



CENTRAL UNIVERSITY OF KARNATAKA

CENTRAL UNIVERSITY OF KARNATAKA

(Established by an Act of the Parliament in 2009)

NEP based –third Revision: 18 November 2023

Curriculum structure and syllabus of

BSc PSYCHOLOGY / WITH RESEARCH

CONTENT

1. I: Preamble	5
2. II: Regulations	9
3. III: Scheme of Study and Examinations	10
4. IV: Program Learning Outcomes	18
5. V: Syllabus	19
Semester: I	
6. Introduction to Psychology	20
7. Experiments in Basic Psychological Processes	24
8. Introduction to General Psychology	27
9. Experiments in General Psychology	30
10. Life Skills Education	33
11. Mindfulness and Wellbeing	36
12. Psychology of Love	39
13. Emotional Intelligence	42
14. Developmental Psychology	45
15. Gender and Sex Education	48
16. Learning Skills Training	51
17. Ability Enhancement Course	53
18. Language	53
19. Personal Development	54
Semester: II	
20. Learning, Motivation and Emotion	57
21. Experiments in Learning, Motivation and Emotion	60
22. Introduction to Cognitive and Affective Processes	63
23. Experiments in Mental Processes	66
24. Understanding Personality	69
25. Stress and Coping	72
26. Environmental Psychology	76
27. Cyber Psychology	79
28. Media Psychology	83
29. Positive Psychology	86
30. Emotional First Aid	89
31. Professional Development	92

Semester: III

- 32. Cognitive Processes 96
- 33. Experiments in Cognitive Processes 100
- 34. Life Span Development 103
- 35. Introduction to Human Cognition 106
- 36. Leadership Skills 110
- 37. Peace Psychology 113
- 38. Cross - Cultural Psychology 116
- 39. Non-Violent Communication 119
- 40. Transpersonal Psychology 122
- 41. Sports Psychology 125
- 42. Cognitive Skills Training 128
- 43. Meditation 131

Semester: IV

- 44. Biopsychology 134
- 45. Psychophysiological Assessment 137
- 46. Theories of Personality 140
- 47. Assessment of Personality 143
- 48. Research Methods 146
- 49. Group Research Project: I 149
- 50. Ability Enhancement Course 152
- 51. Language 152
- 52. Psychology of Law and Ethics 152

Semester: V

- 53. Social Psychology 156
- 54. Experiments in Group and Social Processes 160
- 55. Psychopathology 163
- 56. Organisational Behaviour 167
- 57. Assessments in Clinical Psychology 171
- 58. Psychological Assessments and Appraisal Systems 175
- 59. Indian Psychology 178
- 60. Health Psychology 181
- 61. Research Design and Statistics 184
- 62. Group Research Project: II 187

Semester: VI

- 63. Psychological Counselling 191
- 64. Practicum in Psychological Counselling 195

- 65. Psychotherapy 197
- 66. Human Resource Management 200
- 67. Practice of Psychotherapy 204
- 68. Training and Development 207
- 69. Qualitative Research Methods 210
- 70. Academic Writing and Research Skills 214
- 71. Research Project: I 217
- 72. Supervised Internship: I 220

Semester: VII

- 73. Group Counselling 224
- 74. Organisational Effectiveness 227
- 75. Practice of Group Counselling 230
- 76. Practice of Organizational Effectiveness 232
- 77. Neuroanatomy and Neuropsychology 235
- 78. Organisational Development and Change 238
- 79. Neuropsychological Assessments and Interventions 242
- 80. Practice of Organizational Development & Change 244
- 81. Assessment and Intervention in Health Psychology 247
- 82. Consumer Psychology 251
- 83. Test Construction 254
- 84. Research Project: II 257
- 85. Supervised Internship: II 260

Semester: VIII

- 86. Health and Mental Health Training 264
- 87. Human Resource Management Training 267
- 88. Internship in Clinical and Counselling Psychology 270
- 89. Internship in Organizational Behaviour and Human Resource Management 273
- 90. Dissertation 276
- 90. Social and Community Interventions 279

APPENDICES (UG Vocational and English language course)

- 91. Life Skills Training (Vocational course) 282
- 92. Psychological first aid (Vocational course) 288
- 93. English Language Courses for UG Sem I- IV .293-312

I: PREAMBLE

A: Context: India is on the verge of an explosion of mental illnesses. About 197 million persons, roughly one in seven Indians, suffered from mental disorders of varying severity in 2017. These include depression, anxiety disorders, schizophrenia, bipolar disorders, idiopathic developmental intellectual disability, conduct disorders, and autism. Depression and anxiety disorders are the commonest mental disorders in India with 45-46 million people suffering from each. Depression is ranked as the single largest contributor to global disability (7.5% of all years lived with disability in 2015). At its worst, depression can lead to suicide; over 800 000 people die due to suicide every year. It is the second leading cause of death in 15-29-year-olds. The contribution of mental disorders to the total disease burden has doubled in India from 1990 to 2017, indicating the need for implementing effective strategies to control this increasing burden. In the coming few years India as a nation would need many trained psychologists and mental health professionals to help people deal with these problems.

Pursuing a career in psychology is expected to contribute to humankind in every field of human transaction. Competence in learning psychology promoted an empathic understanding of people. Training in psychology sensitised one to the needs of others, which in turn made people responsible citizens. Perhaps, this is possible because of the promise of psychology to transform people into rational, social and adaptable individuals. In an age where human beings are losing touch with themselves and their world, psychology can help in relating to people in humane ways on the one hand and facilitating inner growth and self-clarity on the other. In short, applications of psychology are multifaceted and deal with both individual and collective levels of psychological functioning.

The twentieth century has witnessed a multifaceted growth in the discipline of psychology. As a human scientific enterprise as well as a profession, psychology is increasingly expected to play a key role in many areas, such as teaching, training, and research in Indian institutions of higher learning. In recent years, cross and multidisciplinary collaborations are becoming increasingly important for research in psychology. In contemporary social life, psychologists could work for social well-being including mental well-being.

Our present education system produces young minds with a lack of relationship between education, employment, and skill development. The present alarming situation necessitates transformation and/or redesigning of the education system, not only by introducing innovations but developing “a learner-centric” approach in the entire education delivery mechanism and globally followed evaluation system. Therefore, in 2020 Ministry of Human Resource Development (HRD), Govt. of India initiated the process of developing a New Education Policy (NEP) to bring out reforms in the Indian education system.

This programme has been designed by taking the account of new educational policy objectives by emphasising on Learning Outcome-based Framework that helps to gain fundamental and advanced knowledge of psychology along with enhanced skills. Further, preparing the students to get ready to meet the needs of the job market through Case Based Learning, doing Experiential or Grass Root Projects, ICT Teaching with global touch, training, workshops, and internships. Major emphasis has been given to enhancing research skills to meet global standards.

B: Objectives : The Central University aims to create qualified professionals to meet the increasing social needs of the hour. Hence, this curriculum is instituted with the following objectives:

1. Offering learning opportunities to orient the students towards scientific and humanistic study of the complexities of human mind and behaviour.
2. Imparting knowledge of basic psychological concepts and methods, and developing ability to appreciate the challenges in field settings.
3. Help shaping cognitive, affective, and behavioural abilities of students for building responsible psychology professionals and researchers.
4. Facilitating acquisition of basic skills in major areas of application (e.g. psychological testing, experimentation, counselling, interviewing, developing psychological tools, behaviour modification, data analysis, report writing).
5. Promoting self-understanding, reflexivity, and personal growth.
6. Helping students understand the complexities of self and human relationships and how the two make each other up.
7. Developing a strong sense of ethical and moral aptness in general and in the context of learning and its assessment in particular.

8. Helping students master the basic reflective, analytical, scientific writing, computational and communicative competencies.
9. Developing respect for social diversity and increasing social and cultural relevance of learning
10. To develop the learner into competent and efficient in the field of Psychology
11. To prepare socially responsible academicians, researchers, professionals with global vision.
12. To provide and adapt curricula that prepare our graduates for employment

C. Course Orientation: The proposed curriculum for the four-years Undergraduate Honours Programme covers major and minor disciplines in Psychology, Discipline Specific core elective, Minor, Multidisciplinary, and skill enhancement, Ability enhancement, and Value addition course. In Completion of one-year course - a student is eligible for a “Certificate” in Basics of Psychology”. The 1st and 2nd semesters throw light on the basic foundation of psychology, making the students acquire and develop knowledge about psychology in terms of Introduction to Psychology, Basic Psychological Processes, Learning, Motivation, and Emotion.

The 3rd and 4th semesters cover the aspects related to Cognitive Processes, Theories of Personality, Indian Psychology/ Life span developmental psychology/ Positive psychology along with value addition course, Skill Enhancement Course. Completion of two years course - a student is eligible for a “Diploma” in Human Behaviour.

Once the student enters 3rd year of learning psychology under the BSc stream in the 5th semester students will be oriented to major disciplines of psychology such as Social Psychology, Biopsychology, Research Methods, besides Psychopathology, Organisational Behaviour, Assessments in Clinical psychology and Appraisal systems as specialisation courses. In the 6th semester, major disciplines include Health Psychology, Psychological Counselling, Research Design and Statistics, Psychotherapies, and Human resource management are offered. Completion of three-years course - a student is eligible for a “Graduation Degree” in Psychology.

The fourth year of NEP includes students of the only major discipline. The 7th and 8th semester of the Fourth year includes papers related to Counselling, Clinical psychology, organisational

behaviour, Human resource management and research, etc. Completion of four-years course - a student is eligible for an “Honours Degree in Psychology with Research”.

D: Unique features: The unique feature of this curriculum is that each core paper is integrated with theoretical views, experiments, internship, skills training, and research. The learning is mediated through classroom facilitation, virtual classroom learning modalities, laboratory experiments, field experience, internship, placement, supervised practicum, and study tours. Value addition courses have been emphasised on training and meditation to enhance students’ health and wellbeing and building their personal and professional skills.

The major unique feature of this course is about 22 % of the curriculum devoted to research oriented courses which emphasises on planning and conducting small scale studies and analysing data, learning to write the reports of studies which may be published in scientific journals by emphasising on APA Guidelines. Mastery of the use of computers and internet in conducting experiments and surveys. Analysing the obtained data manually as well as through SPSS and other software.

Further, students would be carrying out minor and major research projects which would equip them to the demands of job requirements and higher education. In short, this course has been by considering the relationship between education, employment and skill development.

E: Career development : In addition to the prescribed curriculum, students will be given ample opportunities to enhance their personal and professional competencies holistically through active participation in seminars, workshops, conferences, and contributions through the journal, book, and media clubs periodically. Facilities will be provided to students to undergo personal counselling, career guidance and placement. After the completion of the course, graduates would be eligible to go for higher studies in India and abroad, which would help them to become clinical psychologists, HR professionals, Scientists, and teachers. They can work in hospitals, educational settings, Multinational companies, Research Institutions, etc.

F. Course structure and credit allocation: Each credit denotes 15 hours of instruction. Each paper shall have 40 % marks towards continuous internal assessment and 60 % marks towards

end-semester examination. This four-year program consists of completing 22 credits every semester, with an overall total of 176 credits. About 48% of the courses are theoretical, broadly covering fundamental theories and concepts in psychology, in addition to minor courses and ability enhancement courses. The remaining 52% of the courses focus on practical work in laboratories, the field, and virtual environments, supervised practicum, internship, research alongside skills enhancement and workshop-oriented courses taught across the four years. All students are required to complete a minimum of 16 credits from other departments as minor courses during the first three semesters. The remaining 16 credits of minor courses, covering topics such as research methods, research designs and statistics, test construction, group projects, research projects, and assessment and intervention in health psychology, are provided by the department and must be completed by all students. These minor courses are also available to students from other departments. Considering the emphasis on research, 22% of the courses aim to build strength in qualitative and quantitative research, academic writing, and practical application through group and individual research projects across the last five semesters, culminating in the preparation of scientific papers for publication and presentation at academic conferences.

II: REGULATIONS

1. Name of the Course: Bachelor of Science in Psychology / with Research

2. Duration of the Course: Three /Four years.

3. Total number of credits: (22 credits per semester) 176

4. Eligibility: As per University rules.

5. Intake: As per University rules.

6. Attendance: As per University rules.

7. Medium of Instruction and examination: English

8 Miscellaneous: All other matters not referred to specifically in these regulations shall be governed as per the Ordinances and directions of the University as revised from time to time.

III: SCHEME OF STUDY AND EXAMINATIONS**BSc. Psychology/ with Research: Semester 1**

Sl.no		Code	Course Type	Course type	Title	Credits	Duration (hr)	L+T+W+P	Duration of Exam (Min.)	IA (40 %)	End Sem. Exam (60 %)	Total
1	T	UPYTC10100	Discipline-Specific Core/Major	DSC. 1. a	Introduction to Psychology	4	4	3+1+0+0=4	150	40	60	100
2	P	UPYPC10101	Discipline-Specific Core/	DSC. 1. b	Experiments in Basic Psychological Processes*	2	4	0+0+0+2=2	240	20	3	50
3	T	UPYTM10100	Minor	MC. 1	Introduction to General Psychology	4	4	3+1+0+0=4	150	40	60	100
4	P	UPYPM10101	Minor	Mc.2	Experiments in General Psychology	2	4	0+0+0+2=2	240	20	30	50
5	W	UPYWD10100 UPYWD10101 UPYWD10102 UPYWD10103 UPYWD10104 UPYWD10105	Multidisciplinary Course	MD C-1	a. Life Skills Education/ b. Mindfulness and Well-being/ c. Psychology of Love/ d. Emotional Intelligence/ e. Developmental Psychology/ f. Gender and Sex Education	3	3	0+0+3+0=3	120	30	45	75
6	P	UPYPS10100	Skill Enhancement Course	SEC-1	Learning Skills Training*	3	6	0+0+0+3=3	240	30	45	75
7	T	UPYTA10100	Ability Enhancement Course	AEC -1	Language	2	2	1+1+0+0=2	90	20	30	50
8	T/W	UPYWV10100	Value Addition Course	VAC -1	Personal Development	2	2	0+0+2+0=2	90 +	20	30	50
*Field exposure & Community service; Personal counselling						22	29	L7+T.3+W.5+P.7= 22	550			
L= Lecture; T= Tutorial; P = Practical, W= Workshop; T&W = Theory and Workshop												

BSc. Psychology with Research: Semester II

Sl.no		Code	Course Type	Course Type	Title	Credits	Duration (hr)	L+T+W+P	Duration of Exam (Min.)	IA (40 %)	End Sem. Exam 60%	Total
1	T	UPYTC20102	Discipline-Specific Core: Major	DSC. 2. a	Learning, Motivation, and Emotion	4	4	3+1+0+0=4	150	40	60	100
2	P	UPYPC20103	Discipline-Specific Core: Major	DSC. 2. b	Experiments in Learning, Motivation, and Emotion*	2	4	0+0+0+2=2	240	20	30	50
3	T	UPYTM20102	Minor	M.2. a	Introduction to Conative, and Affective Processes	4	4	3+1+0+0=4	150	40	60	100
4	P	UPYPM20103	Minor	M.2. b	Experiments in Mental Processes	2	4	0+0+0+2=2	240	20	30	50
5	W	UPYWD20106 UPYWD20107 UPYWD20108 UPYWD20109 UPYWD201010 UPYWD201011	Multidisciplinary Course	MD C.2	a. Understanding Personality/ b. Stress and Coping*/ c. Environmental Psychology*/ d. Cyber Psychology/ e. Media Psychology/ f. Positive Psychology	3	3	0+0+3+0=3	120	30	45	75
6	T		Ability Enhancement Course	AEC -2	Language	2	2	1+1+0+0=2	90	20	30	50
7	P	UPYPS20101	Skill Enhancement Course	SEC-2	Emotional First-aid*	3	6	0+0+0+3=3	240	30	45	75
8	T/W	UPYTV20703	Value Addition Course	VAC -2	Professional Development	2	2	0+0+2+0=2	90	20	30	50
* Field exposure; Community Service; Personal Counselling						22	29	8+3+4+7= 22				550
AWARD OF CERTIFICATE IN Understanding Basics of Psychology												
L = Lecture; T = Tutorial; P = Practical; W= Workshop; T&P = Theory and Practical; T&W = Theory & Workshop												

BSc. Psychology with Research: III Semester

Sl.no		Code	Course Type	Course Type	Title	Credits	Duration (hr)	L+T+W+P	Duration of Exam (Min.)	IA (40 %)	End Sem. Exam 60 %	Total
1	T	UPYTC30200	Discipline Specific Core-Major	DSC-3. a	Cognitive Processes	4	4	3+1+0+0=4	150	40	60	100
2	P	UPYPC30201	Discipline Specific Core-Major	DSC-3. b	Experiments in Cognitive Processes	2	4	0+0+0+2=2	240	20	30	50
3	T	UPYTC30202	Discipline Specific Core-Major	DSC-4	Life Span Development	2	2	2+0+0+0=2	90	20	30	50
4	T	UPYTM30200	Minor	M.3	Introduction to Human Cognition	4	4	3+1+0+0=4	150	40	60	100
5	W	UPYWD30200 UPYWD30201 UPYWD30202 UPYWD30203 UPYWD30204 UPYWD30205	Multidisciplinary Course	MD C.3	a. Leadership Skills/ b. Peace Psychology/ c. Cross-cultural Psychology/ d. Non-violent Communication/ e. Transpersonal Psychology/ f. Sports Psychology	3	3	0+0+3+0=3	120	30	45	75
6	T	UPYTA30100	Ability Enhancement Course	AEC-3	Language	2	2	2+0+0+0=2	90	20	30	50
7	P	UPYPS30200	Skill Enhancement Course	SEC-3	Cognitive Skills Training*	3	6	0+0+0+3=3	120	30	45	75
8	W	UPYWV30200	Value Addition Course	VAC-3	Meditation	2	2	0+0+2+0=2	90	20	30	50
* Field Exposure; Community Service; Personal Counselling						22	27	10+2+5+5= 22				550
L= Lecture; T= Tutorial; P = Practical, W=Workshop; T&W=Theory & Workshop												

BSc. Psychology with Research: IV Semester

Sl.no		Code	Course Type	Course Type	Title	Credits	Duration (hr)	L+T+W+P	Duration of Exam (Min.)	IA (40 %)	End Sem. Exam 60 %	Total
1	T	UPYTC 40203	Discipline-Specific Core-Major	DSC.5. a	Biopsychology	4	4	3+1+0+0=4	150	40	60	100
2	P	UPYPC 40204	Discipline-Specific Core-Major	DSC.5. b	Psychophysiological Assessment ^s	2	4	0+0+0+2=2	240	20	30	50
3	T	UPYTC 40205	Discipline-Specific Core-Major	DSC.6. a	Theories of Personality	4	4	3+1+0+0=4	150	40	60	100
4	P	UPYPC 40206	Discipline-Specific Core-Major	DSC.6. b	Assessment of Personality [#]	2	4	0+0+0+2=2	240	20	30	50
5	T	UPYT M40201	Minor Course	M.4	Research Methods*	4	4	3+1+0+0=4	150	40	60	100
6	P	UPYPS 40201	Skill Enhancement Course	SEC-4	Group project: I	2	4	0+0+0+2=2	240	20	30	50
7	T		Ability Enhancement: Course	AEC-4	Language	2	2	1+1+0+0=2	90	20	30	50
8	W	UPYTV 40702	Value Addition Course	VAC-4	Law and Ethics in Psychology	2	2	0+0+2+0=2	90	20	30	50
* Field Exposure; # Community Service; ^s Lab Visit; Personal Counselling						22	28	10+4+2+6= 22				550
Award of Diploma in Understanding Human Behaviour												
L= Lecture; T= Tutorial; P = Practical, W= Workshop; T & P= Theory and Practical; T&W = Theory and Workshop.												

BSc. Psychology with Research: V Semester

Sl.no		Code	Course Type	Course Type	Title	Credits	Duration (hr)	L+T+W+P	Duration of Exam (Min.)	IA (40 %)	End Sem. Exam 60 %	Total
1	T	UPYTC 50300	Discipline Specific Core-Major	DSC. 7. a	Social Psychology	4	4	3+1+0+0=4	150	40	60	100
2	P	UPYPC 50301	Discipline Specific Core-Major	DSC. 7. b	Experiments in Social Psychology*	2	4	0+0+0+2=2	240	20	30	50
3	T	UPYTC 50302 UPYTC 50303	Discipline Specific Core-Major	DSC. 8. a	a. Psychopathology/ b. Organizational Behaviour	4	4	3+1+0+0=4	150	40	60	100
4	P	UPYPC 50304 UPYPC 50305	Discipline Specific Core-Major	DSC 9. a/ DSC 9. b	a. Assessment in Clinical Psychology #/ b. Psychological Assessment and Appraisal Systems.	2	4	0+0+0+2=2	240	20	30	50
5	T	UPYTC 50306 UPYTC 50307	Discipline Specific Core-Major	DSC 10a. DSC 10.b	Indian Psychology / Health Psychology	4	4	3+0+1+0=4	150/ 240	40	60	100
7	T	UPYT M50300	Minor	M.5	Research Design and Statistics	4	4	3+0+1+0=4	150	40	60	100
8	P	UPYPS 50300	Skill Enhancement: Course	SEC. 5	Group Research Project: II	2	4	0+0+0+2=2	240	20	30	50
*Field Exposure and Community Service; #Clinical/ Industrial Visit.; Personal Counselling						22	28	12+2+2+6= 22				550
L= Lecture; T= Tutorial; P = Practical, W= Workshop; T & P= Theory and Practical; a=Clinical & Counselling specialization; b= Organizational behaviour and HRM specialization												

BSc. Psychology with Research: VI Semester

Sl.no		Code	Course Type	Course Type	Title	Credits	Duration (hr)	L+T+W+P	Duration of Exam (Min.)	IA (40 %)	End Sem. Exam 60 %	Total
1	T	UPYTC 60308	Discipline Specific Core -Major	DSC. 11. a	Psychological Counselling	4	4	3+1+0+0=4	150	40	60	100
2	P	UPYPC 60309	Discipline Specific Core-Major	DSC. 11. b	Practicum in Psychological Counselling*	2	4	0+0+0+2=2	240	20	30	50
3	T	UPYTC 603010 UPYTC 603011	Discipline Specific Core-Major	DSC. 12. a DSC. 12. b	a. Psychotherapy/ b. Human Resource Management	4	4	3+1+0+0=4	150	40	60	100
4	P	UPYPC 603012 UPYPC 603013	Discipline Specific Core-Major	DSC 13. a DSC 13. b	a. Practice of Psychotherapy*/ b. Training and Development	2	4	0+0+0+2=2	240	20	30	50
5	T	UPYTC 603014	Discipline Specific Core-Major	DSC 14.	Qualitative Research Methods	4	4	3+1+0+0=4	150	40	60	100
6	P	UPYPC 603015	Skill Enhancement: Course	SEC. 6	Academic Writing and Research Skills	2	4	0+0+0+2=2	240	20	30	50
7	P	UPYPS 60301	Skill Enhancement: Course	SEC. 7	Research Project: I	2	4	0+0+0+2=2	240	20	30	50
8	P	UPYPS 60302	Skill Enhancement: Course	SEC. 8	Supervised Internship: I [#]	2	4	0+0+0+2=2	240	20	30	50
* Field Exposure and Community Service Personal Counselling						22	32	9+3+0+10=22				550
L= Lecture; T= Tutorial; P = Practical, W= Workshop; T & P= Theory and Practical; T&W = Theory and Workshop; Minimum 240 hrs.												
AWARD OF BACHELOR DEGREE IN Psychology												

BSc. Psychology with Research: VII Semester

Sl.no		Code	Course Type	Course Type	Title	Credits	Duration (hr)	L+T+W+P	Duration of Exam (Min.)	IA (40 %)	End Sem. Exam 60 %	Total
1	T	UPYTC7 0400/ UPYTC7 0401	Discipline Specific Core- Major	DSC 15. a DSC 15. b	Group Counselling/ Organizational Effectiveness	4	4	3+1+0+0=4	150	40	60	100
2	P	UPYPC7 0402/ UPYPC7 0403	Discipline Specific Core- Major	DSC. 16 a DSE.1 6. b	a. Practice of Group Counselling*/ b. Practice of Organizational Effectiveness#	2	4	0+0+0+2=3	240	20	30	50
3	T	UPYTC7 0404 UPYTC7 0405	Discipline Specific Core Major	DSC. 17. a DSE.1 7. b	a. Neuroanatomy and Neuropsychology/ b. Organizational Development and Change	4	4	3+1+0+0=3	150	40	60	100
4	P	UPYPC7 0406/ UPYPC7 0407	Discipline Specific Core Major	DSC. 18. a DSC. 18. b	a. Neuropsychological Assessment and Intervention#/ b. Practice of Organizational Development and Change#	2	4	0+0+0+2=3	240	20	30	50
5	W	UPYWM 70400 UPYWM 70401	Minor	M.6	a. Assessment and Intervention in Health Psychology/ b. Consumer Psychology	4	4	2+0+2+0=4	240	40	60	100
6	P	UPYPM7 0400	Minor	M.7	Test Construction	2	4	0+0+0+2=2	240	20	30	50
7	P	UPYPM7 0400	Minor	M.8	Research Project II	2	4	0+0+0+2=2	240	20	30	50
8	P	UPYPS7 0400	Skill Enhancement	SEC.9	Supervised Internship: II#	2	4	0+0+0+2=2	240	20	30	50
*Field Exposure and Community Service; #Lab Visit Personal Counselling; #Minimum 240 hrs.						22	32	8+2+2+10=22				550
L= Lecture; T= Tutorial; P = Practical, W= Workshop;												

BSc. Psychology with Research: VIII Semester

Sl.no		Code	Course Type	Course Type	Title	Credits	Duration (hr)	L+T+W+P	Duration of Exam (Min.)	IA (40 %)	End Sem. Exam 60 %	Total
1	W	UPYWS80401 UPYWS80402	Skill Enhancement Courses	SEC 10	a. Health and Mental Health Training/ b. Human Resource Management Training	2	4	0+0+0+2=2	240	20	30	50
2	P	UPYPC80408 UPYPC80409	Discipline Specific Core-Major	DSC 19#	a. Internship in Clinical and Counselling Psychology/ b. Internship in Organizational Behaviour and Human Resource Management	8	#	0+0+0+6=6	240	80	120	200
3	P	UPYPS80403 UPYPS80404	Skill Enhancement Courses	SEC. 11	a. Dissertation/ c. Social and Community Interventions*	12		0+0+0+12=12	240	120	180	300
*Community Service, Personal Counselling; #Minimum 960 hrs.						22	40	0+0+2+0=20=22				550
BACHELOR OF SCIENCE IN PSYCHOLOGY WITH RESEARCH												

IV: PROGRAM LEARNING OUTCOMES (PLOs):

By the end of the program, the students graduating in Psychology should be able to:

PL01: Acquire a comprehensive understanding about the discipline including the basic concepts, theories, the current trends, and issues in the field.

PL02: Demonstrate a sound knowledge about the research methods in behavioural sciences and conduct scientific research related to Psychology.

PL03: Use various psychometric tools for assessment and demonstrate capacity to practise professional skills in psychological testing, assessment and counselling.

PLO4: Exhibit knowledge of application of theories in Psychology to personal experiences and to solve problems related to human experiences.

PL05: Develop and use skills in specific areas related to chosen specialisation (e.g., Cognitive, industrial-organisational, clinical, counselling, health, educational, social, community).

PL06: Effectively articulate ideas in appropriate manner with scientific writing and authentic reporting.

PL07: Cultivate an ethical mind-set, including a strong work ethic, avoiding unethical behaviours such as data fabrication and plagiarism, being mindful of implications of research using human participants.

PL08: Practise sensitivity towards diverse contexts, ethnic groups, minorities, marginalised groups and gender issues as well as appreciating and tolerating diversity and have a commitment to health and wellbeing at different levels (e.g., individual, organisation, community, society).

PL09: Develop positive skills and attributes such as empathy, compassion, optimism, co-operation, social participation and accountability.

PL10: Develop and use professional skills of communication, negotiation, team work, effective presentation, etc.

V: SYLLABUS**SEMESTER I**

DSC.1. a.**INTRODUCTION TO PSYCHOLOGY**

UPYTC10100

(i) Course Learning Outcomes:

After the course, the students will be able to:

1. Understand the historical development and the evolution of the foundational schools of Psychology.
2. Demonstrate awareness about research methods in Behavioural Sciences and develop an aptitude for research
3. Exhibit conceptual clarity and analyse the foundational concepts in Psychology such as behaviour, learning, cognition, emotion, personality, etc.
4. Critically evaluate the various foundational theories in Psychology by comparing and contrasting various theories and deduce the strengths, limitations, and applicability of the theories.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3	2	2	1	1					
CL02	3	3	3	3	3	2			3	
CL03	3	3	2	1	2		3	3	2	2
CL04	3	3	3	1	3	3	3	3	2	3

(ii) Broad Contents of the Course:

The course presents an understanding of the basic concepts and processes in human behaviour and mental processes. This course also covers topics related to biological processes' role in behaviour, the various schools of Psychology and the varied occupational areas in the field.

(iii) Skills to be learned:

This course will give a strong conceptual foundation to the students and help them understand the key components of human behaviour and mental processes. The students will be exposed to the various fields in Psychology and its role in the outside world. Students will acquire skills related to research and develop a scientific temperament.

(iv) The detailed contents of this course, references and suggested books:

Unit I: Introduction and Scientific Methods

a. Introduction: Definition, Meaning, Goals, and Scope of Psychology; Historical antecedents of Psychology; Psychology in relation to other social sciences and natural sciences; Applications of Psychology in other fields; Bio-psychosocial basis of behaviour; Schools of Psychology- Gestalt Psychology, Behaviourism, Psychoanalysis, Humanism, Cognitive Psychology.

b. Scientific methods: Psychology and Scientific methods; Methods of Research: Survey, observation, case-study, and experiments.

Unit II: Western influence and Emergence of Modern Psychology in India

a. Western influence: Greek heritage, Mediaeval period and Modern period; Structuralism, Functionalism, Multiculturalism; Four founding paths of academic Psychology- Wundt, Freud, James, and Dilthey.

b. Emergence of Modern Psychology in India: Pre-independence era; post-independence era; (1970s): The move to addressing social issues; 1980s: Indigenization; 1990s: Paradigmatic concerns, disciplinary identity crisis; 2000s: Emergence of Indian Psychology in academia. Issues: The colonial encounter; Post colonialism and Psychology; Lack of distinct disciplinary identity.

c. Issues: Crisis in Psychology due to strict adherence to experimental- analytical paradigm (logical empiricism); Indic influences on modern Psychology.

Unit III: Biological Basis of Behaviour & States of Mind

a. Human evolution: Genes and behaviour; Hormones and glands; The Nervous System; Monitoring neural activity: Biofeedback.

b. Nature of consciousness: Changes in consciousness: Daydreaming, sleep and dreaming; Extended states of consciousness.

Unit IV: Basic Psychological concepts in human behaviour*Meaning, Definitions, Nature, basic concepts, types/subtypes of:*

- a. Sensation, Perception, Learning, Memory, Motivation, Emotion, Intelligence, Thinking, Language
- b. Personality, Stress, Health, Adjustment, Coping.
- c. Social perception, Social facilitation, Social influence, Social cognition.

References

1. Baron, R. and Misra, G. (2013). Psychology. New Delhi: Pearson.
2. Misra, G., Sanyal, N., & De, S. (2021). Psychology in modern India: Historical, methodological and future perspectives.
3. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2017). Introduction to Psychology (7th Edition), McGraw Hill Book Company.
4. Nolen-Hoeksema, S., Fredrickson, B.L, Loftus, G. R., &Lutz, c. (2015). Atkinson & Hilgard's Introduction to Psychology. 16th ed. Cengage India Private Limited.
5. Sinha, J. (1985). Indian Psychology. Jadunath Sinha Foundation. New Delhi
6. Weiten, W. (2020). Psychology: Themes and Variations (with APA Card) (10th ed.). Cengage Learning.

Suggested Reading

1. Chaplin, J.P. & Krawiec, S.T. (1960). Systems and Theories of Psychology
2. Ciccarelli, S. K., White, N.J & Misra, G. (2022). Psychology (6th ed.). New Delhi: Pearson Education.
3. Cornelissen, M. J. K. &. (2012). Consciousness, Indian Psychology And Yoga (History Of Science, Philosophy And Culture In Indian Civilization: Vol. XI, Part 3) (2012th ed.). Centre for Studies in Civilizations.
4. Davis, S. F., Buskist, W., et.al. (2008). 21st Century Psychology: A Reference Handbook. SAGE Publications.
5. Feldman, R. (2021). Understanding Psychology (15th ed.). New York: McGraw Hill.
6. Joshi, K., & Cornelissen, M., (Ed.), (2004). Consciousness, Indian Psychology and Yoga, (Project on the History of Science, Philosophy and Culture in Indian Civilization, Vol. XI, Part 3). New Delhi: Centre for Studies in Civilizations.

7. Kalat, J.W. (2019). *Biological Psychology*, 13e. India. Cengage Learning.
8. Passer, M.W. & Smith, R.E. (2010). *Psychology: The science of mind and behaviour*. New Delhi: Tata McGraw-Hill.
9. Schultz, D. P., & Schultz, S. E. (2011). *A History of Modern Psychology* (10th ed.). Belmont: Wadsworth Publishing
10. Sinha, J. (1985). *Indian Psychology volume 3. Epistemology of perception*. Motilal banarsidass publishers private limited. Delhi.

DSC. 1.b.**EXPERIMENTS IN BASIC PSYCHOLOGICAL PROCESSES**

UPYPC10101

(i) Course Learning Outcomes:

After the course, the students will be able to:

1. List the important experiments used in a Psychology laboratory and psychological testing.
2. Understand the use and applicability of important experiments such as direct observation, Muller Lyer Illusion, and online experiments such as Blindspot, etc.
3. Critically evaluate the strengths, weaknesses, and limitations of the psychological tests in this paper and administer the tests in appropriate settings and professionally report the results.
4. Explain the process of test development and demonstrate relevant skills to develop experiments and psychological tests.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	2	1		3	1		1		1	
CL02	3	2	2	3	2	1	2	3	2	
CL03	2	3	3	2	3	3	3	3	3	2
CL04	3	3	3	2	3	2	3	2	3	3

(ii) Broad contents of the course:

The course presents several important tests and experiments in Psychology, such as span of attention, depth perception, etc., and will consolidate the theoretical understanding of key concepts through practical exposure. It also covers important topics such as its administration,

strengths and limitations and will introduce the students to the technological world of web-based tests and experiments in psychology.

(iii) Skills to be learned:

The course will give a solid practical exposure to the measurement of human behaviour and mental processes. The students will develop a scientific temper to administer the tests ethically in appropriate settings and the skills to develop psychological experiments.

(iv) The detailed contents of this course, references, and suggested books:

Unit I: Laboratory-Based Experiments

Direct observation, Division of attention, Two-point discrimination, Method of limits, Size-weight illusion, Muller-Lyer Illusion, Depth perception, Constancy Phenomenon, Phi Phenomenon, Critical flicker fusion, Time perception, Gustatory sensation, Olfactory adaptation, Mapping of visual field, After images, suggestibility, Illusion of warmth

Unit II: Web-Based -Online Experiments

Span of attention, Methods of average error, Blind spot, Colour blindness, Colour mixtures, Visualisation, White illusion, Optical illusions, Auditory Perceptions, Moving dots, Spiral after effect.

References

1. Amato, D. (1970). *Experimental psychology - methodology psycho-physics and learning*. Mc. Graw - Hill books company, New York.
2. Harris, P., Easterbrook, M., & Horst, J. (2021, August 16). *Designing and Reporting Experiments in Psychology* (4th ed.). Open University Press.
3. Myers, A., & Hansen, C. H. (2011). *Experimental Psychology* (7th ed.). Belmont: Cengage Learning.
4. Parameswaran, E.G., & Ravichandra, K. (2016). *Experimental psychology*. Neelkamal, 1st ed. India.
5. Woodworth, R. S. (1972). *Woodworth & Schlosberg Experimental Psychology* (3rd ed.). Holt Rinehart and Winston.

Suggested Reading

1. Akbar, H. (2022). *Experiments in Psychology* (1st ed.). India: PHI Learning.
2. Ditzinger, T. (2022). *Illusions of seeing: Exploring the world of visual perception*. Springer Nature Switzerland AG; 1st ed.
3. Feldman, R. (2021). *Understanding Psychology* (15th ed.). New York: McGraw Hill.
4. Healy, A.F., Proctor, R.W., & Weiner, I.B. *Handbook of psychology, volume 4 experimental psychology*. John Wiley & Sons, Inc.
5. Holland, H.C., Eysenck, H.J. (2013). *The Spiral After-Effect: International Series of Monographs in Experimental Psychology, Volume 2*. Pergamon. London.
6. Mohsin, S. M. (2014). *Experiments in Psychology* (8th ed.). India: Motilal Banarsidass.
7. Postman, L., & Egan, J. P. (1967). *Experimental psychology - an introduction*. Harper and Row, New York & John Weather Hill. Inc. Tokyo.
8. Titchener, E.B. (1971). *Experimental Psychology: A Manual of Laboratory Practice*. London: MacMillan
9. Underwood, B.J. (1966). *Experimental psychology, 2nd ed*. Appleton- century crafts, New York.
10. Woodworth, R.S., & Schlosberg, H. (1976). *Experimental psychology*. Oxford and IBH Publishing Co. New Delhi.

MC.1. a.**INTRODUCTION TO GENERAL PSYCHOLOGY**

UPYTM10100

(i) Course Learning Outcomes:

After the course the students will be able to:

1. Understand the historical development and the evolution of the foundational schools of Psychology.
2. Demonstrate awareness about research methods in Behavioural Sciences and develop an aptitude to research
3. Exhibit conceptual clarity and analyse the foundational concepts in Psychology such as behaviour, learning, cognition, emotion, personality etc.
4. Critically evaluate the various foundational theories in Psychology by comparing and contrasting various theories and deduce the strengths, limitations and applicability of the theories

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3	2	2	1	1					
CL02	3	3	3	3	3	2			3	
CL03	3	3	2	1	2		3	3	2	2
CL04	3	3	3	1	3	3	3	3	2	3

(ii) Broad contents of the course:

The course presents an understanding of the basic concepts and processes in human behaviour and mental processes. This course also covers topics related to the role of biological processes on behaviour, the various schools of Psychology and the varied occupational areas in the field.

(iii) Skills to be learned:

This course will give a strong conceptual foundation to the students and help them understand the key components of human behaviour and mental processes. The students will be exposed to the various fields in Psychology and its role in the outside world. Students will acquire skills related to research and develop a scientific temperament.

(iv) The detailed contents of this course, references and suggested books:

Unit I: Introduction and Scientific Methods

a. Introduction: Definition, Meaning, Goals and Scope of Psychology; Historical antecedents of Psychology; Psychology in relation to other social sciences and natural sciences; Applications of Psychology in other fields; Biopsychosocial basis of behaviour; Schools of Psychology-Gestalt Psychology, Behaviourism, Psychoanalysis, Humanism, Cognitive Psychology.

b. Scientific methods: Psychology and Scientific methods; Methods of Research: Survey, observation, case-study, and experiments.

Unit II: Western Influence and Emergence of Modern Psychology in India

a. Western influence: Greek heritage, Medieval period, and Modern period; Structuralism, Functionalism, Multiculturalism; Four founding paths of academic Psychology- Wundt, Freud, James and Dilthey.

b. Emergence of modern Psychology in India: Pre-independence era; post-independence era; (1970s): The move to addressing social issues; 1980s: Indigenization; 1990s: Paradigmatic concerns, disciplinary identity crisis; 2000s: Emergence of Indian Psychology in academia. Issues: The colonial encounter; Post colonialism and Psychology; Lack of distinct disciplinary identity.

c. Issues: Crisis in Psychology due to strict adherence to experimental- analytical paradigm (logical empiricism); Indic influences on modern Psychology.

Unit III: Biological Basis of Behaviour & States of Mind

a. Human evolution: Genes and behaviour; Hormones and glands; The Nervous System; Monitoring neural activity: Biofeedback.

b. Nature of consciousness: Changes in consciousness: Daydreaming, sleep and dreaming; Extended states of consciousness.

Unit IV: Basic Psychological Concepts in Human Behaviour

Meaning, Definitions, Nature, basic concepts, types/subtypes of:

- a. Sensation, Perception, Learning, Memory, Motivation, Emotion, Intelligence, Thinking, Language,
- b. Personality, Stress, Health, Adjustment, Coping.
- c. Social perception, Social facilitation, Social influence, Social cognition.

References

1. Baron, R. and Misra, G. (2013). Psychology. New Delhi: Pearson.
2. Misra, G., Sanyal, N., & De, S. (2021). Psychology in modern India: Historical, methodological and future perspectives.
3. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2017). Introduction to Psychology (7th Edition), McGraw Hill Book Company.
4. Nolen-Hoeksema, S., Fredrickson, B.L, Loftus, G. R., &Lutz, c. (2015). Atkinson & Hilgard's Introduction to Psychology. 16th ed. Cengage India Private Limited.
5. Weiten, W. (2020). Psychology: Themes and Variations (with APA Card) (10th ed.). Cengage Learning.

Suggested Reading:

1. Ciccarelli, S. K., White, N.J & Misra, G. (2022). Psychology (6th ed.). New Delhi: Pearson Education.
2. Cornelissen, M. J. K. &. (2012). Consciousness, Indian Psychology And Yoga (History Of Science, Philosophy And Culture In Indian Civilization: Vol. XI, Part 3) (2012th ed.). Centre for Studies in Civilizations.
3. Davis, S. F., Buskist, W., et.al. (2008). 21st Century Psychology: A Reference Handbook. SAGE Publications.
4. Joshi, K., & Cornelissen, M., (Ed.), (2004). Consciousness, Indian Psychology and Yoga, (Project on the History of Science, Philosophy and Culture in Indian Civilization, Vol. XI, Part 3). New Delhi: Centre for Studies in Civilizations.
5. Sinha, J. (1985). Indian Psychology volume 3. Epistemology of perception. Motilal banarsidass publishers private limited. Delhi.

MC. 1.b.**EXPERIMENTS IN GENERAL PSYCHOLOGY**

UPYPM10101

(i) Course Learning Outcomes:

After the course the students will be able to:

1. List the important experiments used in a Psychology laboratory and psychological testing.
2. Understand the use and applicability of important experiments such as direct observation, Muller Lyer Illusion, and online experiments such as Blind spot etc.
3. Critically evaluate the strengths, weakness, and limitations of the psychological tests in this paper and administer the tests in appropriate settings and professionally report the results.
4. Explain the process of test development and demonstrate relevant skills to develop experiments and psychological tests.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	2	1		3	1		1		1	
CL02	3	2	2	3	2	1	2	3	2	
CL03	2	3	3	2	3	3	3	3	3	2
CL04	3	3	3	2	3	2	3	2	3	3

(ii) Broad contents of the course:

The course presents several important tests and experiments in Psychology such as span of attention, depth perception etc. and will consolidate the theoretical understanding of key concepts through practical exposure. It also covers important topics such as its administration, strengths and limitations and will introduce the students to the technological world of web-based tests and experiments in Psychology.

(iii) Skills to be learned:

The course will give a solid practical exposure to the measurement of human behaviour and mental processes. The students will develop a scientific temper to administer the tests ethically in appropriate settings and the skills to develop psychological experiments.

(iv) The detailed contents of this course, references, and suggested books:

Unit I: Laboratory-Based Experiments

Direct observation, Division of attention, Two-point discrimination, Method of limits, Size-weight illusion, Muller Lyer Illusion, Depth perception, Constancy Phenomenon, Phi Phenomenon, Critical flicker fusion, Time perception, Gustatory sensation, Olfactory adaptation, Mapping of visual field, After images, suggestibility, Illusion of warmth

Unit II: Web Based-Online Experiments

Span of attention, Methods of average error, Blindspot, Colour blindness, Colour mixtures, Visualisation, White illusion, Optical illusions, Auditory Perceptions, Moving dots, Spiral after effect.

References

1. Amato, D. (1970). *Experimental psychology - methodology psychophysics and learning*. Mc. Graw - Hill books company, New York.
2. Harris, P., Easterbrook, M., & Horst, J. (2021, August 16). *Designing and Reporting Experiments in Psychology* (4th ed.). Open University Press.
3. Myers, A., & Hansen, C. H. (2011). *Experimental Psychology* (7th ed.). Belmont: Cengage Learning.
4. Parameswaran, E.G., & Ravichandra, K. (2016). *Experimental psychology*. Neelkamal, 1st ed. India.
5. Woodworth, R. S. (1972). *Woodworth & Schlosberg Experimental Psychology* (3rd ed.). Holt Rinehart and Winston.

Suggested Reading:

1. Akbar, H. (2022). *Experiments in Psychology* (1st ed.). India: PHI Learning.
2. Ditzinger, T. (2022). *Illusions of seeing: Exploring the world of visual perception*. Springer Nature Switzerland AG; 1st ed.

3. Feldman, R. (2021). *Understanding Psychology* (15th ed.). New York: McGraw Hill.
4. Healy, A.F., Proctor, R.W., & Weiner, I.B. *Handbook of psychology, volume 4 experimental psychology*. John Wiley & Sons, Inc.
5. Holland, H.C., Eysenck, H.J. (2013). *The Spiral After-Effect: International Series of Monographs in Experimental Psychology, Volume 2*. Pergamon. London.
6. Mohsin, S. M. (2014). *Experiments in Psychology* (8th ed.). India: Motilal Banarsidass.
7. Postman, L., & Egan, J. P. (1967). *Experimental psychology - an introduction*. Harper and Row, New York & John Weather Hill. Inc. Tokyo.
8. Titchener E. B. (1971). *Experimental Psychology: A Manual of Laboratory Practice*. London: MacMillan
9. Underwood, B. J. (1966). *Experimental psychology, 2nd ed*. Appleton- century crafts, New York.
10. Woodworth, R. S., & Schlosberg, H. (1976). *Experimental psychology*. Oxford and IBH Publishing Co. New Delhi.

MDC-1 a.**LIFE SKILLS EDUCATION**

UPYWD10100

(i) Course Learning Outcomes:

After the course the students will be able to

1. Summarise the meaning and importance of life skills for effective living
2. Develop a healthy concept of self by applying the conceptual understanding of components of self
3. Explain the complexity of interpersonal relationships and demonstrate appropriate interpersonal relationship skills such as empathy, conflict resolution, assertiveness etc.
4. Enhance their higher Cognitive abilities by using enhanced reasoning and problem-solving strategies in everyday living.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3	2	2		2		1		2	1
CL02	2	2	1	3	3		1	2	3	2
CL03	3	1		3	3	2	2	3	3	3
CL04	1	2	2	2	3	1	2	2	3	3

(ii) Broad contents of the course:

The course introduces the key life skills as outlined by the World Health Organisation. It also covers key topics such as meaning, definition, models and training of Life skills and assessment.

(iii) Skills to be learned:

The course provides a practical exposure and opportunity for experiential learning. Thus, the students will be able to develop and use important life skills such as self-awareness, conflict resolution, time management, decision making, problem solving etc.

(iv) The detailed contents of this course, references, and suggested books:**Unit I: Introduction**

a. Life skill: Meaning, definition, component, and models of life Skills; Classification of Life skills - Hopson and Scally, Gazda, Childers and Brooks; Life Skills Education in contemporary India.

b. Training methods: Training methods and preparation- Brainstorming, Buzz Group, Experience sharing, Mind Mapping, Forced Connections, A shrinking vessel, Reverse Pyramid; Preparation of Training Materials

c. Assessment and evaluation: Need assessment for Life skills training; Assessment of life skill; Impact assessment; Monitoring and Evaluation.

Unit II: Basic Concepts and Theories

a. Self-skills: Skills of Knowing and Living with Oneself: Self-awareness, Self-Concept, Objective Self Awareness; Theory-Duval & Wicklund; Body Image; Self Esteem.

b. Social skills: Skills of Knowing and Living with others- Empathy, Effective Communication, Conflict Resolution and Negotiation; Skills for Team Building; Effective leadership and Components of Strategic leadership; Assertiveness; Life Skills for handling negative peer pressure.

c. Higher order skills: Creative and Critical Thinking: Definition, Stages; Problem Solving: Definition, Steps in Problem Solving; Decision Making: Definition, Consequences of Decision Making; Coping Skills: Coping with Emotions and Stress; Effective Learning- Successful Career Planning, Development and Interview, Managing Careers; Enhancing Diversity and unity.

d. Leadership lab: Techniques used for Self-Awareness- Johari Window, SWOT Analysis; Career planning, Preparation for interview, Decision making, Problem solving, Critical thinking.

Unit III: Application and Practice of Life Skills

a. Mental health: Life skills for anger management; Life skills for preventing substance abuse; Life Skills to avoid suicidal ideation; Skills in dealing death and bereavement.

b. Academic and organisation: Setting goals; Preparation for Examinations; Skills in the organisation sector: Participation, building technical competence, Building effective relationship with superiors and peers; Life Skills for employees.

c. Leadership lab: Design and Development of module: Self-care, Study Skills, Career Choice and Health Skills; Conducting Peer Education Programme for School Adolescents; Biographical Study of Leaders.

References

1. Acharya, P & Sudhir. K. (2018). Handbook of activities on life skills. American India Foundation, Gurgaon.
2. Bat, R. I. (2017) Life skill Education (1st ed.). Notion Process publishers
3. Cottrell, S. (2013). The Study Skills Handbook (3rd Ed.). Palgrave Macmillan Ltd. New York
4. May, M. (2019). Basic life skills course Facilitator's Manual. Ministry of youth and sport of the Republic of Azerbaijan. UNICEF Azerbaijan.
5. Thomas, G., (2000). Life skills and curriculum. Shipra Publication

Suggested Reading

1. Foshay, R. W. Silber, K. H & Stelnicki, M., (2003). Writing Training Materials that Work. Jossey – Bass, USA.
2. Janakiram, B. (2007). Training and Development, Biztantra, Dremtech Press
3. Larry, J. (2016). “The First Book of Life Skills” (1st Ed.). Embassy Books
4. Levi, D. (2007). Group Dynamics for Teams (2nd Ed.). Sage Publications Inc., New Delhi.
5. Mahajan, G. (2022). Life skill Education. Raj Publications
6. Peace Corps Information collection and Exchange Publication (2001). Life skill Manual. Washington.
7. Radhakrishnan, A. N et al. (2010). Life Skills Assessment Scale, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
8. United Nations Population Fund Act. (2017). Boys on the move, A trainer handbook for implementation of a life skill programme for unaccompanied male adolescents.

MDC-1 b.**MINDFULNESS AND WELLBEING**

UPYWD10101

(i) Course Learning Outcomes:

After the course the students will be able to:

1. Learn principles and application of mindfulness and develop personal meditation practice.
2. Develop an understanding of how to skilfully cultivate concentration to work with thoughts, emotions, and body sensations, including stress and pain.
3. Learn techniques to skilfully cultivate positive emotions such as joy, kindness, equanimity, gratitude, compassion, self-compassion and other Mindfulness based techniques such as MSC, RMT etc.
4. Gain increased understanding of the theory, practice, and research of mindfulness and how to apply that knowledge to individual practice.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3		3	3	2	2	2	1		
CL02	3	2	3	2	2			2	2	2
CL03	3	2	3	3	3		1	3	3	2
CL04	3	3	2	3	2	2	2	1	2	3

(ii) Broad contents of the course:

The course introduces the concept of mindfulness and its philosophical underpinning. It also equips students with some practical techniques to cultivate mindfulness and enhance wellbeing

(iii) Skills to be learned:

The students will be able to cultivate and practise mindfulness-based practices such as Mindful breathing, Mindful walking, Mindfulness Self Compassion etc.

