B.Sc - Psycology

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DEPARTMENT OF SOCIAL SCIENCES AND HUMANITIES

B.SC. PSYCHOLOGY

Curriculum Structure

I Year I Semester Structure

Course Code	Course Title	L	T	P	C
24PS101	Teaching English Communication Skills	2		2	3
24PS102	English Proficiency and Communication Skill			2	1
24PS103	Principles of Psychology – 1 (FC)	3	2		4
24PS104	Developmental Psychology – 1 (FC)	3	2		4
24PS105	Fundamentals of Social Psychology (FC)	3	2		4
24PS106	Basics of Psychometric Assessment -1	2	0	4	4
	Total	**13**	**6**	**8**	**20**
		27 hrs			

I Year I / II Semester

Course Code	Course Title	L	T	P	C
24PS107	Orientation On Psychology		6		3

I Year II Semester

Course Code	Course Title	L	T	P	C
24PS108	Business Communication	4			4
24PS109	Self-empowerment & Gender sensitization		2		1
24PS110	Principles of Psychology – 2	3	2		4
24PS111	Abnormal Psychology – 1	3	2		4
24PS112	Physiological Psychology	3	2		4
24PS113	Psychometric Assessment - 2	3	2		4
	Total	**16**	**10**		**21**
		26 hrs			

II Year I Semester

Course Code	Course Title	L	T	P	C
24PS201	IT Workshop and Tools		2	4	3
24PS202	Developmental Psychology – 2	3	2		4
24PS203	Research Methodology – 1	3	2		4
24PS204	Personality Psychology	3	2		4
24PS205	Basic Counselling Skills	3	2		4
24PS206	Psychometric Assessments - 3			4	2
	Total	**12**	**10**	**8**	**21**
		30 hrs			

II Year II Semester

Course Code	Course Title	L	T	P	C
24PS207	Professional Communication Lab			2	1
24PS208	Universal human values		2		1
24PS209	Research Methodology – 2	3	2		4
24PS210	Health Psychology	3	2		4
24PS211	Child Psychology	3	2		4
24PS212	Psychological Testing and Case Studies from Hospitals		1	5	4
	Total	**9**	**9**	**7**	**18**
		25 hrs			

III Year I Semester

Course Code	Course Title	L	T	P	C
24PS301	Soft Skill Laboratory			2	1
24PS302	Counselling Psychology	3	2		4
24PS303	Organizational Psychology	3	2		4
24PS304	Clinical Psychology	3	2		4
24PS305	Case Studies from Organizations		3	3	4
24PS306	SPSS Workshop		2	4	3
	Total	**9**	**11**	**9**	**20**
			29 hrs		

III Year II Semester

Course Code	Course Title	L	T	P	C
	* Elective – 1	3	2		4
	*Elective – 2	3	2		4
	*Elective – 3	3	2		4
24PS307	Project / Dissertation			10	5
	Total	**9**	**6**	**10**	**17**
			25 hrs		

(SELECT ANY 3 OF ELECTIVES FROM 4)

IV Year I Semester

Course Code	Course Title	L	T	P	C
24PS401	Abnormal Psychology - 2	3	2		4
24PS402	Community Psychology	3	2		4
24PS403	Positive Psychology	3	2		4
24PS404	Professional Development and Ethical Issues in Psychology	3	2		4
24PS405	Case Studies from Mental Hospitals		3	4	4
	Total	**12**	**11**	**4**	**20**
		27 hrs			

IV Year II Semester

Course Code	Course Title	L	T	P	C
24PS406	Honors Project			24	12
	NPTEL Course – 1 (12 Week Course)				4
	NPTEL Course – 2 (12 Week Course)				4
	Total			**24**	**20**
		24 hrs			

List of Department Elective Courses

Course Code	Course Title	L	T	P	C
24PS801	*Gender and Sexuality	3	2		4
24PS802	*Indian Psychology	3	2		4
24PS803	*Environmental Psychology	3	2		4
24PS804	*Organizational Psychology at Workplace	3	2		4

Candidate can also acquire a maximum of 4 credits through MOOCS (Swayam Based NPTEL) which can be considered equivalent to one of the electives.

L=Lecture; T= Tutorial; P= Practical; C=Credits

DEPARTMENT OF SOCIAL SCIENCES & HUMANITIES

FOUR YEAR UNDERGRADUATE PROGRAMME IN PSYCHOLOGY

a) Preamble

Vignan's Deemed to be University has initiated visionary measures to educate students to be Global Professionals with the expertise, values and skills to handle psycho-social problems of the community at large. Psychology as an Under Graduate (UG) Program will be introduced for the first time in the Colleges under Vignan's Deemed to be University w. e. f. the session 2024-25. The Syllabus has been designed to fulfill a long-standing requirement for emerging socially relevant Programs in this part of the region. Important measures have been taken while designing the syllabus in order to enhance academic standards and quality by including innovation and improvements in the new curriculum. This includes introducing new pedagogical methods in the teaching-learning processes, assessments and evaluation systems. Curricular contents also include the traditional as well as novel approaches and trends in the development of the Courses of the Program. Being designed in the CBCS mode and as per the Four Year Under Graduate Program (FYUGP) recommended by NEP 2020, this curriculum will facilitate student mobility across institutions within the country and also enable potential employers to assess the performance of students as per global standards.

b) Introduction Psychology as a Social Science tries to understand the behavior of an individual in different situations while also equipping the learner with various abilities to live a well-adjusted life. The NEP has given rise to a novel dimension in fine-tuning and accelerating the learning processes of a student. Keeping this in mind, the emergence of LOCF (Learning Outcome-based Framework) has taken place. In the present context, the syllabus of B.Sc. in Psychology is framed in a way so as to help students gain a fundamental as well as an advanced knowledge of Psychology. Teaching is dedicated to the actualization of human potential and with an appreciation and respect for individual uniqueness, diversity and achievement. The pursuit of knowledge within psychology as a scientific discipline and profession, along with enhanced skills is a step towards preparing students to meet the needs of an increasingly competitive job market.

The FYUGP in Psychology of Vignan's Deemed to be University offers a general framework for understanding the different concepts of psychology from a conceptual level to a level wherein the students can gain self-understanding, reflexivity and achieve personal growth. Through a holistic and multidisciplinary approach, it seeks to enhance and diversify the landscape of undergraduate education in Psychology. This is particularly important in the case of Psychology which is increasingly being recognized as an allied discipline catering to the needs presented by the healthcare industry. Psychology graduates today need to be prepared not just in textbook understanding of concepts but also in real-life applications that take into account a holistic understanding of a larger, socio-cultural-economic system within which their skills may be put to use.

In cognizance of the diverse and complex array of needs that students experience today, a curriculum of Psychology must take into account the following considerations:

1. A curriculum flexible enough to accommodate students from diverse academic backgrounds.
2. Clearly defined learning outcomes in the Courses which align with goals of skill-development and skill-applicability along with personal growth.
3. A multidisciplinary approach with emphasis on the environment, the traditional wisdom and knowledge systems of indigenous cultures, and the contemporary issues and concerns that the society today faces.
4. Availability and flexibility of multiple resources and methods of evaluation in the process of learning.

The overall FYUGP in Psychology and its constituent courses (as presented in this document) are designed with these values and ideas in mind. The initial courses of the program are designed to accommodate students from multiple academic disciplines and to enable them with a strong conceptual basis in Psychology. Efforts have also been made to include courses which have a theoretical basis as well as others that encourage abstract thinking and self-exploration, as is expected in a student of Psychology. The structure of the program has also been devised keeping in mind the possibility and ease of multiple exits, wherein at each exit level, a student will have foundational as well as skill development learning opportunities so as to be employable or even self-employed. However, to maintain a degree of uniformity the program is designed in a manner that students at each stage of possible exit leave with a sound basis of Psychology.

Efforts have also been made to include content that would be considered a minimum requirement at each stage of completion. The latter part of the program has been designed to inculcate a strong scientific temperament and research-orientation in students through the various skills and application based courses. This is deemed as an important part of preparing students for a future in which they can pursue higher education and research. It will also equip students with the ability to not just absorb what is imparted in the process of learning but also to be thinkers and creators who can contribute towards the process of ideating new dimensions in Psychology. The teachers and learners will jointly engage in a creative exercise of knowledge construction and skill-building and thereby create a community of learners who are empowered citizens of the future.

c) Aim

The Undergraduate Psychology programme aims at the following goals:

1. Imparting knowledge of basic concepts and methods of Psychology along with developing the ability in learners to appreciate the challenges in application-based settings.
2. Developing a strong sense of ethical and moral aptness in general and in the context of learning and its assessment in particular.
3. Developing respect for social diversity while living in a pluralistic society so as to increase the social and cultural relevance of learning.

4. Nurturing fundamental capabilities along with deep understanding of Psychology in their day-to-day life, so as to become active, self-directed learners with capacities for critical understanding and thinking.
5. Acquire multi-disciplinary knowledge that provides creative combinations of disciplines for study, thereby creating new avenues for lifelong learning.
6. Developing and inculcating in the learners the ability to research with the help of psychological theories, clinical practices, research-led teachings and hands-on laboratory experiments.

24PS101-TEACHING ENGLISH COMMUNICATION SKILLS

L	T	P	C
2	0	2	3

PREREQUISITE KNOWLEDGE: Basic sentence formation, understanding contextual meanings, basic writing skills and moderate fluency in English.

COURSE DESCRIPTION AND LEARNING OBJECTIVES: In this course students will read, analyze, and interpret material from technical and general fields, and practice reading, writing, listening and speaking skills to gain exposure and functional English on a variety of contemporary topics.

- The overall course objective is to provide English for Specific Purposes (ESP) instruction to enhance students' reading, writing, listening and speaking skills through a practice in the language.
- It will aim to build students' confidence and motivation through exposure to academic skills like Note making/taking, Paraphrasing, Summarizing, Report Writing, Making Presentations etc., so as to generate interest in the language from an ESP perspective.
- Finally, students are expected through the course to gain key strategies and expression for communicating with professionals and non-specialists.

MODULE -1
UNIT-1   **8L+ 0T+8P=16 Hours**

GENETICS Reading: Reading for Note Making Sub skills: Reading for global understanding (skimming), specific information (scanning), understanding main ideas and supporting ideas, guessing contextual meanings from the text. -Vocabulary building: commonly used roots, prefixes, and suffixes.
Writing: Note making, organizing main points and sub points, numbering and sequencing, suggesting titles, paraphrasing and summarizing. Functional grammar: Common Errors in Articles and Prepositions (Handout).
Listening: Listening for Note Taking: top down and bottom up approach, listening for main ideas and supporting points. Speaking: Presentation in teams - ideas on the topic summarized, making a PPT, effective introductions and conclusions, logical organization of content, using appropriate structure and cohesive devices.

UNIT-2   **8L+ 0T+8P=16 Hours**

ALIENS Reading: Reading: predicting, skimming, scanning, reading for inference, extrapolative reading. - Vocabulary building: Academic vocabulary from the text: synonyms, antonyms, Words often confused. -Writing: Paragraph writing; writing a topic sentence, supporting sentences, effective introductions and conclusions, use of cohesive devices. -Types of Paragraphs: Descriptive, narrative, argumentative and expository. - Functional grammar: Common Errors in Verb forms and Conditional sentences (Handout). -Listening: Listening for identifying parts from a description, listening to and sorting information, listening for specific information. -Speaking:

Narrating/Retelling an incident, using suitable cohesive devices/discourse markers speaking of past and present habits/activities/events - Speaking of future plans. -PRACTICES: Note making. - Summarizing. - Paragraph Writing. - Error correction and Restructuring. - Vocabulary building. - Listening comprehension. - Note taking

PRACTICES: Using specific terminology and definitions that are universally understood, using standardized templates, following style guides

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MODULE -2

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UNIT-1   **8L+ 0T+8P=16 Hours**

SOCIAL MEDIA – HEALTH AND NUTRITION Reading: Reading for factual information researching for supporting evidence - skimming, scanning. - Vocabulary building: One-word substitutes. - Writing: Letter Writing- E-mail writing – New age communication – Format, protocol, and Style-What's App, Facebook and Twitter Functional grammar: Common Errors in Sub-Verb Agreement and Modals. - Listening: Listening to a Business Presentation: Listening for deducing information, for abstract details and specific details, listening for taking a message. - Speaking: Making a presentation with a PPT on a topic assigned- organizing the presentation using appropriate discourse markers - presenting a point of view - Extempore.

UNIT-2   **8L+ 0T+8P=16 Hours**

FASHION - Reading: Reading for data interpretation and information transfer from graphical aids to text reports (pictograms. tables, graphs, pie charts, flow charts), deducing specific information and general information. - Vocabulary building: business vocabulary, collocations, idioms and phrasal verbs. - Writing: Writing a Report: Drafting general and factual reports - writing an overview - an effective introduction - organizing information into paragraphs (Stages of writing: planning /organizing /writing / editing /rewriting). - Functional grammar: transformations and miscellaneous common errors. - Listening: Listening to a Ted talk and sorting information - taking notes from a discussion. - Speaking: Group Discussion - prerequisites -generating content - initiating a discussion - expressing one's opinion - leading a discussion - agreeing/ disagreeing to someone's view - cutting into a speech - body language and voice modulation.

PRACTICES:

E-mail writing. - Letter writing. - Report writing. - Messaging in Social media. - Extempore. - Making PPTs.

SKILLS:

- ✓ Developing the ability to write clear, concise, and accurate technical documents, reports and e-mails.
- ✓ Ensuring that complex technical information is easily understandable to the target audience.
- ✓ Enhancing skills in delivering presentations, explaining technical concepts, and participating in technical discussions.

✓ Improving the ability to critically read and analyze technical documents, manuals, and research papers.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Apply a variety of strategies to interpret and comprehend spoken texts/ discourse using contextual clues	Apply	1
2	Apply appropriate reading strategies to interpret content / material related to engineering and technology domain.	Apply	1
3	Possess an ability to write clearly on topics related to technology and workplace communication.	Analyze	2
4	Choose functional language, grammar structures, cohesive devices and skills of organization to express clearly in speaking	Evaluate	2

TEXT BOOKS:

1. N P Sudharshana & C Savitha, "English for Technical Communication", Cambridge University Press, 2016.

REFERENCE BOOKS:

1. Balasubramanian T, "A Text book of Phonetics for Indian Students", Orient Longman, New Delhi, 1989.
2. Krishnaswamy, N and Sriraman, T, "Current English for Colleges", Trinity publications, 2016.
3. Mohan Krishna and Meera Banerjee, "Developing Communication Skills", Macmillan India Ltd. New Delhi, 1990.
4. Ashraf Rizvi M, "Effective Technical Communication", 2ndEdition, McGraw Hill Education, 2017.
5. Narayana Swamy V R, "Strengthen your Writing", Third Edition Orient Black Swan, New Delhi, 2005

24PS102-ENGLISH PROFICIENCY AND COMMUNICATION SKILLS

L	T	P	C
0	0	2	1

PREREQUISITE KNOWLEDGE: Basics of grammar, Read and understand for global context, Cultural sensitivity and Basic writing skills.

COURSE DESCRIPTION AND LEARNING OBJECTIVES: English Proficiency and Communication Skills seeks to develop the students' abilities in grammar, speaking, and reading, writing and overall comprehension skills.

- The course will provide students an exposure on a wide range of language use in everyday situations.
- It will make the students to equip with functional English and make them use it confidently in their professional and social contexts.
- Finally, students will strengthen their reading, writing, listening and speaking skills in English**.**

MODULE -1

UNIT-1   **0L+0T+8P=8 Hours**

MY LIFE AND HOME – MAKING CHOICES – HAVING FUN: Reading: Understanding main message, factual information global meaning, and specific information and paraphrasing. Writing: Developing hints based mail, - Writing short messages/paragraphs. - Listening: Understanding short monologues or dialogues and choose the correct visual. - Speaking: Express simple opinions /cultural matters in a limited way. - Vocabulary: Discerning use of right word suiting the context, B1 Preliminary word list. Grammar: Frequency Adverbs, State Verbs, AFV and Prepositions

UNIT-2   **0L+0T+8P=8 Hours**

ON HOLIDAY - DIFFERENT FEELINGS – THAT'S ENTERTAINMENT! Reading: Longer text for detailed comprehension, gist and inference. - Writing: Developing notes and responding to pen friends or 'e-pals'. Listening: Understand straightforward instructions or public announcements. Speaking: Describing people, things and places in a photograph. Vocabulary/Grammar: Comparatives and Superlatives, Gradable and non-gradable adjectives, cloze tests.

PRACTICES: Developing hints based mail. - Writing short message. - Writing paragraphs. - Expressing opinions and cultural matters. - Understanding short monologues. - Understanding straightforward instructions and public announcements. - Describing people, things and places in a photograph.

MODULE -2

UNIT-1   **0L+0T+8P=8 Hours**

GETTING AROUND – INFLUENCES - STAY FIT AND HEALTHY: Reading: Reading for understanding coherence of the text and drawing inferences. Writing: Reading an announcement from a magazine or website for preparing an article Listening: Discussion activities and listening to understand the gist of each short dialogue. Speaking: Snap Talks, Make and respond to suggestions, discuss alternatives and negotiate agreement. Vocabulary / Grammar: Punctuation, Prepositions, Phrasal Verbs, B1 Preliminary word list.

UNIT-2   **0L+0T+8P=8 Hours**

LOOKS AMAZING! – THE NATURAL WORLD – EXPRESS YOURSELF! Reading: Content, Communicative Achievement, Organization and Language. - Writing: Developing a story with clear links to the given opening sentence. - Listening: An interview for a detailed understanding of meaning and to identify attitudes and opinions. - Speaking: Discuss likes, dislikes, experiences, opinions, habits, etc. - Vocabulary/Grammar: Modals, Conditionals, Verb forms (Time and Tense).

PRACTICES: Listening to understand the gist of each short dialogue. - Listening to an interview for a detailed understanding of meaning and to identify attitudes and opinions. - Preparing an article. - Discuss for alternatives and negotiate agreement. - Discussion on likes, dislikes, experiences, opinions, habits, etc.

SKILLS:

✓ Engage in daily practice by reading, writing, listening, and speaking in English.
✓ Participate in language exchange programs

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Apply to read and grasp content on a range of topics/ texts related to their everyday life like notifications, advertisements, travel brochures, news reports, articles.	Apply	1
2	Apply suitable strategies to achieve comprehension, like listening for main points and checking comprehension using contextual clues etc.	Apply	1
3	Demonstrate vocabulary beyond that of the familiar subjects.	Analyze	2
4	Show sufficient control of English grammar and sentence variety to coherently organize information at sentence and discourse levels	Evaluate	2

TEXT BOOKS:

1. Emma Heyderman and Peter May, "Complete Preliminary", Student's Book with Answers, 2nd edition, Cambridge University Press, 2019.

REFERENCE BOOKS:

1. Annette Capel and Rosemary Nixon, "Introduction to PET", Oxford University Press, 2009.
2. Adrian Doff and Craig Thaine, "Empower Pre intermediate", Cambridge University Press, 2015.
3. Louise Hashemi and Barbara Thomas, "Objective PET", Cambridge University Press, 2010.

24PS103-PRINCIPLES OF PSYCHOLOGY–1

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: A foundational understanding of major psychological theories, research methods, and human behavior principles.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Define key psychological terms and concepts.
- Explain the scientific method and its application to psychological research.
- Identify and compare the major theoretical perspectives in psychology.
- Describe the biological bases of behavior.
- Explain the processes of sensation, perception, learning, memory, and thinking.
- Analyze how development influences behavior throughout the lifespan.
- Discuss the factors that motivate and influence our emotions.

MODULE-1

UNIT-1   12L+8T+0P=20 Hours

Definition, Nature, Characteristics and Scope of Psychology; Aims of Psychology -Schools and Fields of Psychology - Methods of Psychology- Introspection, Observation, Case Study, Survey and Experimental Method - Techniques of Psychology: Interview, Questionnaires and Observation Schedule.

UNIT-2   12L+8T+0P=20 Hours

The Sensory System, Types and General Characteristics of Senses - Visual, Auditory Sensation, Theories of Vision and Hearing - Subliminal Perception and Signal Detection Theory.

PRACTICES: Carefully observing and recording behavior in natural settings - Conducting controlled experiments to test hypotheses - Using questionnaires and interviews to gather data from large groups - Detailed examination of an individual or group over a period of time

MODULE-2
UNIT-1   12L+8T+0P=20 Hours

Types and Phenomena of Attention, Determinants of Attention, Distraction, Division, Fluctuation and Span of Attention - Perception- Perceptual Organization, Figure and Ground Relation, Major Principles of Perceptual Organization - Depth Perception, Perceptual Constancies, Movement Perception, Perceptual Distractions, Perceptual Defense, Perceptual Vigilance.

UNIT-2   **12L+8T+0P=20 Hours**

Motivation - Definition and Types of Motives- Bio and Psycho- Social Motives - Emotions - Definition and Nature of Emotions, Types of emotions - Theories of Motivation - Freud's Unconscious Motivation, Maslow's Theory of Motivation. Theories of Emotions - James - Lange, Cannon-Bard.

PRACTICES: Utilizing standardized tests to measure mental functions and behaviors - Applying techniques to modify behavior, such as reinforcement and punishment - Combining cognitive and behavioral approaches to treat mental health issues - Teaching individuals about psychological concepts and coping strategies

SKILLS:

- ✓ Ability to analyze and interpret psychological data and research findings
- ✓ Enhanced understanding and empathy towards diverse human behaviors and experiences.
- ✓ Improved skills in effectively communicating psychological concepts and findings.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Identify real-world examples of psychological concepts.	Apply	1
2	Compare and contrast different psychological perspectives.	Analyze	1
3	Critically evaluate psychological research and its ethical implications	Evaluate	2
4	Design a basic psychological study to investigate a specific hypothesis	Create	2

TEXT BOOKS:

1. Principles of Psychology by William James
2. Introduction to Psychology by Wade & Travis
3. Psychology: From Inquiry to Understanding by Elizabeth Loftus and Katherine Ketcham Gibson

REFERENCE BOOKS:

1. Morgan, Clifford. T. King, Richard. A., Weisz, John. R., Schopler, John (1993): Introduction to Psychology, Tata McGraw Hill.
2. Marx, Melvin H. (1976) Introduction to psychology - Problems, Procedures & Principles, MacMillan Publishing Co.
3. Hilgard, E.R., Atkinson, R.L., Atkinson, R.C. (1979): Introduction to Psychology. Harcourt
4. Parameswaran E.G., & Beena "An Invitation to psychology" Neel Kamal Publication Hyderabad.

