives:

- To introduce students to the concepts of cyberspace, cyber security, and digital technologies used in everyday life.
- To develop awareness regarding cyber threats, cybercrime, and safe digital practices.
- To familiarize students with cyber ethics, privacy concerns, and basic cyber laws.
- To introduce the fundamentals, architecture, and applications of the Internet of Things (IoT).

- To understand security, privacy, and ethical concerns in smart connected environments.

Course Outcomes (COs):

On completion of this course, the student will be able to:

- **CO1**. Understand the concepts of cyberspace, digital assets, and cyber security fundamentals.
- **CO2**. Identify common cyber threats, cybercrimes, and appropriate preventive measures for safe digital usage.
- **CO3**. Demonstrate awareness regarding cyber ethics, responsible digital citizenship, privacy, and cyber laws.
- **CO4**. Explain the architecture, components, communication technologies, and working principles of IoT systems.
- **CO5**. Identify real-world applications of IoT across different sectors and smart environments.
- **CO6**. Understand security, privacy, and ethical concerns associated with IoT-enabled systems and emerging digital technologies.

Course Description:

The rapid expansion of digital technologies has transformed communication, education, healthcare, commerce, entertainment, and governance. Alongside these advancements, cyber threats and privacy concerns have emerged as critical challenges for individuals and organizations. Simultaneously, the Internet of Things (IoT) has enabled interconnected smart devices and intelligent systems that are reshaping modern lifestyles and industries.
This course introduces undergraduate students from all disciplines to the fundamentals of cyber security and IoT in a simple and learner-friendly manner. The course emphasizes cyber awareness, safe digital practices, responsible use of technology, ethical and legal aspects of cyberspace, and the principles and applications of IoT. Students will explore smart devices, sensors, communication technologies, and real-life applications of IoT in homes, healthcare, transportation, agriculture, and smart cities. The course is designed to develop informed, digitally aware, and responsible citizens capable of safely navigating an increasingly connected world..

Course Content:

Unit I: Digital World and Cyber Security Foundations	**12 Lecture Hours**
Digital Society and Emerging Technologies, Cyberspace, Digital Identity, Digital Footprints Data, Information, and Digital Assets, Fundamentals and Need for Cyber Security, CIA Principles (Confidentiality, Integrity, Availability), Common Cyber Threats and Cyber Risks, Cyber Awareness and Safe Digital Behaviour	
Unit II: Cyber Threats, Cybercrime and Safe Practices	**12 Lecture Hours**
Malware: Virus, Worm, Trojan, Spyware, Ransomware, Phishing, Smishing, Vishing, Online Fraud and Scams, Password Security and Multi-Factor Authentication (MFA), Social Engineering Attacks and Identity Theft, Social Media Security and Privacy Settings, Email, Mobile Device and Public Wi-Fi Safety, Safe Online Shopping and Digital Payment Security (UPI Safety), Cyber Hygiene and Best Practices	
Unit III: Cyber Ethics, Privacy and Cyber Laws	**12 Lecture Hours**

Cyber Ethics and Responsible Technology Use, Digital Citizenship and Online Behaviour, Privacy, Personal Data Protection and Digital Rights, Intellectual Property Rights (IPR), Copyright and Plagiarism, Information Technology Act, 2000 (Basic Overview), Cybercrime Reporting Mechanisms in India, Ethical Use of Artificial Intelligence Tools, Misinformation, Fake News and Deepfakes

Unit IV: Fundamentals of Internet of Things (IoT)	**12 Lecture Hours**

Introduction and Evolution of IoT, Smart Devices, Sensors and Actuators, IoT Ecosystem and Architecture (Basic Concepts), Data Collection, Communication and Connectivity, IoT Communication Technologies: Wi-Fi, Bluetooth, RFID, NFC

Cloud and Edge Computing in IoT (Basic Concepts), Benefits and Challenges of IoT

Unit-V: IoT Applications, Security and Future Trends	**12 Lecture Hours**

Smart Homes and Smart Cities, Smart Healthcare and Wearables, Smart Agriculture and Transportation, Industrial IoT (Basic Concepts), Environmental Monitoring Systems

IoT Security Risks and Privacy Issues, Safe Practices for Smart Devices, Artificial Intelligence and IoT (AIoT):

Future Trends: Digital Twins, Industry 5.0, Sustainable Smart Technologies

Suggested Practical/Activity (Optional for NEP Minor Course)

1. Phishing email identification
2. Cybercrime case analysis
3. Social media privacy audit
4. Digital footprint assessment
5. IoT device survey at home/campus
6. Awareness poster/video creation
7. Group presentation on Smart City/Healthcare/Agriculture
8. Mini project/report on cyber safety or IoT impact

Textbooks:

1. Nina Godbole and Sunit Belapure, Cyber Security: Understanding Cyber Crimes, Computer Forensics and Legal Perspectives, Wiley India.
2. Arshdeep Bahga & Vijay Madisetti, Internet of Things: A Hands-on Approach, Universities Press.
3. Charles J. Brooks et al., Cyber Security Essentials.

Reference Books:

1. Michael Miller, The Internet of Things.
2. Rajkumar Buyya and Amir Vahid Dastjerdi, Internet of Things: Principles and Paradigms.
3. William Stallings, Cryptography and Network Security, Pearson.
4. Pethuru Raj and Anupama Raman, The Internet of Things: Enabling Technologies, Platforms and Use Cases.