(iv) The detailed contents of this course and references and suggested books:

Unit I: Introduction

a. Introduction to Mindfulness: definition, history, mindfulness from Buddhist perspective; application in clinical milieu; mindfulness-to-meaning theory; attitudinal foundations of mindfulness- non-judging, patience, beginner’s mind, trust, non-striving, acceptance, letting go.

b. Experiential learning lab: Mindful breathing, body scan, raisin exercise.

Unit II: Outcomes of Mindfulness

a. Positive potentials of mindfulness: stress reduction, enhancement of well-being and happiness, hope, resilience, sleep hygiene, time affluence, nature connectedness, gratitude, meaning and purpose in life, positive relationships, productivity, flow, enhancement of Cognitive abilities.

b. Experiential learning lab: mindful eating, mindful walk, sitting meditation, brain brushing.

Unit III: Mindfulness Interventions

a. Mindfulness-based positive Psychology interventions- mindfulness apps: Calm, Headspace; Mindful Self Compassion (MSC), Loving Kindness Meditation (LKM), Relational Mindfulness Training (RMT), Positive Mindfulness Program (PMP), Dharma in Daily Life (DIDL), Mindfulness-Based Perception Training (MPT)

b. Experiential Learning Lab: mindfulness-based perception, mountain meditation, lake meditation, time meditation.

References

1. Hanh, T. N. (2021). The Miracle of Mindfulness. In *The Classic Guide to Meditation by the World’s Most Revered Master*. Rider.
2. Ivtzan, I. (2019). Handbook of Mindfulness-Based Programmes. In *Mindfulness Interventions from Education to Health and Therapy*. Routledge.
3. Ivtzan, I., & Lomas, T. (2016). Mindfulness in Positive Psychology. In *The Science of Meditation and Wellbeing*. Taylor & Francis.

4. Kabat-zinn, J. (2013). Full Catastrophe Living. In Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness. Hachette Digital.
5. Kabat-Zinn, J. (2016). Mindfulness for Beginners. In Reclaiming the Present Moment-- And Your Life. Jaico Books.

Suggested reading

1. Kabat-Zinn, J. (2009). Wherever You Go, There You Are. In Mindfulness Meditation in Everyday Life. Hachette Books.
2. Kabat-Zinn, J. (2016). Coming to Our Senses. In Healing Ourselves and the World Through Mindfulness. Hachette Books. <https://doi.org/10.1604/9780786886548>
3. Kornfield, J., Boyce, B., Kabat-Zinn, J., Siegel, D., & Hanh, T. N. (2013). The Mindfulness Revolution. In Leading Psychologists, Scientists, Artists, and Meditation Teachers on the Power of Mindfulness in Daily Life. Shambhala Publications.
4. Miralles, F., & García, H. (2019). The Book of Ichigo Ichie. In The Art of Making the Most of Every Moment, the Japanese Way. Quercus.
5. Niemiec, R. M. (2013). Mindfulness and Character Strengths. In A Practical Guide to Flourishing. Hogrefe Publishing.

MDC.1 c.**PSYCHOLOGY OF LOVE**

UPYWD10102

(i) Course learning Outcomes:

After the course the students will be able to:

1. Develop an understanding of theories and concepts associated with adult romantic relationships
2. Explain the role of attachment, self-esteem and other individual differences in adult romantic relationships.
3. Apply the concepts related to positive Psychology as an aid to understanding and forming healthy romantic relationships
4. Acquire knowledge about the positive and negative aspects of romantic relationships and develop strategies to mitigate the influences of the unhealthy factors such as jealousy, inferiority, infidelity etc.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	P10
CL01	3	1		2						
CL02	3	2	1	2	2	1	1	2		
CL03	3		2	3	3		1	2	3	3
CL04	3		2	3	3	2	2	3	3	3

(ii) Broad Contents of the Course:

The course introduces concepts such as meaning, evolutionary and biological aspects of love and the fundamental theories of love and attachment. It also covers the factors related to individual differences in love and romantic relationships and the positive Psychology concepts related to love.

(iii) Skills to be learned:

The students will be able to use psychological interventions to enhance the quality of relationships and deal with relationships in a healthier way.

(iv) The detailed contents of this course, references and suggested books**Unit I: Basic Concepts**

a. Introduction: Definition and meaning of Love; Evolutionary and biological aspects of love; Types and stages of Love; Relationships and Self: Self-Disclosure and Self Concept.

b. Individual differences: Individual differences in love-self-esteem, temperament, power complex, age, gender and culture; Psychodynamics of interpersonal attraction; Factors leading to interpersonal attraction

c. Brain and Hormones: Human Sexuality- Psychoanalytic theory, Learning theory, Social Exchange theory, Cognitive theory.

Unit II: Theories of Love

a. Major theories: John Alan Lee's colour of love, including three primary colours-eros (beauty-oriented love), storg (friendship, brotherly-sisterly love), ludus (playful, noncommittal love)-a three secondary colours constructed from the primaries-mania (intense obsessive love), pragma (pragmatic love), and agape (saintly, altruistic love), Bowlby's infant attachment pattern and adult love relationship.

b. David Buss's sociobiological and behavioural approach, Robert Sternberg's triangular theory of love. Maslow's need for love, Byrne's reward theory, Steven Beach and Abraham Tesser's three components of love-commitment, intimacy and cohesion.

c. Assessment: Sternberg's Triangular Love Scale, Attitudes Toward Love Scale (ATLS), Attachment style questionnaire, NEO FFI-3

Unit III: Factors Associated

a. Factors determining Romantic Love -Proximity, Arousal, Beauty, Character & Status, Similarities, Needs, Process, Attachment & Growth

b. Positive Psychology of romantic love: Positive Psychology of human sexuality; Other Aspects of love- connecting, romancing and caring; love and physical health; Conflict, Jealousy, Infidelity, and Aggression; Relationship Maintenance, Satisfaction, and Thriving

c. Workshop: Knowledge and attitude towards human sexuality, sexual behaviour and sexual orientation.

References

1. Aiken, L.R. (1999). *Personality Assessment methods & practices* (3rd ed). Hogrefe & Huber Publishers.
2. Brandon, N. (2008). *The Psychology of Romantic love*. Tarcher Perigee: New York
3. Compton, C. W & Hoffman, E. (2019). *Positive Psychology, The happiness of flourishing*. Wadsworth Cenage Learning.
4. Hendrick, C., Hendrick, S., & Dicke, A. (1998). The Love Attitudes Scale: Short form. *Journal of Personal and Social Relationships*, 15, 147-159.
5. Lopez, S. J, Jennifer, P.T & Synder.C.R(2011). *Positive Psychology* (2 ed),New Delhi: Sage publication

Suggested Reading

1. Ainsworth, M. D. S. (1982). Attachment: Retrospect and prospect. In C. M. Parkes & J. Stevenson-Hinde (Eds.), *The place of attachment in human behaviour* (pp. 3-30) New York: Basic Books.
2. Babygirija, R., Gribouvskaia-Rupp, I., & Takahashi (2013). *Physiology of Love: Role of Oxytocin in Human Relationships, Stress Response and Health*.Nova Science Publishers, Incorporated
3. Carter, C . S; Progres, *The biochemistry of love: an oxytocin hypothesis*. National Library of Medicine., 2012 14, 1,12–16, www.ncbi.nlm.nih.gov/pmc/articles/PMC3537144/
4. Glass, S. (2003). *Not Just Friends: Rebuilding Trust and Recovering Your Sanity After Infidelity*. New York: Free Press.
5. Jonathan, A., (2022). *The psychology of love*. B0BCQSSCW publications.
6. Paludi, M. (2012). *The psychology of love*. Praeger.
7. Peele, S., & Brodsky, A. (1976). *Love and addiction*. New York: New American Libra
8. Sternberg, R., & Sternberg, K. (2019). *The New Psychology of Love* (2nd ed.). Cambridge University Press.

MDC 1 d.**EMOTIONAL INTELLIGENCE**

UPYWD10103

(i) Course Learning Outcomes:

After the course the students will be able to:

1. Define Emotional Intelligence (EQ) and identify the benefits of emotional intelligence.
2. Demonstrate the core skills required to practise emotional intelligence as well as understand and practise self-management, self-awareness, self-regulation, self-motivation and empathy.
3. Successfully communicate with others, interpret and help manage their emotions and master tools to regulate and gain control of one's own emotions.
4. Relate emotional intelligence to the workplace. Use the concepts and techniques in the workplace

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3	2		1						
CL02	3	2	2	3	3	1	1	2	3	3
CL03	2	2	2	3	3	1	1	2	3	3
CL04	2	2		3	3	1	2	2	2	3

(ii) Broad contents of the course:

The course presents the concept of emotional intelligence, its history and origin. The course also covers the concept of Emotional Quotient, the significant theories of emotional intelligence and important strategies for management of emotions and improving emotional intelligence.

(iii) Skills to be learned:

The students will learn techniques to manage emotions such as developing self-awareness.

(iv) The detailed contents of this course, references and suggested books:

Unit I: Introduction and Basic Aspects

- a. **Emotional Intelligence:** Concept of Emotional Intelligence; Understanding the history and origin of Emotional Intelligence; Contributors to Emotional Intelligence; Science of Emotional Intelligence; EQ and IQ; Scope of Emotional Intelligence.
- b. **Lab:** Reflect on your own emotions, Ask others for perspective, Be observant (of your own emotions), Use “the pause” (e.g., taking a moment to think before speaking), Explore the “why” (bridge the gap by taking someone else’s perspective), When criticised, don’t take offence, Instead, ask “What can I learn?”

Unit II: Components and Models

- a. **Components of Emotional Intelligence:** Self-awareness, Self-regulation, Motivation, Empathy, Social skills; Emotional Intelligence Competencies; Elements of Emotional Intelligence; Models of Emotional Intelligence - The Ability-based Model, The Trait Model of Emotional Intelligence, Mixed Models of Emotional Intelligence.
- b. **Assessment:** Self-awareness, managing emotions, motivating emotions, Motivating Skill

Unit III: Emotional Intelligence at Workplace

- a. Importance of Emotional Intelligence at Workplace; Cost–savings of Emotional Intelligence; Emotionally Intelligent Leaders; Case Studies Measuring Emotional Intelligence; Emotionally Intelligence Tests; Research on Emotional Intelligence; Developing Emotional Intelligence, Emotional literacy.
- b. Emotional literacy training- developing emotional skill (awareness), Cognitive skills and behavioural skills.

References

1. Daniel Goleman. (1996). Emotional Intelligence- Why it can Matter More than IQ. Bantam Doubleday Dell Publishing Group.
2. Daniel Goleman. (2000). Working with Emotional Intelligence. Bantam Doubleday Dell Publishing Group
3. Goleman, D. (2011). Leadership: The power of emotional intelligence. More than sound LLC.

4. Liz Wilson, Stephen Neale & Lisa Spencer-Arnell (2012). Emotional Intelligence Coaching. Kogan Page India Private Limited
5. Ryback, D. (1997). Putting emotional intelligence to work. Routledge.

Suggested reading

1. Bar-On, R., & Parker, J.D.A.(Eds.) (2000). The handbook of emotional intelligence. San Francisco, California: Jossey Bros.
2. Cherry, K. (2022). 5 Key emotional intelligence skills. Verywell mind. Updated on January 26, 2022.
3. Nicolae, S. (2020). Models of emotional intelligence - EI in research and education. Multimedia publishing.
4. Salovey, P. & Sluyter, (1997). Emotional development and emotional intelligence: educational implications. BasicBooks publication
5. Serrat, O. (2009). Understanding and developing emotional intelligence. Knowledge solutions.
6. Singh, D. (2003). Emotional intelligence at work (2nd ed.) New Delhi: Response Books
7. Team FME. (2014). Understanding emotional intelligence. <http://www.free-management-ebooks.com/>
8. Tripathy, M. & Vishwavidyalaya, D. S. (2018). Emotional intelligence: an overview. LAMBERT Academic publishing.

MDC -1. e**DEVELOPMENTAL PSYCHOLOGY**

UPYWD10104

(i) Course Learning Outcome:

After the course the students will be able to:

1. Summarise the concepts and theories in the field of lifespan development
2. Predict and identify developmental issues in the infancy
3. Justify and debate on the theories of lifespan development from different domains such as biological, Cognitive and psychosocial.
4. Develop meaning and purpose in life and death and understand the cultural differences in grieving process
5. Use developmental theories to understand and solve issues that are related to everyday living.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3	1	1		1		1		1	
CL02	3	3	1	2	2	3	2	2	2	2
CL03	2	2	2		1	2	3	3		
CL04	2	2	3	3		3	2			2
CL05	3	2	3	3	2	3	3	2	2	3

(ii) Broad contents of the course:

The course presents the important models and theories of development across lifespan and discusses the current status and trends in the study of various domains of human development such as physical, cognitive and psychosocial.

(iii) Skills to be learned:

The course provides a strong conceptual foundation on concepts related to human development in the three domains namely, physical, Cognitive and psychosocial. the students will be able to develop important skills to identify developmental delays and issues across lifespan.

(iv) The detailed contents of this course, references and suggested books:

Unit I: Introduction

- a. **Introduction:** Scope, concepts and methods of study; Theoretical perspectives of human development; Socio-Cultural Contexts for Human Development: Family; Peers, Media & Schooling; Human Development in the Indian context.
- b. **Research in Developmental Psychology** – methods and designs; Prenatal development and birth - factors affecting it.
- c. **Indian Model of Life Span Development:** Brahmacharya (student), Gṛhastha (householder), Vanaprastha (forest walker/forest dweller), and Sannyasa (renunciate).

Unit II: Infancy, Early Childhood

- a. **Infancy:** Physical, sensory and perceptual development in infancy; Cognitive development in infancy; Social and personality development in infancy
- b. **Early childhood:** Physical and Cognitive development in early childhood; Social and personality development in early childhood.

Unit III: Adolescence and Early Adulthood

- a. **Adolescence:** Physical and Cognitive development in adolescence; Social and personality development in adolescence.
- b. **Early adulthood:** Physical and Cognitive development in early adulthood; Social and personality development in early adulthood.

References

1. Berk, L. E. (2010). Child Development (8thed.). New Delhi: Prentice Hall.
2. Feldman, R.S., (2011). Development across Life-span.6th edition. New Jersey: Pearson Education,Inc.
3. Hurlock, E. B. (2009). Child Development; 6thed. New Delhi: Tata McGraw Hill Edition

4. Newman, P. R., & Newman, P. R. (2012). *Lifespan Development: A Psychosocial Approach* (11th ed.). Wadsworth: Cengage Learning.
5. Santrock, J.W. (2012). *A topical approach to life-span development*. New-Delhi: Tata McGraw-Hill.

Suggested reading

1. Berger, K. S. (2019). *The Developing Person Through the LifeSpan* (11th ed.). Newyork: Macmillan Publishers.
2. Berk, L.E. (2007). *Developing Child Through the LifeSpan* (7th Ed.) New Delhi: Pearson Education.
3. Crain, W. (2011). *Theories Of Development: Concepts And Applications*, 6th. ed. Psychology Press.
4. Feldman, R. S., & Meyer, C. J. (2000). *Study Guide, Development Across the LifeSpan*, (2nd ed.), Robert S. Feldman. Prentice Hall.
5. Santrock, J.W. (2007). *LifeSpan Development* (3rd ed). New Delhi: Tata Mc Graw HillPub.
6. Steinberg,L., et.al., (2011). *Life-span development: infancy through adulthood*. Asia: Wadsworth Cengage Learning.

MDC- 1.f**GENDER AND SEX EDUCATION**

UPYWD10105

(i) Course Learning Outcomes:

After the course, the students will be able to:

1. Explain the meaning and construct of gender and sex
2. Analyse the role of culture, societal norms and Law on sexuality, sexual health and sexual harassment
3. Evaluate the issues related to gender and acquire knowledge about various movements towards gender equity
4. Develop strategies for gender-based interventions in Psychological and social domains.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3						2	2		
CL02	3	1		3	2	2			2	2
CL03	3	2	1	3	3	3	2	2	2	3
CL04	3	2	2	3	3	2	1	1	3	3

(ii) Broad contents of the course:

The course presents the fundamental concepts of gender, sexuality and the related issues. It highlights the laws related to gender and sexuality related issues and provides a practical exposure to prevent and mitigate the issues related to gender and sexuality.

(iii) Skills to be learned:

The students will learn practical skills such as self-defence through practical training.

(iv) The detailed contents of this course, references and suggested books:

Unit I: Gender

a. Meaning and Definition of Gender; Concepts of Patriarchy; Femininity; Masculinity; LGBTQ Plus; Gender Roles and Gender Role Conflict; Gender Socialisation; Gender Discrimination; Gender Stereotyping; Gender Division of Labour, Gender perspective of Human Body; Feminism; Women's Movement and Women Empowerment.

b. Workshop: Identify the traditional gender roles in family and marriage; Prepare checklist of Gender language; Gender Sensitivity awareness workshop; Self Defence Programme; Understanding the various aspects feminism; Identify gender stereotypes against men and women.

Unit II: Sex Education

a. Definition and Meaning of Sex and sexual development; Anatomy and Physiology of Human body; Myths and dilemmas about Sexuality; Body Autonomy and Body Rights; Sexual health and hygiene; Culture: sexual behaviour and values; The Law of Consent and healthy sexual Relationships; The Sexual Harassment of Women at Workplace, Prevention, Prohibition and Redressal Act 2013.

b. Workshop: Sexual Harassment - knowledge, attitude, Myths and Facts; Strategies for Prevention of Workplace Harassment; Good Touch and Bad Touch

Unit III: Gender and Sex Education

a. Sexual Development in Youth; Sexual Identity Development; Normative Models of Sexual Identity Development; Models of Socio-sexualisation; Age-appropriate information; Youth - sexual and reproductive health, Sexual behaviours of youth; Sexual Communication in Inter-Personal Relations; Informal and Formal Sex Education, Diversity and values in sex education.

b. Workshop: Awareness about Human Sexuality; Sex Role Assessment; Gender and Role Play; Workshop on Youth beliefs, attitudes about Sexuality; Self-realisation story about unveiling the stereotypes of sex.

References

1. Banerji, Rita. (2008). *Sex and Power: Defining History, Shaping Societies*. New Delhi: Penguin.
2. Bigelow, A. Maurice. (1916). *Sex-Education: A Series of Lectures Concerning Knowledge of Sex in its Relation to Human Life*. USA: Macmillan.

3. Fausto-Sterling, A. (2000). *Sexing the Body: Gender Politics and the Construction of Sexuality*. New York, Basic Books.
4. Foucault, Michel. (1978). *The History of Sexuality; Volume I; The Will to Knowledge* (Translated by Robert Hurley); Penguin Books: London.
5. International Planned Parenthood Federation. (2006). *IPPF Framework for Comprehensive Sexuality Education*, updated 2010. London.
6. Song, Miri (2006). *Gender in a Global World*. In the *Handbook of Gender and Women's Studies*. Davis, Evans and Lorber (eds.) London: Sage Publications.

Suggested reading

1. Bhonsle et al. (2016) *The complete book for sex education*. Jaico Publishing House
2. Butler, Judith. (1990). *Gender Trouble*. Routledge,
3. *Facilitator's Handbook for training peer educators, Adolescence education programme*. Unicef.
4. Friedan, Betty. (1963). *The Feminine Mystique*, Norton,
5. Giddens, Anthony. (1999). *The Transformation of Intimacy; Sexuality, Love and Eroticism in Modern Societies*, Polity Press: UK.
6. Jackson, Stevi and Jackie Jones (eds). (1998). *Contemporary Feminist Theories*. Edinburgh: Edinburgh University Press
7. Jeremy Roche, Stanley Tucker, Rachel Thomson and Ronny Flynn (eds.). (2004). *Youth in Society*, Second Edition. UK: Sage Publications.
8. Nirantar Trust. (2008). *Sexuality Education for Young People*. Delhi.
9. Song, Miri (2006): *Gender in a Global World*. In the *Handbook of Gender and Women's Studies*. Davis, Evans and Lorber (eds.) London: Sage Publications.
10. UNFPA. (2014). *Operational Guidance for Comprehensive Sexuality Education: A Focus on Human Rights and Gender*. New York.
11. *Women's Voices*, (2015). *Feminist Visions: Classic & Contemporary Readings*. Susan M. Shaw & Janey Lee. New York: McGraw-Hill.

SEC-1**LEARNING SKILLS TRAINING**

UPYPS10100

(I) Course Learning Outcomes:

After the course, the students will be able to:

1. Demonstrate important strategies that would help them to improve and sustain their Critical thinking and creativity.
2. Read and make notes effectively using scientific methods and recall information better using the learned techniques
3. Set academic goals, prioritise them, and manage time effectively.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3	1		3	2	1			3	3
CL02	3		1	3	2		1	2	3	3
CL03	3	1	1	2		1	1	2		3

(ii) The broad contents of the course:

The course will provide hands-on training to help them with critical thinking and creativity and to communicate and collaborate efficiently. The course will help the students read and make notes using scientific methods, recall information better using the learned techniques, set academic goals, prioritise them, and manage time effectively.

(iii) Skills to be learned:

The students will learn skills to improve their thinking abilities, reading, note-making, memory, and organisational skills such as time management and prioritisation.

(iv) The detailed contents of this course, references, and suggested books:**Unit I: Critical thinking and Creative Thinking**

- a. Critical thinking:** Analysing, Arguing, Classifying, Comparing and contrasting, Defining, Describing, Evaluating, Explaining, Problem-solving, Tracking cause and effect.

- b. Creative thinking:** Brainstorming, Creating, Designing, Entertaining, Imagining, Improvising, Innovating, Overturning, Problem solving, Questioning

Unit II: Academic Learning Skills

- a. Reading and Note Making-** Rapid Reading: Skimming, Scanning (Skim, Scan and Run Activity, scanning worksheet) and detailed reading: SQ3R method, Double Entry Reading Journals, Scaffolding and Annotating (In Lab and Field); Note Making- Linear Note making, Pattern Note making, Cornell Method,
- b. Memory skills-** Mnemonics; Acronym and acrostic; Chunking; Association; Use matching words; Visualisation: Memory Palace, Imagery and images, Story-telling; Feynman technique (In Lab and Field)

Unit III: Organisational Skills

Academic goal setting- SMART goals, short-term and long-term goals, Group goal setting (In Lab and Field);

- a. Prioritization and time management:** Prioritization- Eisenhower Grid (In Lab and Field); Time Management- Pomodoro technique, Circadian rhythm, Mayo Jar, Time Squared, Time Boxing (In Lab and Field).

References:

1. Bensley, Alan D.: *Critical Thinking in Psychology – A Unified Skills Approach*, (1998), Brooks/Cole Publishing Company.
2. Brown, P. C., Roediger, H. L., & McDaniel, M. A. (2014). *Make it stick: The science of successful learning*. The Belknap Press of Harvard University Press.
3. Foer, J. (2011). *Moonwalking with einstein: The art and science of remembering everything*. Penguin Books.
4. Geoff Petty: *How to be better at creativity*; Kogan Page, New Delhi, 1999
5. McPherson, F. M. (2012). *Effective notetaking: Strategies to help you study effectively*. Wayz Press.

Suggested reading

1. Brown, P. C., Roediger, H. L., & McDaniel, M. A. (2014). *Make it stick: The science of successful learning*. The Belknap Press of Harvard University Press.
2. J William Pfeiffer (ed.) *Theories and Models in Applied Behavioural Science, Vol 3, Management* (1996); Pfeiffer & Company
3. Lorayne, H., & Lucas, J. (2017). *The memory book: The classic guide to improving your memory at work, at school, and at play*. Prelude.
4. Michael Steven: *How to be a better problem solver*, Kogan Page, New Delhi, 1999
5. Phil Lowe Koge Page: *Creativity and Problem Solving*, New Delhi, 1996
6. Richard Y. Chang and P. Keith, Kelly: *Wheeler Publishing*, New Delhi, 1998
7. Serravallo, J. (2015). *The reading strategies book: Your everything guide to developing skilled readers*. Heinemann.
8. Worth, R. (2004). *Mastering career skills: Organization skills*. Checkmark Books.

AEC-1

ABILITY ENHANCEMENT COURSE

LANGUAGE

VAC-1**PERSONAL DEVELOPMENT**

UPYTV207020

(i) Course Learning Outcome:

After completing the course, the students will be able to:

1. Understand the concept of self and the various aspects of self-constructs.
2. Understand and analyse the strengths and limitations of various aspects of self-constructs.
3. Apply various strategies to develop interpersonal skills
4. Create goals for personal development and develop action plan to reach goals.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3			2		1				
CL02	3		1	2	2	1	2		2	2
CL03	3		2	3	3		2	3	3	3
CL04	3	2	2	3	3			2	3	3

(ii) Broad contents of the course:

The course highlights the key concepts related to personal development and the need for enhancing self-constructs. It throws light on the various skills that are crucial for personal development, such as time management, optimism, etc.

(iii) Skills to be learned:

The students will learn skills such as time management, emotional regulation, assertiveness, Nonviolent communication etc.

(iv) The detailed contents of this course, references and suggested books:**Unit I: Self constructs and Personal Skills**

- a. Self-constructs** - Basic concepts and need for enhancing self-constructs: Self-awareness, Self-esteem, Self-efficacy, Self-concept.

b. Personal Skills- Basic concepts and nature of thinking, negativity bias, time management, emotional regulation, and assertiveness.

Unit II: Interpersonal Skills & Personal Growth and Beyond

a. Interpersonal skills- Basic concepts, nature and types of: Verbal and non-verbal communication, non-violent communication (NVC); Social networking.

b. Personal growth and beyond: Empathy, Positive thinking, gratitude and optimism; Mindfulness.

References:

1. Bayda, E., 2010. *Beyond Happiness: The Zen Way to True Contentment*. Boston: Shambala Publications.
2. Branden, N., 2001. *The Psychology of self-esteem*. 32nd ed. San Francisco: Jossey-Bass.
3. Gates, M., 2017. *Grow Your Confidence, Assertiveness & Self-Esteem*. 1st ed.
4. Rao, R., 2016. *Life Skills Education*. 1st ed. Neelkamal.
5. Rosenberg, M., 2015. *Nonviolent Communication: A Language of Life: Life-Changing Tool for Healthy Relationships (Nonviolent Communication Guides)* 3rd ed. Encinitas, USA: Puddle Dancer Press

Suggested reading

1. Branden, N. (2001). *The Psychology of Self-Esteem: A Revolutionary Approach to Self-Understanding That Launched a New Era in Modern Psychology*. Jossey-Bass
2. Gross, J.J. (2013). *Handbook of emotion regulation*. The Guilford Press; Second edition.
3. Peale, N.V. (2016). *Penguin Random House The Power Of Positive Thinking*. RHUK; Latest edition
4. Sharma, P., 2022. *Soft skills: Personality Development for Life Success*. 3rd ed. BPB Publications.
5. Tracy, B. (2012). *Time Management Made Simple. Your Coach In A Box*; Unabridged edition. USA.
6. Wasserman, S., & Faust, K. (1994). *Social Network Analysis: Methods and Applications: (Structural Analysis in the Social Sciences*. Cambridge University Press. USA.

SEMESTER II

DSC. 2.a.**LEARNING, MOTIVATION AND EMOTION**

UPYTC20102

(i) Course Learning Outcomes:

After the course the students will be able to:

1. Understand the contribution of the important psychologists in this domain.
2. Explain the foundational theories of learning, motivation, and emotion.
3. Apply the theories to enhance learning, motivation and emotional coping and justify and argue about the suitability of the theory for application.
4. Design intervention strategies to enhance learning, motivation and manage emotions in a classroom.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	2	1	2		2	1				
CL02	3	1	2	1	3	2	3	3		
CL03	2	3	2	2	2	3	2	3	1	2
CL04	1	2	3	3	2	3	2	2	2	3

(ii) Broad contents of the course:

The course presents the important schools and theories in Learning, Motivation and Emotion such as the behaviourist perspective, Cognitive perspective of learning, and theories of motivation and emotion. It also covers key topics such as meaning, definition and determinants.

(iii) Skills to be learned:

The course provides a strong conceptual foundation on concepts related to learning, motivation and emotion and the students will be able to develop important skills in developing interventional strategies and modules to enhance learning, motivation and manage emotions.

(iv) The detailed contents of this course, references and suggested books:

Unit I: Introduction to Learning and Behaviourist Perspective

a. Introduction: Meaning and Definitions of Learning; Nature of learning; Types of learning; Classification of learning theories; Indian perspectives.

b. Behaviourist Perspective: Thorndike's Connectionism; Pavlov's Classical Conditioning; Skinner's Operant Conditioning; Hull's Drive Reduction Theory.

Unit II: Cognitive & Social learning Perspective

a. Cognitive perspective: Wertheimer's Gestalt Learning Theory; Lewin's Field Theory; Kohler's Insight Learning.

b. Social learning perspective: Bandura's Observational Learning; reciprocal determinism; self-regulation; self-efficacy.

Unit III: Motivation

a. Introduction: Meaning and Definitions of Motivation; Instincts, needs, drives, incentives; Motivational Cycle; Classification of Motives: Biological Motives-Hunger, Thirst, Sleep and Sex; Social Motives- Achievement, Affiliation, Power; Indian approach to motivation- Purusharthas.

b. Major theories of motivation- Instinct theory, Incentive Theory, Drive-reduction Theory, Need theories, Cognitive theories.

Unit IV: Emotion

a. Introduction to emotion: Meaning and Definitions of Emotion; Factors influencing emotional process- Biological, Learning and Cognitive; Concept of emotion in classical Indian knowledge systems.

b. Major theories of emotion: James-Lang, Cannon-Bard, Schachter and Singer; Cognitive Appraisal Theory; Nonverbal Communication in Emotion; Facial Feedback Hypothesis, Facial Action Coding system.

References:

1. Bates, B. (2019). *Learning theories simplified*. 2nd ed. London: Sage pub.
2. Gorman, P. (2004). *Motivation and Emotion*. 1st ed. New York: Routledge.
3. Hilgard, E. & Bower, G. (1977). *Theories of Learning* (4th ed.). New Delhi: Princeton Hall.
4. Kellogg, R.T. (2007). *Fundamentals of cognitive psychology*. Sage publications. Inc.
5. Olson, M. & Ramírez, J. (2020). *An introduction to theories of learning*. 10th ed. New York: Routledge.
6. Reeve, J. (2018). *Understanding motivation and emotion*. 7th ed. New Jersey: John Wiley and Sons.

Suggested Reading

1. Alex Acquah, Takyi Kwabena Nsiah, Elizabeth Naa Akushia Antie and Benjamin Otoo. (2021). Literature Review on Theories Motivation. *EPR International Journal of Economic and Business Review*, 9(5), pp.25-29.
2. Bilimoria, P., & Wenta, A. (2020). *Emotions in Indian thought systems*. Routledge, India.
3. Domjan Michael. (2010). *The Principles of Learning and Behaviour* (6th Ed.). Wadsworth, Cengage Learning.
4. Lefrancois R Guy. (2012). *Theories of Human Learning: What the professor said* (6th Ed.). International Edition, Wadsworth, Cengage Learning.
5. McGray, R. (2011). Contemporary theories of learning: Learning theorists ... in their own words. *Studies in Continuing Education*, 33(2), pp.198-199.
6. Moors, A. (2010). Theories of emotion causation: A review.
7. Moors, A., Ellsworth, P., Scherer, K. and Frijda, N. (2013). Appraisal Theories of Emotion: State of the Art and Future Development. *Emotion Review*, 5(2), pp.119-124.
8. Niedenthal, P. and Ric, F., 2017. *Psychology of Emotion*. 2nd ed. New York: Routledge.
9. Plutchik, R., & Kellerman, H. (1989). *Emotion*. New York: Academic Press.
10. Sinha, J. (2017). *Indian psychology*. Vol. 2 Emotion & Will. Motilal banarsidass publishers private limited. Delhi.

DSC. 2.b.**EXPERIMENTS IN LEARNING, MOTIVATION AND EMOTION**

UPYTC20103

(i) Course Learning Outcomes:

After the course, the students will be able to:

1. List the important experiments related to Learning, Motivation and Emotion which are used in a Psychology laboratory and psychological testing.
2. Understand the use and applicability of important experiments such as Paired Association test, Emotional Reaction, Motivational Analysis etc.
3. Critically evaluate the strengths, weakness and limitations of the psychological tests in this paper and administer the tests in appropriate settings and professionally report the results.
4. Analyse the gaps in testing and appreciate the current developments in the field and demonstrate relevant skills to develop experiments and psychological tests.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	2	1		3	1		1		1	
CL02	3	2	2	3	2	1	2	3	2	2
CL03	2	3	3	2	3	3	3	3	3	3
CL04	3	3	3	2	3	2	3	2	3	3

(ii) Broad contents of the course:

The course presents several important tests and experiments related to Learning, Motivation and Emotions such as Intrinsic motivation, Serial position effect and Self-regulation and will consolidate the theoretical understanding of key concepts through practical exposure. It also covers important topics such as its administration, strengths and limitations and will introduce the students to the technological world of web-based tests and experiments in Psychology.

(iii) Skills to be learned:

The course will give a solid practical exposure to the measurement of processes related to learning, motivation and emotions. The students will develop a scientific temper to administer the tests ethically in appropriate settings and the skills to develop psychological experiments.

(iv) The detailed contents of this course, references and suggested reading:**Unit I: Laboratory Based Experiments**

a. Learning: Bilateral transfer of learning, Habit interference, Maze Learning, Trial and error, Insight learning

b. Emotion: Judgement of emotions from facial expression, Bodily changes in emotion, Situational emotional exposures, Awareness of physical sensations.

c. Motivation: Motivational analysis, Emotional reaction, Intrinsic Motivation, Strength of motives.

Unit II: Web Based Experiments

a. Cueing and recall, Serial Position effect, Intrinsic and extrinsic learning, paired associate learning, Chunking and recall, Judgement of emotions, Retroactive and proactive inhibition, Semantic memory.

References:

1. Akbar, H. (2014). Experiments in Psychology, PHI Learning Pvt Ltd.
2. Belenky, G., & Cole, M. (1968). The role of test trials in paired-associate learning. *Psychonomic Science*, 10(6), 201–202. doi:10.3758/BF03331480
3. Boroujeni, S.T., & Shahbazi, M. (2011). The Study of Bilateral Transfer of Badminton Short Service Skill of Dominant Hand to Non- Dominant Hand and Vice Versa. , 15(none), 3127–3130. doi:10.1016/j.sbspro.2011.04.258
4. Sharma, R. N. & Sharma, R. (2006). *Experimental psychology*. Atlantic.
5. Woodworth, S.R. (1972). *Experimental Psychology*. Holt, Rinehart and Winston.

Suggested Reading:

1. Ebbinghaus, H. (2011). *Memory; A Contribution to Experimental Psychology*.
2. Eysenk, H. J., & Frith, C.D. (2012). *Reminiscence, Motivation, and Personality: A Case Study in Experimental Psychology*. Springer.
3. Izava, C., & Estes, W.K. (1965). Reinforcement test sequences in paired- associate learning. Institute for mathematical studies in the social sciences. Stanford university, Stanford, California.
4. John L., Santa, Alan B. Ruskin, David Snuttjer, & Linda Baker (1975). Retrieval in cued recall, 3(3), 341–348. doi:10.3758/BF03212922
5. Parameswaran, E.G., & Ravichandra, K. (2016). *Experimental psychology*. Neelkamal.
6. Rheinberg, F. (2000). Motivation and Self-Regulated Learning., (), 81–108. doi:10.1016/s0166-4115(00)80007-2

MC. 2.a.**INTRODUCTION TO CONATIVE AND AFFECTIVE PROCESSES**

UPYTM20102

(i) Course Learning Outcomes:

After the course the students will be able to:

1. Understand the contribution of the important psychologists in this domain.
2. Explain the foundational theories of learning, motivation, and emotion.
3. Apply the theories to enhance learning, motivation and emotional coping and justify and argue about the suitability of the theory for application.
4. Design intervention strategies to enhance learning, motivation and manage emotions in a classroom.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	2	1	2		2	1				
CL02	3	1	2	1	3	2	3	3		
CL03	2	3	2	2	2	3	2	3	1	2
CL04	1	2	3	3	2	3	2	2	2	3

(ii) Broad contents of the course:

The course presents the important schools and theories in Learning, Motivation and Emotion such as the behaviourist perspective, Cognitive perspective of learning, and theories of motivation and emotion. It also covers key topics such as meaning, definition and determinants.

(iii) Skills to be learned:

The course provides a strong conceptual foundation on concepts related to learning, motivation and emotion and the students will be able to develop important skills in developing interventional strategies and modules to enhance learning, motivation and manage emotions.

(iv) The detailed contents of this course, references and suggested books:

Unit I: Introduction to Learning and Behaviourist Perspective

a. Introduction: Meaning and Definitions of Learning; Nature of learning; Types of learning; Classification of learning theories; Indian perspectives.

b. Behaviourist Perspective: Thorndike's Connectionism; Pavlov's Classical Conditioning; Skinner's Operant Conditioning; Hull's Drive Reduction Theory.

Unit II: Cognitive & Social Learning Perspective

a. Cognitive perspective: Wertheimer's Gestalt Learning Theory; Lewin's Field Theory; Kohler's Insight Learning.

b. Social learning perspective: Bandura's Observational Learning; reciprocal determinism; self-regulation; self-efficacy.

Unit III: Motivation

a. Introduction: Meaning and Definitions of Motivation; Instincts, needs, drives, incentives; Motivational Cycle; Classification of Motives: Biological Motives-Hunger, Thirst, Sleep and Sex; Social Motives- Achievement, Affiliation, Power; Indian approach to motivation- Purusharthas.

b. Major Theories of Motivation- Instinct theory, Incentive Theory, Drive-reduction Theory, Need theories, Cognitive theories.

Unit IV: Emotion

a. Introduction to Emotion: Meaning and Definitions of Emotion; Factors influencing emotional process- Biological, Learning and Cognitive; Concept of emotion in classical Indian knowledge systems.

b. Major theories of emotion- James-Lang, Cannon-Bard, Schachter and Singer; Cognitive Appraisal Theory; Nonverbal Communication in Emotion; Facial Feedback Hypothesis, Facial Action Coding system.

References:

1. Bates, B. (2019). *Learning theories simplified*. 2nd ed. London: Sage pub.
2. Gorman, P. (2004). *Motivation and Emotion*. 1st ed. New York: Routledge.
3. Hilgard, E., & Bower, G. (1977). *Theories of Learning* (4th ed.). New Delhi: Princeton Hall.
4. Kellogg, R.T. (2007). *Fundamentals of cognitive psychology*. Sage publications. Inc.
5. Olson, M., & Ramírez, J. (2020). *An introduction to theories of learning*. 10th ed. New York: Routledge.
6. Reeve, J. (2018). *Understanding motivation and emotion*. 7th ed. New Jersey: John wiley and Sons.

Suggested Reading:

1. Alex Acquah, Takyi Kwabena Nsiah, Elizabeth Naa Akushia Antie and Benjamin Otoo. (2021). Literature Review on Theories Motivation. *EPR International Journal of Economic and Business Review*, 9(5), pp.25-29.
2. Bilimoria, P., & Wenta, A. (2020). *Emotions in Indian thought systems*. Routledge, India.
3. Domjan Michael. (2010). *The Principles of Learning and Behaviour* (6th Ed.). Wadsworth, Cengage Learning.
4. Lefrancois R Guy. (2012). *Theories of Human Learning: What the professor said* (6th Ed.). International Edition, Wadsworth, Cengage Learning.
5. McGray, R. (2011). Contemporary theories of learning: Learning theorists ... in their own words. *Studies in Continuing Education*, 33(2), pp.198-199.
6. Moors, A., 2010. Theories of emotion causation: A review.
7. Moors, A., Ellsworth, P., Scherer, K. & Frijda, N. (2013). Appraisal Theories of Emotion: State of the Art and Future Development. *Emotion Review*, 5(2), pp.119-124.
8. Niedenthal, P. and Ric, F., 2017. *Psychology of Emotion*. 2nd ed. New York: Routledge.
9. Plutchik, R. and Kellerman, H. (1989). *Emotion*. New York: Academic Press.
10. Sinha, J. (2017). *Indian psychology*. vol . 2 Emotion & Will. Motilal banarsidass publishers private limited. Delhi.

MC. 2.b.**EXPERIMENTS IN MENTAL PROCESSES**

UPYPM20103

(i) Course Learning Outcomes:

After the course, the students will be able to:

1. List the important experiments related to Learning, Motivation and Emotion which are used in a Psychology laboratory and psychological testing.
2. Understand the use and applicability of important experiments such as Paired Association test, Emotional Reaction, Motivational Analysis etc.
3. Critically evaluate the strengths, weakness and limitations of the psychological tests in this paper and administer the tests in appropriate settings and professionally report the results.
4. Analyse the gaps in testing and appreciate the current developments in the field and demonstrate relevant skills to develop experiments and psychological tests.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	2	1		3	1		1		1	
CL02	3	2	2	3	2	1	2	3	2	2
CL03	2	3	3	2	3	3	3	3	3	3
CL04	3	3	3	2	3	2	3	2	3	3

(ii) Broad contents of the course:

The course presents several important tests and experiments related to Learning, Motivation and Emotions such as Intrinsic motivation, Serial position effect and Self-regulation and will consolidate the theoretical understanding of key concepts through practical exposure. It also

covers important topics such as its administration, strengths and limitations and will introduce the students to the technological world of web-based tests and experiments in Psychology.

(iii) Skills to be learned:

The course will give a solid practical exposure to the measurement of processes related to learning, motivation and emotions. the students will develop a scientific temper to administer the tests ethically in appropriate settings and the skills to develop psychological experiments.

(iv) The detailed contents of this course, references and suggested reading:

Unit I: Laboratory-Based Experiments

- a. Learning: Bilateral transfer of learning, Habit interference, Maze Learning, Trial and error, Insight learning
- b. Emotion: Judgement of emotions from facial expression, Bodily changes in emotion, Situational emotional exposures, Awareness of physical sensations.
- c. Motivation: Motivational analysis, Emotional reaction, Intrinsic Motivation, Strength of motives.

Unit II: Web-Based Experiments

- a. Cueing and recall, Serial Position effect, Intrinsic and extrinsic learning, paired associate learning, Chunking and recall, Judgement of emotions, Retroactive and proactive inhibition, Semantic memory.

References:

1. Akbar, H. (2014). Experiments in Psychology, PHI Learning Pvt Ltd.
2. Belenky, G., & Cole, M. (1968). The role of test trials in paired-associate learning. *Psychonomic Science*, 10(6), 201–202. doi:10.3758/BF03331480
3. Boroujeni, S.T., & Shahbazi, M. (2011). The Study of Bilateral Transfer of Badminton Short Service Skill of Dominant Hand to Non- Dominant Hand and Vice Versa. , 15(none), 3127–3130. doi:10.1016/j.sbspro.2011.04.258
4. Sharma, R. N. & Sharma, R. (2006). *Experimental psychology*. Atlantic.
5. Woodworth, S.R. (1972). *Experimental Psychology*. Holt, Rinehart and Winston.

Suggested Reading:

1. Ebbinghaus, H. (2011). *Memory; A Contribution to Experimental Psychology*.
2. Eysenk, H. J., & Frith, C.D. (2012). *Reminiscence, Motivation, and Personality: A Case Study in Experimental Psychology*. Springer.
3. Izava, C., & Estes, W.K. (1965). Reinforcement test sequences in paired- associate learning. Institute for mathematical studies in the social sciences. Stanford university, stanford, california.
4. John L. Santa, Alan B. Ruskin, David Snuttjer, Linda Baker (1975). Retrieval in cued recall. , 3(3), 341–348. doi:10.3758/BF03212922
5. Parameswaran, E.G., & Ravichandra, K.(2016). *Experimental psychology*. Neelkamal.
6. Rheinberg, F.(2000). Motivation and Self-Regulated Learning. , (), 81–108. doi:10.1016/s0166-4115(00)80007-2

MDC.2. a**UNDERSTANDING PERSONALITY**

UPYWD20106

(i) Course Learning Outcomes:

After the course the students will be able to:

1. Explain the meaning of personality and its determinants.
2. Summarise and evaluate the important theories of personality
3. Understand personality measurement and acquire knowledge about the various personality tests
4. Develop a healthy personality by practising various personality development techniques.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3	1	2	1						
CL02	3	2	1	1	2		2	1		
CL03	3	3	3	2	2	2	3		2	3
CL04	2	2	2	2	3	1		2	3	2

(ii) Broad contents of the course:

The course introduces the concept of personality and the important schools of personality. It also covers the important tests used in the measurement of personality and provides hands-on experience in personality development.

(iii) Skills to be learned:

The students will be able to cultivate a healthy personality through effective practice of certain skills such as problem solving, decision making, time management, conflict resolution etc.

(iv) The detailed contents of this course, references and suggested books:**Unit I: Introduction**

- a. Introduction: Basic concepts and definitions of personality; Myths and misconceptions about personality.
- b. Determinants of the Personality- Biological factors, Psychological Factors, Family and Group factors, Situational, Heredity and Environment, Motive Force, Cultural factors, Educational factors.

Unit II: Theoretical Approach

- a. Psychoanalytic and Neo-analytic Theories: Freud, Jung, Horney, Erikson; Trait Theories: Allport, Cattell, Eysenck.
- b. Humanistic and Existential Theories: Maslow, Rogers; Existential Theory: May; Behavioural/ Learning Theories: Skinner, Rotter, Bandura.

Unit III: Psychological Assessments

Assessment and interpretations of self-administered tests: Type A and Type B behaviour pattern, Locus of control, Sensation seeking, NEO FFI-3, Rotter's Locus of control, Eysenck personality assessment.

Unit IV: Skill Development

- a. Body language; Problem-solving; Conflict and Stress Management; Decision-making skills; Leadership and qualities of a successful leader; Team-work; Time management; Work ethics – Good manners and etiquette; The art of participating in Group Discussion.
- b. Experiential learning Lab: Interpersonal communications; Understanding body language; etiquette; Time management; first impressions.

References

1. Boyle, G. J., Matthews, G., & Saklofske, D. H. (2008). *The SAGE Handbook of Personality Theory and Assessment: Personality Measurement and Testing*. SAGE Publications Ltd.

2. Ewen, R. B. (2010). *An Introduction to Theories of Personality* (7th ed.). New York: Psychology Press.
3. Fadiman, J., & Frager, R. (2005). *Personality and Personal Growth* (6th ed.). New Jersey: Prentice Hall
4. Friedman, S. H., & Schustack, W. M. (2012). *Personality: classic theories and modern research* (5th ed.). USA: Pearson education pvt ltd.
5. Gamble, T.K. & Gamble, M.W. (2013). *Leading with communication –a practical approach to leadership communication*. USA: Sage publications.

Suggested reading

1. Britt, M.A. (2016). *Psych experiments: from Pavlov's dog to Rorschach's inkblots, put psychology's most fascinating studies to the test*. Adams media.
2. Butcher, J.N. (2009). *Oxford handbook of personality assessment*.
3. Ellis, A., Abrams, M., & Abrams, L. D. (2009). *Personality theories- Critical Perspectives*. New Delhi: Sage Publications
4. Feist, J, Feist, G. J & Roberts, T.A. (2013). *Theories of Personality* (8th ed.). McGraw-Hill Education
5. Hall, C. S., Lindzey, G., & Campbell, J. B. (2016). *Theories of personality*. (11th ed.). Kindle Edition.
6. Janda, L. (2001). *The psychologist's book of personality tests. 24 revealing tests to identify and overcome your personal barriers to a better life*. John wiley & sons. Inc.
7. Larsen, R.J., & Buss, D. M. (2009). *Personality Psychology: Domains of Knowledge About Human Nature* (4th ed.). New York: McGraw-Hill.
8. Nair, R.V (2010). *Life skills, personality and leadership*. Sriperumpatur: Rajiv Gandhi National institute of Youth Development.
9. Schultz, D.P. & Schultz, S. E. (2007). *Theories of Personality* (8th ed.). New Delhi: Thomson Wadsworth.

MDC.2. b**STRESS AND COPING**

UPYWD20107

(i) Course Learning Outcomes:

After the course, the students will be able to:

1. Understand the concept of stress, mind body connection of stress and the holistic nature (mind-body-spirit) of stress management.
2. Explain the physiological mechanisms responsible for the fight-or-flight response and the effect of stress on the human body.
3. Understand the importance of using effective coping skills to adapt to stressful situations and gain a sense of wholeness and inner peace by using these skills.
4. Learn and use several relaxation techniques and learn to integrate these techniques into the daily habits to help control stress and tension.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3			2						
CL02	3		1	1	1	2				
CL03	3	2	2	2	2		1	2	3	3
CL04	3		2	3	3	1	1	2	3	3

(ii) Broad contents of the course:

The course introduces the fundamental concepts related to stress and coping such as its meaning, types, sources, causes etc. It also instils students with the important strategies to manage stress.

(iii) Skills to be learned:

The students will be able to develop and use strong management strategies to cope with stress.

(iv) The detailed contents of this course, references and suggested books:**Unit I: Understanding Stress**

a. Introduction: Meaning and definition; Characteristics of stress; Types of stress: Eustress and Distress, Acute and chronic stress; Theories and models of stress: Cognitive appraisals of stress, Lazarus's appraisal and coping model, General Adaptation Syndrome (GAS), Stimulus-based model, Response-based model, Transactional Model of stress; Symptoms of stress.

b. Causes and effect of stress: Sources of Stress: physiological, Psychological, environmental, social; Causes of stress: Frustrations, Conflicts, Life changes; Effects of stress: Physiological effects, Psychological effects, Social effects; Positive effects of stress

c. Assessment of stress: The Ardell Wellness Stress Test, Perceived Stress Scale, Singh personal Stress Source Inventory, Academic Stress Scale, GSR

Unit II: Coping and Burnout

a. Coping and burnout: Meaning and definition of coping and burnout; Classification of coping: Problem focused vs Emotion focused coping, Engagement vs Disengagement coping, Adaptive vs Maladaptive coping; Coping Mechanisms: Appraisal focused, Emotional focused and Problem focused; Theories of Burnout: job demands–resources theory, Emotional contagion theory, social Cognitive theory; Causes of burnout: Ambiguity and Role Conflict, Social Support, Emotional Labour, Personality

b. Ways of coping: Daily Burnout Experiences, Individual Strategies to Prevent Burnout, Constructive coping, Coping effectiveness training, Physical ways of coping, Relaxation exercises, psychological ways of coping, social ways of coping, Mindfulness coping.

c. Assessments of coping and burnout: The Utrecht Burn-Out Scale (UBOS-A), Maslach Burnout Inventory™ (MBI)-GS (S)-for Students, Stress Coping Resources Inventory: A Self-Assessment;

Unit III: Stress Management Strategies

a. Overcoming stress: Positive mental health, Psychology of happiness, Emotion regulation; Advantages of effective stress management

b. Stress management techniques: Biofeedback, Diaphragmatic stress management, Mindfulness meditation, Guided imagery, Brief relaxation techniques, Learning Gratitude, Autogenic Training, Yoga and Meditation, Developing a personal philosophy of stress management.

