PROGRAMME STRUCTURE

SHARDA SCHOOL OF HUMANITIES & SOCIAL SCIENCES

B.A. (Hons.)/B.A. (Hons. with Research) Psychology
Programme Code: SHS0126

Batch: 2025-2029

Structure of FY UG Programme

The Semester wise and Broad Course Category-wise distribution of credits of the Undergraduate Programme:

15.02.2025

Semester	Discipline Core Major (60/80 Credits)	Minor (24/32 Credits)	Inter/Multi - disciplinary courses (09 Credits)	Ability Enhancement courses (AEC) (08 Credits)	Skill Enhancement Courses (SEC) (09 Credits)	Common Value Added Courses (06-08 Credits)	Summer Internship (02-04 Credits)	Research Project (12 Credits)	tal Credits (120/160)	
I	Exploring the Basic of Psychology (3)+Lab Work I (1) & Understanding Cognitive Science (4)	Understanding Emotional Intelligence (3) [3]	Intro to Peace Psychology (2) [2]	ARP(2) [2]	AI I (3) [3]	VAC1 (2) [2]			40	First Minor Core is fixed course for each school. VAC Courses include -Environment -Indian Knowledge System -Mulya Pravah VAC/SEC/Multidis/AEC can be taken from NPTEL
II	Research Methodology & Behavioural Science (3)+Lab Work II (1) & Biological Basis of Behaviour (4) [8]	Psychology of Community & Social System (3) [3]		ARP(2) [2]	AI II (3) [3]	VAC2 (2) VAC3 (2) [4]				
	Students exit the programme after securing 40 credits will be awarded UG certificate in the relevant Discipline / Subject provided they secure 4 credits in work based vocational courses offered during summer term or internship / Apprenticeship in addition to 6 credit from skill - based courses earned during first and second									
III	Lifespan Developmental Psychology (4) + Lab Work III (1) & Statistic in Behavioural Science [10]	Understanding Cyber Psychology (3) [3]	Intro to Sports Psychology (2) [2]	Th-1(2) Indian Language [2]	AI III (3) [3]			RBL1 -1(0) [0]	80	**Consent to be taken from Students for Apprenticeship by floating Mandatory visit to Abhivyakti Wellness Clinic as Audit Course to be taken in any
IV	Personality Theories & I (2) Understanding Social Behaviour (3)+Psy Practicum II (2) & Perspective of Psychological Disorders (4) [14]	Psychology of Stress (3) [3]		Community Connect-(2)				RBL2 -1(1) [1]		
	Students exit the programme after securing 80 credits will be awarded UG Diploma in the relevant Discipline / Subject provided they secure additional 4 credits in skill based vocational courses offered during first year or second year summer term or Internship									
V	Organizational Behaviour & Psy (1) Intro to Clinical Psychology (4) +Psy Practicum IV (1) Applied Applied Positive Psychology (4) [20]							RBL3 -1(0) (Audit) [0]	120	3- Year UG Degree inclusive of Apprenticeship
VI		Perspectives in Gender Psychology (4) Psy of Environment (4) Workplace Behaviour & Psy (4) [12]	Consumer Behaviour & Psychology (3) [3]	ARP (2)/Foeign Language(2) [2]			Industry Connect-1(2)/ Summer Internship-1(2) [2]	RBL4 -1(1) [1]		
OR VI	****APPRENTICESHIP [20]**								20	
	Students who want to undertake 3-year UG programme will be awarded UG Degree in the relevant Discipline / Subject upon securing 120 credits									

VII	Understanding Psychopathology (4)+SPSS Lab (1) Foundation of Neuropsychology (4)+ Nvivo Lab (1) Intro to Psychodiagnostics (4)+Advanced Experiments in Psychology (1) Fundamental of Psychiatry (4)+ Psychology Case study (1) **[20]**	Indian Psychology (4)*							160	***ONLY for students going for Apprenticeship & requires Minor with Major Degree** 4- Year UG Degree (Honours) inclusive of optional Apprenticeship
VIII		Yoga & Psychology (4) Science of Happiness & Well- being (4) **[8]**	Academic Writing & Publication (3) +Research Design Lab (1) Forensic & Criminal Psychology or Organizational Change, Theories & Practice (3) +Quantitative Techniques Lab (1)					**[4]** Psychology Project (4)		
OR VIII	****APPRENTICESHIP [20]**								20	
	OR									
VII	Understanding Psychopathology (4)+ SPSS Lab (1) Foundation of Neuropsychology (4)+ Nvivo Lab (1) Intro to Psychodiagnostics (4)+ Advanced Experiments in Psychology (1)+ Psychology Case study (1)	Indian Psychology (4) **[4]**						Psychology Project -I & II (12) **03 Credits** evaluation will be done in VII Semester & **09 Credits** evaluation will be done in VIII Semester **[12]**	160	4- Year UG Degree (Honours with Research)
VIII	Behavioural Forensic Psychology (3)+ Criminal Case study (1) **[4]**	Yoga & Psychology (4) **[4]**								
	Students wil be awarded UG Degree (Honours) with Research in the relevant Discipline / Subject provided they secure min. 160 credits									

No. of Courses	No. of	Total Credits in Block

1.1 Vision, Mission, and Core Values of the University

Vision of the University

To serve the society by being a global University of higher learning in pursuit of academic excellence, innovation and nurturing entrepreneurship.

Mission of the University

1. **Transformative educational experience**
2. **Enrichment by educational initiatives that encourage global outlook**
3. **Develop research, support disruptive innovations and accelerate entrepreneurship**
4. **Seeking beyond boundaries**

Core Values

- **Integrity**
- **Leadership**
- **Diversity**
- **Community**

Vision of the School

To become one of the leading schools of humanities and social sciences by setting global standards of excellence in ingenious curriculum, teaching-learning methods, professional development, and cross-cultural understanding

Mission of the School

M1. To promote learning and employability skills among students.

M2. To develop interdisciplinary approach in Social Sciences, in line with the market requirements.

M3. To guide and facilitate students to succeed in their academic profession.

M4. To encourage research and promote knowledge creation.

1.3.1 Program Educational Objectives (PEO)

PEO1: To understand concepts and principles of different disciplines of humanities, social sciences and languages and their inter-relation.

PEO2: To demonstrate a detailed understanding of the selected core discipline of study.

PEO3: To apply an independent approach to address various issues related to the core area of specialization by using appropriate theories and methodologies.

PEO4: To work as an independent critically discerning and creative participant in the workplace,community and personal life.

1.3.2 Mapping of PEOs with Mission Statements:

PEO Statements	School Mission 1	School Mission 2	School Mission 3	School Mission 4
PEO1:	**3**	**2**	**2**	**2**
PEO2:	**3**	**1**	**3**	**2**
PEO3:	**3**	**1**	**2**	**3**
PEO4:	**2**	**3**	**3**	**1**

1.3.3 Program Outcomes of the BA Psychology:

PO1: **Theory and Content of Psychology:** Become familiar with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PO2: **Methods in Psychology**: Comprehend and apply basic research methods in psychology, including research design, data analysis, and interpretation.

PO3: **Applications of Psychology:** Recognize and apply psychological principles to personal, social, and organizational issues.

PO4: **Critical Thinking Skills:** Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

PO5: **Intellectual Skills:** Enable students to develop skills in the areas of communication, information gathering, problem solving, and quantitative and qualitative methods of inquiry, analysis, and interpretation.

PO6: **Values in Psychology**: Weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

PO7: **Cultural diversity skills:** Sensitivity towards diverse contexts, ethnic groups, minorities, marginalized groups and gender issues.

PO8: **Entrepreneurship Skills & Lifelong Learning:** Development of skills and attributes of empathy, team work, strategic thinking and planning, coordination, cooperation, conflict resolution, and congruence.

Program Specific Outcomes of the BA (Research) Psychology:

PSO1: To engage students in the comprehensive study of the discipline so that they can understand and interpret human thought, feeling and behavior under different circumstances.

PSO2: To equip them with analytical skills to apply knowledge of social, developmental, cognitive, workplace and organizational psychology in different situations.

PSO3: To promote innovative and integrative thinking and problem solving and enable them to interpret, design, and conduct basic psychological research.

1.3.4 Mapping of Program Outcome Vs Program Educational Objectives

	PEO1	PEO2	PEO3	PEO4
PO1	3	2	-	-
PO2	3	3	3	-
PO3	3	3	3	3
PO4	-	2	2	2
PO5	-	2	1	1
PO6	-	1	-	3
PO7	-	2	1	1
PO8	3	3	3	-
PSO1	3	-	-	-
PSO2	1	1	3	1
PSO3	-	3	1	1

Programme Outcomes VS Course Outcomes Mapping Table
1.3.5.1. Course wise Articulation Matrix

Semester: I												
Exploring the Basic of Psychology	POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	3	2	1	1	1	2	1	1	2	1	3
	CO2	3	2	1	1	1	1	2	1	1	1	1
	CO3	2	2	2	2	2	1	2	1	1	2	3
	CO4	2	2	2	2	2	1	2	1	1	2	3
	CO5	2	2	2	1	1	1	1	1	2	1	2
	CO6	2	3	2	2	2	2	1	1	2	2	1
Lab Work I	POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	2	2	1	1	2	1	1	1	2	2	3
	CO2	1	2	1	1	1	2	1	1	1	2	2
	CO3	2	2	1	2	2	1	1	1	2	2	2
	CO4	2	2	1	3	1	1	1	1	2	2	1
	CO5	3	1	1	2	1	1	1	1	1	2	2
	CO6	2	2	2	2	2	2	1	1	3	2	1
Introduction to Peace Psychology	POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	2	1	1	1	1	2	1	1	2	1	3
	CO2	3	2	1	1	1	1	2	1	1	1	1
	CO3	2	1	2	2	2	1	2	1	1	2	3
	CO4	2	2	2	2	2	1	2	1	1	2	3
	CO5	2	2	2	1	1	1	1	1	2	1	2
	CO6	2	3	2	2	2	2	1	1	2	2	1
Understanding Emotional Intelligence	POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	2	1	1	1	1	2	1	1	2	1	3
	CO2	3	2	1	1	1	1	2	1	1	1	1
	CO3	2	1	2	2	2	1	2	1	1	2	3
	CO4	2	2	2	2	2	1	2	1	1	2	3
	CO5	2	2	2	1	1	1	1	1	2	1	2
	CO6	2	3	2	2	2	2	1	1	2	2	1

Understanding Cognitive Science	POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	2	1	1	1	1	2	1	1	2	1	3
	CO2	3	2	1	1	1	1	2	1	1	1	1
	CO3	2	1	2	2	2	1	2	1	1	2	3
	CO4	2	2	2	2	2	1	2	1	1	2	3
	CO5	2	2	2	1	1	1	1	1	2	1	2
	CO6	2	3	2	2	2	2	1	1	2	2	1
Semester: II												
Research Methodology & Behavioral Science	POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	2	2	1	3	2	1	1	1	2	2	3
	CO2	2	3	1	3	1	2	1	1	1	2	2
	CO3	2	2	1	3	2	1	1	1	3	3	2
	CO4	2	2	1	3	1	1	1	1	2	2	1
	CO5	3	3	1	3	1	1	1	1	1	2	2
	CO6	2	2	2	2	2	2	1	1	3	3	3
Lab work- II	POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	2	2	1	3	2	1	1	1	2	2	3
	CO2	2	3	1	3	1	2	1	1	1	2	2
	CO3	2	2	1	3	2	1	1	1	3	3	2
	CO4	2	2	1	3	1	1	1	1	2	2	1
	CO5	3	3	1	3	1	1	1	1	1	2	2
	CO6	2	2	2	2	2	2	1	1	3	3	3
Biological Bases of Behavior	POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	3	1	2	1	2	1	1	1	1	2	2
	CO2	2	2	2	1	2	2	1	1	1	1	1
	CO3	2	3	2	2	1	2	2	1	2	1	1
	CO4	3	2	2	1	1	1	1	1	2	1	1
	CO5	3	1	2	1	2	1	1	1	2	2	1
	CO6	2	2	1	2	1	1	1	1	2	2	1

Psychology of Community & Social System	POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	3	1	2	1	2	2	1	1	1	2	2
	CO2	2	2	2	1	2	2	1	1	1	1	1
	CO3	2	3	2	2	1	1	2	1	2	1	2
	CO4	2	2	2	1	1	1	1	1	2	2	1
	CO5	3	1	2	1	2	2	2	1	2	3	2
	CO6	2	2	1	2	1	1	1	1	2	2	1
Communicative English 2 ARP102	POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	3	1	2	1	2	1	1	1	3	1	1
	CO2	3	1	2	1	2	3	1	1	3	3	1
	CO3	3	2	3	2	2	2	1	1	3	3	1
	CO4	3	1	3	1	2	1	1	1	3	2	1
	CO5	3	1	2	1	1	1	1	1	2	1	1
	CO6	3	1	1	1	1	1	1	1	1	1	2
	POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	2	1	1	1	1	2	1	1	2	1	3
	CO2	3	2	1	1	1	1	2	1	1	1	1
	CO3	2	1	2	2	2	1	2	1	1	2	3
	CO4	2	2	2	2	2	1	2	1	1	2	3
	CO5	2	2	2	1	1	1	1	1	2	1	2
	CO6	2	3	2	2	2	2	1	1	2	2	1
Semester III												
Life Span Developmental Psychology	POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	2	3	3	2	1	2	2	1	3	2	3
	CO2	2	2	3	1	2	2	2	1	2	1	2
	CO3	2	2	3	1	1	1	1	1	2	2	1
	CO4	3	2	3	2	1	2	2	2	1	2	2
	CO5	2	2	3	1	2	2	2	1	2	1	2
	CO6	2	3	3	1	1	1	1	1	2	2	1

Lab Work- III SHP215	POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	2	2	1	2	2	1	1	1	2	2	3
	CO2	2	3	1	3	1	2	1	1	1	2	2
	CO3	2	2	1	2	2	1	1	1	1	1	2
	CO4	2	2	1	1	1	1	1	1	2	2	1
	CO5	1	3	1	1	1	1	1	1	1	2	2
	CO6	2	2	2	2	2	2	1	1	2	3	2
Statistic in Behavioral Science	POs / Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	3	2	2	3	1	1	1	1	3	2	1
	CO2	2	3	2	1	1	1	1	1	2	1	2
	CO3	2	2	1	1	2	1	1	1	3	2	2
	CO4	3	3	2	1	2	1	1	1	2	1	2
	CO5	2	2	1	1	2	1	1	1	2	1	2
	CO6	3	2	2	1	2	1	1	1	1	2	1
Understanding Cyber Psychology	POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	3	2	3	2	3	3	2	2	1	2	2
	CO2	2	2	2	1	2	2	1	1	1	1	1
	CO3	2	3	2	2	1	1	2	1	2	1	2
	CO4	2	2	2	1	1	1	1	1	2	2	1
	CO5	3	1	2	1	2	2	2	1	2	3	2
	CO6	2	2	1	2	1	1	1	1	2	2	1
Research Based Learning (RBL1) RBL001	POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	3	2	2	3	3	1	1	3	2	2	3
	CO2	3	2	2	3	3	1	1	3	2	2	3
	CO3	3	3	2	3	3	1	1	3	3	3	3
	CO4	3	3	2	3	3	1	1	3	3	3	3
	CO5	3	3	2	3	3	2	1	3	3	3	3
	CO6	3	3	2	3	3	2	2	3	3	3	3

Introduction to Sports Psychology	POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	3	2	2	3	3	1	1	3	2	2	3
	CO2	3	2	2	3	3	1	1	3	2	2	3
	CO3	3	3	2	3	3	1	1	3	3	3	3
	CO4	3	3	2	3	3	1	1	3	3	3	3
	CO5	3	3	2	3	3	2	1	3	3	3	3
	CO6	3	3	2	3	3	2	2	3	3	3	3
Indian Language	POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	3	2	2	3	3	1	1	3	2	2	3
	CO2	3	2	2	3	3	1	1	3	2	2	3
	CO3	3	3	2	3	3	1	1	3	3	3	3
	CO4	3	3	2	3	3	1	1	3	3	3	3
	CO5	3	3	2	3	3	2	1	3	3	3	3
	CO6	3	3	2	3	3	2	2	3	3	3	3
AI Applications AI301	POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	3	3	2	2	1	2	1	1	3	3	2
	CO2	2	2	3	2	2	2	2	1	2	2	2
	CO3	3	3	3	2	2	2	1	1	2	2	1
	CO4	3	2	3	2	1	1	2	1	1	2	2
	CO5	2	3	3	1	2	2	1	1	2	2	1
	CO6	3	2	2	2	1	1	2	1	1	2	2
Semester IV												
Perspective of Psychological Disorders	POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	3	3	2	2	1	2	1	1	3	3	2
	CO2	2	2	3	2	2	2	2	1	2	2	2
	CO3	3	3	3	2	2	2	1	1	2	2	1
	CO4	3	2	3	2	1	1	2	1	1	2	2
	CO5	2	3	3	1	2	2	1	1	2	2	1

	CO6	3	2	2	2	1	1	2	1	1	2	2
Psychology Practicum 1	POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	2	2	1	1	2	1	1	1	2	2	3
	CO2	2	3	1	1	1	2	1	1	1	2	2
	CO3	2	2	1	1	2	1	1	1	2	3	2
	CO4	2	2	1	2	1	1	1	1	2	2	1
	CO5	1	1	1	1	1	1	1	1	1	2	2
	CO6	2	2	2	2	2	2	1	1	3	2	2
Personality Theories & Application	POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	2	3	1	2	2	1	2	1	2	2	1
	CO2	2	2	2	3	1	2	1	1	2	2	2
	CO3	2	3	1	2	2	1	1	1	1	2	1
	CO4	1	2	1	2	2	2	1	1	2	2	2
	CO5	2	3	1	2	2	1	2	1	1	2	1
	CO6	1	2	1	2	2	2	1	1	2	2	2
Understanding Social Behaviour	POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	COs											
	CO1	2	3	3	2	2	1	1	1	2	2	2
	CO2	2	2	3	3	1	2	1	1	2	2	2
	CO3	2	3	3	2	2	1	1	1	2	1	2
	CO4	3	2	3	2	2	2	1	1	1	2	2
	CO5	3	2	3	2	3	3	1	1	2	3	3
	CO6	3	2	3	2	3	3	1	1	2	3	3
RBL-2 RBL002	POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	COs											
	CO1	2	3	2	2	2	2	2	1	3	2	2
	CO2	2	2	1	1	2	1	1	1	2	2	2
	CO3	2	3	2	2	2	2	2	1	1	2	2
	CO4	1	2	1	1	2	1	1	1	2	2	2
	CO5	2	3	2	2	2	2	1	1	1	2	2
	CO6	1	2	1	1	2	2	1	1	2	2	2

