SCHEME OF STUDIES FOR
B.A. (Hons. with Research) in Psychology

Program: B.A Honors with Research in Psychology – Department of Liberal Arts and Humanities
w.e.f. Accademic Session: 2025-26
Semester I

S. No.	Course Type	Course Code	Course Name	L	T	P	Credits	Internal (30)				External (70) Total Marks		Total Marks
								Attendance	Assignment/Records	Practical	Theory	Practical	Theory	
1	Major Core (MJC)	BAHPSY 101T MJC-1	Basic Psychological Processes	4	0	0	4	5	5	0	20	0	70	100
2		BAHPSY 101P MJC-1	Practicum of Basic Psychological Processes	0	0	4	2	0	0	30	0	70	0	100
3	Minor Core (MJC)	BAHPSY 102 MIC-1	Bio Psychology	3	0	0	3	5	5	0	20	0	70	100
4	Multi Disciplinary(MDC)	MDC-1	Guidance and Counselling	3	0	0	3	5	5	0	20	0	70	100
5	Ability Enhancement	AEC-1	English Communication Skills	2	0	0	2	5	5	0	20	0	70	100
6	Skill Enhancement	SEC-1	Anchoring& News Presentation	0	0	9	3	0	0	30	0	70	00	100
7	Value Added Course-	BAHPSY VAC-1	Emotional Intelligence and Life Skills	3	0	0	3	5	5	0	20	0	70	100
Total				**15**	**0**	**13**	**20**	**25**	**25**	**60**	**100**	**140**	**350**	**700**
8	Qual.		Rashtrabodh	2	0	0	Qual.	5	5	10	20	0	30	50

Total Credits: 20

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Semester II

S. No.	Course Type	Course Code	Course Name	L	T	P	Credits	Internal (30)				External (70)		Total Marks
								Attendance	Assignment	Practical	Theory	Practical	Theory	
1	Major Core (MJC)	BAHPSY 201T MJC-2	Basic Research Methodology and Statistics	4	0	0	4	5	5	0	20	0	70	100
2		BAHPSY 201P MJC-2	Practicum of Basic Research Methodology and Statistics	0	0	4	2	0	0	30	0	70	0	100
3	Minor Core (MIC)	BAHPSY 202 MIC-2	Psychological Testing and Assessment	3	0	0	3	5	5	0	20	0	70	100
4	Multi Disciplinary(MDC)	MDC-2	Communication and Personality Development	3	0	0	3	5	5	0	20	0	70	100
5	Ability Enhancement	AEC-2	Environment Science	2	0	0	2	5	5	0	20	0	70	100
6	Skill Enhancement	SEC--2	Data Analysis Using SPSS	3	0	0	3	5	5	0	20	0	70	100
7	Value Added Course-	BAHPSY VAC-2	Stress Management and Mindfulness	3	0	0	3	5	5	0	20	0	70	100
Total				**18**	**0**	**4**	**20**	**30**	**30**	**30**	**120**	**70**	**420**	**700**
8	Qual.		IKS/Rasthbodh	2	0	0	Qual.	5	5	10	20	0	30	50

Total Credits: 20

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Semester III

S. No.	Course Type	Course Code	Course Name	L	T	P	Credits	Internal (30)				External (70)		Total Marks
								Attendance	Assignment	Practical	Theory	Practical	Theory	
1	Major Core (MJC)	BAHPSY 301T MJC-3	Psychology of Social Behaviour	3	0	0	3	5	5	0	20	0	70	100
2		BAHPSY 301P MJC-3	Practicum of Psychology of Social Behaviour	0	0	4	2	0	0	30	0	70	0	100
3	Major Core (MJC)	BAHPSY 302 MJC-4	Basic Statistics	4	0	0	4	5	5	0	20	0	70	100
4	Minor Core (MIC)	BAHPSY 303 MIC-3	Schools of Psychology	3	0	0	3	5	5	0	20	0	70	100
5	Multi Disciplinary(MDC)	MDC -3	**As per offered by University**	3	0	0	3	5	5	0	20	0	70	100
6	Ability Enhancement	AEC-3	Disaster Risk Management	2	0	0	2	5	5	0	20	0	70	100
7	Skill Enhancement	SEC-3	**As per offered by University**	3	0	0	3	5	5	0	20	0	70	100
Total				**18**	**0**	**4**	**20**	30	30	30	120	70	420	700

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Semester IV

S. No.	Course Type	Course Code	Course Name	L	T	P	Credits	Internal (30)				External (70)		Total Marks
								Attendance	Assignment	Practical	Theory	Practical	Theory	
1	Major Core (MJC)	BAHPSY 401T MJC-5	Cognitive Psychology	3	0	0	3	5	5	0	20	0	70	100
2		BAHPSY 401P MJC-5	Practicum of Cognitive Psychology	0	0	4	2	0	0	30	0	70	0	100
3	Major Core (MJC)	BAHPSY 402 MJC-6	Abnormal Psychology	5	0	0	5	5	5	0	20	0	70	100
4	Major Core (MJC)	BAHPSY 403 MJC-7	Cyberpsychology	5	0	0	5	5	5	0	20	0	70	100
5	Minor Core (MIC)	BAHPSY 404 MIC-4	Psychology of Relationship	3	0	0	3	5	5	0	20	0	70	100
6	Ability Enhancement	AEC-4	NCC/NSS/NGO's /SCOUT GUIDES/ SPORTS	2	0	0	2	5	5	0	20	0	70	100
Total				**18**	**0**	**04**	**20**	**25**	**25**	**30**	**100**	**70**	**350**	**600**

Total Credits: 20

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Semester V

S. No.	Course Type	Course Code	Course Name	L	T	P	Credits	Internal (30)				External (70)		Total Marks
								Attendance	Assignment	Practical	Theory	Practical	Theory	
1	Major Core (MJC)	BAHPSY 501T MJC-8	Organizational Psychology	3	0	0	3	5	5	0	20	0	70	100
		BAHPSY 501P MJC-8	Practicum of Organizational and positive Psychology	0	0	4	2	0	0	30	0	70	0	100
2	Major Core (MJC)	BAHPSY 502 MJC-9	Positive Psychology	5	0	0	5	5	5	0	20	0	70	100
3	Minor Core (MIC)	BAHPSY 503 MIC-5	Life Span Development	3	0	0	3	5	5	0	20	0	70	100
4	Minor Core (MIC)	BAHPSY 504 MIC-6	Community Psychology	3	0	0	3	5	5	0	20	0	70	100
5	Internship	INT-1	Internship-I	0	0	8	4	5	5	0	20	0	70	100
Total				**14**	**0**	**12**	**20**	**25**	**25**	**30**	**100**	**70**	**350**	**600**

Total Credits: 20

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Semester VI

S. No.	Course Type	Course Code	Course Name	L	T	P	Credits	Internal (50)				External (100)		Total Marks
								Attendance	Assignment	Practical	Theory	Practical	Theory	
1	Major Core (MJC)	BAHPSY 601T MJC-10	Higher Cognitive Processes	3	0	0	3	5	5	0	20	0	70	100
		BAHPSY 601P MJC-10	Practicum of Higher Cognitive Processes	0	0	4	2	0	0	30	0	70	0	100
2	Major Core (MJC)	BAHPSY 602 MJC-11	Health Psychology	5	0	0	5	5	5	0	20	0	70	100
3	Major Core (MJC)	BAHPSY 603 MJC-12	Neuropsychology	4	0	0	4	5	5	0	20	0	70	100
4	Minor Core (MJC)	BAHPSY 604 MIC-7	GeroPsychology - Psychology of Aging	3	0	0	3	5	5	0	20	0	70	100
5	Minor Core (MJC)	BAHPSY 605 MIC-8	Trauma and Crisis Intervention	3	0	0	3	5	5	0	20	0	70	100
Total				**18**	**0**	**4**	**20**	**25**	**30**	**30**	**100**	**70**	**350**	**600**

Total Credits 20

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Semester VII

S. No.	Course Type	Course Code	Course Name	L	T	P	Credits	Internal (30)				External (70)		Total Marks
								Attendance	Assignment	Practical	Theory	Practical	Theory	
1	Major Core (MJC)	BAHPSY 701T MJC-13	Qualitative Research Methods	4	0	0	4	5	5	0	20	0	70	100
2		BAHPSY 701P MJC-13	Practicum of Qualitative Research Methods	0	0	4	2	0	0	30	0	70	0	100
3	Major Core (MJC)	BAHPSY 702 MJC-14	Psychology for National Development	5	0	0	5	5	5	0	20	0	70	100
3	Major Core (MJC)	BAHPSY 703 MJC-15	Human Resource Matrix and Analytics	5	0	0	5	5	5	0	20	0	70	100
4	Minor Core (MJC)	BAHPSY 704 MJC-9	Synopsis Presentation for Dissertation	0	0	8	4	5	5	20	0	70	0	100
Total				14	0	12	20	20	20	50	60	70	210	500

Total Credits: 20

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Semester VII

S. No.	Course Type	Course Code	Course Name	L	T	P	Credits	Internal (30)				External (70)		Total Marks
								Attendance	Assignment	Practical	Theory	Practical	Theory	
1	Major Core (MJC)	BAHPSY 701T MJC-13	Qualitative Research Methods	4	0	0	4	5	5	0	20	0	70	100
2		BAHPSY 701P MJC-13	Practicum of Qualitative Research Methods	0	0	4	2	0	0	30	0	70	0	100
3	Major Core (MJC)	BAHPSY 702 MJC-14	Psychology for National Development	5	0	0	5	5	5	0	20	0	70	100
3	Major Core (MJC)	BAHPSY 703 MJC-15	Human Resource Matrix and Analytics	5	0	0	5	5	5	0	20	0	70	100
4	Minor Core (MJC)	BAHPSY 704 MJC-9	Synopsis Presentation for Dissertation	0	0	8	4	5	5	20	0	70	0	100
Total				**14**	**0**	**12**	**20**	**20**	**20**	**50**	**60**	**70**	**210**	**500**

Total Credits: 20

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Semester VIII

S. No.	Course Type	Course Code	Course Name	L	T	P	Credit	Internal (30)				External (70)		
								Attendance	Project PPT/ Report Assign Ment	Practical	Theor	Practica	Theory	Tota
1	MJC-1	BAHPSY801 MJC-16	Introduction of Indian Psychology (Swyam/Mooc)	3	0	1	4	-	30	-	-	-	70	100
2	Minor Course	BAHPSY802 MIC-10	Interrnship	0	0	8	4	5	5	20	0	70	0	100
5	Seminar	RP-1	Research Project Dessertation	-	-	-	12	5	5	20	-	70		100
Total				**3**	**0**	**9**	**20**	**10**	**10**	**40**	**00**	**140**	**70**	**300**

Total Credits: 20

PROGRAMME STRUCTURE

The summary table of credit allocation for 4 year UG Programme and PG Programme

Types of Courses	Name of Courses	Credits
MJC	Major Course	64
MIC	Minor Course	31
Practical	Practical Lab Work	14
MDC	Multidisciplinary Course	09
AEC	Ability Enhancement Course	08
SEC	Skill Enhancement Course	09
INT	Internship	04
RP	Research Projects/Dissertation	12
VAC	Value Added Course	06
Total	**9 Course**	**157**

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Syllabus

Bachelor of Arts (Hons.) with Research in Psychology - 4 Year Program

As Per the National Education Policy 2020

(Effective from Academic Year 2025-26)

Department of Liberal Arts and Humanities
Faculty of Arts and Social Sciences
SWAMI VIVEKANAND SUBHARTI UNIVERSITY

Ordinance No. V-15(A)

Bachelor of Arts (Hons.) with Research in Psychology - 4 Year Program

2025-2026

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Ordinance No. V-15(A)

Bachelor of Arts (Hons.) with research in Psychology - 4 Year Program As Per the National Education Policy 2020

1. This Ordinance may be called the **"Ordinance relating to BA Hons. with researchFour yearBachelor Degree Programme"** in Psychology (As per the "Guidelines for Multiple Entry and Exit in Academic Programme" issued by UGC, New Delhi under national education policy 2020).
2. It shall come into force from session 2025-2026.

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   - 2.2. Aims of Bachelor Degree Programme in B.A. (Hons) with Research in Psychology
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Course Teaching-Learning Process

Assessment Methods

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PREAMBLE

The objective of any programme at Higher Education Institute is to prepare their students for the society at large. SWAMI VIVEKANAND SUBHARTI UNIVERSITY envisions all its programmes in the best interest of their students and in this endeavour it offers a new vision to all its Under-Graduate courses. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for all its Under Graduate programmes.

The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen students' experiences as they engage themselves in the programme of their choice. The Under-Graduate Programmes will prepare the students for both, academia and employability.

Each programme vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programmes also state the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for employability. In short, each programme prepares students for sustainability and life-long learning.

The proposed curriculum of B.A. (Hons.) Psychology offers a wide range of courses aimed at providing the interested student strong grounding in the discipline of Psychology. The syllabus covers a wide range of theoretical courses, courses on methodology, research and application as well as course reflecting the growth and recent interest in the field of Psychology. In addition to the rigorous foundation in the discipline of Psychology, the course curriculum extends itself to include and encourage interdisciplinary frameworks and research.

CURRICULUM REVISION COMMITTEE 2025

1. Dr. SudhirTyagi, Dean, Faculty of Arts and Social Sciences, Swami VivekanandSubharti University, Meerut
2. Dr. Manoj Kumar Tripathi, Head and Associate Professor, Department of Liberal Arts and Humanities, Faculty of Arts and Social Sciences, Swami VivekanandSubharti University, Meerut
3. DrNiyatiGarg, Dr, Mohini Mittal, Dr. Sarita Sharma and Dr. Kiran Rani Panwar, Assistant Professors, Department of Liberal Arts and Humanities, Faculty of Arts and Social Sciences, Swami VivekanandSubharti University, Meerut
4. Dr. Sanjay Kumar, Professor, Department of Psychology,ChaudharyCharan Singh University, Meerut

INTRODUCTION TO B.A.(HONS.) WITH RESEARCH IN PSYCHOLOGY

The Department of Psychology is committed to producing leaders for the 21st century who will push the boundaries of what is deemed possible and enlarge the visions of a just society through

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their work. Our undergraduate programs in Psychology are premised on building critical faculties and fostering independent thinking. Our four-year undergraduate program provides a holistic education in different psychological concepts and areas. There are ample opportunities for students to take up summer internships to gain hand on experience in hospitals / schools / industries. The programs are student-centric, and faculty encourages students to think critically, be analytical, and ask questions to develop an independent mindset.

The curriculum development and pedagogy of Psychology is sensitive to the advances in the knowledge base and the growing application and research possibilities. It is expected that the course is transacted keeping in mind the current realities of the discipline including the socio-cultural context. The undergraduate coursework in Psychology touches upon the diverse areas in discipline including, among others - biopsychology, cognitive psychology, history of psychology, research methods, social psychology, Industrial/Organizational psychology, counseling psychology, health psychology.

NATURE OF B.A.(HONS.) WITH RESEARCH IN PSYCHOLOGY

B.A.(Hons.) Psychology is a four-year undergraduate degree that combines the study of psychology with specialized research training. It emphasizes the in-depth exploration of psychological theories, quantitative analysis, and research methodologies to develop critical thinking, analytical skills, and a deeper understanding of psychological phenomena. The programs are student-centric, and faculty encourages students to think critically, be analytical, and ask questions to develop an independent mindset. They help in fostering not just a career but also personal growth of the individual self.

The study of Psychology at the undergraduate level facilitates explorations on the vast canvas of knowledge interested in understanding human beings – their nature, behavior and influences. The study material concerns itself with relevant developments in theory and practice of Psychology. The dynamic nature and rapid changes in the field need to be addressed as the student moves along the various courses. The current structure aims to impart basic knowledge in Psychology via the core papers, specialized area is introduced in the discipline centered course and the students are exposed to the application possibilities via the skill-based courses. The course also includes papers that have been designed to cater to interested students who are chosen other subjects as their primary area of study at the undergraduate level. The study of Psychology at the collegiate level ought to be aimed at developing a basic understanding and equipping the student with knowledge to choose further advancement and specialization in the field.

AIMS OF BACHELOR DEGREE PROGRAMME IN B.A. (HONS) WITH RESEARCH IN PSYCHOLOGY

The Psychology programme at the undergraduate level focuses on the following aims:

1. Imparting knowledge of basic psychological concepts and models, and developing ability to apply this knowledge in field settings.

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2. Promoting and understanding of research skills so that students are able to design and conduct systematic and ethical psychological research studies.
3. Developing psychological sensitivity and social sensibility so that students can respond empathically to human subjectivity and critically to social institutions.
4. Examining the complexities of and debates within the discipline and to dwell upon its unique relevance in understanding the human subjectivity as shaped by the social, historical and political.
5. Developing sensibility towards varied socio-cultural contexts and appreciating diversity.
6. Facilitating acquisition of basic skills for building responsible professionals in varied settings.
7. Encouraging self-understanding, reflection and personal growth

GRADUATE ATTRIBUTES OF B.A. (HONS) WITH RESEARCH IN PSYCHOLOGY PROGRAMME

Graduate attributes are the qualities, skills, knowledge, and attitudes that students are expected to develop and possess upon completion of B.A.(HONS) WITH RESEARCH IN PSYCHOLOGYProgramme. The following attributes equip graduates with the necessary competencies to be effective educators and contribute to the field of education:

GA 1: DISCIPLINARY KNOWLEDGE: Ability to understand core psychological concepts, models, classical theories, varied perspectives, evolution of the field, new researches being carried out, as also knowledge of the sub fields of psychology.

GA 2: COMMUNICATION SKILLS: Acquiring the skill for self-presentation and self-management, communicating effectively in writing and orally, asking questions, conveying information to others in a simple and unambiguous way, active listening, giving and receiving feedback, making presentations, and report writing.

GA 3: CRITICAL THINKING: The ability to engage in independent thinking, identify, construct and evaluate arguments, solve problems systematically, reason clearly, rigorously question ideas and critique theories and researches in psychology.

GA 4: PROBLEM SOLVING: Applying one's knowledge to solve real life issues and problems of society at large, finding solutions that are context-specific, being able to use technology, use of methods such as simulation, brainstorming, and experimentation.

GA 5: ANALYTICAL REASONING: The ability to break complex problems into simpler components, scrutinize a situation, inductive and deductive reasoning, drawing inferences.

GA 6: RESEARCH RELATED SKILLS: The ability to plan, design and conduct research while adhering to ethical guidelines, is critical for psychology graduates, as the participants are human. This also includes collecting data using qualitative and quantitative research methods.

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GA 7: COOPERATION/TEAM WORK: Working in groups for projects, presentations and practical, knowledge sharing and appreciation of diversity- essential attributes for a graduate in psychology.

GA 8: SCIENTIFIC REASONING: The values of accuracy, objectivity, skepticism, and open mindedness are desirable to instill in graduates of psychology to develop a scientific temperament. Towards this end, breaking stereotypes, thinking out-of-the-box, imagining, analyzing and trying alternatives, and questioning conclusions based on newer evidence is required.

GA 9: REFLECTIVE THINKING: Awareness of one's own knowledge, assumptions and past experiences, interpreting and evaluating as one respond to new experiences will help a graduate in psychology to create meaning, solve problems and plan. It also includes becoming aware of one's strengths and weaknesses, having insight into the trajectories of life and plan so as to move further in the desired direction. The use of introspection may be helpful in not only constructing experience, but also distancing students from social pressure, take different perspectives, and take responsibility for their actions.

GA 10: INFORMATION/DIGITALLITERACY: The ability to use information and communication technologies to find, evaluate, create, and communicate information is required. This includes searching through legitimate online resources, creating digital content such as email, blogs and videos, and sharing it.