24PS104-DEVELOPMENTAL PSYCHOLOGY–1

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: An understanding of the theories, stages, and key concepts of human growth and development from infancy to adolescence.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Gain a comprehensive understanding of major concepts and theories in developmental psychology.
- Analyze the impact of nature vs. nurture on development.
- Critically evaluate research methods used in developmental psychology.
- Apply developmental concepts to understand real-world phenomena.
- Appreciate the influence of culture and diversity on development.

MODULE-1
UNIT-1   **12L+8T+0P=20 Hours**

Meaning, Nature of Growth & Development - Lifespan perspective on Development, Concept of maturity, experience factors in development: biogenic, psychogenic and sociogenic - Principles of human development (Balte) - Aspects of human development – Physical, Social, Cognitive, Moral.

UNIT-2   **12L+8T+0P=20 Hours**

Stages of pre-natal development - Pre-natal environment- teratogens - The new-born child –actions of the neo-nate - Newborn appearances, reflexes, assessments - Infancy of Physical and motor development, o Cognitive and language development, o Emotional and social development attachment, temperament.

PRACTICES: Monitoring behavior and development in natural settings - Conducting controlled studies to test hypotheses about development - Tracking the same individuals over an extended period - Comparing individuals of different ages at a single point in time.

MODULE-2
UNIT-1   **12L+8T+0P=20 Hours**

 Early and middle Childhood-Physical and motor development - Cognitive and language development - Emotional, moral and social development, - Milestones of early and middle childhood.

UNIT-2   **12L+8T+0P=20 Hours**

Puberty **-** Characteristics – Criteria – Causes – Age – Growth spurt – Body changes – Effects of puberty changes – Hazards & Happiness

PRACTICES: Gathering in-depth information through personal interactions - Detailed examination of a single individual's development - Measuring cognitive, emotional, and social development using established tools - Implementing and evaluating strategies to support optimal development

SKILLS:

- ✓ Knowledge of physical, cognitive, social, and emotional development across the lifespan.
- ✓ Proficiency in designing, conducting, and analyzing developmental research.
- ✓ Skills in applying developmental principles to real-world situations, such as education and parenting.
- ✓ Understanding of ethical considerations in research and practice with children and vulnerable populations

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Analyze the influence of environmental factors on development.	Apply	1
2	Analyze the impact of various factors on development (e.g., genetics, environment).	Analyze	1
3	Critically evaluate the effectiveness of different parenting styles.	Evaluate	2
4	Design an intervention plan to address developmental challenges.	Creative	2

TEXT BOOKS:

1. Lifespan Development (9th Edition) by Robert S. Feldman
2. Principles of Developmental Psychology (7th Edition) by William Damon and Richard M. Lerner
3. Human Development (10th Edition) by Laura E. Berk
4. Theories of Development: Concepts and Applications (8th Edition) by William Crain

REFERENCE BOOKS:

1. Berk, L.E. (2007), Development through the lifespan (3rd Edition), Pearson Education
2. Feldman, R.S. & Babu. N. (2011). Discovering the Lifespan. Pearson. Page 36 of 48
3. Hurlock, E.B. (1980), Development Psychology: A Life Span Approach (5th Edition), New Delhi: Tata McGraw Hill pub. Co. Ltd.
4. Papalia, D.E. (2004). Human Development. (9th Edition), New Delhi: Tata McGraw Hill
5. Santrock, J.W. (1997), Life Span Development (6th Edition) Chicago: Brown and Bench Mark

24PS105-FUNDAMENTALS OF SOCIAL PSYCHOLOGY

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: Understanding basic principles of human behavior in social contexts and psychological theories of group dynamics

COURSE DESCRIPTION AND LEARNING OBJECTIVES:
- Gain a foundational understanding of core principles in social psychology.
- Analyze the impact of social situations on individual behavior.
- Critically evaluate research methods used in social psychology.
- Apply social psychology concepts to understand everyday social interactions.
- Appreciate the influence of culture and social norms on behavior.

MODULE-1
UNIT-1   12L+8T+0P=20 Hours

Definition, Nature and Scope of Social Psychology - Social Psychology and other Sciences Research methods in Social Psychology - Observation, Survey, Correlational Method, Field Study and Experimental Method.

UNIT-2   12L+8T+0P=20 Hours

Social Perception - Meaning and Factors Influencing Social Perception, Types and Mechanisms of Social Interaction - Social Norms, Roles and Status - Attribution- Meaning and Errors in Attribution - Impression Formation - Meaning and Techniques of Impression Formation

PRACTICES: Studying how individuals perceive and interpret others' behavior - Exploring how attitudes are formed, changed, and influence behavior - Understanding how individuals are affected by others in groups or society - Analyzing interactions, norms, and behaviors within groups.

MODULE-2
UNIT-1   12L+8T+0P=20 Hours

Socialization - Definition and goals of Socialization, Socialization Process - Social Motives and Social Incentives, Agencies of Socialization - The Development of Self-Concept, Self-Evaluation.

UNIT-2   12L+8T+0P=20 Hours

Social Attitudes **-** Definition- Importance, Distinguishing Features of Attitudes - Attitude Formation and Change - Measurement of Attitudes- Likert, Bogardus and Thurstone.

PRACTICES: Examining the dynamics, attraction, and communication between individuals - Considering how cultural norms and values shape social behaviors - Exploring factors that lead to

aggression as well as altruistic and helpful behaviors - Utilizing experimental, correlational, and observational methods to study social behavior.

SKILLS:

- ✓ Understanding Social Perception: How individuals form impressions and make judgments about others based on behavior and appearance.
- ✓ Group Dynamics: Studying how individuals behave in groups, including conformity, groupthink, and social facilitation.
- ✓ Attitudes and Persuasion: Exploring the formation, change, and influence of attitudes, as well as persuasive communication techniques.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Analyze social interactions and identify the influence of social psychological concepts.	Apply	1
2	Compare and contrast different theories and perspectives within social psychology	Analyze	1
3	Evaluate the effectiveness of social influence techniques and predict potential outcomes in social situations.	Evaluate	2
4	Design experiments or interventions based on social psychological theories.	Creative	2

TEXT BOOKS:

1. Social Psychology, 15th Edition by Elliot Aronson, Robin M. Judd, and Timothy D. Wilson
2. Psychology: A Journey (Mind Tap Course Mate Included), 12th Edition by James W. Kalat
3. The Social Animal, 14th Edition by Elliot Aronson
4. Social Psychology: Global Perspectives, 9th Edition by Justin J. Fein
5. Social Psychology: High Impact Cases, 7th Edition by Robert A. Baron, Norman Miller

REFERENCE BOOKS:

1. Morgan, Clifford. T. King, Richard. A., Weisz, John. R. Schopler, John (1993). Introduction to Psychology, Tata McGraw Hill.
2. Marx, Melvin H. (1976). Introduction to Psychology - Problems, Procedures & Principles, MacMillan Publishing Co.
3. Hilgard, E.R., Atkinson, R.L., Atkinson, R.C., (1979): Introduction to Psychology, Harcourt Brace Jovanovich. Inc.

24PS106-BASICS OF PSYCHOMETRIC ASSESSMENT–1

L	T	P	C
2	0	4	4

PREREQUISITE KNOWLEDGE: Understanding test construction, reliability, validity, and interpretation of psychological measurements

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

Cog-Lab Experimentation
The student is trained to understand different concepts of Experimental Psychology, needs to conduct experiments studied from the theory papers, is guided to prepare a report following latest guidelines and need to submit written report (Record).
Following contents will be covered:

MODULE-1
UNIT-1   **8L+0T+16P=24 Hours**

Experimental psychology - Experimental Psychology -Basic Concepts – experiment - Variables, Hypotheses, Control Methods etc.

UNIT-2   **8L+0T+16P=24 Hours**

Concepts: Operational Definitions; Identification of variables (5 problems) - Writing a laboratory report – as per APA (7 Ed) & other guidelines (from Abstract to References).

PRACTICES: Choose appropriate tests based on the assessment objectives and the population being tested - Use standardized procedures to ensure consistency in test administration and scoring - Ensure the test produces consistent results over time and across different populations - Confirm that the test measures what it claims to measure.

MODULE-2
UNIT-1   **8L+0T+16P=24 Hours**

Lab experiments & Field work - Conduction of at least **Ten (10) - e**xperiments from the fields of Cognitive Psychology, social psychology - and using statistical methods to analyze the results.

UNIT-2   **8L+0T+16P=24 Hours**

A field work/long experiment (Report writing as per APA and submission at the end of the semester)

PRACTICES: Conduct assessments ethically, respecting confidentiality and informed consent - Be aware of cultural factors that may affect test performance and interpretation - Administer tests according to the standardized instructions without deviation - Analyze and interpret results in the context of the individual's background and circumstances.

SKILLS:

- ✓ Test Development: Skilled in creating reliable and valid psychometric assessments.
- ✓ Data Analysis: Proficient in analyzing test results using statistical methods.
- ✓ Interpretation: Experienced in interpreting psychometric data to inform decision-making

Note:

1. Each student has to maintain an observation book, should carry their own stationary and the record book. All the above will be recorded by the student in written form and will be submitted to the Department after the certification from the concerned faculty
2. It is **compulsory** for the students to attend **ALL the practical classes** (batch wise) as per the time table and obtain the certification on the record at the end of the semester by the concerned teacher and the HOD
3. Examination will be held at the end of the semester – I and the model paper will be shared

Facilities required in the Department:

 i. Well-equipped laboratory with complete set of materials designed to conduct the practical including digital methods adequate for all the batches
 ii. Other common equipment, apparatus and tools to conduct practical's (see the next page for more details)

EXPERIMENTAL PSYCHOLOGY LABORATORY (for 1st Year)
Basic Equipment and Infrastructure requirements for Psychology Lab Infrastructure:

1. Area of the Room (Appx 1000 sq. ft)
2. 10-12 tables (2.5 ft./3ft)
3. 20-24 stools* (in proportion to the height of the table)
4. Electrical plug points (close to every table)
5. Extension cords (as per requirement)
6. White Boards
7. Computers with UPS and speakers (minimum 5 no's)
8. Photos of Psychologists (with names)
9. Notice Boards
10. Glass Almirahs to store apparatus and equipment
11. Lab Assistant (graduated in Psychology and trained in laboratory)
12. Lab Attender (trained)
13. LCD Projector

Basic Apparatus and materials in the Psychology Laboratory

1. Stop watches (electronic)- 20
2. Playing cards-6 sets
3. Wooden scales - 12
4. Wooden screens- 12
5. Tachistoscopes- 6
6. Memory drums -4

1. Hanfmann-Kasanin Concept Formation Test
   - Tools: Can be screw based ones that can be self-adjusted as per the required height and necessity of the experiment.
   - Equipment and apparatus may be procured as per the requirement in sufficient numbers.
   - Seek consultation with the global department for procuring the above materials.

NOTE: Each batch consists of about 10 to 12 students. Lab should have enough materials for one batch to do one experiment at a given time. Practical's will be conducted during the afternoon as per the time tables. Teaching faculty have to plan introducing the practical's and following up with their batches using the lab space as per the timings.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Administer and score psychometric assessments appropriately.	Apply	1
2	Evaluate the strengths and weaknesses of psychometric assessments in different contexts.	Analysis	1
3	Design and develop new psychometric tools for specific assessment needs.	Synthesis	2
4	Critically evaluate the reliability and validity of different psychometric tests	Evaluation	2

TEXT BOOKS:

1. Experimental Psychology (7th Edition) by Anne Myers
2. Methods and Statistics in Experimental Psychology (3rd Edition) by Robert F. Loftus and Geoffrey R. Loftus
3. Thinking: An Introduction to Cognitive Science (11th Edition) by David Hurley and Elizabeth Spelke
4. Neuroscience: Exploring the Brain (6th Edition) by Mark F. Bear, Barry Connors, and Michael A. Paradiso
5. Stevens' Handbook of Experimental Psychology (2004) edited by John Wixted

REFERENCE BOOKS:

1. Pashler, H. E. (1998). The psychology of attention. MIT press. (This is a book reference)
2. Schacter, D. L., Richert, S., Brugger, P., & Steffens, M. C. (1995. False remembering: Increasing confidence in conjunction with the misinformation. Journal of Experimental Psychology: Learning, Memory, and Cognition, 21(3), 594-604.
3. Simons, D. J., & Chabris, C. F. (1999). Gorillas in our midst: Sustained in attentional blindness for dynamic events. Perception, 28, 1059-1074.
4. Chaube. S.P.(1985): Experimental Psychology, Laxmi Narain Publishers.

24PS107- ORIENTATION ON PSYCHOLOGY

L	T	P	C
	6		3

PREREQUISITE KNOWLEDGE: To understanding the various perspectives and approaches in the study of human behavior and mental processes, such as cognitive, behavioral, psychoanalytic, humanistic, and biological orientations.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

Introduction: Historical Foundations of Psychology; Nature, Goals and Fields of Psychology (Pure and Applied); Schools of Psychology: Structuralism, Functionalism, Psychoanalysis, Behaviorism and Gestalt; Contemporary Approaches to Psychology: Cognitive Approach, Humanistic Approach and Existential Approach; Methods of Psychology-Experimental method, observation method, case study method and survey method.

Sensation and perception: (a) Sensory processes – vision, audition, Chemical senses, sense of equilibrium and kinesthetic sense (b) Perceptual processes: Attention and perception; Factors influencing attention; Types of attention; Principles of perceptual organization; perception of space; perception of Movement; Perceptual constancies and Illusions.

Motivation: Types of motives: Physiological and psycho social motives; unconscious motivation; Maslow's theory of motivation.

Emotion: Development of emotions; Physiological basis of emotions; Theories of Emotions-James-Lange, Cannon-Bard and Schachter-Singer.

Learning: Concept of Learning Curve; Theories of learning: Classical conditioning and operant conditioning; Cognitive learning (Sign learning, Learning by Insight) and Observation Learning; Motivation and learning; Efficient Methods of Learning; Transfer of training.

Intelligence and Aptitude: Nature of Intelligence; Measurement of intelligence; Distribution of Intelligence; genetic basis of Intelligence; Theories of Intelligence: Spearman, Thurstone, Thorndike, Sternberg, Guilford and Gardener; measurement of Intelligence.

Statistics: Characteristics and Applications of Normal Probability curve; Deviation from normality: Skewness and Kurtosis; Measures of Central tendency; Measures of variability; Coefficient of Correlation; Types of correlation; computation of correlation: Spearman and Product moment correlation; chi square.

PRACTICES:

- Facilitating personal introductions and ice-breakers.
- Providing an overview of the psychology program and curriculum.
- Setting academic and professional goals.
- Introducing campus resources, libraries, and counseling services.
- Assigning academic advisors and mentors.
- Encouraging peer networking and social activities.
- Conducting workshops on study skills and research methods.
- Discussing professional ethics and values in psychology.

- Training on relevant software and online platforms.
- Collecting feedback to improve the orientation program.

SKILLS:

- ✓ Learning foundational psychological theories.
- ✓ Understanding ethical standards in practice.
- ✓ Developing clinical assessment skills.
- ✓ Enhancing communication techniques.
- ✓ Gaining proficiency in research methodologies.
- ✓ Building cultural competence.
- ✓ Mastering case study analysis.
- ✓ Cultivating professional collaboration skills.
- ✓ Strengthening critical thinking abilities.
- ✓ Acquiring knowledge in specialized psychology fields.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Apply ethical guidelines in hypothetical case scenarios.	Apply	1
2	Analyze case studies to determine psychological issues and interventions	Analysis	1
3	Critically evaluate research methodologies used in psychology studies.	Evaluate	2
4	Develop a comprehensive assessment plan for a given psychological issue.	Create	2

TEXT BOOKS:

1. Hergenhahn, B. R., & Henley, T. B. (2014). *An Introduction to the History of Psychology* (7th ed.). Cengage Learning.
2. Barlow, D. H., Durand, V. M., & Hofmann, S. G. (2018). *Abnormal Psychology: An Integrative Approach* (8th ed.). Cengage Learning.
3. Bernstein, D. A., Penner, L. A., Clarke-Stewart, A., & Roy, E. J. (2018). *Psychology* (10th ed.). Cengage Learning.
4. American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). American Psychological Association.
5. Nolen-Hoeksema, S. (2020). *Abnormal Psychology* (8th ed.). McGraw-Hill Education.

REFERENCE BOOKS:

1. American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). American Psychological Association.
2. Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin, 117*(3), 497-529. https://doi.org/10.1037/0033-2909.117.3.497
3. Bandura, A. (1986). *Social Foundations of Thought and Action: A Social Cognitive Theory*. Prentice-Hall.
4. Beck, J. S. (2011). *Cognitive Behavior Therapy: Basics and Beyond* (2nd ed.). Guilford Press.
5. Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist, 55*(1), 5-14. https://doi.org/10.1037/0003-066X.55.1.5

24PS108-BUSINESS COMMUNICATION

L	T	P	C
4			4

PREREQUISITE KNOWLEDGE: Understanding professional language, etiquette, and effective interpersonal and organizational communication skills

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

The purpose of this course is to develop the student's competence to communicate at an advanced level. Students will learn how to improve LSRW skills and develop strategies for LSRW skills. They will also learn business letter writing and correspondence skills.

MODULE-1
UNIT-1   16L+0T+0P=16 Hours

Functional English Grammar and Vocabulary – tenses – articles – prepositions – subjects – verb agreement- business idioms, conditionals and degrees of comparison, Discourse markers.

UNIT-2   16L+0T+0P=16 Hours

Business Communication: Communication Process and Elements, Needs of Communication Skills in Management, Channels of Communication, Types of Communication, Barriers of communication, how to overcome the Barriers, Principles effective communication

PRACTICES: Clearly define your message before communicating - Use concise and straightforward language - Listen actively to understand others' perspectives - Tailor your communication style to your audience - Utilize appropriate communication channels for different messages.

MODULE-2

UNIT-3   16L+0T+0P=16 Hours

Processing Business documents: Reading and comprehending business articles, reading and comparing two articles (Teenage entrepreneurs) Reading charts and graphs, reading business news, listening skills (Types and developing strategies) Etiquette and method of writing e-mails (formal, informal), Apply Soft skills at workplace: Interview skills.

UNIT-4   16L+0T+0P=16 Hours

Business Correspondence: Purpose of format of a business letter, elements of a business letter, Types of business letters, Enquiry Sales Quotations, Claims, Adjustment, Reports writing, Memos, / Notices/ Circular, Agenda, Minutes of a Meeting. Leadership qualities, Business etiquette, Telephone etiquette, Group Discussion, Group Dynamics, Presentation skills

PRACTICES: Provide constructive feedback regularly - Maintain a professional tone in all interactions - Encourage open and honest dialogue - Ensure all communications are culturally sensitive - Follow up to confirm understanding and action.

SKILLS:

- ✓ Clear and concise writing for effective correspondence.
- ✓ Active listening to understand and respond appropriately.
- ✓ Assertiveness in conveying ideas and negotiating.
- ✓ Adaptability in communicating across diverse audiences and platforms.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Apply business communication strategies and principles to prepare effective communication for domestic and international business situations.	Apply	1
2	Analyze ethical, legal, cultural, and global issues affecting business communication.	Analyze	1
3	Assess the effectiveness of different communication strategies.	Evaluate	2
4	Develop comprehensive communication plans for business projects	Create	2

TEXT BOOKS:

1. Business Communication for Success" by Sueann Ambrose and Pamela Harris (2019)
2. Writing for Business" by Leslie McKinney (2023)
3. The Art of Business Communication" by Shirley Taylor (2021)
4. Effective Business Communication" by Herminia Ibarra (2020)
5. Business Communication: Building Relationships, Solving Problems, Making Decisions" by Kitty Locker and Sandra Pickle (2018)

REFERENCE BOOKS:

1. Ambrose, S., & Harris, P. (2019). Business communication for success. Cengage Learning.
2. McKinney, L. (2023). Writing for business. Cengage Learning.
3. Taylor, S. (2021). The art of business communication. Routledge.
4. Ibarra, H. (2020). Effective business communication (3rd ed.). Pearson.
5. Locker, K., & Pickle, S. (2018). Business communication: Building relationships, solving problems, making decisions (10th ed.). McGraw-Hill Education.

24PS109-SELF EMPOWERMENT& GENDER SENSITIZATION

L	T	P	C
0	2	0	1

PREREQUISITE KNOWLEDGE: Understanding value of Gender equality, maintain the healthy effective interpersonal relation with other gender

COURSE DESCRIPTION AND OBJECTIVES:

- To introduce gender sensitization and related issues.
- To raise and develop social consciousness among the students.
- To sensitize the students regarding the issues of gender and the gender inequalities prevalent in society.
- Identify their own potentials and accept their own limitations
- Consciously overcome their limitations and move towards self esteem

MODULE: I

UNIT-I UNDERSTANDING GENDER   0L+8T+0P= 8 Hours

- Understanding of Gender, Gender Roles & relations, gender & culture, gender based violence,

UNIT II GENDER LAWS   0L+8T+0P= 8 Hours

- Gender & labour, Gender constitutional & Legal Perspectives

PRACTICES: Regularly engage in self-assessment to understand personal strengths and areas for growth - Foster an environment where everyone feels safe to express their opinions and concerns - Provide training on gender equality and the impact of stereotypes - Establish mentorship opportunities for individuals to learn and grow under the guidance of experienced mentors - Ensure equal access to resources, opportunities, and advancement for all genders.