Managing Stress SHS222	Pos / Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	3	2	2	3	3	1	1	3	2	2	3
	CO2	3	2	2	3	3	1	1	3	2	2	3
	CO3	3	3	2	3	3	1	1	3	1	3	3
	CO4	3	3	2	3	3	1	1	3	1	3	3
	CO5	3	3	2	3	3	2	1	3	1	3	3
	CO6	3	3	2	3	3	2	2	3	1	3	3
Psychology Practicum 2	Pos / Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	2	3	3	1	1	1	1	1	1	2	1
	CO2	2	2	3	1	1	1	1	1	1	1	2
	CO3	2	3	3	1	1	1	1	1	1	1	1
	CO4	3	2	3	2	2	2	2	1	2	2	2
	CO5	2	1	3	1	1	1	1	1	1	1	1
	CO6	1	2	1	2	1	2	2	1	2	2	1

Semester V												
Organizational Behaviour & Psychology	POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	2	3	3	2	1	2	1	1	2	2	1
	CO2	2	2	2	1	2	1	2	2	2	2	2
	CO3	2	3	3	1	1	1	2	2	1	1	1
	CO4	3	2	2	2	2	2	1	3	2	2	2
	CO5	2	3	3	1	1	1	2	2	1	1	1
	CO6	3	2	2	2	2	2	1	1	2	2	2
Applied Positive Psychology	POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	2	3	2	2	1	2	3	1	2	2	1
	CO2	2	2	3	2	2	1	1	2	2	2	2
	CO3	2	3	2	2	2	1	1	2	1	1	1
	CO4	3	2	3	2	1	2	2	1	2	2	2
	CO5	2	2	2	1	2	1	1	1	1	1	1
	CO6	3	2	2	2	1	2	2	1	2	2	2
Introduction to Clinical Psychology	POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	2	3	3	2	2	1	1	1	2	2	2
	CO2	2	2	3	3	1	2	1	1	2	2	2
	CO3	2	3	3	2	2	1	1	1	2	1	2
	CO4	3	2	3	2	2	2	1	1	1	2	2
	CO5	2	1	1	1	1	1	1	1	2	1	1
	CO6	1	1	1	1	1	1	1	1	1	1	3
Applied Counselling Psychology	POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	COs											
	CO1	3	3	3	3	2	2	3	2	2	2	3
	CO2	3	2	3	3	3	2	2	2	2	2	2
	CO3	2	2	3	3	2	2	2	2	2	3	2
	CO4	2	2	3	3	2	2	2	2	2	2	2
	CO5	3	2	2	2	2	2	2	1	1	1	1
	CO6	2	2	2	2	2	2	1	1	1	1	1

Research Based Learning-3 RBL352	POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	1	2	1	1	2	1	1	1	2	2	3
	CO2	1	1	1	1	1	2	1	1	1	2	2
	CO3	1	2	1	1	2	1	1	1	1	1	2
	CO4	2	2	1	1	1	1	1	1	2	2	1
	CO5	1	1	1	1	1	1	1	1	1	2	2
	CO6	2	2	2	2	2	2	1	1	1	1	1
Semester: VI												
Perspectives in Gender Psychology	POs / Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	3	1	2	1	2	1	1	1	2	2	1
	CO2	2	2	2	1	2	2	1	1	1	1	2
	CO3	2	3	2	2	1	2	2	1	1	2	2
	CO4	2	2	2	1	1	1	2	1	2	1	2
	CO5	3	1	2	1	2	2	2	1	3	2	2
	CO6	2	2	1	2	1	1	2	1	2	1	2
	POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
Psychology Of Environment	Cos											
	CO1	3	1	2	1	2	1	1	1	2	2	1
	CO2	2	2	2	1	2	2	1	1	1	1	2
	CO3	2	3	2	2	1	2	2	1	1	2	2
	CO4	2	2	2	1	1	1	2	1	2	1	2
	CO5	3	1	2	1	2	2	2	1	3	2	2
	CO6	2	2	1	2	1	1	2	1	2	1	2

Workplace Behaviour & Psychology	POs / Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	3	1	2	1	2	1	1	1	2	2	1
	CO2	2	2	2	1	2	2	1	1	1	1	2
	CO3	2	3	2	2	1	2	2	1	1	2	2
	CO4	2	2	2	1	1	1	2	1	2	1	2
	CO5	3	1	2	1	2	2	2	1	3	2	2
	CO6	2	2	1	2	1	1	2	1	2	1	2

Research Based Learning-4 RBL362	POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	1	3	2	1	1	1	1	1	3	1	2
	CO2	3	2	2	2	1	1	1	1	2	1	1
	CO3	1	3	2	1	1	1	2	1	1	2	3
	CO4	1	3	2	1	1	1	1	1	1	1	1
	CO5	1	3	2	1	2	1	1	1	1	1	1
	CO6	1	2	3	1	2	1	1	2	1	2	1
Consumer Behaviour & Psychology	POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	3	2	2	2	1	2	2	2	2	2	1
	CO2	3	2	1	2	1	1	2	1	1	2	2
	CO3	2	1	2	2	1	1	1	2	1	1	2
	CO4	3	2	1	1	2	2	2	2	2	2	2
	CO5	2	1	2	2	1	1	1	2	1	1	2
	CO6	2	2	2	1	2	2	2	2	2	2	2
Industry Connect/Summer Internship	POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	2	3	3	2	2	1	1	1	2	2	2
	CO2	2	2	3	3	1	2	1	1	2	2	2
	CO3	2	3	3	2	2	1	1	1	2	1	2
	CO4	3	2	3	2	2	2	1	1	1	2	2
	CO5	3	2	3	2	3	3	3	1	2	3	3

Semester VII												
Understanding Psychopathology	POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	2	3	1	2	2	1	1	1	2	2	2
	CO2	2	2	2	3	1	2	1	1	2	2	2
	CO3	2	3	1	2	2	1	1	2	2	1	2
	CO4	1	2	1	2	2	2	2	1	1	2	2
	CO5	1	2	2	2	1	1	1	1	2	1	1
	CO6	2	3	1	2	2	1	1	1	2	2	2
Intro to Neuropsychology SHS418	POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	2	3	2	2	3	3	1	3	3	2	3
	CO2	2	2	1	1	2	2	2	2	2	2	2
	CO3	2	3	2	2	2	3	1	2	1	3	2
	CO4	1	2	1	1	1	2	2	2	2	2	2
	CO5	2	3	2	2	2	2	2	2	1	2	3
	CO6	1	2	1	1	3	1	2	2	2	2	2
Intro to Psychodiagnostics	POs / COs	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	2	3	3	2	2	2	2	3	2	3	2
	CO2	2	2	3	3	3	3	2	2	3	2	2
	CO3	2	3	3	2	2	3	2	3	2	3	2
	CO4	3	2	3	2	2	2	3	2	2	2	3
	CO5	1	2	3	3	3	3	1	3	3	3	1
	CO6	1	2	3	3	3	3	1	3	3	3	1

Forensic & Criminal Psychology	POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	2	3	3	2	2	2	2	3	2	3	2
	CO2	2	2	3	3	3	3	2	2	3	2	2
	CO3	2	3	3	2	2	3	2	3	2	3	2
	CO4	3	2	3	2	2	2	3	2	2	2	3
	CO5	1	2	3	3	3	3	1	3	3	3	1
	CO6	1	2	3	3	3	3	1	3	3	3	1
Indian Psychology	POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	2	3	3	2	2	2	2	3	2	3	2
	CO2	2	2	3	3	3	3	2	2	3	2	2
	CO3	2	3	3	2	2	3	2	3	2	3	2
	CO4	3	2	3	2	2	2	3	2	2	2	3
	CO5	1	2	3	3	3	3	1	3	3	3	1
	CO6	1	2	3	3	3	3	1	3	3	3	1
Media Psychology	POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	2	3	3	2	2	2	2	3	2	3	2
	CO2	2	2	3	3	3	3	2	2	3	2	2
	CO3	2	3	3	2	2	3	2	3	2	3	2
	CO4	3	2	3	2	2	2	3	2	2	2	3
	CO5	1	2	3	3	3	3	1	3	3	3	1
	CO6	1	2	3	3	3	3	1	3	3	3	1
Semester: VIII												
Yoga & Psychology	POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	3	1	2	2	2	2	1	1	3	3	2
	CO2	3	1	3	3	2	2	1	2	3	2	2
	CO3	2	1	3	3	2	2	1	1	2	3	3
	CO4	2	1	3	3	2	2	1	1	3	3	2
	CO5	2	1	3	3	2	2	1	2	3	2	3

	CO6	2	3	2	3	3	1	1	1	3	3	3
Science of Happiness	POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	3	2	3	3	2	2	3	3	3	3	2
	CO2	2	2	3	2	2	3	2	1	3	2	2
	CO3	3	1	2	3	3	2	1	3	2	3	3
	CO4	3	2	2	3	2	2	3	3	3	3	2
	CO5	2	2	3	1	2	3	2	1	3	2	3
	CO6	3	2	3	3	2	3	3	3	3	3	3
Academic Writing & Publication	POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	COs											
	CO1	2	2	2	3	1	2	2	2	2	1	1
	CO2	2	2	2	1	1	2	1	2	1	2	2
	CO3	2	2	1	2	2	2	2	2	1	2	1
	CO4	3	2	2	1	2	1	1	2	2	1	2
	CO5	3	2	2	2	1	2	2	2	1	2	2
	CO6	2	2	1	2	2	1	2	2	1	2	1
Fundamental of Psychiatry	POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	2	3	2	3	3	2	2	2	2	3	3
	CO2	3	3	3	3	2	2	2	2	2	3	2
	CO3	3	2	3	2	2	2	2	2	3	3	3
	CO4	2	3	3	2	2	2	2	2	2	3	3
	CO5	2	2	3	3	3	3	3	3	3	3	2
	CO6	2	2	2	2	2	2	3	3	2	3	2
Organizational Change, Theories & Practice	POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	COs											
	CO1	2	3	2	3	3	2	2	2	2	3	3
	CO2	3	3	3	3	2	2	2	2	2	3	2
	CO3	3	2	3	2	2	2	2	2	3	3	3
	CO4	2	3	3	2	2	2	2	2	2	3	3
	CO5	2	2	3	3	3	3	3	3	3	3	2
	CO6	2	2	2	2	2	2	3	3	2	3	2

Project- 2 SHP426	Pos Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
	CO1	2	3	2	3	3	2	2	2	2	3	3
	CO2	3	3	3	3	2	2	2	2	2	3	2
	CO3	3	2	3	2	2	2	2	2	3	3	3
	CO4	2	3	3	2	2	2	2	2	2	3	3
	CO5	2	2	3	3	3	3	3	3	3	3	2
	CO6	2	2	2	2	2	2	3	3	2	3	2

SHARDA SCHOOL OF HUMANITIES AND SOCIAL SCIENCES							
Programme Name: B.A. (Hons.)/B.A. (Hons. with Research) Psychology							
Batch: 2025- 29							
Semester I							
Sr. No.	**SU Course Code**	**Course Name**	**Teaching Load**			**Credits**	**SU Course Type**
			L	**T**	**P**		
Theory							
1	SYT1101	Exploring the Basic of Psychology	3	0	0	3	Core
2	SYT1102	Understanding Cognitive Psychology	4	0	0	4	Core
3	SYT1103	Introduction to Peace Psychology	2	0	0	2	Multidisciplinary
4	SYT1104	Understanding Emotional Intelligence	3	0	0	3	Minor Elective
5	ARP101	Communicative English- 1	0	1	2	2	AEC
6	EVT1103	Indian Knowledge System	2	0	0	2	VAC
Practical/Viva-Voce/Jury							
7	AI8601	Foundation of AI in Psychology	0	1	4	3	SEC
8	SYP1105	Practical Lab- I	0	0	2	1	Practical
Semester I Credits: 20							

SHARDA SCHOOL OF HUMANITIES AND SOCIAL SCIENCES							
Programme Name:B.A. (Hons.)/B.A. (Hons. with Research) Psychology							
Batch: 2025- 29							
Semester II							
Sr. No.	**SU Course Code**	**Course Name**	**Teaching Load**			**Credits**	**SU Course Type**
			L	**T**	**P**		
Theory							
1	SYT1109	Research Methodology & Behavioural Science	3	0	0	3	Core
2	SYT1110	Biological Bases of Behavior	3	1	0	4	Core
3	SYT1111	Psychology of Community & Social System	3	0	0	3	Minor Elective
4	ARP102	Communicative English-2	0	1	2	2	AEC
5	EVT1129	Environment Education	2	0	0	2	VAC
6	IKT1104	Mulya Pravah VAC III	2	0	0	2	VAC
Practical/Viva-Voce/Jury							
7	AI8602	AI Applications in Psychological Research	0	1	4	3	SEC
8	SYP1115	Practical Lab- II	0	0	2	1	Practical
Semester II Credits: 20							

SHARDA SCHOOL OF HUMANITIES AND SOCIAL SCIENCES							
Programme Name: B.A. (Hons.)/B.A. (Hons. with Research) Psychology							
Batch: 2025- 29							
Semester III							
Sr. No.	**SU Course Code**	**Course Name**	**Teaching Load**			**Credits**	**SU Course Type**
			L	**T**	**P**		
Theory							
1	SYT2201	Lifespan Developmental Psychology	3	1	0	4	Core
2	SYT2202	Statistic in Behavioral Science	4	1	0	5	Core
3	SYT2203	Understanding Cyber Psychology	3	0	0	3	Minor Elective
4	SYT2204	Introduction to Sports Psychology	2	0	0	2	Multidisciplinary
5	IKT2202	General Hindi	2	0	0	2	AEC
Practical/Viva-Voce/Jury							
6	SYP2205	Practical Lab- III	0	0	2	1	Practical
7	AI8603	AI in Mental Health and Wellbeing	0	1	4	3	SEC
8	SYR2221	Research Based Learning in Psychology 1	0	0	2	0	Research Project
Semester IV Credits: 20							

SHARDA SCHOOL OF HUMANITIES AND SOCIAL SCIENCES							
Programme Name: B.A. (Hons.)/B.A. (Hons. with Research) Psychology							
Batch: 2025- 29							
Semester IV							
Sr. No.	**SU Course Code**	**Course Name**	**Teaching Load**			**Credits**	**SU Course Type**
			L	**T**	**P**		
Theory							
1	SYT2209	Perspective of Psychological Disorders	3	1	0	4	Core
2	SYT2210	Personality Theories & Application	3	0	0	3	Core
3	SYT2211	Understanding Social Behaviour	3	0	0	3	Core
4	SYT2212	Psychology of Stress	3	0	0	3	Minor Elective
Practical/Viva-Voce/Jury							
5	SYP2215	Psychology Practicum-1	0	0	2	2	Practical
6	SYP2216	Psychology Practicum-2	0	0	2	2	Practical
6	CCU701	Community Connect	0	0	4	2	AEC
8	SYR2222	Research Based Learning in Psychology 2	0	0	2	1	Research Project
Semester IV Credits: 20							

SHARDA SCHOOL OF HUMANITIES AND SOCIAL SCIENCES							
Programme Name: B.A. (Hons.)/B.A. (Hons. with Research) Psychology							
Batch: 2025- 29							
Semester V							
Sr. No.	**SU Course Code**	**Course Name**	**Teaching Load**			**Credits**	**SU Course Type**
			L	**T**	**P**		
Theory							
1	SYT3301	Organizational Behaviour & Psychology	4	0	0	4	Core
2	SYT3302	Applied Positive Psychology	4	0	0	4	Core
3	SYT3303	Introduction to Clinical Psychology	4	0	0	4	Core
4	SYT3304	Applied Counselling Psychology	4	0	0	4	Core
Practical/Viva-Voce/Jury							
5	SYP3305	Psychology Practicum-3	0	0	4	2	Practical
6	SYP3306	Psychology Practicum-4	0	0	4	2	Practical
7	SYR3321	Research Based Learning in Psychology 3	0	0	2	0	Research Project
Semester V Credits: 20							

SHARDA SCHOOL OF HUMANITIES AND SOCIAL SCIENCES							
Programme Name: B.A. (Hons.)/B.A. (Hons. with Research) Psychology							
Batch: 2025- 29							
Semester VI or APPRENTICESHIP							
Sr. No.	**SU Course Code**	**Course Name**	**Teaching Load**			**Credits**	**SU Course Type**
			L	**T**	**P**		
Theory							
1	SYT3308	Perspectives in Gender Psychology	4	0	0	4	Minor Elective
2	SYT3309	Psychology of Environment Behavior	4	0	0	4	Minor Elective
3	SYT3310	Workplace Behavior and Psychology	4	0	0	4	Minor Elective
4	SYT3311	Consumer Behavior & Psychology	3	0	0	3	Multidisciplinary
5	ENT3311	Introduction to French	2	0	0	2	AEC
Practical/Viva-Voce/Jury							
6	SYR3322	Research Based Learning in Psychology 4	0	0	2	1	Research Project
7	SHP3302/SHP3301	Industry Connect/Summer Internship	0	0	1	2	Summer Internship
Semester VI Credits: 20/ APPRENTICESHIP: 20							