References

1. Belchamber, C. (2022). *Payne's Handbook of Relaxation Techniques: A Practical Guide for the Health Care Professional*. Elsevier.
2. Kottler, J. A. & Chen, D. D. (2011). *Stress management and prevention: Applications to daily life* (2nd Ed.). London and New York: Routledge.
3. Schachter, R. (2019). *Mindfulness for Stress Management: 50 Ways to Improve Your Mood and Cultivate Calmness*. Althea Press.
4. Sockolov, M. (2018). *Practising Mindfulness: 75 Essential Meditations to Reduce Stress, Improve Mental Health, and Find Peace in the Everyday* (1st ed.). Althea Press.
5. Sutherland, V.J. (1990). *Understanding stress: psychological perspectives for health professionals*. Nelson Thornes.

Suggested reading

1. Andronicos, D. (2007). *Coping with burnout*. Sheldon press.
2. Boniwell. (2012). *Positive Psychology In A Nutshell: The Science Of Happiness*. McGraw-Hill Education (UK)
3. Fricchione, G.L. (2018). The Challenge of Stress-Related Non-Communicable Diseases. *Medical Science Monitor Basic Research*, 24: 93–95
4. Gupta S, Deol R. Assessment and management of stress. *Indian J Psy Nsg* [serial online] 2014 [cited 2022 Sep 18];7:40-5.
5. Herbert, T.B., & Cohen, S. (1994). Stress and illness. *Encyclopaedia of human behaviour*, Vol. 4, Page 325-332.
6. Lazarus, R.S. & Cohen, J.B. "Environmental Stress". In I. Altman and J.F. Wohlwill (eds.), *Human Behaviour and Environment*. New York: Plenum. 1977. Vol 2
7. Maslach, C., Leiter, M. P., & Bakker, A. B. (2014). *Burnout at Work: A Psychological Perspective (Current Issues in Work and Organisational Psychology)* (1st ed.). Psychology Press.

8. Nuallaong, W. (2013). Burnout Symptoms and Cycles of Burnout: The Comparison with Psychiatric Disorders and Aspects of Approaches. In: Bährer-Kohler, S. (eds) Burnout for Experts. Springer, Boston, MA. https://doi.org/10.1007/978-1-4614-4391-9_4
9. Tedeschi R, Calhoun L. 1995. Trauma & Transformation: Growing in the Aftermath of Suffering. Thousand Oaks, CA: SAGE
10. Todorov, H., Nadler, R., & Todorov, I.N. (2000). Public enemy of stress & Nutrition on the aging process & life extension.

MDC-2.c

ENVIRONMENTAL PSYCHOLOGY

UPYWD20108

(i) Course Learning Outcome:

After the course, the students will be able to:

1. Explain the meaning, scope and nature of environmental Psychology and demonstrate an understanding of the influences of nature and culture on human behaviour.
2. Evaluate the influences of changes in natural and environmental conditions both healthy and unhealthy on human thoughts and behaviour.
3. Appreciate the role of cultural and socio-economic conditions as a major influencer in human existence.
4. Apply the psychological principles to improve their own wellbeing and appreciate the social movements in promoting the green environment.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3	2		2	1	2			3	3
CL02	3	2	1	2	2	1		2		
CL03	2	1		2	1		1	3	2	2
CL04	3	1	2	3	3		1	2	3	3

(ii) Broad contents of the course:

The course introduces the fundamental concepts of environmental Psychology such as its meaning, nature and scope. It also covers the interaction between humans and the environment and the effects of such interaction on human beings.

(iii) Skills to be learned:

Students will learn to use the natural environment to enhance their wellbeing as well as to mitigate the negative impact of the environment on human behaviour.

(iv) The detailed contents of this course, references and suggested books:

Unit I: Introduction to Environmental Psychology

a. Meaning, definition, nature, and scope of environmental psychology; Habitats in human history; Nature and Human Nature Perspectives in Eco-Psychology; Cultural difference in environmental perceptions.

Unit II: Relationship to Nature

- a. Environmental memories: Place attachment, Human Behaviour and Environment, Cultural and landscape ecology; Environmental Risks; Emotional impacts and meanings of the Natural environment experience; Risk perception; Environment Stress; Conceptualization of stress; Effects of environmental stress.
- b. Awareness workshop on Environmental Protection.

Unit III: Behavioural and Social

- a. Theories of environment-behaviour relationships; Environmental perception and cognition; Ecological view on perception and behaviour; Climate change and behaviour; Environmental ethics and social movement; Values, beliefs, and attitudes about the environment; Changing behaviour to save the environment; Environmental Education
- b. Assessments: Environmental Impact Assessment (EIA), Risk assessment, and Vulnerability analysis.

References

1. Arora, N. & Khan, F. A. (2014). Environmental Psychology. India: Book enclave
2. Bell, P., Greene, T., Fisher, J., & Baum, A. (2001). Environmental Psychology (5th ed.). NY: Harcourt Brace, Inc.
3. Bonnes, M., Lee, T. (2009). Psychological theories for environmental issues (ethnoscapes). Routledge. 1st ed.
4. Clatyon, S. & Manning, C. (2018). Psychology and climate change: human perception, impacts and responses. UK: Academic Press.

5. Introduction. UK :British Psychological Society and John Wiley & Sons, Ltd.
6. Steg, L., & De Groot, J. I. M. (2019). Environmental Psychology: An introduction. John Wiley & Sons Ltd.
7. Steg, L., Van Den Berg, A.E. & De Groot, J.I.M (2013). Environmental Psychology an

Suggested reading

1. Bonnes , M., Lee, T. & Bonaicito, M (2016). Psychological theories for environmental issues.USA: Ashtage publishing
2. Chopra , K. (2017). Development and environmental policy in India- the last few decades. India:Springer
3. Gifford, R. (2007). Environmental Psychology: Principles and practice (4 ed.). Colville, WA:Optimal Books.
4. Jorge, V. & Lucila, G. (2010). Environmental Psychology: New Developments (Psychology,Research Progress). Nova Science Publishers
5. Nickerson, R.S. (2003). Psychology and environmental change. USA: Lawrence Erlbaum
6. Saxena, H.M. (2006). Environmental studies. New Delhi: Rawat Publications.
7. Uberoi,N.K.(2003). Environmental management (11th ed.). New Delhi: Excel books
8. University Presshttps://psychology.fandom.com/wiki/Environmental_impact_assessment
9. Wicker, A. W. (1979). An Introduction to Ecological Psychology. New York: Cambridge

MDC-2. d.**CYBER PSYCHOLOGY**

UPYWD20109

(i) Course Learning Outcomes:

After the course the students will be able to

1. Outline the historical development of cyberspace, the current trends and issues related to the cyber world and exhibit a conceptual clarity about the field of cyber-Psychology.
2. Explain the important theories related to human behaviour in cyberspace and critically evaluate them.
3. Critically evaluate the positive and negative influences of the cyber world on human beings, individually and in groups.
4. Develop strategies to efficiently use cyber technology to aid the betterment of human existence and mitigate its negative effects.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3	2	2		2					
CL02	3	2		2	2			1	1	2
CL03	3	2	1	2	2	1	1	1	2	2
CL04	3		2	3	3	1	1	3	3	3

(ii) Broad contents of the course:

The course introduces the discipline of cyber-Psychology and throws light on the nature of cyberspace. The course also presents the development of self in relation to cyber spaces and discusses the good, the bad and the ugly of the cyber world and its impact on human existence.

(iii) Skills to be learned:

Students will learn to efficiently use the cyberspace for everyday living as well as to mitigate the negative impact of the cyber space on human behaviour

(iv) The detailed contents of this course, references and suggested books:

Unit I: Introduction to Cyber Psychology and the Online Self

- a. Meaning of cyber psychology and cyberspace; history; technology across lifespan: Cyberspace as a psychological space; Basic psychological features of cyberspace; Networks as "Mind" and "Self"; Social Psychology of cyberspace: Self and community in the age of the Internet; Role of psychologist in Cyberspace;
- b. Methods of studying – Observational, Correlational, Experimental, Online Methods; Research Ethics in Cyberpsychology; Importance and Application of Cyber Psychology.
- c. Nomophobia questionnaire, internet addiction assessment

Unit II: Online Self, Interpersonal and Group Dynamics in Cyberspace

- a. Concept of Online identity and Multiple selves; Morals and Social Norms; Impression management and Self-Presentation; Motivation for Managing Self-Impression and its Impact; Cyberspace and Personality; Unique Components of Internet Environment- Anonymity, Control Over Physical Appearance, General Control Over Interaction, The Black Hole of Cyberspace, Internet Demographics; Cyberspace Humour; Coping with Spam; Online Gender-Switching.
- b. Psychology of text relationship, Transient and Long-Term Relationship, Cyberspace Romance; The Social Consequences of Online Interactions; social media-Introduction and Uses, social media and Cyberactivism; Positive aspect of social media
- c. Social Psychology of Online Groups-Developmental Stages of Mailing Lists; Making Virtual Communities Work Communicating with Typed Text Chat; Extending A Work Group into Cyberspace; Group Games

Unit III: Cyber Space and Mental Health

- a. Importance of mental health in cyberspace; internet-based disorders – Gaming, Cyber Bullying, Cybersickness, Cyberchondriasis, Phantom Effect, Online Depression, Internet Addictions, Nomophobia, Google Effect;

- b. Social media and cyber psychology behaviours-Comparison and Low Self-Esteem, Depression, Social Isolation and Ostracism, Negative Relationships, Fear of Missing Out (FOMO), Sleep Deprivation, Addictive Behaviour, Eating Disorder, ADHD, Positive Correlates of Social Media Use, social media and Memes;
- c. Psychotherapy in cyberspace - A Five-Dimensional Model of Online and Computer Mediated Psychotherapy. Online Mental Health Therapies-Individual Tele-psychotherapy, Self-Help Therapy, Online Self-Help Groups, Uses of Therapy in Mental Health Care Tools; Managing Deviant behaviour in online groups. Deviant Behaviour and Cybercrime.
- d. Workshop: Deviant Behaviour and Cybercrime, Cyber bullying

References

1. Anmol, Patnaik, R, Rana, G., (2019). Cyber Psychology: A Brief Introduction to cyber Psychology. Notion Press.
2. Barton,H , Connolly,I, Palmer, M, Kirwan, G., (2016), An Introduction to Cyber Psychology, Routledge.London
3. Khader,M, Seng, L, & Xiau, W., (2021). Introduction to Cyber Forensic Psychology: Understanding The mind of Cyber Deviant Perpetrators. World Scientific Publishing Co Pte Ltd
4. Ravindra Thakur., (2011). Cyber Psychology, New Delhi, Global Vision Publishing House.

Suggested Readings

1. Adam N Joinson (2002), Understanding the Psychology of Internet Behaviour: Virtual worlds, Real lives, Palgrave Macmillan, New York.
2. Calvo, R. A., D'Mello, S., Gratch, J. M., &Kappas, A. (Eds.). (2015). The Oxford handbook of affective computing. Oxford University Press, USA.
3. Dalal,S.R, Steinke, J, Tetrick, L,S & Zaccaro, S., (2016). Psychosocial Dynamics of Cyber Security. Routledge
4. Dr Aiken.M (2016), the Cyber Effect: A Pioneering CyberPsychology Explains How Human Behaviour Changes Online, published by John Murray- A Hachette UK company
5. Fullwood,C, Keep, M, Kuss, D & Smith, A., (2019). The Oxford Handbook of CyberPsychology. Oxford University Press.

6. IOS Press, (2001). *Towards Cyber Psychology: Mind, Cognitions and Society in the Internet Age*. Amsterdam.
7. Monica T. Whitty, Garry Young (2016). *Cyber Psychology: The Study of Individuals, Society and Digital Technologies*. BPS textbook
8. Norman, K.L., (2017). *Cyber Psychology: Introduction to Human- Computer Interaction*. Cambridge University Press.
9. Whitty, M.T & Young, G., (2017). *Cyber Psychology The study of Individuals, Society and Digital Technologies*. The British Psychological Society.

MDC.2. e.**MEDIA PSYCHOLOGY**

UPYWD201010

(i) Course Learning Outcomes:

After the course, the students will be able to:

1. Summarise the basic concepts, developments, issues and debates in the field of media Psychology.
2. Understand the principal theories and processes of media use and its effects.
3. Critically appraise the effects of media on individuals and society.
4. Evaluate the representation of different social groups in media.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3	2	2							
CL02	3	1		1	2	3				
CL03	2	1	2	2	3	2	1	2	2	2
CL04	2	1	1	2	3	2	1	3	2	2

(ii) Broad contents of the course:

The course presents the key concepts, fundamental processes, developments, issues and the various theories of Media Psychology and throws light on the impact of media use on various populations.

(iii) Skills to be learned:

The students will be able to cultivate and practise media hygiene and will develop skills that enable healthy use of social media.

(iv) The detailed contents of this course, references and suggested books:**Unit I: Introduction**

a. Introduction: Definition of media psychology; Brief history; Scope of media psychology; Role of media psychologists; Related concepts- Para-social interaction, fans and fandom; Media & Social groups (gender, minority groups, disabled, mentally ill); Law on children's advertisements; Ethical guideline in media use.

b. Self-Assessment lab: Mobile phone addiction, problematic pornography consumption, Scale on Advertising Effectiveness, Social Networking Usage, Social media/Facebook Addiction.

Unit II: Theories

a. Theories: Media Audience Theories- Passive audience model, active audience model, cultivation theory, hypo-dermic model, two-step flow theory, uses and gratification model, theory of reception analysis, selective filter model, cultural effects model; Media and Theory of mind; Stage theory of consumer development

b. Analysis of media text: Analysis of print, electronic, web, graphic or video with reference to the above-mentioned theories/models

Unit III: Psychological Impact of Media on Individuals & Society

a. Impact of media- Role of media in creating fantasy versus reality; Script and schema explanations; Impact of media on children; Role of media figures; Media influence on body image, prosocial behaviour & national/international conflicts; Media & violence; Pornography and its impact on different age groups; Role of Psychology in advertising; Media and Pandemic.

b. Analysis of a social media platform- Analysis of any social media with regard to its: role in creating fantasy versus reality, role amidst COVID-19 pandemic, role in preventing/propagating violence, influence on children, role in national/international conflicts, influence on an individual's well-being

References

1. Brewer, G.(2011). Media psychology. Palgrave Macmillan
2. Dill, K. E. (Ed.). (2013). The Oxford handbook of media psychology. Oxford University Press.

3. Giles, D. (2003). *Media Psychology*, Lawrence Erlbaum Associates & Publishers: London
4. Prentiss, A. (2016). *Ethical issues in journalism and media*. Arcler Education Inc. India,
5. Ruddock, A. (2001). *Understanding audiences, theory and method*. Sage publications, London.

Suggested reading

1. Giles, D. C. (2002). Parasocial interaction: A review of the literature and a model for future research. *Media psychology*, 4(3), 279-305.
2. Impact of media use on children and youth. *Paediatrics and Child Health*, (2003), –. doi:10.1093/pch/8.5.301
3. López-Guimerà, G., Levine, M. P., Sánchez-Carracedo, D., & Fauquet, J. (2010). Influence of mass media on body image and eating disordered attitudes and behaviours in females: A review of effects and processes. *Media Psychology*, 13(4), 387-416.
4. Matheson, D. (2005). *Media discourses: analysing media texts*. Open University Press
5. McGraw-Hill Education. England.
6. Ostic, D., Qalati, S.A., Barbosa, B., Shah, S.M., Vela, E.G., Herzallah, A.M., & Liu, F. (2021). Effects of Social Media Use on Psychological Well-Being: A Mediated Model. *Frontiers in psychology*.
7. Raney, A.A., Janicke- Bowles, S.H., Oliver, M.B., & Dale, K.R. (2020). *Introduction to positive media psychology*. Routledge; 1st edition

MDC.2.f.**POSITIVE PSYCHOLOGY**

UPYWD201011

(i) Course Learning Outcome:

After the course the students will be able to:

1. Demonstrate a conceptual understanding of the underlying philosophy of positive Psychology
2. Explain the Positive Psychology concepts such as values, character strengths, virtues, compassion, mindfulness etc.
3. Develop a holistic understanding of the various positive Psychology concepts from the western and eastern philosophy and apply some techniques like gratitude journal, mindfulness meditation etc in everyday life
4. Develop positive Psychology modules for varied settings such as schools, workplace etc.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3	2						2		
CL02	3	2	2		1	2	1	2	1	
CL03	3	3	3	2	2	3	2	3	3	2
CL04	3	3	2	2	2	3	3	3	3	2

(ii) Broad contents of the course:

The course presents the important concepts and the key practices from the eastern and western traditions related to positive Psychology. It also covers key topics such as meaning, definition, models and assessment of positive psychological constructs.

(iii) Skills to be learned:

The course provides a strong conceptual foundation in the field of positive Psychology. The students will be able to develop important skills to practice positive psychological practices such

as gratitude, loving kindness meditation and compassion related meditations and journals as self-care strategies.

(iv) The detailed contents of this course and references and suggested books:

Unit I: Introduction

- a. Introduction: Meaning, definition, and importance of positive Psychology; history of positive Psychology; Positive Psychology -roots in Humanistic approach, Character Strengths and Virtues.
- b. Experiential learning lab: Assessment of VIA – 24 Strengths; Different dimensions of well-being- Psychological well-being, subjective well-being, social well-being, emotional well-being, hedonic vs eudaimonic well-being, spiritual well-being

Unit II: Theories and Concepts

- a. Theories: Theories of love: love equity theory, attachment theory; filter theory, reward theory of attraction, triangular theory of love; flow theory; flourishing vs languishing; Snyder's hope theory; theories of emotional intelligence – 'Goleman', 'Bar-On', 'Mayer, Salovey, and Caruso's'; friendship- types and theories; Frederickson's Broaden-and-Build Theory of Positive Emotions; Deci & Ryan's Self Determination Theory; Seligman's Authentic Happiness Theory; Toxic positivity; The disability paradox; Sobriety; Adaptation to change.
- b. Experiential learning lab: Contemplative meditation, gratitude intervention, loving kindness meditation, the activity of coloured candy goes around, happiness boosting exercises.

Unit III: Personal Qualities and Positive States of Mind

- a. Happiness- meaning, measures, and types; forgiveness; coping and resilience; post-traumatic growth; gratitude; self-regulation; grit; humour; savouring; optimism; mindfulness; Psychological flexibility; prosociality; subjective vitality; compassion; kindness; Self-compassion; positive communication.
- b. Experiential learning lab: Sitting meditation, Mindfulness, Forgiveness exercise, Exercising kindness, the happiness quiz, Compassion exercises.

References

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. Crompton, W.C. (2005). An Introduction to Positive Psychology. Singapore: Thomson.
4. Lopez, S. J., Pedrotti, T. J., & Snyder, C. R. (2018). Positive Psychology: The Scientific and Practical Explorations of Human Strengths (4th ed.). SAGE Publications, Inc.
5. Snyder, C. R., & Lopez, S. (2002). Handbook of Positive Psychology. New York: Oxford University Press.

Suggested reading

1. Ciarrochi, J. & Kashdan, T. B. (2013). Mindfulness, acceptance and Positive Psychology.
2. Compton, .C.W & Hoffman, E. (2019). Positive Psychology, The happiness of flourishing.
3. Hefferon, K.,&Bonniwell.I. (2011). Positive Psychology theory, research and application. McGraw hill House.
4. Library of congress Cataloguing in Publication data.
5. Linley, P.A. and Joseph, S. (2004), Positive Psychology in Practice. New York : John Wiley and Sons.
6. Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University Press.
7. Seligman, M.E.P. (2002). Authentic Happiness: Using the New Positive Psychology to Realise Your Potential for Lasting Fulfilment. New York: Free Press/Simon and Schuster.
8. Snyder, C.R., Lopez, S.J. & Pedrotti, J.T. (2011). Positive Psychology: The Scientific and Practical Explorations of Human Strengths (2nd Ed.). Sage Publication, Inc.

SEC-2**EMOTIONAL FIRST AID**

UPYPS20101

(i) Course Learning Outcomes:

After the course, the students will be able to:

1. Identify basic emotions in intrapersonal and interpersonal settings. (Remember Level)
2. Demonstrate and practice emotional health techniques such as mindfulness, gratitude practice, and journaling. (Apply Level)
3. Design workshops and educational modules on coping with emotionally vulnerable situations such as loss, rejection, and failure. (Create Level)
4. Facilitate workshops on topics related to emotional first aid. (Apply and Create Level)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01			3			2	2		2	2
CL02	1	1	3			2	2		2	2
CL03	1	2	3			2	2		1	1
CL04		1	3			2	2		1	1

(ii) Broad contents of the course:

The course provides hands-on training on emotional first aid techniques through practice in the classroom and on-field exposure.

(iii) Skills to be learned:

The students will demonstrate skills for emotional first aid in varied crucial situations, such as Psychological and environmental risks, and practice skills, such as relaxation and self-care, to ensure the emotional safety of self.

(iv) The detailed contents of this course, references, and suggested books:**Unit 1: Basic Skills and Stages**

- a. Basic emotional first aid skills- Reach Out, Protect, Reassure, Organize, Reinforce;
- b. Stages: Identifying basic emotions, Reflective listening, Assessment of needs, Prioritisation, Intervention, and Disposition.

Unit 2: Strategies and Techniques

- a. Mental health pyramid: a risk and response protocol; Role-Plays at all three levels of risk represented in the Mental Health Pyramid
- b. Techniques: Journaling, Sharing experiences, Practice gratitude, Relaxation and Mindfulness practice, Positive thinking exercise.

Unit 3: Application Areas

- a. Self-Care, Critical Incident Stress; violence and other issues
- b. Rejection, Failure, Loneliness, and trauma; Psychological crisis.

References

1. Fishbein, J. R. (2001, January 21). Emotional First Aid. iUniverse.
2. Gilat, Itzhak & Ezer, Hanna & Sagee, Rachel. (2014). Emotional first aid on the internet: Theory and research.
3. Greenstone, J. L. (2015). Emotional First Aid: A Field Guide to Crisis Intervention and Psychological Survival. Whole Person Associates, Inc.
4. James, M., Perring, S., & Publishing, W. (2020). Emotional First Aid: How to Feel Better in Times of Crisis. Watkins Publishing
5. Uhernik, J.A., M.A. Husson. "Psychological first aid: an evidence informed approach for acute disaster behavioural health response." In G. R. Walz, J. C. Bleuer, and R. K. Yep (Eds.), *Compelling counselling interventions*. Alexandria, VA: American Counselling Association. 2009: 271-280.

Suggested Reading

1. Community-Based Psychological First Aid. (2016). The Australian Psychological Society. <https://doi.org/10.1016/c2015-0-01671-9>.
2. Everly, G. S., Lee McCabe, O., Semon, N. L., Thompson, C. B., & Links, J. M. (2014, September). The Development of a Model of Psychological First Aid for Non-Mental Health Trained Public Health Personnel. *Journal of Public Health Management and Practice*, 20(Supplement 5), S24–S29. <https://doi.org/10.1097/phh.0000000000000065>
3. Shultz, J. M., & Forbes, D. (2013). Psychological First Aid: Rapid proliferation and the search for evidence. *Disaster health*, 2(1), 3–12. <https://doi.org/10.4161/dish.26006>
4. Watson PJ, Brymer MJ, Bonanno GA. . Postdisaster Psychological intervention since 9/11. *Am Psychol* 2011; 66:482 - 94; <http://dx.doi.org/10.1037/a0024806>.

VAC-2**PROFESSIONAL DEVELOPMENT**

UPYTV20703

(i) Course Learning Outcome:

After completion of the course the students will be able to:

1. Understand the concept of professionalism, professional behaviour and mannerisms.
2. Display professional behaviour in both physical and virtual presence.
3. Develop a comprehensive career plan and identify opportunities of employability.
4. Exhibit all essential skills for professional development and growth.
5. Understand, develop and exhibit skills that would make the pupils employable.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3	1		1						
CL02	2	2	2	3	2	1			2	2
CL03	2	1	1	3	2	1	1	2	3	3
CL04	3	1		3	2	2	2	2	3	3
CL05	3	2	1	3	2	1	11	2	3	3

(ii) Broad contents of the course:

The course throws light on the understanding and development of various skills that are related to professional development such as professional etiquettes, professional networking and employability skills such as time management, team work, presentation, professional writing etc.

(iii) Skills to be learned:

The students will learn skills such as time management, presentation skills, professional writing etc.

(iv) The detail contents of this course and references and suggested books:**Unit I: Etiquettes Across Contexts**

a. Everyday manners: Common courtesies and manners at home, dining out, travelling, attending performance and official life; letters, telephone, Email, computers and other personal devices.

b. Social life: Host, Guest, Invitations, Celebrations, Social net workings; Work place: Getting the job- job search and job interview; Job - office, workplace relations, customer.

Unit II: Career Planning and Skills Development

a. Career Planning: Personal objectives; Analysis of skills and resources; identifying career path; constructing a long-term career development plan; Career Portfolio; Resume Preparation; Interview Skills; First impression; Creating and maintaining

b. Skills Development: Leadership Skills; Team building; Decision making; Conflict resolution; Communication skill; Addressing a professional gathering, Presentation Skills, Drafting a formal letter and email; social networking; Personal devices and technology.

References:

1. Budhale, P., 2021. Golden Book of Business Presentation Skills. 1st ed. New Delhi: Bloomsbury.
2. Kucharvy., T., 2014. Creating A Pathway to Your Dream Career: Designing and Controlling Career Around Your Life Goals. 1st ed. New York: Business Expert Press.
3. Lizzie Post (Author), Daniel Post Senning (2017) Emily Post's Etiquette, 19th Edition: Manners for Today (Emily's Post's Etiquette; Harper Collins: NY
4. Rao, R., 2016. Life Skills Education. 1st ed. Neelkamal.
5. Sharma, P., 2022. Soft skills: Personality Development for Life Success. 3rd ed. BPB Publications.

Suggested Reading:

1. Bagchi, S. (2012). The professional companion. How to make the best of your workplace skills. Penguin books. India.
2. Gupta, S. (2017). Correct manners and etiquette. V & S Publishers. New Delhi.

3. Reardon, R., Lenz, J., Sampson, J., Peterson, G.W. (2017). *Career Development and Planning: A Comprehensive Approach*. Kendall/Hunt Publishing Co, U.S.; Fifth edition.
4. Senning, C.P., Post, P., & Bjorkman, S. (2006). *Emily's Everyday Manners Hardcover*. HarperCollins; Illustrated edition.
5. Theobald, T. (2013). *Develop your presentation skills: creating success*. Kogan Page; 2nd edition
6. Tuhovsky, L. (2015). *Communication Skills: A Practical Guide to Improving Your Social Intelligence, Presentation, Persuasion and Public Speaking: 9 (Positive Psychology Coaching)*. Createspace Independent Pub; 1st edition.
7. Verma, M.S., & Verma, S. (2021). *Job Search Secrets: Master the Art of Getting a Job*. Penguin Portfolio
8. Yeung, R. (2008). *How to succeed at interviews*. Rupa Publications. India

SEMESTER III

DSC 3.a.**COGNITIVE PROCESSES**

UPYTC30200

(i) Course Learning Outcome:

After the course the students will be able to:

1. Outline the historical development and discuss the current issues and developments in the field.
2. Demonstrate a strong conceptual clarity by explaining the concepts such as attention, perception, memory, metacognition etc.
3. Evaluate the strengths and limitations of important theories of attention, perception, memory and recognition by critically analysing it.
4. Apply the reasoning and problem-solving strategies in real-life situations.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3	3		2	2	3	1			2
CL02	3	2	1		1			1	1	1
CL03	2	1	2	2	2	2	3	3	2	2
CL04	2	3	3	3	3	3	2	3	3	3

(ii) Broad contents of the course:

The course presents the important schools and theories in Cognitive Psychology and discusses the current status and trends in Cognitive Psychology. It also covers key topics such as meaning, definition, determinants, stages and models.

(iii) Skills to be learned:

The course provides a strong conceptual foundation on concepts related to Cognitive Psychology such as attention, perception, memory etc. the students will be able to develop important skills in

developing interventional strategies and understanding the use of cognitive measurements like X-Ray, PET etc.

(iv) The detailed contents of this course, references and suggested books:

Unit I: Introduction

a. Introduction: Definition of Cognitive Psychology; Stages of Cognitive processes; Methods for studying Cognition; Early Approaches to Cognition- Introspectionism, Gestalt Psychology, Behaviourism; The Cognitive approach - Representation, Computation; Types of cognition: auditory cognition and visual cognition; Concept of cognition in ancient Indian thought.

b. Current status and trends in Cognitive Psychology- Metacognition, Robotics, Artificial Intelligence; Techniques used in Cognitive Psychology- X-Ray, CT scan, Sonography, MRI, PET Scan, EEG, & fMRI.

Unit II: Basic Cognitive Processes

a. Attention: Meaning, definitions and types; Theories of attention, Models of attention, Factors affecting attention.

b. Perception: Meaning, definitions and types; Principles of perception; Imagery- Characteristics of mental images; Cognitive maps; Schemas and Meta-memory.

c. Recognition: Object and Face recognition, Recognition by Touch, Recognition of Two-dimensional objects, Recognition of Three-dimensional objects.

Unit III: Memory, Thinking and Language

a. Memory: Nature, basic concepts, and definitions of memory; Types of memory- Long-term memory, working memory, Autobiographical memory; Models of Memory- The Atkinson-Shiffrin model, the Levels of Processing Approach, Tulving's model, the Parallel Distributed Processing Approach; Neural Network Modelling and Mnemonics.

b. Thinking- Definitions, Nature, and Types of Thinking; Tools of Thinking- Images, Concepts, Symbols and Signs; Processes of Thinking; Nature and processes of creative thinking.

c. Language- Definitions and nature of language; Structure of language; Theories of language acquisition- Behaviourist theory, Nativist theory, Interactionist theory; The Language System- speech sounds, word level, sentence level; Psychology and Linguistics; Properties of Language; Basic components of words and sentences; Language Comprehension; Reading; Understanding Conversations and Essays; Language and Thought; Language in a Social Context.

Unit IV: Higher Cognitive Processes

- a. Intelligence: Meaning, definitions and Nature; Theories of intelligence- Unitary Theory, Multifactor Theory, Two Factor Theory, Group Factor Theory; Genetic and Environmental Influence on Intelligence; Classification of Intelligence Tests; Concept of Mental Age and IQ.
- b. Reasoning and Decision Making: Definitions and nature of reasoning and Decision making; Conditional and syllogistic reasoning- process, rules, factors affecting them; process, heuristics by thumb rule and framing effect; Problem solving- Meaning and Method of Problem solving.
- c. Consciousness: Definitions and nature of Consciousness; Consciousness of Mental Processes; Preconscious Processing; Consciousness in Indian Knowledge systems.

References:

1. Galotti, K.M. (2008). *Cognitive Psychology: Perception, Attention, and Memory*. London: Cengage.
2. Hunt, R. R., & Ellis, H.C. (2006). *Fundamentals of Cognitive Psychology*. New Delhi: Tata McGraw Hill.
3. Sinha, J. (2017). *Indian psychology vol.2. Cognition*. Motilal banarsidass publishers private limited. Delhi.
4. Solso, R. L., MacLin, O. H., & MacLin, K. M. (2014). *Cognitive Psychology (8th ed.)*. New Delhi: Pearson Education.
5. Sternberg, R. J. (2009). *Applied Cognitive Psychology: Perceiving, Learning And Remembering*. New Delhi: Cengage Learning.

Suggested reading

1. Eysenck, M. W., & Keane, M. T. (2020). *Cognitive Psychology: A Student's Handbook (8th ed.)*. Psychology Press.

2. Goldstein, B. E. (2018). *Cognitive Psychology: Connecting Mind, Research and Everyday Experience* (5th ed.). Wadsworth Publishing Co Inc.
3. Groome, D. (2021). *An Introduction to Cognitive Psychology: Processes and Disorders* (4th ed.). Routledge.
4. Matlin, M. W. (2013). *Cognitive Psychology* (8th ed.). Wiley.
5. Nolen-Hoeksema, S., Fredrickson, B., Loftus, G. & Wagenaar, W., (2015). *Atkinson & Hilgard's Introduction to Psychology*. 16th ed. Hampshire: Cengage Learning EMEA.
6. Reed, S. K. (2022). *Cognition: Theories and Applications* (10th ed.). SAGE Publications, Inc.
7. Sinha, J., (1985). *Indian Psychology*. Jadunath Sinha Foundation. New Delhi
8. Smith, E. E. (2007). *Cognitive Psychology: Mind And Brain*. Prentice Hall.
9. Sternberg, R. J., & Sternberg, K. (2016). *Cognitive Psychology* (7th ed.). Wadsworth Publishing.
10. Taylor, S., & Workman, L. (2021). *Cognitive Psychology: The Basics* (1st ed.). Routledge.

DSC.3. b.**EXPERIMENTS IN COGNITIVE PROCESSES**

UPYPC30201

(i) Course Learning Outcomes:

After the course the students will be able to:

1. List the important experiments related to Cognitive processes which are used in a Psychology laboratory and psychological testing.
2. Understand the use and applicability of important experiments such as Facial recognition, Tower of Hanoi etc.
3. In this paper, the students will critically evaluate the strengths, weaknesses and limitations of the psychological tests and administer the tests in appropriate settings and professionally report the results.
4. Analyse the gaps in testing and appreciate the current developments in the field and demonstrate relevant skills to develop experiments and psychological tests.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	2	1		3	1		1		1	
CL02	3	2	2	3	2	1	2	3	2	2
CL03	2	3	3	2	3	3	3	3	3	3
CL04	3	3	3	2	3	2	3	2	3	3

(ii) Broad contents of the course:

The course presents several important tests and experiments related to Cognitive processes such as Facial recognition, Syllogistic reasoning, Problem solving etc. and will consolidate the theoretical understanding of key concepts through practical exposure. It also covers important topics such as its administration, strengths and limitations and will introduce the students to the technological world of web-based tests and experiments in Psychology.

(iii) Skills to be learned:

The course will give a solid practical exposure to the measurement of Cognitive processes such as attention, recognition, memory etc. the students will develop a scientific temper to administer the tests ethically in appropriate settings and the skills to develop psychological experiments.

(iv) The detailed contents of this course, references and suggested readings:**Unit I: Laboratory Experiments**

- a. Effect of schema on memory, Verbal memory, Visuospatial Working memory, Numerical Memory, Semantic memory, Visual recognition, Mnemonics
- b. Syllogistic reasoning, Tower of London, Tower of Hanoi, Effect of set on problem solving, Embedded Figures Test, Levels of processing.

Unit II: Web Based - Online Experiments

Attention span, Reaction Time, Dichotic Listening, Object Location Memory, Word Recognition, Stroop effect, Judgement of reasoning, Maps

References

1. Aiken, L.R., & Groth- Marnat, G.(2006). Psychological Testing and Assessment (12th ed.).Boston, MA: Pearson.
2. Anastasi, A. & Urbina, S. (1997). Psychological testing. New Delhi: Pearson Education.
3. Gregory, R.J. (2005). Psychological testing: History, principles and applications. New Delhi:Pearson Education.
4. Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications, andIssues. Australia: Thomson Wadsworth.
5. Sternberg, R. J. (2009). Applied Cognitive Psychology: Perceiving, Learning And Remembering. New Delhi: Cengage Learning.

Suggested reading.

1. Eysenck, M. W., & Keane, M. T. (2020). Cognitive Psychology: A Student's Handbook (8th ed.). Psychology Press.
2. Galotti, K.M. (2008). Cognitive Psychology: Perception, Attention, and Memory. London: Cengage.

3. Goldstein, B. E. (2018). *Cognitive Psychology: Connecting Mind, Research and Everyday Experience* (5th ed.). Wadsworth Publishing Co Inc.
4. Groome, D. (2021). *An Introduction to Cognitive Psychology: Processes and Disorders* (4th ed.). Routledge.
5. Matlin, M. W. (2013). *Cognitive Psychology* (8th ed.). Wiley.
6. Nolen-Hoeksema, S., Fredrickson, B., Loftus, G. & Wagenaar, W., (2015). *Atkinson & Hilgard's Introduction to Psychology*. 16th ed. Hampshire: Cengage Learning EMEA.
7. Postman, L., & Egan, J.P. (1949). *Experimental psychology*. Joanna Cotler Book
8. Reed, S. K. (2022). *Cognition: Theories and Applications* (10th ed.). SAGE Publications, Inc.
9. Smith, E. E. (2007). *Cognitive Psychology: Mind And Brain*. Prentice Hall.
10. Sternberg, R. J., & Sternberg, K. (2016). *Cognitive Psychology* (7th ed.). Wadsworth Publishing.
11. Taylor, S., & Workman, L. (2021). *Cognitive Psychology: The Basics* (1st ed.). Routledge.

DSC.4**LIFE SPAN DEVELOPMENT**

UPYTC30202

(i) Course Learning Outcome:

After completing the course, the students will be able to:

1. Summarise the concepts and theories in the field of lifespan development, including Indian theories, and identify developmental issues in infancy (remember and understand level)
2. Compare, contrast and evaluate the theories of lifespan development and deduce their strengths and weaknesses (Analyse and evaluate level)
3. Develop meaning and purpose in life and death and outline the cultural differences in the grieving process (Create level)
4. Use relevant tools to assess the development at various developmental phases and use the theories to solve issues that are related to everyday living (Apply level)

Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3			1						
CL02	3	1	1	2	1	1	1			
CL03	3	1		2	2			3	1	
CL04	3	1	3	3	3		1	2	1	2

*‘3’ in the box for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping

(ii) The broad contents of this course:

This paper focuses on creating a strong conceptual and theoretical basis in understanding development across life spans. Consequently, the paper provides an overview of the various concepts and theories of life span development and also focusses on the assessment of development at various stages of life.

(iii) Skills to be learned:

The students will be skilled in identifying the delay in reaching developmental milestones and symptoms of disorders if any.

(iv) The detailed contents of this course, references, and suggested books:**Unit I: Introduction and Early Stages**

- a. Introduction: Scope, concepts and methods of study; Theoretical perspectives of Lifespan development; Socio-Cultural Contexts for Human Development;
- b. Prenatal development and birth – factors affecting; Indian model of life span development
- c. Infancy and early childhood: Sensory and perceptual development in Infancy; Physical, cognitive, social and personality development in infancy and early childhood.

Unit II: Adolescence and Adulthood

- a. Middle childhood, late childhood and adolescence: Physical, cognitive, social and personality development in middle childhood, late childhood and adolescence
- b. Early adulthood and middle adulthood: Physical, cognitive, social and personality development in early and middle adulthood
- c. Late adulthood: Physical, cognitive, social and personality development in late adulthood; Death, dying, and bereavement

References

1. Berk, L. E. (2010). *Child Development* (8thed.). Prentice Hall.
2. Feldman, R.S., (2011). *Development across Lifespan*. Pearson Education, Inc.
3. Hurlock, E.B.(2009). *Child Development*. (6thed.)Tata McGraw Hill Edition
4. Newman, P. R., & Newman, P. R. (2012). *Lifespan Development: A Psychosocial Approach* (11th ed.). Wadsworth: Cengage Learning.
5. Santrock, J.W. (2012). *A topical approach to life-span development*. Tata McGraw-Hill.

Suggested Reading

1. Berger, K. S. (2019). *The Developing Person Through the Life Span*(11th ed.). Macmillan Publishers.

2. Berk, L.E. (2007). *Developing Child Through the Life Span* (7th Ed.) New Delhi: Pearson Education.
3. Crain, W.(2011). *Theories Of Development: Concepts And Applications* (6th. ed) Psychology Press.
4. Feldman, R. S., & Meyer, C. J. (2000). *Study Guide, Development Across the Life Span*, (2nd ed.), Robert S. Feldman. Prentice Hall.
5. Santrock, J.W. (2007). *Life Span Development* (3rd ed). New Delhi: Tata Mc Graw HillPub.
6. Steinberg,L., et.al., (2011). *Life-span development: infancy through adulthood*. Wadsworth Cengage Learning.

MC.3**INTRODUCTION TO HUMAN COGNITION**

UPYTM30200

(i) Course Learning Outcome:

After the course the students will be able to:

1. Outline the historical development and discuss the current issues and developments in the field.
2. Demonstrate a strong conceptual clarity by explaining the concepts such as attention, perception, memory, metacognition etc.
3. Evaluate the strengths and limitations of important theories of attention, perception, memory and recognition by critically analysing it.
4. Apply the reasoning and problem solving strategies in real life situations.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3	3		2	2	3	1			2
CL02	3	2	1		1			1	1	1
CL03	2	1	2	2	2	2	3	3	2	2
CL04	2	3	3	3	3	3	2	3	3	3

(ii) Broad contents of the course:

The course presents the important schools and theories in Cognitive Psychology and discusses the current status and trends in Cognitive Psychology. It also covers key topics such as meaning, definition, determinants, stages and models.

(iii) Skills to be learned:

The course provides a strong conceptual foundation on concepts related to Cognitive Psychology such as attention, perception, memory etc. the students will be able to develop important skills in

developing interventional strategies and understanding the use of cognitive measurements like X-Ray, PET etc.

(iv) The detailed contents of this course, references and suggested books:

Unit I: Introduction

a. Introduction: Definition of Cognitive Psychology; Stages of Cognitive processes; Methods for studying Cognition; Early Approaches to Cognition- Introspectionism, Gestalt Psychology, Behaviourism; The Cognitive approach - Representation, Computation; Types of cognition: auditory cognition and visual cognition; Concept of cognition in ancient Indian thought.

b. Current status and trends in Cognitive Psychology- Metacognition, Robotics, Artificial Intelligence; Techniques used in Cognitive Psychology- X-Ray, CT scan, Sonography, MRI, PET Scan, EEG, & fMRI.

Unit II: Basic Cognitive Processes

a. Attention: Meaning, definitions and types; Theories of attention, Models of attention, Factors affecting attention.

b. Perception: Meaning, definitions and types; Principles of perception; Imagery- Characteristics of mental images; Cognitive maps; Schemas and Meta-memory.

c. Recognition: Object and Face recognition, Recognition by Touch, Recognition of Two-dimensional objects, Recognition of Three-dimensional objects.

Unit III: Memory, Thinking and Language

a. Memory: Nature, basic concepts, and definitions of memory; Types of memory- Long-term memory, working memory, Autobiographical memory; Models of Memory- The Atkinson-Shiffrin model, the Levels of Processing Approach, Tulving's model, the Parallel Distributed Processing Approach; Neural Network Modelling and Mnemonics.

b. Thinking- Definitions, Nature, and Types of thinking; Tools of thinking- Images, Concept, Symbols and Signs; Processes of Thinking; Nature and processes of creative thinking.

c. Language- Definitions and nature of language; Structure of language; Theories of language acquisition- Behaviourist theory, Nativist theory, Interactionist theory; The Language System- speech sounds, word level, sentence level; Psychology and Linguistics; Properties of Language; Basic components of words and sentences; Language Comprehension; Reading; Understanding Conversations and Essays; Language and Thought; Language in a Social Context.

Unit IV: Higher Cognitive Processes

- a. Intelligence: Meaning, definitions and Nature; Theories of intelligence- Unitary Theory, Multifactor Theory, Two Factor Theory, Group Factor Theory; Genetic and Environmental Influence on Intelligence; Classification of Intelligence Tests; Concept of Mental Age and IQ.
- b. Reasoning and Decision Making: Definitions and nature of reasoning and Decision making; Conditional and syllogistic reasoning- process, rules, factors affecting them; process, heuristics by thumb rule and framing effect; Problem solving- Meaning and Method of Problem solving.
- c. Consciousness: Definitions and nature of Consciousness; Consciousness of Mental Processes; Preconscious Processing; Consciousness in Indian Knowledge systems.

References:

1. Galotti, K.M. (2008). *Cognitive Psychology: Perception, Attention, and Memory*. London: Cengage.
2. Hunt, R. R., & Ellis, H.C. (2006). *Fundamentals of Cognitive Psychology*. New Delhi: Tata McGraw Hill.
3. Sinha, J. (2017). *Indian psychology vol.2. Cognition*. Motilal banarsidass publishers private limited. Delhi.
4. Solso, R. L., MacLin, O. H., & MacLin, K. M. (2014). *Cognitive Psychology (8th ed.)*. New Delhi: Pearson Education.
5. Sternberg, R. J. (2009). *Applied Cognitive Psychology: Perceiving, Learning And Remembering*. New Delhi: Cengage Learning.

Suggested reading

1. Eysenck, M. W., & Keane, M. T. (2020). *Cognitive Psychology: A Student's Handbook (8th ed.)*. Psychology Press.

2. Goldstein, B. E. (2018). *Cognitive Psychology: Connecting Mind, Research and Everyday Experience* (5th ed.). Wadsworth Publishing Co Inc.
3. Groome, D. (2021). *An Introduction to Cognitive Psychology: Processes and Disorders* (4th ed.). Routledge.
4. Matlin, M. W. (2013). *Cognitive Psychology* (8th ed.). Wiley.
5. Nolen-Hoeksema, S., Fredrickson, B., Loftus, G. & Wagenaar, W., (2015). *Atkinson & Hilgard's Introduction to Psychology*. 16th ed. Hampshire: Cengage Learning EMEA.
6. Reed, S. K. (2022). *Cognition: Theories and Applications* (10th ed.). SAGE Publications, Inc.
7. Sinha, J., (1985). *Indian Psychology*. Jadunath Sinha Foundation. New Delhi
8. Smith, E. E. (2007). *Cognitive Psychology: Mind And Brain*. Prentice Hall.
9. Sternberg, R. J., & Sternberg, K. (2016). *Cognitive Psychology* (7th ed.). Wadsworth Publishing.
10. Taylor, S., & Workman, L. (2021). *Cognitive Psychology: The Basics* (1st ed.). Routledge.

MDC.3.a.**LEADERSHIP SKILLS**

UPYWD30200

(i) Course Learning Outcomes:

After the course, the students will be able to:

1. Define the meaning and importance of Leadership and understand the important qualities of Leadership.
2. Analyse the major theories of leadership such as the contingency theory, the great man theory etc.
3. Evaluate the factors associated with being a good leader and elucidate the role of attributional style and personal style in being a good leader.
4. Develop and practice the qualities of a good leader and integrate them to develop a personal leadership style.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3			1	1					
CL02	3	1	1	3	2	1	1	1		
CL03	3	2	2	3	2	1	1	2	2	3
CL04	3	2	2	3	3	2	2	3	3	3

(ii) Broad contents of the course:

The course presents the key topics in leadership such as the basic types and definitions as well as the various significant theories and models of leadership. The course also offers a practical exposure to building leadership skills in the students.

(iii) Skills to be learned:

The students will be able to cultivate important leadership skills based on the assessments they take in the lab

(iv) The detailed contents of this course, references, and suggested books:

Unit I: Overview of Leadership

a. Introduction: Basic concepts; Types and definitions; Principles of Leadership; Attributes of a Leader; Management and Leadership; Authority and power versus leadership; Important Keys of Leadership.

b. Self-assessment Lab: Assessment of - Self-awareness, Personality, Personal Styles and Leadership style.

Unit II: Theories on Leadership

a. Major theories - Great man theory, Trait theories, Contingency theory, Behavioural Theory, Charismatic leadership, Transactional leadership, Transformational leadership theory.

b. Experiential learning Lab: Creating Empowering Climates, Action Planning, How to Work with Other Types, Characteristics by Myers-Briggs Type, Ten Commitments of Leadership

Unit III: Factors associated

a. Associated factors: Leadership Influence; Personal Styles; Styles Flexibility; Steps to Adapting Styles; Basic Leadership Styles; Adjust Your Style; Leadership roles; challenges to leadership; Trust and leaderships; Mentoring

b. Experiential learning Lab: Emotional intelligence, Strength and growth virtues, Draw your leader identity, Challenge perceptions, What matters most?, Get real, Leader drawing exercise, Ruler exercise, Sharing strengths, Worst boss, Who's in charge?, Doing the right thing.

References

1. Byrne, R. (2009). *The secret hardcover*. Simon & Schuster; UK ed. Edition.
2. Dugan, J. P. (2017). *Leadership Theory: Cultivating Critical Perspectives* (1st ed.). Jossey-Bass.
3. Haslam, A. S., & Reicher, S.D. (2014). *Psychology of Leadership* (1st ed.). SAGE Publications Ltd.

4. Luthans, F. (1989). *Organisational Behaviour* (5th ed.). Singapore: MC. Graw Hill Book Company.
5. Robbins, S. P. (1997). *Organisational Behaviour* (7th ed.). New Delhi: Prentice-Hall of India.

Suggested reading

1. Cutler, A. (2014). *Leadership Psychology: How the Best Leaders Inspire Their People* (1st ed.). Kogan Page.
2. Greene, r. (2000). *The 48 laws of power*. Profile Books; Main edition. UK.
3. Haslam, A. S., Reicher, S. D., & Platow, M. J. (2020). *The New Psychology of Leadership: Identity, Influence and Power* (2nd ed.). Routledge.
4. Lindberg, C. (2022). *Leadership Styles: the Classics: Autocratic, Democratic, and Laissez-Faire Leadership*. Independently published.
5. Lussier, R. N., & Achua, C. F. (2015). *Leadership: Theory, Application, & Skill Development* (6th ed.). Cengage Learning.
6. McGiboney, G. W. (2017). *The Psychology of Leadership Principles, Practices, and Priorities: Textbook Edition*. Reveltree Publishing Group.
7. NorthHouse, P. G (2007) *Leadership- Theory and Practice*. New Delhi: Sage Publications.
8. Paschen, M., & Dihsmailer, E. (2013). *The Psychology of Human Leadership: How To Develop Charisma and Authority*. Springer.

MDC.3.b.**PEACE PSYCHOLOGY**

UPYWD30201

(i) Course Learning Outcomes:

After the course the students will be able to:

1. Define the philosophical underpinnings of peace, its meaning and the key concepts.
2. Evaluate the concept of peace from the perspective of psychoanalytic and psycho-socio-cultural explanations
3. Analyse the various peace building strategies from the context of vulnerable and politically sensitive geographical areas
4. Practice various peace building strategies in day to day life and develop peace Psychology based intervention for schools, communities, organisations etc.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3			2		2				
CL02	3			2	2	2	1	1	3	2
CL03	3	2	2	2	2	2	1	2	2	3
CL04	3	2	2	2	3	2	2	2	3	3

(ii) Broad contents of the course:

The course introduces the discipline of peace Psychology and the important theories that explain peace as a psychological construct. The course also gives an understanding about peace building strategies.

(iii) Skills to be learned:

Students will learn to efficiently use the concepts of peace Psychology in everyday life, particularly in problem solving and conflict resolution.

(iv) The detailed contents of this course, references and suggested books:**Unit I: Introduction**

- a. Meaning of peace; Psychology of peace; key concepts of management and transformation- peacekeeping, peace-making, peacebuilding, reconciliation, conflict management, conflict resolution, conflict prevention, and conflict transformation.
- b. Lab: Assessment of Peace behaviour, Conflict resolution, Aggression

Unit II: Psychological Understanding of Peace and Conflict

- a. Psychoanalytic- Freud, Vamik Volkan; Socio-Psychological- Herbert C. Kelman, Vollhardt & Bilali; Psychocultural Interpretations- Marc Howard Ross.
- b. Lab: Thinking positively, behaving non-aggressively, Understanding inner peace, Working in groups, Human rights.

Unit III: Building peace, Peace Process and Transformation

- a. Structure, Process and Integrated framework for peace building; peace education; Peace Process and Transformation: Kashmir, North-East – Manipur, Nagaland, Assam, Pakistan, Northern Ireland- inter-community diversity network model, South Africa – truth and reconciliation model, and Israel – cross network model; stories of peace challenge
- b. Lab: Peace education training- Understanding self, Critical thinking, Conflict resolution, living, Environment

References

1. Abu-Nimer, M., et al. (Ed.) Positive Approaches to Peacebuilding, pp169-186, Washington, DC: Pact Publications.
2. Blumberg, H.H., Hare, A.P., & Costin, A. (2006). Peace Psychology: a comprehensive introduction. Cambridge University Press; 1st edition.
3. CQ Researchers (2011). Issues in Peace and Conflict Studies, New Delhi, Sage.
4. Fox, M. A. (2014). Understanding Peace: A Comprehensive Introduction, New York, Routledge.
5. UNESCO (2005). Peace education framework for teacher education. UNESCO, New Delhi, INDIA.