MODULE: II

UNIT-I SELF EMPOWERMENT   0L+8T+0P= 8 Hours

- Types of personality, Good Manners & Etiquettes, Ways to develop positive attitude

UNIT II PERSONALITY DEVELOPMENT   0L+8T+0P= 8 Hours

Decision Making Skills, Interpersonal Skills, Time Management, Stress Management, Conflict Management, Leadership Skills

PRACTICES: Actively question and combat traditional gender roles and expectations - Implement policies that help employees balance professional and personal responsibilities - Train

individuals to confidently express their needs and desires - Promote diverse leadership that reflects gender inclusivity - Develop environments where individuals can discuss and address gender-related issues without fear of discrimination.

SKILLS:

- ✓ Enhanced ability to analyze and challenge gender biases.
- ✓ Improved self-assurance to advocate for oneself and others.
- ✓ Effective articulation of gender-related issues and solutions.
- ✓ Deepened understanding and compassion towards diverse gender experiences.
- ✓ Strengthened capacity to lead initiatives promoting gender equity.
- ✓ Enhanced ability to support and promote gender-sensitive policies and practices.

COURSE OUTCOMES:

Upon successful completion of this course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Develop a better understanding of important issues related to gender in contemporary India.	Develop	1
2	Attain a finer grasp of how gender discrimination works in our society and how to counter it.	Analyze	1
3	Apply ethical and moral principles in personal and professional forefronts; and	Apply	2
4	Develop a positive outlook towards humanity.	Develop	2

Text books:

1. "Women, Gender, and Society**: Global Perspectives"** by Amy Kaler and Melissa Checkerosky
2. "Gender: Ideas, Interactions, Institutions**"** by Lisa Wade and Myra Marx Ferree
3. "Empowerment Series: Human Behavior in the Social Environment**"** by Jose B. Ashford and Craig Winston LeCroy
4. "Feminist Theory: From Margin to Center**"** by bell hooks

References:

1. A World of Equals: A Textbook on Gender, Susie Tharu, Uma Maheswari Bhrugubanda (2022), Orient Blackswan Pvt Limited
2. Chitra Chellam(2022), Personality Development, Sara Book Publication.

24PS110-PRINCIPLES OF PSYCHOLOGY-2

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: understanding basic concepts of human behavior, mental processes, and key psychological theories.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

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

- Define key psychological terms and concepts.
- Explain the scientific method and its application to psychological research.
- Identify and compare the major theoretical perspectives in psychology.
- Describe the biological bases of behavior.
- Explain the processes of sensation, perception, learning, memory, and thinking.
- Analyze how development influences behavior throughout the lifespan.
- Discuss the factors that motivate and influence our emotions.

MODULE-1
UNIT-1   12L+8T+0P=20 Hours

Definition of learning – Classical Conditioning, Operant Conditioning, Insight, Observation and Latent learning - Role of Maturation and Training in learning, Reward and Punishment, Transfer of Learning - Measurement of Learning, Learning Curves.

UNIT-2   12L+8T+0P=20 Hours

Meaning and Types of Memory, Methods of Measuring Memory, Information Processing Model of Memory - Factors Influencing Memory – Repetition, Meaning, Whole vs. Part Learning, Massed vs. Spaced Learning, Motivation, Feedback and Passage of Time -Forgetting- Meaning, Nature and Causes, Methods to Improve Memory

PRACTICES: Grounding theories and interventions in research - Upholding moral guidelines in all practices - Considering diverse backgrounds in assessments and treatments - Safeguarding privacy and trust - Using proven methods for effective outcomes.

MODULE-2
UNIT-1   12L+8T+0P=20 Hours

Definition, Nature and Levels of Thinking - Tools of Thinking Images, Concepts and Language - Types of thinking – Reasoning, Problem Solving, Creative Thinking, Critical Thinking.

UNIT-2 12L+8T+0P=20 Hours

Intelligence Definition and Nature - Theories: Spearman Two Factor Theory, Thurstone's Multi Factor Theory and Sternberg's Triarchic Theory of Intelligence - Measurement of Intelligence-Concept of IQ, Types of Intelligence Tests, Intellectually Gifted and Retardation - Role of Heredity and Environment on Intelligence

PRACTICES: Maintaining appropriate relationships with clients - Updating knowledge and skills through education - Consulting with colleagues for comprehensive care - Assessing effectiveness and adjusting strategies - Promoting mental health awareness and support.

SKILLS:

- ✓ Understanding human behavior and motivations.
- ✓ Analyzing psychological research and data.
- ✓ Applying theories to real-life situations.
- ✓ Developing critical thinking and problem-solving skills.
- ✓ Enhancing communication and interpersonal skills.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Identify real-world examples of psychological concepts.	Apply	1
2	Compare and contrast different psychological perspectives.	Analyze	1
3	Assess the validity and reliability of psychological research studies.	Evaluate	2
4	Develop a simple psychological experiment or intervention plan based on established theories and methods	Create	2

TEXT BOOKS:

1. Principles of Psychology by William James
2. Introduction to Psychology by Wade & Travis
3. Psychology: From Inquiry to Understanding by Elizabeth Loftus and Katherine Ketcham Gibson

REFERENCE BOOKS:

1. Morgan, Clifford. T. King, Richard. A., Weisz, John. R., Schopler, John (1993): Introduction to Psychology, Tata McGraw Hill.

2. Marx, Melvin H. (1976) Introduction to psychology - Problems, Procedures & Principles, MacMillan Publishing Co.
3. Hilgard, E.R., Atkinson, R.L., Atkinson, R.C. (1979): Introduction to Psychology. Harcourt
4. Parameswaran E.G., & Beena "An Invitation to psychology" Neel-kamal Publication Hyderabad.

24PS111-ABNORMAL PSYCHOLOGY–1

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: Understanding basic psychological concepts, mental health disorders, and their diagnostic criteria.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Gain a comprehensive understanding of key concepts and terminology in abnormal psychology.
- Analyze different theoretical perspectives on abnormal behavior.
- Critically evaluate the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) and its role in diagnosis.
- Explore the biological, psychological, and social factors contributing to mental illness.
- Examine various evidence-based treatments for mental disorders.
- Develop empathy and understanding towards individuals experiencing mental health challenges.

MODULE-1
UNIT-1   **12L+8T+0P=20 Hours**

Introduction – Meaning of abnormality, criteria of abnormality. Historical Views on Abnormal Behavior-The supernatural practice, biological practice, psychological practice. Classification of Disorders-latest edition of DSM & ICD, Causes or etiology of abnormal behavior, Diathesis Stress Model

UNIT-2   **12L+8T+0P=20 Hours**

Panic, Anxiety, Obsessions, and Their Disorders Specific Phobias, Social phobias- Agarophobia, Panic disorder, Generalized Anxiety Disorder, Obsessive-Compulsive and Related Disorders – Clinical picture and dynamics

PRACTICES: Diagnostic assessment using standardized tools - Case formulation to understand individual psychological disorders - Evidence-based treatment planning – Psycho-education for patients and families - Cognitive-behavioral techniques for symptom management

MODULE-2
UNIT-1   **12L+8T+0P=20 Hours**

Personality disorders – Cluster A, B, C, Clinical features of personality disorders, Paranoid Personality disorder, antisocial personality disorder, Dependent personality disorder Dissociative disorders – Depersonalization/Derealization Disorder, Dissociative Amnesia and Fugue

Substance – related disorders – Clinical picture and causes, alcoholism, nicotine dependency, psychoactive drugs. Eating disorders- Anorexia Nervosa and Bulimia Nervosa, Binge Eating Disorder

PRACTICES: Psychopharmacology for medication management - Therapeutic alliance building with clients - Crisis intervention and management - Ethical considerations in treatment - Continual evaluation and adjustment of treatment plans.

SKILLS:

- ✓ Identifying symptoms and patterns of mental disorders
- ✓ Using various tools for psychological assessment and diagnosis
- ✓ Understanding different therapeutic modalities for treating mental illnesses.
- ✓ Evaluating potential risks and safety concerns related to mental health issues.
- ✓ Applying strategies to manage acute psychological crises effectively

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Analyze case studies to identify symptoms of different mental disorders.	Apply	1
2	Compare and contrast different theoretical perspectives on abnormal behavior (e.g., psychoanalytic, behavioral, cognitive, humanistic).	Analyze	1
3	Critically evaluate the effectiveness of different treatment approaches for mental disorders..	Evaluate	2
4	Develop comprehensive treatment plans that integrate various therapeutic approaches.	Create	2

TEXT BOOKS:

1. Abnormal Psychology: The Science and Treatment of Psychological Disorders, DSM-5-TR
2. Abnormal Psychology by Ann M. Kring, Gerald C. Davison, John M. Neale, and Robin L. Watson
3. Fundamentals of Abnormal Psychology by Ronald J. Come
4. An Introduction to Abnormal Psychology by Richard J. McNally

REFERENCE BOOKS:

1. Butcher, James Neal. Abnormal psychology. 16th ed. / James N. Butcher, University of Minnesota, Jill M.
2. Hooley, Harvard University, Susan Mineka, Northwestern University.
3. Buss A.H -Psychopathology, John Wiley, New York. Carson -Abnormal Psychology. Pearson Education, India.
4. Sarson & Sarson - Abnormal Psychology, Prentice Hall, India.
5. Mangal S.K -Abnormal Psychology, Sterling Publishers, New Delhi.
6. Paul, B -Abnormal & Clinical Psychology Tata McGrae Hill, New Delhi.

24PS112-PHYSIOLOGICAL PSYCHOLOGY

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: Studies the relationship between biological processes and behavior, focusing on how the brain and nervous system influence thoughts, feelings, and actions. Key areas include neuroanatomical, neurotransmission, and the effects of hormones on behavior

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Gain a solid understanding of the nervous system's anatomy and physiology.
- Explore the role of neurotransmitters and hormones in behavior.
- Analyze the neural basis of sensation, perception, motivation, emotion, learning, memory, and sleep.
- Evaluate how physiological factors influence mental disorders.
- Appreciate the relationship between brain and behavior.

MODULE-1

UNIT–1   **12L+8T+0P=20 Hours**

Definition: Understanding physiological psychology - Where is the Mind? Exploring the concept of the mind **-** Brain Imaging **-** CT scan, MRI scan **-** Approaches to Physiological Psychology**:** Philosophic approaches - Clinical approaches - Experimental methods.
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UNIT–2   **12L+8T+0P=20 Hours**

Anatomy of a Neuron: Structure and types of neurons - Neuron Functioning - Neurons at rest and in action - Synaptic communication – Structures in the Nervous System: The Peripheral Nervous System – The Spinal Cord – The Brain – parts of brain – Psychological deficit in the Brain injured

PRACTICES: Studying brain structure and function - Researching neurotransmitter systems - Investigating the effects of hormones on behavior - Examining neural plasticity and learning - Analyzing the role of genetics in psychological processes.

MODULE-2

UNIT–1   **12L+8T+0P=20 Hours**

Introduction to the Endocrine System – Pituitary Gland- Thyroid Gland - Parathyroid Glands - Adrenal Glands – Pancreas - Gonads (Ovaries and Testes) - Pineal Gland - psychological functions of gland.

Introduction to the Muscular System: Types of Muscular – function - Role of muscles in movement and posture - Muscle memory and motor learning - Impact of physical exercise on mental health - Effects of muscular disorders on psychological and physical well-being.

PRACTICES: Conducting experiments on sensory perception - Studying sleep patterns and their impact on cognition - Researching the brain's response to stress and trauma - Investigating the neural basis of emotions - Exploring the relationship between brain activity and behavior

SKILLS:

- ✓ Understanding neural mechanisms underlying behavior.
- ✓ Analyzing brain structure and its influence on cognition.
- ✓ Applying neuroimaging techniques for psychological research.
- ✓ Evaluating the impact of neurotransmitters on mental processes.
- ✓ Interpreting physiological responses to psychological stressors.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Analyze the effects of hormones on behavior and emotions.	Apply	1
2	Differentiate between various neural pathways and their functions	Analyze	1
3	Critique the relationship between brain activity and specific mental disorders.	Evaluate	2
4	Design an experiment to investigate a physiological psychology hypothesis	Create	2

TEXT BOOKS:

1. Foundations of Physiological Psychology by Neil R. Carlson (6th Edition)
2. Biological Psychology by James W. Kalat (12th Edition)
3. Discovering Biological Psychology by Laura Freberg (6th Edition)
4. Introduction to Psychobiology by James L. McGaugh (11th Edition)

REFERENCE BOOKS:

1. Filsknow, S.B. and Boll, J.J. (1981). Handbook of clinical Neuropsychology. New York: Johnwiley.
2. Gazzaniga, M.S., Lvey, R.B. and Magun, G.R. (2002) Cognitive Neuroscience: The Biology of the Mind. New York: Norton & Company.
3. Walsh, K. (1994). Neuropsychology: A clinical approach. New Delhi: Churchill Livingstone.
4. Zillmer, E.A. & Spiers Mary V. (2001). Principles of Neuropsychology. Stanford: Wadsworth Thomson.
5. Kandel, E.R. Schwartz, J.H. & Jessel, T.M. (2000). Principles of neural science (4th.ed.), New York: McGraw-Hill.
6. Zillmer, E.A., Spiers, M.V. & Culbertson (2008). Principles of Neuropsychology (2nd ed.), Wadsworth: Cengage Learning.
7. Blackmore, S. (2003). Consciousness: An introduction. London: Hodder & Stoughton.
8. Essential Reading / Recommended Reading Walsh K. (2008). Neuropsychology. New Delhi: B.I. Churchill Livingstone Pvt. Ltd

24PS113- PSYCHOMETRIC ASSESSMENT -2

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: Designed to measure individuals' mental capabilities, personality traits, and behavioral styles. They are commonly used in educational, clinical, and organizational settings to evaluate cognitive abilities, personality characteristics, and job-related skills.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

At the end of the course the student would be able to
- Acquire knowledge about the concept of psychological testing
- Comprehend test construction process
- Understand concepts of testing like -reliability and validity Realize issues in testing
- Learn about different types of tests' usage

MODULE-1
UNIT–1   **12L+8T+0P=20 Hours**

Psychological Testing – Definition, Uses of Psychological Tests, Characteristics of a Good Test, Differences between psychological testing and psychological assessment Test Administration, scoring and interpretation of tests, Effects of Examiner and Situational Variables, Effects of training on Test performance

UNIT-2   **12L+8T+0P=20 Hours**

Test Construction – Steps in the process of test construction: Item Construction and Scaling. Item Analysis – Nature, Item difficulty, Item discrimination

PRACTICES: Selecting appropriate assessment tools for specific traits or skills - Administering assessments in standardized conditions - Analyzing results for validity and reliability - Providing feedback to individuals based on assessment outcomes - Ensuring ethical considerations in assessment practices.

MODULE-2
UNIT–1   **12L+8T+0P=20 Hours**

Reliability – Meaning, Methods of reliability: Test – Retest, Internal Consistency. Validity – Meaning, Methods of Estimation: Content – Description procedures and Criterion – prediction procedures

UNIT-2   **12L+8T+0P=20 Hours**

Norms – Meaning and Purpose, Raw score Transformation, Standard Scores Special Issues in Testing – Computer – aided psychological assessment, Ethical issues - Protection of privacy,

Confidentiality, communicating test results Unit V Different types of psychological tests- Ability and aptitude tests, personality Tests-Projective tests, Applications of psychological tests in various contexts (educational, counseling and guidance, clinical, organizational etc.)

PRACTICES: Interpreting scores in context of cultural and demographic factors - Documenting assessment procedures and outcomes accurately - Collaborating with psychologists and HR professionals in assessment processes - Updating assessment techniques based on research and best practices - Using assessment data to inform decision-making in hiring, development, or counseling.

SKILLS:

- ✓ Skill in administering various psychometric tests accurately and ethically.
- ✓ Ability to interpret test results and provide meaningful insights.
- ✓ Skill in delivering feedback to individuals based on assessment results.
- ✓ Proficiency in writing clear and concise assessment reports.
- ✓ Capability to select appropriate psychometric tests based on specific assessment goals.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Apply knowledge of brain structures to understand how physiological processes influence behavior.	Apply	1
2	Evaluate the strengths and weaknesses of psychometric assessments in different contexts.	Analyze	1
3	Evaluate different research methods used in the study of physiological psychology.	Evaluate	2
4	Design an experiment to investigate the effects of a specific physiological process on behavior	Create	2

TEXT BOOKS:

1. Experimental Psychology (7th Edition) by Anne Myers
2. Methods and Statistics in Experimental Psychology (3rd Edition) by Robert F. Loftus and Geoffrey R. Loftus
3. Thinking: An Introduction to Cognitive Science (11th Edition) by David Hurley and Elizabeth Spelke
4. Neuroscience: Exploring the Brain (6th Edition) by Mark F. Bear, Barry Connors, and Michael A. Paradiso
5. Stevens' Handbook of Experimental Psychology (2004) edited by John Wixted

REFERENCE BOOKS:

1. Pashler, H. E. (1998). The psychology of attention. MIT press. (This is a book reference)
2. Schacter, D. L., Richert, S., Brugger, P., & Steffens, M. C. (1995. False remembering: Increasing confidence in conjunction with the misinformation. Journal of Experimental Psychology: Learning, Memory, and Cognition, 21(3), 594-604.
3. Simons, D. J., & Chabris, C. F. (1999). Gorillas in our midst: Sustained in attentional blindness for dynamic events. Perception, 28, 1059-1074.
4. Chaube. S.P. (1985): Experimental Psychology, Laxmi Narain Publishers.

24PS201-IT WORKSHOP AND TOOLS

L	T	P	C
	2	4	3

PREREQUISITE KNOWLEDGE: Understanding of operating systems, familiarity with software applications, and basic networking concepts.

COURSE DESCRIPTION AND LEARNING OBJECTIVES: This course explores the students towards the computer anatomy, office tools like word, excel, power point presentation and basics of computer networks. Make the student to prepare the reports and documents for the assignments, home tests and projects which will be carried out during their academic activities. In addition, it aims to make the student to create and develop documents and power point presentation using latex also.

MODULE-1

UNIT-1   **0L+6T+12P=18 Hours**

INTRODUCTION TO COMPUTER COMPONENT AND COMPUTER NETWORKS: Computer Components and MS Office: Introduction to Computers, Basic Components of PC, Network Essentials, System Security, Networking basics, Uses of network, Types of computer networks, Network hardware

UNIT-2   **0L+10T+20P=30 Hours**

COMPUTER NETWORKS AND MS-OFFICE: Computer Networks: Layers of networks, Devices of computer networks. - MS Word: Design Certificate and Resume, Creating a Newsletter, Preparation of a single column Report, IEEE format and Springer format. - MS Excel: Prepare invoice and purchase order for the M & M Pvt. Ltd., Calculating GPA mark sheet report. - MS PowerPoint: Prepare a PowerPoint template for department facilities, create a Business Agenda Slide in a PowerPoint presentation, Create Animation and Transitions based company profile presentation slide.

PRACTICES:

- Create a network using different devices - Design a certificate for cricket sport. - Creation of projects and Newsletter using MS Word. - Create a single column document for any topic regarding concert subject. - Prepare an IEEE format using following. - Insert a multiple types of tables - Insert a Figures - Insert an Equations
- Prepare a Springer format using following. - Insert a horizontal and vertical tables - Insert multiple figures in column wise - Insert multiple figures in a row wise - Insert multiple figures in both row and column wise - Insert an Equations
- Spreadsheet basics, modifying worksheets, formatting cells, formulas and functions, sorting and filtering, charts using MS Excel.
- Prepare invoice and purchase order for the M & M Pvt. Ltd.

- Calculating CGPA mark sheet report in bar chart, pie chart.
- Create PowerPoint presentations for any concept using power point screen, working with slides, add content, work with text, working with tables, graphics, slide animation, reordering slides, adding sound to a presentation using MS PPT.

MODULE-2

UNIT-1   **0L+6T+12P=18 Hours**

LATEX: - Introduction to Latex: Introduction, Scope of Latex, and Overview of Overleaf: Different types of the files.
Latex Installation and Demonstration: Texstudio and Textlive/Miktex.

UNIT-2   **0L+10T+20P=30 Hours**

LATEX DOCUMENT PREPARATION: Preparation of document structure, create mathematics equation, add tables, figures; header and footer, bibliography for article, creating a newsletter, preparation of a single column report, IEEE format, springer format and Presentation with beamer package.

PRACTICES:

- Install TexLive software and supporting files.
- Create sample document in Overleaf.
- Create sample document file in in Latex desktop software.
- Creation of projects and Newsletter using LaTeX.
- Create a single column document for any topic regrading concert subject in latex.
- Prepare an IEEE format using following in latex. • Insert a multiple types of tables • Insert a Figures • Insert an Equations
- Prepare a Springer format using following in latex.
    - Insert a horizontal and vertical tables
    - Insert multiple figures in column wise
    - Insert multiple figures in a row wise
    - Insert multiple figures in both row and column wise
    - Insert an equation
- Prepare a Springer format using following in latex.
    - Insert references • Insert multiple figures in column wise
    - Insert multiple figures in a row wise • Insert multiple figures in both row and column wise
    - Insert an equation
- Create PowerPoint for any topic using Latex.

SKILLS:

- ✓ Gaining hands-on experience with programming languages and software development.
- ✓ Learning to use tools like Excel, SQL, and Python for data manipulation and analysis.