SHARDA SCHOOL OF HUMANITIES AND SOCIAL SCIENCES							
Programme Name: B.A. (Hons.)/B.A. (Hons. with Research) Psychology							
Batch: 2025- 29							
Semester VI (APPRENTICESHIP)							
Sr. No.	**SU Course Code**	**Course Name**	**Teaching Load**			**Credits**	**SU Course Type**
			L	**T**	**P**		
Practical/Viva-Voce/Jury							
1	SYP3333	**APPRENTICESHIP**	0	0	40	20	Project
Semester VI Credits: 20							

SHARDA SCHOOL OF HUMANITIES AND SOCIAL SCIENCES							
Programme Name:B.A. (Hons.) Psychology							
Batch: 2025- 29							
Semester VII							
Sr. No.	**SU Course Code**	**Course Name**	**Teaching Load**			**Credits**	**SU Course Type**
			L	**T**	**P**		
Theory							
1	SYT4401	Understanding Psychopathology	4	0	0	4	Core
2	SYT4402	Introduction to Psychodiagnostics	4	0	0	4	Core
3	SYT4432	Fundamental of Psychiatry	4	0	0	4	Core
4	SYT4404	Foundation of Neuropsychology	4	0	0	4	Core
5	SYT4405	Indian Psychology	4	0	0	4	Minor Elective (for Apprenticeship)
Practical/Viva-Voce/Jury							
6	SYP4406	SPSS Lab	0	0	4	2	Practical
7	SYP4407	Nvivo Lab	0	0	4	2	Practical
8	SYP4409	Advanced Experiments in Psychology	0	0	2	1	Practical
9	SYP4408	Psychology Case study	0	0	2	1	Practical
Semester VII Credits: 20							

SHARDA SCHOOL OF HUMANITIES AND SOCIAL SCIENCES							
Programme Name:B.A. (Hons.) Psychology							
Batch: 2025- 29							
Semester VIII or APPRENTICESHIP							
Sr. No.	**SU Course Code**	**Course Name**	**Teaching Load**			**Credits**	**SU Course Type**
			L	**T**	**P**		
Theory							
1	SYT4410	Yoga & Psychology	4	0	0	4	Minor Elective
2	SYT4430	Science of Happiness & Well being	2	2	0	4	Minor Elective
3	SYT4431	Academic Writing & Publication	3	0	0	3	Multidisciplinary
4	SYT4403	Forensic and Criminal Psychology	3	0	0	3	Multidisciplinary
	SYT4433	Organizational Change, Theories and Practice					
Practical/Viva-Voce/Jury							
5	SYP4415	Research Design Lab	0	0	2	1	Practical
6	SYP4416	Quantitative Techniques Lab	0	0	2	1	Practical
7	SYR4450	Psychology Project	0	0	8	4	Project
Semester VIII Credits: 20							

SHARDA SCHOOL OF HUMANITIES AND SOCIAL SCIENCES							
Programme Name: B.A. (Hons.)/B.A. (Hons. with Research) Psychology							
Batch: 2025- 29							
Semester VIII (APPRENTICESHIP)							
Sr. No.	**SU Course Code**	**Course Name**	**Teaching Load**			**Credits**	**SU Course Type**
			L	**T**	**P**		
Practical/Viva-Voce/Jury							
1	SYP4433	**APPRENTICESHIP**	0	0	40	20	Project
Semester VIII Credits: 20							

SHARDA SCHOOL OF HUMANITIES AND SOCIAL SCIENCES							
Programme Name: B.A. (Hons. with Research) Psychology							
Batch: 2025- 29							
Semester VII							
Sr. No.	**SU Course Code**	**Course Name**	**Teaching Load**			**Credits**	**SU Course Type**
			L	**T**	**P**		
Theory							
1	SYT4401	Understanding Psychopathology	4	0	0	4	Core
2	SYT4402	Introduction to Psychodiagnostics	4	0	0	4	Core
3	SYT4404	Foundation of Neuropsychology	4	0	0	4	Core
4	SYT4405	Indian Psychology	4	0	0	4	Minor Elective
Practical/Viva-Voce/Jury							
5	SYP4406	SPSS Lab	0	0	2	2	Practical
6	SYP4407	Nvivo Lab	0	0	2	2	Practical
7	SYP4409	Advanced Experiments in Psychology	0	0	2	1	Practical
8	SYP4408	Psychology Case study	0	0	2	1	Practical
7	SYR4451	Psychology Project I	0	0	6	3	Research Project
Semester VII Total -23							

SHARDA SCHOOL OF HUMANITIES AND SOCIAL SCIENCES							
Programme Name:B.A. (Hons.)/B.A. (Hons. with Research) Psychology							
Batch: 2025- 29							
Semester VIII							
Sr. No.	**SU Course Code**	**Course Name**	**Teaching Load**			**Credits**	**SU Course Type**
			L	**T**	**P**		
Theory							
1	SYT4409	Behavioral Forensics Psychology	3	0	0	3	Core
2	SYT4410	Yoga & Psychology	4	0	0	4	Minor Elective
Practical/Viva-Voce/Jury							
3	SYP4411	Criminal Case Study	0	0	2	1	Practical
4	SYR4452	Psychology Project II	0	0	18	9	Research Project
Semester VIII Credits -17							
Total Credits – 160							

BA (Hons)/ BA (Hons with Research) Psychology
SSHSS, Sharda University 2025-29

Course Category	Programme wise Credit Distribution					
	B. A. (Psychology)		B.A(Hons.) Psychology		B.A. (Hons. with Research)	
	No. of Courses	Total credits	No. of Courses	Total credits	No. of Courses	Total credits
Core Courses (CC)	13	49	17	65	17	64
Multidisciplinary Courses	3	7	5	13	3	7
Minor Electives	7	24	9+1	28+4	9	32
Dissertation/Capstone Project	0	0	1	4	2	12
Ability Enhancement Courses (AEC)	5	10	5	10	5	10
Skill Enhancement Courses (SEC)/ Vocational Courses	3	9	3	9	3	9
Practical/Tutorials/Studios	7	11	11	17	10	16
Internship	1	2	1	2	1	2
Field Projects/RBL	4	2	4	2	4	2
VAC	3	6	3	6	3	6
Total	**46**	**120**	**59**	**160**	**57**	**160**

Semester: I

School: SSHSS		**Batch : 2025-2029**	
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2025-2026**	
Branch: Psychology		**Semester: I**	
1	Course Code	SYT1101	
2	Course Title	Exploring the Basic of Psychology	
3	Credits	3	
4	Contact Hours (L-T-P)	3-0-0	
	Course Type	Core	
5	Course Objective	1. To introduce basic psychological processes that would help understandhuman behavior. 2. To make students understand the role of motivation and emotion in driving human behaviour. 3. To familiarize the students with concept of intelligence that help in analyzing human behaviour. 4. To introduce various approaches of motivation, emotion and intelligence that help in understanding human behaviour.	
6	Course Out-comes	The student will be able; CO1: to tell the origin and goals of psychology. CO2: to describe the fundamental concepts in psychology. CO3: to use the psychological concepts inday-to-day life. CO4: to compare various approaches that helps in analyzing human behaviour. CO5: to judge and analyse the basis for motivation, emotion and intelligence. CO6: to construct suitable methodology reported inscientific manner on the basic of psychological processes.	
7	Course De-scription	The course intends to impart knowledge of the basic concepts and modern trends in Psychology.	
8	Outline syllabus		CO Mapping
	Unit 1	**Introduction to Psychology: Nature and Its Scope**	
	A	Evolution of Psychology as a scientific discipline, Contemporary perceptive of Psychology; Subfields & Scope of Psychology	CO1, CO2
	B	Approaches: Psychodynamic, Behavioristic, Cognitive, Humanistic	CO1, CO2

	C	Indigenous Indian Psychology (with special reference to Shrimad Bhagwad Gita and Buddhism)			CO1, CO2
	Unit 2	**Sensation and Perception**			
	A	Basics of sensation- Sensory receptors (eye and ear), transduction, sensory thresholds, and sensory adaptation			CO1, CO2
	B	Nature of perceptual process- Figure and ground, Grouping (Gestalt laws)			CO1, CO2
	C	Perceptual constancies, and illusions, Perception of distance and depth			CO1, CO2
	Unit 3	**Learning, Memory & Forgetting**			
	A	Learning: Classical Conditioning, Operant Conditioning and Verbal Learning: Methods and Procedures.			CO2, CO3, CO4
	B	Memory: Stages of Memory: Encoding, Storage and Retrieval; Types of Memory: Sensory			CO2, CO3, CO4
	C	Forgetting: Interference and Cue-Dependent Forgetting.			CO2, CO3, CO4
	Unit 4	**Motivation & Emotion**			
	A	Motivation: Nature and Concept (Needs, Drives, Instincts)			CO2, CO3, CO4,
	B	Types of Motives: Biological and Social Motives; Pull and Push Mechanism; Intrinsic Motivation.			CO2, CO3, CO4, CO5
	C	Early theories of Emotion: James-Lange, Cannon-Bard and Schachter-Singer			CO2, CO3, CO4, CO5
	Unit 5	**Personality**			
	A	Personality: Definition and Determinants			CO4, CO5, CO6
	B	Approach of Personality (Basic Concepts): Trait approaches (Allport and Cattell)			CO4, CO5, CO6
	C	Psychodynamic (Freud)			CO4, CO5, CO6
	Mode of examination	Theory			
	Weightage Distribution	IA	EA		
		25%	75%		

	Text book/s*	Baron, R.A. (2001). Psychology. Pearson Education, In-dia. ISBN: 8177583859, 9788177583854
	Other Refer-ences	1. Morris, C. G., & Maisto, C. G. (2010). Under-standing psychology. New York: Pearson. 2. Ciccarelli, S. K., & White, J. N. (2012). Psycholo-gy. 3rd edition. New Jersey: Pearson education. 3. Passer, M.W., Smith, R.E., Holt, N. and Bremner, A.(2008). Psychology: The Science of Minand Be-haviour. McGraw-Hill Education. 4. UK.Coon, D., & Mitterer, J. O. (2010). Introduc-tion to psychology: Gateways to mind and beha-vior with concept maps and reviews (12th ed.). Florence, KY: Cengage. 5. Feldman, R. (2009). Essentials of understandingpsychology. New Delhi: Tata McGraw Hill. Gerrig, R. J., & Zimbardo, P. G. (2010). Psycholo-gy and life (19th ed.). New York: Pearson.

COs- POs Matrix

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	1	1	1	2	1	1	2	1	3
CO2	3	2	1	1	1	1	2	1	1	1	1
CO3	2	2	2	2	2	1	2	1	1	2	3
CO4	2	2	2	2	2	1	2	1	1	2	3
CO5	2	2	2	1	1	1	1	1	2	1	2
CO6	2	3	2	2	2	2	1	1	2	2	1

1. Low
2. Moderate
3. High

School: SSHSS		**Batch : 2025-2029**	
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2025-2026**	
Branch: Psychology		**Semester: I**	
1	Course Code	SYP1105	
2	Course Title	Practical Lab I	
3	Credits	1	
4	Contact Hours (L-T-P)	0-0-2	
	Course Type	Core (Lab)	
5	Course Objective	To introduce basic psychological processes that would help understand human behavior through scientific method.	
6	Course Out-comes	The student will be able: CO1: to recall various psychological experiments ensuring controlled conditions. CO2: to classify the fundamental concepts of psychology through lab work. CO3: to use the psychological concepts in day-to-day life. CO4: to compare various approaches of psychology that help in analysing human behaviour. CO5: to select the appropriate process of report writing and interpretations of it. CO6: to construct suitable methodology for scientific papers on the basic of available data.	
7	Course De-scription	The course intends to impart practical knowledge of the basic concepts and modern trends in Psychology.	
8	Outline syllabus		
	Unit 1	Any one experiment based on Attention Processes	CO1, CO2, CO3
	Unit 2	Any one experiment based on learning principles	CO1, CO2, CO3, CO4, CO5
	Unit 3	Any one experiment based on Memory	CO1, CO2, CO3, CO4, CO5, CO6
	Unit 4	Any one experiment based on Forgetting Processes	CO1, CO2, CO3, CO4, CO5, CO6
	Unit 5	Any one experiment on Motivation	CO1, CO2, CO3, CO4, CO5, CO6

	Mode of examination	Practical		
	Weightage Distribution	CA	Viva	External
		25%	25%	50%
	Text book/s*	Baron, R.A. (2001). Psychology. Pearson Education, India. ISBN: 8177583859, 9788177583854		
	Other References	Ciccarelli, S. K., & White, J. N. (2012). Psychology. 3rd edition. New Jersey: Pearson education.		

COs- POs Matrix

POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	1	1	2	1	1	1	2	2	3
CO2	1	2	1	1	1	2	1	1	1	2	2
CO3	2	2	1	2	2	1	1	1	2	2	2
CO4	2	2	1	3	1	1	1	1	2	2	1
CO5	3	1	1	2	1	1	1	1	1	2	2
CO6	2	2	2	2	2	2	1	1	3	2	1

1. **Low**
2. **Moderate**
3. **High**

School: SSHSS		Batch : 2025-2029	
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2025-2026**	
Branch: Psychology		**Semester: I**	
1	Course Code	SYT1102	
2	Course Title	Understanding Cognitive Science	
3	Credits	4	
4	Contact Hours (L-T-P)	4-0-0	
	Course Type	Core	
5	Course Objective	To introduce students to the application of cognitive methods, theories and model. Application of knowledge of Cognitive Psychology to real-world scenarios and everyday life. Create awareness of the latest research and findings of Cognitive Psychologists.	
6	Course Outcomes	The students will able to: - CO1: relate the historical background and application of cognitive methods, theories and models in dealing with everyday life problems CO2: outline the principles of cognitive psychology to issues related to face identification. CO3: apply principles of perception and attention in driving and failure of perception in everyday life. CO4: analyse the cognitive factors in memory and performance and use of technology to improve memory performance. CO5: evaluate research on autobiographic memory, flashbulb memories, and eyewitness testimony in the legal system CO6: to design cognitive psychology in improving sporting performance.	
7	Course Description	Cognitive psychology is the scientific study of mental processes such as attention, language use, memory, perception, problem solving, creativity, and reasoning.	
	Unit 1	Introduction to Cognitive Psychology	**CO Mapping**
	A	Nature and emergence of cognitive psychology	CO1
	B	• Nature and process of memory	CO1
	C	• information processing model	CO1
	Unit 2	Forgetting	
	A	• Introducation and Nature of forgetting	CO2
	B	• theories of forgetting	CO2

	C	• Decay and interference	CO2
	Unit 3	Problem solving and creative thinking	
	A	• Problem solving and decision making – Typology of problem	CO3, CO6
	B	• Problem solving strategies – Trial and error, algorithms, heuristics, insight, Barriers to problem solving	CO3, CO6
	C	• Creativity: Nature, stages in creative thinking, barriers to creative thinking	CO3, CO6
	Unit 4	Intelligence	
	A	• Intelligence: History and theories	CO4, CO6
	B	• .Gardner's theory	CO4, CO6
	C	• Sternberg's Triarchic theory of intelligence	CO4, CO6
	Unit 5	Learning	
	A	• Learning: Nature, classical and instrumental – Thorndike/Operant – Skinner conditioning	CO5, CO6
	B	Cognitive approaches in learning: Latent learning	CO5, CO6
	C	observational learning, Insight Learning	CO5, CO6
	Mode of examination	Theory/Jury/Practical/Viva	
	Weightage Distribution	IA: 25% / EA: 75%	
	Text book/s*	Morgan, C.T, King, R.A., Weiss, J.R.; and Schopler, J. (1993). Introduction to psychology, New York: Tata McGraw Hill	
		Ciccarelli, S.K.; & Meyer, G.E. (2007). Psychology (South Asian Edition). India: Pearson Education Inc. 3. Feldman, R.S. (2009). Essentials of Understanding Psychology. New Delhi: Tata McGraw Hill	

COs- POs Matrix

POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	1	2	1	2	1	1	1	2	2	1
CO2	2	2	2	1	2	2	1	1	1	1	2
CO3	2	3	2	2	1	2	2	1	1	2	2
CO4	2	2	2	1	1	1	2	1	2	1	2
CO5	3	1	2	1	2	2	2	1	3	2	2
CO6	2	2	1	2	1	1	2	1	2	1	2

1. Low
2. Moderate
3. High

School: SSHSS		Batch : 2025-2029	
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2025-2026**	
Branch: Psychology		**Semester: I**	
1	Course Code	SYT1104	
2	Course Title	**Understanding Emotional Intelligence**	
3	Credits	3	
4	Contact Hours (L-T-P)	3-0-0	
	Course Type	Minor Elective (ME)	
5	Course Objective	To understand the concept of emotional intelligence and learn ways of developing it.	
6	Course Outcomes	The student will be able; CO1- to understand, use, and manage your own emotions and those of others. CO2- to identify, interpret, regulate, control, evaluate, and communicate emotions effectively and constructively. CO3- to demonstrate and manage one's negative or disruptive emotions, and to adapt to changes in circumstance. CO4- to examine and differentiate how others are feeling and consider those feelings before responding in social situations. CO5- to evaluate and support the high productivity and staff retention. CO6- to develop and formulate the better perform and get better opportunities.	
7	Course Description	Emotional intelligence is the ability to identify and understand emotions in oneself and others, and to use this information to make decisions and communicate effectively. It is a set of skills that includes empathy, effective communication, and emotional regulation.	
	Unit 1	**Introduction**	CO Mapping
	A	Emotional Intelligence; Models of Emotional Intelligence	CO1

	B	EQ competencies: self-awareness, self-regulation, motivation, empathy, and interpersonal skills	CO1
	C	Importance of Emotional Intelligence	CO1
	Unit 2	**Knowing One's and Others' Emotions**	
	A	Levels of emotional awareness, Recognizing emotions in oneself	CO2,CO3
	B	The universality of emotional expression	CO2,CO3,CO6
	C	Perceiving emotions accurately in others	CO2,CO3,CO6
	Unit 3	**Managing Emotions**	
	A	The relationship between emotions, thought and behaviour	CO4,CO4
	B	Ttechniques to manage emotions	CO4,CO5
	C	Pessimism, Helplessness & Depression	CO3, CO4
	Unit 4	**Applications**	
	A	Workplace	CO2,CO3,CO6
	B	Relationships	CO2,CO3,CO6
	C	Mindfulness, Attention & Focus	
	Unit 5	**Conflict Managementt**	CO2,CO3,CO6
	A	Effective Leadership	CO3,CO4,CO5
	B	Consciousness & Happiness	CO5,CO6
	C	Well- being & Happiness at Work	CO5,CO6
	Mode of examination	Theory	
	Weightage Distribution	IA / EA	
		25 / 75	
	Readings Text book/s*	Bar-On, R., & Parker, J.D.A.(Eds.) (2000). The handbook of emotional intelligence. San Francisco, California: Jossey Bros. Goleman, D. (1995). Emotional Intelligence. New York: Bantam Book. Goleman, D. (1998). Working with Emotional Intelligence. New York: Bantam Books. Singh, D. (2003). Emotional intelligence at work (2 nd ed.) New Delhi: Response Books.	