Suggested Reading

1. Christie, D. J., Hare, A. P., & Winter, D. D. (2001). *Peace, Conflict and Violence: Peace Psychology for the 21st Century*. Englewood Cliffs, New Jersey: Prentice-Hall.
2. D. J. D., Byrne, S., et al. *Handbook of Conflict Analysis and Resolution, South Asia*: Routledge.
3. Galtung, J., Jacobsen, C. G., & Brand-Jacobsen, K. F. (2002). *Searching for Peace: The Road to Transcend*, London: Pluto Press.
4. Gurumayum, L. (2007). The role of Manipuri Women in Crisis Management during the Extension of Ceasefire between the Government of India and NSCN (IM) without Territorial Limits, *WISCOMP Perspectives*, 25.
5. Kelman, H. C. (2015). A Social-Psychological Approach to Conflict Analysis and Resolution, In Sandole,
6. Lederach, J. P. (2004). *Building Peace: Sustainable Reconciliation in Divided Societies*, Washington, DC: United States Institute of Peace.
7. Volkan, D. V. (1985). The Need to Have Enemies and Allies: A Developmental Approach. *Political Psychology*, 6(2), 219-247.
8. Vollhardt, J. K. & Bilali, R. (2008). Social Psychology Contribution to the Psychological Study of Peace. *Social Psychology*, 39 (1), 12-25.
9. Wallensteen, P. (2006). *Understanding Conflict Resolution: War, Peace and the Global System*, London: Sage.
10. Webel, C., & Galtung, J. (2007). *Handbook of Peace and Conflict Studies*. New York, Routledge.

MDC.3.c.**CROSS - CULTURAL PSYCHOLOGY**

UPYWD30202

(i) Course Learning Outcomes:

After the course the students will be able to:

1. Summarise the meaning of culture and cultural processes such as cultural relativity and differences
2. Analyse the role of culture in the development of self and groups and assess the various methods of studying culture and its influence.
3. Evaluate the impact of intercultural contacts on human psyche
4. Explain and analyse the implications and applications of Indian Psychological thought on human development

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3			2		2	1			
CL02	3	3	3	2	2	2	2	2		
CL03	3	1	2	3	2	2		2	2	2
CL04	3	2	2	3	3	2	2	3	3	3

(ii) Broad contents of the course:

The course presents the key concepts such as culture and the role of culture in the development of self and the impact of intercultural contacts on human behaviour.

(iii) Skills to be learned:

Students will learn to efficiently use the concepts of cross-cultural Psychology in everyday life, and thereby understand human beings and enhance the quality of their interaction with others.

(iv) The detailed contents of this course, references and suggested books:

Unit-I: Culture and Behaviour

- a. Nature of culture: cultural relativity and universality of human behaviour; mechanism of cultural transmission; processes of enculturation and acculturation; acculturation strategies.
- b. Assessment: cross-cultural world-mindedness scale, cross-cultural loss scale

Unit -II Methodology of Cross-Cultural Psychology:

- a. Comparability and equivalence; Universals; Emics and Etics; Sampling and measurement issues; Back translation; decentering and subsystem validation.
- b. Assessment: Bogardus social distance scale, Belief Acceptance Scale

Unit -III Culture in Relation to Cognition and Emotion:

- a. Culture and cognition: Theoretical positions; contemporary issues; cultural influences on perception, cognition, learning, memory, problem solving, reasoning and creativity; Everyday cognition.
- b. Culture and Emotion: Basic emotions; dimensional and componential models; subjective Experiences; appraisal; physiological reaction and emotional expressions.
- c. Assessment: Conversational Skills Rating Scale, Nonverbal Immediacy Scale, Cross Cultural Attitude Inventory.

References

1. Berry, J.W, Poortinga, Y.H., Segall, M. H., & Dasen, P. R. (2002). Cross- cultural Psychology: Research and application. New York: Cambridge University Press.
2. Berry, J.W. et al. (Eds). (1997). Handbook of cross-cultural Psychology (2nd Ed) (Vol 1-3). Boston: Allyn & Bacon.
3. Brislin, R. (Ed.) (1990). Applied cross-cultural Psychology. Newbury Park: Sage.
4. Matsumoto, D. (2001). The Handbook of Culture and Psychology. New York: Cambridge University Press.
5. Segall, M. H., Dasen, P. R., Berry, J. W., & Poortinga, Y.H. (1999). Human behaviour in a global perspective. Boston: Allyn & Bacon.

Suggested Reading

1. Allyn & Bacon.
2. During, S.(2005). *Cultural Studies: A Critical Introduction*. Taylor and Francis.
3. Fons J. R., Vijver, V.D., Chasiotis, A., Breugelmans, S.M. (2011). *Fundamental Questions in Cross-Cultural Psychology*.
4. Heine, S.J. (2015). *Cultural Psychology* Paperback. W. W. Norton & Company; Third edition
5. Levy, d., & Shiraev, E. (2008). *Cross Cultural Psychology. Critical thinking and contemporary applications*. Pearson Education.
6. Ross, N.O. (2003). *Culture and Cognition: Implications for Theory and Method*. SAGE Publications Inc; 1st edition. USA.
7. Schönplugg, U. (2008). *Cultural Transmission: Psychological, Developmental, Social, and Methodological Aspects (Culture and Psychology)*. Cambridge University Press.
8. Triandis H.C. et al. (Eds.) (1980). *Handbook of cross-cultural Psychology, (Vol.1-6)*. Boston:

MDC.3.d.**NON-VIOLENT COMMUNICATION**

UPYWD30203

(i) Course Learning Outcomes:

After the course, the students will be able to:

1. Explain the need and significance of Non-Violent Communication (NVC)
2. Evaluate the relationship of Non-Violent Communication with other positive Psychology concepts such as empathic communication, compassion etc.
3. Learn techniques to skilfully apply NVC principles to develop self-compassion, embodied aboutness, psychological safety etc.
4. Develop understanding of the theory, practice and research of NVC and how to apply that knowledge in day to day lives, specifically in conflict resolution, compassionate care etc.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3		1	1	1					
CL02	3	2	1	1	2	1	2		2	2
CL03	3	2	2	3	3			2	3	3
CL04	3	3	2	3	3	2	2	2	3	3

(ii) Broad contents of the course:

The course introduces the concept of NVC and its philosophical underpinning. It also equips students with some practical techniques such as mindful communication, NVC-guided meditation, Anger exit and re-entry routines etc. It equips the students to apply Non-Violent Communication techniques in varied settings.

(iii) Skills to be learned:

The students will be able to apply NVC principles through effective practice of certain skills such as mindful listening, empathic communication etc.

(iv) The detailed contents of this course, references and suggested books:**Unit I: Introduction**

- a. Introduction: Basic concepts and definitions; Marshall Rosenberg's views and contributions; Principles of NVC- observation, feelings need, requests; Related Concepts-Empathic Communication, psychological safety, embodied aboutness, motivating language, assertive communication, compassion, benevolence, compassionate care; Jackal and Giraffe Language.
- b. Assessments & Experiential exercises: Nonviolent communication assessment, Assessment in compassionate communication, Interpersonal reactivity Index, Compassion, Practising observation, feelings, needs, requests, Mindful listening, Practising 'I' statements

Unit II: Applications

- a. Positive Potentials of NVC: Anger management; Preventing compassion fatigue & burnout; Positive relational coordination; Altruism; Conflict Resolution & Shared decision-making; Stress-reduction; Team-building; Enhancing resilience, self-compassion & productivity.
- b. Practising NVC: Using NVC principles in transforming thoughts into longings (self-awareness), transforming guilt and shame (self-compassion), transforming submission and rebellion.

Unit III: Contextual Applications

- a. Contextual applications: NVC in healthcare; NVC in therapy; NVC in school; NVC in workplace relations; NVC in family and close relationships.
- b. Applying NVC: Anger exit and re-entry routines, NVC-based healing and reconciliation, Using NVC principles in reclaiming truth and vulnerability.

References:

1. Connor, J. M., & Killian, D. (2012). *Connecting across differences: Finding common ground with anyone, anywhere, anytime*. PuddleDancer Press.
2. Lasater, I. (2019). *Words that work in business: A practical guide to effective communication in the workplace*. PuddleDancer Press.
3. Rosenberg, M. (2012). *Living nonviolent communication: Practical tools to connect and communicate skilfully in every situation*. Sounds True.

4. Rosenberg, M. B. (2004). *Raising children compassionately: Parenting the nonviolent communication way*. PuddleDancer Press.
5. Rosenberg, M. B., & Chopra, D. (2015). *Nonviolent communication: A language of life: Life-changing tools for healthy relationships*. PuddleDancer Press.

Suggested reading:

1. Huffman, T. P. (2017). Compassionate Communication, Embodied Aboutness, and Homeless Young Adults. *Western Journal of Communication*, 81(2), 149–167.
Scopus.<https://doi.org/10.1080/10570314.2016.1239272>
2. Miller, K. I. (2007). Compassionate communication in the workplace: Exploring processes of noticing, connecting, and responding. *Journal of Applied Communication Research*, 35(3), 223–245. Scopus.<https://doi.org/10.1080/00909880701434208>
3. PuddleDancer press: *Non-violent Communication (NVC)*. Retrievable from <https://www.nonviolentcommunication.com/>
4. Rehling, D. L. (2008). Compassionate listening: A framework for listening to the seriously ill. *International Journal of Listening*, 22, 83-89.<https://doi.org/10.1080/10904010701808516>
5. Salazar, L. R. (2013). Communicating with compassion: The exploratory factor analysis and primary validation process of the compassionate communication scale. Arizona State University.<https://www.proquest.com/openview/e6af3a784f3d3b7810189df491448948/1?pq-origsite=gscholar&cbl=18750>
6. The Centre for Nonviolent Communication. Retrievable from <https://www.cnvc.org/>
7. Wacker, R., & Dziobek, I. (2018). Preventing empathic distress and social stressors at work through nonviolent communication training: A field study with health professionals. *Journal of Occupational Health Psychology*, 23(1), 141–150.
8. Way, D., & Tracy, S. J. (2012). Conceptualising Compassion as Recognizing, Relating and (Re)acting: A Qualitative Study of Compassionate Communication at Hospice. *Communication Monographs*, 79(3), 292–315.

MDC.3.e.**TRANSPERSONAL PSYCHOLOGY**

UPYWD30204

(i) Course learning Outcomes:

After the course the students will be able to:

1. Outline the themes, origin and contemporary perspectives of/in Transpersonal Psychology.
2. Summarise the contribution of significant theorists such as Jung, Maslow and Wilber.
3. Analyse the important concepts of transpersonal Psychology such as Peak Experiences, Mystical Experiences and Systemic trance
4. Evaluate the contribution of eastern and western practices to Transpersonal Psychology.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3	2			2	2	1	1	2	2
CL02	3	1		1	1					
CL03	3	1	2	2	2	1		2	2	2
CL04	3	1	2	2	2	2	1	2		

(ii) Broad contents of the course:

The course introduces the discipline of transpersonal Psychology and outlines the themes, origins and important concepts related to transpersonal Psychology. The course also provides information on the eastern and western contributions to transpersonal Psychology.

(iii) Skills to be learned:

The students will be able apply the concepts of transpersonal Psychology to enhance wellbeing.

(iv) The detailed contents of this course, references, and suggested books:**Unit I: Introduction**

- a. Introduction: Definitions, nature and Themes of Transpersonal Psychology; Origin of Transpersonal Psychology; Contemporary Perspectives in Transpersonal Psychology.
- b. Contributions of theorists: William James, Carl Jung, Abraham Maslow, Roberto Assagioli, Stanislav Grof, Ken Wilber.
- c. Self-assessment: Transpersonal experience scale, Peak Experience Tendencies, Measures of Transpersonal Constructs.

Unit II: Transpersonal Experiences

- a. Key aspects -self beyond the ego, self-actualization, flow, peak experiences, mystical experiences, systemic trance, level of consciousness, altered states of consciousness, holotropic breathwork
- b. Exceptional Human Experiences: mystical/unitive experiences, encounter-type experiences, psychic/paranormal experience, unusual death-related experiences. Exceptional normal experiences.
- c. Self-assessment: dimensions of meditative experience, paranormal beliefs scale, spiritual transcendence scale, boundary questionnaire, phenomenology of consciousness inventory.

Unit III: Transpersonal Approaches in Western and Eastern Traditions

- a. Eastern traditions: Hinduism, Jainism, Buddhism, Sufism, Tibetan Mysticism, Taoism
- b. Western traditions: Judaism, Christian Mysticism, and Shamanism.
- c. Self-assessment: East-West questionnaire, Vedic personality inventory, Self-expansiveness level form.

References

1. Cunningham, P. F. (2021). *Introduction to Transpersonal Psychology: Bridging Spirit and Science* (1st ed.). Routledge.
2. Friedman, H. L., & Hartelius, G. (2015). *The Wiley-Blackwell Handbook of Transpersonal Psychology* (1st ed.). Wiley-Blackwell.
3. Tart, C. T. (1975). *Transpersonal Psychologies* (1st ed.). Harper & Row, Publishers.
4. Tart, C. T. (1991). *Transpersonal Psychologies: Perspectives on the Mind from Seven Great Spiritual Traditions* (3rd ed.). HarperCollins Publishers.

Suggested reading

1. Cornelissen, M, Misra. G & Varma.S. (2011). Foundations of Indian Psychology Theories & concepts. Delhi: Pearson publication.
2. Coster, G. (1949). Yoga and Western Psychology. London: Oxford University Press.
3. Dalal, A, Paranjpe. R & Rao, R. (2008). Handbook of Indian Psychology. India: Cambridge University Press.
4. Detroja. M. (2019). Elements of Indian Psychology. Delhi: Vista Publishers.
5. Mitchell, W. (2014). Buddhism. UK: Oxford University Press.
6. Rangunath, S. (1976). Indian Psychology. Delhi: Munshiram Manoharlal.
7. Sinha, J. (1985). Indian Psychology. Delhi: Jadunath Sinha Foundation.

MDC.3.f.**SPORTS PSYCHOLOGY**

UPYWD30205

(i) Course Learning Outcomes:

After the course, the students will be able to:

1. Summarise the nature and scope of the discipline sports Psychology as well as the various scientific methods used to study the key psychological constructs related to sports.
2. Explain the importance of motivation and goal setting in athletes and the various determinants of motivation and goal setting
3. Analyse the role of anxiety and concentration on performance in sports and develop strategies to effectively manage anxiety and enhance concentration
4. Evaluate the group dynamics in sports and achievement in sports

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	P2L0	PL09	PL10
CL01	3	3	3		2	1	2	2		
CL02	3			1	2	2				
CL03	3			3	3	2	1	2	2	2
CL04	3	2	2	2	2	2	2		3	3

(ii) Broad contents of the course:

The course presents the fundamental concepts in the discipline of sports Psychology, the issues related to motivation, goal setting, anxiety, concentration and group dynamics in relation to sports Psychology.

(iii) Skills to be learned:

The students will learn practical skills such as goal setting, relaxation, motivation enhancement etc.

(iv) The detailed contents of this course, references and suggested books:**UNIT I: Introduction and Basic Aspects**

- a. Introduction: nature, meaning, definition, aim and focus of sports psychology; history of sports and exercise psychology: medical model and management consultant model; professional aspects of sports psychology.
- b. Group and team dynamics: groups and sports performance - social facilitation, social loafing; youth and sports: substance abuse, aggression, character development.
- c. Anxiety and sports performance: The nature, causes, and types of athletes' anxiety; the meaning of the terms anxiety, fear, and arousal; the types and theories of anxiety: state anxiety and trait anxiety; the inverted-u" hypothesis of on Yerkes and Dodson.
- d. Video Analysis: To understand, Decision making in the sports field, Group performance, and coordination,

Unit II: Sports and Motivation:

- a. Motivational Determinants of Sports: performance, meaning and definition of motivation; the nature and types of motivation - the mental as well as physical effort in pursuit of excellence.
- b. Theories of Motivational Processes in Athletes: the implicit theories: self- determination theory, expectancy value- motivational theory, the achievement goal orientation theory, attribution theory, intrinsic motivation, and extrinsic motivation. Types of goal setting. The principles and issues on goal setting in sport psychology.
- c. The Sport Motivation Scale (SMS-28), Intrinsic Motivation Inventory (IMI), Behavioural Regulation in Sport Questionnaire (BRSQ),

Unit III: Cognition and Sports

- a. Staying focused in sports: role of attention and concentration in sports; dimensions of attention and concentration; selective perception and mental time; nature of dangerous / risky sports - constructed by the comport hypothesis, sensations seeking hypothesis, cognitive tradition hypothesis and thrill seekers hypothesis.
- b. Emotions: factors affecting athletes' concentration.
- c. Workshop for enhancing the necessary Cognitive skills needed in the sports field, Role play

References

1. Aidan P. Moran (2004). *Sport and Exercise Psychology, A Critical Introduction*, Routledge.
2. Dosil, J. (2006). *The sport psychologist's Handbook A guide of Sport- Specific Performance Enhancement*. John Wiley & Sons. Ltd.
3. Eklund, R.C & Tenenbaum. G. (2020). *Handbook of Sport Psychology*. (4th ed). John Wiley & Sons, Inc.
4. Jarvis, M., (2006). *Sport Psychology*. Routledge Taylor & Francis Group, London & New york.
5. Nideffer, R& Simon, M.S., (2001). *Assessment in sport Psychology*. Fitness Information Technology.

Suggested reading

1. American Psychological Association (2019)., *Handbook of Sport and Exercise Psychology*
2. Blais, M. R, Briere, N. M & Tuson, K.M (1995). *The sport motivation scale*. *Journal of sport & Exercise Psychology*, 17, 35-53
3. Deci & Ryan (2000). *Intrinsic motivation Scale*.
4. Gannon,K.R, Schinke,R.J & Smith, B., (2016). *Routledge International Handbook of Sport Psychology*. Routledge
5. Gould, D. & Weinberg, R. S., (2014). *Foundations of Sport Psychology*.(6th ed). Human Kinetics Publishers.
6. John Kremer and Deirdre Scully (2011) *Psychology in Sport*. Taylor and Francis Publisher
7. Katrima, K.T. (1990). *The Psychology of Sport*. Philippine Sport Commission.
8. Perry, J (2016)., *Sport Psychology- A Complete Introduction*. John Murray Press.
9. Robert Weinberg and Daniel Gould., (2006). *Foundations of Sport and Exercise Psychology (4th Ed.)* Human Kinetics Publishers.
10. Wiley Black Well Publication. (2009). *Handbook of Sports medicine and Science Sport Psychology*. Brewer, B.W

SEC-3**COGNITIVE SKILLS TRAINING**

UPYPS30200

(i) Course Learning Outcome:

After the course, the students will be able to:

1. Demonstrate important strategies to help them improve and sustain their attention and perceptual abilities.
2. Use memory enhancement strategies to help them retain and recall information better.
3. Effectively use problem-solving and decision-making strategies in simulated and real-life settings.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	2	1	3	3	3			1	3	3
CL02	2		3	3	3			1	3	3
CL03	2	1	3	3	3			1	3	3

(ii) The broad contents of the course:

The course will provide hands-on Cognitive training that will help them cultivate efficient strategies to improve and enhance their Cognitive abilities, such as attention, memory, perceptual abilities, problem-solving and decision making

(iii) Skills to be learned:

The students will learn skills to improve their Cognitive abilities

(iv) The detailed contents of this course, references and suggested books:

Unit I: Perception and Attention

- a. Perception: visual perception, auditory perception, phonological awareness, processing speed
- b. Attention: focused attention, sustained attention, divided attention

Unit II: Memory and Logical Reasoning

- a. Memory: sensory memory, short-term memory, working memory, long-term memory, visual memory, auditory memory, sequential memory
- b. Logical reasoning: Deductive reasoning, Inductive reasoning

Unit III: Problem Solving and Decision Making

- a. Problem Solving: meaning, nature, steps and techniques
- b. Decision making: meaning, nature, steps and techniques

References

1. Baron, R. A. (2000, July 6). *Psychology, Fifth Edition (5th ed.)*. Allyn & Bacon.
2. Ciccarelli, S. K., White, N.J & Misra, G. (2022). *Psychology (6th ed.)*. New Delhi: Pearson Education.
3. Mary, L., & Tondat, R.L. (2014). *The Thinking Skills Workbook: A Cognitive Skills Remediation Manual for Adults*. Charles C Thomas Pub Ltd.
4. Matlin, M. W. (2005). *Cognition*. Crawfordsville: John Wiley & Sons, Inc.
5. Miller, G. A. (1956). The magical number seven, plus or minus two: Some limits on our capacity for processing information. *Psychological Review*, 63 (2): 81–97.
6. Solso, R. L., MacLin, O. H., & MacLin, K. M. (2014). *Cognitive Psychology (8th ed.)*. New Delhi: Pearson Education.
7. Sternberg, R. J. (2009). *Applied Cognitive Psychology: Perceiving, Learning And Remembering*. New Delhi: Cengage Learning.
8. Styles, E. (2005). *Attention, Perception and Memory: An Integrated Introduction (Psychology Focus) (1st ed.)*. Psychology Press.
9. Tulving, E. (1972). Episodic and semantic memory. In E. Tulving & W. Donaldson (Eds.), *Organisation of Memory*. New York: Academic Press.

Suggested reading

1. Adair, J (2007). *Decision making and problem solving strategies*. Kogan Page Limited
2. Edwards, W., & von Winterfeldt, D. (1986). *Decision analysis and behavioral research*. Cambridge University Press, 604, 6-8.
3. Eysenck, M. W., & Keane, M. T. (2020). *Cognitive psychology: A student's handbook*. Psychology press.
4. Goswami, U. Inductive and deductive reasoning. In Goswami.
5. Herrmann, D. J., Yoder, C. Y., Gruneberg, M., & Payne, D. G. (2023). *Applied cognitive psychology: A textbook*. Psychology Press.
6. Koslowski, B. & Masnick, A. The development of causal reasoning. In Goswami.

VAC-3**MEDITATION****UPYWV30200****(i) Course Learning Outcome:**

After completing the course, the students will be able to:

1. Understand the concept of meditation and the various techniques of meditation
2. Understand and analyse the various theories and models of meditation.
3. Apply various strategies to practice meditation
4. Develop and practice a personalised meditation routine.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3			2		1				
CL02	3		1	2	2	1	2		2	2
CL03	3		2	3	3		2	3	3	3
CL04	3	2	2	3	3			2	3	3

(ii) Broad contents of the course:

The course highlights the key concepts related to meditation and outlines the beneficial impact of meditation. It throws light on the various techniques that are helpful for developing a meditation practice and provides hands-on experiential learning sessions.

(iii) Skills to be learned:

The students will learn skills to practise meditation, such as attention and concentration, empathy and non-judgemental, along with the various techniques of meditation.

(iv) The detailed contents of this course, references and suggested books:

Unit I: Meditation- Introduction

a. Meditation- definition, meaning, nature, myth, traditional and modern classification; physical and psychological benefits of meditation; various techniques of meditation.

B. Theories of meditation- traditional theories based on eastern approaches: Samkhya yoga and Advaita Vedanta, early Buddhism, and zen; theories based on western approaches: fa-om framework, the promise model, the three families of meditation practice and the descriptive dimensions framework.

Unit II: Application and Practice of Meditation

a. Preparing for meditation: (mindfulness-based exercises) watching the breath, body, thoughts, emotions, objects, and movements, repeating words or sentences.

B. Practice of meditation based on MBSR program

References:

1. Dorjee, D. (2018) *Neuroscience and psychology of meditation in Everyday life: Searching for the essence of mind*. London: Routledge.
2. Sedlmeier, P. (2022) *The psychology of meditation: Varieties, effects, theories, and perspectives*. Newburyport, MA: Hogrefe.
3. Singh, N.N. (2017) *Psychology of meditation*. New York: Nova Publishers.
4. West, M.A. (2016) *The psychology of meditation: Research and practice*. Oxford: Oxford University Press.

Suggested reading:

1. Hānh, N. (2020) *The miracle of mindfulness*. London: Penguin , Random House.
2. Kabat-Zinn, J. (2023) *Wherever you go, there you are: Mindfulness meditation in everyday life*. New York, NY: Hachette Go.
3. Norvell (1983) *The Miracle Power of Transcendental Meditation*. West Nyack, NY: Parker Pub. Co. (<https://youtu.be/IEmf0irwGIo?si=JyhLk2gA8OTiNfF>)
4. Ornstein, R.E. (2008) *Meditation and modern psychology*. Los Altos, CA: Malor Books.

SEMESTER IV

DSC. 5.a**BIOPSYCHOLOGY****UPYTC40203****(i) Course Learning Outcomes:**

After completing the course, the students will be able to:

1. Outline the basic concepts of biopsychology such as the meaning, nature, scope and methods of studying
2. Explain the structure and functions of the nervous system and the endocrine system
3. Examine the role of heredity, nervous and endocrine systems in determining behaviour.
4. Use the various psycho-physiological and psychophysical assessments to get an insight into the biological basis of behaviour

Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3			2		1				
CL02	3		1	2	2	1	2		2	2
CL03	3		2	3	3		2	3	3	3
CL04	3	2	2	3	3			2	3	3

*‘3’ in the box for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping

(ii) Broad contents of the course:

This course delves into the realm of biopsychology, exploring the mind-brain relationship, behavioural genetics, nervous system structure and function, sensory systems, and the endocrine system.

(iii) Skills to be learned:

Students will acquire knowledge about the biological basis of behaviour, research methods in biopsychology, and ethical considerations, while developing analytical skills to understand

complex neural processes and their implications for human behaviour and mental health.

(iv) The detailed contents of this course, references and suggested books:

Unit 1: Introduction

Definition; Nature and Scope; The origins of biopsychology; Mind Brain relationship; Research methods of biopsychology, Ethical issues in research; Careers in biopsychology. Relationship between mind, body and soul with Indian perspective and contribution of Sushruta Samhita.

Unit 2: Structure and Function of Nervous System

Structure of neuron, structural and functional classification of neurons; supportive cells; neural conduction. Structure and functions of central and peripheral nervous systems; cerebral lobes; limbic system. Yogic influence on brain structure and functioning.

Unit 3: Sensory system

Visual system: Anatomy of the eye, visual pathway; Auditory system: Anatomy of the Auditory system, auditory pathway; Somatosensory system; Importance of Samayak Indriya (Sensory Balance)

Unit 4: Endocrine system

Structure and function of endocrine glands: hypothalamus, pituitary, adrenal, penial, thyroid, parathyroid, pancreas, gonads; HPT and HPA axes. Role of Kapha, Pitta, Dosha on hormonal balance

References

1. Carlson, N.E. (2010). *Physiology of Behaviour*. (10th Ed.). US: Pearson Publications.
2. Goldstein, L. H., & McNeil, J. E. (2012). *Clinical neuropsychology: A practical guide to assessment and management for clinicians*. John Wiley & Sons.
3. Kolb, B. (2021). *Fundamentals of Human Neuropsychology* (8th ed.). Worth Publishers.
4. Mishra, Lakshmi Chandra, and Babulal Srivastava. "Concept of Mind and Mental Health in Ayurveda." *Indian Journal of Psychiatry*, vol. 44, no. 2, 2002, pp. 118-121.
5. Pinel, B. J. (2022). *Introduction To Biopsychology*, 9Th Edition (9th e). Pearson.

Suggested Reading

1. Carlson, N.R. (1999). *Foundations of physiological psychology* (4th. Ed.). Boston: Allyn & Bacon.
2. D'Esposito, M. (Ed.). (2003). *Neurological foundations of cognitive neuroscience*. MIT press.
3. Darby, D., & Walsh, K. (2005). *Walsh's Neuropsychology. A Clinical Approach*, Fifth edition. UK:Elsevier.
4. Garrett,B.(2011). *Brain and Behaviour*.(3 rd Ed).Canada:Sage Publications Inc.
5. Heilman, M. K. M., & Valenstein, E. (2010). *Clinical neuropsychology*. Oxford University Press.
6. Kalat, J.W. (2004). *Biological psychology* (8th.ed.). Belmont: Wadsworth/Thomson learning.
7. Kandel, E.R. Schwartz, J.H. & Jessel, T.M. (2000). *Principles of neural science* (4th .ed.). New York: McGraw-Hill.
8. Leukel, F. (1985). *Introduction to physiological psychology* (3rd.ed.). New Delhi: CPSPublishers.
9. Rosenweig M.R, Breedlove S.M & Watson, N.V. (2005).*Biological Psychology*.(4 th Ed).US: Sinauer Associates Inc.
10. Rosenweig, M.R., Leiman, A.L. & Breedlove, S.M. (1999). *Biological psychology: An introduction to behavioral, cognitive, clinical neuroscience*. (2nd Ed.). USA: Sinauer Associates, Inc.
11. Schneider, M. A. (1990). *An introduction to Physiological Psychology* (3rd ed). USA: Random House.
12. Tiwari, Maya. "Ayurveda: A Life of Balance: The Complete Guide to Ayurvedic Nutrition and Body Types with Recipes." Healing Arts Press, 1995

DSC.5. b**PSYCHOPHYSIOLOGICAL ASSESSMENT**

UPYPC40204

(i) Course Learning Outcome:

After completing the course, the students will be able to:

1. Summarise and differentiate the functions of various psychophysical assessments such as EEG and GSR
2. Understand the psychophysical markers of psychological functions such as stress, arousal, attention, etc.
3. Record and interpret data from the psychophysical instruments in academic laboratory settings.
4. Use appropriate instruments for conducting psychological research

Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3									
CL02	3			1						
CL03	3	2	3	3	3	2	1	1		
CL04	3	3	3	2	3		1	1		

*‘3’ in the box for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping

(ii) The broad contents of this course:

This paper focuses on creating a strong conceptual understanding of the functions of various psychophysical instruments and provides hands-on training on recording and interpreting data from these instruments.

(iii) Skills to be learned:

The students will be skilled in using the psychophysical instruments for recording and interpreting physiological markers of psychological functions.

(iv) The detailed contents of this course, references, and suggested books:

Unit I: Assessments of Neurophysiological Functions:

- a. Electroencephalogram (EEG)
- b. Electrooculogram (EOG)
- c. Electromyogram (EMG)

Unit II: Assessments of Psychophysiological Functions:

- a. Heart rate variability (HRV)
- b. Galvanic skin response (GSR)
- c. Fixations and Gaze Points
- d. Body composition measurement
- e. Body Composition Monitor: whole body weight, Body Mass Index (BMI), fat percentage, visceral fat levels.
- f. Temperature of body
- g. Blood pressure

References:

1. Blokdyk. (2018). Galvanic skin response devices are the ultimate step-by-step guide. 5StarrCooks.
2. Demos. (2019). Getting started with EEG Neurofeedback. W. W. Norton & Company.
3. Holmqvist et al. (2015). Eye tracking: A comprehensive guide to methods and measures.
4. Narasimhan et al. (2013). An introduction to electrocardiography. Wiley.
5. Radhakrishnan et al. (2018). EEG In Clinical practice. Manipal University press.
6. Umezawa et al. (2001). Respiration and emotion. Springer Verlag, Japan.

Suggested Reading

1. Garrett, B. (2003). *Brain and Behavior*. Belmont, CA: Wadsworth.
2. Kalat, J.W. (2011). *Biopsychology*, Delhi, India: Cengage Learning India Private Limited.
3. Kandel, E.R. Schwartz, J.H. & Jessel, T.M. (2000). *Principles of neural science* (4th .ed.). New York: McGraw-Hill.
4. Leukel, F. (1985). *Introduction to physiological psychology* (3rd .ed.). New Delhi: CPS Publishers.
5. Pinel, J. (2007). *Biopsychology*, New Delhi, India: Pearson India Education Services Pvt Ltd 4.
6. Purves, D., Brannon, E., Huettel, S.A., Labar, K.S., Platt, M.L., &Woldorff, G.M. (2008). *Principles of cognitive neurosciences*. Sunderland, MA: Sinauer Associates, Inc. Publishers.
7. Rosenweig, M.R., Leiman, A.L. & Breedlove, S.M. (1999). *Biological psychology: An introduction to behavioral, cognitive, clinical neuroscience*. (2nd Ed.). USA: Sinauer Associates, Inc.
8. Schneider M Alles (1990). *An Introduction to Physiological Psychology* (3rd Edition) USA:
9. Wallace, B. & Fisher, L.E. (1991). *Consciousness and Behavior* (3rd Ed.). USA: Allyn &Bacon.

DSC 6. a.**THEORIES OF PERSONALITY**

UPYTC40205

(i) Course Learning Outcome:

After the course the students will be able to:

1. Define personality and describe the historical and cultural context of each personality theory and the contributions of heredity and environment to personality development.
2. Evaluate the degree to which the theories of personality addresses and accounts for a wide range and diversity of human experience.
3. Analyse the extent to which the theories have shown applied value and the degree to which the theories have been useful in finding solutions to human problems.
4. Determine the suitability and applicability of various personality tests and build effective programs for personality development.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3	2	3		1	1				
CL02	3	1	3	1		2		3		
CL03	3	2	3	2	2	2	2	3	1	2
CL04	2	3	3	3	3	3	3	3	2	2

(ii) Broad contents of the course:

The course presents the important schools and theories of personality and discusses the current status and trends in the study of personality. It also covers key topics such as meaning, definition, determinants, stages and models and issues related to assessment.

(iii) Skills to be learned:

The course provides a strong conceptual foundation on concepts related to personality such as the major theoretical approaches and assessments. The students will be able to develop important skills to measure personality, ethically and professionally report the findings of personality

assessment and develop a scientific temper to conduct research on concepts related to personality.

(iv) The detailed contents of this course, references and suggested books:

Unit I: Introduction to Personality

- a. Introduction: Definition and meaning of personality; Evolution of personality; Early theories of personality; Characteristics of Personality; Personality as a dynamic whole.
- b. Determinants of the Personality: Biological factors, Psychological Factors, Family and Group factors, Situational, Outcome interaction of heredity and environment, Motive Factors, Cultural factors, educational factors.
- c. Differences in personality -Person-situation, transpersonal interactionist aspects, Sex differences, Stress, adjustment, & health differences, Culture, religion, and ethnicity.

Unit II: Major Approaches to Personality

- a. Psychodynamic- Sigmund Freud, Carl Gustav Jung, Alfred Adler, Karen Horney, Erich Fromm, Harry Stack Sullivan, Erik Erikson.
- b. Humanistic- Carl R. Rogers, Abraham H. Maslow, Rollo May; Existential - Rollo May and Victor Frankl; Trait - Gordon W. Allport, Raymond B. Cattell.
- c. Behaviourist-B. F. Skinner; Cognitive - George A. Kelly; Social learning - Albert Bandura;

Unit III: Development, Health, Bio-Cognitive and Indian Perspectives

- a. Development- Childhood temperament, The development of personality across the lifespan; Models of personality and health;
- b. Bio-Cognitive: Attachment theory- Motivational, individual differences and structural aspects; Anatomy and Physiology of Personality; Cognitive and Social-Cognitive aspects of personality
- c. Indian perspectives -Aurobindo's Levels of Consciousness, Five Sheaths, Trigunas, Ayurveda and personality.

Unit IV: Application and Assessment of Personality

- a. Methods of Personality research; goals of assessment; classification of tests; current status of research on personality.
- b. Assessment - self-report measures, projective techniques, behavioural analysis.
- c. Applications- personality in school psychology, personality in educational psychology, personality at work, personality and crime.

References:

1. Campbell, J.B, Hall, S & Lindzey, G (2007). Theories of Personality (4th ed.). Wiley India Pvt.Ltd
2. Feist, J, Feist, G J & Roberts, T.A. (2013). Theories of Personality (8th ed.). McGraw-Hill Education
3. Ryckman. R. M (n.d). Theories of Personality (9th ed.). Thomas Wadsworth Publishing
4. Safaya, R. (1976). Indian psychology: a critical and historical analysis of the psychological speculations in Indian Philosophical literature. Munshiram Manoharlal publishers. Pvt. ltd.
5. Shultz, D.P & Shultz, S.E (2017). Theories of Personality (11th ed.). Wadsworth Cengage Learning.

Suggested Readings:

1. Aiken, L.R. (1999). Personality Assessment methods& practices (3rd ed). Hogrefe & Huber Publishers.
2. Greene, R. L & Weiner, I. B (2008). Handbook of Personality.Wiley publishers.
3. Kelland, M.D (2014). Personality Theory: A multicultural Perspective. Createspace Independent Pub
4. Libert, R.M & Spiegler, M.D (1993). Personality: Strategies & issues. Brooks/Cole Publishing Company.
5. Pervin & Cervone. (2019) Personality: Theory & Research. John Wiley & Sons, Limited.
6. Ragnath, S., (1976). Indian Psychology. Munshiram Manoharlal; Delhi.
7. Shultz, D.P & Shultz, S.E (2012).Theories of Personality (11th ed). Wadsworth Cengage Learning.

DSC.6. b**ASSESSMENT OF PERSONALITY**

UPYPC40206

(i) Course Learning Outcomes:

After the course the students will be able to:

1. List the important assessments related to personality which are used in a Psychology laboratory and psychological testing.
2. Understand the use and applicability of important tests such as Projective and non-Projective tests including Eysenck's Personality Questionnaire, Thematic Apperception Test, FIRO-B etc.
3. Critically evaluate the strengths, weaknesses and limitations of the psychological tests and administer the tests in appropriate settings and professionally report the results.
4. Analyse the gaps in testing and appreciate the current developments in the field and demonstrate relevant skills to develop experiments and psychological tests.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	2	1		3	1		1		1	
CL02	3	2	2	3	2	1	2	3	2	
CL03	2	3	3	2	3	3	3	3	3	3
CL04	3	3	3	2	3	2	3	2	3	2

(ii) Broad contents of the course:

The course presents several important tests to assess personality such as Neo FFI, 16 PF, Children's Apperception Test etc and will consolidate the theoretical understanding of key concepts through practical exposure. It also covers important topics such as its administration, strengths and limitations and will introduce the students to the technological world of web-based tests and experiments in Psychology.

(iii) Skills to be learned:

The course will give a solid practical exposure to the measurement of personality. The students will develop a scientific temper to administer the tests ethically in appropriate settings, the skills to report the findings effectively and professionally and to develop psychological experiments.

(iv) The detailed contents of this course, references and suggested readings:

Unit I: Laboratory Based Assessments

- a. Trait and Type based: NEO FFI: Five Factor Inventory; 16 PF: 16 Personality Factors; CPQ: Child Perceptions Questionnaire; MBTI: Myer-Briggs Type Indicator; Enneagram Personality Test
- b. TAT: Thematic Apperception Test; CAT: Children's Apperception Test; DAP: Draw A Person test; SCT: Sentence Completion Test; RIBT: Rorschach Inkblot Test; PFT: Picture Frustration Test

Unit 2: Online Assessments:

- a. DiSC: Dominance, Influence, Steadiness, and Compliance; EPQ: Eysenck Personality Questionnaire ;Temperament
- b. Type A and Type B personality test;LOC: Locus of Control; SSS: Sensation Seeking Scale;FIRO-B: Fundamental Interpersonal Relations Orientation- Behavior;FIRO-F: Fundamental Interpersonal Relations Orientation- Feeling;Belbin's Team Player Style

References

1. Aiken, L.R. (1999). Personality Assessment methods& practices (3rd ed). Hogrefe & Huber Publishers.
2. Nicholas, H. (2020). The book of personality tests: 25 easy to score tests that reveal the real you: volume 8 (puzzlecraft, 8). Wellfleet.
3. Rabin. A.I., (1968). Projective techniques in personality assessment, A modern introduction, Springer Science and Business media, LLC. New York.
4. Tuber, S. (2014). Understanding personality through projective testing. Rowman & Littlefield; Reprint edition.
5. Zuckerman, M. (2006). Sensation seeking and risky behaviour. American Psychological Association; 1st edition. USA.

Suggested reading

1. Archer, R.P., & Smith, S.R. (2014). *Personality assessment*. Routledge; 2nd edition
2. Cattell, R.B., Eber, H.W., & Tatsuoka, M.M (1970). *Handbook for the 16PF questionnaire: in clinical, educational, industrial, & research psychology for use with all forms of test*.
3. Cautin & S. Lilienfeld (Eds.), *The encyclopaedia of clinical Psychology*. (p. 1-6). WileyBlackwell. DOI: 10.1002/9781118625392.wbecp437
4. Daniel,D & Price,V., (2000). *The essential Enneagram,The definitive Personality test and self discovery guide*. Harperone, New York.
5. Drenth, A.J., (2014). *The 16 personality Types: Profiles, Theory, & Type Development*. Inquire Books.
6. Garcia,E., (2014). *Human Personality. The Five trait Theory*. Grin Publishing.
7. Hedge, J. (2012).*The Essential Disc Training Workbook: Companion to the Disc Profile Assessment*. Createspace Independent Pub
8. Mihura, J. L., & Meyer, G. J. (2015). *Rorschach Inkblot Test*. In R. Cautin & S.
9. Mihura, J. L., & Meyer, G. J. (2015). *Thematic Apperception Test*. In R.
10. Waterman, J. A. (2004). *Introduction to the FIRO-B Instrument*.

MC.4**RESEARCH METHODS**

UPYTM40201

(i) Course Learning Outcome:

After successfully completing the course, the student will be able to:

1. Outline the research processes and conduct literature reviews using relevant databases.
2. Identify, explain, compare, and prepare the key elements of a research proposal/report.
3. Evaluate the significance of Qualitative Research from a behavioural science perspective.
4. Apply their knowledge of Research methods and conduct a minor research project either individually or in a group.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	2	1		3	1		1		1	
CL02	3	2	2	3	2	1	2	3	2	
CL03	2	3	3	2	3	3	3	3	3	3
CL04	3	3	3	2	3	2	3	2	3	2

*‘3’ in the box for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping.

The detailed contents of this course, references and suggested readings:

Unit I: Introduction

- a. Definition and need of psychological research; Philosophy of research; research paradigms; characteristics, objectives & steps of scientific research; types of research; ethical issues in research.

Unit II: Process of Research

- a. Research planning- identifying research problem; review of recent literature; definition, characteristics & types of hypotheses, errors in hypothesis testing.
- b. Variables- Definition; Types- independent vs dependent, continuous vs discrete, moderator vs mediator, confounding vs extraneous

Unit-III Sampling:

- a. Concept; Population, Sample; sampling frame; Probability and Non-probability sampling techniques; Determining sample size, Factors influencing sampling; types of sampling errors.

Unit-IV Data Collection: Methods and Approaches

- a. Methods of data collection- observation method; interview method, survey, case study, focus-group discussion, phenomenology, grounded method, ethnography, triangulation, action-aid research
- b. Qualitative Data analysis: types of coding and categorizing; content analysis, narrative analysis, discourse analysis, thematic analysis.

References

1. Bryman, A. (2018). *Social Research Method* (5th ed.). India: Oxford University Press .
2. Coolican, H. (2004). *Research methods and Statistics in Psychology*. Hodder Arnold.
3. Creswell, J. W., & Creswell, D. J. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE Publications, Inc.
4. Fielding, N., Lee, R., & Blank, G. (2017). *The SAGE Handbook of online research methods*. SAGE Publications Ltd, <https://dx.doi.org/10.4135/9781473957992>
5. Goodwin, C. J. (2002). *Research in psychology: Methods and design* (3rd ed.). New Jersey: John Wiley & Sons, Inc.
6. Kerlinger, F.N. (2017). *Foundations of behavioral research*. Surjeet Publications.

Suggested Reading

1. Allen, P., Bennett, K., & Heritage, B. (2019). *SPSS Statistics: A practical guide*. Cengage Learning.

2. Bordens, K. S., & Abbott, B.B. (2006). *Research and design methods: A process approach*(6 ed.).Tata McGraw-Hill Company Limited.
3. Breakwell, Glynis. M., Smith A.J., Wright,D.B., (2012). *Research methods in psychology. (4th edition)*. Sage PublicationsLtd. Pp 143-145.
4. Creswell, J. W., & Poth, C. N. (2017). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches (4th ed.)*. SAGE Publications, Inc.
5. Field, A. (2017). *Discovering Statistics Using IBM SPSS Statistics: North American Edition (5th ed.)*. SAGE Publications Ltd.
6. Frederick, J.G, & William, L.B.(2007).*Statistics for Behavioural Sciences*.(7 th Ed.). Thomson Wadsworth.
7. Gravetter, J. F., & Forzano, B. L. (2022). *Research Methods for the Behavioral Sciences: Research Methods for the Behavioral Sciences*. Cengage Learning.
8. Howitt, Dennis., and Cramer, Duncan., (2011). *Introduction to Research methods in Psychology* (3rd ed.). Pearson Education Ltd. New Delhi. Pp 144-159, 247-251.
9. Mayers, A. (2013). *Introduction to statistics and SPSS in psychology*. Pearson Education. Harlow. England.
10. Siegel, S. (1986). *Non parametric statistics*. NY: McGraw Hill.

SEC.4**GROUP RESEARCH PROJECT: I**

UPYPS40201

(i) Course Learning Outcomes:

After completing the course, the students will be able to:

1. Identify topics for review and develop comprehensive review protocols by incorporating study rationale, objectives, and methods, which are presented to the scientific committee.
2. Apply knowledge and skills in extensive literature review processes, including study selection and data extraction, synthesizing findings to contribute to advancing knowledge in the field.
3. Analyze and synthesize data from relevant studies, identifying limitations in existing literature and suggesting future research implications, culminating in drafting review manuscripts in APA 7th edition format.
4. Present findings effectively to the scientific committee, incorporating feedback to finalize review protocols and manuscripts, demonstrating proficiency in scholarly communication and collaboration.

Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3	3			3	2				
CL02	1	3	1	3	3		2	1		
CL03	2	3	1	2	3		2	1	1	3
CL04	3	3	1	2	3	3	2	1	1	3

*‘3’ in the box for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping.

(ii) The broad contents of this course:

Students will learn to develop review protocols, conduct extensive literature reviews, analyze data, and draft review manuscripts following APA 7th edition format, culminating in presenting findings to the scientific committee for feedback.

(iii) Skills to be learned:

Students will acquire skills in identifying research topics, writing review protocols, selecting relevant studies, synthesizing data, identifying research limitations, drafting manuscripts, and presenting findings effectively to scientific committees.

(iv) The detailed contents of this course, references, and suggested books:

Unit I: Development Of Review Protocol

- a) Identifying a topic of interest for review
- b) Training in writing review protocol
- c) Writing a review protocol with study rationale, objectives, and method
- d) Presenting the protocol before the Department's scientific committee
- e) Final submission of the protocol based on the committee's feedback

Unit II: Extensive Review of Literature

- a) Identify and select relevant studies for review
- b) Extract, analyze, and synthesize data from finalized studies
- c) Identify the limitations in extant literature and future research implications
- d) Draft the review manuscript in APA 7th edition format
- e) Present the findings before the Department's scientific committee for feedback

References:

1. Allen, P., Bennett, K., & Heritage, B. (2019). *SPSS Statistics: A practical guide*. Cengage Learning.
2. Coolican, H. (2004). *Research methods and Statistics in Psychology*. Hodder Arnold.
3. Creswell, J. W., & Creswell, D. J. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE Publications, Inc.

4. Gravetter, F. J., Wallnau, L. B., Forzano, L. A. B., & Witnauer, J. E. (2021). *Essentials of statistics for the behavioral sciences*. Cengage Learning.
5. Kerlinger, F.N. (2017). *Foundations of behavioral research*. Surjeet Publications.

Suggested Reading:

1. Moher, D., Shamseer, L., Clarke, M., Ghersi, D., Liberati, A., Petticrew, M., Shekelle, P., Stewart, L. A., & PRISMA-P Group (2015). Preferred reporting items for systematic review and meta-analysis protocols (PRISMA-P) 2015 statement. *Systematic reviews*, 4(1), 1. <https://doi.org/10.1186/2046-4053-4-1>
2. Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., McGuinness, L. A., ... Moher, D. (2021). The PRISMA 2020 statement: an updated guideline for reporting systematic reviews. *BMJ (Clinical research ed.)*, 372, n71. <https://doi.org/10.1136/bmj.n71>
3. PRISMA: Transparent reporting of systematic reviews and meta-analyses. (2020). *Preferred Reporting Items for Systematic reviews and Meta-Analyses (PRISMA)*. <https://www.prisma-statement.org/>
4. Shamseer, L., Moher, D., Clarke, M., Ghersi, D., Liberati, A., Petticrew, M., Shekelle, P., Stewart, L. A., & PRISMA-P Group (2015). Preferred reporting items for systematic review and meta-analysis protocols (PRISMA-P) 2015: elaboration and explanation. *BMJ (Clinical research ed.)*, 350, g7647. <https://doi.org/10.1136/bmj.g7647>
5. Tricco, A. C., Lillie, E., Zarin, W., O'Brien, K. K., Colquhoun, H., Levac, D., Moher, D., Peters, M. D. J., Horsley, T., Weeks, L., Hempel, S., Akl, E. A., Chang, C., McGowan, J., Stewart, L., Hartling, L., Aldcroft, A., Wilson, M. G., Garritty, C., Lewin, S., ... Straus, S. E. (2018). PRISMA Extension for Scoping Reviews (PRISMA-ScR): Checklist and Explanation. *Annals of internal medicine*, 169(7), 467–473. <https://doi.org/10.7326/M18-0850>

AEC-4
ABILITY ENHANCEMENT COURSE
LANGUAGE -4

VAC -4
PSYCHOLOGY OF LAW AND ETHICS
 UPYTV40710

(i) Course Learning Outcome:

After completing the course, the students will be able to:

1. Summarise the major clauses of laws related to mental health in India.
2. Critically evaluate the existing laws and outline the advantages and disadvantages of mental health-related laws in India
3. Understand the ethical practices and code of conduct in the various areas of psychology, such as counselling
4. Demonstrate ethical mindset and behaviour by adhering to ethical principles related to therapy, assessment, training, record keeping, etc.

Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3									
CL02				1		1	1	2		
CL03	3				3		1		1	
CL04		2	1	2	3		3	2		2

*‘3’ in the box for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping

(ii) The broad contents of this course:

This paper focuses on creating a strong understanding of the various mental health-related laws in India and ethical principles and code of conduct to be followed by the psychologist and facilitates the development of an ethical mindset.

(iii) Skills to be learned:

The students will be skilled in developing an ethically sound professional practice.

(iv) The detailed contents of this course, references, and suggested books:**Unit I: Psychology of Law:**

a. Mental Health Acts- Mental Healthcare Act (MHCA) 2017, POCSO Act, 2012; Protection of Children from Sexual Offences Act, 2012; Protection of Women from Domestic Violence Act, 2005; The National Trust Act, 1999; Persons with Disability Act, 1995; The Protection of Human Rights Act, 1993; The Mental Health Act, 1987.

b. Activity: module presentation on awareness of mental health laws in India.

Unit II: Psychology of Ethics:

a. American Psychological Association Ethical Principles and Code of Conduct, Ethical principles in counselling and psychotherapy- Voluntary participation, Informed Consent, Debriefing, Sharing the results of the study, Confidentiality of data source. Multicultural counselling and ethics.

b. Activity: Awareness of Ethical Principles and Offences in the field Mental health profession.