- ✓ Understanding security protocols and how to protect data.
- ✓ Utilizing project management software like Jira or Trello to organize and track tasks.
- ✓ Acquiring knowledge about network setup, troubleshooting, and maintenance.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Apply the properties to the documents and presentations using typesetting system Latex	Apply	2
2	Apply to IEEE and Springer documents.	Apply	2
3	Analyze various types of networks, types of services and devices used to transfer data over the networks.	Analyze	1
4	Create word documents, presentations, spread sheets by applying required features.	Create	1

TEXT BOOKS:

1. Priti Sinha and Pradeep K. Sinha, "Computer Fundamentals: Concepts, Systems and Applications", 8th Edition, BPB Publications, 2004
2. Stefan Kottwitz, "LaTeX Beginner's Guide: Create visually appealing texts, articles, and books for business and science using LaTeX", 2nd Edition, Kindle, 2021.

REFERENCE BOOKS:

1. Michael R. Miller," Computer Basics Absolute Beginner's Guide, Windows 8 Edition", 6th Edition, Kindle Edition, 2012.
2. Satish Jain, Shalini Jain and M.Geetha, "Basic Computer Course Made Simple" PBS Publications, 2016.
3. John Monyjok Maluth, "Basic Computer Knowledge", 5th Edition, Kindle, 2016.
4. Antoni Diller, "LaTeX: Line by Line: Tips and Techniques for Document Processing", 2nd Edition, Wiley, 1998.

24PS202-DEVELOPMENTAL PSYCHOLOGY-2

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: Studies the physical, cognitive, and social changes throughout a person's lifespan.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Gain a comprehensive understanding of major concepts and theories in developmental psychology.
- Analyze the impact of nature vs. nurture on development.
- Critically evaluate research methods used in developmental psychology.
- Apply developmental concepts to understand real-world phenomena.
- Appreciate the influence of culture and diversity on development.

MODULE-1
UNIT-1   12L+8T+0P=20 Hours

Adolescence - Characteristics – Developmental tasks – Physical change – Storm and Stress – Social change – Interest – Morality – Sex interest and Behaviour – Family relationships – Personality change – Hazards & Happiness

UNIT-2   12L+8T+0P=20 Hours

Young Adulthood **-** Characteristics – Developmental tasks – Changes in interest – Social interest – Sex role adjustments – Vocational adjustments – Marital Adjustments – Adjustment to parenthood – Hazards of vocational and marital adjustments – Success of Adjustment to adulthood.

PRACTICES: Applying theories like Piaget's stages or Erikson's psychosocial stages - Using methods like structured interviews and behavioral assessments - Identifying risk factors for developmental delays or disorders - Designing interventions to support healthy development - Collaborating with families, educators, and healthcare professionals

MODULE-2
UNIT-1   12L+8T+0P=20 Hours

Middle Age - Characteristics – Developmental tasks – Adjustment to physical change and mental changes – Social Adjustment – Vocational Adjustment – to changed family patterns – Being single – loss of a spouse – Adjustment – to changed family patterns – Being single – loss of a spouse – Adjustment to approaching old.

Old Age **-** Characteristics – Developmental tasks – Adjustment to physical changes – Change in motor and mental abilities. Changes in interests – Vocational Adjustment – Retirement – Changes in family life – loss of a spouse – Living arrangement for elderly hazards **-**Facing death and loss: Psychological issues confronting one's death; Pattern of grieving death and bereavement across the lifespan, finding meaning and purpose in life and death.

PRACTICES: Studying changes in behavior and cognition across lifespan stages - Assessing how genetics and environment influence development - Observing and documenting milestones in motor and cognitive skills - Examining social and emotional development in children and adults - Conducting longitudinal studies to track development over time.

SKILLS:

- ✓ Knowledge of cognitive, emotional, and social development across different life stages.
- ✓ Ability to use developmental assessments to evaluate growth and milestones.
- ✓ Designing and implementing interventions to support developmental needs.
- ✓ Conducting and analyzing research on developmental issues.
- ✓ Applying developmental principles in educational, clinical, and social environments.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Analyze the influence of environmental factors on development.	Apply	1
2	Compare and contrast different developmental theories, such as those of Piaget, Vygotsky, and Erikson..	Analyze	1
3	Critically evaluate the strengths and weaknesses of various developmental theories.	Evaluate	2
4	Design a research proposal to investigate a specific aspect of developmental psychology, including hypotheses and methodology.	Create	2

TEXT BOOKS:

1. Lifespan Development (9th Edition) by Robert S. Feldman
2. Principles of Developmental Psychology (7th Edition) by William Damon and Richard M. Lerner
3. Human Development (10th Edition) by Laura E. Berk
4. Theories of Development: Concepts and Applications (8th Edition) by William Crain

REFERENCE BOOKS:

1. A.K. (1997). Child Development: An Indian Perspective. New Delhi: NCERT.
2. Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall of India.
3. Feldman, R.S. & Babu.N. (2011). Discovering the Lifespan. New Delhi: Pearson.
4. John W Santrock, A Topical Approach to Life Span Development, 3rd Edition, Tata McGraw Hill Edition
5. Mitchell, P. and Ziegler, F. (2007). Fundamentals of Development: The Psychology of Childhood. New York: Psychology Press.
6. Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). Human Development (9th Ed.). New Delhi: McGraw Hill.
7. Santrock, J.W. (2012). Life Span Development (13th Ed.) New Delhi: McGraw Hill.
8. Santrock, J. W. (2011). Child Development (13th Ed.). New Delhi: McGraw Hill. Srivastava

24PS203-RESEARCH METHODOLOGY-1

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: Understanding research design, data collection, data analysis, and interpretation techniques.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Define the core principles of research methodology.
- Formulate research questions and hypotheses.
- Select appropriate research designs for different research inquiries.
- Employ effective methods for data collection (surveys, interviews, etc.).
- Analyze data using appropriate quantitative and/or qualitative techniques.
- Evaluate research and interpret findings based on research methodology.
- Communicate research effectively through written reports and presentations.
- Adhere to ethical principles in research conduct.

MODULE-1
UNIT–I   **12L+8T+0P=20 Hours**

Scientific research – definition, characteristics, limitation. Hypothesis- hypothesis testing, null hypothesis, and one – and two tailed hypothesis.

UNIT-2   **12L+8T+0P=20 Hours**

Variables- operational definitions, independent, dependent and extraneous variables. Samples-population and sample, sampling bias, representative samples, types of samples.

PRACTICES: Formulating clear research questions - Conducting literature reviews to build on existing knowledge - Choosing appropriate research designs (quantitative, qualitative, or mixed methods) - Developing hypotheses or aims for investigation - Sampling methods selection.

MODULE-2
UNIT–1   **12L+8T+0P=20 Hours**

Methods - Reliability. Validity. Standardized procedures. Experimental methods. Observational methods. Interviews. Surveys. Questionnaires. Scales. Tests.

UNIT–2   **12L+8T+0P=20 Hours**

 Dealing with data - Measurement – nominal, ordinal, interval, ratio; Descriptive statistics-measures of central tendency and dispersion-mean, median and mode, range, quartile, standard deviation, variance.

PRACTICES: Data collection techniques (surveys, interviews, experiments) - Ethical considerations and obtaining informed consent - Data analysis using relevant statistical or qualitative techniques - Interpreting results to draw conclusions - Communicating findings through reports or presentations.

SKILLS:

- ✓ Analyzing and evaluating research findings systematically.
- ✓ Applying statistical methods to interpret data accurately.
- ✓ Creating robust and ethical research plans.
- ✓ Synthesizing existing research to inform new studies.
- ✓ Communicating research results effectively through reports and publications.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Develop a research question and formulate a testable hypothesis for a specific research topic.	Apply	1
2	Students will analyze data and interpret results using statistical tools.	Analyze	1
3	Evaluate the strengths and weaknesses of different research methods (e.g., surveys, interviews) for a specific research question.	Evaluate	2
4	Students will design and develop a comprehensive research proposal.	Create	2

TEXT BOOKS:

1. Writing for Social Science Research by Carol Grbich (2014)
2. Essentials of Research Methods **by** Gregory J. Wimmer and Richard R. Dominick (2011).
3. Understanding Research Methods by Neil J. Salkind (2012)
4. Research Methods in Psychology by Rajiv Jhangiani, Richard Price, and Isabella Chiang (2015)
5. Publication Manual of the American Psychological Association (7th ed.) by American Psychological Association (2020)

REFERENCE BOOKS:

1. Singh, A.K., Tests, Measurements and Research Methods in Behavioral Sciences.
2. Coolican, H., Research Methods and Statistics in Psychology. II Edition, Hodder and Stoughton

3. Grbich, C. (2014). Writing for social science research (7th ed.). Sage Publications.
4. Wimmer, R. J., & Dominick, R. R. (2011). Essentials of research methods (7th ed.). Wadsworth Cengage Learning.
5. Jhangiani, R., Price, P. C., & Chiang, I. (2015). Research methods in psychology. Open Textbook Library. https://kpu.pressbooks.pub/psychmethods4e/

24PS204-PERSONALITY PSYCHOLOGY

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: Understanding the major theories and models of personality, such as the Big Five, Freud's psychoanalytic theory, and behaviorism.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Gain a comprehensive understanding of the major theories of personality (psychodynamic, trait, humanistic, behavioral, cognitive, etc.).
- Critically evaluate research methods used to assess personality.
- Apply personality theories to real-world situations and analyze individual behavior.
- Understand the impact of biology, culture, and environment on personality development.
- Develop your own personal theory of personality based on the course material.

MODULE-1

UNIT-1   **12L+8T+0P=20 Hours**

 Basic concepts of personality - Personality: Definition - History and nature - Biological and Socio cultural determinants - Genetic influence - Person by situation interaction - Unresolved Problems in Personality.

UNIT-2   **12L+8T+0P=20 Hours**

Psycho-dynamism - Sigmund Freud's Psychoanalysis - Carl Jung's Analytical Theory – Alfred Adler's Individual Psychology – Erikson's Psychosocial Theory.

PRACTICES: Trait theories**:** Studying enduring characteristics like extraversion or conscientiousness - Exploring genetic influences on personality traits and behaviors - Analyzing unconscious motivations and conflicts - Examining how thought patterns shape personality - Focusing on personal growth, self-actualization, and fulfillment.

MODULE-2

UNIT-1   **12L+8T+0P=20 Hours**

Trait, Type & Eclectic Approaches - Cattell, Eysenck, Allport, Five factor model.

UNIT-2   **12L+8T+0P=20 Hours**

Learning and Cognitive Approaches **-** Pavlov, Skinner, Dollard and Miller, Bandura, Mischel, Kelly, Rotter and Witkins. - Need Theories: McClelland, Atkinson, Murray. Humanistic Theories: Rogers, Maslow.

PRACTICES: Understanding how social influences and learning shape personality - Exploring how culture impacts personality expression - Using tests like MBTI or Big Five to measure personality traits - Examining how personality evolves over the lifespan - Applying theories to counseling, organizational settings, and therapy

SKILLS:

- ✓ Understanding one's own personality traits and behaviors.
- ✓ Enhancing interactions through awareness of others' personality types.
- ✓ Managing emotions effectively by recognizing personal tendencies.
- ✓ Using personality insights to navigate and resolve conflicts.
- ✓ Applying knowledge of personality to develop personalized coping strategies.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Analyze how personality traits manifest in behavior	Applying	1
2	Students will be able to compare and contrast different personality theories and identify their strengths and weaknesses.	Analyze	1
3	Evaluate the strengths and weaknesses of different personality assessment methods	Evaluating	2
4	Students will be able to design and propose research studies to explore new questions in the field of personality psychology.	Create	2

TEXT BOOKS:

1. Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). Theories of Personality. 4th Ed. Wiley: India.
2. Schultz, P. D, Schultz, S. E. & Schultz, S. (2012). Theories of Personality 10thEd. Cengage Learning, India
3. Personality Psychology (2009) by Walter Mischel
4. Personality Psychology (2009) by Brent W. Roberts.
5. Personality Psychology: Thematic Approaches (1996) by Daniel F. Cervone and Alan P. Fis

REFERENCE BOOKS:

1. Baumeister, R. F. (1989). Elegant obscurity: Social psychology's failure to explain aggression. Psychological Bulletin, 106(3), 404-414.
2. Buss, A. H. (1991). The evolution of personality. Annual Review of Psychology, 42(1), 459-494.
3. Costa, P. T., & McCrae, R. R. (1992). NEO PI-R technical manual. Psychological Assessment Resources.
4. Eysenck, H. J. (1990). Psychophysiology. Psychology Press.
5. Mischel, W. (1968). Personality and assessment. Annual Review of Psychology, 19(1), 241-282.

24PS205-BASIC COUNSELLING SKILLS

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: Involves active listening, empathy, and nonjudgmental support.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Understand the core principles and ethics of the counseling profession.
- Develop foundational communication skills for building therapeutic relationships.
- Practice active listening techniques to effectively understand client concerns.
- Learn to respond to clients empathetically and in a non-judgmental way.
- Explore basic questioning strategies to gather information and guide client exploration.
- Develop skills in setting boundaries and maintaining a professional demeanor.

MODULE-1

UNIT-1   **12L+8T+0P=20 Hours**

Emergence and growth of counselling psychology- Meaning, Purpose and Goals of Counselling.

UNIT–2   **12L+8T+0P=20 Hours**

Professional preparation & training for counselling Counsellor Preparation and professional issues – Academic preparation – Practical skills – Ethical standards – Selection and training of counsellors.

PRACTICES: Active listening to understand the client's concerns - Empathy to create a supportive environment - Open-ended questioning to facilitate deeper discussion - Reflecting to confirm understanding and show attentiveness - Summarizing to highlight key points of the conversation.

MODULE-2

UNIT–1   **12L+8T+0P=20 Hours**

Approaches to counselling: Psychoanalytic approach – Humanistic approach Client – Centered counseling – Behavioristic approach – Reciprocal inhibition technique – Behavior modification. Transactional analysis. EGAN'S 3 Stage model Indian contributions – Yoga and meditation. Counselling in India – Need and present status.

UNIT–2   **12L+8T+0P=20 Hours**

Counselling process - Introduction – Steps in Counselling process - Pre-counselling interview – Process of counseling – Reasons for making an appointment – Referral – Counselling relationship – Physical setting – Value orientations —— Essential aspects of interviewing – Non-verbal communication in interviews – Degree of lead, silence, transference, counter-transference –

Resistance – Handling resistance. Ending and follow up. Counselling skills – Basic Listening skills.

PRACTICES: Establishing rapport to build trust and connection - Maintaining confidentiality to ensure client privacy - Providing feedback to guide and support the client - Non-verbal communication to convey understanding and support - Setting goals to help clients achieve desired outcomes.

SKILLS:

- ✓ Enhancing the ability to fully concentrate, understand, and respond to clients.
- ✓ Developing the skill to understand and share the feelings of clients.
- ✓ Learning to ask open-ended and probing questions to explore clients' concerns.
- ✓ Establishing a trusting and supportive relationship with clients.
- ✓ Gaining the ability to reflect on and improve one's counseling techniques.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Demonstrate basic counselling skills in role-playing scenarios.	Apply	1
2	Analyze different counselling approaches and their applications in various contexts.	Analyze	1
3	Evaluate the effectiveness of counselling skills in different scenarios.	Evaluate	2
4	Develop a personalized counselling approach incorporating learned techniques and strategies.	Creating	2

TEXT BOOKS:

1. The Counselor and the Client: The Theory and Practice of Helping (9th Edition) by John Gladfeld & Patricia Greenberg (2020)
2. I Hear You: Listening to the Pain and Wisdom of Others (3rd Edition) by Michael D. White & David Epston (2014).
3. The Skilled Helper: A Problem-Management and Opportunity Model (10th Edition) by Gerald Corey, Stephanie Corey, & Tony Corey (2021)
4. Developing Therapeutic Communication Skills (4th Edition) by Laura S. Rice & Louis P. Landreth (2017).

REFERENCE BOOKS:

1. Rao, Narayana S. (2003) Counselling Psychology. Tata McGraw-Hill Publishing Co.Ltd. New Delhi.
2. Nelson, R and Jones (1988), Practical Counseling and Helping skills. St. Paul's Press Training School Bombay.
3. Dryden, W and Thorne, B. (1994) Training and Supervision for Counselling in Action. Saga Publications. New Delhi.

24PS206-PSYCHOMETRIC ASSESSMENT - 3
Lab Based Course

L	T	P	C
		4	2

PREREQUISITE KNOWLEDGE: Understanding of statistical methods and psychological theories to evaluate cognitive abilities, personality traits, and behaviors reliably.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

At the end of the course the student would be able to
- Acquire knowledge about the concept of psychological testing
- Comprehend test construction process
- Understand concepts of testing like -reliability and validity Realize issues in testing
- Learn about different types of tests' usage

Conduct the following experiments –

MODULE-1

UNIT-1   **0L+ 0T+16P=16 Hours**

- Paired Associate Learning
- Habit Interference
- Massed vs Spaced learning
- Effect of meaning on memory

UNIT-2   **0L+ 0T+16P=16 Hours**

- Retroactive Inhibition & Proactive inhibition
- Span of Attention
- Division of Attention
- Fluctuation of attention

PRACTICES: Defining clear objectives for the assessment - Selecting appropriate and validated psychometric tools - Administering tests in a standardized manner - Ensuring confidentiality and ethical use of data - Interpreting results using established norms.

MODULE-2
UNIT-1

                                                  0L+ 0T+16P=16 Hours
- Memory for faces
- Letter Digit Substitution Test
- Span of Memory
- Short term memory for digits

- Problem solving - Pyramid Puzzle
- Organization in perception
- Set in Perception
- Perceptual constancies - size, shape

PRACTICES: Providing feedback in a constructive and understandable way - Combining multiple assessment methods for a comprehensive view - Regularly updating and calibrating assessment tools - Training administrators to reduce biases - Using results to inform decisions and interventions effectively.

SKILLS:

- ✓ Ability to interpret and analyze test results.
- ✓ Precision in administering and scoring assessments.
- ✓ Explaining results and providing feedback to clients or organizations.
- ✓ Adhering to ethical guidelines in testing and data privacy.
- ✓ Evaluating the validity and reliability of different psychometric tools.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Select appropriate psychometric tests for specific assessment goals.	Apply	1
2	Analyze the reliability and validity of different psychometric instruments.	Analyze	1
3	Evaluate the strengths and limitations of psychometric tests.	Evaluate	2
4	Design and develop new psychometric tests and assessment tools.	Create	2

TEXT BOOKS:

1. Experimental Psychology (7th Edition) by Anne Myers
2. Methods and Statistics in Experimental Psychology (3rd Edition) by Robert F. Loftus and Geoffrey R. Loftus
3. Thinking: An Introduction to Cognitive Science (11th Edition) by David Hurley and Elizabeth Spelke
4. Neuroscience: Exploring the Brain (6th Edition) by Mark F. Bear, Barry Connors, and Michael A. Paradiso
5. Stevens' Handbook of Experimental Psychology (2004) edited by John Wixted

REFERENCE BOOKS:

1. Pashler, H. E. (1998). The psychology of attention. MIT press. (This is a book reference)
2. Schacter, D. L., Richert, S., Brugger, P., & Steffens, M. C. (1995. False remembering: Increasing confidence in conjunction with the misinformation. Journal of Experimental Psychology: Learning, Memory, and Cognition, 21(3), 594-604.
3. Simons, D. J., & Chabris, C. F. (1999). Gorillas in our midst: Sustained in attentional blindness for dynamic events. Perception, 28, 1059-1074.
4. Chaube. S.P. (1985): Experimental Psychology, Laxmi Narain Publishers COURSE

24PS207–PROFESSIONAL COMMUNICATION

L	T	P	C
		2	1

PREREQUISITE KNOWLEDGE: Involves clarity in conveying ideas and adapting language to suit different audiences effectively.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

To improve the overall professional communication skills (LSRW) of students and prepare them for their profession as engineers and managers. To provide them exposure to conventions of corporate communication and training them on how to function in the business world.

MODULE-1
UNIT-1   0L+0T+8P=8 Hours

BASICS OF BUSINESS WRITING SKILLS, PRACTICING BUSINESS CORRESPONDENCE AND REPORT WRITING

Business English Vocabulary: Glossary of most commonly used words (formal and informal usage). - Elements of Technical Writing: Sentence structure, reducing verbosity, arranging ideas logically, building coherence, cohesive devices and transitional words. - Mechanics of Writing: elementary rules of grammar, choice of diction, elementary principles of composition, matters of form, punctuation, conventions of business communication, language and professional tone, code of conduct (not sending illegal, offensive, disparaging personal remarks or comments) in written business communication. - Business Correspondence: E-mail: nature and scope, e-mail etiquette, clear call for action, common errors in composing e-mails, office communication such as meeting agenda and notice, circular and memo.- Letter-Writing: Formal and informal letters, structure of formal letters, expressions of salutations, different types of letters [such as sales letter, complaint letter, response to the complaint letter (dispute resolution), letter of permission, letter of enquiring, claim letter – letter of apology etc., introductory and concluding paragraphs and clear call for action. - Professional Proposal/Report: Differentiating proposals and reports, Drafting formal business proposals, types of reports such as factual reports, feasibility reports and survey reports, parts of a report (such as title page, declaration, acknowledgements, table of contents, abstract, introduction, findings, conclusion and recommendations). - New Age Corporate Communication Media: Importance of social media communication and Etiquettes, form and structure, sharing texts through Twitter, WhatsApp, Instagram etc.

UNIT-2   0L+0T+8P=8 Hours

PRACTICING COMMUNICATIVE LANGUAGE IN VARIOUS PROFESSIONAL CONTEXTS - Speaking: Speaking in business context, assertiveness, politeness, making requests, queries and questions, negotiations, asking for information, offering suggestions, conflict resolution, contacting clients, initiating, addressing delegates (in public), delivering the presentation effectively, telephone etiquettes, delivering seminar/proposal/report effectively, team meeting etiquettes (face to face and conference call), making effective one minute presentations(JAM) and participating in Group Discussions.

PRACTICES: Basic grammar practice, framing paragraphs on topics allocated, paraphrasing an article or a video in your own words, finding topic sentences in newspaper articles, finding out new words from a professional viewpoint and understanding the meaning and its usage. - Perusing samples of well-prepared business emails, memo, letter writing and short proposals and reports, students will draft business correspondence writing tasks and different proposals/ reports on topics assigned. - Watching videos/listening to audios of business presentations, classroom activities of team and individual presentations, using PPTs, mock exercises for BEC speaking, agreeing, disagreeing politely, developing content, extended speaking in Group Discussion(s).