GA 11: SELF-DIRECTED LEARNING: Taking initiative for one's own learning, diagnosing their own learning needs, implementing appropriate learning strategies is desirable for a psychology graduate. Keeping a journal, setting goals, planning, taking action, and evaluating outcomes will help this process.

GA 12: MULTICULTURAL COMPETENCE: An ability to incorporate socio-cultural context in scientific inquiry, understanding psychological realities in varies cultural contexts, appreciating the non-universality of principles and theories, awareness of indigenous Indian perspectives, as also the ability to relate to others from diverse backgrounds is required.

GA 13: MORAL AND ETHICAL AWARENESS: Training students to become ethical and morally sound psychologists is important. This includes teaching the APA Ethics Code, understanding the issue of plagiarism, appreciation of rights and dignity of participants as a researcher, and upholding values in academic work. Students should also be able to explore the world of marginalized people with empathy and compassion, and also develop an understanding of social injustice and strive for justice.

GA 14: LEADERSHIP QUALITIES: The ability to articulate, motivate oneself, inspire others, organize and plan well, have a sense of abundant positivity that energizes everyone around them, having a clear sense of purpose, self-awareness and adaptability.

GA 15: LIFELONG LEARNING: Approaching life with curiosity and wonder, pursuing knowledge, learning how to learn will enhance active citizenship, personal development and self-sustainability. This will turn mistakes into possibilities and encourage ownership of learning. To achieve this, students need to spend time seeking out new information,

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understandings, and strategies to make incremental daily improvements that will help move their life forward in a positive way

QUALIFICATION DESCRIPTORS FOR GRADUATES B.A. (HONS)WITH RESEARCH IN PSYCHOLOGY

The Psychology graduate will demonstrate the following qualification descriptors:

1. Comprehension of theoretical and practical knowledge of the subject matter of psychology.
2. Awareness of the various methods of psychology such as lab and field experimentation, observation methods, field studies, surveys, psychological testing and interviewing skills.
3. Training in using self-report measures of behavioural investigation, communication skills, counselling, and scientific writing for publication in scientific journals.
4. Planning the research, identifying the problem, doing a review of literature, designing the research, and deciding the method and analysis tools.
5. Enhanced skills to optimize self-understanding, growth and development.
6. Competence in terms of applying psychological skills, techniques of data collection, assessment and evaluation of behavioural interaction at an individual and group level.
7. Proficiency in using various software and techniques of quantitative and qualitative analysis.

PROGRAMME LEARNING OUTCOMES FOR B.A. (HONS) WITH RESEARCH IN PSYCHOLOGY

The learning outcomes that a student should be able to demonstrate on completion of a degree level programme are as follows:

1. Knowledge about the discipline and research methods.
2. Basic professional skills pertaining to psychological testing, assessment and counselling.
3. Ability to use skills in specific areas related to chosen specialization (e.g. cognitive, industrial-organizational, clinical, counselling, health, educational, social, community).
4. Ability to connect theory with personal experiences and varied applied settings.
5. Understand how psychology can be applied to solve problems facing humankind.
6. Computer literacy, including the ability to use various e-resources, technology and social media.
7. Articulation of ideas, scientific writing and authentic reporting.
8. Tolerating ambiguities and appreciating the limitations of the discipline, and critically analyzing conflicting theories and approaches.
9. Understanding varied socio-cultural contexts, and being mindful of indigenous traditions.
10. Creating awareness about gender issues.
11. Cultivating an ethical mindset, including a strong work ethic, avoiding unethical behaviours such as data fabrication and plagiarism, being mindful of implications of research using human participants.

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12. Commitment to health and wellbeing at different levels (e.g. individual, organization, community, society).
13. Developing skills of communication, negotiation, team work, effective presentation, etc. • Appreciating and tolerating diversity.
14. Developing positive attributes such as empathy, compassion, optimism, social participation, and accountability.
15. Self-development and personal growth.

PROGRAMME EDUCATIONAL OBJECTIVES (PEO)

PEO 1: To prepare future Psychologist who will be able to solve dynamic Psychosocial problems by exercising inclusivity at local and global levels.

PEO 2: To develop strong competencies in undergraduate-level students in broad fields of Psychology and its applications in an Interactive environment.

PEO3: To prepare students with competency in the practical application of Psychological theories.

PEO4: To develop strong student skills in research, data analysis, and interpretation.

PEO 5: To prepare the students to successfully compete for employment in Psychology, society, hospitals/schools/industries, research methods, data analysis, policy making and entrepreneurship etc.

PROGRAMME OUT-COMES (PO)

Students of all undergraduate general degree Programmes at the time of graduation will be able to

PO1: Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

PO2: Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

PO3: Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.

PO4: Effective Citizenship: Demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

PO5: Ethics: Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

PO6: Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.

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PO7: Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes

PROGRAMME SPECIFIC OUT-COMES (PSO)

PSO 1: To build a strong foundation in Psychology by understanding the basic concepts, principles and theories along with statistical analysis and research.

PSO2: To understand competing psychological paradigms and the historical development of the discipline.

PSO3: Demonstrateanunderstandingofthebasicfunctioningofthenationalandglobal Psychology

PSO4: Apply the tools of psychological analysis to examine the impact of various psycho-social events and phenomenon.

PSO5: To develop the ability to apply the principles of Psychology in everyday life.

PSO 6: Create capacity to develop and evaluate psychological models to solve various Psycho-social problems and suggest measures.

PROGRAMME DURATION

Name of the Programme	Duration
B.A.(HONS.) WITH RESEARCH INPSYCHOLOGY	4 YEARS

EXIT OPTIONS

Exit Option	Certificate/Diploma/Degree/Honors
1st year	Certificate in Psychology after complete in one year in a discipline or field.
2ndYear	Diploma in Psychology after completing two years of study in a discipline or field.
3rdYear	Bachelor's degree in Psychology after completing a three-year program.
4thYear	B.A. Honours with research in Psychology (with specialization) after completing four- year program

PROFESSIONAL OPPORTUNITIES

A Bachelors and Masters of Arts in Psychology program have a wide range of career opportunities in various fields. Here are some of the most popular career prospects for graduates of this program:

- Market research analyst
- Human resource manager
- Public relations specialist
- Counseling Aide
- Psychiatric Technician
- Rehabilitation Specialist
- Teacher
- Career Counselor

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- Social worker
- Case Manager
- Research Assistant
- Welfare Organizations
- Hospitals
- NGOs
- Child/Youth Guidance Centers
- Research Establishments
- Rehabilitation Centers
- Hospitality

CLASS TIMINGS

The classes will be held from Monday to Saturday from 8:30A.M. To 4.00P.M. Saturday will also be activity-based classes, Mentor Mentee Meetings etc.

TEACHING-LEARNING PROCESS

The teaching and pedagogy in the Department of Liberal Arts and Humanities focus on fostering critical thinking, analytical skills, and a deep understanding of human culture, history, and society. The faculties foster and maintain a creative environment with a deep commitment to inculcate excellence in academics and contribute to student development through a focus on student-centric methods such as experiential learning, participative learning, problem solving, practical training and ICT integration in the teaching-learning process. Collaborative learning strategies, such as group projects, presentations, and peer feedback, are utilized in the humanities. Students work together to explore complex topics, share insights, and develop teamwork and communication skills. Collaboration also fosters diverse perspectives and encourages students to learn from each other. Classroom discussions are also a key pedagogical tool in the humanities. Students engage in active dialogue, sharing interpretations, perspectives, and ideas. The Socratic Method, involving questioning and probing, encourages critical thinking, reasoning, and the examination of assumptions.

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SCHEME OF STUDIES FOR
B.A. (Hons. with Research) in Psychology

Program: B.A Honors with Research in Psychology – Department of Liberal Arts and Humanities
w.e.f. Accademic Session: 2025-26
Semester I

S. No.	Course Type	Course Code	Course Name	L	T	P	Credits	Internal (30)				External (70) Total Marks		Total Marks
								Attendance	Assignment/Records	Practical	Theory	Practical	Theory	
1	Major Core (MJC)	BAHPSY 101T MJC-1	Basic Psychological Processes	4	0	0	4	5	5	0	20	0	70	100
2		BAHPSY 101P MJC-1	Practicum of Basic Psychological Processes	0	0	4	2	0	0	30	0	70	0	100
3	Minor Core (MJC)	BAHPSY 102 MIC-1	Bio Psychology	3	0	0	3	5	5	0	20	0	70	100
4	Multi Disciplinary(MDC)	MDC-1	Guidance and Counselling	3	0	0	3	5	5	0	20	0	70	100
5	Ability Enhancement	AEC-1	English Communication Skills	2	0	0	2	5	5	0	20	0	70	100
6	Skill Enhancement	SEC-1	Anchoring& News Presentation	0	0	9	3	0	0	30	0	70	00	100
7	Value Added Course-	BAHPSY VAC-1	Emotional Intelligence and Life Skills	3	0	0	3	5	5	0	20	0	70	100
Total				**15**	**0**	**13**	**20**	**25**	**25**	**60**	**100**	**140**	**350**	**700**
8	Qual.		Rashtrabodh	2	0	0	Qual.	5	5	10	20	0	30	50

Total Credits: 20

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Semester II

S. No.	Course Type	Course Code	Course Name	L	T	P	Credits	Internal (30)				External (70)		Total Marks
								Attendance	Assignment	Practical	Theory	Practical	Theory	
1	Major Core (MJC)	BAHPSY 201T MJC-2	Basic Research Methodology and Statistics	4	0	0	4	5	5	0	20	0	70	100
2		BAHPSY 201P MJC-2	Practicum of Basic Research Methodology and Statistics	0	0	4	2	0	0	30	0	70	0	100
3	Minor Core (MIC)	BAHPSY 202 MIC-2	Psychological Testing and Assessment	3	0	0	3	5	5	0	20	0	70	100
4	Multi Disciplinary(MDC)	MDC-2	Communication and Personality Development	3	0	0	3	5	5	0	20	0	70	100
5	Ability Enhancement	AEC-2	Environment Science	2	0	0	2	5	5	0	20	0	70	100
6	Skill Enhancement	SEC--2	Data Analysis Using SPSS	3	0	0	3	5	5	0	20	0	70	100
7	Value Added Course-	BAHPSY VAC-2	Stress Management and Mindfulness	3	0	0	3	5	5	0	20	0	70	100
Total				18	0	4	20	30	30	30	120	70	420	700
8	Qual.		IKS/Rasthbodh	2	0	0	Qual.	5	5	10	20	0	30	50

Total Credits: 20

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Semester III

S. No.	Course Type	Course Code	Course Name	L	T	P	Credits	Internal (30)				External (70)		Total Marks
								Attendance	Assignment	Practical	Theory	Practical	Theory	
1	Major Core (MJC)	BAHPSY 301T MJC-3	Psychology of Social Behaviour	3	0	0	3	5	5	0	20	0	70	100
2		BAHPSY 301P MJC-3	Practicum of Psychology of Social Behaviour	0	0	4	2	0	0	30	0	70	0	100
3	Major Core (MJC)	BAHPSY 302 MJC-4	Basic Statistics	4	0	0	4	5	5	0	20	0	70	100
4	Minor Core (MIC)	BAHPSY 303 MIC-3	Schools of Psychology	3	0	0	3	5	5	0	20	0	70	100
5	Multi Disciplinary(MDC)	MDC -3	**As per offered by University**	3	0	0	3	5	5	0	20	0	70	100
6	Ability Enhancement	AEC-3	Disaster Risk Management	2	0	0	2	5	5	0	20	0	70	100
7	Skill Enhancement	SEC-3	**As per offered by University**	3	0	0	3	5	5	0	20	0	70	100
Total				**18**	**0**	**4**	**20**	30	30	30	120	70	420	700

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Semester IV

S. No.	Course Type	Course Code	Course Name	L	T	P	Credits	Internal (30)				External (70)		Total Marks
								Attendance	Assignment	Practical	Theory	Practical	Theory	
1	Major Core (MJC)	BAHPSY 401T MJC-5	Cognitive Psychology	3	0	0	3	5	5	0	20	0	70	100
2		BAHPSY 401P MJC-5	Practicum of Cognitive Psychology	0	0	4	2	0	0	30	0	70	0	100
3	Major Core (MJC)	BAHPSY 402 MJC-6	Abnormal Psychology	5	0	0	5	5	5	0	20	0	70	100
4	Major Core (MJC)	BAHPSY 403 MJC-7	Cyberpsychology	5	0	0	5	5	5	0	20	0	70	100
5	Minor Core (MIC)	BAHPSY 404 MIC-4	Psychology of Relationship	3	0	0	3	5	5	0	20	0	70	100
6	Ability Enhancement	AEC-4	NCC/NSS/NGO's /SCOUT GUIDES/ SPORTS	2	0	0	2	5	5	0	20	0	70	100
Total				18	0	04	20	25	25	30	100	70	350	600

Total Credits: 20

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Semester V

S. No.	Course Type	Course Code	Course Name	L	T	P	Credits	Internal (30)				External (70)		Total Marks
								Attendance	Assignment	Practical	Theory	Practical	Theory	
1	Major Core (MJC)	BAHPSY 501T MJC-8	Organizational Psychology	3	0	0	3	5	5	0	20	0	70	100
		BAHPSY 501P MJC-8	Practicum of Organizational and positive Psychology	0	0	4	2	0	0	30	0	70	0	100
2	Major Core (MJC)	BAHPSY 502 MJC-9	Positive Psychology	5	0	0	5	5	5	0	20	0	70	100
3	Minor Core (MIC)	BAHPSY 503 MIC-5	Life Span Development	3	0	0	3	5	5	0	20	0	70	100
4	Minor Core (MIC)	BAHPSY 504 MIC-6	Community Psychology	3	0	0	3	5	5	0	20	0	70	100
5	Internship	INT-1	Internship-I	0	0	8	4	5	5	0	20	0	70	100
Total				**14**	**0**	**12**	**20**	**25**	**25**	**30**	**100**	**70**	**350**	**600**

Total Credits: 20

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Semester VI														
S. No.	Course Type	Course Code	Course Name	L	T	P	Credits	Internal (50)				External (100)		Total Marks
								Attendance	Assignment	Practical	Theory	Practical	Theory	
1	Major Core (MJC)	BAHPSY 601T MJC-10	Higher Cognitive Processes	3	0	0	3	5	5	0	20	0	70	100
		BAHPSY 601P MJC-10	Practicum of Higher Cognitive Processes	0	0	4	2	0	0	30	0	70	0	100
2	Major Core (MJC)	BAHPSY 602 MJC-11	Health Psychology	5	0	0	5	5	5	0	20	0	70	100
3	Major Core (MJC)	BAHPSY 603 MJC-12	Neuropsychology	4	0	0	4	5	5	0	20	0	70	100
4	Minor Core (MJC)	BAHPSY 604 MIC-7	GeroPsychology - Psychology of Aging	3	0	0	3	5	5	0	20	0	70	100
5	Minor Core (MJC)	BAHPSY 605 MIC-8	Trauma and Crisis Intervention	3	0	0	3	5	5	0	20	0	70	100
Total				18	0	4	20	25	30	30	100	70	350	600

Total Credits 20

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Semester VII

S. No.	Course Type	Course Code	Course Name	L	T	P	Credits	Internal (30)				External (70)		Total Marks
								Attendance	Assignment	Practical	Theory	Practical	Theory	
1	Major Core (MJC)	BAHPSY 701T MJC-13	Qualitative Research Methods	4	0	0	4	5	5	0	20	0	70	100
2		BAHPSY 701P MJC-13	Practicum of Qualitative Research Methods	0	0	4	2	0	0	30	0	70	0	100
3	Major Core (MJC)	BAHPSY 702 MJC-14	Psychology for National Development	5	0	0	5	5	5	0	20	0	70	100
3	Major Core (MJC)	BAHPSY 703 MJC-15	Human Resource Matrix and Analytics	5	0	0	5	5	5	0	20	0	70	100
4	Minor Core (MJC)	BAHPSY 704 MJC-9	Synopsis Presentation for Dissertation	0	0	8	4	5	5	20	0	70	0	100
Total				**14**	**0**	**12**	**20**	**20**	**20**	**50**	**60**	**70**	**210**	**500**

Total Credits: 20

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Semester VIII

S. No.	Course Type	Course Code	Course Name	L	T	P	Credit	Internal (30)				External (70)		
								Attendance	Project PPT/ Report Assign Ment	Practical	Theory	Practical	Theory	Total
1	MJC-1	BAHPSY801 MJC-16	Introduction of Indian Psychology (Swyam/Mooc)	3	0	1	4	-	30	-	-	-	70	100
2	Minor Course	BAHPSY802 MIC-10	Interrnship	0	0	8	4	5	5	20	0	70	0	100
5	Seminar	RP-1	Research Project Dessertation	-	-	-	12	5	5	20	-	70		100
Total				**3**	**0**	**9**	**20**	**10**	**10**	**40**	**00**	**140**	**70**	**300**

Total Credits: 20

PROGRAMME STRUCTURE

The summary table of credit allocation for 4 year UG Programme and PG Programme

Types of Courses	Name of Courses	Credits
MJC	Major Course	64
MIC	Minor Course	31
Practical	Practical Lab Work	14
MDC	Multidisciplinary Course	09
AEC	Ability Enhancement Course	08
SEC	Skill Enhancement Course	09
INT	Internship	04
RP	Research Projects/Dissertation	12
VAC	Value Added Course	06
Total	**9 Course**	**157**

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STRUCTURE OF CURRICULUM

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SEMESTER-I

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DETAIL SYLLABUS

Program / Class: **Certificate**	Year: **First**	Semester: **First**
Paper Code:	Paper Name: **Basic Psychological Process**	

Course Objectives: The course aims to:

1. To acquaint students with the nature, scope, and applications of Psychology and to provide an understanding of major psychological approaches, including Western perspectives and Indigenous Indian Psychology.
2. To develop foundational knowledge of core psychological processes such as learning, memory, attention, perception, intelligence, and personality through classical and contemporary theories.
3. To enable students to understand mechanisms of learning, memory formation, and forgetting by studying experimental methods, stages, types, and explanatory models.
4. To promote analytical and integrative thinking by examining individual differences in intelligence and personality and relating psychological concepts to everyday life and cultural–philosophical traditions.

Course Outcomes: The student will be able to

1. Explain and compare different psychological approaches—Psychodynamic, Behavioristic, Cognitive, Humanistic, and Indigenous Indian Psychology—in understanding human behavior.
2. Describe and apply principles of learning, memory, attention, and perception using established theories and models.
3. Analyze individual differences in personality and intelligence using trait, psychodynamic, humanistic, and cognitive perspectives.
4. Demonstrate conceptual clarity and critical understanding of psychological processes by integrating theoretical knowledge with practical, academic, and real-life contexts.