References

1. Braun, C. W., et al. (2003). *Ethics in a multicultural context (Multicultural aspects of counselling)*. Sage publications.
2. Drogin, E. Y. (2019). *Ethical conflicts in psychology*. American Psychological Association.
3. Duffy, R. M., & Kelly, B. D. (2021). *India's mental healthcare act, 2017: Building laws, protecting rights*. Springer.
4. Javed, N. (2018). *Psychology and Law* (1st edition). Central Law Publications.
5. Knapp, S. (2011). *APA Handbook of Ethics in Psychology, Volume 1: Moral Foundations and Common Themes* Volume 2: Practice, Teaching and Research. American Psychological Association.

Suggested Reading

1. Ahmed, R. (2015). *Rights of persons with disability in India*. White Falcon Publishing Solutions Llp.

2. Doherty, W. J. (2022). *The ethical lives of clients: Transcending self-interest in psychotherapy*. American Psychological Association.
3. Evans, D & Dobson, K., (2021). *Law, Standards, and Ethics in the practice of Psychology* (4th edition). Carswell, Canada
4. Fingerhut, R. & Knapp, S. (2024). *Practical ethics for psychologists: A positive approach*. American Psychological Association.
5. Kandarkar, R. D. (2012). *Digest On The Protection Of Children From Sexual Offences Act, 2012*. ALT Publication's Digest.
6. Koocher, G. P., & Keith-Spiegel, P. (2016). *Ethics in psychology and the mental health professions: Standards and cases*. Oxford University Press.
7. Levinson J. & Peng, K. (2003). *Different torts for different cohorts. A cultural psychological critique of tort law's actual cause and foreseeability inquiries*. S. Cal.
8. Lexis. (2022). *The Protection of Human Rights Act, 1993*. Universal/LexisNexis.
9. Nigam, S. (2021). *Domestic violence law in India: Myth and misogyny*. Taylor & Francis.
10. O'donohue, W. T., & Ferguson, K. E. (2003). *Handbook of professional ethics for psychologists : issues, questions, and controversies*. Sage Publications.
11. Pope, K. S., Vasquez, M. J., Chavez-Dueñas, N. Y., & Adames, H. Y. (2021). *Ethics in psychotherapy and counseling: A practical guide*. John Wiley & Sons.

SEMESTER V

DSC.7.a**SOCIAL PSYCHOLOGY**

UPYTC50300

(i) Course Learning Outcomes:

After completing the course, the students will be able to:

1. Critically understand the major methods of research in social psychology, the ethical issues and the emerging trends.
2. Understand and summarise the fundamental concepts in social psychology such as social cognition, interpersonal relationships, group dynamics etc.
3. Describe, explain and evaluate research studies examining core areas of social psychology as well as recognise and evaluate social, cultural, spiritual and other types of diversity
4. Apply psychological concepts, theories and research findings to solve problems in everyday life and in society and develop core social and interpersonal skills such as team building, leadership etc.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	2	1		3	1		1		1	
CL02	3	2	2	3	2	1	2	3	2	
CL03	2	3	3	2	3	3	3	3	3	3
CL04	3	3	3	2	3	2	3	2	3	2

*‘3’ in the box for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping.

(ii) The broad contents of this course:

This course covers the fundamentals of social psychology, including social perception, cognition, influence, relations, aggression, attitudes, prejudice, group dynamics, and team processes, with a focus on understanding human behaviour in social contexts.

(iii) Skills to be learned:

Students will develop skills in analysing social phenomena, understanding social cognition and behaviour, evaluating social influences, fostering pro-social behaviour, managing group dynamics, and addressing issues such as aggression, prejudice, and conflict resolution in various social settings.

(iv) The detailed contents of this course, references and suggested readings:**Unit I: Introduction and Social Processes**

- a) Understanding Social Psychology: Definition, nature, concept and scope of social psychology; historical developments and emergence of modern social psychology; research methods; ethical issues in social psychology research; emerging trends and current issues; applications.
- b) Social Perception: Meaning and definition of social cognition; nonverbal communication; attribution: theories, basic sources of attribution; impression formation and impression management; accuracy of social perception.

Unit II: Social Cognition and Behaviour

- a) Social Cognition: Meaning and definition of social cognition; social cognition: schemas; heuristics; error in social cognition; affect and cognition.
- b) Social Influences: Social influence: conformity; group influence; factors affecting conformity; resistance; compliance; extremes forms of social influence: obedience to authority and indoctrination;
- c) Pro-Social Behaviour: the decision to help in an emergency; attraction; attributions; volunteering; empathy; altruism.

Unit III: Social relations, Aggression, Crime, Attitudes and Prejudice

- a) Social relations: Attraction and intimacy: proximity, familiarity, similarity, mutual liking, physical attraction, reciprocal liking; prosocial behaviour: empathy, altruism, empathetic joy hypothesis, negative-state relief model, kin selection theory, bystander effect.
- b) Aggression and Crime: Definition, nature, Theories of aggressive behaviour: Biological basis of aggression, Drive theory of aggression, General Aggression Model (GAM),

frustration-aggression hypothesis, excitation transfer theory; Violence: Definition, Types of violence, Domestic and group violence, Effect; Crime: Definition, Types, Causes, Rehabilitation of criminals; Role of psychologists; Control and prevention of aggression and violence.

- c) Attitudes and Prejudice: Attitude formation: Social learning, Acquiring attitudes, Influence of attitude on behaviour, Resistance to persuasion, Cognitive dissonance; Prejudice- Causes; Effects; and cures.

Unit IV: Group and Team Process

- a) Group dynamics: Group dynamics: definitions and nature of basic concepts; Group: nature, types, and functions; Formation group factors Group cohesion and development, Group structure.
- b) Team: Nature, functions and team player styles; defining team success and conditions for team success; Functional approach to leading teams; Team building and team training: types and evaluation; Ice-breaker; virtual teams; Decision making and Performance, Intergroup conflict, Crowd and social movements, Negotiation and peace-making, Sustainable future.

References:

1. Baron, R. A & Branscombe, N.R., (2017). *Social Psychology*. Pearson Education.
2. Forsyth, D.R. (2018). *Group Dynamics*. (7th ed). Wadsworth Pub Co.
3. Levi, D., (2020). *Group Dynamics for Teams*. Sage Publications.
4. Myers, D. G& Twenge, J. M., (2021). *Social Psychology*. McGraw Hill Education.
5. University of Minnesota Libraries Publishing. (2015). *Principles of Social Psychology*
6. Vallachar, R.R., (2020). *Social Psychology Exploring the Dynamics of Human Experience*. Routledge Taylor and Francis group, New York.

Suggested Reading:

1. Baumeister, R.F, Finkel, J.S., (2010). *Advanced Social Psychology*. Oxford University Press.
2. Bonner, H. (2018). *Group Dynamics: Principles and Applications*. Forgotten Books.
3. Coutts, L. M, Gruman, J. A & Schneider, F. W., (2017). *Applied Social Psychology*. Sage Publications.

4. Deaux, K & Synder, M. (2012). *The Oxford Handbook of Personality and Social Psychology*, (1st ed).OUP USA
5. Fein, S, Kassin, S & Rose, H.M. (2016). *Social Psychology*,(10th ed). Cengage Learning.
6. Fiedler, K, Bless,H, Greifeneder, R (2017). *Social Cognition: How to Construct Social Reality*. Psychology Press.
7. Hamilton, D.L & Stroessner, S,N., (2021). *Social Cognition: Understanding People and Events*. Sage Social Psychology.
8. Kissinger, H. (2022). *Leadership: Six Studies in World Strategy*. Allen Lane
9. Nowak, A, Read, S. J & Vallacher, R. R., (2017). *Computational Social Psychology*. Routledge Taylor and Francis group.
10. Taylor, S.E & Susan, T., (2016). *Social Cognition: From brains to culture*. Sage Publications Ltd.

DSC. 7.b**EXPERIMENTS IN GROUP AND SOCIAL PROCESSES**

UPYPC50301

(i) Course Learning Outcomes:

After completing the course, the students will be able to:

1. List the important experiments and tests used in the discipline of social psychology
2. Understand the use and applicability of important experiments that assess group dynamics, prejudice, attitudes, leadership etc.
3. Use various tests and social experiments in the classroom to develop skills such as communication, leadership, problem-solving and decision-making.
4. Develop self-awareness by assessing one's own prejudice, attitude, leadership style, communication style etc through experiential learning activities.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	2	1		3	1		1		1	
CL02	3	2	2	3	2	1	2	3	2	
CL03	2	3	3	2	3	3	3	3	3	3
CL04	3	3	3	2	3	2	3	2	3	2

*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

(ii) The broad contents of this course:

This course explores laboratory-based assessments and field/online learning in social psychology, covering topics such as group behaviour, communication, prejudice, decision-making, and social influence phenomena.

(iii) Skills to be learned:

Students will acquire proficiency in conducting and interpreting laboratory-based assessments, analysing field and online learning scenarios, understanding social phenomena, and applying psychological principles to real-world situations.

(iv) The detailed contents of this course, references and suggested readings:

Unit I: Laboratory-Based Assessments

- a) Group behaviour / Team effectiveness
- b) Sociogram / Sociometry
- c) Communications /Leadership
- d) Cognitive dissonance / False Consensus
- e) Self-Deception

Unit II: Field and Online Learning:

- a. Prejudice / Attitude change
- b. Problem solving / Decision-making
- c. Bystander effect / Social facilitation
- d. Selective Group Perception/ Stereotype
- e. Confirmation Bias / Groups and Influence On Opinion

References

1. Abelson, R.P, Frey, K.P & Gregg, A.P., (2003). *Experiments with people: Revelations from Social Psychology*. Psychology press.
2. Argyle, M & Humphrey, G. (2017). *Social Psychology Through Experiment*. Psychology Press; 1st edition.
3. Crum, A.J & Walton, G. M. (2020). *Handbook of Wise Interventions: How Social Psychology Can Help People Change* .Guilford Press
4. Johnson, D & Johnson, F. (2016).*Joining Together: Group Theory and Group Skills* (The Merrill Counseling Series).Pearson
5. Olson, J.M & Zanna, M. P. (2012). *Advances in Experimental Social Psychology*. Academic Press

Suggested Reading

1. Cebula, A & O'Malley, E. D. (2015). *Your Leadership Edge Lead Anytime, Anywhere*. ard Press

2. Christopher, M.E & Smith, L.E.(1999). *Leadership Training A Sourcebook of Activities*. Viva Books Private Limited.
3. Coutts.L,M, Gruman.J,A & Schneider.F,W.(2017). *Applied Social Psychology: Understanding and Addressing Social and Practical Problems*. SAGE Publications, Inc
4. Crano, W.D & Prislin, R. (2014). *Attitudes and Attitude Change (Frontiers of Social Psychology)*. Psychology Press
5. Duinn. J. (2021).*Distributed Teams: The Art and Practice of Working Together While Physically Apart*. Release Mechanix, LLC.
6. Hart, B. L. (1999). *Faultless Facilitation*. USA, HRD Press.
7. Keyton, J. (2005). *Communicating in groups: Building relationships for group effectiveness*. OUP USA
8. Parker, G & Thiagarajan, S. (2008). *Teamwork and Team play: Games and Activities for Building and Training Teams*. Pfeiffer
9. Patrick, D.S & Steinwedel, J.S. (2019). *Group Coaching: Raising Leadership Consciousness, Effectiveness, and Engagement in Organizations: The Art and Practice of Facilitating Leadership Development Cohorts*: Chiron Publications
10. Rosenbaum, P. (2019). *Observation and Experiment – An Introduction to Causal Inference*. Harvard University Press
11. Smith,M & Smith,P., (2004). *Testing People at Work:Competencies Psychometric Testing*.Wiley-Blackwell.
12. Stathi,S & Vezzali, L. (2020). *Using Intergroup Contact to Fight Prejudice and Negative Attitudes: Psychological Perspectives (European Monographs in Social Psychology)*. Routledge
13. Tileaga, C. (2017). *The Nature of Prejudice: Society, discrimination and moral exclusion (Explorations in Social Psychology)*. Routledge.

DSC 8.a**PSYCHOPATHOLOGY**

UPYTC50302

(i) Course Learning Outcomes:

After completing the course, the students will be able to:

1. Understand the history of mental disorders and the important classification system (i.e., Diagnostic and Statistical Manual of Mental Disorders and International Classification of Diseases) and critically evaluate its strengths and limitations
2. Recognize the signs and symptoms of mental illness, and other forms of psychological and behavioural dysfunction and be adept at the aetiology, subtypes, clinical features, diagnosis and differential diagnosis of various disorders
3. Critically evaluate different conceptual approaches to the aetiology and treatment of psychopathology and demonstrate competency through knowledge about current evidence-based therapeutic treatments for major classes of psychiatric disorders.
4. Identify community and national resources and organizations for individuals with mental disorder and their families.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	2	1		3	1		1		1	
CL02	3	2	2	3	2	1	2	3	2	
CL03	2	3	3	2	3	3	3	3	3	3
CL04	3	3	3	2	3	2	3	2	3	2

*‘3’ in the box for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping

(ii) The broad contents of this course:

This course provides an overview of mental health and illness, covering basic concepts, historical perspectives, and various models of psychopathology. It explores the classification of mental

disorders according to DSM and ICD systems, emphasizing differences between ICD-10 and ICD-11.

(iii) Skills to be learned:

Students will develop proficiency in understanding and diagnosing neurodevelopmental, psychotic, mood, anxiety, stress-related, and addictive disorders, along with personality and neurocognitive disorders. They will also learn to differentiate between various disorders and their clinical features

(iv) The detailed contents of this course, references and suggested books:

Unit I: Introduction

A. Introduction: Basic concepts and definitions; Historical overview; changing attitudes and concepts about mental health and illness; models for understanding psychopathology: biological, psychoanalytical, behavioural, interpersonal, humanistic, and socio-cultural; need for classification of mental disorders; classification of mental disorders: DSM and ICD systems of classifications; difference between ICD-10 and ICD-11.

b. Aetiology of Neurodevelopmental disorders, schizophrenia, mood disorders, anxiety disorders, obsessive-compulsive, dissociative disorders, personality disorder, neurocognitive disorders, s addictive disorders.

Unit -II: Neurodevelopmental, psychotic and Mood disorders - *clinical features, diagnosis and differential diagnosis of disorders of*

a. Neurodevelopmental disorders (6A00-6A0Z) & Disruptive behaviour or dissocial disorders (6C90-6C9Z)

intellectual development; autism spectrum disorder; developmental learning disorder; attention deficit hyperactivity disorder; oppositional defiant disorder and conduct-dissocial disorder.

b. Schizophrenia or other primary psychotic disorders (6A20-6A2Z) and Catatonia (6A40-6A4Z)
Schizophrenia, schizoaffective disorder, schizotypal disorder, acute and transient psychotic disorder; delusional disorder; symptomatic manifestations of primary psychotic disorders; catatonia.

c. Mood Disorders (6A60-6A8Z)

Bipolar or related disorders-bipolar type-1 disorder; bipolar type-2 disorder; cyclothymic disorder; depressive disorders- single episode depressive disorder; recurrent depressive disorder; dysthymic disorder; mixed depressive and anxiety disorder; symptomatic and course presentations for mood episodes in mood disorders.

Unit III: Anxiety and Stress Related Disorders

clinical features, diagnosis and differential diagnosis of disorders of

a. Anxiety, Fear-Related and OCD (6B00-6B2Z)

Generalised anxiety disorder; panic disorder, agoraphobia, specific phobia, social anxiety disorder, separation anxiety disorder, selective mutism. Obsessive-compulsive disorders.

b. Disorders specifically associated with stress (6B40-6B4Z)

post-traumatic stress disorder; complex post-traumatic stress disorder; adjustment disorder.

c. Dissociative disorders (6B60-6B6Z)

dissociative amnesia; trance disorder, possession trance disorder; depersonalization-derealization disorder.

Unit IV: Disorders of addictive behaviours and others

clinical features, diagnosis and differential diagnosis of:

a. Disorders due to substance use or addictive behaviours (6C40-6C5Z)

disorders due to use of alcohol and disorders due to use of nicotine; gambling and gaming;. Impulse control disorders;- compulsive sexual behaviour disorder; intermittent explosive disorder;

b. personality disorder; prominent personality traits or patterns;

c Neurocognitive disorders- delirium, mild neuro-cognitive disorder, amnesic disorder; dementia due to Alzheimer disease.

References

1. Blaney, P.H., Krueger, R.F., & Millon, T. (2014). *Oxford Textbook of Psychopathology (3rd ed.)*. USA: Oxford University Press New York.

2. Boland, R., Verduin, M., & Md, R. P. (2021). *Kaplan & Sadock's Synopsis of Psychiatry* (12th, North American ed.). Wolters Kluwer.
3. Geddes, J. R., Andreasen, N.C., & Goodwin G.M. (26 September 2022). *New Oxford Textbook of Psychiatry* (3rd ed.). Oxford University Press. <https://doi.org/10.1093/med/9780198713005.001.0001>.
4. Plante, T.G., (2005). *Contemporary clinical psychology* (2nd ed.). John Wiley & Sons, Inc.
5. World Health Organization (WHO).(2019/2021). *International Classification of Diseases, Eleventh Revision (ICD-11)*. <https://icd.who.int/browse11>.

Suggested Reading

1. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.).
2. Barlow, D H., & Durand, V M.(2015).*Abnormal Psychology: An integrative approach*.(7th edition). Cengage Learning India Private Limited.
3. Carson, C. R., Butcher, J. N., Mineka, S., & Hooley, J.M. (2007). *Abnormal psychology* (13th Edn). Pearson Education, Inc.
4. Hooley, J M., Butcher, J N., et.al.(2017).*Abnormal Psychology*.(17th edition). Malasia: Pearson Education Limited.
5. Millon, T., Blaney, H. P., & Davis, D. R.(1999). *Oxford Textbook of Psychopathology*. Oxford University Press.
6. Oyeboode, F. (2018). *Sims' Symptoms in the Mind: Textbook of Descriptive Psychopathology* (6th ed.). Elsevier Publications.
7. Ramsden, P.(2013). *Understanding Abnormal Psychology-Clinical and Biological Perspective*. Sage publishers.
8. Sadock, B J., Sadok V A., et.al. (2015). *Synopsis of Psychiatry*. (11th edition). Wolters Kluwer.
9. Sarason, I G., & Sarason B R.,(2012). *Abnormal Psychology: the problem of maladaptive behaviour*. 11th edition. PHI Learning.
10. Wenar, C. & Kerig, P. (2000). *Developmental psychopathology*, McGraw Hill

DSC. 8. b.**ORGANISATIONAL BEHAVIOUR**

UPYTC50303

(i) Course Learning Outcomes:

After completing the course, the students will be able to:

1. Understand the foundations of organisational behaviour such as meaning, nature and scope.
2. Effectively summarise both the classical and modern theories of organizational theory, structure, and design.
3. Analyse the psychological processes at individual and organizational levels such as values, attitudes, leadership, and team dynamics.
4. Acquire skills that are requisite for effective functioning in organizations like interpersonal skills and managerial skills and develop sensitivity to diversity in organizations.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	2	1		3	1		1		1	
CL02	3	2	2	3	2	1	2	3	2	
CL03	2	3	3	2	3	3	3	3	3	3
CL04	3	3	3	2	3	2	3	2	3	2

*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

(ii) The broad contents of this course:

This course explores the fundamentals of Organizational Behaviour (OB), including its definition, scope, and research methods. It delves into classical and contemporary organizational theories, structural designs, and individual and group-level processes, emphasizing emerging trends and challenges.

(iii) Skills to be learned:

Students will develop essential interpersonal and managerial skills, understand diverse organizational cultures, and grasp the dynamics of individual and group behaviour in organizational settings. They will also gain insights into managing the future of work, including technological advancements, reskilling initiatives, and the human-machine interface.

(iv) The detailed contents of this course, references and suggested books:

Unit I: Introduction to Organizational Behaviour (OB)

- a. Organizational Behaviour: definition, meaning and basic concepts; need, focus, purpose and scope of OB; multidisciplinary nature of OB; research methods in OB.
- b. The importance of interpersonal skills and managerial skills; trends and challenges of OB; culture and diversity in organizations.

Unit II: Organizational Theory, Structure and Design

- a. Classical and Neo-classical organizational theories: scientific management, administrative management, bureaucratic model, human relations approach.
- b. Contemporary Theories: systems approach, information processing view, contingency approach, behavioural approach, ecological theories.
- c. Organizational Structure: concepts of organizational structure, merits and demerits, flat and tall structure, line/staff concept of organization. modern organizational designs.

Unit III: Individual and Group Level Processes

- a. Individual Level Processes: personality, values, attitude, emotions, perception, motivation, learning, decision making.
- b. Group Level Processes: communication, power and politics, leadership, groups, team dynamics, stress and burnout, conflict and conflict resolution.

Unit IV: Managing the Future of Work

- a. Emerging Employment Models: on-demand or gig economy, hybrid work, shamrock organizations, remote work (work-from-home and work-from-anywhere).
- b. Technology and the Future of Jobs: Understanding different paths of technology adoption, automation, artificial intelligence, and robotics and what these scenarios mean for firms

and employees.

- c. Reskilling the Future Workplace: Managing workforce transformation in light of new technologies. technology determinism theory, talent development: reskilling and upskilling of the workforce.
- d. Being Human in a World of Automation: The importance of being human, human-machine relationships, can humans do better than machines.

References:

1. Autor, D. H., Mindell, D. A., Reynolds, E., Solow, R. M. (2022). *The work of the future: Building better jobs in an age of intelligent machines*. MIT press
2. Davis, K, Newstrom, J.K., (2001). *Organization Behavior*. Tata Mcgraw Hill
3. Johnson, S.K & Riggio, R.E., (2022). *Introduction to industrial/ Organization Psychology*. Taylor & Francis
4. Judge, T.A, Robbins, S.P & Vohra, N., (2018). *Organizational Behaviour*. Pearson.
5. Luthans, F., (2010). *Organization Behavior*. MCGraw- Hill Education

Suggested Readings:

1. Dwivedi., (2008). *Human Relations and Organisational Behaviour*. Laxmi Publications.
2. Elliott, B., Subramanian, S., Kupp, H., Butterfield, Stewart. (2022). *How the future works: Leading flexible teams to do the best work of their lives*. Wiley
3. Gibson, J, Ivancevich, J & Kanopaske, R., (2011). *Organizations: Behavior, Structure, Process*. McGraw Hill.
4. Glinow.M,V & McShane.S., (2022). *Organizational Behavior*. McGraw Hill.
5. Khanna,S& Pareek,U., (2018). *Understanding Organizational Behavior*. Oxford University Press.
6. Kumar,D.B., (2015). *Organizational Behavior*. Oxford University Press
7. Morgan, J (2014). *The future of work: Attract new talent, build better leaders, and create a competitive organization*. Wiley
8. Mullins.L,J., (2013). *Management and Organisational Behavior*. FT Publishing International.
9. Nandhakumar.B., (2018). *Organization Behavior*. Trinity Press

10. Prasad, L.M., (2014). *Organizational Behavior*. Sultan Chand & Sons.
11. Riegel, D G., Kropp, B., Gulati, R., Fuller, B. (2021). *The future of work: The insights you need from Harvard Business Review*. Harvard Business Press.
12. Sekhar.C. D., (2012). *Organisational Behavior*.International Book House.
13. Shankar, M., (2013). *Organizational Behaviour*. International Book House.
14. Shukla.M., (2009). *Understanding Organisations: Organisational Theory And Practice Learningin India*.Prentice Hall India Learning Private Limited

DSC 9.a**ASSESSMENTS IN CLINICAL PSYCHOLOGY**

UPYPC50304

(i) Course Learning Outcomes:

After completing the course, the students will be able to:

1. Understand the meaning and importance of assessment in clinical psychology and evaluate the strengths and limitations of clinical assessments.
2. Perform a clinical interview to acquire information necessary for psychological diagnosis and case formulation.
3. Administer, score, and interpret the results of the tests taught according to guidelines discussed in class and those provided in the test manuals.
4. Interpret and integrate results of assessment procedures into a clearly written clinical report that is appropriate for the intended audience and contains appropriate diagnoses, case conceptualization, and treatment recommendations.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	2	1		3	1		1		1	
CL02	3	2	2	3	2	1	2	3	2	
CL03	2	3	3	2	3	3	3	3	3	3
CL04	3	3	3	2	3	2	3	2	3	2

*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

(ii) The broad contents of this course:

This course introduces clinical psychology, covering its nature, assessment methods, and applications in behavioural and cognitive assessments. It explores various psychological tests and their ethical considerations, focusing on psychopathology assessment tools

(iii) Skills to be learned:

Students will gain proficiency in conducting comprehensive psychological assessments, including case history and mental status examinations. They will develop skills in behavioural assessment techniques, cognitive function assessments, and the evaluation of psychopathological conditions using standardized tests and rating scales.

(iv) The detailed contents of this course, references and suggested books:

Unit I: Introduction

a. Clinical Psychology: Nature and definition; history and development; models; work setting; scope; mental health act; RCI guidelines- licence, and regulations; current trends and development.

b. Psychological Assessment: Definition and purpose; components of assessment; case history and MSE*; report writing.; types of tests in clinical practice: intelligence, personality, cognition, clinical rating scales; ethical & social considerations in testing: controversial issues in assessment; digital assessment and applications.

Unit II: Behavioural Assessment

a. Basic concepts and components of Behavioural assessment; traditional approaches: syndrome-based diagnosis, empirically based classification.

b. Practice and applications*: Functional analysis: problem description, identifying, controlling variables, adaptive significance of problem behaviour, selection of treatment, evaluation; Behaviour assessment methods: behavioural interviews, behaviour rating scale, analogue technique, self-monitoring, direct observation.

Unit III: Assessment of Cognitive Functions

KCI: Knox cube imitation test (Revised); SFBT: Seguin Form board test, (2021 norms); BKT : Binet-Kamat Test of Intelligence; (2020 interpretations); VSMS : Vineland Social Maturity Scale,(2019 updated administration and scoring); WAIS-IV: Wechsler's Adult Intelligence Scale-4th edition,; Bhatia's Battery of Performance Test of Intelligence; WISC-1V: Weschler's'

Intelligence Scale for Children- 4th edition; TONI-4 : Test of Nonverbal Intelligence-4th edition,; RPM: Ravens' Progressive Matrices; WMS: Weschler's' Memory Scale ; BVRT: Benton Visual Retention Test (Fifth Edition BVRT); BGT : Bender Gestalt test.

Unit IV: Assessment of Psychopathology

MMPI 3 - Minnesota Multiphasic Personality Inventory- 3, MCMI III- Millon Clinical Multiaxial Inventory- III, BDI 2- Becks' Depression Inventory- 2, STAI- State-Trait Anxiety Inventory, BAI- Becks' Anxiety Inventory, DASS- Depression Anxiety Stress Scale, OCI- Obsessive Compulsive Inventory, YBOCS- Yale-Brown Obsessive Compulsive Scale, YMRS- Young Mania Rating Scale, CAGE- Cut, Annoyed, Guilty and Eye questionnaire for substance abuse, AUDIT- Alcohol Use Disorders Identification Test, MAST- Michigan Alcohol Screening Test, SAD-Q- Severity of Alcohol Dependence Questionnaire, BPRS- Brief Psychiatric Rating Scale, PANSS- Positive And Negative Syndrome Scale, LSAS- Liebowitz Social Anxiety Scale, IPDE- International Personality Disorder Examination.

References

1. Aiken, L.R., & Groth-Marnat, G. (2006). *Psychological Testing and Assessment* (12th ed.). Boston, MA: Pearson
2. Groth-Marnat, G., & Wright, J. A. (2016). *Handbook of Psychological Assessment* (6th ed.). New York: John Wiley & Sons, Inc.
3. Haynes, S.N., & Hayes O'Brien, W. (2000). *Principles and Practice of Behavioral Assessment* (1st ed.). NY: Springer.
4. Hersen, M. (2016). *Psychological Assessment in Clinical Practice: A Pragmatic Guide* (1st ed.). Routledge.
5. Huprich, S.K. (2005). *Rorschach Assessment of the Personality Disorders* (1st ed.). NY: Routledge.

Suggested Reading

1. Dorfman, W., I., & Hersen, M. (2001). *Understanding Psychological Assessment (Perspectives on Individual Differences)* (2001st ed.). Springer.

2. Richard, D. C. S., & Huprich, S. K. (2 September 2011). *Clinical Psychology: Assessment, Treatment, and Research* (1st ed.). Academic Press.
3. Thomas, V., Block, C., et.al. (2018). *Wechsler Adult Intelligence Scale-IV (WAIS-IV)*. *The Wiley-Blackwell Encyclopaedia of Personality and Individual Differences*.
4. Wechsler, D. (1939). *The measurement of adult intelligence*. Baltimore: Williams & Wilkins

DSC. 9.b.**PSYCHOLOGICAL ASSESSMENTS AND APPRAISAL SYSTEMS**

UPYPC50305

(i) Course Learning Outcomes:

After completing the course, the students will be able to:

1. Explain the nature, scope and importance of psychological assessments in organisations.
2. Outline the various types of assessments used in the organisational setting.
3. Evaluate the issues related to psychological assessments in organisations.
4. Apply the models of performance appraisal in an organisational setting.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3	1		3	1		1		1	
CL02	3	2	2	3	2	1	2	3	2	
CL03	2	3	3	2	3	3	3	3	3	3
CL04	2	3	3	2	3	2	3	2	3	2

*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

(ii) The broad contents of this course:

This course covers psychological assessment methods, personal orientation, and interpersonal styles relevant to the workplace. It explores employee selection processes, organizational roles, and methods of performance appraisal, including traditional and modern approaches.

(iii) Skills to be learned:

Students will develop proficiency in administering and interpreting psychological assessments for employee selection and performance appraisal. They will gain insight into personal and interpersonal dynamics in the workplace, leadership styles, conflict resolution, and decision-making processes.

(iv) The detailed contents of this course, references and suggested books:**Unit I: Introduction**

Psychological Assessment: Definitions and Purpose; Components of Assessment; Techniques of Assessment; Nature, Process, Merits and Demerits of Assessment Methods; Factors influencing Assessment. Psychological tests in Employee Selection. Ethical & Legal issues in assessment.

Unit I: Personal Orientation, Interpersonal Styles and Organization

- a. Personal Orientation and Behaviour: personal effectiveness, role of creativity in the workplace, interpersonal trust, locus of control, psychological needs: work preference, interpersonal needs, power bases: coercive and persuasive power (CPP), group effectiveness: openness and perceptiveness.
- b. Personal and Interpersonal Styles: leadership profile, transactional styles, conflict resolution, decision-making.
- c. The Role: Role Efficacy, Organizational Role Stress (ORS), coping with stress.
- d. The Organization: team effectiveness, organizational learning diagnostics (OLD), learning organization, motivational analysis of organization, organizational culture, leadership. power enhancers (PE).
- e. Selection: General ability tests, aptitude and achievement tests, personality tests and interest tests.

Unit II: Methods of Performance Appraisal

- a. Performance Appraisal System: definition, concept and need of appraisal in an organization. methods of performance appraisal: traditional and modern.
- b. Traditional Methods of Performance Appraisal: straight ranking method, paired comparison method, graphic rating scale, forced choice method.
- c. Modern Methods of Performance Appraisal: behaviourally anchored rating scales (bars), critical incident method, checklist method. 360-degree performance appraisal. meaning, definition, conceptual background, post appraisal feedback, designing and administering benefits and services; technological performance appraisal, management by objectives; issues in performance appraisal.

References

1. Anderson, N., Ones, D. S., Sinangil, H. K., & Viswesvaran, C. (2001). *Handbook of Industrial, Work & Organizational Psychology: Volume 2: Organizational Psychology* (1st ed.). SAGE Publications Ltd.
2. Groth-Marnat, G., & Wright, J. A. (2016). *Handbook of Psychological Assessment* (6th ed.). Wiley.
3. Pareek, U., & Purohit, S. (2018). *Training Instruments in HRD and OD* (4th ed.). New Delhi: SAGE Publications Pvt. Ltd

Suggested Reading

1. Berry, L. M. (1998). *Psychology at Work: An introduction to Organizational and Industrial Psychology*. Mc Graw Hill International.
2. Disboye R.L., Smith C.S. Howell W.C. (1994), *Understanding Industrial Organizational Psychology*. Harcourt Brace International.
3. Dorfman, W., I., & Hersen, M. (2001). *Understanding Psychological Assessment (Perspectives on Individual Differences)* (2001st ed.). Springer.
4. Hersey, P. & Blanchard, K. H. (1992). *Management of organizational behaviour* (5th edition) PHI.
5. Kolb,D.A. (2015).*Experiential Learning: Experience as a Source of Learning and Development* (2nd Ed.) Pearson Education Inc: New Jersey.
6. Murphy, K. R., Cleveland, J. N., & Hanscom, M. E. (2018). *Performance Appraisal and Management* (1st ed.). SAGE Publications, Inc.
7. Nikolaou, I., & Oostrom, J. K. (2015). *Employee Recruitment, Selection, and Assessment: Contemporary issues for theory and practice (Current Issues in Work and Organizational Psychology)* (1st ed.). Psychology Press.
8. Sonnentag, S. (2001). *Psychological Management of Individual Performance A Handbook in the Psychology of Management in Organizations* (1st ed.). Wiley.

DSC 10. a.**INDIAN PSYCHOLOGY**

UPYTC50306

(i) Course Learning Outcomes:

After the course the students will be able to:

1. Summarise the concepts of Indian Psychology- origin, practices and the various Indian schools of thoughts.
2. Demonstrate a conceptual understanding of consciousness and its functioning through an Indian perspective.
3. Critically appraise the current methods of studying Indian Psychological thoughts.
4. Develop an indigenous approach towards intervention methods and healing techniques.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3	1				2	1	2		
CL02	3	2		2					2	
CL03	2	3	2	3	2	3	2	2		1
CL04	2	3	1	3	3	1	2	3	3	2

(ii) Broad contents of the course:

The course introduces the academic discipline of Indian Psychology and presents the important schools and models from the Indian Psychological tradition. The course provides hands-on experience in the various practices rooted in Indian Psychological thought such as Yoga-, Meditation-Transcendental Meditation, Preksha Meditation, Vipassana meditation, Ayurveda.

(iii) Skills to be learned:

The students will learn various experiential techniques such as Yoga; meditation-transcendental meditation, preksha meditation, vipassana meditation; Ayurveda as well as apply them to the modern day disciplines of science, technology and medicine.

(iv) The detailed contents of this course, references and suggested books:

Unit I: Introduction and Emergence

Definitions, nature, and differentiation of concepts in Indian Psychology; relationship between culture and Psychology, emergence of indigenous and non-western perspectives to Psychology.

Unit II: Knowledge Paradigms

- a. Essential knowledge paradigms: Ontology, Epistemology and methodology
- b. Paradigms of Western Psychology: positivism, post-positivism, critical perspective, social constructionism, existential phenomenology, and co-operative enquiry, paradigmatic controversies.

Unit III: Major schools of Indian Psychology and Basic methods of study

- a. World views and methods of knowing in: Upanishads -factors of personality, mental functions, higher mental powers and yoga; Samkhya - Purusha and Prakruthi, Gunas, Mahat, Manas, Personality, Perception and Consciousness; Visistadvaita - nature of consciousness, factors of personality, functions of the mind; and Advaita schools- -personality, states of consciousness, individuality in different states of consciousness, functions of mind.
- b. Basic methods of study, current perspectives and research in Indian Psychology.

Unit IV: Self and Consciousness, Health and Wellbeing

- a. Self and consciousness; Viewpoints of- Upanishads, Bhagavad Gita, Buddhism, Jainism, and other Indian schools of thought.
- b. Health, wellbeing and human development: Indian approaches to health and wellbeing - Yoga, Ayurveda; Goals of life- concept of purusharthas; Personality development- concept of ashramas.
- c. Experiential and observational learning: Yoga; Meditation - Transcendental Meditation, Preksha Meditation, vipassana meditation; Ayurveda.

References

1. Forem, J. (2012) *Transcendental Meditation: The Essential Teachings of Maharishi Mahesh Yogi*. Library of Congress Cataloguing in publication. USA
2. Hart,W., (2009). *Vipassana Meditation: As Taught by S.N Goenka*. Harperone. USA
3. Paniker.A., (2017).*Jainism: History, Society, Philosophy & Practice*. Motilal Banarsidass.India
4. Ragonath, S., (1976). *Indian Psychology*. Munshiram Manoharlal; Delhi
5. Sinha,J., (1985). *Indian Psychology volume 3. Epistemology of perception*. Motilal banarsidass publishers private limited. Delhi.

Suggested Reading

1. Cornelissen,M, Misra. G & Varma.S., (2011)., *Foundations of Indian Psychology Theories & concepts*. Pearson publication. Delhi
2. Coster, G. (1949). *Yoga and Western Psychology*. Oxford University Press, London
3. Dalal,A, Paranjpe.R& Rao,R., (2008). *Handbook of Indian Psychology*. Cambridge University Press, India.
4. Detroja.M., (2019). *Elements of Indian Psychology*. Vista Publishers. Delhi
5. Kuppuswamy,B.,(2012). *Indian Psychology*. Limited company. India Limited. New Delhi.
6. Mitchell, W., (2014). *Buddhism*. Oxford University Press. UK
7. Paranjpe, A.R, Ramakrishna, K., (2017). *Psychology in the Indian Tradition*. D.K.Printworld. India
8. Rao,R., (1962). *Development of Psychological thought in India*. Kavyalaya Publishers, Mysore.
9. Rao., (2008). *Handbook of Indian Psychology*. Cambridge University Press India Private
10. Singh, H.S. (1977). *Psychotherapy in India*. National Psychological Corporation, Agra.

DSC.10.b

HEALTH PSYCHOLOGY

UPYTC50307

(i) Course Learning Outcomes:

After completing the course, the students will be able to:

1. Define the foundational principles and historical context of health psychology, distinguishing between the biomedical and biopsychosocial models of health and illness (Remember and understand level)
2. Assess the psychological impact of chronic illnesses utilizing relevant theoretical frameworks to understand their psychosocial determinants and treatment approaches. (Apply level)
3. Evaluate the effectiveness of various theoretical models in health psychology in predicting health behaviours and guiding interventions for health promotion and illness prevention. (Evaluate Level)
4. Apply cognitive-behavioural strategies to modify health habits and promote positive lifestyle changes, aiming to enhance overall well-being and reduce the incidence of chronic illnesses. (Apply Level)

Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3					2				
CL02	3	1			1		1	2		
CL03		1		2	2		1			
CL04			2	3	3		2	1	1	1

*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

(ii) The broad contents of this course:

This paper outlines the historical evolution of health psychology and the differentiation between biomedical and biopsychosocial models of health and illness. It also explores the psychological impact of chronic illnesses on individuals, alongside analysing theoretical models and practical approaches in health psychology.

(iii) Skills to be learned:

The students will be skilled in applying theoretical frameworks and cognitive-behavioural strategies to promote health behaviour change and improve overall well-being.

(iv) The detailed contents of this course, references and suggested books:

Unit I: Introduction

An Introduction to Health Psychology: Meaning of Health Psychology - A historical background of health psychology, Biomedical model, Biopsychosocial model.

Unit II: Chronic Illnesses

Heart diseases, diabetes, obesity, hypertension, cancer, HIV

Unit III: Theoretical models

Social cognitive models, Health Belief Model, Protection Motivation Theory, Theory of planned behaviour, Social cognitive theory, and Stage theory of behavioural change.

Unit IV: Health Promotion and Illness Prevention

Changing health habits; cognitive behavioural approaches to health behaviour change.

References:

1. Morrison, V., & Bennett, P. (2009). Introduction to Health Psychology (2nd Ed) Pearson Education Limited, New York.
2. Ogden, J. (2012). Health Psychology. McCrawhill Foundation
3. Sarafino, E. P. (1994). Health Psychology, Biopsychosocial interactions. John Wiley & Sons, New York.
4. Taylor, S.E., (2009). Health Psychology (9th Ed). New Delhi: Tata McGraw-Hill Publishing Company Ltd.

Suggested Reading:

1. Ayers, S., Baum, A., McManus, C., Newman, S., Wallston, K., Weinman, J., & West, R. (2007). *Cambridge Handbook of Psychology, Health and Medicine* (2nd Ed). Cambridge University Press Bacon.
2. *Behavior and health* (8th Ed). Delhi: Cengage Learning
3. Bishop G.D. (1994): *Health Psychology: Integration Mind and Body*, Boston: Allyn and
4. Brannan, L. and Feist, J. (1996): *Health Psychology: An introduction to behaviour and health*, Pacific Groove, CA: Books/Cole.
5. Brannon, L., McNeese, J. F., & Updegraff, J. A. (2014). *Health Psychology an introduction to*
6. Broome, A. K. and Liewellyn, S. (1995): *Health Psychology*, London: Chapman and Hall.
7. Friedman, D.M. (1989) *Health Psychology*, New York: Prentice Hall.
8. Gatchel, R.J., and Baum, A. and Krantz, D.S. (1989) *An introduction to health psychology*, New York; McGraw Hill.
9. Lyons, A.C. & Chamberlain, K. (2006). *Health Psychology A Critical Introduction*. Cambridge
10. Straub, R.O. (2014). *Health Psychology a BioPsychosocial Approach* (4th Ed). Worth Publishers A Macmillan Higher Education Comp University Press

MC.5**RESEARCH DESIGN AND STATISTICS**

UPYTM50300

(i) Course Learning Outcomes:

After completing the course, the student will be able to:

1. Understand and summarise the meaning, purpose and characteristics of a good research design and explain the significance of important statistical measures used in psychological research.
2. Communicate and implement their knowledge of research design, analysis, interpretation, and ethics by conducting research addressing psychological questions.
3. Use appropriate statistical tests for the given data and effectively interpret and communicate the results of the test.
4. Demonstrate efficiency in using statistical software such as SPSS

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3	1		3	1		1		1	
CL02	3	2	2	3	2	1	2	3	2	
CL03	2	3	3	2	3	3	3	3	3	3
CL04	2	3	3	2	3	2	3	2	3	2

*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

(ii) The broad contents of this course:

This course covers fundamental aspects of research design, statistics, and data analysis in psychology. Topics include research design types, descriptive statistics, parametric and non-parametric tests, and statistical analysis using SPSS.

(iii) Skills to be learned:

Students will acquire proficiency in designing research studies, selecting appropriate statistical tests, and analysing data using both parametric and non-parametric methods. They will develop practical skills in data interpretation and statistical analysis using software tools like SPSS.

(iv) The detailed contents of this course, references and suggested books:

Unit I: Research Design

- a) Meaning & Purpose of research design; Characteristics of a good research design
- b) Types of research designs- experimental vs non-experimental, within group vs between-group designs, cross-sectional vs longitudinal; Other types- ex-post facto studies, factorial designs.

Unit II: Statistics in Psychology

- a) Descriptive statistics- Computing measures of central tendency (mean, mode, median) and variability (standard deviation, quartile deviation, sample & population variance)
- b) Normal distribution- nature and properties of the normal probability distribution; standard scores (z-score) and the normal curve; the standard normal curve: finding areas when the score is known; divergence from normality (skewness and kurtosis).

Unit III: Parametric Tests

- a) Levels of significance; Sample size estimation; one-tailed and two-tailed tests; Parametric and non-parametric test; Choosing appropriate statistics - where to use parametric and non-parametric tests
- b) Correlation methods (Karl Pearson's product-moment correlation, bi serial, point-bi-serial, partial, Spearman's rank correlation); Regression tests (simple linear regression, multiple linear regression)
- c) The t tests (independent, paired & one sample test); Analysis of Variance (one-way, two-way and repeated measures ANOVA, ANCOVA, MANOVA, MANCOVA); Post-hoc testing

Unit IV: Non-parametric Tests

- a) Some non-parametric tests- chi square test (chi square test for goodness of fit, chi square test for independence); Mann-Whitney U test; Kruskal Wallis H and median test; Wilcoxon sign test; Friedman, One-sample Kolmogorov-Smirnov test
- b) Statistical power of a test; Analysis skills in SPSS

References

1. Coolican, H. (2004). *Research methods and Statistics in Psychology*. Hoddes Arnold.
2. Creswell, J. W., & Creswell, D. J. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE Publications, Inc.
3. Frederick, J.G, & William, L.B. (2007). *Statistics for Behavioural Sciences*. (7th Ed.). Thomson Wadsworth.
4. Kerlinger, F.N. (2017). *Foundations of behavioral research*. Surjeet Publications.
5. Mayers, A. (2013). *Introduction to statistics and SPSS in psychology*. Pearson Education. Harlow.
6. Siegel, S. (1986). *Non parametric statistics*. NY: McGraw Hill.

Suggested Reading

1. Allen, P., Bennett, K., & Heritage, B. (2019). *SPSS Statistics: A practical guide*. Cengage Learning.
2. Creswell, J. W., & Poth, C. N. (2017). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). SAGE Publications, Inc.
3. Dancy, C.P., & Reidy, J. (2011). *Statistics without mathematics for Psychology* (5th ed.). Pearson Education Limited.
4. Field, A. (2017). *Discovering Statistics Using IBM SPSS Statistics: North American Edition* (5th ed.). SAGE Publications Ltd.
5. Fielding, N., Lee, R., & Blank, G. (2017). *The SAGE Handbook of online research methods*. SAGE Publications Ltd. <https://dx.doi.org/10.4135/9781473957992>
6. Goodwin, C. J. (2002). *Research in psychology: Methods and design* (3rd ed.). New Jersey: John Wiley & Sons, Inc.
7. Howel, D.C. (2007). *Statistical Methods for Psychology* (7th ed.). Wadsworth. Cengage.

SEC.5**GROUP RESEARCH PROJECT: II**

UPYPS50300

(i) Course Learning Outcomes:

After completing the course, the students will be able to:

1. Demonstrate an understanding of primary research proposal development by identifying research gaps, creating comprehensive proposals, and conducting pilot studies to assess feasibility and reliability.
2. Analyze collected data, interpret results, and engage in critical discussion, culminating in drafting primary study manuscripts following APA 7th edition format.
3. Apply knowledge and skills in primary data collection, analysis, and manuscript drafting, integrating feedback from scientific committees to enhance research quality and rigour.
4. Present research proposals and study findings effectively to scientific and ethics committees, demonstrating proficiency in scholarly communication and collaboration

Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3	3			3	2				
CL02	1	3	1	3	3		2	1		
CL03	2	3	1	2	3		2	1	1	3
CL04	3	3	1	2	3	3	2	1	1	3

*‘3’ in the box for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping.

(ii) The broad contents of this course:

Students will learn to develop primary research proposals, conduct pilot studies, analyze data, and draft manuscripts, culminating in presenting their findings to scientific committees.

(iii) Skills to be learned:

Students will acquire skills in proposal writing, data collection, analysis, manuscript drafting, and presentation skills, fostering proficiency in scholarly research and communication.

(iv) The detailed contents of this course, references and suggested books:

Unit I: Development of the Primary Study Proposal

- a) Training on the preparation of primary research proposal
- b) Writing a research proposal based on the gap identified from the review
- c) Pilot study data collection and data analysis to check tool reliability and study feasibility
- d) Present the research proposal before the scientific and ethics committee for approval
- e) Final submission of the proposal based on the committee feedback

Unit II: Results and Discussion

- a) Main study data collection and data analysis
- b) Writing results and discussion
- c) Drafting the primary study manuscript in APA 7th edition format
- d) Present the study before the Department's scientific committee
- e) Final submission of the primary study based on the committee feedback

References:

1. American Psychological Association. (2019). *Publication Manual of American Psychological Association*. (7th ed).
2. American Psychological Association. (2019, December 24). *Concise Guide to APA Style* (7th ed).
3. Bailey, S. (2011). *Academic writing: A handbook for international students*. (3rd ed). New York: Routledge.
4. Blaikie, N., & Priest, J. (2019). *Designing Social Research: The Logic of Anticipation* (3rd ed.). Polity.
5. Greener, I. (2011). *Designing Social Research: A Guide for the Bewildered* (1st ed.). SAGE Publications Ltd.

6. Hartley, J. (2008). *Academic Writing and Publishing*. Routledge.
7. Leki, L. (2010). *Academic Writing 2/E South Asian Edition*, Cambridge University Press
8. McSweeney, F., & Williams, D. (2019). *Designing and Conducting Research in Social Science, Health and Social Care* (1st ed.). Routledge.
9. Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative Research: A Guide to Design and Implementation* (4th ed.). San Francisco: John Wiley & Sons.
10. O'Leary, Z. (2013). *The Essential Guide to Doing Your Research Project* (2nd ed.). SAGE Publications Ltd.

Recommended reading

1. Walliman, N. (2022). *Your Research Project: Designing and Planning Your Work* (3rd ed.). Sage Publishing.

SEMESTER VI

DSC.11.a.**PSYCHOLOGICAL COUNSELLING**

UPYTC60308

(i) Course Learning Outcomes:

After the course, the students will be able to:

1. Summarise and discuss counselling fundamentals and how to apply them in diverse contexts, considering ethical and multicultural factors. (Understand Level)
2. Analyze counselling skills and models to develop effective strategies for diverse populations and issues, promoting personal and professional growth. (Analyse and synthesize Level)
3. Apply counselling skills and ethical principles to address specific issues, evaluating interventions' effectiveness and ethical implications. (Apply and Evaluate Level)
4. Create therapeutic environments, collaborate with clients, and refine counselling practices to enhance client outcomes and foster positive change. (Create Level)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3	2	2	1	1					
CL02	3	3	3	3	3	2			3	
CL03	3	3	2	1	2		3	3	2	2
CL04	3	3	3	1	3	3	3	3	2	3

(ii) Broad Contents of the Course:

This course covers the fundamentals of psychological counselling, including counselling theories, skills, models, and special issues, focusing on professional development and ethical considerations.

(iii) Skills to be learned:

Students will develop proficiency in counselling skills such as active listening, empathy, reflection, and intervention techniques, alongside enhancing their understanding of ethical guidelines and multicultural perspectives in counselling practice.

(iv) The detailed contents of this course, references and suggested books:

Unit I: Introduction

- a. Pre-Post counsellor training evaluation: Belief; Attitude; Values; Basic aspects of counselling profession; Dealing with value conflicts; Personal issues in counselling
- b. Meaning and definitions of counselling; Goals and Scope of counselling; Qualities of an effective Counsellor; Helping relation: Counselee-Counsellor relationship;
- c. Counselling psychology in India – development and current status

Unit II: Counselling Skills

- a. Specific counselling skills: Understanding the internal frame of reference; Starting and structuring; Improving clients' self-talk
- b. Nature and definitions: Acceptance, Genuineness, Respect, Warmth, Immediacy.
- c. Attending behaviour, Questioning, Observing, Encouraging, Paraphrasing, Summarizing, Empathizing, Reflection of feeling, Confronting, Focusing, Reflection of meaning, Interpretation/reframing, Self-disclosure, Challenges and feedback, Logical consequences, Information, Directive.; Responding to content, Personalizing, Initiating, Contracting, Humour, Hope, Multi-focused responding, Leading, Monitoring, Managing resistance, Negotiating, Terminating

Unit III: Counselling Models

- a. Basic aspects, stages, steps and process of Robert CarKhuff's art of helping model
- b. Basic aspects, stages, steps and process of Egan and Egan's skilled helper model;
- c. Basic aspects, stages, steps and process of Ivey and Ivey's intentional interviewing

Unit IV: Counselling Special Issues, Populations and Professional Development

- a. Counselling on specific issues: Low self-esteem, Academic stress, Workplace stress, Anger, Interpersonal issues, Communication skills, Career decision making, Suicide and self-harm,
- b. Loss: Grief, Bereavement and mourning; Chemical dependency problems; Intimate relationship conflict; Sleep disturbance; Social discomfort; Dealing with medical issues; Sexual abuse.
- c. Counselling special populations: Children, Adolescents, Young adults, Older adults and their caregivers, Counselling with various sexual orientations -LGBTIQA+
- d. Professional development: personal and professional development of counsellors; Counselling in multicultural perspectives; Ethical and professional issues in counselling

References

1. Carkhuff,R.R., (2011). The art of helping. HRD Press.Inc
2. Egan G. (2010). The skilled helper: A Problem-Management and Opportunity Development Approach to Helping, (9th ed.). Brooks/Cole, Cengage Learning.
3. Feltham, C & Horton, I. (2000). Handbook of counselling and psychotherapy. Sage Publications.
4. Fuster J. M., (2013). Personal Counselling: Updated Edition with Training Programme. The Bombay Saint Paul Society
5. Gladding, S.T. (2018). Counselling a comprehensive profession, (8th ed). Pearson
6. Ivey, A, Ivey,M & Zalaquett, C., (2013). Intentional Interviewing and Counseling Facilitating Client Development in a Multicultural Society. Brooks/ole, Cengage Learning.
7. Nelson, R.J., (2021). Basic Counseling Skills: A Helper's Manual. Sage Publications, India.