COs- POs Matrix

POs Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	1	1	2	1	1	1	2	2	3
CO2	1	2	3	1	1	2	1	1	1	2	2
CO3	2	2	1	3	2	1	1	3	2	2	2
CO4	2	3	1	3	1	1	1	3	2	3	1
CO5	3	1	1	2	1	1	1	1	1	2	2
CO6	2	2	2	2	2	2	1	1	3	2	1

1. Low
2. Moderate
3. High

School: SSHSS		Batch : 2025-2029	
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2025-2026**	
Branch: Psychology		**Semester: I**	
1	Course Code	SYT1103	
2	Course Title	Introduction to Peace Psychology	
3	Credits	2	
4	Contact Hours (L-T-P)	2-0-0	
	Course Type	Multidisciplinary	
5	Course Objective	1. To understand the theoretical dimension of peace psychology 2. To highlight the meaning, need, aim, scope and relevance of peace psychology 3. To underline implication of peace psychology for state and society through use of conflict management and peace -building initiatives 4. To study the process of peace building and peace-making in multicultural societies and the pursuit of social justice	
6	Course Out-comes	The student will be able; CO1: to define the theoretical dimension of peace psychology. CO2: to explain the relevance of peace psychology. CO3: to implement the peace -building initiatives in day-to-day life. CO4: to compare various approaches to conflict management. CO5: to examine on the process of peace building and peace-making in multicultural societies. CO6: to construct suitable methodology reported in scientific papers on peace making for project.	
7	Course De-Scription	The course intends to impart knowledge of the basic concepts in Peace Psychology	
8	Outline syllabus		CO Mapping
	Unit 1	**Perspectives of peace psychology**	
	A	Peace psychology: nature, scope and relevance	CO1, CO2
	B	Psychological causes and effects of violence	CO1, CO3
	C	Psychological causes and effects of non-violence	CO1, CO2, CO3,
	Unit 2	**Understanding violence**	
	A	Genocide and mass killings: roots and preventions	CO1, CO2
	B	Psychological approaches to understanding terrorism	CO1, CO3

	C	Intimate violence, women and children as victims of structural violence	CO1, CO2, CO3, CO4
	Unit 3	**Intrapersonal and interpersonal perspectives of nonviolence**	
	A	Intrapersonal nonviolence from the individualistic & collectivistic perspective	CO2, CO3, CO5
	B	Personality and behavioural tendencies of peaceful persons	CO2, CO3, CO4, CO5
	Unit 4	**Understanding Violation & Peace building**	
	A	Human rights violations as structural violence.	CO2, CO4, CO5, CO6
	B	Assessing conflict	CO2, CO4, CO5, CO6
	C	Understanding and dealing with conflict escalation	
	Unit 5	**Peace building & peace –making interventions**	
	A	Role of Peace psychology	
	B	Specific conflict resolution approaches: negotiation, mediation	CO4, CO5
	C	Specific conflict resolution approaches: conciliation, arbitration and adjudication	CO4, CO5
	Mode of ex-Amination	Theory	
	Weightage Distribution	IA: 25% / EA: 75%	
	Text book/s*	1. MacNair, R. M. (2003). T*he psychology of peace: Anintroduction.* Westport, CT: Praeger. 2. Calloway-Thomas, C. (2010). *Empathy in Global World: An intercultural perspective.* Indiana: SAGE 3. Puniyani, R. (2009). *Dalit and social justice*. MythriBooks. Kerala. India	
	Other References	1. Christie, D. J., Wagner, R. V., & winter, D. D.(Eds.) (2001). Peace, Conflict, and Violence: Peace Psychology for the 21st Century. UpperSaddle River, NJ: Prentice-Hall.	

COs- POs Matrix

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	1	1	2	1	1	1	2	2	3
CO2	1	2	1	1	1	2	1	1	1	2	2
CO3	2	2	1	2	2	1	1	1	2	2	2
CO4	2	2	1	3	1	1	1	1	2	2	1
CO5	3	1	1	2	1	1	1	1	1	2	2
CO6	2	2	2	2	2	2	1	1	3	2	1

1. Low
2. Medium
3. High

School: SSHSS		**Batch : 2025-2029**	
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2025-2026**	
Branch: Psychology		**Semester: II**	
1	Course Code	**IKT1103**	
2	Course Title	**Indian Knowledge System**	
3	Credits	**2**	
4	Contact Hours	**2-0-0**	
	Course Type	**Value Added Course**	
5	Course Objectives	1. To introduce students to the fundamental principles and introductory aspects of Indian Knowledge Systems. 2. To enable students to interpret select texts from the Vedic corpus, encouraging them to develop their perspectives 3. To gain insights from Indian Knowledge Systems to engage in discussions relating to contemporary issues and problems in various fields 4. To foster an integrative understanding of knowledge by relating traditional Indian wisdom to modern challenges, promoting interdisciplinary approaches, and innovative solutions. 5. To guide students in evaluating the philosophical, cultural, and spiritual dimensions of ancient Indian texts, providing them with a deeper appreciation of the values and ideas that have shaped Indian thought. 6. To cultivate an appreciation for the ethical and moral dimensions embedded in Indian Knowledge Systems, encouraging students to reflect on the importance of these values in both historical and contemporary contexts.	
	Course Outcomes	Students will be able to: CO1: Identify the meaning, nature, and scope of IKS CO2: Interpret the Vedic corpus from their perspectives CO3: Apply knowledge gained from IKS and relate it to contemporary times CO4: Relate traditional wisdom to modern challenges, fostering an integrative understanding of knowledge. CO5: Evaluate the philosophical, cultural, and spiritual dimensions of Ancient Texts CO6: Develop an appreciation for the ethical and moral dimensions embedded in IKS.	
	Course Description	This course provides an in-depth exploration of the Indian Knowledge System (IKS), encompassing its meaning, nature, and scope. Students will engage with the Vedic corpus and other classical texts, interpreting them through their perspectives while developing critical thinking skills. The course emphasizes the application of traditional knowledge to contemporary times, encouraging students to relate ancient wisdom to modern challenges and fostering an integrative understanding of knowledge.	
	Unit 1	**Indian Knowledge System: An Introduction**	
	A	Indian Knowledge System: Meaning and Nature	CO1
	B	IKS: Varied Disciplines and Scope	CO1
	C	Historicity of IKS	CO1

	Unit 2	**Introduction to Ancient Indian Literature**	
	A	Introduction to 4 Vedas: Rigveda, Samaveda, Yajurveda, and Atharvaveda.	CO2
	B	Introduction to Itihasas: Mahabharata and Ramayana	CO2
	C	Introduction to Arthashastra	CO2
	Unit 3	**Introduction to Ancient Philosophical Concepts**	
	A	Introduction to the Schools of Indian Philosophy: Astika and Nastika	CO4
	B	Introduction to the Philosophical Concepts from the *Bhagavad Gita*: Jyana yoga (knowledge), karma yoga (action) and bhakti yoga (devotion)	CO4
	C	Relevance of Ancient Philosophical Concepts in Contemporary Times	CO3
	Unit 4	**Ayurveda and Food Nutrition**	
	A	Ayurvedic Principles of Food Habits	CO3, CO4
	B	Principles of Diet: Sattvik, Rajasic, and Tamasic	CO3
	C	Lifestyle Management with Dincharya and Ritucharya	CO3, CO4
	Unit 5	**Natya, Kavya, Scripts, Languages and Linguistics: An Introduction**	
	A	Introduction to Natya, Rasas, and Kavya	CO3, CO5
	B	Introduction to Languages and Scripts	CO3, CO5
	C	Introduction to Linguistics	CO5, CO6
	Mode of examination	Quiz, Assignment	
	Text book/s and other sources	• Kapil, Kapoor& A.K. Singh. (2005). Indian Knowledge System. Vol 1,2. DK Print World Ltd. • Kumar, M. J. (2024). Forging Connections: Integrating Indian Knowledge Systems in Higher Education. *IETE Technical Review*, *41*(3), 271–273. https://doi.org/10.1080/02564602.2024.2342625	

COs- POs Matrix

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	3	3	1	3	1	1	1	3	1
CO2	3	3	2	3	3	2	1	1	2	1	3
CO3	2	3	2	3	2	1	1	2	3	2	3
CO4	1	2	3	2	3	2	2	1	3	2	3
CO5	2	3	2	2	2	3	2	2	2	2	2
CO6	3	1	2	1	2	3	1	3	1	2	2

1. Low
2. Medium
3. High

Schools: SET | SOL | SMFE | SBS-BBA | SBSR | SOE | SAP		**Batch : 2024-2028**
		Current Academic Year: 2024-2025
		Semester: I
1	Course Code	**ARP101**
2	Course Title	Communicative English-1
3	Credits	2
4	Contact Hours (L-T-P)	0-1-2
5	Course Objective	To minimize the linguistic barriers that emerges in varied socio-linguistic environments through the use of English. Help students to understand different accents and standardise their existing English. Guide the students to hone the basic communication skills - listening, speaking, reading and writing while also uplifting their perception of themselves, giving them self-confidence and building positive attitude.
6	Course Outcomes	the students will be able to: CO1 to show a better understanding of advanced grammar rules and write grammatically correct sentences. CO2 to demonstrate wide vocabulary and punctuation rules and learn strategies for error-free communication. CO3 to apply texts, pictures and improve both reading and writing skills which would help them in their academic as well as professional career. CO4 to examine language and improve speaking skills in academic and social contexts. CO5 to explain and maximize new ideas with the concept of brainstorming and the documentation of key critical thoughts articulated towards preparing for a career based on their potentials and availability of opportunities. CO6 to modify effectively in multi-disciplinary teams through the knowledge of teamwork, Inter-personal relationships, conflict management and leadership quality
7	Course Description	The course is designed to equip students, who are at a very basic level of language comprehension, to communicate and work with ease in varied workplace environment. The course begins with basic grammar structure and

		pronunciation patterns, leading up to apprehension of oneself through written and verbal expression as a first step towards greater employability.	
8	Outline syllabus – ARP 101		
	Unit A	**Sentence Structure**	**CO Mapping**
	Topic 1	Subject Verb Agreement	CO1
	Topic 2	Parts of speech	
	Topic 3	Writing well-formed sentences	
	Unit B	**Vocabulary Building & Punctuation**	
	Topic 1	Homonyms/ homophones, Synonyms/Antonyms	CO1, CO2
	Topic 2	Punctuation/ Spellings (Prefixes-suffixes/Unjumbled Words)	CO1, CO2
	Topic 3	Conjunctions/Compound Sentences	CO1, CO2
	Unit C	**Writing Skills**	
	Topic 1	Picture Description – Student Group Activity	CO3
	Topic 2	Positive Thinking - Dead Poets Society-Full-length feature film - Paragraph Writing inculcating the positive attitude of a learner through the movie | SWOT Analysis – Know yourself.	CO3, CO2, CO3
	Topic 3	Story Completion Exercise –Building positive attitude - The Man from Earth (Watching a Full-Length Feature Film)	CO2, CO3
	Topic 4	Digital Literacy | Effective Use of social media	CO3
	Unit D	**Speaking Skill**	
	Topic 1	Self-introduction/Greeting/Meeting people – Self branding	CO4
	Topic 2	Describing people and situations - To Sir With Love (Watching a Full length Feature Film)	CO4
	Topic 3	Dialogues/conversations (Situation based Role Plays)	CO4
	Unit E	**Professional Skills | Career Skills**	
	Topic 1	Exploring Career Opportunities	CO4, CO5
	Topic 2	Brainstorming Techniques & Models	CO4, CO5
	Topic 3	Social and Cultural Etiquettes	CO4, CO5
	Topic 4	Internal Communication	CO4, CO5
	Unit F	**Leadership and Management Skills**	

	Topic 1	Managerial Skills	CO6
	Topic 2	Entrepreneurial Skills	CO6
9	Evaluations	*Class Assignments/Free Speech Exercises / JAM Group Presentations/Problem Solving Scenarios/GD/Simulations (60% CA and 40% ETE*	*N/A*
10	Texts & References | Library Links	• Blum, M. Rosen. *How to Build Better Vocabulary*. London: Bloomsbury Publication • Comfort, Jeremy (et.al). *Speaking Effectively*. Cambridge University Press	

COs- POs Matrix

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	1	3	2	1	1	1	2	2	3
CO2	2	3	1	3	1	2	1	1	1	2	2
CO3	2	2	1	3	2	1	1	1	3	3	2
CO4	2	2	1	3	1	1	1	1	2	2	1
CO5	3	3	1	3	1	1	1	1	1	2	2
CO6	2	2	2	2	2	2	1	1	3	3	3

1. **Low**
2. **Moderate**
3. **High**

School: SSHSS		**Batch : 2025-2029**
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2025-2026**
Branch: Psychology		**Semester: I**
1	Course Code	**AI8601**
2	Course Title	Foundation of AI in Psychology
3	Credits	**3**
4	Contact Hours	**0-1-4**
	Course Type	**Value Added Course**
5	Course Objectives	1. This course bridges psychology and artificial intelligence, providing students with a foundational understanding of how AI is both influenced by and contributes to psychological research and practice. 2. The curriculum integrates core psychological concepts with AI applications, focusing on both theoretical knowledge and real-world implications.
	Course Outcomes	Students will be able to: CO1**:** Understand the foundational knowledge of both psychology and AI principles. **CO2**: Equip students with foundational knowledge of cognitive psychology, emotional intelligence, and core machine learning techniques. **CO3**: Foster interdisciplinary skills to understand, analyze, and apply psychological concepts within AI contexts, including perception, decision-making, social psychology, and personality modeling. **CO4**: Enable students to explore and critically evaluate the applications of AI in psychological domains, such as mental health monitoring, behavior analysis, educational support, and virtual social agents. **CO5:** Cultivate awareness of ethical considerations in AI development and deployment, especially regarding psychological data use, privacy, and societal impact. **CO6**: Develop hands-on skills through project-based learning, allowing students to design, evaluate, and apply AI tools relevant to psychological practice, like chatbots, recommendation systems, or cognitive assessment tools.
	Course Description	This certificate course offers an in-depth exploration of the intersection between psychology and artificial intelligence, designed for undergraduate students with an interest in understanding how

		psychological principles are used to inform AI, as well as how AI can contribute to advancements in psychological research and practice. Covering foundational knowledge and practical applications, the course introduces students to critical aspects of psychology and AI, including cognitive modeling, machine learning, emotion recognition, personality analysis, and human-computer interaction. Emphasizing ethical considerations and real-world applications, students will gain insight into the impact of AI on mental health, education, and social behavior, while learning to develop and apply AI tools responsibly in psychological contexts. Through lectures, hands-on projects, and discussions, this course prepares students to think critically and innovatively at the psychology-AI intersection.	
	Unit 1	**Introduction to Psychology and AI**	
	A	- Key psychological concepts and their relevance to AI	CO1
	B	- Introduction to AI, machine learning, and deep learning in simple terms	CO1
	C	- Historical intersection of psychology and AI	CO1
	Unit 2	**Cognitive Psychology and AI**	
	A	- Understanding perception, memory, learning, and decision-making	CO2
	B	- How cognitive psychology informs AI algorithms and cognitive architectures	CO2
	C	Reinforcement Learning and Decision-Making	CO2
	Unit 3	**Human-Computer Interaction (HCI)**	
	A	- Principles of HCI and user-centered design	CO4
	B	- Role of psychology in designing effective AI interfaces	CO4
	C	AI in Perception and Vision	CO3
	Unit 4	**Machine Learning and Psychological Applications**	
	A	Types of machine learning	CO3, CO4
	B	ML Techniques in Psychological Research	CO3
	C	Natural Language Processing (NLP) and Sentiment Analysis	CO3, CO4
	Unit 5	**Ethical Foundations in AI and Psychology**	
	A	- Ethical considerations in AI applications	CO3, CO5
	B	- Bias, fairness, and accountability in AI systems	CO3, CO5
	C	- Psychological impacts of AI on society	CO5, CO6

	Mode of examination	Practical	
	Weightage Distribution	-Quizzes - Weekly quizzes after each unit -Assignments- Application-focused assignments (data analysis, case studies) -Final Project- Designing an AI-based tool with psychological relevance (e.g., a chatbot for mental health, a cognitive assessment tool)	
	Text book/s and other sources		

COs- POs Matrix

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	3	3	1	3	1	1	1	3	1
CO2	3	3	2	3	3	2	1	1	2	1	3
CO3	2	3	2	3	2	1	1	2	3	2	3
CO4	1	2	3	2	3	2	2	1	3	2	3
CO5	2	3	2	2	2	3	2	2	2	2	2
CO6	3	1	2	1	2	3	1	3	1	2	2

1. **Low**
2. **Moderate**
3. **High**

Semester II

School: SSHSS		**Batch : 2025-2029**	
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2025-2026**	
Branch: Psychology		**Semester: II**	
1	Course Code	SYT1109	
2	Course Title	**Research Methodology & Behavioral Science**	
3	Credits	3	
4	Contact Hours (L-T-P)	3-0-0	
	Course Type	Core	
5	Course Objective	1. To introduce the concepts necessary for an understanding of psychological testing. 2. To introduce the history of testing and discuss different categories oftests. 3. To determine if tests tend to provide reliable and valid scores. 4. To understand some professional, legal, and ethical issues in psychological testing.	
6	Course Out-comes	The student will be able; CO1: to define the psychological tests. CO2: to apprise reliability and validity of psychological tests. CO3: to apply appropriate psychological instrument required for assessment. CO4: to analyze ethical and legal issues involvedin the assessment process. CO5: to evaluate an awareness of application andimplication of various psychological tests. CO6: to create methodology including variables, hypotheses design reported in scientific papers for project.	
7	Course De-scription	This course focuses on the theory and principles of psychological measurement, test construction, use, evaluation, and implementation; problemsin assessment and prediction.	
8	Outline syllabus		CO Mapping
	Unit 1	**Basics of Research in Psychology**	
	A	What is Psychological Research? The Goals of Psychological Research; Principles of Good Research	CO1, CO2, CO3

	B	Research Traditions: Quantitative and Qualitative Orientations towards Research	CO3
	C	Ethics in Psychological Research	CO3, CO4
	Unit 2	**Variables & Sampling**	
	A	Variables; Definition, nature & types	CO3
	B	Population and sample: Basic assumptions	CO1, CO3
	C	Sampling Techniques	CO3
	Unit 3	**Reliability & Validity of Psychological Test**	
	A	Psychological Testing: Standardization; Reliability, Validity and Norms of a Psychological Test	CO2
	B	Validity: Face and Content validity; Criterion-related validity and Construct validity; Validity, bias, and fairness	CO2
	C	Norms of a Psychological Test	CO2
	Unit 4	**Methods of Data Collection & Research Process**	
	A	Different Methods of data collection	CO4, CO5
	B	Research statements & Hypothesis	CO4, CO5
	C	Relevance of Literature Review	CO4, CO5
	Unit 5	**Introduction to Statistics**	
	A	Psychological Research & Statistics; Descriptive and Inferential Statistics; Variables and Constants; Measurement Scales	CO6
	B	Frequency Distributions, Percentiles, and Percentile Ranks:	CO6
	C	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	CO6
	Mode of ex-Amination	Theory	
	Weightage Distribution	IA / EA 25% / 75%	
	Text book/s*	Anastasi, A. & Urbina, S. (1997). Psychological Testing. (7th ed.). Pearson Education, Indian reprint 2002.	
	Other References	1. Aiken, L. R., & Groth-Marnat, G. (2006). Psychological Testing and Assessment. (12th ed.). Pearson.	