Course Type: **MAJOR**	Nature of course: **Theory**	Credits: **4**
Maximum Marks: **100 (30 + 70)**	Minimum Passing Marks: **12 + 28**	

Total number of Lectures-Tutorial-Practical (in hours per week): **L-T-P: 4-0-0**

Unit	Topics	No. of Lectures
I	**Psychology:** Nature Scope and Applications; Approaches: Psychodynamic, Behavioristic, Cognitive, Humanistic and Indigenous Indian Psychology (with special reference to Shrimad Bhagavad Gita, Sankhya Darshan and Buddhism)	08
II	**Learning:** Classical Conditioning, Operant Conditioning and Verbal Learning: Methods and Procedures, learning by insight and observational learning	08
III	**Memory and Forgetting:** Stages of Memory: Encoding, Storage and Retrieval; Types of Memory: Sensory, Short Term and Long-Term Memory; Forgetting: Decay, Interference and Cue-dependent Forgetting	08

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IV	**Personality:** Definition and Determinants; Approaches of Personality: Trait Approaches (Allport and Cattle); Psychodynamic (Freud); Humanistic (Rogers and Maslow).	08
V	**Attention and Perception:** Attention Processes: Selective and Sustained Attention: Nature and Determinants; Perceptual Processes: Nature and Determinants; Perceptual Organization; Perceptual Illusions	10
VI	**Intelligence:** Nature and Definition; Concept of IQ; Theories of Intelligence: Spearman, Thurstone, Gilford, Sternberg, Gardner	08
VII	**Motivation:** Nature and Concept (Needs, Drives, Instincts); Types of Motives: Biological and Social Motives; **Emotion:** Nature and Types of Emotion; Expressions of Emotion: Universal versus Cultural Specific; Theories of Emotion: James-Lange, Cannon-Bard, Schachter-Singer.	10
	Total Lectures	60

Suggested Readings:

1. Baron R and Misra G (2016) Psychology (5th edition). New Delhi: Pearson
2. Ciccarelli, SK, White NJ, and Misra G (2017) Psychology (5th edition South Asian edition) New Delhi: Pearson Education
3. Cornelissen M, Mishra G and Verma S (2014) Foundations of Indian Psychology. New Delhi: Pearson Education
4. Mishra G (Edited) (2019) Personality in Indigenous Tradition. In ICSSR Research Surveys and Explorations Psychology (Volume 2): Individual and the Social Processes and Issues. New Delhi: Oxford University Press
5. सिंह, अरुणकुमार (2006) उच्चतर सामान्य मनोविज्ञान। वाराणसी: मोतीलाल बनारसीदास प्रकाशन।
6. त्रिपाठी ला बी एवंअन्य (2001) आधुनिक प्रोयोगिक मनोविज्ञान। आगरा: हरप्रसाद भार्गव
7. Suggestive Digital Platforms Web Links -
   https://heecontent.upsdc.gov.in/Home.aspx
   https://www.apa.org/
   https://egyankosh.ac.in/

Suggested Continuous Evaluation Methods:

- Written Test (15 Marks)
- Assignment / Seminar (10 Marks)
- Attendance (5 Marks)

Course prerequisites: 10 + 2 in any discipline

Suggested Equivalent Online Course:

- Coursera
- Swayam

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Program / Class: **Certificate**	Year: **First**	Semester: **First**
Paper Code:	Paper Name: **Practicum of Basic Psychological Process**	

Course Objectives: The course aims to:

1. To familiarize students with the use of computers as essential tools in conducting and understanding psychological experiments.
2. To provide hands-on training in conducting experiments related to attention and perceptual processes using standardized experimental procedures.
3. To develop practical understanding of learning, memory, motivational, and emotional processes through computer-assisted experimental tasks.
4. To enhance scientific skills such as observation, data recording, analysis, and interpretation in experimental psychology.

Course Outcomes: The student will be able to:

1. Use computers effectively for administering, conducting, and recording psychological experiments.
2. Conduct and report experiments related to attention, perception, learning, memory, motivation, and emotion following ethical and methodological guidelines.
3. Analyze and interpret experimental data obtained from computer-based psychological experiments.
4. Demonstrate basic research competencies including experimental design understanding, result interpretation, and scientific reporting.

Course Type: **Practical Major**	Nature of course: **Practical**	Credits: **2**
Maximum Marks: **100 (30 + 70)**	Minimum Passing Marks: **12 + 28**	

Total number of Lectures-Tutorial-Practical (in hours per week): **L-T-P: 0-0-4**

Unit	Topics	No. of Lectures
I	Familiarization with computers as tools in psychology experiments	9 (10 hrs)
II	Any one experiment based on Attention / Perceptual Processes	7 (14 hrs)
III	Any one experiment based on Learning / Memory	7 (14 hrs)
IV	Any one experiment based on Motivational / Emotional Processes	7 (14 hrs)
	Total Lectures	30 (60 Hrs)

Suggested Readings:

1. त्रिपाठीलाबीएवंअन्य (2001) आधुनिक प्रोयोगिक मनोविज्ञान | आगरा: हरप्रसाद भार्गव
2. Suggestive Digital Platforms Web Links -
   https://heecontent.upsdc.gov.in/Home.aspx
   https://www.apa.org/
   https://egyankosh.ac.in/

Suggested Continuous Evaluation Methods:

- Presentation of practical file (15 Marks)
- Attendance (05 Marks)
- Viva Voice (05 Marks)

Course prerequisites: 10 + 2 in any discipline

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Suggested Equivalent Online Course:
- Coursera, Swayam

Program / Class: **Certificate**	Year: **First**	Semester: **First**
Paper Code:	Paper Name: **Biopsychology**	

Course Objectives: The student will aim to

1. To introduce students to the nature, scope, methods, ethical issues, and major divisions of biopsychology for understanding the biological basis of behaviour.
2. To develop foundational knowledge of brain functioning, including neuronal structure, neural conduction, and synaptic transmission.
3. To familiarize students with the organization and functions of the central and peripheral nervous systems and the role of neurotransmitters in normal and abnormal behaviour.
4. To enable understanding of the neuroendocrine system and brain plasticity, emphasizing their role in behaviour, adaptation, and psychological functioning.

Course Outcomes: The student will be able to

1. Explain core concepts of biopsychology, including its scope, methods, ethical considerations, and major divisions.
2. Describe the structure and functioning of neurons, neural transmission processes, and brain mechanisms underlying behaviour.
3. Analyze the role of the nervous system and neurotransmitters (dopamine and serotonin) in behaviour, mental processes, and functional abnormalities.
4. Explain the functioning of the neuroendocrine system and neuroplasticity, and relate biological mechanisms to psychological processes and behavioural outcomes.

Course Type: **MINOR**	Nature of course: **Theory**	Credits: **3**
Maximum Marks: **100 (30 + 70)**	Minimum Passing Marks: **12 + 28**	
Total number of Lectures-Tutorial-Practical (in hours per week): **L-T-P: 3-0-0**		

Unit	Topics	No. of Lectures
I	**Introduction** to biopsychology: Nature and scope; Methods and ethics in biopsychology; Divisions of biopsychology.	10
II	**The Functioning of Brain**: Structure and functions of neurons; Neural conduction and synaptic transmission	10
III	**Organization of Nervous system**: CNS & PNS: Structure and functions. Functional abnormalities of neurotransmitters: dopamine and serotonin hypothesis. Neuro plasticity of Brain (neural degeneration, neural regeneration, and neural reorganization).	15
IV	**Neuro endocrine system**: Structure, functions and abnormalities of major glands: Thyroid, Adrenal, Gonads, Pituitary, Pancreas and Pineal	10
	Total Lectures	45

Suggested Readings:

1. Pinel, J. P. J. (2011). Biopsychology, 8th Edition. Pearson Education, New Delhi.
2. Carlson, N. R. (2009) Foundations of Physiological Psychology, 6th Edition. Pearson

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Education, New Delhi. 3. Suggestive Digital Platforms Web Links - https://heecontent.upsdc.gov.in/Home.aspx https://www.apa.org/ https://egyankosh.ac.in/
Suggested Continuous Evaluation Methods: • Written Test (15 Marks) • Assignment / Seminar (10 Marks) • Attendance (5 Marks)
Course prerequisites: 10 + 2 in any discipline
Suggested Equivalent Online Course: • Coursera,Swayam

Program / Class: **Certificate**	Year: **First**	Semester: **First**
Paper Code: **Multi-Disciplinary Course**	Paper Name: **Guidance and counseling**	
Course Outcomes: The student will be able to		
Course Type:	Nature of course: **Theory**	Credits: **3**
Maximum Marks: **100 (30 + 70)**	Minimum Passing Marks: **12 + 28**	
Total number of Lectures-Tutorial-Practical (in hours per week): **L-T-P: 3-0-0**		

Unit	**Topics**	**No. of Lectures**
I	**[As per list provided by the University or As per offered by Home Science Department]**	
	Total Lectures	

Suggested Continuous Evaluation Methods: •
Course prerequisites: 10 + 2 in any discipline
Suggested Equivalent Online Course: •

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Program / Class: **Certificate**	Year: **First**	Semester: **First**
Paper Code: **Ability Enhancement Course**	Paper Name: **English Communication Skills**	
Course Outcomes: The student will be able to		
Course Type:	Nature of course: **Theory**	Credits: 2
Maximum Marks: **100 (30 + 70)**	Minimum Passing Marks: **12 + 28**	
Total number of Lectures-Tutorial-Practical (in hours per week): **L-T-P: 2-0-0**		

Unit	**Topics**	**No. of Lectures**
	[as per list provided by the University or SWAYAM/ MOOC]	

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Program/Class: **Certificate**	Year: **First**	Semester: **First**
Paper Code:	Paper Name: **Anchoring and News Presentation**	
Course Outcomes: The students will be able to 1. Understand the historical development in the field of psychology 2. Analyze the school which he/she wants to follow		
Course Type: **Skill Enhancement Course-I**	Nature of course: **Theory**	Credits:**3**
MaximumMarks:**100(30+70)**	MinimumPassingMarks:**12+28**	
Total number of Lectures-Tutorial-Practical(in hours per week):**L-T-P:0-0-9**		

Unit	**Topics**	**No. of Lectures**
I	• **[As per list provided by the University or As per offered by BJMC Department]**	10

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Program/Class: **Certificate**	Year: **First**	Semester: **First**
Paper Code:	Paper Name: **Emotional Intelligence and Life Skills**	

Course Outcomes: The student will aim to

1. To introduce students to the concept of Emotional Intelligence, its definitions, major models (Goleman and Bar-On), and its significance for personal and social effectiveness.
2. To develop self-awareness and self-regulation skills by enabling students to identify emotions, manage impulses, and set meaningful personal goals.
3. To enhance interpersonal competencies such as empathy, perspective taking, assertive communication, and teamwork for effective social interaction.
4. To strengthen life skills and emotional management abilities including decision-making, problem-solving, critical and creative thinking, stress management, and mindfulness.

Course Outcomes: The student will be able to

1. Explain the concept, models, and benefits of Emotional Intelligence and its relevance in academic, personal, and professional contexts.
2. Demonstrate self-awareness and self-regulation skills through effective emotion identification, impulse control, and goal-oriented behaviour.
3. Apply empathy and social skills in interpersonal situations using perspective taking, assertive communication, and collaborative teamwork.
4. Use effective coping strategies for managing stress and emotions, and apply life skills such as decision-making, problem-solving, and mindfulness in daily life.

Course Type: **Value Added Course**	Nature of course: **Theory**	Credits: **3**
MaximumMarks:**100(30+70)**	MinimumPassingMarks:**12+28**	
TotalnumberofLectures-Tutorial-Practical(inhoursperweek):**L-T-P:3-0-0**		

Unit	Topics	No. of Lectures
I	Introduction to Emotional Intelligence: Definitions, models (Goleman, Bar-On), benefits	09
II	Self-Awareness and Self-Regulation: Identifying emotions, impulse control, goal setting	09
III	Empathy and Social Skills: Perspective taking, assertive communication, teamwork	09
IV	Life Skills: Decision-making, problem-solving, critical and creative thinking	09
V	Managing Stress and Emotions: Coping strategies, time management, mindfulness	09
	Total Lectures	45

Suggested Readings:

1. Goleman, D. (1995). *Emotional Intelligence*. Bantam Books.
2. Bar-On, R. & Parker, J.D.A. (2000). *Handbook of Emotional Intelligence*. Jossey-Bass.
3. WHO (1997). *Life Skills Education for Children and Adolescents in Schools*.
4. Chadha, N.K. (2008). *Applied Social Psychology*. Sage India.

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5. UGC Life Skills Modules (SWAYAM/NPTEL). 6. https://swayam.gov.in 7. https://heeccontent.upsdc.gov.in 8. https://nimhans.ac.in 9. https://apa.org
Suggested Continuous Evaluation Methods: • Written Test (15 Marks) • Assignment / Seminar (10 Marks) • Attendance (5 Marks)
Suggested Equivalent Online Course: • Coursera • Swayam

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DETAIL SYLLABUS

Program/Class: **Certificate**	Year: **First**	Semester: **Second**
Paper Code:		Paper Name: **Basic Research Methodology and Statistics**

Course Objectives: It aims to:

1. To understand the nature, scales, and properties of psychological measurement and its applications in research and testing.
2. To familiarize students with scientific approaches in psychology, including research methods, variables, hypotheses, and sampling techniques.
3. To develop skills in psychological statistics, including descriptive and inferential statistics, graphical representation, and interpretation of data.
4. To introduce students to psychological testing, including intelligence and personality assessments, their psychometric properties, and practical applications.

Course Outcomes: After completing this course, the students will be able to:

1. Explain the concepts of measurement, scales, variables, and hypotheses and apply them in psychological research.
2. Apply descriptive and inferential statistical techniques (t-test, correlation, chi-square) to analyze and interpret psychological data.
3. Demonstrate knowledge of psychological testing, including intelligence and personality tests, and evaluate their reliability and validity.
4. Select and use appropriate assessment tools for measuring cognitive abilities and personality traits in diverse contexts.

Course Type: **MINOR**	Nature of course: **Theory**	Credits: **3**
MaximumMarks:**100(30+70)**	MinimumPassingMarks:**12+28**	
TotalnumberofLectures-Tutorial-Practical(inhoursperweek):**L-T-P:3-0-0**		

Unit	Topics	No. of Lectures
I	**Measurement:** Nature and Scales of Psychological Measurement; Properties and Functions of Measurement	5
II	**Scientific Approach:** Aim and Functions; Research Methods: Experimental, Correlational and Observational; Variable: Concepts and Types; Hypothesis: Types and Criteria; Sampling: Concept and Methods	6
III	**Psychological Statistics:** Introduction, Descriptive Statistics: Measures of Central Tendency and Measures of Variability (Range, Quartile, Deviation, Standard Deviation); Graphical Representation of Data	6
IV	**The Normal Distribution:** Meaning and Uses, Significance of Statistics, t-test for independent and correlated groups	6
V	**Correlation:** Types, calculation and Interpretation of product moment and rank difference correlations; Chi- square tests using contingency tables	6
VI	**Test:** Concept and Types; Psychometric Properties of Test: Validity and Reliability; nature and Types	5
VII	**Intelligence Testing:** Measurement of Abilities: Stanford-Binet and Wechsler Tests of Intelligence, Culture Fair Tests: Structure and Application	6
VIII	**Personality Test:** Self Report Inventories (16 PF, NEO-PIR) Projective	5

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	Techniques: Nature and Types	
	Total Lectures	**45**

Suggested Readings:

1. Garrett HE (1966) Statistics in Psychology and Education. Paragon International Publishers
2. Gregory RJ (2017) Psychological Testing (7th edition). New Delhi: Pearson India Education
3. Guilford JP (1936) Psychometric Methods. London McGraw Hill Publishing Company
4. Kerlinger FN (1983) Foundations of Behavioral Research. New Delhi: Surjeet Publications.
5. लाल जे एन (1999) मनोविज्ञान एवं शिक्षा में सांख्यिकी, नीलकमल प्रकाशन, गोरखपुर
6. मिश्रा, बब्बन तथा त्रिपाठी, लाल बचन (1994) मनोविज्ञानिक सांख्यिकी, हरप्रसाद भार्गव, आगरा
7. Singh AK (2019) Tests, measurement and research methods in behavioral Sciences. Patna: Bharti Bhawan

Suggestive Digital Platforms / Web Links:

https://heecontent.upsdc.gov.in/Home.aspx

https://egyankosh.ac.in/

Suggested Continuous Evaluation Methods:

- Written Test(15Marks)
- Assignment/Seminar(10Marks)
- Attendance(5Marks)

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Program / Class: **Certificate**	Year: **First**	Semester: **Second**
Paper Code:	Paper Name: **Practicum of Basic Research Methodology and Statistics**	

Course Objectives: The students will aim to:

1. To help students understand the basic steps of psychological experimentation.
2. To Train students to plan, conduct, and report experiments using the experimental method.
3. Develop skills in administering and scoring psychological tests in a systematic manner.
4. Enable students to understand and apply methods of test reliability.
5. Improve students' ability to interpret results and write structured psychological reports.

Course Outcomes: The students will aim to:

1. Plan and conduct psychological experiments using the experimental method and prepare a proper laboratory report.
2. Assess the reliability of a psychological test using appropriate reliability methods and present findings in report form.
3. Administer, score, and interpret self-report inventories accurately while following standard instructions.
4. Administer and score intelligence tests using standardized procedures and prepare a detailed report.
5. Analyze data and interpret psychological results in a simple and meaningful way.

Course Type: **PRACTICAL**	Nature of course: **Practical**	Credits: **2**
Maximum Marks: **100 (30 + 70)**	Minimum Passing Marks: **12 + 28**	

Total number of Lectures-Tutorial-Practical (in hours per week): **L-T-P: 0-0-4**

Unit	Topics	No. of Lectures
I	Plan, conduct and report an experiment using experimental method	8 (16 hrs)
II	Ascertain the reliability of any psychological test using any method of reliability and write a report	7 (14 hrs)
III	Administer and score any Self-report inventory and write a report	7 (14 hrs)
IV	Administer and score any one intelligence test and write a report	8 (16 hrs)
	Total Lectures	30 (60 Hrs)

Suggested Readings:

1. Dalal AK and Misra G (2001) (Eds) Social Psychology. Sage
2. त्रिपाठी ला बी (2016) आधुनिक सामाजिक मनोविज्ञान। आगरा: हरप्रसाद भार्गव
3. Suggestive Digital Platforms Web Links -
   https://heecontent.upsdc.gov.in/Home.aspx
   https://www.apa.org/
   https://egyankosh.ac.in/

Suggested Continuous Evaluation Methods:

- Presentation of the practical file (20 Marks)
- Attendance (5 Marks)
- Viva Voice (5 Marks)

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Program / Class: **Certificate**	Year: **First**	Semester: **Second**
Paper Code:	Paper Name: **Psychological Testing & Assessment**	

Course Objective: It will aims to:

1. To introduce students to the concept, need, and scope of psychological assessment and to distinguish clearly between assessment and measurement.
2. To develop understanding of psychological tests, their characteristics, types, uses, and the historical foundations of psychological testing.
3. To familiarize students with the concepts of reliability and validity, including their types, methods of estimation, and factors influencing them.
4. To provide foundational knowledge of test construction, item writing, item analysis, standardization, norms development, and self-administering assessment tools.

Course Outcomes: It will help the students to:

1. Explain core concepts of psychological assessment, measurement, testing, and sources of error affecting test scores.
2. Classify and evaluate psychological tests based on administration, content, and response format.
3. Analyze and interpret reliability and validity using appropriate methods and understand their implications for test use.
4. Demonstrate basic competence in test construction and administration, including item writing, item analysis, norm interpretation, and use of rating scales.

Course Type: **Major**	Nature of course: **THEORY**	Credits: **4**
Maximum Marks: **100 (30 + 70)**	Minimum Passing Marks: **12 + 28**	
Total number of Lectures-Tutorial-Practical (in hours per week): **L-T-P: 4-0-0**		

Unit	**Topics**	**No. of Lectures**
I	**Assessment**: Concept & Need. Distinction between Assessment &Measurement. **Errors in Measurement**: Examiner Variables, Testee Variables, Situational Variables. Types of Assessment	15
II	**Psychological Test**: Definition and uses of Psychological Test. Characteristics of Psychological Test, Brief History of Psychological Testing. **Type of Tests:** (Administration) Individual vs. Group, Speed vs. Power. (Content) Verbal vs. Performance, Culture Fair, Objective vs. Projective	15
III	**Reliability**: Concept and Internal Consistency. Methods of determining Reliability: Test-Retest, Cronbach Alpha & Split Half. **Validity**: Concept and Types. Factors influencing Reliability and Validity.	15
IV	Test Construction, Item Writing and Pretesting. Item Analysis and Test Administration. **Standardization**: Meaning, Norms Development & Types of Norms. Self-Administering Scales: Rating Scales and Types.	15
	Total Lectures	60

Suggested Readings:

1. Anastasi, A. &Urbina, S. (1999). Psychological testing (7th International ed.), Macmillon Co.
2. Anastasi, A. (1997). Psychological Testing. New York, Macmillon Co.