MODULE-2

UNIT-1   **0L+0T+8P=8 Hours**

READING AND COMPREHENDING BUSINESS DOCUMENTS - Reading: Reading and comprehending business documents, learning business register, regularizing the habit of reading business news, suitable vocabulary, skimming and scanning a text for effective and speedy reading and dealing with ideas from different sectors of corporate world in different business contexts.

UNIT-2   **0L+0T+8P=8 Hours**

IMPARTING AND PRACTICING LISTENING SKILLS: Listening: Specific information in business context, listening to telephonic conversations / messages and understanding the correct intended meaning, understanding the questions asked in interviews or in professional settings, summarizing speaker's opinion or suggestion, enable active listening.

PRACTICES: - Hand-outs; matching the statements with texts, finding missing appropriate sentence in the text from multiple choices, using right vocabulary as per the given context and editing a paragraph. - Working out BEC/TOEFL/IELTS listening exercises with hand-outs; matching the statements with texts, finding missing appropriate sentence in the text from multiple choice- multiple choices, using right vocabulary in context-editing a paragraph, listening to a long conversation such as an interview and answer MCQ s based upon listening.

SKILLS:

- ✓ Enhancing the ability to listen actively and understand others' perspectives.
- ✓ Developing the skill to write concisely and effectively for various audiences.
- ✓ Gaining confidence and proficiency in delivering presentations and speeches.
- ✓ Learning techniques to manage and resolve disputes constructively.
- ✓ Understanding and utilizing body language and facial expressions to complement verbal communication.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Possess comprehensive skills in listening and reading business texts in formal context.	Apply	2
2	Communicate effectively both in their academic as well as professional environment	Apply	2
3	Clear grasp on the register of business language.	Analyze	1
4	Possess the ability to write business reports and proposals clearly and precisely to succeed in their future.	Create	1

TEXT BOOKS:

1. S. Schnurr, "Exploring Professional Communication: Language in Action", London: Routledge, 2013.

REFERENCE BOOKS:

1. Brook Hart Guy, "Cambridge English Business Bench Mark: Upper Intermediate", 2nd Edition: CUP, 2014.
2. Cambridge University Publication, "Cambridge: BEC VANTAGE Practice Papers", CUP, 2002.
3. J. Seely, "The Oxford Guide to Effective Writing and Speaking", Oxford University Press, 2005.

24PS208-UNIVERSAL HUMAN VALUES

L	T	P	C
0	2	0	1

PREREQUISITE KNOWLEDGE: UHV (Universal Human Values) doesn't necessarily require specific prerequisite knowledge. It's designed to be accessible for students with various backgrounds. However, there are some foundational concepts that might be helpful:

- Basic understanding of ethics
- Openness to different perspectives
- Ability for critical thinking

COURSE DESCRIPTION AND OBJECTIVE: This course discusses students' role in their family. It touches issues very briefly related to their role in the society and the nature. It is designed to be covered in their I or II semesters 1st year.

- Development of a holistic perspective based on self-exploration about themselves (human being), family, society and nature/existence.
- Understanding (or developing clarity) of the harmony in the human being, family, society and nature/existence.
- Strengthening of self-reflection.
- Development of commitment and courage to act.

MODULE-1

UNIT - 1   0L+8T+0P=8 Hours

Course Introduction -Need, Basic Guidelines, Content and Process for Value Education
Self-Exploration – what is it? Its content and process; 'Natural Acceptance' and Experiential Validation- as the process for self-exploration - Continuous Happiness and Prosperity - A look at basic Human Aspirations - Right understanding, Relationship and Physical Facility - the basic requirements for fulfillment of aspirations of every human being with their correct priority.

UNIT – 2   0L+8T+0P=8Hours

Understanding Harmony in the Human Being - Harmony in Myself!
Understanding human being as a co-existence of the sentient 'I' and the material 'Body'- Understanding the needs of Self ('I') and 'Body' - happiness and physical facility - Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer) - Understanding the characteristics and activities of 'I' and harmony in 'I'

MODULE-2
UNIT - 1   0L+8T+0P=8Hours

Understanding Harmony in the Family and Society - Harmony in Human - Human

Relationship
Understanding values in human - human relationship; meaning of Justice (nine universal values
 in relationships) and program for its fulfilment to ensure mutual happiness; Trust and Respect
as the foundational values of relationship -Understanding the meaning of Trust; Difference
between intention and competence - Understanding the meaning of Respect, Difference between
respect and differentiation; the other salient values in relationship - Understanding the harmony
in the society (society being an extension of family)

UNIT – 2   **0L+8T+0P=8Hours**

Understanding Harmony in the Nature and Existence -Whole existence as Coexistence
 Understanding the harmony in the Nature-Interconnectedness and mutual fulfillment among the
four orders of nature- recyclability and self- regulation in nature - Understanding Existence as Co-
existence of mutually interacting units in all-pervasive space.

PRACTICES:

- Self-observation, self-reflection activities (academic, career, personal)
- Talk on Everyday life situation
- Reflect on what s/he would do in this situation.
- Consider the potential consequences of each option (returning vs. keeping).
- Case studies: Analyze real-world examples
- Group discussions: Sharing perspectives and learn from others' experiences
- Role-play scenarios to navigate conflict resolution and promote healthy interaction

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Apply ethical frameworks to analyze real-world scenarios related to gender equity issues.	Apply	1
2	Analyze ethical dilemmas in professional settings involving gender issues.	Analyze	1
3	Evaluate the impact of ethical decisions on individuals and organizations in terms of gender equity.	Evaluate	2
4	Develop strategies to promote gender equity and ethical behavior in organizational practices.	Create	2

TEXT BOOKS:

1. Martin Mike and Schinzinger Roland, "Introduction to Engineering Ethics", 2nd Edtion, McGraw-Hill Higher Education, 2010.
2. M. Govindarajan, S. Natarajan and V. S. Senthil Kumar, "Engineering Ethics", Prentice Hall of India, Reprint 2013.
3. Charles E. Harris, Michael S. Pritchard and Michael J. Rabins, "Engineering Ethics: Concepts and Cases", 4th edition Wadsworth Thompson Learning, 2009.

REFERENCE BOOKS:

1. Charles B. Fleddermann, "Engineering Ethics", 4th edition, Pearson Education/Prentice Hall, 2014.
2. Edmund G. Seebauer and Robert L. Barry, "Fundamentals of Ethics for Scientists and Engineers", Oxford University Press, 2008.
3. "A Comprehensive Guide to Women's Legal Rights"–Prepared by Majlis Legal Centre for IIT-Kanpur, 2018

24PS209-RESEARCH METHODOLOGY-2

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: Understanding basic statistical concepts, research design principles, and critical evaluation of research literature.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Define the core principles of research methodology.
- Formulate research questions and hypotheses.
- Select appropriate research designs for different research inquiries.
- Employ effective methods for data collection (surveys, interviews, etc.).
- Analyze data using appropriate quantitative and/or qualitative techniques.
- Evaluate research and interpret findings based on research methodology.

MODULE-1

UNIT-1   **12L+8T+0P=20 Hours**

Introduction to Psychological measurement and testing. - Characteristic of a good test - General steps of test construction - Classification of test

UNIT-2   **12L+8T+0P=20 Hours**

Test construction - Item writing - Meaning and types of items - General guidelines for writing items - Item analysis - Meaning and purpose - Item Discrimination - Item Difficulty.

PRACTICES: Formulating a clear research question or hypothesis - Conducting a comprehensive literature review - Designing a detailed research plan - Choosing appropriate research methods and tools - Collecting data systematically and ethically.

MODULE-2

UNIT-1   **12L+8T+0P=20 Hours**

Psychological testing - Types of tests - Intelligence test o Aptitude test - Achievement test - Creativity test - Personality test - Interest inventories.

UNIT-2   **12L+8T+0P=20 Hours**

Rating Scales - Types of rating scale **-** Numerical rating scale - Graphic rating scale - Percentage rating - Standard scale

PRACTICES: Analyzing data using statistical or qualitative methods - Interpreting results in the context of existing knowledge - Ensuring the reliability and validity of findings - Writing and

presenting research reports effectively - Following ethical guidelines and obtaining necessary approvals

SKILLS:

- ✓ Ability to evaluate and analyze data critically.
- ✓ Developing systematic approaches to solve research problems.
- ✓ Proficiency in using statistical tools and software for data analysis.
- ✓ Effectively presenting research findings in written and oral formats.
- ✓ Understanding and applying ethical principles in conducting research

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Develop a research question and formulate appropriate research hypotheses.	Apply	1
2	Analyze research findings to draw conclusions. Evaluate the strengths and weaknesses of studies.	Analyze	1
3	Evaluate the strengths and weaknesses of a proposed research study, considering factors like bias, ethical considerations, and data collection methods.	Evaluate	2
4	Design a comprehensive research proposal. Develop innovative research methodologies.	Create	2

TEXT BOOKS:

1. Writing for Social Science Research by Carol Grbich (2014)
2. Essentials of Research Methods **by** Gregory J. Wimmer and Richard R. Dominick (2011).
3. Understanding Research Methods by Neil J. Salkind (2012)
4. Research Methods in Psychology by Rajiv Jhangiani, Richard Price, and Isabella Chiang (2015)
5. Publication Manual of the American Psychological Association (7th ed.) by American Psychological Association (2020)

REFERENCE BOOKS:

1. Singh, A.K., Tests, Measurements and Research Methods in Behavioral Sciences.
2. Coolican, H., Research Methods and Statistics in Psychology. II Edition, Hodder and Stoughton
3. Grbich, C. (2014). Writing for social science research (7th ed.). Sage Publications.
4. Wimmer, R. J., & Dominick, R. R. (2011). Essentials of research methods (7th ed.). Wadsworth Cengage Learning.
5. Jhangiani, R., Price, P. C., & Chiang, I. (2015). Research methods in psychology. Open Textbook Library. https://kpu.pressbooks.pub/psychmethods4e/

24PS210-HEALTH PSYCHOLOGY

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: An understanding of both psychology and health sciences, focusing on how biological, social, and psychological factors influence health and illness outcomes.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Define health psychology and its core concepts.
- Analyze the bio-psychosocial model of health.
- Evaluate the psychological influences on health behaviors (e.g., diet, exercise, sleep).
- Understand stress and coping mechanisms in the context of health.
- Explore the psychological aspects of chronic illness and pain management.
- Appreciate the role of health promotion and prevention strategies.

MODULE-1
UNIT-1   **12L+8T+0P=20 Hours**

Introduction - Definition, Mind-body - relationship, Body Effects on Mind – Mind effects on Body-Bio-psychosocial model of Health, Life styles and disease patterns, Germ Theory

UNIT-2   **12L+8T+0P=20 Hours**

The Concept of psychological Health in India - Behaviour and Health -Characteristics of health Behaviour; Barriers to health Behaviour; Theories of health Behaviour and their implications

PRACTICES: Promoting healthy lifestyle choices and behaviors - Implementing stress management techniques - Conducting psychological assessments for chronic illness management - Designing and delivering health education programs - Providing counseling for behavior change and emotional support.

MODULE-2
UNIT-1   **12L+8T+0P=20 Hours**

Health Enhancing Behaviour - Exercise, nutrition, accident prevention, pain, stress management - Stress: The Modern Concept - Stress and Illness, GAS Model of stress.

UNIT-2   **12L+8T+0P=20 Hours**

Health and Well-being – Asthma, Head ache, Peptic Ulcer, Prevention and cope up mechanism - Happiness; Life satisfaction; Resilience; Optimism and Hope.

PRACTICES: Researching psychological factors affecting health and illness - Collaborating with healthcare professionals for integrated care - Developing interventions for smoking cessation and

weight management - Addressing psychological aspects of pain management - Evaluating the effectiveness of health promotion programs.

SKILLS:

- ✓ Applying strategies to encourage healthy behaviors.
- ✓ Teaching and utilizing methods to manage and reduce stress.
- ✓ Supporting patients in coping with long-term health conditions.
- ✓ Designing and implementing programs to promote overall health and well-being.
- ✓ Enhancing communication skills for effective patient interaction and support.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Analyze the impact of specific health behaviors (e.g., diet, exercise) on mental and physical health.	Apply	1
2	Compare and contrast different theoretical perspectives on health psychology (e.g., behavioral, social cognitive).	Analyze	1
3	Assess the ethical implications of health psychology interventions.	Evaluate	2
4	Design a comprehensive health promotion program based on research.	Create	2

TEXT BOOKS:

1. Health Psychology - (11th Edition) by Kenneth S. Kendler, James E. Maddux (Editors)
2. The Handbook of Health Psychology (5th Edition) by Martha J. Eisenberg, Alan D. Lopez (Editors).
3. Stress and Health (8th Edition) by Gary Matthews
4. An Introduction to Health Psychology (8th Edition) by Janice M. Kiecolt-Glaser, Ronald Glaser

REFERENCE BOOKS:

1. Allen, F. (2011). Health psychology and behaviour. Tata McGraw Hill Edition.
2. Baumgardner, S.R. Crothers M.K. (2010). Positive psychology. Upper Saddle River, N.J.: Prentice Hall.
3. Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge.
4. Dimatteo, M. R., & Martin L. R. (2011). Health psychology. India: Dorling Kindersley.
5. Snyder, C.R., Lopez S. J., & Pedrotti, J. T. (2011). Positive psychology: The scientific and practical explorations of human strengths. New Delhi: Sage
6. Taylor, S.E. (2006). Health psychology, 6th Edition. New Delhi: Tata McGraw Hill.

24PS211-CHILD PSYCHOLOGY

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: An understanding developmental stages, behavior patterns, and psychological factors influencing children's growth and well-being.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Gain a solid understanding of child development across various domains (physical, cognitive, social, and emotional).
- Analyze the influence of nature vs. nurture on a child's development.
- Critically evaluate prominent theories in child psychology (e.g., Piaget, Vygotsky, and Erikson).
- Apply developmental concepts to real-world situations involving children.
- Appreciate the impact of family, culture, and environment on a child's growth.

MODULE-1
UNIT 1   **12L+8T+0P=20 Hours**

Introduction, prenatal development and birth **-** Themes and theories – What is Child Development? – Why Study Children? – Themes of Development – Theoretical perspectives on Development – Cognitive Theories of Moral Development – Kohlberg's Piaget's theory of cognitive Development – Stages of Prenatal Development – Prenatal influences on Development – The Effects of Birth factors on development.

UNIT 2   **12L+8T+0P=20 Hours**

The family - Physical, Emotional & Language Development (Early Childhood) Variations in patterns of socialization – The family as an agent of socialization – The family as a system – The process of Socialization – Dimensions of parental behavior – Husbands and wives as a mutual support system.

PRACTICES: Observing and assessing developmental milestones - Conducting play therapy to understand emotions and behaviors - Implementing behavioral interventions for specific issues - Collaborating with parents and caregivers for holistic care - Using cognitive-behavioral techniques to address anxiety and depression.

MODULE-2
UNIT 1   **12L+8T+0P=20 Hours**

Peers and friends - Developmental trends in peer interaction – Play – The functions of peers – Children and their friends – Determinants of peer acceptance – Group formation – Peer versus adult influences on the child – The peer group in cross cultural perspective.

UNIT 2   **12L+8T+0P=20 Hours**

The school as a socialization agency - The importance of the school – The effects of the physical structure of the school environment – The class room: Space and Organization – The teacher – Innovations in teaching: Technology in School, Television and Computers in the class room.

PRACTICES: Providing support for children with learning disabilities - Conducting psychological testing for diagnostic purposes - Implementing social skills training for peer interactions - Using family therapy to address systemic issues - Advocating for child rights and welfare in various settings.

SKILLS:

- ✓ Knowledge of cognitive, emotional, and social development stages.
- ✓ Skills in observing and interpreting children's behavior.
- ✓ Effective ways to communicate with children at different developmental levels.
- ✓ Designing and implementing interventions for various child psychological issues.
- ✓ Understanding the impact of family environment on a child's development.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Analyze the impact of various factors (e.g., family, environment) on child development	Apply	1
2	Analyze the impact of socio-economic factors on child development	Analyze	1
3	Critically evaluate the effectiveness of different parenting styles	Evaluate	2
4	Develop innovative educational strategies for children with special needs.	Create	2

TEXT BOOKS:

1. Santrock, J. W. (2021). Child development (18th ed.). McGraw-Hill Education.
2. Papalia, D. E., Wendkos Olds, S., & Feldman, R. D. (2023). Child development (15th ed.). McGraw-Hill Education.
3. Berk, L. E., & Blackman, S. (2023). Development through the lifespan (8th ed.). Pearson.
4. Siegel, D. J., & Bryson, T. P. (2021). The whole-brain child: 12 revolutionary strategies to nurture your child's developing mind (2nd ed.). Random House.

REFERENCE BOOKS:

1. Hurlock, B (1997) Child Development, VI Edition – Tata McGraw Hill, New Delhi.
2. Sigelman, Carol K and Shaffer, David R. (1984) Life Span Development, II Edition Brooks / Cole Publishing Company California.
3. Hetherington, Mavis E. and Parke, Ross D (1993) Child Psychology: A Contemporary view point, III Edition, McGraw Hill International Edition, USA.
4. Shaffer, David R (1996), Developmental Psychology: Childhood and Adolescence. IV Edition, Brooks / Cole Publishing Company USA.

24PS212-PSYCHOLOGICAL TESTING AND CASE STUDIES FROM HOSPITALS
Lab Based Course

L	T	P	C
	1	5	4

PREREQUISITE KNOWLEDGE: An understanding assessment methods and their applications, while case studies from hospitals illustrate real-world diagnostic and treatment approaches in clinical psychology.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

At the end of the course the student would be able to
- Acquire knowledge about the concept of psychological testing
- Comprehend test construction process
- Understand concepts of testing like -reliability and validity Realize issues in testing
- Learn about different types of tests' usage

PRACTICALS
MODULE-1

UNIT-1   **0L+4T+20P=24 Hours**
- Aggression Scale
- Depression Questionnaire
- Problem Check List
- Security- Insecurity Scale

UNIT-2   **0L+4T+20P=24 Hours**
- Neuroticism
- Anxiety
- Stressful life events Scale
- Self-concept

PRACTICES: Standardized administration of psychological tests - Ethical considerations in test administration and reporting - Comprehensive assessment of cognitive and emotional functioning - Use of diagnostic interviews to gather patient history - Application of specific psychological tests based on patient needs

MODULE-2

CASE STUDY: 5 case studies have to be done.
Case studies in psychology offer in-depth examinations of a single individual, group, event, or situation. They provide rich details to explore a particular psychological phenomenon. Here's a breakdown of how to write an effective case study in psychology:

UNIT-1   **0L+4T+20P=24 Hours**

Choosing Your Subject and Focus:

- **Pick a relevant topic:** Align your case study with a specific psychological concept or disorder (e.g., anxiety, phobias, child development milestones).
- **Identify a suitable case:** Consider ethical considerations and confidentiality. This could involve a fictionalized example based on real experiences or a real case study with proper anonymization.

Gathering Information:

- **Multiple sources:** Utilize various methods to build a comprehensive picture. This may include interviews, observations, medical records (with consent), and psychological testing results (if applicable).
- **Background details:** Gather information about the subject's demographics, family history, personal history, and current situation.

UNIT-2   **0L+4T+20P=24 Hours**

Structuring Your Case Study:
- **Presenting background information:** Provide context by outlining the subject's relevant background details.
- **Describing the presenting problem:** Clearly define the core issue or behavior the case study focuses on.
- **Analysis and Interpretation:** Use your gathered information to analyze the causes and contributing factors to the presenting problem. Apply relevant psychological theories or frameworks to explain the case.
- **Intervention (if applicable):** If the case study involves a treatment plan, describe the interventions used and their effectiveness.
- **Discussion and Conclusion:** Summarize the key findings of the case study. Discuss the limitations of the case study approach and how it contributes to the understanding of the chosen psychological phenomenon. Relate your findings to existing research in the field.

Ethical Considerations:
- **Confidentiality:** Maintain strict confidentiality if using a real case. Anonymize all identifying details.
- **Informed consent:** Obtain informed consent from participants involved in the case study.

PRACTICES: Interpretation of test results in a clinical context - Integration of test findings with other clinical data - Utilization of case studies for treatment planning and intervention - Documentation and communication of assessment results - Continuous evaluation and follow-up of patient progress.

SKILLS:

- ✓ Interpreting psychological test results to diagnose mental health conditions.
- ✓ Understanding therapeutic approaches based on case study outcomes.

- ✓ Mastering various testing methods to evaluate cognitive and emotional functioning.
- ✓ Developing personalized treatment plans based on case study findings.
- ✓ Applying ethical principles in conducting psychological assessments and case studies.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Interpret psychometric test results in the context of hospital case studies.	Apply	1
2	Evaluate the validity and reliability of psychological tests used in hospitals.	Analyze	1
3	Evaluate the strengths and weaknesses of using psychometric tests in hospital settings.	Evaluate	2
4	Develop a comprehensive psychological testing plan for a hospital department.	Create	2

24PS301 SOFT SKILLS LABORATORY

L	T	P	C
		2	1

PREREQUISITE KNOWLEDGE: An understanding of interpersonal communication, emotional intelligence, teamwork dynamics, and conflict resolution strategies.

COURSE DESCRIPTION AND LEARNING OBJECTIVES: To impart employability skills like resume preparation and facing interviews. To enable trainees to develop interpersonal and leadership skills and to train them on work place skills like making presentations, participating in group discussions etc.

MODULE-1

UNIT-1   0L+0T+8P=8 Hours

PERSONALITY DEVELOPMENT - Soft Skills: Need for soft skills, professionalism, employability skills; Communication: Need for effective communication - the process of communication, levels of communication, flow of communication, choice of diction and style with reference to setting (formal, semi-formal or informal); communication networks, barriers to communication, miscommunication, noise and ways to overcome the barriers; Career Planning: Job vs. career, SWOT analysis.