		Indian reprint 2009, by Dorling Kindersley, New Delhi 2.Hogan, T. P. (2015). Psychological Testing: A Practical introduction. (3rd ed.). John Wiley & Sons,New Jersey 3.Kaplan, R. M., & Saccuzzo, D. P. (2005). Psycho-logical Testing – Principles, Applications and Issues. (6th ed.). Wadsworth Thomson Learning, Indian reprint2007 4.Kline, T.J.B. (2005). Psychological Testing: A Practical approach to design and evaluation. New Delhi:Vistaar (Sage) publications 5.Miller, L.A., Lovler, R. L., & McIntire, S.A., (2013). Foundations of Psychological Testing: A practic-al approach. (4th ed.). Sage publications Urbina, S. (2014). Essentials of Psychological Test-ing. (2nd ed.). John Wiley & Sons, New Jersey

COs- POs Matrix

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	1	3	2	1	1	1	2	2	3
CO2	2	3	1	3	1	2	1	1	1	2	2
CO3	2	2	1	3	2	1	1	1	3	3	2
CO4	2	2	1	3	1	1	1	1	2	2	1
CO5	3	3	1	3	1	1	1	1	1	2	2
CO6	2	2	2	2	2	2	1	1	3	3	3

1. Low
2. Moderate
3. High

School: SSHSS		**Batch : 2025-2029**	
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2025-2026**	
Branch: Psychology		**Semester: II**	
1	Course Code	SYP1115	
2	Course Title	Practical Lab- 2	
3	Credits	1	
4	Contact Hours (L-T-P)	0-0-2	
	Course Type	Core (Lab)	
5	Course Objective	To introduce to basic psychological tests that would help understand human behavior through scientific method.	
6	Course Out-comes	The student will be able; CO1: to define the psychological tests. CO2: to explain reliability and validity of psychological tests. CO3: to apply appropriate psychological instrument required for assessment. CO4: to analyze ethical and legal issues involveding the assessment process. CO5: to evaluate an awareness of application andimplication of various psychological tests. CO6: to create methodology including variables, hypotheses design reported in scientific papers for project.	
7	Course De-scription	The course intends to impart knowledge of the basic concepts and moderntrends in Psychological Testing and Research.	
8	Outline syllabus		
	Unit 1	Define the psychometric assessment; ascertain the reliability and validity of any psychological test using the appropriate method.	CO1, CO2, CO3
	Unit 2	Administer any one test on a subject to measure the emotional intelligence, score and prepare the report.	CO1, CO2, CO3, CO4, CO5
	Unit 3	Administer any one Self-Report Inventory on a subject, score and report	CO1, CO2, CO3, CO4, CO5, CO6
	Unit 4	Administer any one Intelligence Test on a subject score and report	CO1, CO2, CO3, CO4, CO5, CO6
	Unit 5	Administer any one Interest Test on a subject/subjects, score and report	CO1, CO2, CO3,CO4, CO5, CO6

	Mode of examination	Practical		
	Weightage Distribution	CA	Viva	External
		25%	25%	50%
	Text book/s*	Anastasi, A. (1950). Psychological Testing. Prentice Hall.		
	Other References	Miller, L.A., Lovler, R. L., & McIntire, S.A., (2013). Foundations of Psychological Testing: A practical approach. (4th ed.). Sage publications Urbina, S. (2014). Essentials of Psychological Testing. (2nd ed.). John Wiley & Sons, New Jersey		

COs- POs Matrix

POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	1	3	2	1	1	1	2	2	3
CO2	2	3	1	3	1	2	1	1	1	2	2
CO3	2	2	1	3	2	1	1	1	3	3	2
CO4	2	2	1	3	1	1	1	1	2	2	1
CO5	3	3	1	3	1	1	1	1	1	2	2
CO6	2	2	2	2	2	2	1	1	3	3	3

1. Low
2. Moderate
3. High

School: SSHSS		Batch : 2025-2029
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2025-2026**
Branch: Psychology		**Semester: II**
1	Course Code	SYT1110
2	Course Title	Biological Bases of Behavior
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Core
5	Course Objective	1. To explore the biological basis of experience and behaviour. 2. To develop an understanding of the influence of behaviour, cognition, and the environment on bodily system. 3. To develop an appreciation of the neurological basis of psychological function and dysfunction. 4. To introduce major physiological components that have influenced individual characteristics.
6	Course Outcomes	The student will be able; CO1: to define various biological basis of experience and behaviour. CO2: to explain the influence of behaviour, cognition and the environment on bodily system. CO3: to apply the neurological basis of psychological function and dysfunction. CO4: to analyze the major physiological components that have influenced individual characteristics. CO5: to evaluate the physiological basis for sensation, perception, sleep, reproduction, development, emotion, learning, attention, and mental illness. CO6: to create methodology reported inscientific papers on the brain and behavior for project.
7	Course Description	The course intends to impart knowledge of the basic concepts and modern trends in Bio Psychology. Biopsychology is a branch of psychology that analyzes how the brain, neurotransmitters, and other aspects of our biology influence our behaviors, thoughts, and feelings. Biopsychology helps us to understand the role of the human brain, not only in disease, but in health as well. Things that may change a person's behavior through influence of the brain include injury, chemical imbalance, or disease.

8	Outline syllabus				CO Mapping
	Unit 1	**Foundation of biopsychology**			
	A	Introduction to Biopsychology			CO1
	B	Historical Development and Interdisciplinary Nature			CO1
	C	Research & ethics in behavioral neuroscience			CO1, CO6
	Unit 2	**Structure & Neurotransmitter**			
	A	Neurons: Structure, Function, and Neural Communication			CO1, CO2
	B	Synaptic Transmission and Neurotransmitter Systems			CO1
	C	Techniques for Studying the Brain			CO1, CO2
	Unit 3	**Organization of Nervous & Endocrine system**			
	A	Central Nervous System: Brain Structure and Organization			CO3, CO4
	B	Peripheral Nervous System and Autonomic Nervous System			CO3, CO4
	C	Endocrine System: Glands, Hormones, and Stress Response			CO2,CO5, CO6
	Unit 4	**Neurobiology of Behavior**			
	A	Lobes of the Cerebral Cortex and Functions, Hemispheric Specialization			CO1, CO4
	B	Sensation: Neural Basis of Sensory Processes			CO1, CO4 CO5, CO6
	C	Learning and Memory: Neural Mechanisms & Memory Disorder			CO3, CO4, CO5, CO6
	Unit 5	**Neural Processes and Regulation**			
	A	Physiology of Motivation: Hunger, Thirst, Sex			CO4, CO5
	B	Theories of Emotion and Stress			CO4, CO5
	C	Stages of Sleep and Circadian Rhythms & Sleep Disorders			CO3, CO4
	Mode of examination	Theory			
	Weightage Distribution	IA	EA		
		25%	75%		
	Text book/s*	Pinel, J. P. J. (2011). Biopsychology, 8th Edition. Pearson Education, New Delhi.			
	Other References	1. Carlson, N. R. (2009) Foundations of Physiological Psychology, 6th Edition. Pearson Education, New Delhi. 2. Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts.			

COs- POs Matrix

POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	1	2	1	2	1	1	1	1	2	2
CO2	2	2	2	1	2	2	1	1	1	1	1
CO3	2	3	2	2	1	2	2	1	2	1	1
CO4	3	2	2	1	1	1	1	1	2	1	1
CO5	3	1	2	1	2	1	1	1	2	2	1
CO6	2	2	1	2	1	1	1	1	2	2	1

1. ***Low***
2. ***Moderate***
3. ***High***

School: SSHSS		Batch : 2025-2029	
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2025-2026**	
Branch: Psychology		**Semester: II**	
1	Course Code	SYT1111	
2	Course Title	Psychology of Community & Social System	
3	Credits	3	
4	Contact Hours (L-T-P)	3-0-0	
	Course Type	Minor Elective	
5	Course Objective	This course provides an overview of theory, research and action in community psychology. Community psychology is the study and application of psychological solutions to community-based social. mental health, and environmental problems. It also explores the relationships between stressful environments, supportive social systems, and individual and family well-being. It emphasizes values, applied research, and action all focused on promoting the welfare of the whole community, especially under-served populations.	
6	Course Outcomes	The students will be able; CO1: to define and understanding of relevant concepts, issues and work methods in community psychology. CO2: to explain system perspectives and of how social and environmental factors are associated with individual behaviour as well as with behaviour in groups, local communities and organisations. CO3: to apply social and institutional framework conditions influence individuals, groups and organisations. CO4: to analyze about and understanding of how to structure and document effective solutions on socio-political problems such as delinquency, homelessness, health promotion and accident prevention, unemployment, etc. CO5:to evaluate Experience with an independent written as well as an oral presentation of theory, empirical findings, and community psychology work methods CO6: to design knowledge necessary community psychology principles and knowledge to answer current problems.	
7	Course Description	The **course** explores processes of social change and participatory engagement and equips graduates with theoretical knowledge, research skills and practical insights for working in the field of community psychology. It also serves as an ideal grounding for the further use and study of participatory modes of enquiry at doctoral level.	
	Unit 1	**Introduction**	CO Mapping

	A	Definition and history of Community Psychology; 8 Types of Communities: Locality based and Relational.	CO1

	B	Fields of Community Psychology- health and environment.	CO1
	C	Models of Community Psychology: Ecological level analysis of community, Conceptual level model, Biopsychosocial model.	CO1
	Unit 2	**Core values and Interventions:**	
	A	Individual and family wellness; Sense of community; Respect for human diversity.	CO2
	B	Social justice; Empowerment and citizen participation; Collaboration and Community Strength.	CO2,CO3
	C	Community development and empowerment and supportive functions.	CO2,
	Unit 3	**Health Promotion:**	
	A	Need and Process of community organization for health promotion.	CO3,CO5,CO6
	B	Epidemiology and prevalence study methods.	CO4,CO5,CO6
	C	Community Program for child and maternal health, physically challenged and old age.	CO4,CO5,CO6
	Unit 4	**Programs**	
	A	Community Program in Indian context. Link between individual and communities	CO2,CO3,CO6
	B	Stress and coping: An ecological-contextual model	CO4
	C	Mutual help groups	CO4
	Unit 5	**Promoting Social Competence**	
	A	Community and social change: Elements of effective community change initiatives	CO5,CO6
	B	Emerging trends in community psychology	CO5,CO6
	C	Where will you use community psychology?	CO5,CO6

	Mode of Examination	Theory	
	Weightage Distribution	IA	EA
		25%	75%

	Readings Text book/s*	Kloos, 8., Hill, .J Thomas, Wandersman, A., Elias, m. j. & Dalton, .I.H. (2012). Community Psychology: Linking Individuals and Communities, Wadsworth Ccngage Learning. Misra, G.(Eds.). (2010). Psychology in India. Indian Council of Social Science Research. Darling Kindersley (India) Pvt Ltd. Pearson Education. Fatterman, D.M., Kaftarian, S.J. &Wandersman, A. (Eds) (1996) Empowerment Evaluation. New Delhi: Sage Publication. McKenzi, J.F., Pinger, R.R. & Kotecki, J.E. (2005). An Introduction to Community Health. United States: Jones and Barlett Publishers.

COs- POs Matrix

Pos COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	2	2	1	2	1	1	3	3	2
CO2	2	2	3	2	2	2	2	1	2	2	2
CO3	3	3	3	2	2	2	1	1	2	2	1
CO4	3	2	3	2	1	1	2	1	1	2	2
CO5	2	3	3	1	2	2	1	1	2	2	1
CO6	3	2	2	2	1	1	2	1	1	2	2

1.Low
2.Moderate
3.High

Schools: SET | SOL | SMFE | SBS-BBA | SBSR | SOE | SAP		Batch : 2025-2029	
		Current Academic Year: 2025-2026	
		Semester: II	
1	Course Code	ARP102	
2	Course Title	Communicative English -2	
3	Credits	2	
4	Contact Hours (L-T-P)	0-1-2	
5	Course Objective	To Develop LSRW skills through audio-visual language acquirement, creative writing, advanced speech et al and MTI Reduction with the aid of certain tools like texts, movies, long and short essays.	
6	Course Outcomes	The students will be able; CO1 to define Goals and Strategies through Audio-visual Language Texts CO2 to explain the complex concepts and present them in creative writing CO3 to apply MTI Reduction/Neutral Accent through Classroom Sessions & Practice CO4 to analyze their role in achieving team success through defining strategies for effective communication with different people CO5 to evaluate their potentials as human beings and conduct themselves properly in the ways of world. CO6 to create satisfactory competency in use of Quantitative aptitude and Logical Reasoning	
7	Course Description	The course takes the learnings from the previous semester to an advanced level of language learning and self-comprehension through the introduction of audio-visual aids as language enablers. It also leads learners to an advanced level of writing, reading, listening and speaking abilities, while also reducing the usage of L1 to minimal in order to increase the employability chances.	
8	Outline syllabus – ARP 102		
	Unit A	**Acquiring Vision, Goals and Strategies through Audio-visual Language Texts**	**CO Mapping**
	Topic 1	Pursuit of Happiness / Goal Setting & Value Proposition in life	CO1
	Topic 2	12 Angry Men / Ethics & Principles	
	Topic 3	The King's Speech / Mission statement in life | strategies & Action Plans in Life	
	Unit B	**Creative Writing**	
	Topic 1	Story Reconstruction - Positive Thinking	CO2
	Topic 2	Theme based Story Writing - Positive attitude	
	Topic 3	Learning Diary Learning Log – Self-introspection	

	Unit C	**Writing Skills 1**	
	Topic 1	Precis	CO2
	Topic 2	Paraphrasing	
	Topic 3	Essays (Simple essays)	
	Unit D	**MTI Reduction/Neutral Accent through Classroom Sessions & Practice**	
	Topic 1	Vowel, Consonant, sound correction, speech sounds, Monothongs, Dipthongs and Tripthongs	CO3
	Topic 2	Vowel Sound drills , Consonant Sound drills, Affricates and Fricative Sounds	
	Topic 3	Speech Sounds | Speech Music| Tone | Volume| Diction |Syntax |Intonation | Syllable Stress |	
	Unit E	**Gauging MTI Reduction Effectiveness through Free Speech**	
	Topic 1	Jam sessions	CO3
	Topic 2	Extempore	
	Topic 3	Situation-based Role Play	
	Unit F	**Leadership and Management Skills**	
	Topic 1	Innovative Leadership and Design Thinking	CO4
	Topic 2	Ethics and Integrity	CO4
	Unit F	**Universal Human Values**	
	Topic 1	Love & Compassion, Non-Violence & Truth	CO5
	Topic 2	Righteousness, Peace	CO5
	Topic 3	Service, Renunciation (Sacrifice)	CO5
	Unit G	**Introduction to Quantitative aptitude & Logical Reasoning**	
	Topic 1	Analytical Reasoning & Puzzle Solving	CO6
	Topic 2	Number Systems and its Application in Solving Problems	CO6
9	Evaluations	*Class Assignments/Free Speech Exercises / JAM Group Presentations/Problem Solving Scenarios/GD/Simulations (60% CA and 40% ETE*	*N/A*
10	Texts & References | Library Links	• Wren, P.C.&Martin H. *High English Grammar and Composition*, S.Chand& Company Ltd, New Delhi. • Blum, M. Rosen. *How to Build Better Vocabulary*. London: Bloomsbury Publication • Comfort, Jeremy(et.al). *Speaking Effectively*. Cambridge University Press. The Luncheon by W.Somerset Maugham - http://mistera.co.nf/files/sm_luncheon.pdf	