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3. Singh, A.K. (2000). Test, Measurements and Research Methods. Patna: Bharati Bhawaan (P&D)
4. Kaplan, R. N. & Saccuzzo, D. P. (2001). Psychological Testing. Principles, Applications and Issues (5thed.) USA: Wadsworth Thomson Learning
5. Festinger, L. and Katz, D. (1976). Research Methods in Behavioral Sciences. Amerind Publication Co Pvt.
6. Garret, H. C. (1981). Statistics in Psychology and Education. Longmans, Green & Co., New York
7. Suggestive Digital Platforms Web Links -
https://heecontent.upsdc.gov.in/Home.aspx
https://www.apa.org/
https://egyankosh.ac.in/
https://psychcentral.com/lib/what-is-psychological-assessment#1
https://lindnercenterofhope.org/blog/psychological-assessment-what-is-it-and-how-can-it-help/
https://schoolworkhelper.net/psychological-test-rg-construction-administration-validity

Suggested Continuous Evaluation Methods:

- Written Test (15 Marks)
- Assignment / Seminar (10 Marks)
- Attendance (5 Marks)

Suggested Equivalent Online Course:

- Coursera
- Swayam

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Program/Class: **Certificate**	Year: **First**	Semester: **Second**
Paper Code:	**Paper Name: Communication skill and personality Development**	
Course Type: **Multi-Disciplinary**	Nature of course: **Theory**	Credits: **3**
MaximumMarks:**100 (30+70)**	Minimum Passing Marks:**12+28**	
Total number of Lectures-Tutorial-Practical (in hours per week):**L-T-P:3-0-0**		

Unit	**[As per list provided by the University or As per offered by Language Department]**	**No. of Lectures**
	Total Lectures	45

Suggested Readings:

Suggested Continuous Evaluation Methods:

- Written Test(15Marks)
- Assignment/Seminar(10Marks)
- Attendance(5Marks)

Suggested Equivalent Online Course:

- Coursera
- Swayam

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Program/Class: **Certificate**	Year: **First**	Semester: **Second**
Paper Code:	Paper Name: **Data Analysis Using SPSS**	

Course Objectives: It aims to:

1. To introduce students to the fundamentals of psychological data, including types of variables, scales of measurement, coding conventions, and scoring logic used in behavioral research.
2. To develop practical skills in accurate data entry and management, enabling students to create, format, and organize datasets using MS Excel and SPSS.
3. To familiarize students with essential data cleaning techniques, such as handling missing values, reverse scoring of items, and correction of common data entry errors.
4. To promote ethical and systematic data preparation practices, ensuring clean, reliable, and research-ready datasets for academic projects, research work, and professional internships.

Course Outcomes: The student will be able to

1. Understand types of variables, measurement scales, and scoring methods in psychological research.
2. Demonstrate skills in data entry, organization, and management using MS Excel and SPSS.
3. Apply data cleaning techniques, including handling missing values and correcting errors.
4. Prepare ethical, accurate, and research-ready datasets for academic and professional use.

Course Type: **Skill Enhancement Course**	Nature of course: **Theory**	Credits:**3**
MaximumMarks:**100(30+70)**	Minimum Passing Marks:**12+28**	
TotalnumberofLectures-Tutorial-Practical(inhoursperweek):**L-T-P:2-0-0**		

Unit	**Topics**	**No.of Lectures**
I	Introduction to Data Entry: Scale types, variable definition, coding conventions	09
II	MS Excel Basics: Data sheet creation, formatting, auto-fill, formulae use	09
III	SPSS Interface: Data view vs. variable view, scale entry, label input	09
IV	Data Cleaning: Handling errors, missing values, reverse coding	09
V	Practice Session: Entering sample psychological tools (WHO-5, GQ-6, RSES)	09
	Total Lectures	45

Suggested Readings –

1. Field, A. (2018). *Discovering Statistics Using IBM SPSS Statistics*. SAGE Publications.
2. Green, S. B., &Salkind, N. J. (2016). *Using SPSS for Windows and Macintosh*. Pearson.
3. Pallant, J. (2020). *SPSS Survival Manual*. Routledge

Suggested Continuous Evaluation Methods:

- Written Test(15Marks)
- Assignment/Seminar(10Marks)
- Attendance(5Marks)

Suggested Equivalent Online Course:

- Coursera
- Swayam

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Program/Class: **Certificate**	Year: **First**	Semester: **Second**
Paper Code: **AEC02**	Paper Name: **Environment Science**	
Course Outcomes: The students will be able to Understand the Environment		
Course Type: **Ability Enhancement Course-I**	Nature of course: **Theory**	Credits:**2**
MaximumMarks:**100(30+70)**	MinimumPassingMarks:**12+28**	
Total number of Lectures-Tutorial-Practical (in hours per week): **L-T-P: 2-0-0**		

Unit	**Topics**	**No. of Lectures**
I	• **[As per list provided by the University Basket}**	30

Program/Class: **Certificate**	Year: **First**	Semester: **Second**
Paper Code:	Paper Name: **Rastra bodh**	
Course Outcomes: The students will be able to Understand the Environment		
Course Type:	Nature of course: **Theory**	Credits:**2**
MaximumMarks:**100 (30+70)**	Minimum Passing Marks:**12+28**	
Total number of Lectures-Tutorial-Practical (in hours per week): **L-T-P:2-0-0**		

Unit	**Topics**	**No. of Lectures**
I	• **[As per list provided by the University Basket}**	30

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Program/Class: **Certificate**	Year: **First**	Semester: **Second**
Paper Code:	**Paper Name: Stress Management and Mindfulness**	

Course Objectives: It aims to:

1. To introduce students to the scientific understanding of stress, including its definition, types, models, and the distinction between eustress and distress.
2. To develop self-awareness regarding personal stressors and coping patterns, enabling students to recognize the physiological and psychological effects of stress on health and well-being.
3. To familiarize students with evidence-based coping strategies and mindfulness practices, such as cognitive-behavioral techniques, breath awareness, body scan, and guided imagery for stress reduction.
4. To encourage the integration of stress management and mindfulness into daily life, promoting healthy habits such as journaling, gratitude, time management, and digital detox for sustained well-being.

Course Outcomes: The student will be able to

1. Understand the scientific concepts of stress, its types, models, and the distinction between eustress and distress.
2. Recognize personal stressors and the physiological and psychological effects of stress on health.
3. Apply evidence-based coping strategies and mindfulness techniques for stress reduction.
4. Integrate stress management and mindfulness practices into daily life to promote well-being.

Course Type: **Value Added Course**	Nature of course: **Theory**	Credits: **3**
MaximumMarks:**100(30+70)**	MinimumPassingMarks:**12+28**	
Total number of Lectures-Tutorial-Practical(in hours per week):**L-T-P: 3-0-0**		

Unit	Topics	No.of Lectures
I	Understanding Stress: Definition, eustress vs distress, stress curve, models	09
II	Physiological & Psychological Effects of Stress, Psychosomatic disorders linked to stress, Impact on sleep, immunity, and overall health, Case studies and research findings related to stress effects	09
III	Coping Mechanisms: Problem-focused, emotion-focused, CBT-based strategies	09
IV	Mindfulness Techniques: Breath awareness, body scan, guided imagery	09
V	Integrating Stress Management in Daily Life: Journaling, gratitude, digital detox	09
	Total Lectures	45

Suggested Readings:

1. Lazarus, R.S. &Folkman, S. (1984). Stress, Appraisal, and Coping
2. Kabat-Zinn, J. (2005). Wherever You Go, There You Are
3. Greenberg, J. S. (2017). Comprehensive Stress Management
4. WHO (2021). Mental Health and COVID-19 – Policy Brief
5. NIMHANS Modules on Stress Reduction

Digital Resources:

- https://swayam.gov.in (Mindfulness & Psychology courses)
- https://nimhans.ac.in (Mental Health education content)
- https://heeccontent.upsdc.gov.in

Suggested Continuous Evaluation Methods:

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- Written Exam (Offline)
- Assignment Seminar (Offline)
- Attendance (Offline)

Suggested Equivalent Online Courses:

- Coursera
- Swayam

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Detail Syllabus

Program / Class: **Diploma**	Year: **Second**	Semester: **Third**
Paper Code:	Paper Name: **Psychology of Social Behaviour**	

Course Objectives: The students will aims to:

1. To introduce students to the nature, scope, and core theories of social psychology, along with the scientific methods used to study social behaviour.
2. To develop the ability to apply social psychological concepts and theories—such as social cognition, attribution, conformity, and compliance—to everyday social situations and personal experiences.
3. To enhance students' critical understanding of research findings related to group processes, intergroup relations, aggression, and prosocial behaviour in order to explain complex and distressing social phenomena.
4. To enable students to relate social psychological theories to contemporary and historical social contexts, including national, local, and global events, leadership processes, and socio-cultural influences on behaviour.

Course Outcomes: Students will be able to

1. Summarize general information, through in-class discussion and assignments, pertaining to social psychological theories and
2. Apply social psychological theories to their lives.
3. Evaluate research to understand and explain distressing human social behaviour and
4. Relate social psychological concepts and theories to the context of historical and current world, national and local events.

Course Type: **MAJOR**	Nature of course: **Theory**	Credits: **3**
Maximum Marks: **100 (30 + 70)**	Minimum Passing Marks: **10 + 30**	

Total number of Lectures-Tutorial-Practical (in hours per week): **L-T-P: 3-0-0**

Unit	Topics	No. of Lectures
I	**Social Psychology** Nature and Scope; Methods of Studying Social Behaviour	6
II	**Groups**: Norms, Roles, Status and Cohesiveness Group Influence Processes: Social Facilitation; Social Loafing and De-Individuation	6
III	**Social Cognition**: Schema, Schematic Processing. Attribution of Casualty: Harold Kelly and Benard Weiner Social Influence Process: Conformity and Compliance.	6
IV	**Intergroup Relations**: Prejudice and Discrimination **Attitude**: Nature, Formation and Measurement; Interpersonal Attraction: Concept and Determinants	6
V	**Aggression**: Concept, Theories: Biological (Instinctive and Ethnological), Frustration-Aggression Hypothesis, Social Learning, Theories of Aggression, General Aggression model	7
VI	**Pro-Social Behavior**: Motives to Help; Bystander Effect; Determinants: Personal, Situational and Socio-Cultural	7
VII	**Leaders and leadership process**: types and functions of leaders, factors in effective leadership.	7

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Total Lectures	45

Suggested Readings:

1. Branscombe NR and Baron RA (2017) Social Psychology (14th edition) USA: Pearson
2. सिंह, अरुणकुमार (2001) सामाजिक मनोविज्ञान | वाराणसी: मोतीलाल बनारसीदास प्रकाशन |
3. Taylor SE Paplau LA and Sears DO (2006) social psychology (12th edition) New Delhi: Pearson Publications
4. त्रिपाठीलाबी (2016) आधुनिक सामाजिक मनोविज्ञान | आगरा: हरप्रसाद भार्गव
5. Dalal AK and Misra G (2001) (Eds) Social Psychology. Sage
6. Kassin S Fein S and Markus HR (2016) Social Psychology (10th edition) USA Cengage
7. Singh AK (2015) Social Psychology. Prentice Hall of India
8. Suggestive Digital Platforms Web Links -
   https://heecontent.upsdc.gov.in/Home.aspx
   https://www.apa.org/
   https://egyankosh.ac.in/

Suggested Continuous Evaluation Methods:

- Written Test (15 Marks)
- Assignment / Seminar (10 Marks)
- Attendance (5 Marks)

Suggested Equivalent Online Course:

- Coursera
- Swayam

Program / Class: **Diploma**	Year: **Second**	Semester: **Three**
Paper Code: **BAPSY(H)CC 302**	Paper Name: **Practicum of Psychology of School Behaviour**	

Course Objectives: It aims to:

1. To equip students with practical skills required to conduct psychological assessments and experiments related to school behaviour in controlled laboratory and field settings.
2. To develop competencies in designing, administering, and scoring psychological tools, such as attitude scales and questionnaires, for assessing leadership styles and aggression among adolescents.
3. To train students in systematic data recording, interpretation, and report writing, enabling them to present psychological findings in a scientific and ethical manner.
4. To provide experiential learning through school-based interventions, including planning and conducting workshops on aggression management, thereby integrating theory with applied practice.

Course Outcomes: Students will be able to

1. Conduct psychological assessments and experiments in laboratory and school settings.
2. Design, administer, and score tools to assess leadership styles and aggression in adolescents.
3. Record, interpret, and report psychological data ethically and scientifically.
4. Apply theory to practice through school-based interventions and workshops.

Course Type: **Practical**	Nature of course: **Practical**	Credits: **2**

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Maximum Marks: **100 (30 + 70)**	Minimum Passing Marks: **12 + 28**
Total number of Lectures-Tutorial-Practical (in hours per week): **L-T-P: 0-0-4**	

Unit	Topics	No. of Lectures
I	Assessment of Attitude towards Social Issues using Attitude Scale	8 (16 hrs)
II	Assessment of Leadership Styles using questionnaire	7 (14 hrs)
III	Assessment of Aggression among Adolescents	7 (14 hrs)
IV	Conduct a workshop in school on Aggression Management	8 (16 hrs)
	Total Lectures	30 (60 Hrs)

Suggested Readings:

1. त्रिपाठी ला बी एवंअन्य (2001) आधुनिक प्रोयोगिक मनोविज्ञान। आगरा: हरप्रसाद भार्गव
2. Suggestive Digital Platforms Web Links -
   https://heecontent.upsdc.gov.in/Home.aspx
   https://www.apa.org/
   https://egyankosh.ac.in/

Suggested Continuous Evaluation Methods:

- Presentation of practical file (20 Marks)
- Attendance (5 Marks)
- Viva Voice (5 Marks)

Program / Class: **Diploma**	Year: **Second**	Semester: **Three**
Paper Code: **BAPSY(H) CC 302**	Paper Name: **Basic Statistics**	

Course Objectives: It aims to:

1. To introduce students to the fundamental concepts of statistics in psychology, highlighting the relevance and application of statistical methods in psychological research.
2. To develop a clear understanding of variables, data organization, and graphical representation, enabling students to present quantitative psychological data accurately and meaningfully.
3. To familiarize students with descriptive statistical techniques, including measures of central tendency and the normal probability distribution, and their interpretation in psychological contexts.
4. To impart knowledge of correlational analysis, including Pearson's and Spearman's coefficients, and to develop the ability to interpret relationships between psychological variables with due caution regarding causation.

Course Outcomes: Students will be able to

1. Understand the fundamentals and applications of statistics in psychological research.
2. Organize, represent, and present psychological data accurately using graphs and tables.
3. Apply descriptive statistical techniques and interpret measures of central tendency and distributions.
4. Analyze and interpret relationships between psychological variables using correlation methods.

Course Type: **MAJOR**	Nature of course: **Theory**	Credits: **4**
Maximum Marks: **100 (30 + 70)**	Minimum Passing Marks: **12 + 28**	

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Total number of Lectures-Tutorial-Practical (in hours per week): **L-T-P: 4-0-0**		
Unit	**Topics**	**No. of Lectures**
I	**Introduction**: Psychological Statistics; Relevance of Statistics in Psychological Research; Descriptive and Inferential Statistics; Variables and Constants. **Graphic Representation of Data**: Basic procedures; The Histogram; The Frequency Polygon; The Bar Diagram; The Pie Chart; The Cumulative Frequency Graph; Factors affecting the Shape of Graphs.	15
II	**Measures of Central Tendency**: The Mode; The Median; The Mean: Calculation from Raw Scores and Grouped Scores; Properties and Comparison of Measures of Central Tendency; Central Tendency Measures in Normal and Skewed Distributions; Effects of Linear Transformations on Measures of Central Tendency.	15
III	**The Normal Probability Distribution**: Nature and Properties; Standard Scores and the Normal Curve; The Standard Normal Curve: Finding Areas when the Score is Known, Finding Scores when the Area is Known; The Normal Curve as a Model for Real Variables; The Normal Curve as a Model for Sampling Distributions; Divergence from Normality (Skewness and Kurtosis).	15
IV	**Correlation**: Meaning; Historical Perspective; The Scatterplot of Bivariate Distributions; Correlation: A Matter of Direction; Correlation: A Matter of Degree; The Coefficient of Correlation; Pearson's Correlation Coefficient; Spearman's Rank-Order Correlation Coefficient; Correlation and Causation; The Effects of Score Transformations; Cautions concerning Correlation Coefficients.	15
	Total Lectures	60

Suggested Readings:

1. Chadha, N.K. (1991). Statistics for Behavioral and Social Sciences. Reliance Pub. House: New Delhi
2. Coolican, H. (2006). Introduction to Research Methodology in Psychology. London: Hodder Arnold.
3. Gravetter, F.J. & Wallnau, L.B. (2009). Statistics for the Behavioral Sciences (9" Ed.). USA: Cengage Learning.
4. King, B.M. &Minium, E.W., (2007). Statistical Reasoning in the Behavioral Sciences (S" Ed.). USA: John Wiley & Sons.
5. Mangal, S.K. (2012). Statistics in Psychology and Education (2™ Ed.). New Delhi: PHI learning Pvt. Ltd.
6. Suggestive Digital Platforms Web Links -
   https://heecontent.upsdc.gov.in/Home.aspx
   https://www.apa.org/
   https://egyankosh.ac.in/

Suggested Continuous Evaluation Methods:

- Written Test (15 Marks)
- Assignment / Seminar (10 Marks)
- Attendance (5 Marks)

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Suggested Equivalent Online Course: • Coursera, Swayam

Program / Class: **Diploma**	Year: **Second**	Semester: **Three**
Paper Code: **BAPSY(H)CC304**	Paper Name: **Schools of Psychology**	

Course Objectives: It aims to:

1. To introduce students to the historical development of psychology by examining the contributions of early pioneers and the emergence of major schools of thought.
2. To develop an understanding of the fundamental assumptions, concepts, and methods of the major schools of psychology, including structuralism, functionalism, behaviourism, Gestalt psychology, and psychoanalysis.
3. To critically examine the strengths and limitations of different psychological schools, and to understand their theoretical differences and areas of application.
4. To enable students to analyze and compare psychological schools, facilitating informed reflection on theoretical orientations relevant to contemporary psychological understanding and practice.

Course Outcomes: The students will be able to:

1. Understand the historical development of psychology and contributions of early pioneers.
2. Explain the core concepts, assumptions, and methods of major psychological schools.
3. Critically evaluate the strengths, limitations, and applications of different schools of psychology.
4. Compare psychological schools to reflect on theoretical orientations in contemporary practice.