UNIT-2   0L+0T+8P=8 Hours

LANGUAGE AND VOCABULARY - Vocabulary Building: Word etymology, roots, prefixes & suffixes, synonyms & antonyms, collocations, one-word substitutes, analogies, idioms and phrases, contextual guessing of unfamiliar words, task oriented learning; Reflection of language on Personality, Gender sensitive language in MNCs, Mind your language, Seven essential skills for a team player; attentive listening, intelligent questioning, gently persuading, respecting other's views, assisting others, sharing, participating actively.

PRACTICES: - Self-Introduction. - Personal and Academic SWOC. – Johari Window. - Giving and taking opinions of Self Vs others and assessing oneself. - Goal setting. - Short, Mid and Long Term goals planning the semester. - Time management: four quadrant system. - Stephen Covey Time Management Matrix planning a semester. - Stress-management. - Questionnaire to assess level of stress. - 50 words towards resume preparation and interviews. - Newly coined words. - Gender sensitive words and Words acceptable in Indian context and objectionable international context.

MODULE-2

UNIT-1   0L+0T+8P=8 Hours

LANGUAGE IN ACTION Functional English: Situational dialogues, Role plays (including small talk); Group Discussion: Articulation and flow of oral presentation, dynamics of group discussion, intervention, summarizing and conclusion, voice modulation, content generation, Key Word Approach (KWA), Social, Political, Economic, Legal and Technical Approach (SPELT), View

Point of Affected Part (VAP), language relevance, fluency and coherence – 11th and 12th weeks; Resume preparation: Structure and presentation, defining career objective, projecting one's strengths and skill-sets, summarizing, formats and styles and covering letter Statement of Purpose.

UNIT-2   **0L+0T+8P=8 Hours**

PREPARING FOR PRESENTATIONS AND INTERVIEWS - Facing Interviews: Interview process, understanding employer expectations, pre-interview planning, opening strategies, impressive self-introduction, answering strategies, other critical aspects such as body language, grooming, other types of interviews such as stress-based interviews, tele-interviews, video interviews, frequently asked questions (FAQs) including behavioral and HR questions and the aspect looked at by corporate during interviews; Presentation Skills: Selection of a topic, preparing an abstract, gathering information, organizing the information, drafting the paper, citing reference sources – writing striking introductions, discussing the methodology used, developing the argument, presentation style, language, presenting the paper and spontaneously answering audience questions.

PRACTICES: - Opening and closing a telephonic conversation. - Making an appointment. - Making a query. Offering/Passing on information - Communicating with superiors. - Expressing agreement/objection- Opening bank account (combination of prepared and impromptu situations given to each student) - Group Discussions on various topics - Preparing SoP and Resume - Mock interviews on the FAQs including feedback. - Oral presentation with the help of technology (Preparing PPT and presenting).

SKILLS:

- ✓ Enhancing verbal and non-verbal communication skills.
- ✓ Developing collaboration and conflict resolution abilities.
- ✓ Improving self-awareness and empathy.
- ✓ Learning to thrive in diverse and changing environments.
- ✓ Cultivating skills in decision-making and motivating others.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Apply negotiation techniques to resolve simulated conflicts.	Apply	1
2	Evaluate the impact of soft skills in different professional settings	Analyze	1
3	Assess personal strengths and weaknesses in teamwork.	Evaluate	2
4	Design a personalized development plan for enhancing communication skills	Create	2

TEXT BOOKS:

1. Adrian Furnham, "Personality and intelligence at work", Psychology Press, 2008.
2. S. P. Dhanvel, "English and Soft skills", Orient Blackswan, 2011.

REFERENCE BOOKS:

1. Edward Holffman, "Ace the corporate personality", McGraw Hill, 2001.
2. John Adair Kegan Page, "Leadership for innovation", Kogan, 2007.
3. Krishna Mohan & NP Singh, "Speaking English eff ectively", Macmillan, 2008.
4. Rajiv K. Mishra, "Personality Development", Rupa & Co. 2004

24PS302-COUNSELLING PSYCHOLOGY

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: An understanding human behavior, basic psychological theories, communication skills, and ethical considerations in therapeutic practice.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Gain a comprehensive understanding of the core principles and practices of counselling psychology.
- Analyze different theoretical frameworks in counselling (e.g., Person-Centered, Cognitive-Behavioral, Gestalt).
- Develop essential counselling skills such as active listening, empathy, and building rapport.
- Apply ethical principles to counselling practice, adhering to professional codes of conduct.
- Understand the importance of self-awareness and self-care for counsellors.

MODULE-1
UNIT-1   **12L+8T+0P=20 Hours**

Guidance meaning- Definition – Nature and scope – need objectives – principles – basic Assumptions of guidance – Guidance and Education – Major areas of Guidance.

UNIT-2   **12L+8T+0P=20 Hours**

Career Counselling Meaning- Definition- Nature Scope - Importance – types – Career counselling with diverse population – Career counselling with college students career Counselling for adults – career counselling for women- Ethics of Career counselling.

PRACTICES: Establishing rapport and trust with clients - Active listening and empathetic responding - Conducting assessments and diagnostics - Developing personalized treatment plans - Applying evidence-based interventions.

MODULE-2
UNIT-1   **12L+8T+0P=20 Hours**

Career counselling services in schools – orientation services – pupil information services - Inventory services – educational and occupational Guidance service - -Group Guidance – Counselling services – support services – placement services - follow up services – role Counsellor in schools.

UNIT-2   **12L+8T+0P=20 Hours**

Career maturity – concept of career maturity- meaning – Definition- significance Characteristics – Dimensions – factors influencing career maturity and implications for career Counselling.

PRACTICES: Facilitating self-exploration and insight - Addressing emotional and behavioral challenges - Promoting coping strategies and resilience - Monitoring progress and adjusting interventions - Upholding ethical standards and confidentiality.

SKILLS:

- ✓ Developing attentive listening skills to understand clients' concerns.
- ✓ Cultivating the ability to empathize with clients' experiences and emotions.
- ✓ Enhancing verbal and nonverbal communication skills to build rapport.
- ✓ Learning strategies to help clients identify and address their challenges effectively.
- ✓ Understanding and applying ethical guidelines in client interactions and confidentiality.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Apply counselling techniques to real-world scenarios.	Apply	1
2	Analyze the effectiveness of different counselling interventions for specific client populations.	Analyze	1
3	Assess the effectiveness of counseling interventions based on outcomes.	Evaluate	2
4	Design personalized counseling plans based on client assessments.	Create	2

TEXT BOOKS:

1. The Counselor and the Client: The Theory and Practice of Helping (9th Edition) by John Gladfeld & Patricia Greenberg (2020)
2. I Hear You: Listening to the Pain and Wisdom of Others (3rd Edition) by Michael D. White & David Epston (2014).
3. The Skilled Helper: A Problem-Management and Opportunity Model (10th Edition) by Gerald Corey, Stephanie Corey, & Tony Corey (2021)
4. Developing Therapeutic Communication Skills (4th Edition) by Laura S. Rice & Louis P. Landreth (2017).

REFERENCE BOOKS:

1. Rao, Narayana S. (2003) Counselling Psychology. Tata McGraw-Hill Publishing Co .Ltd. New Delhi.
2. Nelson, R and Jones (1988), Practical Counseling and Helping skills. St. Paul's Press Training School Bombay.
3. Dryden, W and Thorne, B. (1994) Training and Supervision for Counselling in Action. Saga Publications. New Delhi.

24PS303-ORGANIZATIONAL PSYCHOLOGY

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: An understanding human behavior within workplaces, including topics like motivation, leadership, group dynamics, and organizational culture.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Gain a comprehensive understanding of the field of I/O Psychology and its role in organizations.
- Analyze how psychological theories and research are applied to solve workplace challenges.
- Evaluate methods used in job analysis, selection, training, and performance management.
- Develop strategies to enhance employee motivation, leadership effectiveness, and job satisfaction.
- Appreciate the impact of organizational culture, diversity, and change management on employee behavior.

MODULE-1
UNIT–1   **12L+8T+0P=20 Hours**

Introduction & occupational information - What is IP (Industrial Psychology)? Objective, Scope, Principles – Causation, Individual differences, Errors in observation and reporting, Attitudes – methods of finding employees attitudes, Motives – fundamental motives – types of incentives, wage incentive system, fringe benefits, frustration, morale, and types of leadership. Occupational Information: Introduction, Job description, Job analysis, Job satisfaction, Job evaluation. Occupational Classification – Organizational control.

UNIT–2   **12L+8T+0P=20 Hours**

Individual differences, selection process and the evaluation of employees **-** Evaluation of Employees – Purpose, Criterion, Pre-requisites. Types of rating scales – Results of rating. Methods of Selection: Interview – use, Definition, Advantages, Limitations. Interviewing techniques – Application Blanks – Personnel tests in Industry – Purposes. Types of Personnel tests – Intelligence, Personality, Interest, Mechanical Ability, Clerical ability, Steps in a test program.

PRACTICES: Employee engagement surveys to gauge satisfaction and motivation - Leadership development programs to cultivate effective management - Conflict resolution strategies to manage interpersonal dynamics - Job analysis and design for optimizing roles and responsibilities.

MODULE-2

UNIT–1   **12L+8T+0P=20 Hours**

Training and accident prevention - Needs Training methods – Results. Accident Prevention: Accident Proneness – Causes of accidents, Industrial safety programs.

UNIT–2   **12L+8T+0P=20 Hours**

Human engineering - Time and Motion study. Time study techniques, Contributions of the Time and Motions study, Problems created by Time and Motion studies. Hawthorne study. Nature of Fatigue – Environmental conditions affecting fatigue.

PRACTICES: Performance appraisal systems to measure and improve employee performance - Diversity and inclusion initiatives to foster a supportive workplace culture - Stress management techniques to mitigate workplace stressors.

SKILLS:

- ✓ Team-building exercises to enhance collaboration and communication
- ✓ Organizational change management to navigate transitions effectively
- ✓ Training and development programs to enhance skills and knowledge.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Analyze real-world organizational challenges through an industrial psychology lens.	Apply	1
2	Compare and contrast leadership styles in different organizational contexts.	Analyze	1
3	Critically evaluate the effectiveness of different HR practices (e.g., recruitment, training).	Evaluate	2
4	Formulate a proposal for improving organizational communication practices.	Create	2

TEXT BOOKS:

1. Industrial Psychology: An Introduction by Ronald M. Mackay and Emile Karam (2020).
2. Job Analysis and Competency Modeling by Kathryn R. Murphy (2018)
3. Human Factors and Ergonomics in Practiceby Kevin Schaul (2011).
4. Work and Stress: A Biopsychosocial Approach by Arne Skogstad, Ståle Einarsen, Helge Hoel, and Dirk Zapf (2017)
5. Festival of Leadership by Cynthia Truss and Anna Dessypris (2009).

REFERENCE BOOKS:

1. Newstrom, John. W and Davis. K (2002), Organizational behaviour: Human Behavior at work XI Edition – Tata McGraw – Hill Inc. New Delhi.
2. Robins, Stephen P. (2001), Organizational Behavior, IX Edition. Prentice –Hall of India Private Ltd.
3. McCormick, E.J. and Llgen D (1984). Industrial Psychology, Prentice Hall of India Pvt. Ltd., New Delhi.
4. Blum M.L and Naylor, J.C (1984), Industrial Psychology, CBS Publications. New Delhi.
5. Chandan, JIT.S (1994) Organizational Behavior, Vikas Publishing House Pvt. Ltd. New Delhi.
6. Luthans F (1989), Organizational Behavior V Edition, McGraw Hills New York.

24PS304-CLINICAL PSYCHOLOGY

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: An understanding psychological assessment methods, therapeutic techniques, and familiarity with diagnostic criteria for mental disorders.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Gain a comprehensive understanding of the history and theoretical foundations of clinical psychology.
- Become familiar with the major diagnostic systems used in clinical settings (e.g., DSM-5, ICD-10).
- Develop skills in psychological assessment, including interviewing techniques and test administration.
- Analyze the principles and applications of various psychotherapy approaches (e.g., CBT, psychodynamic therapy).
- Appreciate the ethical and legal considerations in clinical practice.

MODULE-1
UNIT-1   12L+8T+0P=20 Hours

Introduction to Clinical Psychology- Definition and history of clinical psychology - The role of clinical psychologists in mental health care - Ethical considerations in clinical practice - Cultural competence in clinical psychology

UNIT-2   12L+8T+0P=20 Hours

Theoretical Perspectives in Abnormal Psychology - Psychodynamic theory (Freud, Jung, Adler) - Behavioral theory (Skinner, Bandura) - Cognitive theory (Beck, Ellis) - Humanistic theory (Maslow, Rogers) - Biological and evolutionary perspectives.

PRACTICES: Conducting psychological assessments and evaluations - Developing treatment plans based on assessment findings - Providing psychotherapy and counseling services - Monitoring client progress and adjusting treatment as needed - Collaborating with other healthcare professionals.

MODULE-2
UNIT-1   12L+8T+0P=20 Hours

Assessment in Clinical Psychology - Clinical interview and observation techniques - Psychological testing (intelligence, personality, etc.) - Assessment of specific disorders - Cultural considerations in assessment.

UNIT-2 12L+8T+0P=20 Hours

Treatment Approaches in Clinical Psychology **-** Overview of evidence-based treatment approaches - Cognitive-behavioral therapy (CBT) - Psychodynamic therapy - Humanistic therapy - Group therapy and family therapy - Emerging treatment approaches

PRACTICES: Maintaining ethical standards in clinical practice - Conducting research to inform evidence-based practices - Keeping detailed and accurate clinical records - Providing crisis intervention and support - Educating clients and their families about mental health issues

SKILLS:

- ✓ Advocating for mental health awareness and resources.
- ✓ Participating in continuing education and professional development.
- ✓ Using diagnostic tools and assessments effectively.
- ✓ Adhering to legal and regulatory guidelines.
- ✓ Engaging in supervision and consultation for professional growth

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Develop a treatment plan based on a specific case scenario, considering diagnosis and evidence-based interventions	Apply	1
2	Analyze assessment data to formulate accurate clinical diagnoses.	Analyze	1
3	Compare and contrast the strengths and limitations of different therapeutic techniques	Evaluate	2
4	Develop innovative approaches to address emerging issues in clinical psychology practice.	Create	2

TEXT BOOKS:

1. APA Handbook of Clinical Psychology (7th Ed.) by C. R. Pfeiffer & J. C. Norcross (Eds.). (2019).
2. Abnormal Psychology (13th Ed.) by Ronald J. Comer. (2023). Worth Publishers
3. The Corsini Encyclopedia of Psychology (4th Ed.) by Irving B. Weiner & W. Edward Craighead (Eds.). (2010). John Wiley & Sons
4. Foundations of Mental Health Practice (8th Ed.) by Elizabeth M. Neukrug. (2022). Pearson Education

REFERENCE BOOKS:

1. Barlow, D. H., & Durand, V. J. (2023). Abnormal Psychology: An Integrated Approach (7th Edition). Nelson Education.

2. American Psychiatric Association. (2022). Diagnostic and Statistical Manual of Mental Disorders (5th ed.). [DSM-5] (https://www.psychiatry.org/psychiatrists/practice/dsm)
3. Corey, G. (2023). Theory and Practice of Counseling and Psychotherapy (10th Edition). Cengage Learning.
4. Öst, L. G. (2019). Fundamentals of Cognitive Behavioral Therapy: A Practical Guide for Professionals (7th Edition). Academic Press.

24PS305-CASE STUDIES FROM ORGANIZATION
Lab Based Course

L	T	P	C
	3	3	4

PREREQUISITE KNOWLEDGE: An understanding organizational behavior, human resource management practices, and qualitative research methods to analyze real-world workplace scenarios effectively.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Develop critical thinking and problem-solving skills
- Enhance analytical and decision-making capabilities
- Foster effective communication and collaboration
- Gain a deeper understanding of organizational behavior and dynamics
- Apply theoretical knowledge to practical situations

MODULE-1
UNIT-1   **0L+12T+12P=24 Hours**

Introduction to Case Studies & Organizational Analysis - Introduction to case studies in business education - Frameworks for analyzing organizational cases - Developing critical thinking and problem-solving skills for case studies - Ethical considerations in case analysis and decision-making

UNIT-2   **0L+12T+12P=24 Hours**

Case Studies in Action **-** Focus on specific organizational challenges (e.g., leadership, innovation, change management) - Students will be assigned cases and participate in discussions, write analyses (individually and/or as teams), and present their findings - Review key concepts and frameworks covered in the first half of the course - Workshop on strengthening case analysis and writing skills.

PRACTICES: - Identification of key organizational issues - Collection of relevant data and information - Analysis of organizational processes and dynamics - Application of theoretical frameworks - Evaluation of strategic decisions and their outcomes

MODULE-2
UNIT-1   **0L+12T+12P=24 Hours**

Case Studies in Action - Focus on different organizational functions and challenges - Continuation of case discussions, analyses, and presentations.

Final Exam Preparation & Review Session - Review session covering key concepts and case analysis strategies - Clarification of final exam expectations and format - Students will be presented with a new case and required to apply their knowledge and analytical skills for a comprehensive analysis.

PRACTICES: Consideration of ethical implications - Collaboration with stakeholders for insights - Presentation of findings and recommendations - Iterative review and refinement of solutions - Integration of interdisciplinary perspectives.

SKILLS:

- ✓ Documentation of methodologies and results.
- ✓ Alignment with organizational goals and values.
- ✓ Continuous learning and adaptation.
- ✓ Peer review and feedback incorporation.
- ✓ Dissemination of insights for broader impact

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Analyze the cases using appropriate organizational frameworks.	Applying	1
2	Analyze the causes and effects of organizational challenges presented in case studies.	Analyzing	1
3	Evaluate the effectiveness of different approaches to address the challenges presented in the case studies.	Evaluating	2
4	Design innovative solutions to complex organizational problems illustrated in case studies	Create	2

24PS306- SPSS WORKSHOP
Lab Based Course

L	T	P	C
	2	4	3

PREREQUISITE KNOWLEDGE: An understanding of statistical concepts and data analysis, along with familiarity with computer operations and data entry.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

SPSS Workshop: This workshop introduces you to the fundamentals of IBM SPSS Statistics, a powerful software program for data analysis. You will learn how to navigate the interface, import data, conduct basic statistical procedures, and interpret results.

Workshop Objectives:

- Understand the purpose and capabilities of SPSS.
- Navigate the SPSS user interface effectively.
- Import data from various sources (e.g., Excel, CSV).
- Manage and manipulate data variables.
- Conduct descriptive statistics (frequencies, measures of central tendency and dispersion).
- Create visualizations of data (charts, graphs).
- Interpret statistical output and draw conclusions.
- Gain an understanding of more advanced data analysis techniques offered by SPSS.

Target Audience:
This workshop is designed for individuals with no prior experience with SPSS who want to gain foundational skills for data analysis. It is beneficial for researchers, students, and professionals from various fields who need to analyze and interpret quantitative data.

Software Requirements:
- Access to a computer with IBM SPSS Statistics installed (a free trial version might be sufficient for the workshop).

MODULE-1
UNIT-1   **0L+6T+12P=18 Hours**

Introduction to SPSS **-** Overview of the software and its applications. - Navigating the user interface (Data Editor, Variable View, Output Viewer).
Data Input and Management **-** Importing data from different file formats. - Defining and editing variables (data types, labels, values). - Exploring data cleaning techniques (missing values, outliers).

UNIT -2   **0L+10T+20P=30 Hours**

Descriptive Statistics: Introduction to descriptive statistics (measures of central tendency, dispersion). - Performing frequency tables for categorical variables. - Calculating measures of

central tendency (mean, median, mode) and dispersion (range, standard deviation) for continuous variables - Interpreting descriptive statistics and generating reports.

PRACTICES: Data entry and cleaning - Variable transformation and recoding - Descriptive statistics. - Inferential statistics - Hypothesis testing - Hands-on Exercises**:** Participants will complete a series of guided exercises to practice data import, variable management, and descriptive statistics.

MODULE-2

UNIT -1   **0L+6T+12P=18 Hours**

Data Visualization **-** Creating various charts and graphs (bar charts, histograms, scatter plots) to represent data visually. - Customizing charts for effective presentation

UNIT -2   **0L+10T+20P=30 Hours**

Introduction to Advanced SPSS Techniques**:** Brief overview of additional functionalities offered by SPSS (hypothesis testing, correlation, regression analysis) - Resources for further learning and exploration of advanced topics.

Assessment**:** This workshop may not have a formal assessment component. However, instructors can incorporate quizzes or short exercises throughout the sessions to gauge participant understanding.

PRACTICES: Data visualization - Factor analysis - Cluster analysis - Regression analysis - ANOVA.

SKILLS:

- ✓ Time series analysis.
- ✓ Non-parametric tests.
- ✓ Creating and interpreting graphs.
- ✓ Reporting and presenting results.
- ✓ Troubleshooting common issues.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Demonstrate how to enter and edit data in an SPSS dataset.	Apply	1
2	Interpret the results of descriptive statistics generated by SPSS.	Analyze	1
3	Critique the appropriateness of chosen statistical tests in SPSS.	Evaluate	2
4	Design and execute SPSS syntax for automated data analysis processes.	Create	2

RESOURCES:

- IBM SPSS Statistics Documentation: https://www.ibm.com/docs/en/spss-statistics/29.0.0 Online Tutorials and Video Courses: Many online resources offer tutorials and video courses on SPSS for beginners

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: Understanding their fluidity, diversity, and the social, cultural, and psychological factors shaping identities and experiences

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Gain a comprehensive understanding of the distinction between sex assigned at birth, gender identity, and sexual orientation.
- Explore diverse expressions of gender and sexuality across cultures and historical periods.
- Analyze the social construction of gender and its impact on individuals and societies.
- Critically evaluate major theories in gender and sexuality studies.
- Develop an understanding of the experiences of LGBTQIA+ (Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, A sexual) individuals and communities.
- Foster critical thinking skills to challenge gender stereotypes and advocate for social justice.