COs- POs Matrix

Pos Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	2	2	1	2	1	1	3	3	2
CO2	2	2	3	2	2	2	2	1	2	2	2
CO3	3	3	3	2	2	2	1	1	2	2	1
CO4	3	2	3	2	1	1	2	1	1	2	2
CO5	2	3	3	1	2	2	1	1	2	2	1
CO6	3	2	2	2	1	1	2	1	1	2	2

1. **Low**
2. **Moderate**
3. **High**

School: SSCSE | SSBT | SSBS | SSHSS | SSAHS | SSMFE | SSES |SSOP		**Batch: 2025-2026**
Program: All		**Current Academic Year: 2025-2026**
Branch: All		**Semester: I**
1	Course Code	**EVT1129**
2	Course Title	**Environmental Education**
3	Credits	02
4	Contact Hours (L-T-P)	2-0-0
	Course Status	Compulsory
5	Course Objective	1. Enable students to learn the concepts, principles and importance of environmental science. 2. Provide students an insight of various causes of natural resource depletion and its conservation. 3. Provide detailed knowledge of causes, effects and control of different types of environmental pollution and its effect on climate change, global warming and ozone layer depletion. 4. Provide knowledge of different methods of water conservation. 5. Provide and enrich the students about sustainable practices and environmental management.
6	Course Outcomes	CO1.Develop a better understanding of the principles and scope of environmental science. CO2. Acquire to learn various pollution causes, effects and control and solid waste management. CO3. Interpret the effect of global warming and ozone layer depletion. CO4. Comprehend about various types of natural resources and its conservation. CO5. Develop a better understanding about sustainable practices and environmental management. CO6. Function effectively on overall understanding of various environmental components, its protection and management.
7	Course Description	Environmental Science emphasises on various factors as 1. Importance and scope of environmental science 2.Natural resource conservation 3.Pollution causes, effects and control methods

		4.Sustainable and environmental protection

8	Outline syllabus		CO Mapping
	Unit 1	Humans and the Environment	
	A	The man-environment interaction: Humans as hunter gatherers; Industrial revolution and its impact on the environment; Population growth and natural resource exploitation.	CO1
	B	The Club of Rome- Limits to Growth; UN Conference on Human Environment 1972; World Commission on Environment and Development.	CO1
	C	The concept of sustainable development; Rio Summit and subsequent international efforts.	CO1
	Unit 2	Natural Resources and Sustainable Development	
	A	Overview of natural resources: Classification of natural resources- biotic and abiotic, renewable and non renewable. Biotic resources: forests, grasslands, wetlands, wildlife and aquatic, water resources.	CO2
	B	Renewable and non-renewable sources of energy; Conventional energy sources- coal, oil, natural gas, nuclear energy.	CO2
	C	Non-conventional energy sources- solar, wind, tidal, hydro, wave, ocean thermal, geothermal, biomass, hydrogen and fuel cells. Introduction to sustainable development: Sustainable Development Goals (SDGs).	CO2
	Unit 3	Environmental Issues: Local, Regional and Global	
	A	Environmental issues and scales: local, regional, and global phenomena. Pollution: Types of Pollution- air, noise, water, soil, thermal, radioactive; municipal solid waste, hazardous waste.	CO3/CO6
	B	Land use and Land cover change: land degradation, deforestation, desertification, urbanization.	CO3/CO6
	C	Global change: Ozone layer depletion, Sources and impact on human health and ecosystems.	CO3/CO6

	Unit 4	Conservation of Biodiversity and Ecosystems	
	A	Biodiversity as a natural resource; Levels and types of biodiversity; Biodiversity in India and the world; Biodiversity hotspots.	CO4/CO6
	B	Ecosystems and ecosystem services: Major ecosystem types in India and their basic characteristics forests, wetlands, grasslands, agriculture, coastal and marine	CO4/CO6
	C	Threats to biodiversity and ecosystems. Major conservation policies: in-situ and ex-situ conservation approaches.	CO4/CO6
	Unit 5	Climate Change: Impacts, Adaptation and Mitigation	

	A	Understanding climate change: Natural variations in climate; Structure of atmosphere; Anthropogenic climate change from greenhouse gas emissions– past, present and future; Projections of global climate change with special reference to temperature, rainfall, climate variability and extreme events.			CO5/CO6
	B	Global warming effects, Green House Gas (GHG) reduction vs. sink enhancement; Concept of carbon intensity, energy intensity and carbon neutrality.			CO5/CO6
	C	National and international policy instruments for mitigation, and net zero targets for the future; Energy efficiency measures; Renewable energy sources; Carbon capture and storage, National climate action plan.			CO5/CO6
	Mode of examination	Theory based survey			
	Weightage Distribution	CA	MSE	ESE	
		25	25	50	
	Text book/s*	Textbook of Environmental Studies for Undergraduate Courses by Erach Bharucha, Pub: Orient Blackswan Pvt Ltd			

	Other References	Environmental Science by G. Tyler Miller, JR. and Scott E. Spoolman; Broks/Cole.

COs- POs Matrix

Cos	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3	PSO 4
CO1	3	3	2	1	3	1	1	3	3	2	2	2	1	1	-
CO2	3	3	2	1	3	1	1	3	3	2	2	2	1	1	-
CO3	3	3	2	1	3	1	1	3	3	2	2	2	1	1	-
CO4	3	3	2	1	3	1	1	3	3	2	2	2	1	1	-
CO5	3	3	2	1	3	1	1	3	3	2	2	2	1	1	-
CO6	3	3	2	1	3	1	1	3	3	2	2	2	1	1	-

1. **Low**
2. **Moderate**
3. **High**

School: SSHSS		**Batch : 2025-2029**
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2025-2026**
Branch: Psychology		**Semester: II**
1	Course Code	**IKT1104**
2	Course Title	**Mulya Pravah**
3	Credits	**2**
4	Contact Hours	**2-0-0**
	Course Type	**Value Added Course**
5	Course Objectives	1. 1. To help the student see the need for developing a holistic perspective of life. 2. To sensitize the student about the scope of life, individual, family (inter-personal relationship), society and nature/existence with a corporeal understanding. 3. To strengthen self-reflection about life and human values. 4. To develop more confidence in virtues and commitment to learn and live with them.
	Course Outcomes	Students will be able to: CO1**:** Understand and articulate India's cultural legacy and human values, recognizing their role in preserving traditions **CO2**: Apply principles of professional ethics to distinguish ethical actions in diverse societal contexts. **CO3**: Analyze the relationship between constitutional, universal values, and holistic education to foster integrated citizenship. **CO4**: Demonstrate how skills and values together support a successful career. **CO5:** Develop guidelines to promote human values and ethical conduct among stakeholders in organisations. **CO6**: Embrace a global citizenship mindset, fostering inclusivity and the spirit of *Vasudhaiva Kutumbakam*.
	Course Description	Human Values and Ethics are the bedrock for the formation of individuals, organisations, and societies. They orient people, organisations, and societies towards growth and development. These are developed through lifelong reflection, experience, and the environment in which one learns and grows. This curriculum can bring theoretical and experiential learning among the students so that they will really understand human values and their applications in everyday life. Bringing learning to reality through the outdoor experience encourages the evolution of values, such as teamwork, responsibility, and love for nature. These experiences support classroom teaching and help see the practical applicability of those ethical principles taught in class. Pedagogy includes class room and extra class room settings like library, nature walk, Yoga & Meditation Hall, Visit to Community organisation etc. for better delivery of content and optimal impressions of values in our future world citizens.

	Unit 1	**Introduction to Indian Culture and Civilisation**	
	A	What is Bharatvarsha?	CO1
	B	Basics of Vedic Literature	CO1
	C	Role of Itihasa and Purana	CO1
	Unit 2	**Human Values and Indian Ethics**	
	A	Jainism: Five Mahavratas	CO2
	B	Buddhism: Panchsila	CO2
	C	Values (*Sanatan*), The Law of Karma & Nishkama Karma	CO2
	Unit 3	**Constitutional Values and Global Citizenship**	
	A	Values embedded in the Preamble of the Indian Constitution	CO4
	B	Sensibility and responsibility towards the global environment	CO4
	C	Understanding the Universal Human Values Loksangraha and Vasudhaiva Kutumbakam Concepts of वसुधैव कुटुम्बकम् & लोकः समस्ताः सुखिनो भवन्तु	CO3
	Unit 4	**Values for Youth**	
	A	Human Dignity, Rights, Duty & Responsibility	CO3, CO4
	B	Ethical Behaviour and Decision Making	CO3
	C	Value-led Virtuous Living	CO3, CO4
	Unit 5	**Integrated Personality and Well-being**	
	A	The four antah-karanas (inner instruments अंतःकरण), and Panch kosha पञ्चकोशाः (five sheaths	CO3, CO5
	B	Stress management: meditated personality and agitated personality (Manasa Vacha Karmana) मनस वाचा कर्मणा	CO3, CO5
	C	Physical, mental, social, and spiritual well-being	CO5, CO6
	Mode of examination	Theory and Practical	
	Weightage Distribution	CA: 25% | MTE: 25% | ETE: 50%	
	Text book/s and other sources	• Kapil, Kapoor& A.K. Singh. (2005). Indian Knowledge System. Vol 1,2. DK Gaur, R. R., Sangal, R., & Bagaria, G. P. (2010). *A foundation course in human values and professional ethics*. • Bilimoria, P., Prabhu, J., & Sharma, R. (Eds.). (2007). *Indian ethics: Classical traditions and contemporary challenges* (Vol. 1). Ashgate. • Sharma, C. (1996). *A critical survey of Indian philosophy* (9th ed.). Motilal Banarsidass • Easwaran, E. (Trans.). (2007). *The Bhagavad Gita* (2nd ed.). Nilgiri Press.	

		• Sharma, I. C. (1999). *Ethical philosophies of India* (2nd d.). HarperCollins Publishers India. • Keown, D. (2005). *Buddhist ethics: A very short introduction*. Oxford University Press. • **Sharma, B. K.** (2019). *Introduction to the Constitution of India* (8th ed.). Prentice-Hall of India.

COs- POs Matrix

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	3	3	1	3	1	1	1	3	1
CO2	3	3	2	3	3	2	1	1	2	1	3
CO3	2	3	2	3	2	1	1	2	3	2	3
CO4	1	2	3	2	3	2	2	1	3	2	3
CO5	2	3	2	2	2	3	2	2	2	2	2
CO6	3	1	2	1	2	3	1	3	1	2	2

1. **Low**
2. **Moderate**
3. **High**

School: SSHSS		**Batch : 2025-2029**
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2025-2026**
Branch: Psychology		**Semester: II**
1	Course Code	**AI8602**
2	Course Title	AI Applications in Psychological Research
3	Credits	**3**
4	Contact Hours	**0-1-4**
	Course Type	**Value Added Course**
5	Course Objectives	1. To give students a robust introduction to the use of AI in psychology. 2. To make students holistic understanding of AI; impact on psychology. 3. To facilitate experiential learning through case studies and practical exercises involving AI-based data collection, preprocessing, and analysis in psychological research settings. 4. To explore emerging trends and future directions in AI and psychology. 5. To equipping students with theoretical knowledge, technical skills, and ethical awareness to navigate the rapidly evolving landscape of AI-driven psychological research and applications.
	Course Outcomes	Students will be able to: CO1**:** to understand and identify key concepts, historical developments, and foundational technologies of artificial intelligence (AI) and the Interdisciplinary nature of AI in Psychology. CO2: to demonstrate a working knowledge of machine learning, natural language processing, and other AI tools relevant to psychological research and practice. CO3: to utilize AI tools and platforms to preprocess psychological datasets, perform basic machine learning tasks, and apply algorithms in relevant research contexts. CO4: to examine and differentiate between various AI-based techniques and their strengths and limitations in psychological applications. CO5: to critically assess and analyse AI applications in psychology, including their effectiveness, ethical considerations, and potential for unintended consequences. CO6: to design and propose innovative AI-driven solutions to address

		specific psychological problems or research questions.	
	Course Description	AI-based psychology courses are emerging as powerful tools for students and professionals interested in understanding the mind, behavior, and mental processes through the lens of artificial intelligence. These courses are often interdisciplinary, bridging psychology, neuroscience, and computer science.	
	Unit 1	**Introduction to AI and Machine Learning in Psychology**	
	A	Overview of AI principles, the role of machine learning in Psychology	CO1
	B	History and Evolution of AI in Psychology	CO1
	C	Basic Concepts of Artificial Intelligence; Key AI principles such as machine learning, neural networks and how these relate to psychological processes	CO1
	Unit 2	**Psychological Data Sources and Data Preparation**	
	A	Identifying relevant psychological data sources (e.g., survey data, clinical records)	CO2
	B	Identifying relevant psychological data preprocessing techniques	CO2
	C	AI applications in understanding human behavior	CO2
	Unit 3	**Key Technologies in AI for Psychology**	
	A	Machine Learning Algorithms and Techniques; reinforcement learning and its relevance to psychological research	CO4
	B	Natural Language Processing (NLP) and its applications	CO4
	C	Analyzing psychological texts, therapy conversations, and sentiment data	CO3
	Unit 4	**AI Tools and Platforms for Psychological Research**	
	A	Overview of software and tools of AI	CO3, CO4
	B	AI tools; TensorFlow, R, and Python libraries	CO3
	C	AI-driven psychological analysis	CO3, CO4
	Unit 5	**Ethics and Privacy in AI-Driven Psychological Research**	
	A	Ethical considerations, including data privacy and bias	CO3, CO5
	B	Responsible use of AI in sensitive psychological contexts	CO3, CO5
	C	Understanding and mitigating algorithmic bias and ensuring fairness and inclusivity in AI-driven psychological studies	CO5, CO6
	Mode of examination	Practical	
	Weightage Distribution		

	Text book/s and other sources	"Artificial Intelligence: A Guide to Intelligent Systems" by Michael Negnevitsky
		6. "Deep Learning for Natural Language Processing" by Palash Goyal, Sumit Pandey, and Karan Jain. 7. "Human Compatible: Artificial Intelligence and the Problem of Control" by Stuart Russell. "The Ethics of Artificial Intelligence" edited by S. Matthew Liao.

COs- POs Matrix

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	3	3	1	3	1	1	1	3	1
CO2	3	3	2	3	3	2	1	1	2	1	3
CO3	2	3	2	3	2	1	1	2	3	2	3
CO4	1	2	3	2	3	2	2	1	3	2	3
CO5	2	3	2	2	2	3	2	2	2	2	2
CO6	3	1	2	1	2	3	1	3	1	2	2

1. **Low**
2. **Moderate**
3. **High**

Semester III

School: SSHSS		Batch : 2025-2029
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2026-2027**
Branch: Psychology		**Semester: III**
1	Course Code	SYT2201
2	Course Title	**Lifespan Developmental Psychology**
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Core
5	Course Objective	1. To equip the learner with an understanding of the concept and process of human development across the life span. 2. To impart an understanding of the various domains of human development 3. To inculcate sensitivity to socio-cultural context of human development. 4. To provide an overview of the role of physical, cognitive and psychosocial development of adolescents. 5. To make the students aware of the implications and applications of the various concepts, principles and theories of Developmental Psychology in daily life.
6	Course Outcomes	The student will be able; CO1: to define the domains of human development. CO2: to explain the role of physical, cognitive and psycho-social development of adolescents. CO3: to apply knowledge about physical,cognitive and psycho-social development of a human being. CO4: to analyze sensitivity towards older people. CO5: to evaluate the bases developmental changesin late adulthood span of life. CO6: to design suitable methodology in project work as reported in scientific studies on different stages of hu-man development.
7	Course Description	The course aims to explain the student understand how human life unfolds from conception to late adulthood and to understand the relationship between theory and applications within each domain of development.

8	Outline syllabus		CO Mapping
	Unit 1	**Psychology of Human Development**	
	A	Nature and Scope, Key Issues	CO1
	B	Research Methods and Designs for Studying Development	CO1
	C	The Interaction of Heredity and Environment	CO1, CO2, CO6
	Unit 2	**Biological Beginnings and Infancy**	
	A	Conception and Prenatal Development	CO1, CO3, CO6
	B	Sensory and perceptual development & Issues	CO1, CO3
	C	Developmental Disorders: Behavioral Problems During Childhood, Dyslexia, Mental Retardation, Autism.	CO1, CO3
	Unit 3	**Childhood: Developmental tasks. Cognitive, social, emotional and moral development.**	
	A	Physical Development: Aspects of Physical Development; Cognitive Development: Piagetian Approach	CO2, CO3, CO6
	B	Social, emotional and moral development: Developing Self, Gender	CO2, CO3, CO6
	C	Parenting style in Families, sibling relationship	CO2, CO3, CO6
	Unit 4	**Adolescence: Developmental tasks; physical and psychological changes**	
	A	Physical and Cognitive Development: Defining Adolescence, Physical Changes	CO2, CO3, CO6
	B	Theories of Adolescence	CO2, CO3, CO6
	C	Social, Emotional and Moral Development. Development: Peer Relations, Sexual Behaviour,	CO2, CO3
	Unit 5	**Adulthood and old age**	
	A	Early Adulthood: Sex - Role Adjustment, diversity of	CO4, CO5,

<table>
<tr><td></td><td></td><td colspan="3">adult lifestyles, career development.</td><td>CO6</td></tr>
<tr><td></td><td>B</td><td colspan="3">Middle Adulthood: changes in mental abilities, adapting to physical changes in midlife, relationship at midlife</td><td>CO4, CO5, CO6</td></tr>
<tr><td></td><td>C</td><td colspan="3">Late Adulthood: Life Expectancy, Physical Changes, Well-Being, Retirement and Leisure</td><td>CO4, CO5, CO6</td></tr>
<tr><td></td><td>Mode of examination</td><td colspan="3">Theory</td><td></td></tr>
<tr><td rowspan="2"></td><td rowspan="2">Weightage Distribution</td><td>IA</td><td>EA</td><td></td><td></td></tr>
<tr><td>25%</td><td>75%</td><td></td><td></td></tr>
<tr><td></td><td>Text book/s*</td><td colspan="3">Buss, A. H. (1999). Psychopathology. NY: John Wiley.
Feldman, R. S. (2014). Development across the Life Span. (7th Ed). New Jersey: Pearson Education</td><td></td></tr>
<tr><td></td><td>Other References</td><td colspan="4">1. Berk, L. E. (1994). Child development. New Delhi: Prentice Hall.
2. Bhutt, G. (1990). Vikasatmak manovigyan. Del- hi: Delhi University.
3. Kaluger, G. S., & Kaluger, M. F. (1984). Human development: The span of life, (3rd edition). St. Louis: Times mirror.
4. Santrock, J. W. (1999). Life-span development. New York: McGraw Hill.
5. Shaffer, D. R., & Kipp, K. (2007). Developmen- tal psychology: Childhood & adolescence. Bel- mont: Thomson Higher Education.
6. Berk, L. E. (2010).Child Development (9th Ed.). New Delhi: Prentice Hall.
7. Feldman, R.S.&Babu.N. (2011).Discovering the Lifespan.Pearson .
8. Georgas, J., John W. Berry., van de Vijver,F.J.R, Kagitçibasi, Çigdem,Poortinga, Y. P. (2006). Family across Thirty Cultures: A Thirty Nation Psychological Study. Cambridge Press.
Mitchell, P. and Ziegler, F. (2007).Fundamentals</td></tr>
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		of development: The Psychology of Childhood. New York: Psychology Press. 10. Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). Human development (9th Ed.). New Del-hi: McGraw Hill. 11. Santrock, J. W. (2011). Child Development (13th Ed.). New Delhi: McGraw Hill. 12. Santrock, J.W. (2012).Life Span Development (13thed.) New Delhi: McGraw Hill. 13. Saraswathi, T.S. (2003). Cross-cultural perspec- tives in Human Development: Theory, Research and Applications. New Delhi: Sage Publications. 14. Srivastava, A.K. (1997). Child Development: : An Indian Perspective. New Delhi. 15. Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall. Santrock, J.W. (2012). A topical approach to life-span development. New-Delhi:Tata McGraw-Hill.