Course Type: **MINOR**	Nature of course: **Theory**	Credits: **3**
Maximum Marks: **100 (30 + 70)**	Minimum Passing Marks: **12 + 28**	
Total number of Lectures-Tutorial-Practical (in hours per week): **L-T-P: 3-0-0**		

Unit	Topics	No. of Lectures
I	**Development of Psychology**: Contribution of Weber, Fechner, Helmholtz, Galton, William James and Cattell.	11
II	**Structuralism**: Contribution of Wundt and Titchner, Criticism of Structuralism. **Functionalism**: Chicago school- Contribution of John Dewy, Angell, Carr. Columbia school- Contribution of Thorndike and Woodworth. Criticism of functionalism, Difference between structuralism and functionalism.	12
III	**Behaviourism**: Watson's behaviourism - Characteristics and evaluation. **Gestalt psychology**: Gestalt psychology as a school, Elements of Gestalt theory- Perception, learning and thinking.	11
IV	**Psychoanalysis**: Freudian contribution- Theory of mind, Repression, Dream theory, Theory of Instinct.	11

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	Stages of Psychosexual development, Defense mechanism. Adler's individual psychology, Jung's collective unconscious. Levin's Field theory, Maslow's Hierarchy of Needs.	
	Total Lectures	45

Suggested Readings:

1. Singh, A.K. (1991) The Comprehensive History of Psychology, Motilal Banarasi Das, Delhi.
2. Wolman, B.B. (1979) Contemporary Theories and Systems in Psychology, Delhi, Freeman Book Co.
3. Marx, M.H. &Hillix, W.A.C. (1989) Systems and theories in Psychology, New York: McGraw-Hill.
4. Suggestive Digital Platforms Web Links -
   https://heecontent.upsdc.gov.in/Home.aspx
   https://www.apa.org/
   https://egyankosh.ac.in/

Suggested Continuous Evaluation Methods:
- Written Test (15 Marks)
- Assignment / Seminar (10 Marks)
- Attendance (5 Marks)

Suggested Equivalent Online Course:
- Coursera
- Swayam

Program / Class: **Diploma**	Year: **Second**	Semester: **Three**
Paper Code:	Paper Name: As per the University	
Course Outcomes:		
Course Type: **Multi-Disciplinary 3**	Nature of course: **Theory**	Credits: **3**
Maximum Marks: **100 (30 + 70)**	Minimum Passing Marks: **10 + 30**	
Total number of Lectures-Tutorial-Practical (in hours per week): **L-T-P: 3-0-0**		

Unit	**Topics**	**No. of Lectures**
	[as per list provided by the University or SWAYAM/ MOOC]	
	Total Lectures	45

Suggested Readings:

Suggested Continuous Evaluation Methods:
- Written Test (15 Marks)
- Assignment / Seminar (10 Marks)
- Attendance (5 Marks)

Suggested Equivalent Online Course:
- Coursera, Swayam

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Program / Class: **Diploma**	Year: **Second**	Semester: **Three**
Paper Code: **AEC-3**	Paper Name: **Disaster Risk Management**	

Course Objectives: It aims to:

1. To introduce students to the concept, types, and causes of disasters, including natural, human-made, and technological hazards, and their consequences on human life, society, and the environment.
2. To develop an understanding of disaster risk management frameworks, covering prevention, mitigation, preparedness, response, and recovery strategies.
3. To familiarize students with the assessment of vulnerability, risk, and resilience, enabling them to analyze potential threats and plan effective interventions.
4. To equip students with practical skills for disaster preparedness and response, including community-based disaster management, safety measures, and early warning systems.

Course Outcomes: Students will be able to:

1. Understand the concept, types, and causes of disasters, including natural, human-made, and technological hazards, and their impact on society and the environment.
2. Explain the principles and frameworks of disaster risk management, including prevention, mitigation, preparedness, response, and recovery.
3. Analyze vulnerability, risk, and resilience at individual, community, and institutional levels in disaster-prone contexts.
4. Apply basic disaster preparedness and response strategies, demonstrating awareness of safety measures, early warning systems, and community-based disaster management practices.

Course Type: **Ability Enhancement Course**	Nature of course: **Theory**	Credits: **2**
Maximum Marks: **100 (30 + 70)**	Minimum Passing Marks: **12 + 28**	
Total number of Lectures-Tutorial-Practical (in hours per week): **L-T-P: 2-0-0**		

Unit	**Topics**	**No. of Lectures**
	NOTE- AS PROPOSED BY THE UNIVERSITY	
	Total Lectures	30

Suggested Readings:

Suggested Continuous Evaluation Methods:

- Written Test (15 Marks)
- Assignment / Seminar (10 Marks)
- Attendance (5 Marks)

Suggested Equivalent Online Course:

- Coursera
- Swayam

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Program / Class: **Diploma**	Year: **Second**	Semester: **Three**
Paper Code: **SEC-3**	Paper Name:	
Course Outcomes:		
Course Type: **Skill Enhancement**	Nature of course: **Theory**	Credits: 3
Maximum Marks: **100 (30 + 70)**	Minimum Passing Marks: **10 + 30**	
Total number of Lectures-Tutorial-Practical (in hours per week): **L-T-P: 3-0-0**		

Unit	**Topics**	**No. of Lectures**
	[as per list provided by the University or SWAYAM/ MOOC]	
Suggested Readings:	**Total Lectures**	

Suggested Continuous Evaluation Methods:

- Written Test (15 Marks)
- Assignment / Seminar (10 Marks)
- Attendance (5 Marks)

Suggested Equivalent Online Course:

- Coursera
- Swayam

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Detail Syllabus

Program/Class: **Diploma**	Year: **Second**	Semester: **Four**
Paper Code: **MJC-5**	Paper Name: **Cognitive Psychology**	

Course Objectives: It aims to:

1. To introduce students to the theoretical foundations and scope of cognitive psychology, including philosophical, psychological, biological, computational, and evolutionary perspectives, as well as Indian viewpoints.
2. To develop an understanding of the methods and approaches used in cognitive psychology, enabling students to systematically study human attention, awareness, and consciousness.
3. To familiarize students with key cognitive processes, including perception, memory, and the perception-action interface, and to understand their role in human behavior.
4. To enable students to analyze, synthesize, and apply cognitive theories, models, and research findings to interpret human behavior and problem-solving in diverse contexts.

Course Outcomes: The students will be able to

1. Understand and appreciate the cognitive aspect of human behavior
2. Explore and use the methods of cognitive psychology
3. Analyses and synthesize the impact of the cognitive viewpoint in Psychology

Course Type: **MAJOR**	Nature of course: **Theory**	Credits: **3**
MaximumMarks:**100(30+70)**	MinimumPassingMarks:**12+28**	

Total number of Lectures-Tutorial-Practical(in hours per week):**L-T-P:3-0-0**

Unit	Topics	No. of Lectures
I	Cognitive Psychology Philosophical, psychological, biological, computational, and evolutionary approaches to cognition, The methods of cognitive psychology The scope of cognitive psychology Indian view of cognitive psychology	12
II	Attention, awareness, and consciousness Attention as a bottleneck and filter in information processing, directing attention Dividing attention Determinants of attention.	12
III	Perception Approaches to study the perception of Form, Perception of Depth, Perception of Movement Perception-action interface Constancy	11
IV	Memory Stages: Encoding, Storage, Retrieval The modal model Working memory model Levels of Processing	10
	Total Lectures	45

SuggestedReadings:

1. Eysenck, M.W. & Keane, M.T. (2015). Cognitive Psychology: A Student's Handbook (7hEdition). Psychology Press.
2. Gazzaniga, M.S., Ivry, R.B., &Mangun, G.R. (2018). Cognitive Neuroscience: The biology of the mind. (5th Edition). W.W. Norton.
3. Goldstein, E. B. (2018). Cognitive Psychology: Connecting Mind, Research, and Everyday Experience (5th edition). Cengage.
4. Groome, D. &Eysenck, M. (2016): An Introduction to Applied Cognitive Psychology 2nd Edition. Psychology Press.
5. Sternberg, R.J., &Sternberg, K. (2016) Cognitive Psychology (7h Edition).Wadsworth Publishing.
6. Suggestive Digital Platforms Web Links
   https://egyankosh.ac.in
   https://swayam.gov.in

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https://www.apa.org
SuggestedContinuousEvaluationMethods: • WrittenTest(15Marks) • Assignment/Seminar(10Marks) • Attendance(5Marks)
Suggested Equivalent Online Course: • Coursera, Swayam

Program / Class: **Diploma**	Year: **Second**	Semester: **Four**
Paper Code:	Paper Name: **Practicum of Cognitive Psychology**	

Course Objectives: It aims to:

1. To equip students with practical skills in administering and scoring psychological tools, enabling the assessment of cognitive processes such as attention, perception, memory, and cognitive control.
2. To develop proficiency in designing and conducting experiments to study cognitive phenomena, including selective attention, visual perception, face recognition, and false memory.
3. To provide hands-on experience in interpreting experimental findings, fostering analytical and critical thinking about cognitive processes in individuals and groups.
4. To enable students to apply cognitive psychological principles in real-world and experimental settings, thereby integrating theoretical knowledge with empirical practice.

Course Outcomes: The student will be able to:

1. Administer and score psychological tools to assess attention, perception, memory, and cognitive control.
2. Design and conduct experiments to study cognitive processes such as attention and memory.
3. Interpret experimental findings and develop critical thinking about cognitive phenomena.
4. Apply cognitive psychology principles in real-world and experimental contexts.

Course Type: **PRACTICAL**	Nature of course: **PRACTICAL**	Credits: **2**
Maximum Marks: **100 (30+ 70)**	Minimum Passing Marks: **12 + 28**	
Total number of Lectures-Tutorial-Practical (in hours per week): **L-T-P: 0-0-4**		

Unit	Topics	No. of Lectures
I	Selective Attention using Cancellation Task	5 (10hrs)
II	Visual Perception using Geometrical Illusions	5 (10hrs)
III	Face Recognition Memory Assessment	5 (10hrs)
IV	The Stroop Effect on Selective Attention and Cognitive Control	5 (10hrs)
V	Experimental Study of False Memory using DRM Paradigm	5 (10hrs)
	Total Lectures	30 (60 Hrs)

Suggested Readings:

1. Eysenck, M. W., & Keane, M. T. – *Cognitive Psychology: A Student's Handbook*
2. Goldstein, E. B. – *Cognitive Psychology: Connecting Mind, Research, and Everyday*

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Experience
3. Anderson, J. R. – *Cognitive Psychology and Its Implications*
4. Sternberg, R. J., & Sternberg, K. – *Cognitive Psychology*
5. Matlin, M. W. – *Cognition*
6. Solso, R. L., MacLin, M. K., &MacLin, O. H. – *Cognitive Psychology*

Digital Learning Platforms
SWAYAM – swayam.gov.in
APA –https://nptel.ac.in

Suggested Continuous Evaluation Methods:
- Presentation of the practical file (25 Marks)
- Attendance (05 Marks)

Program / Class: **Diploma**	Year: **Second**	Semester: **Four**
Paper Code:	Paper Name: **Abnormal Psychology**	

Course Objectives: The student will aims to:
1. To introduce students to the concept, criteria, and classification of abnormal behavior, including an overview of ICD-11 and DSM-5 diagnostic categories.
2. To develop understanding of the clinical features, etiology, and treatment approaches for major psychological disorders such as anxiety, depressive, bipolar, somatic, dissociative, schizophrenia, and substance-related disorders.
3. To familiarize students with neurodevelopmental and learning disorders, including ADHD, autism spectrum disorder, intellectual disability, and learning disabilities, focusing on diagnosis and intervention strategies.
4. To enhance sensitivity towards individual diversity and ethical considerations in clinical assessment, enabling students to apply knowledge of diagnosis, classification, and treatment in real-world psychological contexts.

Course Outcomes: The student will be able to
1. Understand criteria of abnormality and one's own behavior and behavior of others.
2. By applying the knowledge of assessment, diagnosis, classification system and ICD and DSM categories, the learners' will develop the sensitivity towards individual diversity and various approaches to the diagnosis and treatment of psychological disorders.
3. Summarize clinical features of symptoms, etiology and valid and reliable treatment of Diagnostic categories of mental health disorders

Course Type: **MAJOR**	Nature of course: **Theory**	Credits: **5**
Maximum Marks: **100 (30 + 70)**	Minimum Passing Marks: **12 + 28**	

Total number of Lectures-Tutorial-Practical (in hours per week): **L-T-P: 5-0-0**

Unit	Topics	No. of Lectures
I	Abnormal Psychology: Concept and Criteria of Abnormality, Classification of Abnormality (ICD XI and DSM V): An Introduction	9
II	Anxiety Disorder: Clinical Picture and Etiology; Generalized Anxiety	10

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	Disorder (GAD), Phobia, Panic Disorder and Obsessive-Compulsive Disorder (OCD)	
III	Somatic and Dissociative Disorders: Somatic Symptoms and Related Disorders, Dissociative Disorders – Types, Clinical Picture and Etiology	10
IV	Depressive and Bipolar Disorder: Types, Clinical Picture and Etiology	9
V	Schizophrenia: Types, Clinical Picture and Etiology	9
VI	Learning Disabilities: Reading, Written Expression and Mathematics Disorder	9
VII	Substance Related Disorders: Substance Abuse and Dependence; Alcohol, Nicotine, Marijuana, Sedatives and Stimulants: Etiology	9
VIII	Clinical Picture and Etiology of Neuro developmental Disorders: Attention-Defect / Hyperactivity Disorder (ADHD), Autism, Spectrum Disorder, Intellectual Disability	10
	Total	75

Suggested Readings

1. American Psychiatric Association (2013). Diagnostic and statistical Manual of Mental Disorders, 5th Edition: DSM-5. American Psychiatric Association Publishing.
2. Barlow DH and Durand VM and Hofman SG (2018) Abnormal Psychology: An Integrative Approach (8th Edition). Cengage.
3. Hooley JM, Butcher JN Nock MK and Mineka SM (2017) Abnormal Psychology (17th Edition) Pearson.
4. Levy KN Kelly KM and Ray WJ (2018) Case Studies in Abnormal Psychology. Sage.
5. Nevid JS Rathus SA and Greene B (2017) Abnormal Psychology in a changing World (10th Edition) Pearson
6. Singh AK (2001) Asamanya Manovigyan. Motilal Banarasi Das
7. Suleman M (2001) Asamanya Manovigyan. Motilal Banarasi Das
8. World Health Organization (2019) International Classification of Diseases – 11th revision. World Health Organization
9. Suggestive Digital Platform Web Links-

https://heecontent.upsdc.gov.in/Home.aspx
https://www.apa.org/
https://www.nimh.nih.gov/

Suggested Continuous Evaluation Methods:

- Written Test (15 Marks)
- Assignment / Seminar (10 Marks)
- Attendance (5 Marks)

Suggested Equivalent Online Course:

- Coursera
- Swayam

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Program/Class: **Diploma**	Year: **Second**	Semester: **Four**
Paper Code: **MJC-6**	Paper Name: **Cyber Psychology**	

Course Objectives: It aims to:

1. To introduce students to the concept, scope, and theoretical frameworks of cyber psychology, including the psychological impact of digital technologies, social media, virtual reality, and gaming.
2. To develop an understanding of online behavior, digital identity, and social dynamics in virtual spaces, including self-presentation, avatars, anonymity, and social influence in digital interactions.
3. To familiarize students with the mental health implications of technology use, including internet addiction, gaming disorder, cyberbullying, and strategies for online interventions and therapy.
4. To explore cyber psychology in organizational and workplace contexts, covering technostress, digital well-being, human-computer interaction, and strategies to enhance employee productivity and mental health.
5. To examine emerging trends, ethical issues, and research in cyber psychology, including AI, augmented reality, digital ethics, and future applications in therapeutic and organizational settings.

Course Outcomes: The students will be able to

1. Understand the psychological effects of digital technologies on individuals and groups.
2. Explore the implications of online behavior for mental health and well-being.
3. Apply cyber psychology principles in therapeutic and organizational settings.
4. Develop strategies to address cyber-related challenges like addiction, cyber bullying, and digital workplace stress.

Course Type: **MAJOR**	Nature of course: **Theory**	Credits: **5**
MaximumMarks:**100 (30+70)**	Minimum Passing Marks:**12+28**	
Total number of Lectures-Tutorial-Practical(in hours per week):**L-T-P: 5-0-0**		

Unit	Topics	No. of Lectures
I	**Introduction to Cyber Psychology:** Definition, scope, and history of cyber psychology, Theoretical frameworks: Media psychology, human-computer interaction, psychological impact of digital technologies: social media, virtual reality, gaming, Case studies: Technology use in mental health and workplaces	15
II	**Online Behavior and Identity:** Online identity formation: Avatars, anonymity, and self-presentation, social influence in digital spaces: Conformity, group dynamics, Theories: Social identity model of individuation effects (SIDE), self-discrepancy theory, Impact of online interactions on self-esteem and mental health, Practical: Analyzing online personas in social media platforms	15
III	**Cyber Psychology and Mental Health:** Technology and mental health: Benefits (e.g., teletherapy) and risks (e.g., internet addiction), Psychological disorders linked to technology: Gaming disorder, social media addiction, Cyberbullying: Causes, effects, and interventions, Therapeutic approaches: Online counseling, digital interventions, Case studies: Managing technology-related mental health issues	15
IV	**Cyber Psychology in the Workplace:** Digital workplaces: Remote work, virtual teams, and productivity, psychological effects of technology on employee well-being: Technostress, burnout, Human-computer interaction: Usability, user experience (UX), and ergonomics, Strategies for fostering digital well-being in organizations, Practical: Designing a workplace digital wellness program	15

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V	**Emerging Trends and Ethical Issues:** Emerging technologies: Artificial intelligence, augmented reality, and mental health, Ethical considerations: Privacy, data security, and digital ethics, Future of cyber psychology: Virtual reality therapy, AI-based interventions, Legal and cultural perspectives on technology use, Research project: Exploring a cyber psychology topic (e.g., AI's impact on therapy)	15
	Total Lectures	75

Suggested Readings:

- Norman, K. L. (2017). *Cyberpsychology: An Introduction to Human-Computer Interaction*. Cambridge University Press.
- Whitty, M. T., & Young, G. (2017). *Cyberpsychology: The Study of Individuals, Society and Digital Technologies*. Wiley.
- Attrill, A. (Ed.). (2015). *Cyberpsychology*. Oxford University Press.
- Selected journal articles from *Cyberpsychology, Behavior, and Social Networking.*

Suggestive Digital Platforms Web Links
https://egyankosh.ac.in
https://swayam.gov.in
https://www.ntu.ac.uk/research/groups-and-centres/projects/cyberpsychology-research-group

Suggested Continuous Evaluation Methods:

- Written Test(15Marks)
- Assignment/Seminar(10Marks)
- Attendance(5Marks)

Suggested Equivalent Online Course:

- Coursera
- Swayam

Program/Class: **Diploma**	Year: **Second**	Semester: **Four**
Paper Code:	Paper Name: **Psychology of Relationship**	

Course Objectives: It aims to:

1. To introduce students to the meaning, types, and components of personal, social, and professional relationships, including the development of relationship satisfaction and online relationships.
2. To develop an understanding of the dynamics of establishing, maintaining, and nurturing relationships, including interpersonal attraction, love, marriage, and professional interactions.
3. To familiarize students with strategies for managing conflicts, miscommunication, and relationship challenges, including conflict resolution, emotional regulation, and the Gottman model of marital conflict management.
4. To enable students to apply knowledge of relationship psychology in personal and professional life, promoting happiness, well-being, positive communication, mindfulness, and coping with relationship loss.

Course Outcomes: The students will be able to

1. Understand the meaning types and components of happy relationship.
2. Develop an in depth understanding of the dynamics of establishing, and maintaining relationships.
3. Learn some techniques of handling conflicts and miscommunication in relationships.
4 Use this information in his/her personal life for happiness and wellbeing.