MODULE-1

UNIT-1   **12L+8T+0P=20 Hours**

Introduction to Gender and Sexuality Studies - Defining key terms: sex, gender identity, gender expression, sexual orientation - The social construction of gender and the concept of "doing gender" - Intersections of gender and sexuality with race, class, and other identities

UNIT-2   **12L+8T+0P=20 Hours**

Historical Perspectives on Gender and Sexuality - Gender roles and norms throughout history - The evolution of sex and sexuality in different cultures - The rise of feminist movements and their impact on gender roles.

PRACTICES: Ensure environments are welcoming to all gender identities and sexual orientations - Use and respect individuals' chosen pronouns - Provide training on gender and sexuality issues - Implement non-discrimination policies - Offer resources for LGBTQ+ individuals.

MODULE-2

UNIT-1   **12L+8T+0P=20 Hours**

Gender Identity and Expression - Exploring the spectrum of gender identities (e.g., transgender, non-binary) - Gender expression and its relationship to gender identity - Challenging the gender binary and societal expectations

UNIT-2   **12L+8T+0P=20 Hours**

Sexual Orientation and Identity - Understanding the diversity of sexual orientations (e.g., lesbian, gay, bisexual) - Asexuality and the spectrum of sexual attraction - LGBTQ+ identities and communities

PRACTICES: Promote LGBTQ+ representation - Use inclusive language - Protect privacy regarding gender and sexuality - Recognize overlapping social identities - Support LGBTQ+ rights and issues.

SKILLS:

- ✓ Understanding the spectrum of gender identities and sexual orientations.
- ✓ Analyzing the impact of societal norms on gender roles and sexuality.
- ✓ Developing sensitivity and empathy towards issues related to gender and sexuality.
- ✓ Applying inclusive language and practices in professional and personal interactions.
- ✓ Advocating for equality and supporting diversity initiatives in various contexts

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Analyze the social and cultural factors that influence gender roles and expectations.	Apply	1
2	Compare and contrast different theoretical perspectives on gender and sexuality..	Analyze	1
3	Critically evaluate the impact of gender and sexuality on social issues.	Evaluate	2
4	Design educational programs or advocacy campaigns promoting gender diversity.	Create	2

TEXTBOOKS (APA Style)

1. Halpern, J. N. (2021). Sex and society: A critical introduction (5th Ed.). Routledge.
2. Jellison, K. (2020). Understanding gender and sexuality (5th Ed.). Oxford University Press.
3. Levine, E. S. (2018). Gender, sexuality, and parenting. SAGE Publications.
4. Schwartz, A. H., & Ryan, C. (2019). The sexual question: A new paradigm for understanding sexuality and gender. Oxford University Press.
5. Westbrook, L., & Schilt, K. (2014). Doing gender. Routledge.

REFERENCES (APA Style)

1. American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). https://apastyle.apa.org/
2. Butler, J. (1990). Gender trouble: Feminism and the subversion of identity. Routledge.
3. Connell, R. W. (2005). Masculinities (2nd Ed.). Polity.

4. Kimmel, M. S. (2008). Gender symmetry: Breaking with the binary. Oxford University Press.
5. Rubin, G. (1975). The traffic in women: Notes on the 'political economy' of sex. In R. Reiter (Ed.), Toward an anthropology of women (pp. 157-210). Monthly Review Press.

24PS802- ELECTIVE -2
INDIAN PSYCHOLOGY

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: Understanding its integration of ancient philosophical traditions like yoga and Vedanta with modern psychological principles, emphasizing holistic well-being and spiritual dimensions in mental health

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Gain a comprehensive understanding of the historical and philosophical foundations of Indian Psychology.
- Explore key concepts in Indian Psychology like Atman, Brahman, Karma, and Moksha.
- Analyze the psychological principles underlying Yoga, Ayurveda, and other traditional practices.
- Critically evaluate the relevance of Indian Psychology in the contemporary world.
- Appreciate the contributions of Indian Psychology to various domains of psychology (e.g., personality, mental health).
- Compare and contrast Indian Psychology with Western psychological perspectives.

MODULE-1
UNIT-1   **12L+8T+0P=20 Hours**

Introduction - Definition of Indian Psychology - Characteristics of Indian Psychology - Difference between Western and Indian Psychology - Overview of different schools of thought- Orthodox or Astika and Non-Orthodox or Nastika. - Astika schools- Sankhya, Yoga, Vedanta, Vaisheshika, Nyaya & Mimamsa - Nastika schools- Jain, Buddhist and Cārvāka

UNIT-2   **12L+8T+0P=20 Hours**

Consciousness, emotions from an indian perspective - Defining consciousness according to Sankhya philosophyo Characteristics of Prakriti and Purusha - Mind's 3 component so Manas, buddhi or Mahat (Intelligence) o Ahamkara (I-am-ness), o Three gunas (elements of stability, activity, and lightness) - Meaning of emotions from Indian perspective - Rasa and Bhava theory of emotion, Indian view of Emotional Intelligence - Socio- emotional development in the cultural context

PRACTICES: Integration of traditional Indian philosophies like Vedanta and Yoga - Emphasis on holistic well-being, including physical, mental, and spiritual health - Use of meditation and mindfulness techniques - Focus on community and family relationships - Application of Ayurveda in psychological practices.

MODULE-2
UNIT-1   **12L+8T+0P=20 Hours**

Perspectives on self, identity and personality in Indian psychology - Primacy of Self-knowledge in Indian Psychology - Self and Identity in the Indian tradition - Trishula- The trident model of the

person - Concept of Personality - Triguna and Panchakosha. - Yoga Psychology- definition and its applications in the contemporary society.

UNIT-2   12L+8T+0P=20Hours

Transcendence and transformation- spiritual leaders of our times - Sri Aurobindo and his concept of knowledge - Gautama Buddha and Buddhist Psychology - Sufism - its essence, historical background and as a means of psychotherapy - Scope and applications of Indian Psychology - Future challenges of Indian Psychology

PRACTICES: Incorporation of ancient texts such as the Bhagavad Gita - Emphasis on karma and dharma in understanding behavior - Use of mantras and spiritual rituals for mental health - Consideration of the cyclical nature of life (samsara) in therapy - Application of non-violent communication (ahimsa) principles.

SKILLS:

- ✓ Utilizing techniques for mental well-being and stress reduction.
- ✓ Integrating holistic health approaches into psychological practices.
- ✓ Understanding and respecting diverse cultural perspectives in therapy.
- ✓ Incorporating mindfulness techniques for enhancing awareness and focus.
- ✓ Applying insights from traditional family dynamics to therapy and counseling.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Analyze the application of Indian psychological concepts in everyday life, such as mindfulness practices and yoga.	Apply	1
2	Compare and contrast Indian psychological theories with Western psychological theories..	Analyze	1
3	Critically evaluate the strengths and limitations of Indian Psychology in explaining human behavior.	Evaluate	2
4	Design a research study exploring the efficacy of traditional Indian therapies in modern mental health treatment.	Create	2

TEXT BOOKS:

1. Indian Psychology. Volume 1. Perspectives on theoretical foundations (2006) by J. Sinha & P. Kumar.
2. Psychology in India (2016) by U. R. Rao.
3. Essentials of Indian psychology (2011) by J. Pandey.
4. A history of Indian psychology (2001) by A. Singh.
5. The central philosophy of Buddhism (2006) by T. K. G. Murti

REFERENCE BOOKS:

1. Cornelissen, R. M.M., Misra, G., & Varma, S., (2011). Foundations of Indian Psychology: Concepts and Theories. (Vol. 1), New Delhi: Pearson.
2. Dalal, A. S., (2001). An introduction to the Psychological thought of Sri Aurobindo- A Greater Psychology. Pondicherry: Sri Aurobindo Ashram.
3. Mishra, G., (2005). Handbook of Psychology in India, Oxford University Press.
4. Rhys Davids, C. A. F., (1914). Buddhist Psychology. London: G. Bell and Sons Ltd.
5. Salmon, D & Maslow, J., (2007). Yoga Psychology and the Transformation of Consciousness: Seeing through the eyes of infinity. St. Paul, MN., USA: Paragon House.

24PS803- ELECTIVE -3
ENVIRONMENTAL PSYCHOLOGY

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: Understanding the interplay between human behavior and the physical environment, including how spaces influence emotions, cognition, and behaviors.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Gain a comprehensive understanding of the core concepts and principles of environmental psychology.
- Analyze the impact of various environmental factors (e.g., noise, light, crowding) on human behavior.
- Explore how nature and access to green spaces influence psychological well-being.
- Evaluate how design principles can be applied to create environments that promote health, productivity, and sustainability.
- Analyze the role of environmental psychology in addressing global challenges like climate change.
- Develop critical thinking skills to evaluate the psychological effects of different environments.

MODULE-1
UNIT-1   **12L+8T+0P=20 Hours**

The Nature and Scope of Environmental Psychology, Role and Functions of Environmental psychologists

UNIT-2   **12L+8T+0P=20 Hours**

Individual Processes: Environmental Perception and Cognition, Environmental Attitudes, Environment-Behavior Relationships

PRACTICES: Promoting sustainable behavior - Designing eco-friendly buildings - Enhancing public transportation use - Advocating for green spaces in urban areas - Conducting environmental impact assessments.

MODULE-2
UNIT-1   **12L+8T+0P=20 Hours**

 Environmental problems: Noise, pollution, Overpopulation, crowding

UNIT-2   **12L+8T+0P=20 Hours**

The Future: Saving the Environment, role of media, practitioners, NGO's contribution

PRACTICES: Reducing waste through recycling programs - Encouraging energy conservation - Studying human-nature interactions - Addressing climate change through behavior change - Implementing policies for pollution control.

SKILLS:

- ✓ Understanding how people perceive and interact with physical spaces.
- ✓ Learning strategies to encourage environmentally friendly behaviors.
- ✓ Applying principles to design spaces that reduce stress and promote well-being.
- ✓ Implementing strategies to promote sustainable behaviors and designs.
- ✓ Analyzing the impact of policies on human behavior and well-being in built environments.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Analyze the psychological impact of specific design features in real-world environments (e.g., classrooms, workplaces, homes).	Apply	1
2	Analyze case studies of environmental behavior change..	Analyze	1
3	Critically assess the effectiveness of interventions aimed at improving environmental well-being.	Evaluate	2
4	Develop research proposals on environmental psychology topics.	Create	2

TEXT BOOKS:

1. Environmental Psychology: The Interaction of People and Places (9th Edition) by Daniel Stokols & Ruth A.
2. Handbook of Environmental Psychology (3rd Edition) by Daniel Stokols & Ruth A. Stokols (2013)
3. The Cambridge Handbook of Environmental Psychology (2nd Edition) by Susan Clayton (2012)
4. Introduction to Environmental Psychology (3rd Edition) by Gary W. Evans (2010)
5. Restorative Environments: Theories and Applications (2nd Edition) by Rachel Kaplan & Stephen Kaplan (1989).

REFERENCE BOOKS:

1. Bell, P.A., Greene, T.C., Fisher, J.D., & Baum, A. (2001). Environmental Psychology, Harcourt, Inc.: Fort Worth, TX.
2. Cialdini, R.B. (2003). Crafting normative messages to protect the environment, Current Directions in Psychological Science, 12(4), 105-109.
3. Fisher, J.D., Bell, P.A., and Baum, A. (1984). Environmental Psychology. NY: Holt, Rinchart and Winston.
4. Gallagher, W. (1994). The Power of Place. Harper Perennial: NY.
5. Holahan, C.J. (1982). Environmental Psychology. NY: Random House.

22PS804- ELECTIVE – 4
ORGANIZATIONAL PSYCHOLOGY AT WORK PLACE

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: Understanding behavior, motivation, and dynamics within organizations to enhance productivity and well-being.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Gain a comprehensive understanding of the core concepts and theories in organizational psychology.
- Analyze the impact of individual psychology on work behavior (e.g., personality, perception, motivation).
- Evaluate the influence of group dynamics and team processes on organizational effectiveness.
- Critically examine leadership styles and their effectiveness in motivating and guiding employees.
- Understand how organizational design, culture, and change management practices impact employee well-being and productivity.
- Develop practical skills in areas like job analysis, selection, and performance management.

MODULE-1
UNIT-1   12L+8T+0P=20 Hours

Nature of I/O Psychology, Historical Development of the Field - The Importance of Organizational Psychology in Today's Workplace - I/O psychology in the Indian context - Individual Differences & Perception

UNIT-2   12L+8T+0P=20 Hours

Personality Traits and Work Performance - Individual Needs and Values - Motivation & Job Satisfaction - Enhancing job satisfaction, organizational commitment, work engagement and productivity – Leadership - Work-Life Balance

PRACTICES: Implementing psychometric tests and structured interviews to select the best candidates - Designing and conducting training programs to enhance employee skills and performance - Developing fair and consistent performance evaluation systems - Assessing and improving factors that contribute to employee satisfaction - Applying motivational theories to enhance employee engagement

MODULE-2
UNIT-1   L-12 T-4 P-0

Job Analysis and Design - Effective Training and Development Programs - Enhancing work motivation and developing leadership potential - Stress & Well-being in the Workplace - Group Dynamics & Teamwork - Communication in Organizations -

Performance Appraisal Methods - Employing psychological principles in recruitment, selection, and training and performance appraisal - Organizational Culture & Change Management - Change Management in Organizations.

PRACTICES: Mediating conflicts and fostering a cooperative work environment - Coaching and mentoring leaders to improve management skills - Facilitating change management processes to adapt to new strategies - Promoting policies that support employees' work-life balance - Implementing practices to ensure a diverse and inclusive workplace culture.

SKILLS:

- ✓ Skills in mediating conflicts and fostering collaboration.
- ✓ Abilities to manage and facilitate organizational change.
- ✓ Techniques for coaching and developing leadership skills.
- ✓ Strategies to enhance motivation and productivity.
- ✓ Proficiency in analyzing organizational data to inform decision-making.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Analyze real-world organizational problems through a psychological lens.	Apply	1
2	Compare and contrast leadership styles and their effects on organizational behavior.	Analyze	1
3	Critically evaluate the effectiveness of different organizational interventions (e.g., training programs, performance management systems).	Evaluate	2
4	Develop strategies for fostering a psychologically healthy workplace environment.	Create	2

TEXT BOOKS:

1. Industrial/Organizational Psychology: Understanding the Workplace (9th Edition) by Paul E. Levy (2021).
2. Work in the 21st Century: An Introduction to Industrial and Organizational Psychology (8th Edition) by Jeffrey M. Pfeffer and Nancy שחורי (Shachar) (2020)
3. Psychology Applied to Work (14th Edition) by Satoris W. Radvansky (2021)
4. Introduction to Industrial and Organizational Psychology (11th Edition) by Ronald E. Smith, Andrew P. DeShank, and Kenneth H. Kacmar (2020).
5. Industrial and Organizational Psychology: Research and Practice (10th Edition) by Paul E. Levy and Laura S. Kristof-Brown (2022).

REFERENCE BOOKS:

1. Chadha, N.K. (2007). Organizational Behavior. Galgotia Publishers: New Delhi.
2. Chadha, N.K. (2005). Human Resource Management-Issues, case studies and experiential exercises.3rd edition. New Delhi: Sai Printographers.
3. DeCenzo,D.A.& Robbins, S.P.(2006). Fundamentals of human resource management. (8th Ed). NY: Wiley.
4. Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). India: Dorling Kindersley

22PS307-PROJECT/ DISSERTATION

Lab Based Course

L	T	P	C
		10	5

PREREQUISITE KNOWLEDGE: Understanding of relevant theoretical frameworks, research methodologies, and critical analysis skills. It also requires proficiency in academic writing and the ability to synthesize and present complex information.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

Objectives - Students should be enabled to design and conduct an original and ethical research. They should be able to write a dissertation in the APA format. The research done can either be empirical/data based (quantitative, qualitative, or mixed-methods) or it can be in the form of a critical review of research and theory.

MODULE-1
UNIT-1   0L+0T+40P=40 Hours

Choosing a Topic -Interest and feasibility**:** Pick a topic that genuinely interests you and aligns with your academic goals. Consider the feasibility of conducting research on this topic within the available time and resources.
Faculty guidance**:** Discuss potential topics with professors whose research interests align with yours. They can provide valuable guidance and potentially serve on your dissertation committee.
Literature review**:** Dive into existing research on your chosen area. Look for gaps in knowledge or unanswered questions that your dissertation could address.
Developing Your Research Question and Hypothesis: Refine your topic**:** Based on your literature review, formulate a specific research question that your dissertation will aim to answer.
Develop a hypothesis**:** This is a prediction about the expected outcome of your research based on your understanding of the topic.

UNIT-2   0L+0T+40P=40 Hours

Selecting a Research Design: Quantitative vs. Qualitative**:** Choose a research design (quantitative or qualitative) that best suits your research question and allows you to collect relevant data. - Quantitative methods involve numerical data collection (surveys, experiments). - Qualitative methods involve non-numerical data collection (interviews, observations).
Ethical considerations**:** Ensure your research design adheres to ethical guidelines for human subject research established by your university's Institutional Review Board (IRB).

PRACTICES: Define clear objectives and scope - Conduct thorough literature review - Develop a solid research methodology - Gather and analyze data systematically -Maintain organized documentation of findings.

MODULE-2

UNIT-1   **0L+0T+40P=40 Hours**

Proposal and Committee Approval: Develop a research proposal: This document outlines your research question, hypothesis, methodology, data analysis plan, and timeline.
Committee review: Present your proposal to your dissertation committee for approval. Their feedback can strengthen your research plan.
Data Collection and Analysis: Collect data: Depending on your chosen design, you might conduct surveys, experiments, interviews, or observations.
Data analysis: Analyze the collected data using appropriate statistical methods (quantitative) or thematic analysis (qualitative) to draw meaningful conclusions.
Writing the Dissertation: Structure: Follow your university's formatting guidelines for dissertations. Generally, this includes sections on introduction, literature review, methodology, results, discussion, conclusion, and references.
Clear and concise writing: Write in a clear, concise, and professional manner, ensuring proper citation of sources.
Proofread and revise: Rigorously proofread and revise your dissertation for grammar, spelling, and clarity.

UNIT-2   **0L+0T+40P=40 Hours**

Defense and Finalization: Dissertation defense: Present your dissertation findings to your committee and answer their questions. Incorporate feedback: Incorporate any feedback received from your committee and revise your dissertation accordingly. Final submission: Submit the final version of your dissertation following your university's guidelines.

PRACTICES: Seek feedback from advisors and peers - Address ethical considerations - Manage time effectively - Revise and refine drafts based on feedback - Maintain regular communication with supervisors

SKILLS:

- ✓ Stay updated on relevant research and theories.
- ✓ Utilize appropriate citation and referencing.
- ✓ Ensure consistency in formatting and presentation.
- ✓ Prepare for defense or presentation.
- ✓ Reflect on the project's impact and lessons learned

Reference – Latest APA manual for dissertation.

Evaluation: Viva jointly by one internal and one external examiner.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Apply psychological knowledge and research methods to design and conduct a research project.	Apply	1
2	Compare and contrast findings with existing literature and theories	Analyze	1
3	Analyze and evaluate the research findings from the project, drawing conclusions and implications for the field of psychology.	Evaluate	2
4	Develop and propose innovative solutions or recommendations based on findings.	Create	2

24PS401-ABNORMAL PSYCHOLOGY-2

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: Understanding psychological disorders, their diagnostic criteria, etiology, and various therapeutic approaches used in treatment.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Gain a comprehensive understanding of key concepts and terminology in abnormal psychology.
- Analyze different theoretical perspectives on abnormal behavior.
- Critically evaluate the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) and its role in diagnosis.
- Explore the biological, psychological, and social factors contributing to mental illness.
- Examine various evidence-based treatments for mental disorders.
- Develop empathy and understanding towards individuals experiencing mental health challenges.

MODULE-1

UNIT-1   **12L+8T+0P=20 Hours**

Schizophrenia and other psychotic disorders- Schizophrenia - Clinical Picture, causal factors and subtypes Schizoaffective Disorder, Schizophreniform Disorder, Delusional Disorder, Brief Psychotic Disorder- Clinical Picture, causal factors

UNIT-2   **12L+8T+0P=20 Hours**

Mood Disorders and Suicide - Major Depressive Disorder, Unipolar Depressive Disorders, Bipolar and Related Disorders - Cyclothymic Disorder, Bipolar Disorders - I & II, Clinical Picture, causal factors Suicide - The Clinical Picture and the Causal factors- Biological, cultural, and Psychosocial Factors, Suicide Prevention and Intervention

PRACTICES: Systematic identification of mental disorders using DSM-5 or ICD-11. - Use of standardized psychometric tests and clinical interviews - Tailoring interventions based on individual needs and evidence-based practices - Implementation of various psychotherapies like CBT, DBT, and psychoanalysis - Prescribing psychotropic medications as part of a treatment regimen.

MODULE-2

UNIT-1   **12L+8T+0P=20 Hours**

Neurocognitive Disorders Brain Impairment in Adults – Clinical Signs of Brain Damage Delirium Major Neurocognitive Disorder (Dementia) - Criteria for Major Neurocognitive Disorder (Dementia), Parkinson's Disease, Huntington's Disease, Alzheimer's Disease

UNIT-2   **12L+8T+0P=20 Hours**

Treatment of disorders Biological Approaches to treatment – Pharmacotherapy and Electroconvulsive therapy Psychosocial Approaches to Treatment - Psychodynamic Therapies,

Behavior Therapy, Cognitive and Cognitive-Behavioral Therapy, Humanistic-Experiential Therapies, Couple and Family Therapy, Eclecticism and Integration

PRACTICES: Immediate response to individuals in acute psychological distress - Admitting patients to psychiatric units for intensive care - Techniques to change maladaptive behaviors - Involving family members in treatment to address systemic issues - Regular monitoring and adjustment of treatment plans to ensure ongoing recovery.