Suggested Readings

1. American Counseling Association. (2016). Counseling and Psychotherapy Theories and Interventions. Avenue & Alexandria.
2. Barki,B.G & Mukhopadhyay, B., (1989). Guidance and Counseling: A Manual. Stosius Inc/Advent Books Division

3. Esposito, J.F & Hattem, A.K. (2015). Introduction to Family Counseling: A Case Study Approach. Sage Publications
4. Nelson, R.J., (2021). Basic Counseling Skills: A Helper's Manual. Sage Publications, India.
5. Palmer, S & Woolfe, R., (1999). Integrative and Eclectic Counselling and Psychotherapy. SAGE Publications Ltd
6. Sharf, R., (2015). Theories of Psychotherapy & Counseling: Concepts and cases. Brooks Cole
7. Strawbridge, S & Woolfe, R., (2009). Handbook of counseling. Sage Publications.
8. Van, E.D. (2012). Existential Counselling & Psychotherapy in Practice. Sage Publications Ltd

DSC.11.b**PRACTICUM IN PSYCHOLOGICAL COUNSELLING**

UPYPC60309

(i) Course Learning Outcomes:

After completing the course, the students will be able to:

1. Explain the fundamental counselling skills and techniques, such as attending behaviour, questioning, paraphrasing, and self-disclosure. (Remember and Understand Level)
2. Critically analyze client presentations and contextual factors to select appropriate counselling strategies and interventions. (Analyse Level)
3. Apply counselling skills to design and conduct sessions addressing specific issues like low self-esteem, workplace stress, and interpersonal conflicts (Apply Level)
4. Synthesize theoretical knowledge and practical skills to develop effective counselling plans, evaluate outcomes, and reflect on professional development and ethical responsibilities. (Create Level)

Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3	1			1	3				1
CL02	1	1			2		2			
CL03			2	3	3		2	2	2	3
CL04	2		2	3	3		3	2	2	3

*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

(ii) The broad contents of this course:

This course covers foundational counselling skills and techniques, including attending behaviour, questioning, and empathy, as well as practical sessions addressing diverse issues such as low self-esteem, workplace stress, and interpersonal conflicts, aimed at equipping students with the knowledge and abilities to support individuals in various psychological challenges effectively.

(iii) Skills to be learned:

Students will acquire comprehensive counselling skills, including active listening, effective questioning, empathetic responding, and session planning, enabling them to support individuals facing a wide range of psychological issues with sensitivity and professionalism.

(iv) The detailed contents of this course, references and suggested books:**Unit I: Practice of Counselling skills**

Attending behaviour, Questioning, Observing, Encouraging, Paraphrasing, Summarizing, Empathizing, Reflection of feeling, Confronting, Focusing, Reflection of meaning, Interpretation/reframing, Self-disclosure, Challenges and feedback, Logical consequences, Information, Directive.

Unit II: Designing and Practicing Sessions on Specific Issues:

Low self-esteem; Academic stress; Workplace stress; Anger management; Interpersonal issues; Communication skills; Career decision-making; Suicide and self-harm; Loss: Grief, Bereavement and mourning; Chemical dependency problems; Intimate relationship conflict; Sleep disturbance; Social discomfort; Dealing with medical issues, Sexual abuse.

References

1. Carkhuff, R.R., (2011). *The art of helping*. HRD Press, Inc
2. Egan G. (2010). *The skilled helper: A Problem-Management and Opportunity Development Approach to Helping*, (9th ed.). Brooks/Cole, Cengage Learning.
3. Ivey, A, Ivey, M & Zalaquett, C., (2013). *Intentional Interviewing and counseling Facilitating Client Development in a Multicultural Society*. Brooks/Cole, Cengage Learning.

Recommended reading

1. Feltham, C & Horton, I. (2000). *Handbook of counseling and psychotherapy*. Sage Publications.
2. Fuster J. M., (2013). *Personal Counselling: Updated Edition with Training Programme*. The Bombay Saint Paul Society
3. Nelson, R.J., (2021). *Basic Counseling Skills: A Helper's Manual*. Sage Publications, India.

DSc.12.a**PSYCHOTHERAPY**

UPYTC603010

(i) Course Learning Outcomes:

After completing the course, the students will be able to:

1. Summarise the historical roots, evolution and the basic concepts related to psychotherapy (Remember Level)
2. Understand and critically evaluate the prominent theories of personality and the corresponding psychotherapy and (Understand and Evaluate Level)
3. Develop self-awareness from the lens of these theories of personality and psychotherapy (Apply Level)
4. Apply various counselling techniques, particularly from the behavioural and cognitive behavioural and third wave group of therapies (Apply Level)

Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3					1				2
CL02	3	1				1		1		1
CL03			2	3	2		1			
CL04			3	3	3		2	2	2	

*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

(ii) The broad contents of this course:

This paper focuses on creating a strong conceptual understanding of the various schools of psychotherapy, particularly the behavioural, cognitive and third wave therapies, focusing on the theory and techniques.

(iii) Skills to be learned:

The students will be skilled in conducting the counselling sessions from the lens of the respective therapy and use appropriate techniques as and when necessary.

(iv) The detailed contents of this course, references and suggested books:**Unit-I: Introduction**

- a. Psychotherapies: Meaning, definition, Objectives; Therapeutic process, outcome issues and research; General and specific factors promoting change in psychotherapy; Therapeutic perspectives: Psychodynamic, Behaviouristic, Cognitive Humanistic, Interpersonal;
- b. Evaluation of psychotherapy; Mental Healthcare Act - 2017; NCAHP Act 2021; Ethical, Legal and Professional issues.

Unit - II: Behaviour Therapies

- a. Theoretical Orientation: Historical roots, Defining human behaviour and behaviour therapy, Basic principles, Common themes and characteristics of behaviour therapy; Behavioural Model-ABC; Theoretical concepts of JPMR.
- b. Techniques: JPMR Systematic desensitization; Guided Imagery; Contingency management; Token economy; Shaping, Chaining, Prompting, Time-Out; Behavioural contract; Extinction Procedures; Modelling Procedures; Biofeedback.

Unit -III: Cognitive Behaviour Therapies

- a. Cognitive-Behaviour Therapy: Definition and rationale; Essential components of CBT- Negative automatic thought, Cognitive distortions and core beliefs; Basic principles of CBT and Cognitive Models
- b. Rational Emotive Behaviour Therapy: Definition and basic premise; Irrational Beliefs, Course of therapy; ABCDE framework; Intervention techniques

Unit - IV: Third Wave and Other Therapies

- a. Third wave therapies: Acceptance and Commitment Therapy, Dialectical Behaviour Therapy, Mindfulness- MBCT and MBSR; Metacognitive Therapy; Recent developments.
- b. Other therapies: Basic concepts: Client Centred Therapy, Gestalt therapy, Logotherapy, Family therapy, Couple & Marital therapy, Sex therapy, Trauma - Informed therapy, Expressive therapies; Queer Affirmative Therapy; Emotion focused therapy, Mentalization based therapy; Teletherapy.

References

1. Clarkson, P., & Pokorny, M. (2015, July 1). *The Handbook of Psychotherapy* (1st ed.). UK. Routledge.
2. Consoli, A. J., Beutler, L. E., & Bongar, B. (2016). *Comprehensive Textbook of Psychotherapy: Theory and Practice* (2nd ed.). Oxford University Press.
3. Gabbard, G. O., Beck, J. S., & Holmes, J. (2005). *Oxford Textbook of Psychotherapy* (1st ed.). Oxford University Press.
4. Nichols, P.M & Schwartz C.R (2006). *Family Therapy –concepts and methods* (7th edition) Boston, MA : Pearson/Allyn and Bacon

Suggested Readings

1. Bellack, A.S., Hersen, M., & Kazdin, A.E. (1985). *International handbook of behavior modification and therapy*. Plenum Press.
2. Coombs, R. (2005). *Family Therapy Review*. Lawrence Erlbaum Associates Publishers New Jersey.
3. Corey, G. (2016). *Theory and Practice of Counseling and Psychotherapy*. 10th ed. Boston, MA: Cengage Learning US.
4. Ellis, A. (1970). *The essence of rational psychotherapy: A comprehensive approach to treatment*. New York: Institute for Rational Living.
5. Feltman, C. (2017). *The Sage Handbook of Counselling and Psychotherapy* (4th ed.). USA: Sage.
6. Giles, T.R. (1993). *Handbook of Effective Psychotherapy* (1st ed.).Springer.
7. Hofmann, S. G. (2012). *An introduction to Modern CBT*. Wiley-blackwell.
8. <https://main.mohfw.gov.in/sites/default/files/Final%20Draft%20Rules%20MHC%20Act%2C%202017%20%281%29.pdf>
9. Kaslow, F.W., & Lebow, J.L. (2002). *Comprehensive Handbook of Psychotherapy: Integrative / Eclectic (Vol.4)*. John Wiley & Sons.
10. Lambert, M.J (2004). *Handbook of Psychotherapy and behaviour change* (5th ed.).John Wiley and Sons.
11. Rama, S. et.al. (1977). *Yoga and Psychotherapy: The Evolution of Consciousness*. Honesdale: Himalayan Institute Press.

DSC.12 b.**HUMAN RESOURCE MANAGEMENT**

UPYTC603011

(i) Course Learning Outcomes:

After completing the course, the students will be able to:

1. Outline the value and importance of human resources in an organization
2. Explain the process of Human Resource planning and management in the organisations
3. Analyse the various methods of performance appraisal and talent management such as 360-degree performance appraisal, feedback systems etc and effectively apply them.
4. Be abreast of the digital transformation in the field of Human Resource Management.

Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3					1				2
CL02	3	1				1		1		1
CL03			2	3	2		1			
CL04			3	3	3		2	2	2	

*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

(ii) The broad contents of this course:

This course covers the fundamentals of Human Resource Management (HRM), including its definition, strategic aspects, recent trends, acquisition and development of human resources, performance management, talent management, reward management, and the integration of Artificial Intelligence (AI) in HRM.

(iii) Skills to be learned:

Students will develop a comprehensive understanding of HRM concepts, strategic approaches, and contemporary practices. They will gain skills in human resource planning, recruitment, selection, training and development, performance appraisal, talent management, and reward

management. Additionally, they will learn about the role of AI and automation in reshaping HRM practices and how to integrate AI technologies effectively while addressing potential biases and challenges.

(iv) The detailed contents of this course, references and suggested books:

Unit I: Introduction to HRM

- a. Understanding HRM: Meaning and Definition of HRM; Features of HRM; Need and Scope of HRM; Objectives of HRM; Importance of HRM; Functions of HRM; Role of HR Managers; HRM and Personnel Management; HRM Challenges; HRM Practices in India.
- b. Strategic HRM: Traditional HR vs. Strategic HR; Strategic HR Approaches; HR Scorecard: A Strategic Tool.
- c. Recent Trends and Practices in HRM: Participation and Empowerment; International Human Resources Management.
- d. HR in Knowledge Era: eHRM; Digital HR; HR in Virtual Organization.

Unit II: Acquisition and Developing Human Resource

- a. Human Resources Planning: Process and Responsibility for HRP, Effective HRP.
- b. Determining Human Resources: Job Analysis: Uses, Process, Methods, Job Description, Job Specification, Role analysis. Job Design.
- c. Recruitment: Sources, Methods, Recruitment- Indian Experiences.
- d. Selection: Types of Tests, Tests as Selection Tools, Interviewing Candidates.
- e. Training and Developing: Need and Types of Training, Training Methods, Training evaluation, Role of Artificial Intelligence in T & D.
- f. Career and Succession Planning: Concept of Career, Career Stages, Career Planning, Career Development, Succession Planning.

Unit III: Performance, Talent and Reward Management

- a. Performance Management Systems: Objectives of Performance Appraisal, Process and Methods of Performance Appraisal, 360-degree Feedback System, Benefits and Pitfalls of Performance Appraisal, New Trends in Performance Appraisal.

- b. Talent Management: Talent Management, Talent Lifecycle, Factors influencing Talent Management, How to Manage Talent, Benefits of Talent Management, Talent Management in India.
- c. Reward Management: Determinants of Rewards, The Changing Face of Rewards. Employee Compensation: Objectives of Compensation Planning, Compensation of Pay Structure, Factors Influencing Compensation Levels, Compensation Trends in Indian Industries.

Unit IV: Artificial Intelligence (AI) in HRM

- a. AI and Automation in the workplace: Understanding how AI changes the HR needs and functions.
- b. Data and AI in Recruitment: Integration of AI into Recruitment and Talent Management process, Implications of integrating AI into the Talent Recruitment process, Advantages of Algorithmic Applications in hiring, Issues of Bias and Explainability of AI in HR applications, Solutions to overcome the challenges of AI-based hiring.

References

1. Decenzo, D.A & Robbins,P,S., (2013). *Human resource Management*. Wiley.
2. Dessler,G & Varrkey, B., (2020). *Human Resource Management*. Pearson Education.
3. Gerhart, B, Hollenback, J, Neo, R.A & Wright, P.M., (2016). *Fundamentals of Human Resource Management*. McGraw Hill.
4. Leutner, F., Akhtar, R., Chamorro-Premuzic, T. (2022). *The Future of Recruitment: Using the new science of talent analytics to get your hiring right*. Emerald Publishing Limited
5. Rao, V.S.P., (2010). *Human Resource Management*. Excel books.

Suggested Reading

1. Christopher, M.E & Smith, L.E. (1999). *Managing Recruitment and Development*. Kogan Page Limited.
2. Dessler, G., (2009). *A framework for Human Resource Management*. Pearson/Prentice Hall Publishing.
3. Dwivedi., (2008). *Human Relations and Organisational Behaviour*. Laxmi Publications.
4. Eubanks, Ben. (2019). *Artificial Intelligence for HR: Use AI to Support and Develop a*

Successful Workforce [2 ed.]. Kogan Page

5. George & Terry,R., (1994). *Principles of Management*. A.I.T.B.S Publishers and Distributors, New Delhi.
6. Jones, K. (1999). *Icebreakers*. Kogan Page Limited.
7. Koontz.H & Weihrich. H., (2006). *Essentials of Management*. McGraw-Hill Education.
8. Kumar, S.P, Saini,K.A & Gullybaba., (2015). *Management Of Human Resources*. Gullybaba Publishing House.
9. Pattanaik, D. (2015). *A very Indian Approach to management Business Sutra*.Aleph Books Company.
10. Prasad,L.M., (2018). *Human Resource Management*. Chand,S& Sons
11. Turner, D. (1999). *Role Plays A Sourcebook of Activities for Trainers*.Kogan Page Limited.
12. Wheeler, A. R., Buckley, M. R., (2021). *HR Without People?: Industrial Evolution in the Age of Automation, AI, and Machine Learning (The Future of Work)*. Emerald Publishing Limited

DSc.13.a**PRACTICE OF PSYCHOTHERAPY**

UPYPC603012

(i) Course Learning Outcomes:

After completing the course, the students will be able to:

1. Identify the appropriate therapeutic techniques to be used at a given situation (Remember Level)
2. Critically evaluate the utility of the various techniques for a given presenting problems. (Evaluate Level)
3. Apply various counselling techniques, particularly from the behavioural and cognitive behavioural and third wave group of therapies (Apply Level)
4. Create appropriate interventions according to the need of the clients (Create Level)

Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3					1				2
CL02	3	1				1		1		1
CL03			2	3	2		1			
CL04			3	3	3		2	2	2	

*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

(ii) The broad contents of this course:

This paper focuses on providing a hands-on training in various techniques from the behavioural and cognitive behavioural therapies.

(iii) Skills to be learned:

The students will be skilled in conducting the counselling sessions using appropriate techniques from the behavioural and cognitive behavioural therapies.

(iv) The detailed contents of this course, references and suggested books:

Unit I: Behaviour Therapies

- a. Behaviour Therapy: Assessment, procedures and applications of behaviour therapy: JPMR, Systematic desensitization, Guided Imagery, Contingency management, Token economy, Time-Out, Behavioural contract.

Unit II: Cognitive Behaviour Therapies

- a. Cognitive restructuring: Identifying, educating, responding, evaluating and disputing / challenging; Problem-solving; Self-Monitoring.
- b. Rational Emotive Behaviour Therapy: ABCDE framework; Intervention techniques and Application.

References

1. American Psychological Association. (2002). *Ethical principles of psychologists and Code of conduct 2002*. American Psychological Association.
2. Bor, R., & Palmer, S. (2002). *A beginner's guide to training in counselling & psychotherapy*. SAGE Publications.
3. Frankland, A. G. (2010). *The little psychotherapy book: object relations in practice*. Oxford University Press.
4. Hersen, M., & Sledge, W. H. (2002). *Encyclopedia of psychotherapy*. Academic Press.
5. Hofmann, S. G., & Weinberger, J. L. (2007). *The art and science of psychotherapy*. Routledge.
6. Kaslow, F. W & Magnavita, J. J. (2002). *Comprehensive Handbook of Psychotherapy, Psychodynamic/Object Relations*. John wiley & sons, inc.
7. Klerman, G. L., & Weissman, M. M. (1990). *Interpersonal Psychotherapy of Depression*. John Wiley & Sons, Inc.
8. Leachy, R. L. (2003). Eliciting thought and Assumptions [Review of *Eliciting thought and Assumptions*]. In *Cognitive therapy techniques: A practitioner's guide* (pp. 7–26). Guilford Publications.
9. Norcross, J. C., & Guy, J. D. (2007). *Leaving It at the Office, First Edition*. Guilford Publications.

10. Sharf, R. S. (2012). *Theories of Psychotherapy and Counseling: Concepts and Cases* (6th ed.). Cengage Learning.
11. Sommers-Flanagan, J., & Sommers-Flanagan, R. (2004). *Study guide for Counseling and psychotherapy theories in context and practice: skills, strategies and techniques*. Wiley.

Suggested Reading

1. Barlow, D., et al. (2011). *Unified protocol for transdiagnostic treatment of emotional disorders: Therapist guide*. New York: New York: Oxford University Press.
2. Beck, J. S. (2011). *Cognitive Behavior Therapy, Second Edition*. (S.l.): Guilford Press.
3. Caballo, V. E. (Ed.). (1998). *International handbook of cognitive and behavioural treatments for psychological disorders*. Elsevier.
4. Corey, G. (2013). *Theory and practice of counseling and psychotherapy*. Cengage learning.
5. David, O. A., & Dryden, W. (2021). *Rational Emotive Behavioural Coaching: Present and future*. In *New Directions in Rational Emotive Behaviour Therapy* (pp. 127-141). Routledge.
6. Truax, C. B., & Carkhuff, R. (2007). *Toward effective counseling and psychotherapy: Training and practice*. Transaction Publishers.

DSC .13.b**TRAINING AND DEVELOPMENT**

UPYPC603013

(i) Course Learning Outcomes:

After completing the course, the students will be able to:

1. Explain the need for training and assessment techniques and training module design and delivery principles.
2. Apply assessment techniques to identify training needs and evaluate various training methods for effectiveness.
3. Synthesize design principles to create effective training modules and evaluate delivery methods for achieving learning outcomes.
4. Create tailored training interventions and apply skills in real-world scenarios for organizational development.

Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3					3				
CL02			3	3	3		1			2
CL03	1	1	2	2	3	1	1	1		1
CL04	1	1	2	3	3	1	1	1		1

*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

(ii) The broad contents of this course:

The course covers training needs assessment techniques, including identification and prioritization, alongside various training methods such as traditional (e.g., role plays, case studies) and technology-based (e.g., online learning). Additionally, it explores training module design principles, delivery competencies, and evaluation methods for effective training interventions.

(iii) Skills to be learned:

Students will develop skills in conducting comprehensive training needs assessments, designing effective training modules, delivering engaging training sessions, utilizing various training methods, and evaluating training outcomes to address organizational learning needs effectively.

(iv) The detailed contents of this course, references and suggested books:

Unit I: Training Needs Assessment and Training Methods

a. Training need assessment:

- a. Identify Knowledge, Behaviour or Skill Needs
- b. Analyse Skills and Performance Gaps
- c. Identify Specific Training Needs
- d. Prioritize and Set Deadlines
- e. Report writing.

b. Training Methods:

- a. Traditional methods: Behaviour modelling, Brainstorming, Case studies; Critical incidents; In-baskets; Team tasks; Role plays; Mentoring.
- b. Technology-based methods: CBT/Online learning methods; Social media learning tools; Immersive training.

Unit II: Training Module Design and Delivery

- a. **Training Design:** Developing a training module; Principles of training design; Training design process; Outlining programmed sequences and themes; Approaches to programmed design.
- b. **Training Delivery:** Training delivery competencies, Trainers and training styles, Trainer role, Trainers' skills, Trainer responsibilities; Trainer credibility; Training aids; Training room set-up; Delivery methodology; Trainer's checklist; Training evaluation.

References

1. Deb, T. (2011). *Training & Development: Concepts & Applications*. Ane Books Pvt.
2. Furjanic, S. W., & Trotman, L. A. (2000). *Turning training into learning: How to design and deliver programs that get results*. AMACOM Div American Mgmt Assn.
3. Kirkpatrick, D., & Kirkpatrick, J. (2006). *Evaluating training programs: The four levels*. Berrett-Koehler Publishers.

4. Noe, R. A., & Kodwani, A. D. (2018). *Employee training and development, 7e*. McGraw-Hill Education.
5. Phillips, J. J., & Stone, R. D. (2000). *How to measure training results: A practical guide to tracking the six key indicators* (No. 19397). McGraw-Hill.

Suggested Reading

1. Blank, W. E. (1982). *Handbook for developing competency-based training programs* (p. 378). Englewood Cliffs, NJ: Prentice-Hall.
2. Kraiger, K. (2002). *Creating, implementing, and managing effective training and development: State-of-the-art lessons for practice*. Jossey-Bass.
3. Lippitt, G. L. (1983). *Management development and training handbook. Editors*.
4. Lynton, R. P., & Pareek, U. (1967). *Training for development*.
5. Rao, P. L. (2009). *Enriching human capital through training and development*. Excel Books India.

DSC.14**QUALITATIVE RESEARCH METHODS**

UPYTC603014

(i) Course Learning Outcomes:

After the course, the students will be able to:

1. Discuss in detail the qualitative research foundations, ethical issues and data collection and analysis methods
2. Evaluate criteria for qualitative research quality and assess different research designs, sampling methods, and data collection techniques
3. Apply knowledge of qualitative research traditions and methods to design studies, collect data, and synthesize findings through analysis
4. Critically evaluate qualitative research findings and demonstrate proficiency in qualitative data analysis to generate new insights in psychology

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	2	3		1		3	3	2	1	2
CL02		3		1	3	1	2	2	2	1
CL03	1	2		1	3	2	3	2	2	2
CL04		3								

(ii) Broad contents of the course:

This course covers the foundations of qualitative research, including its history, philosophy, methods, and ethical considerations, alongside qualitative research design, sampling, data collection, and analysis techniques.

(iii) Skills to be learned:

Students will develop skills in designing qualitative research studies, collecting and analyzing qualitative data, evaluating research quality, and synthesizing findings, fostering proficiency in conducting rigorous qualitative research in psychology.

(iv) The detailed contents of this course, references and suggested books:

Unit I: Foundations of Qualitative Research

- a. Defining qualitative research; The history of qualitative research; The Philosophy of qualitative research; Characteristics of qualitative research; The main steps in qualitative research;
- b. Criteria for evaluating qualitative research (trustworthiness – credibility, transferability, dependability, confirmability and authenticity); Usefulness of triangulation, external audit/ independent coder, and respondent validation in qualitative research, Application of qualitative research methodology to research in Psychology; Ethical considerations in qualitative research; ICMR code of ethics.

Unit II: Qualitative Research Design and Sampling

- a. Different traditions of qualitative research: Grounded theory, Ethnography, Action research, Phenomenology and Case study.
- b. Conceptualizing research questions and issues of paradigm, Levels of sampling; Types of sampling: Generic purposive sampling, theoretical sampling, snowball sampling; Decisions regarding sample size and sources.

Unit III: Methods of Collecting Qualitative Data

- a. What is qualitative data; Choosing data collection method; Primary and secondary sources of data; *In-depth interviews*- nature and meaning, key features, attributes of a skilled qualitative interviewer, interview guide, types of questions, stages of an interview, differences between structured, semi-structured and un-structured interviews;
- b. *Focus Group Discussion*- Features, types, group processes and stages, conducting the discussion, decisions of group composition and size, practical decisions, online focus groups, ethical issues raised by focus group method; *participant observation*- overt and covert observational data, choosing observation as a method, collecting data (what to

observe, where, how often, which behaviours to sample), recording observation data, using visual aids for recording (video and photography), ethical issues raised by observation method of data collection.

Unit IV: Qualitative Data Analysis

- a. Traditions and approaches to analysis- narrative analysis, discourse analysis, content analysis (in brief); The analytic journey, Data management; Data abstraction and interpretation, Analytic induction and Coding
- b. Thematic Analysis (in detail)- Types of thematic Analysis, Braun and Clarke's methods of Thematic Analysis. Glaser and Strauss's method of thematic analysis.

References:

1. Banister, P., Burman, E., Parker, I., Taylor, M., & Tindall, C. (1998). *Qualitative Methods in Psychology: A Research Guide*. Buckingham: Open University Press.
2. Bryman, A. (2004). *Social Research Methods* (2 ed.). Oxford: Oxford University Press.
3. Denzin, N. K., & Lincoln, Y. S. (2003). Introduction: The discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Strategies of Qualitative Inquiry*. Thousand oaks: Sage Publications.
4. Frost, N. (2012). *Qualitative Research Methods in Psychology: Combining Core Approaches*. Middlesex: Open University Press.
5. Glaser, B. G., & Strauss, A. L. (1967). *The Discovery of Grounded Theory*. Chicago: Aldine Publishing Company.
6. King, G., Keohane, R., & Verba, S. (1994). *Designing Social Inquiry*. Princeton: Princeton university press.
7. Miles, M.B & Huberman, A. M. (1994). *Qualitative Data Analysis* (2nd Ed). Sage Publications: Thousand Oaks.
8. Pidgeon, N., & Henwood, K. L. (1996). Grounded theory: practical implication. In J. T. E. Richardson (Ed.), *Handbook of Qualitative Research Methods for Psychology and Social Sciences*. United Kingdom: The British Psychological Society.
9. Ritchie, Lewis, Nicholls, Ormston (2014) *Qualitative research practice: a guide for social science students and researchers* (2nd ed). Sage Publications: New Delhi.

10. Silverman, D. (2001). *Interpreting Qualitative Data: Methods for Analysing Talk, Text, and Interaction* (2 ed.). London: Sage Publications.
11. Travers, M. (2001). *Qualitative Research Through Case Studies*. Sage.
12. Willig, C (2013). *Introducing qualitative research in psychology*. (3rd ed). Mc Graw-Hill House, Berkshire, England

Suggested Reading

1. Bryman, A. (2018). *Social Research Method* (5th ed.). India: Oxford University Press .
2. Creswell, J. W., & Creswell, D. J. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE Publications, Inc.
3. Creswell, J. W., & Poth, C. N. (2017). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). SAGE Publications, Inc.
4. Frederick, J.G, & William, L.B.(2007).*Statistics for Behavioural Sciences*.(7 th Ed.). Thomson Wadsworth.
5. Gravetter, J. F., & Forzano, B. L. (2022). *Research Methods for the Behavioral Sciences: Research Methods for the Behavioral Sciences*. Cengage Learning.

SEC.6**ACADEMIC WRITING AND RESEARCH SKILLS**

UPYPC603015

(i) Course Learning Outcomes:

After the course, the students will be able to:

1. Discuss and apply academic writing conventions and research metrics, utilizing them for various professional purposes.
2. Analyze information to produce high-quality academic writing and enhance academic visibility through effective research dissemination strategies.
3. Apply writing skills to projects, presentations, and publications while evaluating sources and publishers for credibility and adhering to ethical guidelines.
4. Create impactful academic writing pieces, demonstrate proficiency in visibility strategies, and collaborate effectively in research endeavours for academic excellence.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3			3	3	2			2	
CL02		2	1	3	3	1	2	3	2	2
CL03		2	1	3	3	2	1	1	2	2
CL04					3	2	1	1	2	2

(ii) Broad Contents of the Course:

This course covers academic writing conventions, research metrics, and strategies for enhancing academic visibility alongside ethical considerations in research and writing practices.

(iii) Skills to be learned:

Students will develop skills in formal writing, critical analysis, research dissemination, and collaboration, fostering proficiency in academic writing and scholarly communication.

(iv) The detailed contents of this course, references and suggested books:

Unit I: Academic Writing Skills

- a. Rules and expressions in formal writing
- b. Formatting, language, style and grammar, Vocabulary, Punctuation, Spelling (British and American English)
- c. Writing for Professional purposes: Reviews, reports, CV, letters, emails, Scientific paper.
- d. Conducting Individual and group project, preparing for paper presentation in international or national conference, Preparing for paper publication
- e. How to write a thesis/dissertation
- f. Critical analysis of a paper

Unit II: Academic visibility/Research visibility

- a. Research metrics: Journal metrics, cite score, Impact factors, Citations, h index, i10 index;
- b. Visibility enhancing: Academic research database; open access publishing; Research groups, Networking, and collaborating, Identifying and avoiding predatory publishers and journals.
- c. Search strategy: Boolean searching, Internet research, Organizing the information, writing skills, presentation skills
- d. User guidelines for data management and analysis software
- e. Academic integrity: Academic honesty and plagiarism, applying appropriate referencing styles, the ethics of research, writing, Peer review process

References

1. Avci, N. (2018). *Academic writing in Psychology*: LAB Lambert Academic Publishing
2. Markovic, V. B. (2022). *Academic Skills: A Guide to Academic Writing*. Univerzitet Singidunum
3. *Maximizing the Impact of Research (2011): A Handbook for Science and Innovation Policy & quot;* by J. L. Ierckx and S. Aarts.

4. Publish and prosper (2013): A strategy guide for students and researchers by Nathaniel M.
5. The Research Impact Handbook & quot; by Mark S. Reed. Fast track impact

Suggested Reading

1. <http://www.anu.edu.au/students/program-administration/assessments-exams/academic-honesty-plagiarism>
2. <http://www.uefap.com/writing/writfram.htm>
3. <http://www.utm.utoronto.ca/library/instruction/researchinternet.html>
4. <https://www.researchgate.net/publication/273635279>
5. Research and academic writing skills- IE university
6. Writing For Academic And Professional Success- Calicut university

SEC.7**RESEARCH PROJECT: I**

UPYPS60301

(i) Course Learning Outcomes:

After completing the course, the students will be able to:

1. Identify topics for review and develop comprehensive review protocols by incorporating study rationale, objectives, and methods, which are presented to the scientific committee.
2. Apply knowledge and skills in extensive literature review processes, including study selection and data extraction, synthesizing findings to contribute to advancing knowledge in the field.
3. Analyze and synthesize data from relevant studies, identifying limitations in existing literature and suggesting future research implications, culminating in drafting review manuscripts in APA 7th edition format.
4. Present findings effectively to the scientific committee, incorporating feedback to finalize review protocols and manuscripts, demonstrating proficiency in scholarly communication and collaboration.

Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3	3			3	2				
CL02	1	3	1	3	3		2	1		
CL03	2	3	1	2	3		2	1	1	3
CL04	3	3	1	2	3	3	2	1	1	3

*‘3’ in the box for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping.

(ii) The broad contents of this course:

Students will learn to develop review protocols, conduct extensive literature reviews, analyze data, and draft review manuscripts following APA 7th edition format, culminating in presenting findings to the scientific committee for feedback.

(iii) Skills to be learned:

Students will acquire skills in identifying research topics, writing review protocols, selecting relevant studies, synthesizing data, identifying research limitations, drafting manuscripts, and presenting findings effectively to scientific committees.

(iv) The detailed contents of this course, references, and suggested books:

Unit I: Development of Review Protocol

- a) Identifying a topic of interest for review
- b) Writing a review protocol with study rationale, objectives, and method
- c) Presenting the protocol before the Department's scientific committee
- d) Final submission of the protocol based on the committee's feedback
- e) Registration of the review protocol (if applicable)

Unit II: Extensive Review of Literature

- a) Identify and select relevant studies for review
- b) Extract, analyse, and synthesize data from finalized studies
- c) Draft the review manuscript in APA 7th edition format
- d) Present the findings before the Department's scientific committee for feedback
- e) Finalize the topic for the primary study based on the review findings

References:

1. Allen, P., Bennett, K., & Heritage, B. (2019). *SPSS Statistics: A practical guide*. Cengage Learning.
2. Coolican, H. (2004). *Research methods and Statistics in Psychology*. Hodder Arnold.
3. Creswell, J. W., & Creswell, D. J. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE Publications, Inc.
4. Gravetter, F. J., Wallnau, L. B., Forzano, L. A. B., & Witnauer, J. E. (2021). *Essentials of statistics for the behavioral sciences*. Cengage Learning.

5. Kerlinger, F.N. (2017). *Foundations of behavioral research*. Surjeet Publications.

Suggested reading

1. Moher, D., Shamseer, L., Clarke, M., Ghersi, D., Liberati, A., Petticrew, M., Shekelle, P., Stewart, L. A., & PRISMA-P Group (2015). Preferred reporting items for systematic review and meta-analysis protocols (PRISMA-P) 2015 statement. *Systematic reviews*, 4(1), 1. <https://doi.org/10.1186/2046-4053-4-1>
2. Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., McGuinness, L. A., ... Moher, D. (2021). The PRISMA 2020 statement: an updated guideline for reporting systematic reviews. *BMJ (Clinical research ed.)*, 372, n71. <https://doi.org/10.1136/bmj.n71>
3. PRISMA: Transparent reporting of systematic reviews and meta-analyses. (2020). *Preferred Reporting Items for Systematic reviews and Meta-Analyses (PRISMA)*. <https://www.prisma-statement.org/>
4. Shamseer, L., Moher, D., Clarke, M., Ghersi, D., Liberati, A., Petticrew, M., Shekelle, P., Stewart, L. A., & PRISMA-P Group (2015). Preferred reporting items for systematic review and meta-analysis protocols (PRISMA-P) 2015: elaboration and explanation. *BMJ (Clinical research ed.)*, 350, g7647. <https://doi.org/10.1136/bmj.g7647>
5. Tricco, A. C., Lillie, E., Zarin, W., O'Brien, K. K., Colquhoun, H., Levac, D., Moher, D., Peters, M. D. J., Horsley, T., Weeks, L., Hempel, S., Akl, E. A., Chang, C., McGowan, J., Stewart, L., Hartling, L., Aldcroft, A., Wilson, M. G., Garritty, C., Lewin, S., ... Straus, S. E. (2018). PRISMA Extension for Scoping Reviews (PRISMA-ScR): Checklist and Explanation. *Annals of internal medicine*, 169(7), 467–473. <https://doi.org/10.7326/M18-0850>

SEC.8**SUPERVISED INTERNSHIP: I**

UPYPS60302

(i) Course Learning Outcomes:

After the course, the students will be able to:

1. Discuss the theoretical frameworks and practical application of psychological assessments, interventions, and counselling techniques in clinical and organisational contexts.
2. Apply assessment tools and counselling techniques effectively to meet the needs of the clients within clinical and organisational environments
3. Interpret the procedures and outcomes of psychological assessments and counselling sessions and implement interventions in diverse settings
4. Assess the effectiveness of psychological assessments and counselling interventions by critically analysing the client's progress, session outcomes and intervention strategies

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3		2	3		3				
CL02	1		3	1	3	2	3	3	3	3
CL03	2	2	1	2	2	3			3	3
CL04	1	1	1	1	3	1	3	3	2	3

(ii) Broad Contents of the Course:

The course covers administering psychological assessments, delivering counselling and evaluating interventions in clinical and organizational settings.

(iii) Skills to be learned:

Students will gain practical skills in test administration, counselling techniques and preparing evaluation reports

(iv) The detailed contents of this course, references and suggested books

Unit I: Practice of Psychological assessments in a Clinical / Organisational setting.

- a. Observations of administering psychological tests in clinical / Organizational settings
- b. Administration and interpretations of Psychological tests in clinical / Organizational settings
- c. Preparation of assessment reports in clinical / Organizational settings

Unit II: Practice of Individual Counselling and Psychotherapy in Clinical/ Organizational Settings.

- a. Practice of Individual Counselling in Clinical / Organizational settings
- b. Observation of Psychotherapeutic sessions in clinical / Organizational settings
- c. Preparation of counselling / psychotherapy session evaluation reports in clinical / Organizational settings.

Reference

1. Aamodt. (2010). *Industrial/ organizational psychology: an applied approach*. Wadsworth Cengage learning.
2. Johal & Kim (2021). *Clinical psychology internship for underrepresented students: an inclusive approach for higher education*. Routledge.
3. Jungers & Scott. (2014). *Practicum and Internship: Textbook and Resource Guide for Counseling and Psychotherapy*. Routledge.
4. Llewelyn. (2009). *Clinical psychology in practice*. Wiley-Blackwell (an imprint of John Wiley & Sons L.
5. McKenna. (2006). *Business psychology and organizational behaviour*. Psychology Press.
6. Megargee. (1997). *Megargee's guide to obtaining psychology internship*. Routledge.
7. Nickelson et al. *Internship in psychology: The APAGS workbook for writing successful applications and finding the right fit*.
8. Spector. (2016). *Industrial and Organizational Psychology: Research and Practice*. Wiley

9. Zammit. (1995). Guidebook for clinical psychology interns (NATO). Kluwer Academic publishers.

Suggested reading

1. Beck, J. S. (2011). Cognitive behaviour therapy: Basics and beyond (2nd ed.). The Guilford Press.
2. Bhattacharya. (Human resource planning. Excel books.
3. Groth-Marnat, G. (2009). Handbook of psychological assessment (5th ed.). Wiley.
4. Jex. (2009). Organizational Psychology: A Scientist Practitioner Approach. Wiley.
5. Mayo et al. (2007). Cases and Views from a General Practitioner in Industrial/Organizational Psychology. Dorrance pub co.
6. Norcross, J. C., & Lambert, M. J. (Eds.). (2011). Treatment planning in psychotherapy: Taking the guesswork out of clinical care (2nd ed.). American Psychological Association.
7. Pope, K. S., & Vasquez, M. J. T. (2016). Ethics in psychotherapy and counseling: A practical guide (6th ed.). Wiley.
8. Rico et al. (2017). The Wiley Blackwell Handbook of the Psychology of Team Working and Collaborative Processes. Wiley.

SEMESTER: VII

DSC. 15. a.**GROUP COUNSELLING**

UPYTC70400

(i) Course Learning Outcomes:

After the course, the students will be able to:

1. Summarise and discuss group counselling theories and techniques across diverse populations and settings (Understand Level)
2. Analyze group dynamics and apply counselling skills to address challenges, fostering growth and cohesion within the group. (Analyse and synthesise Level)
3. Apply group counselling skills to design interventions, evaluate effectiveness, and achieve therapeutic goals. (Apply and Evaluate Level)
4. Create therapeutic group environments, to promote resilience and well-being among members. (Create Level)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3	2	2	1	1					
CL02	3	3	3	3	3	2			3	
CL03	3	3	2	1	2		3	3	2	2
CL04	3	3	3	1	3	3	3	3	2	3

(ii) Broad Contents of the Course:

This course covers the fundamentals of group counselling, including theories, skills, stages of development, and practical applications for addressing diverse issues and populations in therapeutic settings.

(iii) Skills to be learned:

Students will develop proficiency in facilitating group processes, addressing challenges, designing interventions, and fostering growth and cohesion within therapeutic group environments, while demonstrating sensitivity to ethical and multicultural considerations.

(iv) The detailed contents of this course, references and suggested books:

Unit I: Introduction

- a. Nature and definition of group counselling; Types of groups; Personal characteristics of effective leaders; Group leadership styles and functions; Theories and applications; Multicultural issues
- b. Therapeutic forces; Co-leadership; Preparations for group counselling; Approaches to evaluating groups; Ethical and professional issues

Unit II: Group Counselling Skills

- a. Basic skills: Norming, eliciting group responses, identifying commonalities, task focusing, attending behaviour, active listening, questioning, encouraging, paraphrasing, reflecting feeling, summarization, clarification, supporting, empathizing, facilitating, initiating, evaluating, suggesting, protecting, validating, transitioning, connecting
- b. Influencing skills: Reframing/interpreting, self-disclosure, feedback, mutual feedback, structuring, exploring logical consequences, reflecting meaning, confronting
- c. Advanced skills: Linking, leading, pacing, tone setting, modelling, goal setting, blocking, mediating, gatekeeping, cutting off, drawing out, positive asset search, negotiations, rewarding, and eliciting group interpretations.

Unit III: Stages Of Group Development and Dealing with Problem Situations

- a. Pre-group issues; Initial Stage – characteristics of initial stage; Transition stage – resistance, conflict, problem members; Working stage – productivity, therapeutic factors, leader functions; Final Stage – consolidation and termination; Post group issues and evaluation.
- b. Nonverbal communication in group counselling; Dealing with problem situations: Chronic talker, dominator, distracter, rescuing member, negative member, resistant member, member who tries to “get the leader”, dealing with silence, dealing with sexual feelings, dealing with crying, dealing with mutually hostile members, asking a member to leave, prejudice, narrow-minded, insensitive member

Unit IV: Practice of Group Counselling

- a. Designing and practising sessions on specific issues: Anger, self-esteem, stress, performance anxiety, academic performance, interpersonal issues, communication skills
- b. Designing groups for specific populations: Children, adolescents, couples, addiction groups, clients with chronic diseases or disabilities, divorce groups, survivors of sexual abuse

References

1. Corey, G., (2011). *Theory and Practice of Group Counseling*. Brooks.
2. Gill, S. J., & Barry, R. A. (1982). *Group-Focused Counseling: Classifying the Essential Skills*.
3. Ivey, A., Pedersen, P. B., & Ivey, M. B. (2001). *Intentional group counselling: A microskills approach*
4. Jacobs, E. E., Masson, R. L., & Harvill, R. L. (2002). *Group Counselling: Strategies and skills (4th ed.)*. Pacific Grove, CA: Brooks/ Cole

Suggested reading

1. American Counseling Association. (2014). *Code of ethics*. Alexandria, VA: Author.
2. American Psychological Association
3. Bemak, F., & Chung, R. C-Y. (2015). Critical issues in international group counseling. *Journal for Specialists in Group Work*, 40(1), 6-21.
4. Clark, A. (2002). Scapegoating: Dynamics and interventions in group counseling. *Journal of Counseling & Development*, 80, 271-276.
5. n (2010). *Publication manual of the American Psychological Association (6th ed.)* Washington DC: American Psychological Association.
6. Stockton, R., Morran, D.K., & Nitza, A.G. (2000). Processing group events: A conceptual map for leaders. *Journal for Specialists in Group Work*, 25, 343-346.
7. Yalom, I. & Leszcz, M. (2006). *The theory and practice of group psychotherapy (5th ed.)*. New York, NY: Basic Books.

DSC. 15.b.**ORGANISATIONAL EFFECTIVENESS**

UPYTC70401

(i) Course Objectives:

The course aims to provide a strong conceptual basis of organisational effectiveness and emphasises on the meaning, nature, scope, and recent developments in this area. The paper also provides an applied knowledge by providing an opportunity to learn the important assessments related to organisational effectiveness

(ii) Course Learning Outcomes:

After completing the course, the Students will be able to:

1. Outline the foundational concepts and terminology related to organisational effectiveness.
2. Evaluate the influence of various stake holders and other factors contributing to organisational effectiveness.
3. Develop a evidence-based plan to enhance organisation effectiveness.
4. Analyse the importance of self as a contributor to organisational effectiveness and develop the skills required.

Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
CL 01	3	3											1		3	
CL 02			3	3	3		2		1	2		2		2		3
CL 03						3	2			2	3	3		1		3
CL 04			2	2	2		2		1	2		2				2

*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

The detailed contents of this course and references and suggested books:

Unit I: Introduction

Organizational Effectiveness: Concept, Need and Importance; Approaches to Organizational Effectiveness; Perspective of Organizational Effectiveness; Criteria for Organizational Effectiveness; Steps in Organizational Effectiveness; Relationship between Organizational Design, Leadership and Effectiveness. Critical Issues of Organizational Effectiveness.

Unit II: Monitoring Organization Effectiveness: T&P

Monitoring Organizational Effectiveness, Rensis Likert Model of Organizational Effectiveness, Organizational Effectiveness Diagnostics, OE- Score Card, Factors Contributing to Organizational Effectiveness: Strategies to Improve Effectiveness. Strategic Role of Human Element (employers, employees) in Developing Effectiveness. Network Assessment Exercise.

Unit III: Organization Effectiveness Strategies: T&P

Organizational Diagnosis, Identification of OD Intervention Strategies – Pareto Analysis; Team Building; BELBIN ‘s Team Player Styles; Confrontation Meetings; T group; Leadership Development; Assessment of Influence Style; OE - Assessment Personal; OE Personal Development: Communication; Self-analysis - Johari Window, Self-monitoring; Stress audit & Stress management.

Unit IV: Organizational Effectiveness and HRM

Well-being of Individuals; Teams and Organizations; Recruitment, Personnel Selection and Organizational Effectiveness; Training and Organizational Effectiveness; Performance Management and Organizational Effectiveness; Culture and Organizational Effectiveness; Motivation and Organizational Effectiveness; Innovation and Organizational Effectiveness.

References

1. Burke, W.W., (2017). *Organization change: Theory and practice*. Sage Publications.
2. Cecil, B.H, Veena, V, Wendell, F.L., (2017). *Organization Development: Behavioral Science Interventions For Organizational Improvement*. Pearson Education.
3. Judge, T.A, Robbins, S.P & Vohra, N., (2018). *Organizational Behaviour*. Pearson, India

4. Woodcock,M., (2018). *Team Development Manual*. Routledge

Recommended Readings

1. Aswathappa,K.,(2010). *Human Resource Management*. McGraw Hill Education.
2. Bee.F., (1994). *Training Needs Analysis and Evaluation*. McGraw Hill.
3. Bhattacharyya, D.K. (2015). *Training and Development: Theories and Applications*. Sage publications.
4. Christopher, M.E & Smith, L.E.(1999). *Leadership Training A Sourcebook of Activities*. Viva Books Private Limited.
5. Davis, K & Newstrom, J.W., (2001) *Organizational Behavior Human behavior at work*. Tata McGraw Hill.
6. Flamholtz.G,E. (1996). *Effective Management Control: Theory and Practice*. Springer.
7. Kondalkar, V.G. (2009). *Effectiveness and Change Management*. Prentice Hall India Learning Private Limited.
8. Levi, D., (2020). *Group Dynamics for Teams*. Sage Publications.
9. Lippit,G. & Taylor,B., (2016). *Management Development and Training*. McGraw-Hill Book Company, London.
10. Passmore, J, Rico, R & Salas, E. (2020). *Psychology of Team Working and Collaborative process*. Wiley-Blackwell.
11. Ramnarayan,S, Rao,T.V & Singh, K., *Organization Development - Interventions & Strategies*. Response Books
12. Schein, E. H. (2010). *Organizational Culture and Leadership* (4th edition). Jossey-Bass Publishers.
13. Varma,M.K. (2001). *Managing More Effectively: A Professional Approach to Get the Best Out of People*.SAGE Publications Pvt. Ltd

DSC.16.a**PRACTICE OF GROUP COUNSELLING**

UPYPC70402

(i) Course Learning Outcomes:

After completing the course, the students will be able to:

1. Demonstrate an understanding of various psychological issues and populations relevant to group counselling, including anger, self-esteem, stress, and diverse client demographics such as children, adolescents, and survivors of trauma.
2. Comprehend the underlying dynamics and specific needs of different group counselling sessions and populations, enabling them to design tailored interventions effectively.
3. Apply theoretical knowledge and practical skills to design and facilitate group counselling sessions addressing specific issues and populations, fostering personal growth and development.
4. Analyze the effectiveness of their interventions, adapt strategies based on feedback, and refine their counselling approaches for diverse client needs.

Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3					2				
CL02	3	3	3			2	3			
CL03		3	3	3	3				1	2
CL04					3			1	1	2

*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

(ii) The broad contents of this course:

This course covers the fundamentals of group counselling, including designing sessions for various issues and populations, and understanding group dynamics and therapeutic processes.

(iii) Skills to be learned:

Students will learn to tailor interventions for specific issues and populations, facilitate group discussions effectively, analyze group dynamics, and adapt counselling strategies based on client feedback.

(iv) The detailed contents of this course, references and suggested books:

Unit I: Designing and practicing sessions on specific issues

Anger, self-esteem, stress, performance anxiety, academic performance, interpersonal issues, communication skills, assertiveness

Unit II: Designing groups for specific populations

Children, adolescents, couples, addiction groups, clients with chronic diseases or disabilities, divorce groups, survivors of sexual abuse

References

1. Corey, G., (2011). *Theory and Practice of Group Counseling*. Brooks.
2. Gill, S. J., & Barry, R. A. (1982). *Group-Focused Counseling: Classifying the Essential Skills*.
3. Ivey, A., Pedersen, P. B., & Ivey, M. B. (2001). *Intentional group counselling: A microskills approach*
4. Jacobs, E. E., Masson, R. L., & Harvill, R. L. (2002). *Group Counselling: Strategies and skills* (4th ed.). Pacific Grove, CA: Brooks/ Cole
5. Yalom, LD (1995). *The theory and practice of group therapy* (4th Ed). Basic books.

Suggested Reading

1. APGA, Practice Guidelines for Group Psychotherapy: A cross-theoretical guide to developing and leading psychotherapy groups, from the American Group Psychotherapy Association at [http://www.agpa.org/docs/default-source/practice-resources/download-full-guidelines-\(pdf-format\)-groupworks!-evidence-on-the-effectiveness-of-group-therapy.pdf?sfvrsn=2](http://www.agpa.org/docs/default-source/practice-resources/download-full-guidelines-(pdf-format)-groupworks!-evidence-on-the-effectiveness-of-group-therapy.pdf?sfvrsn=2)
2. •APGA, Evidence on the Effectiveness of Group Psychotherapy from the American Group Psychotherapy Association:
3. Chan, L. (2010). *Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society*, by Allen E. Ivey, Mary B. Ivey and Carlos P. Zalaquett: Belmont, CA, Brooks–Cole, 2010, 512 pp., US \$109.95, ISBN 0495601233.