Paper Name: Introduction to IKS Paper Code: (XXX)
Credit: 4

LTP: 4–0–0

Course Objectives:

1. To introduce the fundamental concepts and sources of Indian Knowledge Systems.
2. To explore scientific and technological developments in ancient India.
3. To examine architectural, engineering, and ecological knowledge systems.
4. To analyze philosophical traditions contributing to scientific thought.
5. To relate traditional knowledge systems with modern scientific advancements.

Course Description:

This course provides a comprehensive overview of Indian Knowledge Systems with emphasis on
scientific, technological, and intellectual developments of ancient India. It includes foundational
texts, mathematical and astronomical advancements, metallurgical excellence, architectural achievements, and traditional medical knowledge. The course also highlights ecological sustainability and philosophical reasoning while establishing connections with modern science and innovation.

Course Outcomes:

CO1 Explain the historical development, fundamental concepts, educational traditions, and philosophical foundations of Indian Knowledge Systems, including major schools of Indian thought.
CO2 Describe the contributions of ancient India in polity, economy, mathematics, astronomy, Ayurveda, and other scientific disciplines, with reference to classical texts and scholars.
CO3 Interpret the principles of traditional Indian engineering, metallurgy, materials science, architecture, urban planning, and technological innovations developed in ancient India.
CO4 Analyze indigenous ecological knowledge, environmental ethics, water management systems, and sustainable agricultural practices in the context of present-day sustainability challenges.
CO5 Evaluate the significance and contemporary relevance of Indian Knowledge Systems in modern education, scientific research, innovation, technology development, and societal wellbeing.

Course Content:

Module I Foundations of Indian Knowledge Systems: Philosophy and Scientific Thoughts [14 lecture hours]

a. Introduction to Indian Knowledge Systems with historical evolution. Ancient Indian Literature and Scriptures (Vedas, Vedanga, Puranas, the maha-kavya— Ramayana and Mahabharata).
b. Oral traditions in Ancient Indian Education- Preservation of culture, tradition and Dharma through education: Guru-Shishya Parampara, Gurukulas, Six philosophical Schools-Samkhya, Yoga, Nyaya, Vaisheshika, Purva-Mimamsa, Advaita (Uttara-Mimamsa)
c. Indian philosophy: Concept of Pancha-bhuta. Conscious Awakening through Mindfulness, Breath Control, Meditation, Philosophical debates-Buddhism and Jainism- The role of ancient Indian Universities- Nalanda and Takshashila.

Module II Ancient Indian polity and economy [6 lecture hours]

a. Introduction to Ancient Indian Political and Economic System. The notion of Bharartavarsha as a Chakravarti-Kshetra and important attributes of Chakravartin.
b. Concept of Kingship: Duties and Responsibilities of a king in ancient India.

c. Ancient Indian economy- taxation, Savings and Expenditure

Module III Mathematics, Astronomy, Ayurveda and Life Sciences in Ancient India [12 lecture hours]

a. The development of mathematical and astronomical knowledge in ancient India, evolution of the number system, decimal representation, and the concept of zero and infinity. Contributions of Aryabhata, Brahmagupta, and Bhaskara II..

b. Early astronomical concepts and Astronomical Instruments (Yantras)
Application of Physics and Chemistry

c. The fundamental concepts of Ayurveda as a holistic system of medicine. Ayurvedic view of cause of deceases.

d. References to classical texts such as Surya Siddhanta, Charaka Samhita and Sushruta Samhita.

Module IV Metallurgy, Materials, architecture and Civil Engineering [14 lecture hours]

a. The advancements in metallurgy and materials science in ancient India, traditional metallurgical practices and early innovations in materials : the Iron Pillar of Delhiexample of advanced materials engineering.

b. Nanomaterials and nanotechnology in ancient India.

c. The architecture and civil engineering in ancient India-Temple architecture- Nagara and Dravida styles

d. Urban planning concepts- the cities of Harappa and Mohenjo-Daro, drainage systems and spatial organization. Ancient cities of Indus -Saraswati region. Cave and monolithic architecture.

Module V Environmental Ecology and Agricultural Sustainability [8 lecture hours]

a. Traditional ecological knowledge and sustainable practices, biodiversity preservation. Ancient Indian water harvesting techniques. The concept of Pancha-bhuta and its relation to environmental balance.

b. Sustainable agricultural practices and their relevance in the context of present-day environmental challenges.

Module VI Modern Relevance of IKS [6 lecture hours]

a. Relevance of IKS in contemporary contexts. Ancient, traditional practices such as textile weaving, pottery, and shipbuilding as examples of applied knowledge systems.

b. The role of Indian Knowledge Systems in modern research, innovation, contemporary education and scientific development.

References-

1.Acarya P.K, Indian Architecture, Munshiram Manoharlal Publishers, New Delhi (1996)
2.Bag, A K, Mathematics in Ancient and Medieval India, Chaukhamba Orientalia, New Delhi, 1979
3.Banerjee, P, Public Administration in Ancient India, Macmillan, London, 1916
4.Chatterjee, Satishchandra, An Introduction to Indian Philosophy, Rupa & Co. Calcutta
5. Kapoor, kapil, Singh, Avadesh, Indian Knowledge Systems Vol. 1-2, D.K print World Ltd, New Delhi 2021
6. Debiprasad Chattopadhyaya, Science in Ancient India
7. Dharampal, Indian Science and Technology in the Eighteenth Century
8. A.L. Basham, The Wonder That Was India