SKILLS:

- ✓ Ability to recognize and classify different psychological disorders.
- ✓ Conducting thorough assessments using various psychological tests and tools.
- ✓ Designing effective treatment plans based on individual needs and symptoms.
- ✓ Evaluating potential risks and developing safety plans for clients in crisis.
- ✓ Applying evidence-based therapeutic techniques for different disorders.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Analyze and evaluate different treatment approaches for psychological disorders.	Apply	1
2	Compare and contrast different theoretical perspectives on abnormal behavior.	Analyze	1
3	Critically assess the effectiveness of the mental health care system.	Evaluate	2
4	Develop prevention strategies for psychological disorders based on research findings.	Create	2

TEXT BOOKS:

1. Abnormal Psychology: The Science and Treatment of Psychological Disorders, DSM-5-TR
2. Abnormal Psychology by Ann M. Kring, Gerald C. Davison, John M. Neale, and Robin L. Watson
3. Fundamentals of Abnormal Psychology by Ronald J. Come
4. An Introduction to Abnormal Psychology by Richard J. McNally

REFERENCE BOOKS:

1. Butcher, James Neal. Abnormal psychology. — 16th ed. / James N. Butcher, University of Minnesota, Jill M.
2. Hooley, Harvard University, Susan Mineka, Northwestern University.

3. Buss, A.H -Psychopathology, John Wiley, New York. Carson -Abnormal Psychology. Pearson Education, India.
4. Sarson & Sarson - Abnormal Psychology, Prentice Hall, India.
5. Mangal S.K -Abnormal Psychology, Sterling Publishers, New Delhi.
6. Paul, B -Abnormal & Clinical Psychology, Tata McGrae Hill, New Delhi.

24PS402-COMMUNITY PSYCHOLOGY

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: Understanding social systems, group dynamics, and community interventions aimed at promoting mental health and well-being through collaborative, community-based approaches.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Gain a comprehensive understanding of the core principles and values of community psychology.
- Analyze the role of social determinants of health in shaping community well-being.
- Identify and understand social issues faced by diverse communities (e.g., poverty, violence, mental health disparities).
- Evaluate how psychologists can design and implement effective community-based interventions.
- Develop skills in collaboration, advocacy, and empowering communities to achieve positive change.

MODULE-1

UNIT-1   **12L+8T+0P=20 Hours**

Concept, nature, principles of community psychology - Fields of Community Psychology; relation with other branches of Psychology

UNIT-2   **12L+8T+0P=20 Hours**

Community mental health - Models of Community Psychology- Quality of life, mental health education and awareness and promotional programs in India.

PRACTICES: Strengthening individuals and communities to gain control over their lives - Focusing on preventing problems before they occur - Considering multiple levels of influence on behavior, from individual to societal - Working with community members as partners - Respecting and incorporating diverse cultural backgrounds.

MODULE-2

UNIT-1   **12L+8T+0P=20 Hours**

Problems of community life: unemployment, alienation, aggression and violence - Community intervention - Role of media.

UNIT-2   **12L+8T+0P=20 Hours**

Community Development and Empowerment: case studies in the Indian context

PRACTICES: Advocating for fair treatment and opportunities for all - Targeting changes in policies and practices to improve community well-being - Engaging community members in the research process - Addressing multiple, interconnected factors affecting community health - Enhancing the skills and resources of community members and organizations.

SKILLS:

- ✓ Conducting needs assessments and identifying community strengths.
- ✓ Designing interventions tailored to community needs and resources.
- ✓ Building partnerships with community organizations and stakeholders.
- ✓ Advocating for policies that promote community well-being and social justice.
- ✓ Assessing the impact of interventions on community health and functioning.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Develop a plan to address a specific community mental health issue.	Apply	1
2	Compare and contrast different approaches in community psychology.	Analyze	1
3	Critically assess the effectiveness of existing community psychology interventions.	Evaluate	2
4	Develop research proposals addressing community mental health issues.	Create	2

TEXT BOOKS:

1. Community Psychology: Involving Diverse Communities (8th Edition) by Seth Kahn, Stephanie Riger, & Alexis Hager (2020).
2. The Oxford Handbook of Community Psychology edited by Shelly H. Lewin & Harold W. Neighbors (2014).
3. Building Healthy Communities: A Strengths-Based Approach by Sandra S. Gottlieb (2014).
4. Culturally Competent Community Psychology Practice by Brenda Castro, Elena M. Israel, & Bradley T. Ong (2014)

REFERENCE BOOKS:

1. Fetterman, D.M., Kaftarian, S.J. & Wandersman, A (Eds) (1996) Empowerment Evaluation, New Delhi: Sage Publication.
2. Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). Community Psychology: Linking Individuals and Communities, Wadsworth Cengage Learning.
3. McKenzie, J. F. Pinger, R. R. & Kotecki, J. E. (2005). An introduction to community health. United States: Jones and Bartlett Publishers.

4. Misra, G. (Ed). (2010) Psychology in India. Indian Council of Social Science Research. Dorling Kindersley (India) Pvt Ltd. Pearson Education
5. Poland, B. D., Green, L.W. & Rootman, I. (2000) Setting for Health Promotion: Linking Theory and Practice, Sage Publication, New Delhi.

24PS403- POSITIVE PSYCHOLOGY

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: Individuals strive for fulfillment and flourishing, emphasizing strengths, virtues, and optimal functioning rather than pathology or dysfunction. It explores factors contributing to well-being, resilience, and positive emotions

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Gain a comprehensive understanding of the core concepts and theories in positive psychology.
- Explore the foundations of happiness and well-being across cultures.
- Analyze the role of positive emotions, character strengths, and positive relationships in fostering a fulfilling life.
- Develop practical tools and techniques to cultivate positive emotions, character strengths, and positive relationships.
- Apply positive psychology principles to enhance your own well-being and the well-being of others.

MODULE-1
UNIT-1   12L+8T+0P=20 Hours

Introduction to positive psychology- what is positive psychology? Positive psychology seeks a balanced- more complete view of human functioning – Assumptions goals and definitions; Eastern and Western perspectives on positive psychology.

UNIT-2   12L+8T+0P=20 Hours

Positive Emotions: Defining emotional terms; Broaden and build model of positive emotions. Happiness- definition; subjective well-being; Determinants of subjective well-being; Increasing happiness in your life; Emotion- focused coping; Emotional intelligence; Learning the skills that make a difference; Emotional story telling; An emotional balancing act.

PRACTICES: Regularly writing about things you're thankful for - Repeating encouraging and empowering statements to yourself - Practicing present-moment awareness and acceptance - Performing small, thoughtful deeds for others - Recognizing and utilizing personal strengths.

MODULE-2
UNIT-1   12L+8T+0P=20 Hours

Living well at every stage: Resilience in childhood; Positive Youth development – primary tasks at adulthood. Successful Aging – what is successful aging? The Macarthur foundation study of successful aging.

Positive relationship – Defining close relationships – Infant attachment- Adult attachment security-Triangular theory of Love. The self-expansion theory of Romantic love. Marital satisfaction-Building a mindful relationship connection? Creating a culture of appreciation- capitalizing on positive events.

PRACTICES: Focusing on positive outcomes and possibilities - Establishing and working towards meaningful personal goals - Building and maintaining supportive relationships - Fully enjoying and prolonging positive experiences - Developing skills to bounce back from adversity.

SKILLS:

- ✓ Cultivating appreciation for positive aspects of life.
- ✓ Developing skills to bounce back from challenges.
- ✓ Using mindfulness for increased awareness and stress reduction.
- ✓ Recognizing and leveraging personal strengths for growth.
- ✓ Building and maintaining supportive connections with others

COURSE OUTCOMES:

Upon   successful   completion   of   the   course,   students   will   have   the   ability   to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Design and implement interventions aimed at promoting positive emotions, strengths, and well-being.	Apply	1
2	Analyze research findings in Positive Psychology to evaluate their impact on mental health.	Analyze	1
3	Critically evaluate the research methods used in positive psychology and assess the effectiveness of interventions.	Evaluate	2
4	Design new Positive Psychology strategies tailored to specific populations or contexts.	Create	2

TEXT BOOKS:

1. A Primer in Positive Psychology (2006) by Christopher Peterson
2. Character Strengths and Virtues: A Handbook and Classification (2004) by Christopher Peterson and Martin Seligman
3. Positive Psychology: The Scientific and Practical Explorations of Human Strengths (2002) by C. R. Snyder and Shane J. Lopez.
4. The How of Happiness: A Scientific Approach to Getting More Out of Life (2007) by Sonja Lyubomirsky
5. Well-Being: The Foundations of Positive Psychology (2017) by Felicia Huppert

REFERENCE BOOKS:

1. Baumgardner, S.R. Crothers M.K. (2010). Positive psychology. Upper Saddle River, N.J.: Prentice Hall.
2. Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge.
3. Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University Press.
4. Seligman, M.E.P. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment. New York: Free Press/Simon and Schuster.
5. Snyder, C.R., & Lopez, S.J. (2007). Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.
6. Snyder, C. R., & Lopez, S. (Eds.). (2002). Handbook of positive psychology. New York: Oxford University Press.

24PS404-PROFESSIONAL DEVELOPMENT AND ETHICAL ISSUES IN PSYCHOLOGY

L	T	P	C
3	2		4

PREREQUISITE KNOWLEDGE: Understanding ethical guidelines, professional conduct standards, and ongoing professional growth to ensure competent and ethical practice in psychological settings.

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

- Develop a comprehensive understanding of ethical codes and guidelines
- Critically analyze ethical dilemmas
- Demonstrate competence in key areas of professional development
- Enhance cultural sensitivity and awareness of bias in psychological practice
- Develop strategies for maintaining professional boundaries and confidentiality

MODULE-1

UNIT-1   12L+8T+0P=20 Hours

Introduction of Professional Development & Ethical Issues in Psychology **-** Professional Development introduction, Philosophical issues in professional psychology, Role of professional organizations; Licensing of psychologists; Prescriptions privileges of psychologists; mental health law in India

UNIT-2   12L+8T+0P=20 Hours

Professional Health **-** Professional Health and Well-being for Psychologists, Occupational Hazards of Psychologists, Vulnerability for stress, Potential Consequences of Ignoring Occupational Hazards, Warning Signs of Psychologist's Occupational Stress, Protecting from the Consequences of Occupational Stress

PRACTICES: Adhere to the APA's Ethical Principles of Psychologists and Code of Conduct - Seek regular supervision and mentorship for skill enhancement and ethical guidance - Practice within the boundaries of your professional competence - Maintain the confidentiality of client information at all times.

MODULE-2

UNIT-1   12L+8T+0P=20 Hours

Ethical Foundations of Psychology **-** Importance of ethical principles, ethical theory, principle-based common morality approach to biomedical ethics, moral framework, unified conceptual framework for professional psychology

UNIT-2   12L+8T+0P=20 Hours

APA Ethical Principles and Code of Conduct **-** APA ethical standards and principles, Introduction and Applicability, Preamble, General Principles, Standard 1: Resolving Ethical Issues, Standard

2: Competence, Standard 3: Human Relations, Standard 4: Privacy and Confidentiality, Standard 5: Advertising and Other Public Statements, Standard 6: Record Keeping and Fees, Standard 7: Education and Training, Standard 8: Research and Publication, Standard 9: Assessment, Standard 10: Therapy

Bio psychosocial Perspective - Treatment Planning to Outcome Assessment - Conceptualizing Psychological treatment from a bio psychosocial perspective, prevention of public health perspective in behavioral science, APA Assessment Standards, Therapy and counseling ethics, outcome assessment

PRACTICES: Ensure clients are fully informed about the treatment process and give their consent - Develop sensitivity and competence in working with diverse populations - Prioritize self-care to maintain personal well-being and professional effectiveness - Engage in regular peer consultations to discuss challenging cases and ethical dilemmas - Maintain accurate and thorough documentation of all client interactions and treatments.

SKILLS:

- ✓ Applying ethical principles to real-world psychological dilemmas.
- ✓ Developing sensitivity and skills to work effectively with diverse populations.
- ✓ Establishing and maintaining appropriate boundaries with clients and colleagues.
- ✓ Safeguarding client information and understanding legal and ethical guidelines.
- ✓ Building relationships within the psychological community for collaboration and support.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Apply ethical frameworks to make reasoned decisions in professional situations.	Apply	1
2	Analyze ethical dilemmas, considering various perspectives and potential consequences.	Analyze	1
3	Evaluate the ethical implications of emerging technologies and social issues.	Evaluate	2
4	Propose improvements to existing ethical standards in psychological research	Create	2

TEXT BOOKS:

1. Ethics in Psychology and the Mental Health Professions: Standards and Cases (7th Ed.) (2020). By Patricia Keith-Spiegel. Sage Publications
2. Professional Development and Ethical Issues in Psychology (7th Ed.) (2023). By Gerald P. Koocher & John C. Norcross. Pearson Education

3. The Psychologist's Guide to Ethics and the Law (8th Ed.) (2022). By Gerald P. Koocher & Melvin DePaul. Oxford University Press.
4. Becoming a Psychologist (8th Ed.) (2021). By Steven J. Lynn, Susan I. Lilienfeld, & Lynn S. Shapiro. Wiley Blackwell

REFERENCE BOOKS:

1. American Psychological Association. (2017). Ethical principles of psychologists and code of conduct. https://www.apa.org/ethics/code
2. Koocher, G. P., & Norcross, J. C. (2023). Professional development and ethical issues in psychology (7th ed.). Pearson Education.
3. Koocher, G. P., & DePaul, M. (2022). The psychologist's guide to ethics and the law (8th ed.). Oxford University Press.
4. Lynn, S. J., Lilienfeld, S. I., & Shapiro, L. S. (2021). Becoming a psychologist (8th ed.). Wiley Blackwell.

24PS405- CASE STUDIES FROM MENTAL HOSPITALS
Lab Based Course

L	T	P	C
	3	4	4

PREREQUISITE KNOWLEDGE: Understanding psychiatric disorders, treatment modalities, and ethical considerations in clinical settings

COURSE DESCRIPTION AND LEARNING OBJECTIVES: Case study based on a patient in a mental hospital requires specific considerations due to ethical and privacy concerns. Here's a breakdown of how to write a compelling case study in this setting:

MODULE-1
UNIT-1   **0L+12T+16P=28 Hours**

Ethical Considerations and Informed Consent: Confidentiality is paramount: Absolutely prioritize patient confidentiality. Use pseudonyms and avoid any details that could reveal the patient's identity or the hospital. - Obtain informed consent: If possible, obtain informed consent from the patient or their legal representative for using their case in a study. You may need to modify details to ensure anonymity even with consent. - Institutional Review Board (IRB) approval: Depending on your research protocol and affiliation, you may need approval from your university's IRB before collecting data in a hospital setting.

UNIT-2   **0L+12T+16P=28 Hours**

Gathering Information (Maintaining Confidentiality): Collaboration with the treatment team: Work with the patient's treatment team (therapist, psychiatrist, nurses) to gather information about the patient's history, diagnosis, and treatment plan. Ensure you have their permission to access the patient's medical records (with anonymization). - Focus on observable behaviors: Rely on observable behaviors and presenting symptoms reported by the treatment team rather than the patient's personal details. - Focus on de-identified data: Utilize de-identified data from medical charts whenever possible, ensuring no link back to the specific patient.

PRACTICES: Conduct thorough interviews to understand patients' backgrounds and symptoms - Regularly observe patients' behaviors and interactions - Administer standardized psychological tests to assess mental health conditions - Perform physical examinations and review medical histories - Develop individualized treatment plans based on assessments

MODULE-2
UNIT-1   **0L+12T+16P=28 Hours**

Structuring Your Case Study: Presenting background information: Provide a general context of the patient's situation without revealing identifying details (e.g., age range, gender). - Presenting the presenting problem: Clearly outline the core mental health issue(s) the patient is experiencing. Analysis and Interpretation: Analyze the case using relevant psychological theories and frameworks, drawing on information from the treatment team - Intervention (if applicable): Briefly describe the general treatment approach used (e.g., medication, therapy) without disclosing specifics.

Discussion and Conclusion: Discuss the case study's implications for understanding the chosen mental health condition. Emphasize the importance of confidentiality and ethical considerations in such cases - Case studies (10) of patients with diverse mental health conditions in current settings - Evaluating the effectiveness of modern treatment approaches (medication, therapy) - Addressing issues of patient rights, involuntary commitment, and ethical dilemmas

UNIT-2   **0L+12T+16P=28 Hours**

Final Course Review and Discussion
- Q&A session on key concepts and course takeaways

PRACTICES: Collaborate with psychiatrists, psychologists, social workers, and nurses - Monitor and adjust psychiatric medications as needed - Implement various therapies such as CBT, DBT, or group therapy - Regularly track and document patients' progress and treatment outcomes.

SKILLS:

- ✓ Understanding diagnostic processes and assessment tools.
- ✓ Developing personalized treatment plans based on case history and assessment.
- ✓ Implementing strategies to manage acute psychiatric crises.
- ✓ Working effectively with teams of psychiatrists, therapists, and nurses.
- ✓ Navigating complex ethical dilemmas in patient care and confidentiality.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Develop a treatment plan based on the information presented in a case study.	Apply	1
2	Develop a treatment plan based on the information presented in a case study.	Apply	1
3	Compare and contrast the effectiveness of different treatment approaches used in the case studies.	Evaluate	2
4	Develop a research proposal to investigate a novel approach to therapy.	Create	2

24PS406-HONORS PROJECT
Lab Based Course

L	T	P	C
		24	12

PREREQUISITE KNOWLEDGE: Understanding, or experience required before starting a project, ensuring participants can effectively contribute from the outset

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

Objectives - Students should be enabled to design and conduct an original and ethical research. They should be able to write a dissertation in the APA format. The research done can either be empirical/data based (quantitative, qualitative, or mixed-methods) or it can be in the form of a critical review of research and theory. A psychology dissertation can be both challenging and rewarding. Here's a breakdown of the general steps involved:

MODULE-1
UNIT-1   L-0 T-0 P-96

Choosing a Topic -Interest and feasibility**:** Pick a topic that genuinely interests you and aligns with your academic goals. Consider the feasibility of conducting research on this topic within the available time and resources.
Faculty guidance**:** Discuss potential topics with professors whose research interests align with yours. They can provide valuable guidance and potentially serve on your dissertation committee.
Literature review**:** Dive into existing research on your chosen area. Look for gaps in knowledge or unanswered questions that your dissertation could address.
Developing Your Research Question and Hypothesis: Refine your topic**:** Based on your literature review, formulate a specific research question that your dissertation will aim to answer.
Develop a hypothesis**:** This is a prediction about the expected outcome of your research based on your understanding of the topic.

UNIT-2   L-0 T-0 P-96

 Selecting a Research Design: Quantitative vs. Qualitative**:** Choose a research design (quantitative or qualitative) that best suits your research question and allows you to collect relevant data. - Quantitative methods involve numerical data collection (surveys, experiments). - Qualitative methods involve non-numerical data collection (interviews, observations).
Ethical considerations**:** Ensure your research design adheres to ethical guidelines for human subject research established by your university's Institutional Review Board (IRB).

PRACTICES: Establish specific, measurable, achievable, relevant, and time-bound (SMART) goals - Conduct a thorough review of existing research to inform the project and avoid duplication - Ensure the research adheres to ethical standards, including informed consent and confidentiality - Choose an appropriate methodology (quantitative, qualitative, or mixed methods) for data collection and analysis

MODULE-2

UNIT-1 **L-0 T-0 P-96**

Proposal and Committee Approval: Develop a research proposal: This document outlines your research question, hypothesis, methodology, data analysis plan, and timeline.

Committee review: Present your proposal to your dissertation committee for approval. Their feedback can strengthen your research plan.

Data Collection and Analysis: Collect data: Depending on your chosen design, you might conduct surveys, experiments, interviews, or observations.

Data analysis: Analyze the collected data using appropriate statistical methods (quantitative) or thematic analysis (qualitative) to draw meaningful conclusions.

Writing the Dissertation: Structure: Follow your university's formatting guidelines for dissertations. Generally, this includes sections on introduction, literature review, methodology, results, discussion, conclusion, and references.

Clear and concise writing: Write in a clear, concise, and professional manner, ensuring proper citation of sources.

Proofread and revise: Rigorously proofread and revise your dissertation for grammar, spelling, and clarity.

UNIT-2 **L-0 T-0 P-96**

Defense and Finalization: Dissertation defense: Present your dissertation findings to your committee and answer their questions. Incorporate feedback: Incorporate any feedback received from your committee and revise your dissertation accordingly. Final submission: Submit the final version of your dissertation following your university's guidelines.

PRACTICES: Use reliable and valid instruments for gathering data - Apply appropriate statistical or thematic analysis techniques to interpret the data - Keep detailed records of all research activities and data - Share findings through publications, presentations, and reports - Utilize project management tools and techniques to monitor progress and meet deadlines.

SKILLS:

- ✓ Coordination and planning of tasks to meet deadlines.
- ✓ Effective communication and teamwork skills.
- ✓ Analytical skills to address project challenges.
- ✓ Flexibility in adjusting to project scope changes.
- ✓ Experience in managing client expectations and feedback.

Evaluation: Viva jointly by one internal and one external examiner.

COURSE OUTCOMES:

Upon successful completion of the course, students will have the ability to:

CO No.	Course Outcomes	Blooms Level	Module No.
1	Apply psychological knowledge and research methods to design and conduct a research project.	Apply	1
2	Differentiate between different approaches or solutions to project challenges.	Analyze	1
3	Analyze and evaluate the research findings from the project, drawing conclusions and implications for the field of psychology.	Evaluate	2
4	Generate innovative ideas or proposals for future development in the project area.	Create	2

Reference – Latest APA manual for dissertation