DSC.16.b**PRACTICE OF ORGANIZATIONAL EFFECTIVENESS**

UPYPC70403

(i) Course Learning Outcomes:

After the course, the students will be able to:

1. Explain the various models and tools used to monitor organisational effectiveness, such as Likert's Model, 360-degree Feedback, and SWOT Analysis.
2. Apply strategic frameworks and methodologies, including PDCA Cycle and MBO to devise strategies to improve organisational effectiveness.
3. Analyze organizational dynamics and performance indicators using tools like OE Score Card, PESTEL Analysis, and BELBIN's Team Player Styles to identify areas for improvement.
4. Evaluate the effectiveness of implemented strategies and programs in enhancing organisational effectiveness through measures such as ONA, Stress Audit, and Employee Engagement programs.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3	2	2	1	1					
CL02	3	3	3	3	3	2			3	
CL03	3	3	2	1	2		3	3	2	2
CL04	3	3	3	1	3	3	3	3	2	3

(ii) Broad Contents of the Course:

This course covers methods and models for monitoring and improving organisational effectiveness, including diagnostic tools, strategic frameworks, and leadership development strategies.

(iii) Skills to be learned:

Students will learn to assess organisational performance, apply strategic interventions, analyse data-driven insights, and evaluate the impact of implemented strategies on organisational effectiveness.

(iv) The detailed contents of this course, references and suggested books:

Unit I: Practice of monitoring Organizational Effectiveness

1. Rensis Likert Model of Organizational Effectiveness
2. Organizational Effectiveness Diagnostic;
3. OE- Score Card/360-Degree Feedback;
4. Key Performance Indicators (KPIs) checklist/McKinsey 7S Model;
5. Individual/Team creativity assessment;
6. PESTEL Analysis/ SWOT Analysis;
7. BELBIN 's Team Player Styles;
8. Organizational learning diagnostics (OLD)
9. Team effectiveness/Leadership styles assessment

Unit II: Strategies to Improve Organizational Effectiveness

1. Plan-Do-Check-Act (PDCA) Cycle;
2. Organizational Network Analysis (ONA);
3. Management by Objectives (MBO);
4. Conflict management styles/preferences
5. Stress audit & Stress management;
6. Johari Window;
7. Employee engagement assessment;
8. Team effectiveness assessment/Leadership profile analysis
9. Pareto analysis for decision-making

References:

1. Christopher, M.E & Smith, L.E. (1999). *Leadership Training a Sourcebook of Activities*. Viva Books Private Limited.
2. Davis, K & Newstrom, J.W., (2001) *Organizational Behavior Human behavior at work*. Tata McGraw Hill.
3. Flamholtz.G,E. (1996). *Effective Management Control: Theory and Practice*. Springer.

4. Kondalkar, V.G. (2009). *Effectiveness and Change Management*. Prentice Hall India Learning Private Limited.
5. Passmore, J, Rico, R & Salas, E. (2020). *Psychology of Team Working and Collaborative process*. Wiley-Blackwell.

Suggested Readings:

1. Bee.F., (1994). *Training Needs Analysis and Evaluation*. McGraw Hill.
2. Bhattacharyya, D.K. (2015). *Training and Development: Theories and Applications*. Sage publications.
3. Levi, D., (2020). *Group Dynamics for Teams*. Sage Publications.
4. Lippit,G. & Taylor, B. (2016). *Management Development and Training*. McGraw-Hill Book Company, London.
5. Schein, E. H. (2010). *Organizational Culture and Leadership* (4th edition). Jossey-Bass Publishers.
6. Varma,M.K. (2001). *Managing More Effectively: A Professional Approach to Get the Best Out of People*.SAGE Publications Pvt. Ltd

DSC.17.a**NEUROANATOMY AND NEUROPSYCHOLOGY**

UPYTC70404

(i) Course Learning Outcomes:

After completing the course, the students will be able to:

1. Summarise the structures and function of the brain and the basic concepts of neuropsychology
2. Evaluate ethical considerations in neuroscientific research and clinical practice and analyze rehabilitation strategies and assessment tools to make informed decisions
3. Apply acquired knowledge to identify various neurological and psychiatric disorders and contribute to advancing neuroscientific research by applying appropriate methodologies.
4. Integrate interdisciplinary knowledge from neuroscience, psychology, and medicine to develop holistic rehabilitation approaches and understand central nervous system complexities.

Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3					2				
CL02	3	3	3			2	3			
CL03		3	3	3	3				1	2
CL04					3			1	1	2

*‘3’ in the box for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping.

(ii) The broad contents of this course:

This paper explores the intricate structures and functions of the central nervous system, alongside the historical development and ethical considerations in neuropsychology research, and delves into the assessment tools and interventions used in neuropsychological practice for enhancing brain function and rehabilitation.

(iii) Skills to be learned:

The students can acquire skills in analyzing neurological structures and functions, applying various assessment batteries, and designing comprehensive rehabilitation plans tailored to individual needs.

(iv) The detailed contents of this course, references and suggested books:

Unit I: Introduction to Neuroanatomy

- a. History of neuroanatomy, basic anatomy, elements of neurology; Brain development and plasticity; Methods of study / research in neuropsychology; Ethical issues in research;
- b. Neurological pathways: Sleep, emotions, hunger, language, learning;

Unit II: Anatomy of Central Nervous System

- a. Major structures and functions Brain: Forebrain, Midbrain, Hindbrain, Cerebral cortex, temporal, parietal, frontal, and occipital lobes; prefrontal cortex
- b. Major structures and functions of spinal cord Blood supply to the brain, CSF system, Blood-Brain Barriers

Unit III: Neuropsychology and Psychiatric Conditions

- a. Definition of neuropsychology; History and emergence of neuropsychology; Scope of Neuropsychology; Role of neuropsychology in clinical practice; Research methods in neuropsychology; comparison model standards for deficit measurement.
- b. Neuropsychology of psychiatric conditions: Schizophrenia, Substance abuse disorders, Major affective disorders, and anxiety disorders

Unit IV: Neuropathology and Rehabilitation

- a. Neuropathology: Head Trauma, Vascular Disorders; Degenerative disorders; Toxic conditions; Infectious processes; Neoplasms; Oxygen deprivation; Aphasia
- b. Neuropsychological Rehabilitation: Theories of cognitive rehabilitation, neurorehabilitation strategies for people with neurodegenerative disorders, psychopharmacology; Brain injury: impacts and interventions

References

1. Bauer, R. M., & Dunn, C. B. (2012). Research methods in Neuropsychology. In I. B. Weiner, J. A. Schinka, & W. F. Velicer (Eds.), *Handbook of Psychology: Research Methods in Psychology*. (Vol. 2, pp. 274).
2. Kalat, J. W. (2019). *Biological psychology*. Cengage.
3. Kandel, E., Schwartz, J., Jessell, T., Jessell, D. B. M. B. T., Siegelbaum, S., & Hudspeth, A. J. (2012). *Principles of Neural Science*, Fifth Edition. McGraw-Hill Publishing.
4. Kolb, B., Whishaw, I. Q., & Teskey, G. C. (2016). *An introduction to brain and behavior*. Worth
5. Morgan, J.E. & Ricker, J.E. (2008). *Textbook of Clinical Neuropsychology*. NY, NY: Taylor and Francis Publishers, Inc.
6. Stirling, J., & Elliott, R. (2010). *Introducing neuropsychology*. Psychology Pres.

Suggested Reading

1. Beaumont, J. G. (2008). *Introduction to neuropsychology* (2nd ed.). Guilford Press.
2. Carlson, N. R., & Birkett, M. A. (2017). *Physiology of behavior* (12th edition). Pearson.
3. Crossman, A. R., Neary, D., & Crossman, B. (2015). *Neuroanatomy: An illustrated colour text*. Elsevier
4. Diagnostic and Statistical Manual of Mental Disorders Fifth Edition (2013). Arlington, VA.: American Psychiatric Press.
5. Lezak, M. D. (2012). *Neuropsychological assessment* (5th ed.). Oxford University Press.
6. Stirling, J. D. (2001). *Introducing neuropsychology*. Routledge

DSE. 17. b.**ORGANISATIONAL DEVELOPMENT AND CHANGE**

UPYTC70405

i) Course Objectives:

To enable the students to: Understand the philosophical, historical, theoretical, political and practical underpinnings of OD as a core area of practice within human resource development; Increase awareness of different tools that are used to diagnose organizations as well as interventions used through hands-on experience; Enhance skills in facilitation, OD skills, group process, communication, and collaboration; Be able to identify different interventions available to change agents.

(ii) Course Learning Outcomes:

After completing the course, the students will be able to:

1. Define fundamental terminology relevant to the discipline of Organizational Development and organisational change as well as explain theories and models that form the foundation of the discipline
2. Describe the steps involved in planned change programs and distinguish the various structural, behavioural and comprehensive interventions typically used in change efforts.
3. Analyze the role and style of the Organisational Development consultant and appropriately select various diagnostic tools and the appropriate methodology for collecting organizational data to plan a major change effort.
4. Apply the theories related to organisation change and development through experiential learning.

Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL 12	PS 01	PS 02	PS 03	PS 04
CL 01	3	3											1		3	
CL 02	3	3												1	3	
CL 03			3	3	3		1					2		1	3	
CL 04						1	1	1	3	3		3		1		3

*‘3’ in the box for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping

The detailed contents of this course and references and suggested books:

Unit I: Introduction to Organizational Change

Organizational Change: Concept and Significance, Change Process: Forces for Change, Resistance to Change, Overcoming Resistance to Change, Approaches to Management Organizational Change, Perspectives on Change. Kurt Levin’s Model of change: Force Field Analysis, Organizational Renewal and Re-energizing. Role of Creativity and Innovation in Institution Building, Implications of Change.

Unit II: Introduction to Organizational Development (OD)

Organizational Development: Concept and Evolution; Values, Assumptions and Beliefs in OD; Foundations of OD; Managing the OD Process; Organizational Diagnostic Activities. OD Interventions: Team, Intergroup and Third-Party Peace-making Interventions, Comprehensive OD Interventions and Structural Interventions, T-Group Training, Indian Experiences of OD in Public and Private Enterprises.

Unit III: OD Interventions through Experiential Learning: T&P

- a. Human Process Interventions: T Group, Team Building, Organization Confrontation Meetings, Grid Organizational Development, Coaching, Counselling, Training, Behavioural Modelling, Delegating, Leading, Morale-boosting, Mentoring, Motivation.
- b. Techno-Structural Interventions: Work Design, Restructuring Organizations, Employee

Involvement, TQM, MBO, Quality Circles, High-Performance Work Systems, Balanced Scorecard, Downsizing and Outsourcing.

- c. Resource Management Interventions: Performance Appraisal, Employee Wellness, Career Planning, Goal Setting.
- d. Strategic Interventions: Competitive and Collaborative Strategies, Integrated Strategic Change, Culture Change, Trans-organizational Development, Organizational Learning, and Knowledge Management Interventions.

Unit IV: Change Management Simulations: T&P

- a. Change Pro Simulation: This simulation gives the opportunity to practice change leadership in teams.
- b. StarPower Simulation: The StarPower simulation is an in-class face-to-face exercise designed to help experience how people react to shifts in power over time.
- c. Harvard's Change Management Simulation: Power and Influence.

References

1. Cecil, B.H, Veena, V, Wendell, F. (2017). *Organization Development: Behavioral Science Interventions for Organizational Improvement*. Pearson Education
2. Cummings, T & Worley, C., (2013). *Organization Development and change*. South western College Publishing.
3. Judge, W. Q., Hill, L. A. (2022). *Change Management Simulation: Power and Influence V3*. Harvard Business Publishing. <https://hbsp.harvard.edu/product/7611-STM-ENG>
4. Rao, T.V, Ramnarayan, S, Singh, K. (2008). *Organization Development- Interventions & Strategies*. Response Books
5. Singh, K., (2010). *Organisation Change and Development*. Excel Books.

Suggested Reading

1. Beckhard, R & Harris, R.T. (1987). *Organizational Transitions: Managing Complex Change*. Pearson.
2. Blank, W.E., (1982). *Handbook for Developing Competency-Based Training Programs*. Prentice-Hall

3. Brown,D., (2010). *An Experiential Approach to Organization Development*. Pearson.
4. Gareth, R.J & Mary, M. (2013). *Organizational Theory, design and change* .Dorling kinderly India pvt. Ltd
5. Judge, T.A, Robbins, S.P & Vohra, N., (2018). *Organizational Behaviour*. Pearson, India
6. Khanna,S& Pareek,U., (2018). *Understanding Organizational Behavior*. Oxford University Press.
7. Koontz.H & Weihrich. H., (2006). *Essentials of Management*. McGraw-Hill Education.
8. Moller, M & Ask,S.L. (2016). *Games and stimulations in the Organization development*<https://workzchange.com/posts/games-and-simulations-organisational-development>
9. Moss, R.K. (1992). *The challenge of Organizational Change*. Free Press.*Simulation Training Systems*.<https://www.simulationtrainingsystems.com/>
10. Prasad, L.M., (2014). *Organizational Behavior*. Sultan Chand & Sons, India.

DSC.18.a.**NEUROPSYCHOLOGICAL ASSESSMENTS AND INTERVENTIONS**

UPYTC70406

(i) Course Learning Outcomes:

After completing the course, the students will be able to:

1. Conceptualize a framework to conduct and interpret neuropsychological assessments
2. Develop an understanding of different measures used to assess cognitive functions
3. Explore strategies for recovering brain functions and principles of cognitive retraining in neuropsychological rehabilitation
4. Design a plan for intervention based on assessment

Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3	2	2		2	1			1	1
CL02	3		1							
CL03				2	2			1		
CL04				3	3	1	1	1	1	1

*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

(ii) The broad contents of this course:

This paper focuses on providing hands-on training in conducting, scoring and interpreting various neuropsychological assessments and interventions.

(iii) Skills to be learned:

The students will be skilled in conducting the neuropsychological assessments and interpreting them accurately.

(iv) The detailed contents of this course, references and suggested books:**Unit I: Assessments in Neuropsychology**

- a. NIMHANS neuropsychology battery,

- b. Wechsler Adult Intelligence Test (WAIS)
- c. Wechsler Memory Scale (WMS),
- d. PGI Memory scale.

Unit II: Interventions in Neuropsychology

- a. Cognitive retraining,
- b. Biofeedback/Neurofeedback

References

1. Bellack, A.S. & Hersen, M. (1998). *Comprehensive Clinical Psychology: Assessment* (Vol. 4). London: Elsevier Science Ltd.
2. Demos, J. N. (2019). *Getting Started with EEG Neurofeedback (Second Edition)*. W. W. Norton & Company.
3. Rajeswaran, J., Bennett, C., Thomas, S., & Rajakumari, K. (2013). EEG neurofeedback training in clinical conditions. *Neuropsychological rehabilitation principles and applications*, 57-78.

Suggested Reading

1. Freeman, F.S. (1965). *Theory and practice of psychological testing*. New Delhi: Oxford and IHBN.
2. Hersen, M., Segal, D.L., & Hilsenroth, M.J. (2004). *Comprehensive handbook of psychological assessment* (Vols. 1-2). New York: John Wiley & Sons
3. Lezak, M. D. (2012). *Neuropsychological assessment (5th ed.)*. Oxford University Press.
4. Strauss, E., Sherman, E. M. S., & Spreen, O. (2006). *A compendium of neuropsychological tests : administration, norms, and commentary (3rd ed.)*. Oxford University Press.

DSC.18.b**PRACTICE OF ORGANIZATIONAL DEVELOPMENT & CHANGE**

UPYTC70407

(i) Course Learning Outcomes:

After the course, the students will be able to:

1. Demonstrate understanding of various organizational diagnostic tools and assessment methods used in development and change, such as SWOT analysis, McKinsey 7S framework, and 360-degree feedback.
2. Interpret the results of organizational diagnostics and assessments to identify gaps, analyse organisational culture, and assess readiness for change.
3. Apply development and change strategies, including TQM, MBO, team building, and leadership training, to address organisational challenges and facilitate positive change initiatives.
4. Analyze the effectiveness of implemented strategies using tools like Force Field Analysis and Key Performance Indicators (KPIs) to evaluate organisational performance and measure the impact of change interventions.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3	2	2	1	1					
CL02	3	3	3	3	3	2			3	
CL03	3	3	2	1	2		3	3	2	2
CL04	3	3	3	1	3	3	3	3	2	3

(ii) Broad Contents of the Course:

This course covers various tools and methods for assessing organisational dynamics and implementing development and change strategies, including diagnostic analyses, change management frameworks, and leadership training

(iii) Skills to be learned:

Skills to be learned include conducting organisational diagnostics, interpreting assessment results, implementing change strategies, and evaluating the effectiveness of interventions using performance metrics and feedback mechanisms.

(iv) The detailed contents of this course, references and suggested books:

Unit I: Organizational Diagnostics and Assessments in Development and Change

1. Force Field Analysis/Gap analysis;
2. Organization climate/Organizational culture analysis;
3. SWOT analysis/McKinsey 7S framework;
4. Change readiness assessment;
5. Leadership profile analysis/Group effectiveness;
6. Employee engagement and satisfaction;
7. Survey feedback/Stakeholder analysis
8. Motivation analysis of organizations
9. 360-degree Feedback/Key Performance Indicators (KPIs)

Unit II: Implementing Development and Change Strategies

1. Role analysis;
2. Transactional analysis;
3. Conflict management/resolution;
4. Coping with stress;
5. Team building/Leadership training;
6. Interpersonal needs assessment;
7. Work-life balance;
8. Mentoring and coach;
9. Organizational learning profile

References

1. Cecil, B.H, Veena, V, Wendell, F. (2017). Organization Development: Behavioural Science Interventions for Organizational Improvement. Pearson Education

2. Cummings, T & Worley, C., (2013). *Organization Development and change*. South western College Publishing.
3. Judge, W. Q., Hill, L. A. (2022). *Change Management Simulation: Power and Influence V3*. Harvard Business Publishing. <https://hbsp.harvard.edu/product/7611-HTM-ENG>
4. Rao, T.V, Ramnarayan, S, Singh, K. (2008). *Organization Development- Interventions & Strategies*. Response Books
5. Singh, K., (2010). *Organisation Change and Development*. Excel Books.

Suggested Readings:

1. Blank, W.E., (1982). *Handbook for Developing Competency-Based Training Programs*. Prentice-Hall
2. Brown, D., (2010). *An Experiential Approach to Organization Development*. Pearson.
3. Gareth, R.J & Mary, M. (2013). *Organizational Theory, design and change*. Dorling kinderly India pvt. Ltd
4. Judge, T.A, Robbins, S.P & Vohra, N., (2018). *Organizational Behaviour*. Pearson, India
5. Moller, M & Ask, S.L. (2016). *Games and stimulations in the Organization development* <https://workzchange.com/posts/games-and-simulations-organisational-development>

MC.6.a**ASSESSMENT AND INTERVENTION IN HEALTH PSYCHOLOGY**

UPYWM70400

(i) Course Learning Outcomes:

After the course, the students will be able to:

1. Discuss the various assessment tools for lifestyle, habits, health anxiety, caregiver stress, and substance abuse, utilizing them effectively to evaluate individual health behaviours and risks.
2. Analyze assessment results to identify patterns, trends, and potential health concerns, evaluating the effectiveness of interventions such as physical activity promotion, smoking cessation, and stress management in addressing identified needs.
3. Apply acquired knowledge in designing and implementing tailored interventions for promoting healthy behaviours and addressing health risks, synthesizing assessment data with intervention strategies to support individual and community wellness.
4. Present assessment findings and intervention outcomes effectively to stakeholders, demonstrating proficiency in communicating health promotion strategies and advocating for wellness initiatives within diverse settings such as workplaces and communities

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3	2	2	1	1					
CL02	3	3	3	3	3	2			3	
CL03	3	3	2	1	2		3	3	2	2
CL04	3	3	3	1	3	3	3	3	2	3

(ii) Broad Contents of the Course:

This course covers administering and interpreting various assessment tools for lifestyle, health habits, and caregiver stress, alongside interventions targeting physical activity promotion, smoking cessation, and stress management.

(iii) Skills to be learned:

Students will develop skills in assessment administration, data interpretation, intervention design, and program evaluation, fostering proficiency in promoting individual and community health and wellness.

(iv) The detailed contents of this course, references and suggested books:**Unit I: Assessments**

- a. Lifestyle and Habits Questionnaire-brief version (LHQ-B): Dinzeo et.al, 2013
- b. Beliefs and Behaviour Questionnaire (BBQ): George et.al, 2005
- c. Health Anxiety Questionnaire (HAQ): Lucock & Morley, 1996
- d. Adolescent health promotion scale (AHPS): Chen et al., 2003
- e. CAGE Alcoholism Screening Tool
- f. Fagerstrom Tolerance Questionnaire for Nicotine Dependence
- g. GHQ-General Health questionnaire
- h. Kingston Caregiver Stress Scale (KCSS)

Unit II: Interventions

- a. Physical Activity Promotion /Healthy Eating Promotion
- b. Smoking Cessation Programs /Alcohol and Substance Abuse Prevention
- c. Sleep Hygiene Promotion/Stress Management
- d. Screening and Early Detection/ Health Education and Promotion
- e. Workplace Wellness Programs / Community-Based Interventions

Reference:

1. Chen, M. Y., Wang, E. K., Yang, R. J., & Liou, Y. M. (2003). Adolescent health promotion scale: development and psychometric testing. *Public health nursing (Boston, Mass.)*, 20(2), 104–110. <https://doi.org/10.1046/j.1525-1446.2003.20204.x>
2. Dinzeo, T. J., Thayasivam, U., & Sledjeski, E. M. (2013). The Development of the Lifestyle and Habits Questionnaire-Brief Version: Relationship to Quality of Life and Stress in College students. *Prevention Science*, 15(1), 103–114. <https://doi.org/10.1007/s11121-013-0370-1>

3. George, J., Mackinnon, A., Kong, D. C. M., & Stewart, K. (2006). Development and validation of the Beliefs and Behaviour Questionnaire (BBQ). *Patient Education and Counseling*, 64(1–3), 50–60. <https://doi.org/10.1016/j.pec.2005.11.010>
4. Heatherton, T. F., Kozlowski, L. T., Frecker, R. C., & Fagerström, K. (1991). The Fagerström Test for Nicotine Dependence: a revision of the Fagerstrom Tolerance Questionnaire. *British Journal of Addiction*, 86(9), 1119–1127. <https://doi.org/10.1111/j.1360-0443.1991.tb01879.x>
5. <https://strokengine.ca/en/assessments/general-health-questionnaire-28-ghq-28/>
6. <https://www.webmd.com/mental-health/addiction/whats-the-cage-assessment>
7. <https://www.who.int/tools/whoqol>
8. Iacob, C. I., Avram, E., & Burtaverde, V. (2021). Psychometric properties of the Kingston Caregiver Stress Scale in Romanian caregivers of children and adults with disabilities. *Research in developmental disabilities*, 112, 103921. <https://doi.org/10.1016/j.ridd.2021.103921>
9. Joseph, S. (2015). *Positive Psychology in Practice: Promoting Human Flourishing in Work, Health, Education, and Everyday Life*. Wiley.
10. Lucock, M. P., & Morley, S. (1996). The Health Anxiety questionnaire. *British Journal of Health Psychology*, 1(2), 137–150. <https://doi.org/10.1111/j.2044-8287.1996.tb00498.x>
11. Sarafino, E. P. (2008). *Health Psychology: Biopsychosocial Interactions* (6th ed.). USA: Wiley.
12. Tennant, R., Hiller, L., Fishwick, R., Platt, S., Joseph, S., Weich, S., Parkinson, J., Secker, J., & Stewart-Brown, S. (2007). The Warwick-Edinburgh Mental Well-being Scale (WEMWBS): development and UK validation. *Health and Quality of Life Outcomes*, 5(1). <https://doi.org/10.1186/1477-7525-5-63>

Suggested Reading:

1. Csikszentmihalyi, M., & Seligman, M. E. P. (2000). Positive psychology. *American Psychologist*, 55(1), 5-14.

2. Fishbein, M., & Ajzen, I.(1975). *Belief, attitude, intention and behavior: An introduction to theory and research*. Reading, MA: Addison-Wesley. Marks, D.F., Murray, M., Evans, B., Willig, C., Woodall, C., & Sykes, C. (2008). *Health Psychology* (2nd ed). New Delhi: Sage.
3. Hefferon, K. (2011). *Positive Psychology: Theory, Research And Applications* (1st ed.). Open University Press.
4. Kashdan, T. (2013). *Mindfulness, Acceptance, and Positive Psychology: The Seven Foundations of Well-Being*. Context Press.
5. Taylor, S. E. (1995). *Health Psychology* (3rd ed). New York: McGraw Hill.

MC.6.b**CONSUMER PSYCHOLOGY**

UPYWM70401

(i) Course Learning Outcomes:

After completing the course, the students will be able to:

1. Explain the core concepts and theories of consumer psychology, including models of behaviour and interdisciplinary approaches.
2. Apply consumer psychology principles to analyze marketing challenges like brand management and decision-making processes.
3. Analyze consumer behaviour patterns using various models, evaluating factors influencing choices for marketing strategies.
4. Evaluate the effectiveness and ethical implications of marketing tactics and consumer protection measures.

Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3					3				
CL02			1	3	3		1		1	1
CL03	1	1	1	2	1		1		1	1
CL04	1	1	1	2	1		3	2	1	1

*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

(ii) The broad contents of this course:

This course introduces students to the foundational concepts and theories of consumer psychology, through practical exercises and case studies, students will explore how consumer psychology principles inform marketing strategies and consumer rights protection in various contexts.

(iii) Skills to be learned:

The students will be skilled in conducting the counselling sessions from the lens of the respective therapy and use appropriate techniques as and when necessary.

(iv) The detailed contents of this course, references and suggested books:

Unit I: Introduction to Consumer Psychology

Definition, nature, and scope; Models of consumer behaviour; Interdisciplinary nature of consumer psychology; Application of consumer psychology in marketing; Approaches to consumer psychology research.

Applications: Training in Careers in consumer psychology; Assessment of Consumer buying behaviour in the digital age.

Unit II: Determinants of Consumer Behaviour

External influences on consumer behaviour: Culture, Subculture, Social class, Reference groups, Family; Internal influences on consumer behaviour: Needs, motivations, and goals, Perception, Personality, Lifestyle, Values, Learning, Memory, Beliefs, and Attitudes.

Applications: Brand management simulation; Consumer decision-making simulation

Unit III: Consumer Decision Making Process

Types of consumer decisions; Consumer decision-making process; Levels of consumer decision making; Four views of consumer decision making; Models of consumer decision making; Opinion leadership process

Applications: Assessing consumer decision-making styles; Consumer journey mapping; Consumer behaviour analysis.

Unit IV: Marketing, Consumer Rights and Protection

Persuasive marketing communication; Rights of consumers; Consumer Protection Act 1986; Ethics in consumer research; Difficulties in predicting consumer behaviour; Consumer behaviour in Indian context. Neuromarketing

Applications: Marketing campaign analysis; Brand loyalty programs for customer retention

References

1. Gunter, B. (2016). *The psychology of consumer profiling in a digital age*. Routledge.
2. Haugtvedt, C. P., Herr, P. M., & Kardes, F. R. (Eds.). (2018). *Handbook of consumer psychology*. Routledge.

3. Loudon, D. L., & Della Bitta, A. J. (1993). *Consumer behaviour: Concepts and applications. (No Title)*.
4. Majumdar, R. (2010). *Consumer behaviour: Insights from Indian market*. PHI Learning Pvt. Ltd..

Suggested Reading

1. Nair, S. R. (2004). *Consumer behaviour in Indian perspective*. Himalaya publishing house.
2. Schiffman, L. G., & Kanuk, L. L. (2007). *Reference Groups and Family Influences in Consumer Behaviour*. Prentice Hall: London.
3. Schiffman, L. G., Wisenblit, J., & Kumar, S. R. (2011). *Consumer Behavior / By Pearson*. Pearson Education India.

M.7**TEST CONSTRUCTION**

UPYM70402

(i) Course Learning Outcomes:

After completing the course, the students will be able to:

1. Define what is measurement and distinguish different types of psychological test or scale and their classification.
2. Examine the various professional, ethical, and cultural issues related to psychological assessment.
3. Compute the reliability and validity of the tests by administering on a fresh sample
4. Conduct Item Analysis of the tests using appropriate methods.

Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3					3				
CL02			1	3	3		1		1	1
CL03	1	1	1	2	1		1		1	1
CL04	1	1	1	2	1		3	2	1	1

*‘3’ in the box for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping.

(ii) The broad contents of this course:

This course introduces students to psychological testing, covering test characteristics, types, reliability, validity, and ethical considerations. Practical sessions involve administering tests, computing reliability and validity coefficients, and conducting item analysis for test construction.

(iii) Skills to be learned:

Students will develop skills in administering psychological tests, computing reliability and validity coefficients, conducting item analysis, and understanding the theoretical and practical challenges in psychological testing.

(iv) The detailed contents of this course, references and suggested books:**Unit I: Introduction**

- a) Psychological tests –characteristics of a good psychological test, importance of tests in psychological research; Difference between test and scale construction, testing vs assessment; Levels of measurement; Scaling methods (Method of equal appearing intervals by Thurstone, Method of summated rating by Likert, Cumulative scaling by Guttman)
- b) Types of tests- Speed test, power test, Individual test, group test, Aptitude tests, achievement tests, Projective tests; Norm-referenced vs Criterion referenced tests
- c) Reliability & Validity- Different types (test-retest, alternate forms, split-half, Cronbach's alpha, KR-20, inter- scorer reliabilities; content, criterion- predictive and concurrent, construct- convergent and discriminant validities); factors affecting reliability and validity; Standard error of measurement
- d) Theoretical & practical challenges in psychological testing (Sources of biases in psychological testing; issues in cultural adaptation; professional, moral and social issues involved in psychological testing; developing culture-faire tests); Ethical issues in use of tests.

Practical I: Administration of an already developed test on fresh sample and computing its reliability, validity coefficients

Unit II: Test construction

- a) Theories- Classical test theory; item response theory
- b) Steps in test construction; Item writing- general guidelines, types of items
- c) Item analysis- Item difficulty (method of judgement, empirical method); Item discrimination (test of significance, correlational technique); Item characteristic curve; Item validity (factor analysis- exploratory, confirmatory, discriminant analysis)
- d) Norms development- Steps (defining target population, selecting sample, standardizing conditions for implementation); Meaning of test scores; Types of norms (age equivalent norms, grade equivalent norms, percentile norms, Qualitative vs Quantitative norms; Normalised standard score norms (T score, stanine score, deviation IQ, sten score)

Practical II: Item analysis of an already developed test based on responses of a fresh sample

Reference

1. Distefano, C & Schweizer, K.W. (2016). *Principles and Methods of Test Construction: Standards and Recent Advances (Psychological Assessment - Science and Practice)*. Hogrefe Publishing
2. Dodia, D. (2014). *Theory and Principles of Psychological Test Development*. Scholars' Press
3. Haladyna, T.M, Lane, S & Raymond. M.R. (2015). *Handbook of Test Development (Educational Psychology Handbook)*. Routledge
4. Irvine, S.H & Kyllonen, P.C. (2015). *Item Generation for Test Development*. Routledge
5. Kline, P. (2016). *A Handbook of Test Construction: Introduction to psychometric design*. Routledge.

Suggested Reading

1. Cooper, C., (2018). *Psychological Testing*. Routledge, London
2. Davidshofer, C. O & Murphy, K. R., (2019). *Psychological Testing: Principles and Applications*. (6th ed). Pearson Education.
3. Freeman, F.S., (2018). *Psychological Testing*. Oxford & IBH Publishing.
4. Jay, C. A, Sturman, E & Swerdlik, M., (2012). *Psychological Testing and Assessment*. McGraw-Hill Education.
5. Jay, C.A, Joel, S.W, Tobin, R., (2021). *Looseleaf for Psychological Testing and Assessment*. McGraw Hill.
6. Jay, R.C & Swerdlik, M. E., (2018). *Psychological Testing and Assessment*. McGraw Hill Education
7. Kaplan, R.M & Saccuzo, D.P., (2018). *Psychological Testing: Principles, Applications, and Issues* (9th ed). Cengage India Private Limited
8. Kerlinger, F.N., (2017). *Foundations of Behavioral Research*. Surjeet Publications
9. Kline, P., (1999). *Handbook of Psychological Testing*, (2nd ed). Routledge, India.
10. Miller, L.A., (2015). *Psychological Testing: A Practical Approach* (4th ed). Sage texts.
11. Singh, A. K., (2019). *Tests, Measurements and Research in Behavioral Sciences*. Bharati Bhawan.
12. Urbina, S., (2014). *Essentials of Psychological Testing*. Wiley.

M.8**RESEARCH PROJECT: II**

UPYPM70403

(i) Course Learning Outcomes:

After completing the course, the students will be able to:

1. Demonstrate an understanding of primary research proposal development by identifying research gaps, creating comprehensive proposals, and conducting pilot studies to assess feasibility and reliability.
2. Analyze collected data, interpret results, and engage in critical discussion, culminating in drafting primary study manuscripts following APA 7th edition format.
3. Apply knowledge and skills in primary data collection, analysis, and manuscript drafting, integrating feedback from scientific committees to enhance research quality and rigour.
4. Present research proposals and study findings effectively to scientific and ethics committees, demonstrating proficiency in scholarly communication and collaboration

Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3	3			3	2				
CL02	1	3	1	3	3		2	1		
CL03	2	3	1	2	3		2	1	1	3
CL04	3	3	1	2	3	3	2	1	1	3

*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

(ii) The broad contents of this course:

Students will learn to develop primary research proposals, conduct pilot studies, analyze data, and draft manuscripts, culminating in presenting their findings to scientific committees.

(iii) Skills to be learned:

Students will acquire skills in proposal writing, data collection, analysis, manuscript drafting, and presentation skills, fostering proficiency in scholarly research and communication.

(iv) The detailed contents of this course, references and suggested books:**Unit I: Development of the primary study proposal**

- a) Writing a research proposal based on the gap identified from the review
- b) Pilot study data collection and data analysis to check tool reliability and study feasibility
- c) Present the research proposal before the scientific and ethics committee for approval
- d) Final submission of the proposal based on the committee feedback

Unit II: Results and Discussion

- a) Main study data collection and data analysis
- b) Writing results and discussion
- c) Drafting the primary study manuscript in APA 7th edition format
- d) Present the study before the Department's scientific committee
- e) Final submission of the primary study based on the committee feedback

References:

1. American Psychological Association. (2019, December 24). *Concise Guide to APA Style* (7th ed).
2. Bailey, S. (2011). *Academic writing: A handbook for international students*. (3rd ed). New York: Routledge.
3. Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative Research: A Guide to Design and Implementation* (4th ed.). San Francisco: John Wiley & Sons.
4. O'Leary, Z. (2013). *The Essential Guide to Doing Your Research Project* (2nd ed.). SAGE Publications Ltd.
5. Walliman, N. (2022). *Your Research Project: Designing and Planning Your Work* (3rd ed.). Sage Publishing.

Suggested reading:

1. American Psychological Association. (2019). *Publication Manual of American Psychological Association*. (7th ed).
2. Blaikie, N., & Priest, J. (2019). *Designing Social Research: The Logic of Anticipation* (3rd ed.). Polity.

3. Greener, I. (2011). *Designing Social Research: A Guide for the Bewildered* (1st ed.). SAGE Publications Ltd.
4. Hartley, J. (2008). *Academic Writing and Publishing*. Routledge.
5. Leki, L. (2010). *Academic Writing 2/E South Asian Edition*, Cambridge University Press
6. McSweeney, F., & Williams, D. (2019). *Designing and Conducting Research in Social Science, Health and Social Care* (1st ed.). Routledge.

SEC.9**SUPERVISED INTERNSHIP: II****UPYPS70400****(i) Course Learning Outcomes:**

After the course, the students will be able to:

1. Discuss the understanding and application of psychological assessment practices through observation and participation in clinical or organizational settings.
2. Analyze and evaluate the effectiveness of assessment methods and interventions, proposing recommendations for improvement.
3. Apply skills in conducting group counselling, psychotherapy, or training and development activities, integrating theory with practical experience.
4. Present observations, assessments, interventions, and recommendations effectively to supervisors or stakeholders in clinical or organizational settings.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3		1	1						
CL02	2	2			2	2	1			
CL03			3	3	3		2	2	1	
CL04	1		1	1	2	3	1			3

(ii) Broad Contents of the Course:

Students will engage in practical assessments and interventions in either clinical or organizational settings, observing and participating in relevant activities under supervision.

(iii) Skills to be learned:

Students will acquire skills in psychological assessment, counselling, psychotherapy, training, and development while honing their communication and collaboration abilities within professional settings.

(iv) The detailed contents of this course, references and suggested books**Unit I: Assessment****Practice of Psychological and Neuropsychological assessments in a Clinical setting:**

Observations of case-taking procedures, assessments, and interventions in inpatient & outpatient departments; exposure to academic activities in the institution with permission; and participation in the activities assigned by the concerned supervisors.

(or)

Practice of assessments in Organizational effectiveness, Development and change:

Observations of Organizational functioning, Human Resource Development, Competency mapping, Need assessment, Training and Development, and Assessments and evaluations.

Unit II: Interventions

Practice of Group Counselling and Psychotherapy in a Clinical setting: Observations of Group counselling and psychotherapy sessions in the institution with permission and participation in the activities assigned by the concerned supervisors in the institution and community.

(or)

Practice of Training and Development in Organizational Effectiveness, Development and Change: Observations of Training and Participation in Organizational Effectiveness development activities with permission and participation in the activities assigned by the concerned supervisors in the institution and field.

Reference

1. Aamodt. (2010). *Industrial/ organizational psychology: an applied approach*. Wadsworth Cengage learning.
2. Johal & Kim (2021). *Clinical psychology internship for underrepresented students: an inclusive approach for higher education*. Routledge.
3. Jungers & Scott. (2014). *Practicum and Internship: Textbook and Resource Guide for Counseling and Psychotherapy*. Routledge.
4. Llewelyn. (2009). *Clinical psychology in practice*. Wiley-Blackwell (an imprint of John Wiley & Sons L.

5. McKenna. (2006). Business psychology and organizational behavior. Psychology Press.
6. Megargee. (1997). Megargee's guide to obtaining psychology internship. Routledge.
7. Nickelson et al. Internship in psychology: The APAGS workbook for writing successful applications and finding the right fit.
8. Spector. (2016). Industrial and Organizational Psychology: Research and Practice. Wiley
9. Zammit. (1995). Guidebook for clinical psychology interns (NATO). Kluwer Academic publishers.

Suggested reading

1. Beck, J. S. (2011). Cognitive behavior therapy: Basics and beyond (2nd ed.). The Guilford Press.
2. Bhattacharya. (Human resource planning. Excel books.
3. Groth-Marnat, G. (2009). Handbook of psychological assessment (5th ed.). Wiley.
4. Jex. (2009). Organizational Psychology: A Scientist Practitioner Approach. Wiley.
5. Mayo et al. (2007). Cases and Views from a General Practitioner in Industrial/Organizational Psychology. Dorrance pub co.
6. Norcross, J. C., & Lambert, M. J. (Eds.). (2011). Treatment planning in psychotherapy: Taking the guesswork out of clinical care (2nd ed.). American Psychological Association.
7. Pope, K. S., & Vasquez, M. J. T. (2016). Ethics in psychotherapy and counseling: A practical guide (6th ed.). Wiley.
8. Rico et al. (2017). The Wiley Blackwell Handbook of the Psychology of Team Working and Collaborative Processes. Wiley.
9. Van der Kolk, B. A. (2015). The body keeps the score: Brain, mind, and body in the healing of trauma. Penguin Books.

SEMESTER VIII

SEC.10.a**HEALTH AND MENTAL HEALTH TRAINING**

UPYWS80401

(i) Course Learning Outcomes:

After the course, the students will be able to:

1. Explain various mental health topics and apply knowledge to design effective awareness programs.
2. Analyze mental health challenges and synthesize perspectives to develop training modules.
3. Apply training skills and evaluate program effectiveness through participant feedback.
4. Collaborate to design support programs, reduce stigma, and advocate for mental health awareness.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3			3	3	2			2	
CL02		2	1	3	3	1	2	3	2	2
CL03		2	1	3	3	2	1	1	2	2
CL04					3	2	1	1	2	2

(ii) Broad Contents of the Course:

This course covers training in various mental health awareness programs, including substance abuse prevention, stress management, and crisis intervention, to promote community well-being.

(iii) Skills to be learned:

Students will develop skills in program design, delivery, evaluation, and collaboration, fostering their ability to effectively address diverse mental health challenges and advocate for mental health support initiatives.

(iv) The detailed contents of this course, references and suggested books:

Students are expected to give training in various mental health-related awareness Programmes under the following topics alongside their internship programme during this semester:

1. Substance abuse prevention
2. Stress Management
3. Parenting
4. Academic stress
5. Suicide prevention
6. Psychological first aid
7. Geriatric mental health
8. Crisis Intervention
9. Mental Health First Aid
10. Family and Caregiver Support
11. Mental Health Stigma Reduction
12. Trauma and PTSD

References

1. Acharya, B., & Becker, A. E. (2024). *Global Mental Health Training and Practice: An introductory framework*. Routledge, Taylor & Francis Group.
2. Bensadon, B. A., & Garcia, M. B. (2015). *Psychology and geriatrics: integrated care for an aging nation*. Academic Press.
3. D., A. A. (2019). *Mental health through will-training*. Independently Published.
4. Fisher, G. L., & Roget, N. A. (2009). *Encyclopedia of substance abuse prevention, treatment, and recovery*. SAGE.
5. Kadapatti, M & Vijayalaxmi, A. H. M. (2012). *Academic Stress and Management Among Students*. LAP Lambert Academic Publishing.
6. McIntosh, D., Horowitz, J., Kaye, M., & Dorling Kindersley. (2018). *Stress: the psychology of managing pressure*. Dorling Kindersley Limited, Copyright.
7. Mitchell, J., & Naish, S. (2020). *The Complete Guide to Therapeutic Parenting A Helpful Guide to the Theory, Research and What It Means for Everyday Life*. Jessica Kingsley Publishers.

Suggested readings

1. Barlow, D. (2021). *Recovery from Complex PTSD*.
2. Christiansen, K. (2018). *The crisis Intervention Manual*.
3. Everly, G. S., & Lating, J. M. (2022). *The Johns Hopkins guide to psychological first aid*. Johns Hopkins University Press.
4. Falcone, T., Timmons-Mitchell, J., & Springerlink (Online Service. (2018). *Suicide Prevention : A Practical Guide for the Practitioner*. Springer International Publishing.
5. Lynch, J. (2019). *Child Psychology*. Scientific e-Resources.
6. Raja, S. (2012). *Overcoming Trauma and PTSD*. New Harbinger Publications.
7. Ruesch, N. (2022). *The Stigma of Mental Illness - E-Book*. Elsevier Health Sciences.
8. Sara Honn Qualls, & Zarit, S. H. (2009). *Aging Families and Caregiving*. John Wiley & Sons.
9. Various Authors. (2021). *The Anxiety First Aid Kit*.
10. Vieira, R., Leticia Lovato Dellazzana-Zanon, & Becker, M. (2022). *Handbook of Stress and Academic Anxiety*. Springer Nature.
11. Vogel, D. L., & Wade, N. G. (2022). *The Cambridge handbook of stigma and mental health*. Cambridge University Press.
12. Yeager, K., & Roberts, A. R. (2015). *Crisis intervention handbook : assessment, treatment, and research*. Oxford University Press.

SEC. 10.b**HUMAN RESOURCE MANAGEMENT TRAINING**

UPYWS80402

(i) Course Learning Outcomes:

After completing the course, the learners will be able to:

1. Effectively communicate about the important topics in the field such as Stress Management, job training, job appraisal etc,
2. Develop workshops and training modules on important topics in various psychology.
3. Conduct workshops and training on various important topics in psychology for participants of different age groups.
4. Exhibit professional skills such as effective communication, presentation etc, while facilitating workshops.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3			3	3	2			2	
CL02		2	1	3	3	1	2	3	2	2
CL03		2	1	3	3	2	1	1	2	2
CL04					3	2	1	1	2	2

(ii) Broad Contents of the Course:

This course covers training needs assessment, methods of assessment, job training techniques, and organizational development strategies.

(iii) Skills to be learned:

Students will develop skills in conducting assessments, implementing diverse training methods, understanding HR processes, and fostering organizational growth through training and development initiatives.

(iv) The detailed contents of this course, references and suggested books:**Unit I: Assessment and Methods**

- a. Assessment of Training Needs: Organizational analysis, Departmental analysis, Job/Role

- analysis, Employee analysis.
- b. Assessment Methods: Identifying specific problems, Job & employee specifications, Observation, Interviews, Questionnaire surveys, Checklists.
- c. Training Evaluation and report writing
- d. Job training methods: Case study method, incident method, role play, In-basket method, Grid training, Simulation, Vestibule training
- e. Motivational system reward and punishment mechanisms

Unit II: Training

- a. Performance appraisal techniques
- b. Recruitment and selection procedures
- c. Career growth opportunities
- d. Quality Circles
- e. Team building exercises
- f. Conflict resolution
- g. Stress management
- h. Communication skills training
- i. Change management
- j. Leadership skills training

References

1. Dessler, G., (2009). *A framework for Human Resource Management*. Pearson/Prentice Hall Publishing.
2. Dessler, G & Varrkey, B., (2020). *Human Resource Management*. Pearson Education.
3. Doe, A.K & Noe, R. A. (2018). *Employee Training and Development*. McGraw Hill Education
4. Koontz.H & Weihrich. H., (2006). *Essentials of Management*. McGraw-Hill Education.

Suggested Readings

1. Aamodt.M,G. (2022). *Industrial/Organizational Psychology: An Applied Approach*.Cengage Learning
2. Blank,W.E.,(1982). *Handbook for Developing Competency-Based Training Programs*. Prentice-Hall

3. Christopher, M.E & Smith, L.E. (1999). *Managing Recruitment and Development*. Kogan Page Limited.
4. Janakiram, B. (2007). *Training & Development*. Dreamtech Press
5. Paul, H & Kenneth, B.H. (2008). *Management of Organizational Behavior: Leading Human Resources*. Prentice Hall India Learning
6. Rao, T.V, Ramnarayan,S, Singh,K. (2008). *Organization Development- Interventions & Strategies*. Response Books
7. Turner, D. (1999). *Role Plays A Sourcebook of Activities for Trainers*. Kogan Page Limited.
8. Varma,M.K. (2001). *Managing More Effectively: A Professional Approach to Get the Best Out of People*. SAGE Publications Pvt. Ltd

DSC.15.a**INTERNSHIP IN CLINICAL AND COUNSELLING PSYCHOLOGY**

UPYPC80408

(i) Course description:

In the fourth year of the Bachelor's degree course, two specialization programs are offered to students: Clinical and Counselling, Organizational Behaviour and Human Resource Management. The selection of internship among these two streams is based upon the aptitude/interest of the student. The internship will be for three months (4+4+4 weeks) duration.

- a) Students who have opted for specialization papers in Clinical and Counselling Psychology must undergo practical experience in conducting psychological assessments and interventions through observational and hands-on experience under a registered mental health professional in reputed mental health institutions.
- b) Students undertaking a three-month internship in Organizational Behaviour and Human Resource Management will undergo a practical experience in reputed firms/organizations. By the end of the internship, the students are expected to gain in-depth knowledge and understanding of Organizational functioning, Human Resource Development, Competency mapping, Need assessment, Training and Development, and Assessments and evaluations.

(ii) Course Learning Outcomes:

After the course, the students will be able to:

1. Explain the various psychological assessment methods, including case history, mental status examination (MSE), and diagnosis, in clinical.
2. Analyze and evaluate individual counselling, psychotherapy, group counselling, and training and development interventions, identifying strengths, limitations, and areas for improvement.
3. Apply acquired skills in conducting assessments, interventions, synthesizing theoretical knowledge with practical experience to address diverse individual and organizational needs.
4. Present case histories, intervention outcomes, and capacity-building sessions to supervisors and stakeholders effectively, demonstrating proficiency in communication

and collaboration within clinical settings.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3		1	1						
CL02	2	2			2	2	1			
CL03			3	3	3		2	2	1	
CL04	1		1	1	2	3	1			3

(iii) Broad Contents of the Course:

This course encompasses psychological assessments, case history, counselling, group therapy, and participation in clinical, including capacity-building sessions.

(iv) Skills to be learned:

Students will develop proficiency in conducting assessments, providing counselling and therapy, facilitating group sessions, and effectively participating in professional activities, fostering communication and collaboration abilities.

(v) Internship Evaluation criteria:

Unit I: Psychological assessments

Unit II: Case history, MSE, diagnosis

Unit III: Individual counselling / Psychotherapy

Unit IV: Group Counselling

Unit V: Participation in the activities assigned by the concerned supervisors in a Clinical /, such as assignments / Training/ / community-based interventions / Case presentations/ Scientific article reviews etc.

Unit VI: Participation in Capacity building sessions

Reference

1. Johal & Kim (2021). Clinical psychology internship for underrepresented students: an inclusive approach for higher education. Routledge.

2. Jungers & Scott. (2014). *Practicum and Internship: Textbook and Resource Guide for Counseling and Psychotherapy*. Routledge.
3. Llewelyn. (2009). *Clinical psychology in practice*. Wiley-Blackwell (an imprint of John Wiley & Sons L.
4. Zammit. (1995). *Guidebook for clinical psychology interns (NATO)*. Kluwer Academic publishers.

Suggested reading

1. Beck, J. S. (2011). *Cognitive behavior therapy: Basics and beyond (2nd ed.)*. The Guilford Press.
2. Groth-Marnat, G. (2009). *Handbook of psychological assessment (5th ed.)*. Wiley.
3. Norcross, J. C., & Lambert, M. J. (Eds.). (2011). *Treatment planning in psychotherapy: Taking the guesswork out of clinical care (2nd ed.)*. American Psychological Association.
4. Pope, K. S., & Vasquez, M. J. T. (2016). *Ethics in psychotherapy and counseling: A practical guide (6th ed.)*. Wiley.
5. Van der Kolk, B. A. (2015). *The body keeps the score: Brain, mind, and body in the healing of trauma*. Penguin Books.

DSC.15.b**INTERNSHIP IN ORGANIZATIONAL BEHAVIOUR AND
HUMAN RESOURCE MANAGEMENT**

UPYPC80409

(ii) Course description:

In the fourth year of the Bachelor's degree course, two specialization programs are offered to students: Clinical and Counselling, Organizational Behaviour and Human Resource Management. The selection of internship among these two streams is based upon the aptitude/interest of the student. The internship will be for three months (4+4+4 weeks) duration. Students undertaking a three-month internship in Organizational Behaviour and Human Resource Management will undergo a practical experience in reputed firms/organizations. By the end of the internship, the students are expected to gain in-depth knowledge and understanding of Organizational functioning, Human Resource Development, Competency mapping, Need assessment, Training and Development, and Assessments and evaluations.

(ii) Course Learning Outcomes:

After the course, the students will be able to:

1. Explain the various psychological assessment methods and appraisal systems in both organizational contexts.
2. Analyze and evaluate training and development interventions, identifying strengths, limitations, and areas for improvement.
3. Apply acquired skills in conducting assessments, interventions, and organizational development activities, synthesizing theoretical knowledge with practical experience to address diverse individual and organizational needs.
4. Present case histories, intervention outcomes, and capacity-building sessions to supervisors and stakeholders effectively, demonstrating proficiency in communication and collaboration within organizational settings.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3		1	1						
CL02	2	2			2	2	1			
CL03			3	3	3		2	2	1	
CL04	1		1	1	2	3	1			3

(iii) Broad Contents of the Course:

This course encompasses psychological assessments, and participation in organizational developmental activities, including capacity-building sessions.