COs- POs Matrix

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	2	2	1	2	1	1	3	3	2
CO2	2	2	3	2	2	2	2	1	2	2	2
CO3	3	3	3	2	2	2	1	1	2	2	1
CO4	3	2	3	2	1	1	2	1	1	2	2
CO5	2	3	3	1	2	2	1	1	2	2	1
CO6	3	2	2	2	1	1	2	1	1	2	2

1. **Low**
2. **Moderate**
3. **High**

School: SSHSS		**Batch : 2025-2029**	
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2026-2027**	
Branch: Psychology		**Semester: III**	
1	Course Code	SYP2205	
2	Course Title	Practical Lab- 3	
3	Credits	1	
4	Contact Hours (L-T-P)	0-0-2	
	Course Type	Core (Lab)	
5	Course Objec-tive	To introduce basic psychological processes that would help understand human behavior through scientific method.	
6	Course Out-comes	The student will be able; CO1: to define the basic concepts and moderntrends in Social Psychology. CO2: to explain an individual's behaviour inthe social world by conducting experiments. CO3: to apply the concept of attitude andattribution of behaviour. CO4: to analyze group dynamics. CO5: to evaluate aggressive behaviour of individuals. CO6: to create people‘s behaviours in social context by conducting experiments.	
7	Course De-scription	The course intends to impart knowledge of the basic concepts and modern trends in Psychology.	
8	Outline syllabus		
	Unit 1	Measurement of Attitude	CO1, CO2, CO3
	Unit 2	Measurement of Helping Behaviour: Altruism and Prosocial behaviour	CO1, CO2, CO3, CO4, CO5
	Unit 3	Conduct an experiment on Attribution/Aggression	CO1, CO2, CO3, CO4, CO5, CO6
	Unit 4	Conduct an experiment on Social Facilitation/ Conformity/ Osocial bedience	CO1, CO2, CO3, CO4, CO5, CO6

	Unit 5	Conduct an experiment on Sociometry		CO1, CO2, CO3, CO4, CO5, CO6
	Mode of examination	Practical		
	Weightage Distribution	CA	Viva	External
		25%	25%	50%
	Text book/s*	Baron, R.A., Byrne, D. & Bhardwaj. G (2010).Social Psychology (12th Ed). New Delhi: Pearson.		
	Other References	McDavid, J. W. & Harrari, H. (1968) Social Psychology. NY: Harper & Row.		

COs- POs Matrix

POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	1	2	2	1	1	1	2	2	3
CO2	2	3	1	3	1	2	1	1	1	2	2
CO3	2	2	1	2	2	1	1	1	1	1	2
CO4	2	2	1	1	1	1	1	1	2	2	1
CO5	1	3	1	1	1	1	1	1	1	2	2
CO6	2	2	2	2	2	2	1	1	2	3	2

1. Low
2. Moderate
3. High

School: SSHSS		**Batch : 2025-2029**	
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2026-2027**	
Branch: Psychology		**Semester: III**	
1	Course Code	SYT2202	
2	Course Title	Statistic in Behavioral Science	
3	Credits	5	
4	Contact Hours (L-T-P)	4-1-0	
	Course Type	Core	
5	Course Objective	5. To introduce basic quantitative Techniques that would help to understand psychological research. 6. To make students understand the ethical issues in psychological research 7. To familiarize the students with different types of hypotheses 8. To introduce various types of sampling techniques and data collection	
6	Course Out-comes	The student will be able; CO1: to define the history of scientific research in psychology CO2: to explain variables of scientific research in psychology. CO3: to apply the different types of quantitative techniques and its purpose. CO4: to list the importance of ethical issues in psychological research CO5: to measure the different types of hypotheses and experimental designs. CO6: to adopt the appropriate sampling techniques and data collection methods.	
7	Course Description	The course intends to impart knowledge of the basic concepts and modern trends in Psychology.	
8	Outline syllabus		CO Mapping
	Unit 1	**Introduction**	
	A	Purpose and need of psychological research. Experimental, Exploratory, Correlational and descriptive research in psychology	CO1
	B	The Mode; The Median; The Mean; Properties and Relative Advantages and Disadvantages of the Mode, the Median and the Mean	CO3
	C	Central Tendency Measures in Normal and Skewed Distributions	CO4

	Unit 2	**Measures of Variability and Standard (z) Scores**			
	A	The Range; The Interquartile and the Semi-Interquartile Range; The Average Deviation; The Variance			CO2
	B	The Standard Deviation; Calculation of Standard Deviation from Raw Scores and Grouped Scores			CO2
	C	Properties and Comparison of Measures of Variability; Standard Scores (z-score); Properties of z-scores			CO5
	Unit 3	**The Normal Distribution**			
	A	The Nature and Properties of the Normal Probability Distribution			CO6
	B	Divergence from Normality (Skewness and Kurtosis)			CO6
	C	Purposes & applications of Normal Distribution			CO6
	Unit 4	**Parametric & Non-parametric test**			
	A	Hypothesis Testing- Student t test; Paired sample and in-dependent t test One-way Analysis of Variance (ANOVA)			CO6
	B	Chi-Square, One-sample tests (sign test, Mc Nemer test); two-sample test (Mann Whit-ney U test, Wilcoxon rank sum test)			CO6
	C	Understanding Factor Analysis; Exploratory Factor Anal-ysis.			CO6
	Unit 5	**Correlation & Regression**			
	A	Meaning and types of correlation – positive, negative and zero; Graphic representations of correlation – Scatterplots. Uses and limitations of correlation coefficient			CO5
	B	Calculation of rho by Spearman‘s rank-difference method; The steps involved in calculation of Pearson‘s product-moment correlation coefficient.			CO5
	C	Simple Linear Regression and Multiple Regressions.			CO5
	Mode of ex-amination	Theory			
	Weightage Distribution	IA	EA		
		25%	75%		
	Text book/s*	Baron, R.A. (2001). Psychology. Pearson Education, India. ISBN: 8177583859, 9788177583854			
	Other Refer-ences	• Gravetter,F. J., & Forzana, L. A. (2015). Research methods for behavioral sciences (5 ed.). Stamford, CT:Wordsworth cengage learning . • Bordens, K. S., & Abbott, B.B. (2006). Research and design methods: A process approach(6 ed.). New Delhi: Tata McGraw-Hill Company Limited • Goodwin, C. J. (2002). Research in psychology: Methods and design (3rd ed.). New Jersey: John Wiley & Sons, Inc. • Coolican, H.(2004). Research methods and Statistics in Psychology. London: Hoddes Arnold			

		• Kerlinger, N. (1996). Foundations of behavioural research. India: Prentice Hall • Essential Reading / Recommended Reading • Breakwell, G. M., Hammond, S., Fife-Shaw, C., & Smith, J. A. (Ed.). (2006). Research methods in psychology (3 ed.). New Delhi: Sage. • Cohen, R. J., & Swerdlik, M. E. (2005). Psychological testing and assessment: An introduction to tests and measurement (6 ed.). New York: McGraw-Hill. • Heiman, G.W. (2001). Understanding research methods and statistics: An integrated introduction for psychology (2ed.). Boston: Houghton Mifflin Company. • Rosnow, R. L., & Rosenthal, R. (2002). Beginning behavioral research: A conceptual primer (4ed.). New Jersey: Prentice Hall. • Singh, A. K. (1997). Test, measurements and research methods in behavioural sciences. Patna: Bharathi Bhavan Publishers and Distributors.

COs- POs Matrix

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	1	2	3	2	2	3	1	3	1	3	2
CO2	1	3	1	3	3	1	2	2	1	3	3
CO3	2	2	2	1	1	2	3	3	3	2	2
CO4	1	3	1	2	2	3	2	1	3	2	1
CO5	1	3	1	2	3	3	2	1	1	3	2
CO6	2	3	2	3	2	2	3	3	3	2	3

1- Low
2- Moderate
3- High

School: SSHSS		**Batch : 2025-2029**	
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2026-2027**	
Branch: Psychology		**Semester: III**	
1	Course Code	SYT2203	
2	Course Title	**Understanding Cyber Psychology**	
3	Credits	3	
4	Contact Hours (L-T-P)	3-0-0	
	Course Type	Minor Elective	
5	Course Objective	1 To help students understand the basic concept of Cyber Psychology. 2. To understand the difference between the online world and the offline world 3. To recognize how technology and cyberspace shape our behavior, thoughts, words, and actions. 4. To develop awareness about what aspects of the internet are benefi-cial and what is not. 5. To develop foundations for studying and identifying Cyber Psychol-ogy Behaviors.	
6	Course Out-comes	The student will be able; CO1: to define the discipline's basic terminology, concepts, and principles. CO2: to explain how the virtual worldcan influence the thoughts and mental processes of individuals. CO3: to apply the relationships between individual factorsand online behaviours. CO4: to analyze the efficacy of theinternet in changing attitudes and behaviours, CO5: to evaluate the strategies for dealingwith issues like internet addiction, aggression and decision making. CO6: to design a suitable methodology re-ported in scientific papers on cyber psychology for the project.	
7	Course Description	The aim of the course is to develop a basic understanding about the interaction between human psychology, cyberspace content and it‘s im-pact on the lives of individuals.	
8	Outline syllabus		CO Map-ping

	Unit 1	**Introduction to cyber psychology**	
	A	Meaning of Cyber Psychology and Cyberspace; History; Technology	CO1
	B	Importance and Application of Cyber Psychology	**CO1**
	C	Role of psychologist in cyberspace	**CO1, CO2**
	Unit 2	**Interpersonal communication and cyberspace**	
	A	Online community- Definition, Early history; Methods of Online Communication-Information Model, Channel Model And Mappings	**CO1, CO3**
	B	Language in Online World; Psychology of Text Relationship, Cyberspace Romance; Socially Connecting Through Blogs and Vlogs	**CO1, CO3**
	C	Online Behaviour Theories: Equalisation Hypothesis; Social Identity Model of Deindividuation Effects (SIDE) Theory	**CO1, CO3**
	Unit 3	**Social influence in cyberspace**	
	A	Social influence; Compliance; obedience	**CO1, CO4**
	B	Conformity and persuasion	**CO1, CO4**
	C	Captology	**CO2, CO4**
	Unit 4	**The evil side of the internet**	
	A	The internet and trolling: How do trolls operate/	**CO1, CO5**
	B	Prejudice and stereotyping online	**CO1, CO5**
	C	Sexual harassment online; Cyberstalking; Griefing	**CO5, CO6**
	Unit 5	**Abnormal cyberpsychology and cybertherapy**	
	A	Abnormal Psychology; DSM-5 and how it views the In-Ternet	**CO5, CO6**
	B	Internet-Based disorders: Internet Gaming; Social net-working; Mobile phones separation anxiety and the internet.	**CO5, CO6**
	C	Pathological internet usage	**CO5, CO6**

	Mode of exami-nation	**Theory**			
	Weightage Distribution	IA	EA		
		25%	75%		
	Text book/s*	1. An Introduction to Cyberpsychology (2016) . Connolly, M. Palmer, H. Barton & G. Kir-wan (Eds). Routledge, Abingdon, Oxon.			
	Other References	• Calvo, R. A., D'Mello, S., Gratch, J. M.,&Kappas, A. (Eds.). (2015). The Oxford handbook of affective computing. Oxford University Press, USA. • Towards Cyberpsychology: Mind, Cogni- tions and Society in the Internet Age Amster-dam, IOS Press, © 2001, 2002, 2003 • Dr Aiken.M (2016), he Cyber Effect: A Pio-neering Cyberpsychology's Explains How Human Behavior Changes Online, publishedby John Murray- A Hachette UK company • Monica T. Whitty, Garry Young (2016). Cy- berpsychology: The Study of Individuals, So-ciety and Digital Technologies. BPS text book			

COs- POs Matrix

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	3	2	3	3	2	2	1	2	2
CO2	2	2	2	1	2	2	1	1	1	1	1
CO3	2	3	2	2	1	1	2	1	2	1	2
CO4	2	2	2	1	1	1	1	1	2	2	1
CO5	3	1	2	1	2	2	2	1	2	3	2
CO6	2	2	1	2	1	1	1	1	2	2	1

1. Low
2. Moderate
3. High

School: SSHSS		**Batch : 2025-2029**	
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2026-2027**	
Branch: Psychology		**Semester: III**	
1	Course Code	SYR2221	
2	Course Title	Research Based Learning in Psychology1	
3	Credits	Audit	
4	Contact Hours (L-T-P)	0-0-2	
	Course Type	Practical	
5	Course Objective	To develop the research skills in the field of psychology.	
6	Course Out-comes	The student will be able; CO1: to define the concepts related to psychological researches. CO2: to explain the research problems basedon the research articles. CO3: to apply the need of the research. CO4: to analyze the steps in-volved in quantitative research methodology. CO5: to evaluate and summarize the findings,limitations and scope of future research. CO6: to design a report based on the understanding of methodology and analysis of the studied articles.	
7	Course Descrip-tion	The course intends to impart knowledge of the basic concepts and mod-ern trends in Psychological Research.	
8	Outline syllabus		
	Unit 1	Student will read and understand the ten research articles (quantitative) from reputed journals.	CO1
	Unit 2	The student will write introduction and identify the research problems and literature review from the studied articles.	CO2
	Unit 3	The student will identify the rationale/need of the research for identified research problems.	CO3
	Unit 4	The student will identify and describe the re-	CO4, CO6

<table>
<tr><td></td><td></td><td colspan="3">search methodology mentioned in the studied articles.</td><td></td></tr>
<tr><td></td><td>Unit 5</td><td colspan="3">The student will conclude the articles and high- light the limitations and future directions in studied articles.