Course Type: **Minor**	Nature of course: **Theory**	Credits:**3**

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MaximumMarks:**100(30+70)**	MinimumPassingMarks:**12+28**	
Total number of Lectures-Tutorial-Practical (in hours per week): **L-T-P: 3-0-0**		
Unit	**Topics**	**No. of Lectures**
I	**Meaning and types of relationships** Components of personal and social relations Understanding online relationships and its effects Development of relationship satisfaction	10
II	**Interpersonal Attraction and Love Relationship** Meaning, types, theories and measurement of love relationship Hate., Envy and Self harm at failure in relationships Maintaining relationship and personal growth Handling breakup and self-management	10
III	**Understanding relationship of marriage**, Characteristics of an ideal partner, factors affecting marital happiness, Handling challenges of marital life, Miscommunication and conflict, violence and abuse among couples, broken relationships Gottman model of conflict management in marital relationships Managing single parenting and child development	11
IV	**Professional Relationship**: Relationships at work: Communication, team development, handling harassment Understanding others point of view and relationships Ethical values and relationship	12
V	**Fostering Positive Relationships**: Positive communication behaviours and relationships Role of respect, openness, healthy sharing and connectedness in relationships Impact of relationships on health and wellbeing Coping with relationship loss Emotional Regulation Mindfulness	12
	Total Lectures	45

Suggested Readings:

1. The Psychology of Interpersonal Relationships – Berscheid, E., & Regan, P. C. (2005)
2. Close Relationships: A Sourcebook – Hendrick, C., &Hendrick, S. S. (2000)
3. Understanding Relationships – Duck, S. (1991)
4. Adult Attachment – Feeney, J. A., & Noller, P. (1996)

Suggestive Digital Platforms Web Links

https://egyankosh.ac.in
https://www.apa.org/topics/relationships
https://www.verywellmind.com/relationship-psychology-4157210

Suggested Continuous Evaluation Methods:

- Written Test(15Marks)
- Assignment/Seminar(10Marks)
- Attendance(5Marks)

Suggested Equivalent Online Course:

- Coursera, Swayam

Program / Class: **Diploma**	Year: **Second**	Semester: **Four**
Paper Code:	Paper Name: **NCC/NSS/NGO,s/ Scout Guide / Sports**	

Course Objectives: It aims to:

1. To introduce students to the objectives, structure, and functioning of NCC, NSS, Scout Guide, NGOs, and sports programs, emphasizing their role in community service, nation-building, and personal development.
2. To develop leadership, teamwork, discipline, and organizational skills through active

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participation in drills, social service activities, and sports events.
3. To familiarize students with the planning, execution, and evaluation of community-based projects and sports programs, promoting civic responsibility and social engagement.
4. To enhance students' physical fitness, mental resilience, interpersonal skills, and ethical awareness, fostering holistic development and positive contribution to society.

Course Outcomes: Students will be able to:

1. Understand the objectives, values, and organizational structure of NCC, NSS, Scout Guide, NGOs, and sports programs, and their role in community service and personal development.
2. Develop leadership, teamwork, discipline, and social responsibility skills through active participation in organized activities, drills, and community engagement projects.
3. Apply practical skills in planning, organizing, and executing community service, social awareness, and sports-related activities, fostering a sense of civic duty and ethical responsibility.
4. Enhance physical fitness, mental resilience, and interpersonal skills, promoting holistic development, personal well-being, and positive social contribution.
5. Reflect on personal growth and social impact, developing an understanding of ethical values, empathy, and lifelong commitment to service and active citizenship.

Course Type: **Ability Enhancement**	Nature of course: **Theory**	Credits: **2**
Maximum Marks: **100 (30 + 70)**	Minimum Passing Marks: **10 + 30**	
Total number of Lectures-Tutorial-Practical (in hours per week): **L-T-P: 2-0-0**		
Unit	**Topics**	**No. of Lectures**
NOTE- AS PROPOSED BY THE UNIVERSITY		
Suggested Readings:	**Total Lectures**	**30**

Suggested Continuous Evaluation Methods:
- Written Test (15 Marks)
- Assignment / Seminar (10 Marks)
- Attendance (5 Marks)

Suggested Equivalent Online Course:
- Coursera
- Swayam

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Detail Syllabus

Program/Class: **Degree**	Year: **Third**	Semester: **Fifth**
Paper Code: MJC-8	Paper Name: **Organizational Psychology**	

Course Outcomes: The students will be aim to

1. To introduce students to the history, scope, and research methods of organizational psychology and its relationship with management practices.
2. To develop an understanding of work-related attitudes and motivation, including job satisfaction, organizational commitment, and motivational theories.
3. To familiarize learners with human resource policies and practices, such as recruitment, performance appraisal, and training and development.
4. To examine workplace diversity, conflict, and negotiation processes, and strategies for effective management in organizations.

Course Outcomes: The students will be able to

- Explain the foundations, scope, and research methods of organizational psychology and its application in management.
- Analyze work attitudes and motivational processes, including job satisfaction, commitment, empowerment, and major motivation theories.
- Describe and apply human resource policies and practices related to recruitment, performance appraisal, and employee development.
- Evaluate and apply concepts of diversity management, conflict resolution, and negotiation strategies in organizational settings.

Course Type: **MAJOR**	Nature of course: **Theory**	Credits: **3**
MaximumMarks:**100(30+70)**	MinimumPassingMarks:**12+28**	

Total number of Lectures-Tutorial-Practical(in hours per week):**L-T-P: 3-0-0**

Unit	Topics	No. of Lectures
I	**Introduction to Organizational Psychology** History Scope Methods of research Organizational Psychology and Management	7
II	**Attitudes toward work** • Job satisfaction Organizational Commitment Perceived organizational support Psychological Empowerment	7
III	**Work motivation** Need theories Goal setting Self-determination and self-efficacy Expectancy theory Equity theory	7
IV	**Human resource** policies and practices Performance Appraisal Recruitment Training and development	8
V	**Diversity and its management** Increasing workforce diversity Bases of diversity - age, gender, abilities, ethnicity, race, religion, caste Cross-cultural adjustments Implementing diversity management strategies	8
VI	**Conflict and Negotiation** • The conflict processes Negotiation process Negotiation strategies Factors affecting negotiation	8
	Total Lectures	45

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Suggested Readings: • Dessler,G. (2016). Human resource management (15th edition, Global Edition). USA: Pearson Luthans, F..Luthans, B.C., Luthans, K.W. (2015).Organizational Behavior: An Evidence-Based Approach, 13th Edition. USA: Information Age. • Robbins, S.P., & Judge T.A. (2018). Organizational Behavior, Student Value Edition (18th Edition). USA: Pearson. • Scandura, T.A. (2018). Essentials of Organizational Behavior: An evidence-based approach. USA: Sage • Suggestive Digital Platforms Web Links https://swayam.gov.in https://egyankosh.ac.in https://nptel.ac.in
Suggested Continuous Evaluation Methods: • Written Test(15Marks) • Assignment/Seminar(10Marks) • Attendance(5Marks)
Suggested Equivalent Online Course: • Coursera, Swayam

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Program / Class: **Degree**	Year: **Third**	Semester: **Fifth**
Paper Code:	Paper Name: **Practicum of Organizational Psychology**	

Course Outcomes: The students will be aim to

1. To familiarize students with the assessment of psychological empowerment and job satisfaction among employees in organizational settings.
2. To develop skills in data collection, analysis, interpretation, and reporting related to workplace psychological variables.
3. To promote understanding of positive organizational behavior through experiential activities and interventions.
4. To train students in designing and conducting workplace-based workshops focusing on mindfulness and positive communication.

Course Outcomes: The student will able to:

1. Assess and interpret levels of psychological empowerment among employees using appropriate research tools.
2. Measure and analyze job satisfaction and its implications for employee well-being and organizational effectiveness.
3. Design and implement positivity-enhancing activities in the workplace, including mindfulness practices and positive feedback exchange.
4. Apply principles of organizational psychology to improve employee morale, well-being, and a positive work environment.

Course Type: **Practical**	Nature of course: **Practical**	Credits: **2**
Maximum Marks: **100 (30 + 70)**	Minimum Passing Marks: **12 + 28**	

Total number of Lectures-Tutorial-Practical (in hours per week): **L-T-P: 0-0-4**

Unit	Topics	No. of Lectures
I	A Study of Psychological Empowerment in the Workplace	10 (20 hrs)
II	Job Satisfaction among Employees	10 (20 hrs)
III	Workshop on Mindfulness and Positive Feedback Exchange	10 (20 hrs)
	Total Lectures	30 (60 hrs)

Suggested Readings:

1. Singh AK (2019) Tests, Measurement and Research Methods in Behavioral Sciences. Bharti Bhavan
2. Suggestive Digital Platforms Web Links -
https://heecontent.upsdc.gov.in/Home.aspx
https://www.apa.org/

Suggested Continuous Evaluation Methods:

- Presentation of the practical file (20 Marks)
- Attendance (5 Marks)
- Viva Voice (5 Marks)

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Program / Class: **Degree**	Year: **Third**	Semester: **Fifth**
Paper Code:	Paper Name: **Positive Psychology**	

Course Objectives: The students will be aim to

1. To introduce students to the foundations, assumptions, goals, and perspectives of positive psychology, emphasizing human strengths and virtues from Western and Eastern viewpoints.
2. To develop an understanding of positive emotional states and processes, including subjective well-being, emotional intelligence, and resilience.
3. To examine positive cognitive processes such as self-efficacy, optimism, hope, flow, mindfulness, and the pursuit of meaning in life.
4. To explore pro-social behavior and applications of positive psychology in work, education, health, and ageing for enhancing well-being.

Course Outcomes: The student will be able to

1. Explain the core concepts, assumptions, and pillars of positive psychology, including Western and Eastern perspectives.
2. Describe and analyze positive emotional processes, such as well-being, positive emotions, emotional intelligence, and resilience.
3. Explain and apply positive cognitive constructs, including self-efficacy, optimism, hope, flow, mindfulness, and meaning in life.
4. Analyze pro-social behaviors such as empathy, altruism, forgiveness, gratitude, and love, and apply positive psychology principles to real-life contexts.

Course Type: **MAJOR**	Nature of course: **Theory**	Credits: 5
Maximum Marks: **100 (30 + 70)**	Minimum Passing Marks: **12 + 28**	

Total number of Lectures-Tutorial-Practical (in hours per week): **L-T-P: 5-0-0**

Unit	Topics	No. of Lectures
I	**Introduction to positive psychology:** a. Need for a science of human strengths and virtues, b. Deconstruction of illness ideology and inclusion of human strengths, c. Positive psychology: assumptions, goals and definitions; d. Three pillars of positive psychology, Perspectives on Positive Psychology: Western and Eastern,	18
II	**Positive emotional states and processes:** a. Subjective well-being b. Positive emotions c. Positive psychology of emotional intelligence d. Resilience in development	18
III	**Positive cognitive states and processes**: a. Self-efficacy b. Optimism, Wisdom and hope, Flow, Mindfulness c. The flow experience d. Pursuit of meaningfulness in life	18
IV	**Pro-social behavior and wellbeing:** a. Empathy and altruism b. Psychology of forgiveness c. Gratitude and science of positive psychology d. Love **Applications:** Work, education, ageing, health	19
	Total Lectures	75

Suggested Readings:

1. Snyder, C. R. & Lopez, S. J. (2002). Handbook of Positive Psychology. New York: Oxford University Press.

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2. Snyder, C. R., Lopez, S. J.,& Pedrotti, J. T. (2011). Positive Psychology: The Scientific and Practical Explorations of Human Strengths. New Delhi: Sage South Asia Edition.
3. Seligman, M. E. P (1991). Learned Optimism. New York, NY: Knopf.
4. Seligman, M.E.P. & Csikszentmihalyi, M.(2000). Positive Psychology: An Introduction. American Psychologist, 55 (1), 5-14.
5. Seligman, M. E. P., Steen, T. A., Park, N.,& Peterson, C. (2005). Positive Psychology Progress: Empirical Validation of Interventions. American Psychologist, 60 (5), 410-421.

Suggestive Digital Platforms Web Links -

https://heecontent.upsdc.gov.in/Home.aspx
https://www.apa.org/
https://egyankosh.ac.in/

Suggested Continuous Evaluation Methods:

- Written Test (15 Marks)
- Assignment / Seminar (10 Marks)
- Attendance (5 Marks)

Suggested Equivalent Online Course:

- Coursera
- Swayam

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Program / Class: **Degree**	Year: **Third**	Semester: **Fifth**
Paper Code: MIC-5	Paper Name: **Life Span Development**	

Course Objectives: The students will be aim to

1. To introduce students to the concept, principles, and methods of studying human development across the lifespan.
2. To develop an understanding of biological, cognitive, emotional, social, and moral development from prenatal stages through childhood and adolescence.
3. To examine developmental tasks and challenges of adulthood, including early, middle, and late adulthood.
4. To sensitize learners to age-related changes, well-being, adjustment, and life-span perspectives in human development.

Course Outcomes: The student will able to

1. Explain the principles, methods, and theoretical foundations of human development from a lifespan perspective.
2. Describe developmental processes during prenatal, neonatal, infancy, childhood, and adolescence, including physical, cognitive, social, and moral changes.
3. Analyze developmental tasks and adjustments in early and middle adulthood, including career, relationships, and cognitive changes.
4. Evaluate developmental changes in late adulthood, focusing on aging, self-concept, psychological well-being, retirement, and leisure.

Course Type: **Minor**	Nature of course: **Theory**	Credits:3
Maximum Marks: **100 (30 + 70)**	Minimum Passing Marks: **12 + 28**	

Total number of Lectures-Tutorial-Practical (in hours per week): **L-T-P: 3-0-0**

Unit	Topics	No. of Lectures
I	**Human Development**: Introduction; Principles of Development; Methods of Studying Human Development	6
II	**Prenatal development**: stages and hazards; neonatal development: sensory and motor capacity	6
III	**Infancy**: physical, social and language development	6
IV	**Childhood development**: cognitive, emotional and moral development	6
V	**Adolescence:** physical changes (puberty and growth spurts); development of Identity, cognitive, social, emotional and moral development	6
VI	**Early adulthood:** sex - role adjustment, diversity of adult, lifestyle, career development	5
VII	**Middle adulthood:** changes in mental abilities, adapting to Physical changes in midlife, relationship at midlife, vocational life	5
VIII	**Late adulthood:** life expectancy, physical changes, change in self-concept and personality, psychological well-being, retirement and Leisure	5
	Total Lectures	45

Suggested Readings

1. Berk LE (2017) development through the lifespan (7th edition) Allyn and Bacon: Pearson
2. Feldman RS and Babu N (2011). Discovering the lifespan. New Delhi: Pearson

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3. Feldman RS (2017). Discovering the life span (4th edition) Pearson
4. Misra G (2011) handbook of psychology in India (Section IV), New Delhi: Oxford University Press
5. Slater A and Bremner JG (2017) An Introduction to Developmental Psychology (3rdEdition) (BPS Textbook in Psychology). Wiley
6. Srivastava AK (1997) child development: an Indian perspective New Delhi: NCERT
7. त्रिपाठी एल बी एवं पाण्डेय एस (2009) मानव विकास का मनोविज्ञान| नयी दिल्ली कांसेप्ट पब्लिशिंग कंपनी
8. Suggestive digital platform web links –
   https://heecontent.upsdc.gov.in/Home.aspx
   https://www.apa.org/
   https://egyankosh.ac.in/

Suggested Continuous Evaluation Methods:

- Written Test (15 Marks)
- Assignment / Seminar (10 Marks)
- Attendance (5 Marks)

Suggested Equivalent Online Course:

- Coursera
- Swayam

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Program / Class: **Digree**	Year: **Third**	Semester: **Fifth**
Paper Code: MIC-6	Paper Name: **Community Psychology**	

Course Objectives: The students will be aim to:

1. To introduce students to the concept, definition, types, and models of community psychology.
2. To develop an understanding of core values, individual and family wellness, sense of community, social justice, and empowerment.
3. To familiarize learners with health promotion, community organization, and intervention strategies for children, maternal health, the elderly, and persons with disabilities in the Indian context.
4. To examine community development, empowerment processes, and practical applications through case studies in India.

Course Outcomes: Students will be able to

1. Explain the foundations, types, and models of community psychology and its relevance to individual and societal well-being.
2. Analyze the role of core values, citizen participation, social justice, and empowerment in fostering community wellness.
3. Design and evaluate health promotion and community intervention programs addressing child, maternal, elderly, and differently-abled populations.
4. Apply principles of community development and empowerment using real-world case studies and contextual understanding in India.

Course Type: **MINOR**	Nature of course: **Theory**	Credits: **3**
Maximum Marks: **100 (30 + 70)**	Minimum Passing Marks: **12 + 28**	
Total number of Lectures-Tutorial-Practical (in hours per week): **L-T-P: 3-0-0**		

Unit	Topics	No. of Lectures
I	**Introduction** and Definition of community psychology, Types of communities, Models	10
II	**Core values**, Individual and family wellness, Sense of community, Respect for human diversity, social justice, empowerment and citizen participation, Collaboration and community strengths.	12
III	**Health promotion**, Process of community organization for health promotion, Importance, Community program for: child and maternal health, Physical challenged and old age in the Indian context	12
IV	**Interventions**, community development and empowerment, Case studies in Indian context	11
	Total Lectures	45

Suggested Readings:

1. J.F. McKenzie, R.R. Pinger and J.E. Kotecki (2005). An introduction to community health. United States: Jones and Bartlett Publishers.
2. G. Misra(Ed) (2010) Psychology in India. Indian Council of Social Science Research. Dorling Kindersley (India) Pvt Ltd. Pearson Education.
3. B.D. Poland, L.W. Green, & I, Rootman. (2000). Setting for Health Promotion: Linking Theory and Practice, Sage Publication, New Delhi
4. Suggestive Digital Platforms Web Links -

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https://heecontent.upsdc.gov.in/Home.aspx https://www.apa.org/ https://egyankosh.ac.in/
Suggested Continuous Evaluation Methods: • Written Test (15 Marks) • Assignment / Seminar (10 Marks) • Attendance (5 Marks)
Suggested Equivalent Online Course: • Coursera • Swayam

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Program / Class: **Degree**	Year: **Third**	Semester: **Fifth**
Paper Code:	Paper Name: **Internship -1**	

Course Objectives: The students will be aim to:

1. To provide students with field-based exposure to community settings for identifying problems, resources, services, skills, and good practices.
2. To develop skills in systematic observation, data collection, and critical analysis of community issues and services.
3. To train students in research proposal and internship proposal writing, including problem formulation, literature review, methodology, and data analysis planning.
4. To enhance students' understanding of ethical research practices, teamwork, and APA-style academic writing.

Course Outcome: After completing the Practicum, the student will

1. Identify and analyze community problems, strengths, services, and resources through structured field visits and group activities.
2. Demonstrate the ability to conceptualize a research problem and prepare a well-structured research proposal with objectives, hypotheses, methodology, and proposed analysis.
3. Prepare a clear and feasible internship proposal, specifying supervision, setting, and tasks, supported by relevant literature.
4. Apply APA guidelines, ethical standards, and independent academic writing skills while completing proposals and final submissions.

Course Type: **Research**	Nature of course: **Research**	Credits: **4**
Maximum Marks: **100 (30 + 70)**	Minimum Passing Marks: **12 + 28**	
Total number of Lectures-Tutorial-Practical (in hours per week): **L-T-P: 0-0-8**		

Unit	**Topics**	**No. of Lectures**
I	Visit to any community to the surrounding and identify problems, issues, good practices, skills, community services etc. For example - Health Services, Women Self Help Groups, NGOs, Banks, Organizations, Industries, Villages, Panchayat etc. (10 to 12 students' group can be formed)	30
II	Based on a field visit observation and experience, each student will write a research Proposal / Internship Proposal this semester. The research proposal is an important process in providing a clear statement of the problem, a review of literature, how the literature relates to the proposed study, formal research questions and hypothesis, a full methods section and the data analysis you intend to conduct. The internship proposal (along with a brief literature review) will clearly specify the person who will supervise the internship. It will further specify the place of internship and the tasks to be undertaken during the internship as approved by the internship supervisor. The student will work in groups in completing the project, but will write the proposal and final paper individually. Each student will be evaluated on diligence in writing the research proposal as per APA guidelines.	30

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	Total	60

Suggested Readings:

1. Singh AK (2019) Tests, Measurement and Research Methods in Behavioral Sciences. BhartiBhavan
2. Suggestive Digital Platforms Web Links -
   https://heecontent.upsdc.gov.in/Home.aspx
   https://www.apa.org/
   https://egyankosh.ac.in/

Suggested Continuous Evaluation Methods:

- Presentation of practical file (20 Marks)
- Attendance (5 Marks)
- Viva Voice (5 Marks)

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Detail Syllabus

Program/Class: **Degree**	Year: **Third**	Semester: **Sixth**
Paper Code: **MJC-10**	Paper Name: **Higher Cognitive Processes**	

Course Objectives: The Course aim to

1. To understand the neuroscience of cognition, including levels of analysis, neural representation, and network models.
2. To explain concept formation, categorization, and conceptual knowledge, and their representation in the brain.
3. To examine language and imagery processes, including comprehension, conversation, and the role of imagery in perception and memory.
4. To develop insight into problem solving, reasoning, decision making, and creative thinking from cognitive psychology perspectives.