(iv) Skills to be learned:

Students will develop proficiency in conducting assessments, providing group sessions, and effectively participating in professional activities, fostering communication and collaboration abilities.

(v) Internship Evaluation criteria:

Unit I: Assessment & Appraisal systems

Unit II: Need assessment and Competence mapping

Unit III: Organizational Development and change

Unit IV: Training and Development

Unit: V Participation in the activities assigned by the concerned supervisors in a Training/ industry -based interventions / Case presentations/ Scientific article reviews etc.

Unit VI: Participation in Capacity building sessions

References

1. Aamodt. (2010). Industrial/ organizational psychology: an applied approach. Wadsworth Cengage learning.
2. McKenna. (2006). Business psychology and organizational behaviour. Psychology Press.
3. Megargee. (1997). Megargee's guide to obtaining psychology internship. Routledge.

4. Nickelson et al. Internship in psychology: The APAGS workbook for writing successful applications and finding the right fit.
5. Spector. (2016). *Industrial and Organizational Psychology: Research and Practice*. Wiley

Suggested reading

1. Bhattacharya. (Human resource planning. Excel books.
2. Jex. (2009). *Organizational Psychology: A Scientist Practitioner Approach*. Wiley.
3. Mayo et al. (2007). *Cases and Views from a General Practitioner in Industrial/Organizational Psychology*. Dorrance pub co.
4. Rico et al. (2017). *The Wiley Blackwell Handbook of the Psychology of Team Working and Collaborative Processes*. Wiley.

SEC.11.a**DISSERTATION**

UPYPS80403

(i) Course description

The present course requires the students to conduct an empirical study based on an extensive literature review and submit it for publication in a Scopus-indexed or UGC Care list journal. Respective faculty supervisors will guide the progress at all stages of the research

(ii) Course Learning Outcome:

After the completion of this course, a student will be able to:

1. Examine the practical implications of research in their area of specialization.
2. Develop research skills in their area of specialization
3. Exhibit scientific writing skills in preparing the manuscript.
4. Publish their research in a reputed journal.

Mapping the Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	1	1	2	2	2			1		2
CL02	1	1			3			1		2
CL03					3		3		2	
CL04					3	1	3		2	

*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

(iii) Broad Contents of the Course:

This course covers conducting an extensive literature review, developing a research proposal, implementing a pilot study, analyzing main study data, and drafting a research manuscript for publication.

(iv) Skills to be learned:

Students will develop proficiency in literature synthesis, research proposal writing, data collection and analysis, manuscript drafting, and publication submission procedures.

(v) The detailed contents of this course:

Unit I: Extensive literature review

- a) Choosing a topic of interest for primary study
- b) Extensive review of the literature
- c) Identification of research problem

Unit II: Developing a research proposal and implementing a pilot study

- a) Writing a research proposal
- b) Pilot study data collection and data analysis
- c) Present the research proposal before the scientific and ethics committee for approval

Unit III: Main study results and discussion

- a) Main study data collection and data analysis
- b) Writing results and discussion
- c) Drafting the primary study manuscript in APA 7th edition format

Unit IV: Publication of research manuscript

- a) Identify appropriate academic journals listed/indexed in Web of Science/Scopus/UGC Care
- b) Draft the manuscript according to the author guidelines of the chosen journal
- c) Submit the manuscript with the guidance of respective faculty supervisors

References:

1. American Psychological Association. (2019, December 24). *Concise Guide to APA Style* (7th ed).
2. Bailey, S. (2011). *Academic writing: A handbook for international students*. (3rd ed). New York: Routledge.

3. Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative Research: A Guide to Design and Implementation* (4th ed.). San Francisco: John Wiley & Sons.
4. O'Leary, Z. (2013). *The Essential Guide to Doing Your Research Project* (2nd ed.). SAGE Publications Ltd.

Suggested reading:

1. American Psychological Association. (2019). *Publication Manual of American Psychological Association*. (7th ed).
2. Blaikie, N., & Priest, J. (2019). *Designing Social Research: The Logic of Anticipation* (3rd ed.). Polity.
3. Greener, I. (2011). *Designing Social Research: A Guide for the Bewildered* (1st ed.). SAGE Publications Ltd.
4. Hartley, J. (2008). *Academic Writing and Publishing*. Routledge.
5. Leki, L. (2010). *Academic Writing 2/E South Asian Edition*, Cambridge University Press
6. McSweeney, F., & Williams, D. (2019). *Designing and Conducting Research in Social Science, Health and Social Care* (1st ed.). Routledge.
7. Walliman, N. (2022). *Your Research Project: Designing and Planning Your Work* (3rd ed.). Sage Publishing.

SEC.11. b.**SOCIAL AND COMMUNITY INTERVENTIONS**

UPYPS80404

(i) Course Learning Outcomes:

After the course, the students will be able to:

1. Understand and apply social and community interventions to address community needs effectively, including needs assessment, health promotion, and policy advocacy.
2. Analyze community dynamics and synthesize interdisciplinary perspectives to design interventions promoting community mobilization, empowerment, and cultural sensitivity.
3. Apply skills in community engagement, capacity building, and participatory research, evaluating intervention effectiveness through monitoring, evaluation, and report writing.
4. Collaborate to develop sustainable interventions, fostering cultural competence and advocating for policy changes that promote community health.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3			3	3	2			2	
CL02		2	1	3	3	1	2	3	2	2
CL03		2	1	3	3	2	1	1	2	2
CL04					3	2	1	1	2	2

(ii) Broad Contents of the Course:

This course covers social and community interventions, including needs assessment, health promotion, capacity building, policy advocacy, and participatory research aimed at fostering community empowerment and well-being

(iii) Skills to be learned:

Students will develop skills in community engagement, interdisciplinary collaboration, intervention design, evaluation, and advocacy, fostering their ability to address complex community health challenges effectively.

(iv) The detailed contents of this course, references and suggested books:

Unit I: Needs Assessment and Community Engagement

Unit II: Health education and promotion

Unit III: Skill building and capacity building

Unit IV: Community mobilization and empowerment

Unit V: Social support and networks

Unit VI: Policy advocacy and environmental change

Unit VII: Cultural competence and sensitivity

Unit VIII: Community-based participatory research

Unit IX: Sustainability and Evaluation

Unit X: Interdisciplinary collaboration

Unit XI: Monitoring and summative evaluation

Unit XII: Writing community-centred evaluation reports

References

1. Deb et al. (2020). *Community psychology*. SAGE Publications India Pvt Ltd.
2. Eldredge, L. K. B., Markham, C. M., Ruiter, R. A., Fernández, M. E., Kok, G., & Parcel, G. S. (2016). *Planning health promotion programs: an intervention mapping approach*. John Wiley & Sons.
3. Guttmacher et al. (2010). *Community-Based Health Interventions: Principles and Applications*, Hoboken, John Wiley & Sons, Inc.
4. Hacker, K. (2013). *Community-based participatory research*. Sage publications.
5. Jack Rothman and others (2001). *Strategies of Community Interventions & Macro Practices – Peacock Publications*, 6th Edition
6. Lloyd. (2014). *Community Services Intervention: An introduction to direct practice*. Routledge.
7. Murphy. (2016). *Community-Based Interventions: Philosophy and Action (International Perspectives on Social Policy, Administration, and Practice)*. Springer-Verlag New York Inc.

8. Rothman. (1995). *Strategies of Community Intervention: Macro Practice*. F E Peacock Publishers, Inc.
9. Wambeam, R. A. (2015). *The community needs assessment workbook*. Lyceum Books, Incorporated.

Suggested Readings

1. Bartholomew Eldredge, L. Kay, et al., *Planning health promotion programs: an intervention mapping approach*, 4. ed., San Francisco, CA, Jossey-Bass & Pfeiffer Imprints, Wiley, [2016]
2. Butterfoss, F.D., *Process Evaluation for Community Participation*, *Annu. Rev. Public Health*, 2006
3. Fawcett, S., Suarez, Y. Balcazar, F., White, G., Paine, A., Blanchard, K., & Embree, M. (1994). *Conducting intervention research: The design and development process*. In J. Rothman & E. J. Thomas (Eds.), *Intervention research: Design and development for human service*. (pp. 25-54). New York, NY: Haworth Press.
4. Greenhalgh, T., Jackson, C., Shaw, S., & Janamian, T. (2016). *Achieving Research Impact Through Co-creation in Community-Based Health Services: Literature Review and Case Study*. *The Milbank Quarterly*, 94(2), 392–429. <https://doi.org/10.1111/1468-0009.12197>.
5. Guldbrandsson, Karin, *Från nyhet till vardagsnytta: om implementeringens mödosamma konst: en forsknings sammanställning*, Stockholm, Statens folkhälsoinstitut, 2007
6. Guttmacher, S., Vana, P. K., & Ruiz-Janecko, Y. (2010). *Community-based health interventions*. John Wiley & Sons.
7. Hanna, Mark G. And Robinson, Buddy (1994), *Strategies For Community Empowerment: Direct Action And Transformative Approaches To Social Change Practice*, The Edwin Mellen Press, New York.
8. Orford, J. (2008). *Community Psychology: Challenges, Controversies, and Emerging Consensus*. Hoboken, NJ: Wiley. ISBN: 9780470773154. DOI:10.1002/9780470773154
9. Rogers, E.M., *Diffusion of preventive innovations*, *Addictive behaviors* 27, 2002
10. Tropman, John E., John L. Erlich, And Jack Rothman (Eds.) (1995), *Tactics and Techniques of Community Intervention*, 5th Ed., Peacock Press, Itasca, Illinois.

Vocational courses

BScII & IV Sem

CENTRAL UNIVERSITY OF KARNATAKA**Department of Psychology****BSc Psychology****Semester: II****Vocational course: Four credits****LIFE SKILLS TRAINING**

The following course titled "Life Skills Training" is designed for those students who exit the undergraduate programme in Psychology after one year. This vocational course is exclusively designed based on the UGC's skills development programmes to prepare students to work as life skills trainers, with the certificate awarded under the title of "Understanding Basics of Psychology." This vocational course is practical in nature, requiring students to learn from the field under the supervision of an internal faculty member and an external resource person's direct supervision. Evaluation will be based on the existing criteria for examinations, with 40% marks for internal assessment and 60% marks for end-semester evaluation based on the course outcomes immediately after completion. The structure of teaching, learning, and evaluation will be based on existing practical, workshops, supervised practicums, and internships. Exiting students will be awarded certificates only after successfully completing the vocational course.

(i) Course Learning Outcomes:

After the course, the students will be able to:

1. Define and describe life skills, their components, and models; Classify different life skills according to established frameworks and apply self-skills and higher-order skills such as self-awareness, creative thinking, and problem-solving in various contexts.
2. Analyze and evaluate effective listening, speaking, reading, and writing techniques. Apply these techniques to improve communication clarity, interpret texts accurately, and produce various forms of writing, including emails and proposals.

3. Develop and demonstrate skills in resume writing, interviews, and group discussions
Assess and apply leadership, innovative thinking, and managerial practices to enhance career prospects and entrepreneurial ventures.
4. Utilize basic computer skills, digital tools, and cyber security practices. Assess and apply digital ethics and security measures to effectively manage digital environments and stay informed about emerging technologies.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3	3		2	2	3	1			2
CL02	3	2	1		1			1	1	1
CL03	2	1	2	2	2	2	3	3	2	2
CL04	2	3	3	3	3	3	2	3	3	3

(ii) Broad Contents of the Course:

This course covers essential life skills, self-skills, and higher-order thinking, including listening, speaking, reading, and writing communication techniques. It also includes professional and leadership skills, digital literacy, and cyber security, emphasising practical applications and employability in modern professional and digital contexts.

(iii) Skills to be learnt:

Students will develop effective communication skills, including active listening, clear speaking, and proficient writing; enhance professional abilities such as resume crafting and interview techniques; gain leadership and managerial skills for career advancement; and acquire digital literacy and cyber security expertise for navigating modern technological landscapes.

(iv) The detailed contents of this course, references and suggested books:

UNIT I: Introduction

- a. Life skill: Meaning, definition, component, and models of life Skills; Classification of Life skills - Hopson and Scally, Gazda, Childers and Brooks; Life Skills Education in contemporary India.
- b. Self-skills: Self-awareness, Self-Concept, Body Image, Self-esteem; Social Skills: Empathy, Conflict Resolution and Negotiation, Assertiveness, Life Skills for handling negative peer pressure; Higher order Skills: Creative and Critical Thinking, Problem-Solving, decision-making, Coping Skills

UNIT II: Communication Skills

- a. Listening, Speaking and Reading: *Listening*-Techniques of Effective Listening, Barriers to Listening; *Speaking*: Pronunciation, Enunciation, Vocabulary, Fluency, Common Errors; *Reading*: Techniques of Effective Reading, Gathering Ideas and Information from a Given Text, Evaluating These Ideas and Information, Interpret the Text.
- b. Writing and Different Modes: *Writing*- State and Argue Claims with Evidence, Avoid Ambiguity and Oversimplification, Provide Context and Follow Conventions, and Use Signposting for Clarity. *Different Modes of Writing*: E-mails, Proposal Writing for Higher Studies, Recording the Proceedings of Meetings, Any Other Mode of Writing Relevant to Learners

UNIT III: Professional Skills, Leadership and Management Skills

- a. Professional Skills: Career Skills- Resume Skills, Interview Skills, Group Discussion Skills and Exploring Job Opportunities. Team Skills- Cognitive and Non-cognitive Skills, Presentation Skills, Trust and Collaboration, Listening as a Team Skill, Brainstorming, Social and Cultural Etiquette and Internal Communication
- b. Leadership Skills, Innovative Leadership and Design Thinking, Entrepreneurial Skills, Ethics and Integrity, Managerial Skills, Managing Personal Finance.

UNIT IV: Digital Literacy

- a. Digital Literacy and Social Media: Basic Computer Skills, Basic Virtual Platforms, Cyber Security, Awareness about Trending Technologies, Digital Marketing

- b. Digital Ethics and Cyber Security: Digital Ethics- Digital Literacy Skills, Digital Etiquette, Digital Life Skills; Cyber Security – Introduction Environment of Security, Types of Attacks and Attackers, Different Types of Cyber Attacks, The Art of Protecting Secrets,

References

1. Balakrishna, P., & Gopal, T. V. (2018). *Life skills for success*. Orient Blackswan.
2. Mangrulkar, L., Vince Whitman, C., & Posner, M. (2001). *Life skills approach to child and adolescent healthy human development*. Pan American Health Organization.
3. Mohan, A. (2016). *Life skills education for youth*. Shipra Publications.
4. Palmer, S. (2003). *Skills for success: Personal development and employability*. Palgrave Macmillan.
5. Rajasekaran, K. (2015). *Life skills: A holistic approach to learning*. Neelkamal Publications.
6. UGC. (2013). *Life skills (book series)*. University Grants Commission.
7. UNESCO. (2004). *Quality education and life skills: Darkar goals*. United Nations Educational, Scientific and Cultural Organization.
8. Weist, D. N., Fink, B. J., & Campbell, K. L. (Eds.). (2009). *Life skills: An introduction*. Cambridge University Press.

Suggested Reading

1. Bowell, T., & Kemp, G. (2014). *Critical thinking: A concise guide* (4th ed.). Routledge.
2. Duffy, J. J. (2009). *Effective reading strategies: A practical guide*. Routledge.
3. Fromm, E. (2013). *The art of listening*. Penguin Books.
4. Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
5. Hagin, K. E. (1995). *Speaking in public: A step-by-step guide*. Christian Publications.
6. Jansen, J. (2006). *The complete guide to writing effective resume*. JIST Publishing.
7. Lazarus, R. S., & Renner, B. M. (2010). *Life skills education: A framework for promoting student success*. Oxford University Press. Bat, R. I. (2017) *Life skill Education* (1st ed.) Notion Process publishers
8. Markel, M. (2012). *Technical communication* (10th ed.). Bedford/St. Martin's.

9. Narula, S., & Ramesh, R. B. (2019). *Social media marketing for dummies*. Wiley.
10. Northouse, P. G. (2018). *Leadership: Theory and practice* (8th ed.). Sage Publications.
11. Pellett, E. (2013). *Cracking the code to a successful interview: 15 insider secrets from a top-level recruiter*. Career Press.
12. Ries, E. (2011). *The lean startup: How today's entrepreneurs use continuous innovation to create radically successful businesses*. Crown Business.
13. Rogerson, S. (2020). *Ethics in the age of digital communication: A study of new digital age*. Palgrave Macmillan.
14. Singh, S. P. (2012). *Group discussion and interview skills*. Global Vision Publishing House.

CENTRAL UNIVERSITY OF KARNATAKA**Department of Psychology****BSc Psychology****Semester: IV****Vocational course : Four credits****PSYCHOLOGICAL FIRST AID**

After completing the second year, if a student wishes to exit the undergraduate course, they must successfully complete the following four-credit vocational course titled Psychological first-aid to receive the award of a Diploma in Understanding Human Behaviour. The course titled “Psychological First Aid” is designed based on courses offered by national and international professional agencies. This vocational course is practical in nature, requiring students to learn from the field under the supervision of an internal faculty member and an external resource person’s direct supervision. Evaluation will be based on the existing criteria for examinations, with 40% marks for internal assessment and 60% marks for end-semester evaluation based on the course outcomes immediately after completion. The structure of teaching, learning, and evaluation will be based on existing practical, workshops, supervised practicums, and internships. The diploma in Understanding Human Behaviour will be awarded to exiting students only after successfully completing the vocational course.

(i) Course Learning Outcomes:

After the course, the students will be able to:

1. Describe and apply the core principles and theoretical foundations of Psychological First Aid (PFA) to effectively address the immediate psychological needs of individuals in crisis situations.
2. Analyze diverse crisis scenarios and evaluate the appropriateness of various PFA strategies, including communication and intervention methods, to provide tailored support in different contexts.

3. Demonstrate proficiency in delivering PFA through role-playing and case study exercises, effectively utilizing the RAPID model to manage stress and provide support in simulated emergency situations.
4. Assess PFA practice's ethical and professional considerations, including confidentiality, boundaries, and legal responsibilities, and reflect on strategies for ongoing self-care and professional development.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	P10
CL01	3	1		2						
CL02	3	2	1	2	2	1	1	2		
CL03	3		2	3	3		1	2	3	3
CL04	3		2	3	3	2	2	3	3	3

(ii) Broad Contents of the Course:

This Psychological First Aid (PFA) course provides a comprehensive overview of the essential principles and practices for effectively supporting individuals in crisis situations. Participants will learn key communication and intervention skills, explore the application of PFA across various contexts, and gain insights into ethical, legal, and professional considerations to enhance their ability to provide empathetic and effective support in personal and large-scale emergencies.

(iii) Skills to be learnt:

Students will develop skills in effective communication, including active listening and empathy, and gain practical techniques for crisis intervention and stress management. They will also learn how to assess and address immediate psychological needs, manage their own stress and burnout, and apply ethical and legal principles to ensure professional and culturally sensitive support in various crisis situations.

(iv) The detailed contents of this course, references and suggested books:

UNIT I: Introduction to Psychological First Aid (PFA)

- a. Overview of Psychological First Aid (PFA) and Theoretical Foundations - Definition and goals, Importance of PFA in disaster and crisis situations, Key principles and practices, psychological impact of disasters and crises, Basic concepts of trauma and stress, The role of PFA in supporting mental health
- b. PFA Framework; Assessment and Evaluation- The RAPID model: Reflective listening, Assessment, Prioritization, Intervention, and Documentation; Key actions and interventions in PFA; Identifying immediate needs and psychological symptoms; Assessing individual and group needs

UNIT II: Ethical and Professional Considerations

- a. Ethical Guidelines- Confidentiality and privacy, Boundaries and professional conduct and Informed consent and autonomy
- b. Legal and Organizational Framework- Understanding legal responsibilities and protections, Working with agencies and organisations, Documentation and reporting

UNIT III: Core Skills for Delivering PFA

- a. Effective Communication and Crisis Intervention- Active listening and empathy, building rapport and trust; Non-verbal communication; Providing comfort and support, addressing immediate emotional and practical needs, Recognizing and managing high-stress reactions
- b. Stress Management and Self-Care- Techniques for managing stress and preventing burnout, Self-care strategies for PFA providers, Importance of debriefing and support networks

UNIT IV: Application of PFA in Different Settings

- b. PFA in Various Contexts- Natural disasters (earthquakes, floods, etc.), Man-made disasters (terrorist attacks, industrial accidents), Personal crises (loss, sudden illness)
- c. Special Considerations and Case Studies- Working with children and families, Cultural competence and sensitivity, addressing diverse needs and vulnerabilities, Analysing real-life examples, Role-playing different scenarios

References

1. Bisson, J. I., & Lewis, C. (2009). *Psychological First Aid: A guide for fieldworkers*. World Health Organization.
2. Brymer, M., Jacobs, A., Layne, C., Pynoos, R., Ruzek, J., Steinberg, A., Vernberg, E., & Watson, P. (2006). *Psychological First Aid: Field operations guide* (2nd ed.). National Child Traumatic Stress Network and National Center for PTSD.
3. Everly, G. S., & Flynn, B. W. (2006). Principles and practical procedures for acute psychological first aid training for personnel without mental health experience. *International Journal of Emergency Mental Health*, 8(2), 93-100.
4. Everly, G. S., & Lating, J. M. (2017). *The Johns Hopkins Guide to Psychological First Aid*. Johns Hopkins University Press.
5. National Child Traumatic Stress Network. (2019). *Psychological first aid: Field operations guide*. <https://www.nctsn.org/resources/psychological-first-aid-field-operations-guide>
6. Ruzek, J. I., Brymer, M. J., Jacobs, A. K., Layne, C. M., Vernberg, E. M., & Watson, P. J. (2007). Psychological First Aid. *Journal of Mental Health Counseling*, 29(1), 17-30.
7. Te Brake, H., & Dückers, M. L. A. (2013). Early psychosocial interventions after disasters, terrorism, and other shocks: The World Health Organization recommends Psychological First Aid. *European Journal of Psychotraumatology*, 4(1), 1-8.
8. World Health Organization. (2011). *Psychological first aid: Guide for field workers*. https://www.who.int/csr/resources/publications/psychological_first_aid/en/

Suggested Reading

1. Gentry, J. E., Baranowsky, A. B., & Dunning, C. (2010). The role of psychological first aid in the wake of disasters. *Journal of Psychological Practice*, 16(4), 279-292.
2. Hobfoll, S. E., Watson, P., Bell, C., Bryant, R. A., Brymer, M., Friedman, M. J., & Gersons, B. P. R. (2007). Five essential elements of immediate and mid-term mass trauma intervention: Empirical evidence. *Psychiatry*, 70(4), 283-315. <https://doi.org/10.1521/psyc.2007.70.4.283>
3. Reissman, D. B., & Rivard, S. (2016). Psychological first aid: A guide for mental health and substance abuse professionals. *Journal of Mental Health Counseling*, 38(3), 274-291. <https://doi.org/10.17744/mehc.38.3.07>
4. Schafer, A., Snider, L., & van Ommeren, M. (2011). Psychological first aid pilot: Field testing of a post-disaster mental health intervention in Myanmar. *Intervention*, 9(2), 110-123.
5. Tuckey, M. R., & Scott, J. E. (2014). Group critical incident stress debriefing with emergency services personnel: A randomized controlled trial. *Anxiety, Stress, & Coping*, 27(1), 38-54.

6. Vernberg, E. M., & Steinberg, A. M. (2002). The psychological impact of terrorism: An agenda for research. *Journal of Aggression, Maltreatment & Trauma*, 6(1-2), 1-20.
7. Weisaeth, L. (2000). Psychological and psychiatric aspects of technological disasters. *Psychiatry and Clinical Neurosciences*, 54(4), 227-233.
8. Witkin, G. (2011). Working with children in crisis. In H. Rodriguez, J. Trainor, & E. Quarantelli (Eds.), *Handbook of disaster research* (pp. 405-420). Springer.

**CENTRAL UNIVERSITY OF
KARNATAKA**

School of Humanities and Languages

Department of English

CENTRAL UNIVERSITY OF KARNATAKA, KALABURAGI
School of Humanities and Languages
Department of English

B.A. NEW SYLLABUS –NEP- (2024-25)

(Based on UGC – Learning Outcomes-Based Curriculum Framework)

Programme Code: UENGL

SEMESTER-I				
Sl. No	Course Code	Course	Credits	Remarks
1.	UENTA11100	English Language Communication Skills-I	02	
SEMESTER-II				
2.	UENTA20101	English Language Communication Skills-II	02	
SEMESTER-III				
3.	UENTA30102	English Language Communication Skills-III	02	
SEMESTER -IV				
4.	UENTA40103	English Language Communication Skills-IV	02	

CENTRAL UNIVERSITY OF KARNATAKA, KALABURAGI
School of Humanities and Languages
Department of English

Name of the Academic Programme : B. A.
Semester : I
Course Code : UENTA11100
Title of the Course : English Language: Communication Skills-I
Credits : 02
Prerequisite Course / Knowledge (If any) :

Course Learning Outcomes (CLOs):

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

CLO -1: Understand the fundamentals of communication skills in English.

CLO -2: Use English grammar to achieve clarity of thoughts, ideas, and expressions in formal and informal situations.

CLO -3: Analyse the role factors affecting communication between two or more individuals/groups.

CLO -4: Evaluate the effectiveness of message/content by considering appropriate use of language in context.

CLO -5: Monitor the use of language in terms of grammar, spelling and pronunciation avoid any confusion or misunderstanding.

Mapping of Course Learning Outcomes (CLOs) with Programme Learning Outcomes (PLOs) and Programme Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	1	3	3	2	1	3	2	1	1	3
CLO2	2	2	3	3	3	2	1	3	3	2
CLO3	3	3	2	3	2	2	3	2	1	3
CLO4	3	2	3	2	2	2	2	1	3	2
CLO5	3	3	3	2	3	3	2	3	3	3

Background Study Topics: English Speech Sounds: Vowels and Consonants, 21st Century Skills, Descriptive and Perspective Grammar, Competence and Performance, Spoken and Written English, Functional English, Issues in Pronunciation of English Words and Spelling

Unit- I:**A. Communication Skills**

Communication: Definition, Types/Forms, and Channels of Communication

Communication Process Models

Factors Affecting Effective Communication

B. Essential English Grammar - I

Parts of Speech: Noun and Adjective

Articles and Determiners

Tense: Past Tense

Unit-II: Language Skills**A. Theory:**

Listening Skills: Types and Purposes

Enriching Vocabulary: Affixation, Blending, Homophone

Spoken English: Spelling and Pronunciation of Words

Punctuation: Comma (,) Full Stop (.), Apostrophe (’), Question Mark (?)

Effective Presentation Skills

B. Praxis:

Listening for Information, Facts, Thoughts and Ideas

Writing Application for Various Purposes

Classroom Presentations

Proposed Functional English Activities:

Greeting and Self-Introduction

Describing People, Place, Objects

Talking about Routines

Expressing Likes and Dislikes

Suggested Readings:

1. Biber, Douglas, Susan Conrad, Geoffrey Leech. *Longman Student Grammar of Spoken and Written English*, Pearson ESL, Year: 2002
2. Greene, John O, Brant R. Burleson (Ed.). *Handbook of Communication and Social Interaction Skills*. Routledge 2003.
3. Hewings, Martin. *Advanced grammar in use_ advanced learners of English*. CUP, 1999.
4. Holt and Rinehard. *Holt Elements of Language, Sixth Course_ Grammar, Usage*.
5. Leech, Geoffrey Jan Svartvik, *A Communicative Grammar in English*, Longman, Singapore Publisher: 1975.
6. Michael Vince. *English Grammar in Context Advanced*. MacMillan, (2008)

7. Penny Ur. *Grammar Practice Activities_ A Practical Guide for Teachers*.1989
8. Quirk, Randolph, Sidney Greenbaum, Geoffrey Leech, Jan Svartvik, A *Comprehensive Grammar of the English Language*, Longman, Year: 1985
9. Swan, Michael. *Basic English Usage*, OUP, 1995.
10. Walton, Richard. *Focus on Advanced English_ CAE Grammar Practice*, Longman, 1999.
11. Wilson , Wendy, James H. Barlow. *English Grammar Workbook_ Simple Rules, Basic Exercises Activities Practice Correct Grammar and Improve Language Skills*, 2020.
12. Woods, Edward, Rudy Coppieters. *A Workbook to Communicative Grammar of English*. Routledge, 2002.

INTERNET SOURCES:

A. Interactive Grammar Exercises

- 1) http://www.blairenglish.com/extras/exercise_menu.html
- 2) <https://elllo.org/english/grammar/index-level1.htm>
- 3) <https://www.cambridgeenglish.org/learning-english/activities-for-learners/b1p065-come-or-calm>
- 4) <https://www.elllo.org/video/1501/1533-Sarah-Music-Like-Dislike.html>
- 5) <https://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tipo=any&contents=adverbs#a>
- 6) <https://www.englishgrammar.org/verbs-exercise-18/>
- 7) <https://www.grammarbank.com/context-clues-worksheet.html>
- 8) <https://www.merriam-webster.com/games/test-your-punctuation-skills>
- 9) <https://www.niu.edu/writingtutorial/punctuation/quizzes/PunctuationSelfTest.htm>
- 10) Puntuations: <https://www.lingq.com/en/learn-english-online/courses/734892/how-to-use-commas-english-writing-les-5490214/>

CENTRAL UNIVERSITY OF KARNATAKA, KALABURAGI
School of Humanities and Languages
Department of English

Name of the Academic Programme	: B. A.
Semester	: II
Course Title	: English Language Communication Skills-II
Course Code	: UENTA20101
Credit	: 02

Course Learning Outcomes (CLOs):

After completion of this course successfully, the students will be able to:...

CLO -1: Demonstrate interpersonal and intrapersonal communication skills to establish and maintain rapport in academic environment.

CLO -2: Demonstrate effective use of non-verbal communication in professional environment.

CLO -3: Employ language skills to enhance comprehension of various subjects.

CLO -4: Process language content that is relevant, purposeful, interesting, and engaging.

CLO -5: Monitor use of language in terms of grammar, vocabulary and speech.

Mapping of Course Learning Outcomes (CLOs) with Programme Learning Outcomes (PLOs) and Programme Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	1	2	2	1	1	3	2	1	1	3
CLO2	2	2	3	2	3	3	1	3	3	2
CLO3	3	1	2	2	2	3	3	2	1	3
CLO4	3	2	3	2	2	2	2	1	3	2
CLO5	3	3	3	2	2	2	2	3	3	3

Background Study Topics: Intercultural Communication, Strategic Competence and Performance, Cultural, Linguistics issues in Spoken and Written English, Standard English: Spoken, Written English Patterns, Issues of Rural and Urban English Language Learners

Unit -I:

A. Communication Skills-II

Interpersonal Communication Skills

Intrapersonal Communication Skills

B. Essential English Grammar-II

Parts of Speech: Verb and Adverb

Tense: Present Tense

Subject-Verb Agreement

Active Voice and Passive Voice

Unit-II: Language Skills

A. Theory:

Reading Skills: Types and Purposes

Enriching Vocabulary: Compounding, Homonym, Conversion and Acronyms

Aspects of Spoken English: Stress/Accent in Word and Sentence

Punctuation: Colon (:), Semicolon (;), Parentheses (), Brackets []

Essentials of Paragraph Writing: Topic Sentence, Supporting Ideas, Transition Words

B. Praxis:

Listening to Audio-Video Clips for Academic Purposes

Note-Taking and Note-Making

Writing and Responding Letters and Emails: Formal and Informal Situations

Proposed Functional English Activities:

Describing experiences

Inviting/refusing/accepting/thanking

Giving and Justifying Opinions

Talking about Possibility, Rules, Obligations, Intentions, Feelings

Suggested Readings:

1. Dennis Kurzon, *Indian Languages: Hidden English in Texts and Society*, pp. 208-226. In *Globally Speaking* edited by Judith Rosen House and Rotem Knowler, UK: Cromwell Press, 2008.
2. Douglas Biber, Susan Conrad, Geoffrey Leech, *Longman Student Grammar of Spoken and Written English*, Pearson ESL, Year: 2002
3. Edward Woods, Rudy Coppieters. *A Workbook to Communicative Grammar of English*. Routledge, 2002.
4. Exercises in Spoken English, Part- I, II and III, Oxford University Press: CIFL Hyderabad, 2006.
5. Geoffrey Leech, Jan Svartvik, *A Communicative Grammar in English*, Longman, Singapore Publisher: 1975.

6. Paul Emmerson and Nick Hamilton, *Five-Minute Activities for Business English*, UK: CUP, 2010.
7. Stephen E. Brown, Ceil Lucas, *Improve Your English: English in the Work place: Hear and see how English is Actually Spoken from Real-life Speakers*, McGraw-Hill, Year: 2009.
8. V Sasikumar, P V Dhamija, *Spoken English: A Self-Learning Guide to Conversation Practice*, Tata McGraw-Hill Publishing Company: 1993.

INTERNET SOURCES:

A. Interactive Grammar Exercises

1. <https://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tipo=any&contents=adverbs#a>
2. <https://www.englishgrammar.org/verbs-exercise-18/>
3. <https://www.gingersoftware.com/grammarcheck>
1. <https://www.grammarbank.com/context-clues-worksheet.html>
4. Vocabulary Exercises:
2. Word Formation: https://www.english-hilfen.de/en/word_formation/nouns_adjectives/index.php

B. Interactive Listening Skill Websites

1. <https://www.skillsyouneed.com/ips/active-listening.html>
2. <https://www.ello.org/video/1501/1533-Sarah-Music-Like-Dislike.html>
3. <https://ello.org/english/grammar/index-level1.htm>

C. Interactive English Pronunciation:

1. <https://www.cambridgeenglish.org/learning-english/activities-for-learners/b1p065-come-or-calm>
2. http://www.blairenglish.com/extras/exercise_menu.html
3. Punctuations: <https://www.lingq.com/en/learn-english-online/courses/734892/how-to-use-commas-english-writing-les-5490214/>
4. <https://www.niu.edu/writingtutorial/punctuation/quizzes/PunctuationSelfTest.htm>
5. <https://www.merriam-webster.com/games/test-your-punctuation-skills>

CENTRAL UNIVERSITY OF KARNATAKA, KALABURAGI
School of Humanities and Languages
Department of English

Name of the Academic Programme	: B. A.
Semester	: III
Course Code	: UENTA30102
Title of the Course	: English Language Communication Skills-III
Credits	: 02

Course Learning Outcomes (CLOs):

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

- CLO-1:** Define the effectiveness of communication process wherein nonverbal cues complement the verbal message.
- CLO-2:** Comprehend the use of grammar components that contribute in clarity and specificity of the message/content.
- CLO-3:** Analyse the spoken and written conventions of English usage to highlight and emphasize the content.
- CLO-4:** Examine the language content that contribute in effective communication among users of a language.
- CLO-5:** Effectively communicate ideas, thoughts and arguments in academic writing and presentations.

Mapping of Course Learning Outcomes (CLOs) with Programme Learning Outcomes (PLOs) and Programme Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	1	2	2	1	1	2	2	1	1	2
CLO2	2	2	3	1	2	1	1	3	3	2
CLO3	3	1	2	2	2	3	3	2	1	3
CLO4	2	2	3	2	2	2	2	1	3	2
CLO5	2	2	2	2	2	3	3	3	3	3

Background Study Topics: Grammatical Mistakes and/or Errors, Social-linguistics Competence, Grammatical Competence, English as Second Language, Mother Tongue and English Language, Fluency vs. Accuracy.

Unit-I:**Communication Skills**

Non-verbal Communication Skills

Cooperative Principles of Effective Communication: Maxim of Quality, Quantity, Relation, and Manner.

Essential English Grammar

Personal Pronoun

Reflexive Pronoun

Demonstrative Pronoun

Distributive Pronoun

Relative Pronoun

Coordinating Conjunctions

Subordinating Conjunctions

Correlative Conjunctions

Tense: Future Tense

Sentence Types: Assertive, Imperative, Declarative and Interrogative Sentences

Unit-II: Language Skills -Theory

Enriching Vocabulary: Eponym, Clipping; Phrasal Verbs, Idioms and Proverbs

Academic Writing Functions: Define, Classify, Exemplify, Compare and Contrast, Discuss, Illustrate and Elaborate

Punctuation: Hyphen (-), Quotation Marks/Speech Marks (‘.....’ and “.....”)

Aspects of Spoken English: Strong form and Weak Forms in Connected Speech

Interview: Types and Dos and Don'ts of Interview.

Language Skills -Praxis:

Levels of Reading: Reading the Lines, Reading between the Lines and Beyond Lines

Interview: Personal Interview, Panel Interview

Essay Writing

Drafting User Manual, Framing Q&A, Writing Terms and Conditions

Proposed Functional English Activities:

Expressing Preferences

Making Comparisons, Predictions

Drawing Conclusions, Summarizing

Describing Cause and Effect, Adding Information

Talking about Purpose, Contrast and Contradictions

Suggested Readings:

1. Allen and Barbara Peace, *A Definitive Book of Body Language*. Pease International, 2006.
2. Douglas, Biber, Susan Conrad, Geoffrey Leech, *Longman Student Grammar of Spoken and Written English*, Pearson ESL, 2002.
3. Emmerson, Paul and Nick Hamilton, *Five-Minute Activities for Business English*, UK: CUP, 2010.
4. Geoffrey Leech, Jan Svartvik, *A Communicative Grammar in English*, Longman, Singapore Publisher: 1975.
5. Grice, Paul. "Logic and Conversation" pp. 41–58 in *Syntax and Semantics 3: Speech Acts*, edited by P. Cole and J. J. Morgan. New York, NY: Academic Press. 1975.
6. Joan, Morley. *Improving Spoken English_ An Intensive Personalized Programme in Perception, Pronunciation, Practice in Context*. University of Michigan, 1979.
7. Joseph A. DeVito. *The Nonverbal Communication Workbook*. Waveland Press, 1988.
8. Kreidler, Charles W. *The Pronunciation of English: A Course Book*. Blackwell Publishing Ltd. 2004.
9. Laurie, Rozakis, *English Grammar for the Utterly Confused*, New York: McGraw-Hill, 2003.
10. Swan, Michael. *Basic English Usage*, OUP, 1995.
11. Tourish, Dennis, Owen Hargie. *Key Issues in Organizational Communication*. Routledge, 2004.
12. Walton, Richard, *Focus on Advanced English_ CAE Grammar Practice*, Longman, 1999.
13. Woods, Edward, Rudy Coppieters. *A Workbook to Communicative Grammar of English*. Routledge, 2002.

INTERNET SOURCES:

Interactive Grammar Exercises

1. <https://www.englishgrammar.org/verbs-exercise-18/>
2. <https://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tipo=any&contents=adverbs#a>
3. <https://www.englisch-hilfen.de/en/worksheets.htm>
4. https://www.englisch-hilfen.de/en/inhalt_grammar.htm
5. <https://www.gingersoftware.com/content/grammar-rules/adjectives/adjective-exercises/>
Vocabulary Exercises:
6. <https://www.grammarbank.com/context-clues-worksheet.html>
7. Word Formation: https://www.englisch-hilfen.de/en/word_formation/nouns_adjectives/index.php
8. Idioms: <https://usefulenglish.ru/idioms/>
9. Interactive Listening Skill Websites
10. <https://www.skillsyouneed.com/ips/active-listening.html>
11. <https://www.elllo.org/video/1501/1533-Sarah-Music-Like-Dislike.html>
12. <https://elllo.org/english/grammar/index-level1.htm>

13. Interactive English Pronunciation:

14. <https://www.cambridgeenglish.org/learning-english/activities-for-learners/b1p065-come-or-calm>

15. http://www.blairenglish.com/extras/exercise_menu.html

16. Cooperative

Principle:

<https://www.studysmarter.co.uk/explanations/english/pragmatics/cooperative-principle/>

17. Strong

Forms-Weak

Forms:

https://www.uv.es/anglotic/phonology/suprasegmental_phonology/function_words/function_words_01/

18. <https://www.lingq.com/en/learn-english-online/courses/734892/weak-forms-how-to-pronounce-weak-form-5508708/>

19. Punctuations: <https://www.lingq.com/en/learn-english-online/courses/734892/how-to-use-commas-english-writing-les-5490214/>

20. <https://www.niu.edu/writingtutorial/punctuation/quizzes/PunctuationSelfTest.htm>

21. <https://www.merriam-webster.com/games/test-your-punctuation-skills>

CENTRAL UNIVERSITY OF KARNATAKA, KALABURAGI**School of Humanities and Languages****Department of English**

Name of the Academic Programme	: B. A.
Semester	: IV
Course Code	: UENTA40103
Title of the Course	: English Language: Communication Skills-IV
Credits	: 02
Prerequisite Course/Knowledge (If any)	:

Course Learning Outcomes (CLOs):

After completion of this course successfully, the students will be able to:

CLO-1: Comprehend speech acts to achieve desired effects while speaking and writing.

CLO-2: Monitor and improve the use of intonation to convey thoughts, feelings, and attitudes.

CLO-3: Display command over transforming of sentence structures.

CLO-4: Write content that is relevant, purposeful, interesting, and engaging.

CLO-5: Comprehend/Convert information, data, facts into various info-graphs and vice-versa.

Mapping of Course Learning Outcomes (CLOs) with Programme Learning Outcomes (PLOs) and Programme Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	1	2	2	1	1	2	2	1	1	2
CLO2	2	2	3	1	2	1	1	3	3	2
CLO3	3	1	2	2	2	3	3	2	1	3
CLO4	3	2	3	2	3	2	2	1	3	2
CLO5	2	2	3	3	3	2	2	2	2	3

Background Study Topics: English as Foreign Language, Conversation Analysis, Prosodic Features of Spoken English, Varieties of Englishes, Indian, British and American Accent

Unit-I: A. Communication Skills

Speech Acts: Locutionary, Illocutionary, and Perlocutionary Speech Acts

Cultural, Linguistics and Social Aspects of Communication Skills in English Language

B. Essential English Grammar-IV

Parts of Speech: Conjunction and Interjection

Conditional Clause, Relative Clause

Question Tag and Tag Questions

Sentence: Simple, Compound and Complex Sentence Structure Patterns

Unit- II: Language Skills

Theory:

Advance Academic Writing Functions: Argumentative, Persuasive and Exploratory Writing

Data Interpretation: Reading Diagrams, Tables, Charts

Aspects of Spoken English: Intonation in Connected Speech

Professional Interaction: Group Discussion- Nature, Types, Characteristics and Purpose of Group Discussion

Praxis:

Convert information into Info-graphs, Tables and Charts and vice-versa

Writing Reports

Group Discussions on Contemporary Issues/Topics

Proposed Functional English Activities:

Expressing Opinions: Formally and informally

Paraphrasing, Expanding and Exemplifying

Speculating, Comparing and Contrasting

Persuading and Convincing

Instructing, Advising, Responding to Questions and Queries

Suggested Readings:

1. Austin J. L, *How To Do Things With Words*, 1962
2. Bhatnagar Nitin and Mamta Bhatnagar, *Communicative English for Engineers and Professionals*, New Delhi: Pearson, 2010.
3. Leech Geoffrey, Jan Svartvik, *A Communicative Grammar in English*, Longman, Singapore Publisher: 1975.

4. Sasikumar V, P V Dhamija, *Spoken English: A Self-Learning Guide to Conversation Practice*, Tata McGraw-Hill Publishing Company: 1993.
5. Searle J. R, *Speech Acts*, 1969.
6. Woods Edward, Rudy Coppieters. *A Workbook to Communicative Grammar of English*. Routledge, 2002.

INTERNET SOURCES:

A. Interactive Grammar Exercises

1. <https://www.englishgrammar.org/verbs-exercise-18/>
2. <https://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tipo=any&contents=adverbs#a>
3. <https://www.englisch-hilfen.de/en/worksheets.htm>
4. https://www.englisch-hilfen.de/en/inhalt_grammar.htm

B. Interactive English Pronunciation:

1. <https://www.cambridgeenglish.org/learning-english/activities-for-learners/b1p065-come-or-calm>
2. http://www.blairenglish.com/extras/exercise_menu.html
3. Speech Acts: <https://www.studysmarter.co.uk/explanations/english/pragmatics/speech-acts/>
4. Advance Academic Functions:
<https://www.studysmarter.co.uk/explanations/english/argumentative-essay/>
5. Interactive Intonation: <https://www.phon.ucl.ac.uk/home/mark/oi/oiin.htm>
6. <https://usefulenglish.ru/phonetics/practice-intonation-rhythm>
7. Punctuations: <https://www.lingq.com/en/learn-english-online/courses/734892/how-to-use-commas-english-writing-les-5490214/>
8. <https://www.niu.edu/writingtutorial/punctuation/quizzes/PunctuationSelfTest.htm>
9. <https://www.merriam-webster.com/games/test-your-punctuation-skills>

CENTRAL UNIVERSITY OF KARNATAKA, KALABURAGI
School of Humanities and Languages
Department of English

III & IV sem

CENTRAL UNIVERSITY OF KARNATAKA, KALABURAGI
School of Humanities and Languages
Department of English

Name of the Academic Programme	: B. A.
Semester	: III
Course Code	: UENTA30102
Title of the Course	: English Language Communication Skills-III
Credits	: 02

Course Learning Outcomes (CLOs):

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

- CLO-1:** Define the effectiveness of communication process wherein nonverbal cues complement the verbal message.
- CLO-2:** Comprehend the use of grammar components that contribute in clarity and specificity of the message/content.
- CLO-3:** Analyse the spoken and written conventions of English usage to highlight and emphasize the content.
- CLO-4:** Examine the language content that contribute in effective communication among users of a language.
- CLO-5:** Effectively communicate ideas, thoughts and arguments in academic writing and presentations.

Mapping of Course Learning Outcomes (CLOs) with Programme Learning Outcomes (PLOs) and Programme Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	1	2	2	1	1	2	2	1	1	2
CLO2	2	2	3	1	2	1	1	3	3	2
CLO3	3	1	2	2	2	3	3	2	1	3
CLO4	2	2	3	2	2	2	2	1	3	2
CLO5	2	2	2	2	2	3	3	3	3	3

Background Study Topics: Grammatical Mistakes and/or Errors, Social-linguistics Competence, Grammatical Competence, English as Second Language, Mother Tongue and English Language, Fluency vs. Accuracy.

Unit-I:

Communication Skills

Non-verbal Communication Skills

Cooperative Principles of Effective Communication: Maxim of Quality, Quantity, Relation, and Manner.

Essential English Grammar

Personal Pronoun

Reflexive Pronoun

Demonstrative Pronoun

Distributive Pronoun

Relative Pronoun

Coordinating Conjunctions

Subordinating Conjunctions

Correlative Conjunctions

Tense: Future Tense

Sentence Types: Assertive, Imperative, Declarative and Interrogative Sentences

Unit-II: Language Skills -Theory

Enriching Vocabulary: Eponym, Clipping; Phrasal Verbs, Idioms and Proverbs

Academic Writing Functions: Define, Classify, Exemplify, Compare and Contrast, Discuss, Illustrate and Elaborate

Punctuation: Hyphen (-), Quotation Marks/Speech Marks (‘’ and “.....”)

Aspects of Spoken English: Strong form and Weak Forms in Connected Speech

Interview: Types and Dos and Don'ts of Interview.

Language Skills -Praxis:

Levels of Reading: Reading the Lines, Reading between the Lines and Beyond Lines

Interview: Personal Interview, Panel Interview

Essay Writing

Drafting User Manual, Framing Q&A, Writing Terms and Conditions

Proposed Functional English Activities:

Expressing Preferences

Making Comparisons, Predictions

Drawing Conclusions, Summarizing

Describing Cause and Effect, Adding Information
Taking about Purpose, Contrast and Contradictions

Suggested Readings:

14. Allen and Barbara Peace, *A Definitive Book of Body Language*. Pease International, 2006.
15. Douglas, Biber, Susan Conrad, Geoffrey Leech, *Longman Student Grammar of Spoken and Written English*, Pearson ESL, 2002.
16. Emmerson, Paul and Nick Hamilton, *Five-Minute Activities for Business English*, UK: CUP, 2010.
17. Geoffrey Leech, Jan Svartvik, *A Communicative Grammar in English*, Longman, Singapore Publisher: 1975.
18. Grice, Paul. "Logic and Conversation" pp. 41–58 in *Syntax and Semantics 3: Speech Acts*, edited by P. Cole and J. J. Morgan. New York, NY: Academic Press. 1975.
19. Joan, Morley. *Improving Spoken English_ An Intensive Personalized Programme in Perception, Pronunciation, Practice in Context*. University of Michigan, 1979.
20. Joseph A. DeVito. *The Nonverbal Communication Workbook*. Waveland Press, 1988.
21. Kreidler, Charles W. *The Pronunciation of English: A Course Book*. Blackwell Publishing Ltd. 2004.
22. Laurie, Rozakis, *English Grammar for the Utterly Confused*, New York: McGraw-Hill, 2003.
23. Swan, Michael. *Basic English Usage*, OUP, 1995.
24. Tourish, Dennis, Owen Hargie. *Key Issues in Organizational Communication*. Routledge, 2004.
25. Walton, Richard, *Focus on Advanced English_ CAE Grammar Practice*, Longman, 1999.
26. Woods, Edward, Rudy Coppieters. *A Workbook to Communicative Grammar of English*. Routledge, 2002.

INTERNET SOURCES:

Interactive Grammar Exercises

22. <https://www.englishgrammar.org/verbs-exercise-18/>
23. <https://www.englishexercises.org/busador/buscar.asp?nivel=any&age=0&tipo=any&contents=adverbs#a>
24. <https://www.englisch-hilfen.de/en/worksheets.htm>
25. https://www.englisch-hilfen.de/en/inhalt_grammar.htm
26. <https://www.gingersoftware.com/content/grammar-rules/adjectives/adjective-exercises/>
Vocabulary Exercises:
27. <https://www.grammarbank.com/context-clues-worksheet.html>
28. Word Formation: https://www.englisch-hilfen.de/en/word_formation/nouns_adjectives/index.php
29. Idioms: <https://usefulenglish.ru/idioms/>

30. Interactive Listening Skill Websites

31. <https://www.skillsyouneed.com/ips/active-listening.html>32. <https://www.elllo.org/video/1501/1533-Sarah-Music-Like-Dislike.html>33. <https://elllo.org/english/grammar/index-level1.htm>

34. Interactive English Pronunciation:

35. <https://www.cambridgeenglish.org/learning-english/activities-for-learners/b1p065-come-or-calm>36. http://www.blairenglish.com/extras/exercise_menu.html

37. Cooperative

Principle:

<https://www.studysmarter.co.uk/explanations/english/pragmatics/cooperative-principle/>

38. Strong

Forms-Weak

Forms:

https://www.uv.es/anglotic/phonology/suprasegmental_phonology/function_words/function_on_words_01/39. <https://www.lingq.com/en/learn-english-online/courses/734892/weak-forms-how-to-pronounce-weak-form-5508708/>40. Punctuations: <https://www.lingq.com/en/learn-english-online/courses/734892/how-to-use-commas-english-writing-les-5490214/>41. <https://www.niu.edu/writingtutorial/punctuation/quizzes/PunctuationSelfTest.htm>42. <https://www.merriam-webster.com/games/test-your-punctuation-skills>