Course Outcomes: The students will be able to

1. Explain cognitive processes using neuroscientific and neural network approaches.
2. Analyze concepts and categories using prototype, exemplar, and network models, and relate them to brain mechanisms.
3. Evaluate language comprehension and mental imagery, and apply imagery techniques to enhance memory.
4. Apply cognitive theories of problem solving, reasoning, decision making, and creativity to real-life situations.

Course Type: **MAJOR**	Nature of course: **Theory**	Credits: 3
MaximumMarks:**100(30+70)**	MinimumPassingMarks:**12+28**	

Total number of Lectures-Tutorial-Practical (in hours per week): **L-T-P: 3-0-0**

Unit	Topics	No.of Lectures
I	The neuroscience of cognition Levels of analysis Neural representation and cognition, Localized vs. Distributed representation, Neural networks	7
II	Conceptual knowledge, Concepts and categories: The Prototype and Exemplar approaches, Network models of categorization, Representation of concepts in the brain	7
III	Language Linguistic relativity and linguistic universalism, understanding words Understanding sentences, understanding texts and stories Having conversations	7
IV	Imagery: Imagery in the history of Psychology, Imagery and perception, Imagery and the brain, Using imagery to enhance memory	8
V	Problem Solving Gestalt approach, Information processing approach, Analogical Transfer, Experts vs. Novices	8
VI	Reasoning and Decision making, Inductive reasoning, Deductive reasoning, Decision making, Creative thinking	8
	Total Lectures	45

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Suggested Readings:

1. Eysenck, M.W. & Keane, M.T. (2015). Cognitive Psychology: A Student's Handbook (7th Edition). UK: Psychology Press. Gazzaniga, M.S., Ivry, R.B., &Mangun,
2. G.R. (2018). Cognitive Neuroscience: The biology of the mind. (Fifth Edition). New York: W.W. Norton.
3. Goldstein, E. B. (2018). Cognitive Psychology: Connecting Mind, Research, and Everyday Experience (5th edition). USA: Cengage.
4. Groome, D. &Eysenck, M. (2016): An Introduction to Applied Cognitive Psychology 2nd Edition. UK: Psychology Press. Sternberg, R.J., &

https://ocw.mit.edu/courses/brain-and-cognitive-sciences/
https://www.simplypsychology.org/cognitive.html
https://www.coursera.org/browse/health/cognitive-science

Suggested Continuous Evaluation Methods:

- Written Test(15Marks)
- Assignment/Seminar(10Marks)
- Attendance(5Marks)

Suggested Equivalent Online Course:

- Coursera
- Swayam

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Program / Class: **Degree**	Year: **Third**	Semester: **Fifth**
Paper Code:	Paper Name: **Practical of Higher Cognitive Processes**	

Course Objectives: The Course aim to:

1. To understand the process of concept formation through prototype and exemplar approaches.
2. To familiarize students with methods of assessing employee motivation using interview, observation, questionnaire, and checklist techniques.
3. To develop an understanding of divergent thinking and creativity through the Alternate Uses Task.

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

1 Explain and apply prototype and exemplar approaches to concept formation.
2 Conduct an employee motivation survey using interview, observation, questionnaire, and checklist methods.
3 Assess divergent thinking and creative potential using the Alternate Uses Task.

Course Type: **Practical**	Nature of course: **Practical**	Credits: **2**
Maximum Marks: **100 (30 + 70)**	Minimum Passing Marks: **12 + 28**	

Total number of Lectures-Tutorial-Practical (in hours per week): **L-T-P: 0-0-4**

Unit	**Topics**	**No. of Lectures**
I	Concept Formation using Prototype and Exemplar Approaches	10 (20 hrs)
II	Employee Motivation Survey (interview, observation, questionnaire, checklist)	10 (20 hrs)
III	Alternate Uses Task (Divergent Thinking)	10 (20 hrs)
	Total Lectures	30 (60 hrs)

Suggested Readings:

3. Singh AK (2019) Tests, Measurement and Research Methods in Behavioral Sciences. Bharti Bhavan
4. Suggestive Digital Platforms Web Links - https://heecontent.upsdc.gov.in/Home.aspx https://www.apa.org/

Suggested Continuous Evaluation Methods:

- Presentation of the practical file (20 Marks)
- Attendance (5 Marks)
- Viva Voice (5 Marks)

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Program/Class: **Degree**	Year: **Third**	Semester: **Sixth**
Paper Code:	Paper Name: **Health Psychology**	

Course Objectives: The Course aim to:

1. To introduce students to the nature, history, scope, issues, and controversies of Health Psychology, including biomedical and biopsychosocial models.
2. To develop an understanding of human body systems and psycho-biological factors influencing health and illness.
3. To explain the psychological causes, management, and prevention of health problems, including chronic and acute illnesses and addictions.
4. To promote knowledge of stress, coping, positive psychology, health promotion, and Indian philosophical practices for wellbeing.

Course Outcomes: The students will be able to

1. Explain the foundations of Health Psychology and compare biomedical and biopsychosocial approaches in understanding health and illness.
2. Describe the major body systems and analyze psycho-biological factors such as heredity, cognition, motivation, emotion, personality, and risky health behaviors.
3. Analyze and manage chronic and acute health problems and understand the psychological aspects of addictions.
4. Apply concepts of stress, coping strategies, health promotion, prevention levels, positive psychology, and Indian health practices to enhance health and wellbeing.

Course Type: **MAJOR**	Nature of course: **Theory**	Credits: **5**
MaximumMarks:**100(30+70)**	Minimum Passing Marks:**12+28**	
TotalnumberofLectures-Tutorial-Practical(inhoursperweek):**L-T-P:5-0-0**		

Unit	Topics	No. of Lectures
I	**Introduction to Health Psychology** Nature, History, and Scope of Health Psychology Bio-medical and Bio-psychosocial models Health psychology in relation to other disciplines Issues and controversies in Health Psychology	15
II	**Systems in the body** The Nervous System The Endocrine System The Digestive System The Respiratory System The Cardiovascular System The Immune System	12
III	**Psycho-biological causes of health and illness** • Heredity Psycho neuroimmunology Risky health behaviours Cognitions Motivation and emotions Personality	12
IV	**Understanding and managing health problems** Chronic illnesses - Diabetes, Hypertension Acute health problems - Heart attack, Stroke Addictions - Tobacco, alcohol, and other drugs	12
V	**Promoting healthy behaviours and wellbeing** Positive Psychology and Health Indian philosophy and practices in relation to health • Primary, secondary, and tertiary prevention	12
VI	**Stress and coping Nature of stress** Cognitive factors in stress, Models of stress: General Adaptation Syndrome, Transactional model • Coping resources and strategies: problem-focused coping; emotion-focused coping	12
	Total Lectures	75

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Suggested Readings:

1. Datteo, M.R & Leslie, R.M. (2017). Health psychology. India: Pearson Education.
2. Marks, D.F. Murray, M. and Estacio, E.V. (2018). Health Psychology: Understanding the Mind-Body Connection (5th Edition). USA: Sage
3. Ragin, D.F. (2017) Health Psychology: An Interdisciplinary Approach (3d Edition). USA: Routledge
4. Tavlor. S.E (2017). Health psychology. (10th ed.).New York, NY: McGraw-Hill Education.
5. Suggestive Digital Platforms Web Links –
   https://swayam.gov.in
   https://www.apa.org/topics/health
   https://www.edx.org
   https://www.who.int/health-topics/mental-health

Suggested Continuous Evaluation Methods:

- Written Test(15Marks)
- Assignment/Seminar(10Marks)
- Attendance(5Marks)

Suggested Equivalent Online Course:

- Coursera, Swayam

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Program/Class: **Degree**	Year: **Third**	Semester: **Sixth**
Paper Code:	Paper Name: **Neuropsychology**	

Course Objective: It aims to:

1. To provide foundational knowledge of brain structures, functions, development, and methods used in investigating the brain.
2. To explain the neuropsychological basis of sensory, perceptual, motor, and higher cognitive processes such as attention, memory, and executive functions.
3. To develop understanding of the neuropsychological foundations of language, emotion, and motivation.
4. To familiarize students with neuropsychological assessment techniques and practical applications of neuropsychology.

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

1. Describe the structures, functions, and development of the brain, and explain major methods used in neuropsychological investigation.
2. Explain the neuropsychological mechanisms underlying sensory, perceptual, motor, attentional, memory, and executive processes.
3. Analyze the neural bases of language, emotion, and motivation and their impact on behavior.
4. Apply neuropsychological assessment tools and principles in understanding clinical and applied neuropsychology contexts.

Course Type: Major	Nature of course: **Theory**	Credits: **4**
Maximum Marks: **100 (30 + 70)**	Minimum Passing Marks: **12 + 28**	

Total number of Lectures-Tutorial-Practical (in hours per week): **L-T-P: 4-0-0**

Unit	Topics	No. of Lectures
I	**Foundation of neuropsychology** : Structures and functions of brain, Development of brain, Methods of investigating the brain, Neuropsychology basis of sensory and perceptual processes and motor systems	15
II	**Concepts in neuropsychology**- Neuropsychological basis of attention, Neuropsychological basis of memory, Neuropsychological basis of executive functions	15
III	**Concepts in neuropsychology**- Neuropsychological basis of language, Neuropsychological basis of emotion, Neuropsychological basis of motivation	15
IV	**Neuropsychology in practice** Neuropsychological assessment, Applications of neuropsychology	15
	Total Lectures	60

Suggested Readings:

1. Anderson, V., Jacobs, R. & Anderson, P. (2008). Executive Functions and the Frontal Lobes: A Lifespan Perspective. New York, NY: Psychology Press.
2. Carlson, N. (1999). Physiology of behaviour. Boston: Allyn & Bacon.
3. Jurado, M. B. &Rosselli, M. (2007). The Elusive Nature of Executive Functions: A Review

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of our Current Understanding. Neuropsychological Review, 17, 213–233.
4. Kolb B., & Whishaw I.Q. (2007). Fundamentals of human neuropsychology (6th ed). NewYork, NY: Worth Publishers.
5. Walsh, K. (1994). Neuropsychology: A clinical approach. ND: Churchill Livingston
6. Zilmer, E. A. & Spears, M. V. (2001). Principals of neuropsychology. Canada: Wadsworth
7. Alvarez, J. A. & Emory, E. (2006). Executive Function and the Frontal Lobes: A Meta-Analytic Review. Neuropsychology Review, 6(1), 17-42.
8. Johnson, M. H. (1997). Developmental cognitive neuroscience. Blackwell Publishers.
9. Lezak, M. D. (1976). Neuropsychological assessment. New York, NY: OUP.
10. Pinel, J. P. J. (1997). Biopsychology. Bostan: Allyn & Bacon.
11. Suggestive Digital Platforms Web Links -
https://heecontent.upsdc.gov.in/Home.aspx
https://www.apa.org/
https://egyankosh.ac.in/

Suggested Continuous Evaluation Methods:
- Written Test (15 Marks)
- Assignment / Seminar (10 Marks)
- Attendance (5 Marks)

Suggested Equivalent Online Course:
- Coursera
- Swayam

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Program: Class: **Degree**	Year: **Third**	Semester: **Sixth**
Paper Code:	Paper Name: **GeroPsychology - Psychology of Aging**	

Course Objective: It aims to:

1. To introduce students to the concept, nature, scope, and historical perspectives of gerontology, including myths, facts, stereotypes, and global trends of ageing.
2. To develop an understanding of the biological, psychological, social, and developmental aspects of ageing, along with major theories of ageing from Western and Indian perspectives.
3. To examine individual, familial, and social issues in later life, including adjustment, relationships, and changing family patterns.
4. To familiarize students with the care, welfare, ethical, legal, and policy-related issues concerning the elderly.

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

1. Explain the fundamental concepts of gerontology, characteristics of old age, ageing myths and facts, and global ageing trends.
2. Analyze the multidimensional aspects of ageing and evaluate traditional, psychosocial, and Indian theories of ageing.
3. Assess individual and social challenges in old age, including adjustment issues, family dynamics, intergenerational relationships, and social support systems.
4. Apply knowledge of elder care, welfare policies, ethical principles, legal rights, and social services to promote the wellbeing and dignity of older adults.

Course Type: **MINOR**	Nature of course: **Theory**	Credits: 3
Maximum Marks: **100 (30 + 70)**	Minimum Passing Marks: **12 + 28**	
Total number of Lectures-Tutorial-Practical (in hours per week): **L-T-P: 3-0-0**		

Unit	Topics	No. of Lectures
I	**Introduction to Geropsychology:** Meaning and scope of Geropsychology; Demographics of ageing; Defining older adulthood; Historical development of geropsychology; Ageing in the lifespan perspective.	9
II	**Biological Bases of Ageing:** Theories of biological ageing; Neurological and sensory changes; Hormonal and immune changes; Age-related health conditions; Neurodegenerative disorders.	9
III	**Cognitive and Psychological Aspects:** Memory, attention, and intelligence in ageing; Cognitive decline and preservation; Personality development; Emotional regulation; Mental health issues in late adulthood.	9
IV	**Social and Cultural Dimensions:** Family roles and intergenerational relationships; Retirement and work adjustment; Social support and loneliness; Cultural perspectives on ageing; Gender and ageing.	9
V	**Ageing, Care, and End-of-Life Issues:** Attitudes towards death and dying; Palliative and hospice care; Bereavement and grief; Elder abuse and neglect; Policies and welfare programs for the elderly.	9

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Suggested Readings: **Total Lectures**	45
1. Kenneth F. Ferraro: Gerontology: perspectives and issues, Published by Springer Pub. Co., 1990 2. Coni, N., Davison, W. & Webster, S. (1984). Ageing: the facts.UK: Oxford Medical Publications Hamilton, I.S. (2006). The Psychology of Ageing: An Introduction, 4th. Edition. UK: Jessica Kingsley Publications. 3. Suggestive Digital Platforms Web Links - https://heecontent.upsdc.gov.in/Home.aspx https://www.apa.org/ https://egyankosh.ac.in/	
Suggested Continuous Evaluation Methods: • Written Test (15 Marks) • Assignment / Seminar (10 Marks) • Attendance (5 Marks)	
Suggested Equivalent Online Course: • Coursera • Swayam	

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Program / Class: **Degree**	Year: **Third**	Semester: **Sixth**
Paper Code:	Paper Name: **Trauma and Crisis Intervention**	

Course Objective: It aims to:

1. To introduce the fundamental concepts of trauma and crisis, including types of trauma and their psychological and physiological responses.
2. To develop an understanding of trauma-related disorders such as PTSD, acute stress disorder, complex and developmental trauma, and comorbid conditions.
3. To familiarize students with crisis intervention techniques and evidence-based therapeutic approaches used in trauma care.
4. To enhance awareness of special populations, cultural competence, ethical issues, and professional self-care in trauma intervention.

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

1. Explain the definitions, types, and responses to trauma and crisis, and describe major crisis intervention models.
2. Identify and analyze trauma-related disorders and their comorbidity with other mental health issues.
3. Apply crisis intervention techniques and trauma-focused therapeutic approaches in appropriate contexts.
4. Demonstrate ethical, culturally sensitive, and self-care–oriented practices while working with traumatized individuals and special populations.

Course Type: **MINOR**	Nature of course: **Theory**	Credits: **3**
Maximum Marks: **100 (30 + 70)**	Minimum Passing Marks: **12 + 28**	

Total number of Lectures-Tutorial-Practical (in hours per week): **L-T-P: 3-0-0**

Unit	Topics	No. of Lectures
I	**Introduction to Trauma and Crisis** Definitions and types of trauma (acute, chronic, complex), Crisis intervention models, Psychological and physiological responses to trauma.	9
II	**Trauma-Related Disorders:** Post-traumatic stress disorder (PTSD) and acute stress disorder, Complex trauma and developmental trauma, Co morbidity with other mental health issues.	9
III	**Crisis Intervention Techniques:** Psychological first aid, Critical incident stress management (CISM), De-escalation and safety planning.	9
IV	**Therapeutic Approaches:** Trauma-focused cognitive-behavioral therapy (TF-CBT), Eye movement desensitization and reprocessing (EMDR), Narrative exposure therapy	9
V	**Special Populations and Ethical Issues: Trauma** in children, veterans, and refugees, Cultural competence in trauma intervention, Ethical challenges and self-care for professionals.	9
	Total Lectures	45

Suggested Readings:

1. van der Kolk, B. (2014). *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*. Penguin Books.
2. Herman, J. L. (2015). *Trauma and Recovery: The Aftermath of Violence*. Basic Books.

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Detail Syllabus

Program / Class: **Honors Degree with Research**	Year: **Fourth**	Semester: Seventh
Paper Code:	Paper Name: **Qualitative Research Methods**	

Course Objectives: the course aims to:

1. To introduce students to the advanced concepts and foundations of qualitative research.
2. To develop understanding of various qualitative research designs used in social sciences and psychology.
3. To train students in systematic qualitative data collection methods such as interviews, observation, and documents.
4. To familiarize students with basic qualitative data analysis techniques and coding procedures.
5. To inculcate awareness of ethical issues, quality criteria, and reporting styles in qualitative research.

Course Outcomes: the student will be able to

1. Explain the philosophical foundations and scope of qualitative research.
2. Select and apply appropriate qualitative research designs for research problems.
3. Collect qualitative data using interviews, focus groups, observation, and documents.
4. Organize and analyze qualitative data using coding and thematic analysis.
5. Apply ethical principles and quality standards in qualitative research studies.

Course Type: **Major**	Nature of course: **Theory**	Credits: 4
Maximum Marks: **100 (30 + 70)**	Minimum Passing Marks: **12 + 28**	

Total number of Lectures-Tutorial-Practical (in hours per week): **L-T-P: 4-0-0**

Unit	Topics	No. of Lectures
I	Foundations of Qualitative Research: Meaning, definition, and characteristics of qualitative research, Qualitative vs. quantitative research: assumptions and differences, Philosophical foundations: ontology, epistemology, interpretivism, constructivism, Scope, relevance, and applications of qualitative research in social sciences, psychology, and management	15
II	Types of qualitative research designs: Case study, Ethnography, Phenomenology, Grounded theory, Narrative research, Steps involved in qualitative research design, Sampling in qualitative research: purposive, snowball, convenience, theoretical sampling, Sample size considerations and saturation	15
III	Qualitative data collection methods: Interviews (structured, semi-structured, unstructured), Focus group discussions, Participant and non-participant observation, Document and archival analysis, Online and digital ethnography, Qualitative tools and techniques: interview guides, observation schedules, field notes, Data management: transcription techniques, coding, memo writing	15
IV	Qualitative data analysis approaches: Thematic analysis, Content analysis, Narrative analysis, Framework analysis, Grounded theory coding, Validity and reliability in	15

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	qualitative research: credibility, transferability, dependability, confirmability. Ethical issues in qualitative research: informed consent, confidentiality, researcher reflexivity. Reporting qualitative research: narrative writing, use of quotations, case reports, Introduction to mixed methods research: meaning, advantages, and challenges	
		Total Lectures (6)

Suggested Readings:

1. Creswell, J. W., & Poth, C. N. *Qualitative Inquiry and Research Design*
2. Patton, M. Q. *Qualitative Research & Evaluation Methods*
3. Denzin, N. K., & Lincoln, Y. S. *The SAGE Handbook of Qualitative Research*
4. Silverman, D. *Interpreting Qualitative Data*

Suggestive Digital Platforms Web Links -

https://en.wikipedia.org/wiki/NVivo
https://en.wikipedia.org/wiki/ATLAS.ti
https://en.wikipedia.org/wiki/QDA_Miner
https://atlasti.com/guides/thematic-analysis/thematic-analysis-focus-groups

Suggested Continuous Evaluation Methods:

- Written Test (15 Marks)
- Assignment / Seminar (10 Marks)
- Attendance (5 Marks)

Suggested Equivalent Online Course:

- Coursera, Swayam

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Program / Class: **Honors Degree with Research**	Year: **Fourth**	Semester: Seventh
Paper Code:	Paper Name: Practicum of **Qualitative Research Methods**	

Course objective: the aim of the course is to

1. Enable students to understand the nature, purpose, and importance of qualitative research in social sciences and allied disciplines.
2. Develop the ability to identify and analyze real-life qualitative research studies and their applications.
3. Encourage students to generate meaningful and socially relevant research topics suitable for qualitative inquiry.
4. Equip learners with skills to design a basic qualitative research framework, including problem identification, objectives, and methodology.
5. Develop competence in preparing appropriate sampling plans and justifying participant selection based on research objectives and ethical considerations.

Course Outcomes: The student will be able to :

1. Identify and discuss real-life examples of qualitative studies, demonstrating understanding of qualitative methods such as interviews, observations, case studies, and narrative analysis.
2. Brainstorm and formulate researchable topics suitable for qualitative research in areas like psychology, education, health, sociology, and organizational studies.
3. Prepare a mini qualitative research design, including title, research problem, objectives, research questions, and methodology.
4. Develop a sampling plan, selecting appropriate qualitative sampling techniques (purposive, snowball, convenience, or theoretical sampling).
5. Justify participant selection, explaining relevance, inclusion criteria, sample size, and ethical considerations in qualitative research.

Course Type: PC Major	Nature of course: Practical	Credits:2
Maximum Marks: 100 (30 + 70)	Minimum Passing Marks: 12 + 28	
Total number of Lectures-Tutorial-Practical (in hours per week): L-T-P: 0-0-4		

Unit	Topics	No. of Lectures
I	Identify and discuss real-life examples of qualitative studies	8
II	Brainstorm topics suitable for qualitative research	8
III	Prepare a **mini research design** for a chosen topic	7
IV	Create a sampling plan and justify participant selection	7
	Total Lectures	30

Reference Books

1. Creswell, J.W. & Poth, C.N. *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (5th Edition) — Sage Publications
2. Denzin, N.K. & Lincoln, Y.S. (Eds.) *The Sage Handbook of Qualitative Research* — Sage Publications

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3. Strauss, A. & Corbin, J. *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory* — Sage Publications

4. Patton, M.Q. *Qualitative Research & Evaluation Methods* — Sage Publications

5. Taylor, S.J., Bogdan, R., & DeVault, M. *Introduction to Qualitative Research Methods: A Guidebook and Resource* — Wiley

PRACTICAL FILE / PORTFOLIO REQUIREMENT

- Practical records of at least 4–5 experiments related to research methods, measurement, and data analysis.
- Data summarization and graphical representation: tables, frequency distributions, and charts using SPSS/Excel/R.
- Descriptive and inferential statistical calculations: central tendency, variability, correlation, and significance testing.
- SPSS/JASP output sheets for all analyses performed.
- Organized practical file / portfolio including objectives, procedures, results, discussion, graphs, and references.

Suggested Continuous Evaluation Methods:

- PPT presentation of experiences of observed unit and research proposal (20 marks)
- Attendance (10 Marks)

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Program / Class: **Honors Degree with Research**	Year: **Fourth**	Semester: Seventh
Paper Code:	Paper Name: **Psychology for National Development**	

Course Objective: The course aims to:

1. To understand psychological perspectives on gender stereotypes, discrimination, and violence against women.
2. To develop awareness of diversity management and gender sensitization in social and workplace settings.
3. To examine the psychological impact of social disadvantage and deprivation on individuals and groups.
4. To analyze psychological causes of social conflict and challenges in social integration.
5. To understand the role of psychological factors in economic development and entrepreneurship.
6. To examine the psychological implications of Information Technology in education, work, and society.
7. To promote psychological understanding of sustainable development, environmental issues, and population control.

Course Outcomes: After completing this course student will be able to

1. Students will be able to explain gender-related psychological issues, stereotypes, and discrimination.
2. Students will be able to analyze psychological consequences of deprivation and disadvantage.
3. Students will be able to identify psychological factors underlying prejudice, conflict, and social exclusion.
4. Students will be able to apply psychological principles to promote social integration and equality.
5. Students will be able to evaluate the role of motivation and entrepreneurship in economic development.

Course Type: **Major**	Nature of course: **Theory**	Credits: 5
Maximum Marks: **100 (30 + 70)**	Minimum Passing Marks: **12 + 28**	
Total number of Lectures-Tutorial-Practical (in hours per week): **L-T-P: 5-0-0**		

Unit	Topics	No. of Lectures
I	Psychology of Gender Gender stereotypes and discrimination • Violence against women • Management of diversity in the workplace • Gender sensitization programs	12
II	Applying Psychology to disadvantaged groups • The concepts of disadvantage and deprivation • Consequences of relative and prolonged deprivation • Social, physical, cultural, and economic consequences of disadvantage and deprivation • Educating and motivating the disadvantaged towards development	12
III	Psychological problems of social integration • The concept of social integration • The problem of caste, class, religion, and language conflicts • Psychological factors in manifestation of prejudice and social conflicts • Strategies for handling discrimination • Measures to achieve social integration	12
IV	Psychology and economic development • Achievement motivation and economic development • Characteristics of entrepreneurial behavior • Motivating and training people for entrepreneurship and economic development • Government policies for promotion of entrepreneurship • Consumer awareness and rights	15

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V	Psychology and Information Technology • Psychological consequences of recent developments in Information Technology • Distance learning through IT • Entrepreneurship through e-commerce • Fostering values through IT and mass media	12
VI	Psychology for a sustainable future • Psychological consequences of population explosion and high population density • Motivating for small-family norm • Degradation of environment • Effects of noise, pollution, and crowding • Change towards sustainable living and policies	12
	Total Lectures	75

https://cathy-baldwin.com/gender-and-social-inclusion/
https://www.apa.org/about/policy/guidelines-low-income.pdf
https://bpspsychub.onlinelibrary.wiley.com/doi/10.1111/bjso.12822
https://iasaarthi.com/psychology-and-economic-development/
psychology/articles/10.3389/forgp.2024.1392998/full

Suggested Continuous Evaluation Methods:

- Written Test (15 Marks)
- Assignment / Seminar (10 Marks)
- Attendance (5 Marks)

Suggested Equivalent Online Course:

- Coursera
- Swayam

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Program / Class: **Honors Degree with Research**	Year: **Fourth**	Semester: Seventh
Paper Code:	**Paper Name: Human resource metrics and analytics**	

Course Objective: The course aims to:

1. To introduce students to the basic concepts and importance of HR Analytics.
2. To develop understanding of HR data sources, analytics processes, and business linkage.
3. To familiarize students with predictive analytics and workforce planning concepts.
4. To enable students to understand and interpret key HR metrics related to diversity, engagement, and career growth

Course Outcomes: the student will be able to

1. Explain the concept, scope, and applications of HR Analytics in organizations.
2. Identify HR problems and frame analytics-based HR questions.
3. Understand the process of HR data collection, cleaning, and analysis.
4. Interpret predictive analytics and workforce planning strategies.

Course Type: **Major**	Nature of course: **Theory**	Credits: 5
Maximum Marks: **100 (30 + 70)**	Minimum Passing Marks: **12 + 28**	

Total number of Lectures-Tutorial-Practical (in hours per week): **L-T-P: 5-0-0**

Unit	Topics	No. of Lectures
I	Introduction to HR Analytics: Meaning, definition, and scope of HR Analytics, Evolution and importance of HR Analytics in organizations, Roles and competencies of HR Analytics professionals, Typical HR problems solved through analytics, Value and benefits of HR Analytics for business decision-making, HR data sources: HRIS, payroll, performance, recruitment data, Common HR data issues and challenges.	20
II	HR Analytics Process and Business Linkage: Connecting HR Analytics with organizational goals and business outcomes, Framing HR analytics questions and problem identification, Building management support and interest in HR Analytics, Process of HR data acquisition, Data cleaning, validation, and data preparation, Supplementing internal HR data with external data, Understanding correlation and causation in HR decisions, Making HR data operational and meaningful.	20
III	**Predictive HR Analytics and Workforce Planning:** Concept and importance of predictive analytics in HR, When and where predictive analytics is used in organizations, HR analytics and organization as a system, Workforce planning and forecasting, Organization design and process-led design, Transition management and change analysis, Impact analysis and communication of HR insights, Introduction to real-time HR Analytics.	20
IV	**HR Metrics for Diversity, Engagement, and Career Progression:** Workforce diversity and development metrics, Churnover index and workforce diversity index, Gender mix and differently-abled employee index, Financial HR metrics: Revenue per employee, Operating cost per employee, Profit before tax (PBT) per employee, HR cost per employee, HR budget variance, Employee engagement metrics: Talent retention and retention index, Voluntary and involuntary turnover, Turnover by department, Engagement survey analysis, Career progression metrics: Promotion index, Career path index, Succession readiness index.	15

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Total Lectures	75

Suggested Readings:

1. Edwards, M. R., & Edwards, K. (2016). Predictive HR Analytics: Mastering the HR Metric. London: Kogan Page.
2. Lahey, D. (2014) Predicting Success: Evidence-Based Strategies to Hire the Right People and Build the Best Team. USA: Wiley
3. Pease, G., & Beresford, B (2014). Developing Human Capital: Using Analytics to Plan and Optimize Your Learning and Development Investments. USA: Wiley.
4. Phillips, J., & Phillips, P.P. (2014) Making Human Capital Analytics Work: Measuring the ROI of Human Capital Processes and Outcomes. USA: McGraw-Hill.
5. Sesil, J. C. (2014). Applying advanced analytics to HR management decisions: Methods for selection, developing incentives and improving collaboration. Upper Sad

Suggestive Digital Platforms Web Links -

https://www.aihr.com/hr-analytics/
https://www2.deloitte.com/global/en/pages/human-capital/articles/hc-talent-analytics.html
https://towardsdatascience.com/tagged/hr-analytics
https://hbr.org/topic/people-analytics
https://www.siop.org/Research-Publications/Items-of-Interest/People-Analytics

Suggested Continuous Evaluation Methods:

- Written Test (15 Marks)
- Assignment / Seminar (10 Marks)
- Attendance (5 Marks)

Suggested Equivalent Online Course:

- Coursera, Swayam

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Program / Class: **Honors Degree with Research**	Year: **Fourth**	Semester: Seventh
Paper Code:	**Paper Name:** SYNOPSIS PRESENTATION FOR DISSERTATION	

Course Objective: The course aims to:

1. Develop clarity in identifying research problems relevant to psychology.
2. Acquire skills in framing research objectives, hypotheses, and questions.
3. Gain competence in reviewing literature systematically.
4. Design an appropriate research methodology.
5. Present and defend a research proposal in an academic setting.

Course Outcomes: the student will be able to

1. Identify and analyze real-life community problems and institutional practices based on field observations.
2. Prepare a well-structured research or internship proposal with clear objectives, research questions, and hypotheses.
3. Design an appropriate methodology and data analysis plan aligned with the proposed study.
4. Demonstrate academic writing competence following APA guidelines, while maintaining originality and ethical standards.

Course Type: **Minor**	Nature of course: **Theory**	Credits: 4
Maximum Marks: **100 (30 + 70)**	Minimum Passing Marks: **12 + 28**	
Total number of Lectures-Tutorial-Practical (in hours per week): **L-T-P: 5-0-0**		

Unit	Topics	No. of Lectures
I	Introduction to Research Proposal: Meaning and purpose of a research synopsis, Characteristics of a good research problem, Identification and justification of the research topic, Statement of the problem, Significance and scope of the study	10 (20 hrs)
II	Review of Literature Concept and importance of literature review, Sources of literature (books, journals, databases, theses),Organizing and synthesizing literature, Identification of research gaps, Conceptual / theoretical framework (where applicable)	10 (20 hrs)
III	Objectives and Hypotheses Framing research objectives,Types of hypotheses,Research questions (qualitative / mixed methods) Operational definitions of variables	10 (20 hrs)
IV	Research Methodology Research design (qualitative, quantitative, mixed methods), Variables of the study, Sample: population, sampling technique, sample size, Tools and techniques of data collection, Reliability and validity of tools, Ethical considerations in research, Procedure of data collection	10 (20 hrs)
V	Data Analysis Plan and Organization Proposed statistical techniques / qualitative analysis methods, Software to be used (SPSS, R, NVivo, etc., if applicable), Expected outcomes of the study, Limitations and delimitations, Time frame (tentative schedule)	10 (20 hrs)
VI	Presentation and Referencing: Format of synopsis writing, Academic	10 (20 hrs)

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	writing style and plagiarism guidelines, APA referencing style (latest edition), Oral presentation and viva-voce of synopsis	

Suggested Readings

1. Singh AK (2019) Tests, Measurement and Research Methods in Behavioral Sciences. Bharti Bhavan
2. suggestive digital platforms weblink –
   https://heccontent.upsdc.gov.in/Home.aspx
   https://www.apa.org/
   https://egyankosh.ac.in/
   https://www.psytoolkit.org/
   https://psychopy.org/

This course can be opted by the students who took psychology as a subject

Suggested Continuous Evaluation Methods:

- PPT presentation of experiences of observed unit and research proposal (20 marks)
- Attendance (5 Marks)

Course prerequisites: only for psychology students

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Detail Syllabus

Program / Class: **Honors Degree with Research**	Year: **Fourth**	Semester: **Eighth**
Paper Code:	Paper Name: Introduction of Indian Psychology	
Course Outcomes: The student will be able to		
Course Type: Major	Nature of course: **Theory**	Credits: 4
Maximum Marks: **100 (30 + 70)**	Minimum Passing Marks: **12 + 28**	
Total number of Lectures-Tutorial-Practical (in hours per week): **L-T-P: 2-0-0**		

Unit	Topics	No. of Lectures
	[as per list provided by the University or SWAYAM/ MOOC]	

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Program / Class: **Honors Degree with Research**	Year: **Fourth**	Semester: **Eighth**
Paper Code:	Paper Name: **Internship-II**	

Course Objective: The primary objectives of this course are to enable students to:

1. Enable learners to critically reflect upon and review the scientific foundations of psychology, integrating theoretical knowledge, practical skills, and academic learning acquired during their study of psychology.
2. Develop students' ability to synthesize and apply psychological concepts, methods, and evidence to understand real-world human behavior and mental processes.
3. Prepare learners to examine the cultural, social, and ethical implications of psychological applications in community settings and everyday life.

Course Outcomes: Students will be able to

1. Critically reflect on and evaluate the scientific foundations of psychology, integrating theoretical knowledge, research skills, and practical learning gained during the psychology programme.
2. Synthesize and apply psychological concepts and methods to analyze real-life problems related to individual, community, and social behavior.
3. Assess the cultural, social, and ethical implications of psychological practices and interventions in everyday life and community contexts.

Course Type: **Minor**	Nature of course: **Theory**	Credits: **4**
Maximum Marks: **100 (30 + 70)**	Minimum Passing Marks: **12 + 28**	
Total number of Lectures-Tutorial-Practical (in hours per week): **L-T-P: 0-0-8**		

Unit	Topics	No. of Lectures
I	Based on the internship / research proposal in semester V, students selecting an internship will maintain a reflective diary of the same, whereas students selecting to do research will visit an identified unit, organization, community etc. to get an understanding of the same and do data collection either through questionnaire, or interview or with the help of audio visual medium based on the identified research problem / issues	30
II	Analyze the data and submit a detailed report and a presentation. Each student will write a final report individually and will be evaluated on diligence in writing the internship / research project as per APA guidelines	30

Suggested Readings

1. Singh AK (2019) Tests, Measurement and Research Methods in Behavioral Sciences. Bharti Bhavan
2. suggestive digital platforms weblink –

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https://heecontent.upsdc.gov.in/Home.aspx https://www.apa.org/ https://egyankosh.ac.in/ https://www.psytoolkit.org/ https://psychopy.org/
This course can be opted by the students psychology as subject
Suggested Continuous Evaluation Methods: • Making a short film or presentation of observed unit (20 Marks) • Attendance (5 Marks)
Course prerequisites: only for psychology students

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Program / Class: **Honors Degree with Research**	Year: **Fourth**	Semester: Eighth
Paper Code:	Paper Name: **Dissertation – I**	

Course Objective: The primary objectives of this course are to enable students to:

1. To expose students to real-world community settings in order to identify problems, issues, resources, and good practices.
2. To develop skills in systematic observation, fieldwork, and data collection through community visits.
3. To train students in research proposal and internship proposal writing, including problem identification, literature review, methodology, and data analysis planning.
4. To promote ethical research practices, teamwork, and academic writing in accordance with APA guidelines.

Course Outcomes: After completing the Practicum, the student will

1. Identify and analyze community problems, services, skills, and resources through structured field visits.
2. Demonstrate competence in designing a research or internship proposal, including research questions, hypotheses, methods, and proposed data analysis.
3. Integrate field observations with relevant literature to develop academically sound research proposals.
4. Prepare independent, APA-compliant research papers while effectively collaborating in group-based field projects.

Course Type: **RESEARCH**	Nature of course **Research**	Credits: 12
Maximum Marks: **100 (30 + 70)**	Minimum Passing Marks: **10 + 30**	

Unit	Topics	No. of Lectures
I	Visit to any community to the surrounding and identify problems, issues, good practices, skills, community services etc. For example - Health Services, Women Self-Help Groups, NGOs, Banks, Organizations, Industries, Villages, Panchayat / Hospitals etc. (10 to 12 student groups can be formed)	90
II	Based on a field visit observation and experience, each student will write a research Proposal / Internship Proposal in this semester. The research proposal is an important process in providing a clear statement of the problem, a review of literature, how the literature relates to the proposed study, formal research questions and hypothesis, a full methods section and the data analysis you intend to conduct. The Research proposal (along with a brief literature review) will specify the person who will supervise the internship. It will further specify the place of internship and the tasks to be undertaken during the internship as approved by the internship supervisor. The students will work in groups to complete the project but will write the	90

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	proposal and final paper individually. Each student will be evaluated on diligence in writing the research proposal as per APA guidelines.	
	Total Lectures	180

Suggested Readings

1. Singh AK (2019) Tests, Measurement and Research Methods in Behavioral Sciences. Bharti Bhavan
2. Suggestive digital platforms weblink –
   https://heecontent.upsdc.gov.in/Home.aspx
   https://www.apa.org/
   https://egyankosh.ac.in/
   https://www.psytoolkit.org/
   https://psychopy.org/

Suggested Continuous Evaluation Methods:

- PPT presentation of experiences of observed unit and research proposal (20 marks)
- Attendance (5 Marks)

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