Student will submit a final report in APA format of selected ten research articles. (approved by thefaculty)
The student needs to attach plagiarism report for with the final submission of the report.</td><td>CO5, CO6</td></tr>
<tr><td></td><td>Mode of examination</td><td colspan="4">Practical (review of Ten research articles)</td></tr>
<tr><td rowspan="2"></td><td rowspan="2">Weightage Distribution</td><td>IA</td><td>EA</td><td colspan="2"></td></tr>
<tr><td>60%</td><td>40%</td><td colspan="2"></td></tr>
<tr><td></td><td>Text book/s*</td><td colspan="4">Shaughnessy, J. J., Zechmeister, E. B. & Zechmeister, J. (2012). Research methods in psychology. (9th ed.) NY: McGraw Hill.</td></tr>
<tr><td></td><td>Other References</td><td colspan="4">1. Acharyya, R. (Ed.), Bhattacharya, N. (Ed.). (2020). Research Methodology for Social Sciences. London: Routledge India, https://doi.org/10.4324/9780367810344

2. Elmes, D. G. (2011). Research Methods in Psychology (9thed.). Wadsworth Publishing.

3. Kloos, B., Hill, J., Thomas, E., Wandersman, Elias, M. J., & Dalton, J.H. (2012). Community Psychology: Linking Individuals and Communities. Wadsworth, Cengage Learning. Tim May (2001). Social Research: Issues, Methods and Process, 3rd edition, Open University Press

4. Miller, L.A., Lovler, R. L., & McIntire, S.A., (2013). Foundations of Psychological Testing: A practical approach. (4th Ed.). Sage publications</td></tr>
</table>

COs-POs matrix

POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	2	3	3	1	1	3	2	2	3
CO2	3	2	2	3	3	1	1	3	2	2	3
CO3	3	3	2	3	3	1	1	3	3	3	3
CO4	3	3	2	3	3	1	1	3	3	3	3
CO5	3	3	2	3	3	2	1	3	3	3	3
CO6	3	3	2	3	3	2	2	3	3	3	3

1. Low
2. Moderate
3. High

School: SSHSS		Batch : 2025-2029	
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2026-2027**	
Branch: Psychology		**Semester: III**	
1	Course Code	SYT2204	
2	Course Title	**Introduction to Sports Psychology**	
3	Credits	2	
4	Contact Hours (L-T-P)	2-0-0	
	Course Type	Multidisciplinary	
5	Course Objective	1. To trace the development of sports psychology as an independent discipline with its multidimensional perspectives. 2. To identify the relationship of personality and situational factors with performance on individual and team events. 3. To apply the psychological interventions in sports. 4. To present the overview of Sport Psychology theories, methodology & interventions	
6	Course Outcomes	The student will be able; CO1: Students will analyze the history and development of sports psychology. CO2: Students will be able to relate to the theoretical foundation of sports psychology. CO3: Students will analyze the psychological strategies of enhancement of sport performance. CO4: Students will be able to employ skills about Sport Psychology Laboratory. CO5: Students will be able to use the ethical & professional perspectives at workplace. CO6: Students will be able to apply the bio psychological or neuropsychological perspective in sports academy.	
7	Course Description	The course will provide an overview of the field of sports psychology and exercise, which involves applying psychology topics to exercise, sports, competition and health. Topics will cover how sports psychologists' work –at any level- with athletes and teams in motivation, concentration, resilient personalities, attention, decision making based on inter-behavioral, cognitive and other important approaches in sports psychology.	
	Unit 1	**Introduction to Sport Psychology**	CO Mapping
	A	Nature, Historical & recent perspectives on sports psychology	CO1
	B	Need and scope of sports psychology	CO1
	C	Role of Attention, Perception, Concentration and motivation in sports	CO1

	Unit 2	**Overview of Sport Performance**	
	A	Personality profiles of successful sports persons, Personality Assessment	CO2,CO3
	B	The role of stress, arousal, anxiety in the performance of individual and team sports	CO2,CO3,CO6
	C	Theories about emotions and Performance: ZOP Theory, Inverted U and Hardy theory; Drive theory	CO2,CO3,CO6
	Unit 3	**Athlete Assessment**	
	A	Overview of self-report based athlete assessments	CO4, CO6
	B	Advances in Athlete assessment using Neuro-cognitive measures and emerging protocols	CO4, CO6
	C	Other Neuro-cognitive tests and Biofeedback	CO4,CO5,CO6
	Unit 4	**Social Psychological aspects and Ethical perspectives**	
	A	Social psychological dimensions of individual & team sports	CO4,CO5
	B	Aggression in Sports; Theories of aggression	CO4,CO5
	C	Ethical & professional considerations	CO4, CO5
	Unit 5	**Enhancement of Sport Performance**	
	A	Psychological preparation of elite athletes; Biofeedback training	CO5, CO6
	B	Intervention techniques - Goal setting & deliberate practice	CO5,CO6
	C	Relaxation training: Progressive Muscle Relaxation, meditation	CO5,CO6
	Mode of examination	Theory	
	Weightage Distributio	IA / EA	
		25 / 75	
	Readings Text book/s*	1. J. Mohan, N.K. Chadha and S. Sulan Akhtar (Eds.) (1992) Psychology of Sports- The Indian Perspective. Friends Publications (India): Delhi 2. Jarvis, M. Sport psychology. Routledge Publication 3. Gangyan, S., Cruz, J. & Jaenes, J.C. (Eds.) (2017). Sport Psychology: Linking Theory to Practice. Madrid. Dyckinson. 4. Evidence Based Applied Sport Psychology – A Practioner's manual By Dr. Roland Carlstedt, Springer Publishing Company. 5. Burton, D., & Raedeke, T. (2008). Sport psychology for coaches. Champaign, IL: Human Kinetics.	

COs- POs Matrix

POs Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	2	2	1	2	1	1	3	3	2
CO2	2	2	3	2	2	2	2	1	2	2	2
CO3	3	3	3	2	2	2	1	1	2	2	1
CO4	3	2	3	2	1	1	2	1	1	2	2
CO5	2	3	3	1	2	2	1	1	2	2	1
CO6	3	2	2	2	1	1	2	1	1	2	2

1. Low
2. Moderate
3. High

Programme: BA/BA (Hons.) BA (Hons. with Research)		Current Academic Year: 2026-27	
Branch:		**Semester: III**	
1	Course Code	IKT2202	
2	Course Title	General HINDI	
3	Credits	2	
4	Contact Hours(L- T-P)	2-0-0	
	Course Type	VAC	
5	Course Objective	यह हिंदी भाषा कोर्स विद्यार्थियों को हिंदी की शब्दावली, व्याकरण, पठन समझ, अनुच्छेद लेखन और पत्र लेखन में दक्ष बनाने के लिए डिज़ाइन किया गया है। इस कोर्स के माध्यम से विद्यार्थियों को हिंदी भाषा की मूल संरचनाओं और उनके सही उपयोग की समझ प्रदान की जाएगी। विद्यार्थियों को हिंदी के विभिन्न पहलुओं को जानने और अभ्यास करने का अवसर मिलेगा, ताकि वे भाषा में निपुणता प्राप्त कर सकें। इस कोर्स के दौरान शब्दावली के विस्तार, व्याकरण की सही समझ, लेखन कौशल को सुधारने के लिए व्यावहारिक गतिविधियाँ और अभ्यास कराया जाएगा।	
6	Course Outcomes	CO1 हिंदी भाषा की शब्दावली का विस्तार करना और सही संदर्भ में उनके उपयोग की क्षमता विकसित करना। CO2 हिंदी व्याकरण के मूल नियमों को समझना और उनका सही तरीके से उपयोग करना। CO3 पठन समझ के कौशल को बढ़ाना और विभिन्न प्रकार की पाठ्य सामग्री को समझने में सक्षम बनाना। CO4 स्पष्ट और प्रभावी अनुच्छेद लेखन में महारत हासिल करना। CO5 विभिन्न प्रकार के पत्र लेखन, जैसे व्यक्तिगत, औपचारिक और आधिकारिक पत्र लेखन में दक्षता प्राप्त करना। CO6 विद्यार्थियों को हिंदी भाषा में संवाद और विचारों को सुसंगत और सुवोध तरीके से प्रस्तुत करने की क्षमता प्रदान करना।	
7	Course Description	यह हिंदी भाषा कोर्स विद्यार्थियों को हिंदी शब्दावली, व्याकरण, पठन समझ, अनुच्छेद लेखन और पत्र लेखन में कुशल बनाने के लिए तैयार किया गया है। इस कोर्स में विद्यार्थियों को हिंदी भाषा की मूल संरचनाओं और उनके सही उपयोग का ज्ञान होगा। विद्यार्थियों को लेखन और पठन के विभिन्न कौशलों में सुधार करने का अवसर मिलेगा, जिससे वे भाषा में दक्षता प्राप्त कर सकेंगे। इस कोर्स के अंतर्गत विद्यार्थियों को हिंदी में प्रभावी और सटीक संवाद करने की क्षमता विकसित होगी। इसके अतिरिक्त, पाठ्यक्रम में हिंदी साहित्य की कविताएँ और कहानियाँ भी शामिल हैं, जो विद्यार्थियों को साहित्यिक दृष्टिकोण से हिंदी भाषा को समझने और आनंद लेने का अवसर प्रदान करेंगी।	
8	Outline syllabus		CO Mapping
	Unit 1		

		हिंदी भाषा, इसके लिपि और ध्वनियों का सामान्य परिचय	
	A	**हिंदी भाषा का परिचय** • हिंदी का इतिहास और उत्पत्ति • भारत और विश्व में हिंदी का महत्व • हिंदी की विभिन्न बोलियाँ और रूप	CO1, CO2
	B	**हिंदी लिपि: देवनागरी** • देवनागरी लिपि का परिचय • स्वर (अ, आ, इ, ई, आदि) और व्यंजन (क, ख, ग, घ, आदि) • मूल वर्णों की लेखन अभ्यास	CO1, CO2
	C	**हिंदी की ध्वनियाँ** • ध्वनियों का उच्चारण और उनका रूप • मात्राओं का उच्चारण में भूमिका • हिंदी उच्चारण के सामान्य नियमों का परिचय	CO1, CO2
	Unit 2	**लिंग, वचन, कारक, उपसर्ग/प्रत्यय**	
	A	**हिंदी में लिंग (लिंग)** • पुल्लिंग और स्त्रीलिंग संज्ञाएँ • लिंग पहचानने के नियम • संज्ञा और विशेषणों में लिंग परिवर्तन	CO3, CO4, CO5
	B	**एकवचन और बहुवचन (एकवचन और बहुवचन)** • एकवचन और बहुवचन संज्ञाओं के निर्माण के नियम • असामान्य बहुवचन रूप • विशेषणों और उनके बहुवचन रूपों का प्रयोग	CO3, CO4, CO5
	C	**उपसर्ग, प्रत्यय और कारक** • उपसर्ग और प्रत्यय का परिचय • कारक (प्रथम, द्वितीय, तृतीय, आदि) और उनका प्रयोग • शब्द निर्माण और अर्थ में उपसर्ग तथा प्रत्यय का महत्व	CO3, CO4, CO5
	Unit 3	**मुहावरे, लोकोक्तियां और अपठित गद्यांश**	
	A	**मुहावरे** • सामान्य मुहावरों की व्याख्या • मुहावरों का वाक्य में प्रयोग • संदर्भ के अनुसार मुहावरों का उपयोग	CO4, CO5, CO6
	B	• हिंदी में लोकोक्ति का महत्व • सामान्य लोकोक्ति का अर्थ और उपयोग • लोकोक्तियों का जीवन में प्रासंगिकता	CO4, CO5, CO6

	C	**अपठित गद्यांश** • अपठित गद्यांश के अध्ययन का उद्देश्य • गद्यांश के मुख्य विचारों को सरल भाषा में व्यक्त करना • उदाहरण के रूप में गद्यांश और संबंधित प्रश्नों का अभ्यास		CO4, CO5, CO6
	Unit 4	**लेखन कौशल**		
	A	• वाक्य सुधारने का अभ्यास। • सरल वाक्यों का अनुवाद सीखना • अनुवाद कौशल में सुधार।		CO4, CO5, CO6
		अनुच्छेद लेखन • अनुच्छेद लेखन का परिचय: संरचना और उद्देश्य • अनुच्छेदों के प्रकार (वर्णनात्मक, कथात्मक, व्याख्यात्मक) • उदाहरणों के माध्यम से अभ्यास: स्पष्ट और संक्षिप्त अनुच्छेद लिखना		CO4, CO5, CO6
	C	**पत्र लेखन (औपचारिक और अनौपचारिक)** • औपचारिक पत्र लेखन का प्रारूप (जैसे छुट्टी के लिए आवेदन, शिकायत पत्र, आदि) • अनौपचारिक पत्र लेखन का प्रारूप (जैसे मित्र/परिवार को पत्र) • औपचारिक और अनौपचारिक पत्रों में अभ्यास		CO4, CO5, CO6
	Unit 5	**गद्य, पद्य और निबंध**		
	A	• गिल्लू – महादेवी वर्मा • ईदगाह - मुंशी प्रेमचंद		CO4, CO5, CO6
	B	• 'पुष्प की अभिलाषा' – माखनलाल चतुर्वेदी • बीती विभावरी जाग री – जयशंकर प्रसाद • मेरा नया बचपन – सुभद्रा कुमारी चौहान		CO4, CO5, CO6
	C	• जो देखकर भी नहीं देखते (जीवनी) • स्वतंत्रता की ओर		CO4, CO5, CO6
	Mode of examination	**Theory**		
	Weightage Distribution	MTE	CA	ESE
		25%	25%	50%

	Text book/s*	Gillu https://www.nios.ac.in/media/documents/sechincour/Chapter-3.pdf Birbal ki Khichdi https://ncert.nic.in/textbook/pdf/chve106.pdf Daan ka Hisaab https://ncert.nic.in/textbook/pdf/dhhn107.pdf Swatantrata ki Or https://ncert.nic.in/textbook/pdf/dhhn109.pdf Jo Dekhkar bhi nahin Dekhte https://docs.aglasem.com/view/3c740b90-2192-11ea-b695-02f21f5619c4#google_vignette https://gitaganga.org/books/prerak-kahaniya

COs- POs Matrix

Pos-Cos	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3
CO1	2	3	1	1	1	2	2	2	1	3	2
CO2	3	3	2	2	1	2	1	1	2	3	2
CO3	3	3	3	2	2	2	1	3	2	3	1
CO4	1	3	1	3	2	1	1	2	2	3	3
CO5	2	3	2	3	2	2	1	3	3	3	2
CO6	2	2	2	1	1	3	3	3	1	2	2

1. Low
2. Medium
3. High

School: SSHSS		**Batch : 2025-2029**	
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2026-2027**	
Branch: Psychology		**Semester: III**	
1	Course Code	**AI8603**	
2	Course Title	AI in Mental Health and Wellbeing	
3	Credits	**3**	
4	Contact Hours	**0-1-4**	
	Course Type	**Value Added Course**	
5	Course Objectives	1. This course provides foundational knowledge and practical skills for applying AI 2. in mental health, covering diagnostic tools, personalized interventions, and well- 3. being applications. Students will explore ethical considerations like privacy and 4. bias, learn about AI-based therapy enhancements, and develop critical skills to 5. evaluate and improve AI tools in mental health contexts.	
	Course Outcomes	Students will be able to: CO1**:** Identify foundational AI tools and techniques used in mental health applications. CO2: Describe key ethical, privacy, and regulatory issues in AI-driven mental health tools. CO3: Apply AI techniques to assess and monitor mental health conditions. CO4 Analyze AI-based therapeutic interventions and their effectiveness in mental health care. CO5 Develop AI-driven applications for mental well-being and stress management. CO6 Critically evaluate current AI models and propose enhancements for future mental health applications.	
	Course Description	This course explores the role of artificial intelligence (AI) in the mental health and well-being sectors, examining both foundational and advanced AI concepts relevant to psychological health applications. Students will study AI techniques, including natural language processing, predictive modeling, and wearable technology, alongside practical insights into ethical concerns and real-world applications. Each unit emphasizes practical skills, encouraging students to apply AI solutions to mental health contexts such as diagnosis, therapy enhancement, and emotional well-being.	
	Unit 1	**Introduction to AI in Mental Health**	
	A	Key AI Concepts: Machine Learning, Deep Learning, and Data Analytics, Applications of AI in Healthcare vs. Mental Health	CO1

	B	Data Collection and Privacy in Mental Health: Types of Data Used in Mental Health AI (text, voice, physiological), Data Privacy and Confidentiality Issues, Consent Management and Ethical Data Use	CO1
	C	Foundational AI Tools for Mental Health: Predictive Analytics and Decision Trees, Introduction to Natural Language Processing (NLP), Basics of Sentiment Analysis for Mental Health	CO1
	Unit 2	**AI and Diagnostics in Mental Health**	
	A	AI in Mental Health Diagnosis: Image and Voice Analysis for Diagnosing Conditions, Machine Learning Algorithms for Risk Prediction, Diagnostic AI Models in Depression and Anxiety	CO2
	B	Emotion Recognition Systems: AI Techniques in Facial Emotion Recognition, Voice and Text Emotion Recognition in Therapy Sessions, Real-Time Monitoring of Emotional States	CO2
	C	Personalized Mental Health Assessments: Adaptive Testing using AI Models, Customizing Diagnostic Tools for Individual Patients, Case Study: AI for Predicting Relapse in Mental Health	CO2
	Unit 3	**AI-Enhanced Therapy and Interventions**	
	A	Virtual Agents and Chatbots for Counselling: Role of Chatbots in Therapy and Counselling, Chatbot Design	CO4
	B	AI-Based Adaptive Therapy Programs: Dynamic Adaptation in Therapy Programs Using AI, Digital Therapeutics and App-Based Therapy Enhancement, AI in Cognitive Behavioural Therapy (CBT) Techniques	CO4
	C	Remote Monitoring and Follow-up Care Using AI: Wearable Devices for Mental Health Monitoring Using Mobile Apps for Real-Time Well-being Tracking, Practical Implementation of AI for Crisis Prevention	CO3
	Unit 4	**AI for Mental Well-being and Stress Management**	
	A	AI Applications in Stress Detection: Physiological Monitoring for Stress Analysis, AI Algorithms for Identifying Stress Triggers, Real-Life Applications of AI in Stress Management	CO3, CO4
	B	Mindfulness and Wellness Applications: AI-Based Mindfulness Apps: Insights and Examples, Virtual Reality (VR) for Meditation and Relaxation, Integrating AI in Lifestyle and Wellness Apps	CO3
	C	Emotional and Social Well-being Enhancement: AI Tools for Social Connection and Support, AI and Gamification in Well-being Applications, Measuring Outcomes in AI-Based Well-being Programs	CO3, CO4
	Unit 5	**Ethical and Future Perspectives of AI in Mental Health**	
	A	Ethics of AI in Mental Health: Key Ethical Issues: Bias, Privacy, and Transparency, Algorithmic Accountability and Fairness, Legal and Regulatory Perspectives on AI in Mental Health	CO3, CO5

	B	Challenges and Limitations of AI in Mental Health	CO3, CO5
	C	Research Methods and Evaluation in AI for Mental Health: Experimental Design in AI Mental Health Studies, Evaluating AI Interventions	CO5, CO6
	Mode of examination	Practical	
	Weightage Distribution		

	Text book/s and other sources	1. Russell, S., & Norvig, P. (2020). Artificial Intelligence: A Modern Approach (4th ed.). Pearson Education. 2. Aggarwal, C. C. (2018). Neural Networks and Deep Learning: A Textbook. Springer. 3. Zhou, L., Zhang, D., & Chen, C. (2021). AI for Mental Health and Mental Illness. Springer. 4. Torous, J., & Roberts, L. W. (2017). Digital Health and Patient Data in Psychiatry: A Practical Guide. Springer. 5. Parekh, R. (2021). Artificial Intelligence and Psychiatry: AI for Better Mental Health and Well-being. Elsevier. 6. Marr, B. (2020). Artificial Intelligence in Practice: How 50 Successful 7. Companies Used AI and Machine Learning to Solve Problems. Wiley.

COs- POs Matrix

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	**3**	**2**	**3**	**3**	**1**	**3**	**1**	**1**	**1**	**3**	**1**
CO2	**3**	**3**	**2**	**3**	**3**	**2**	**1**	**1**	**2**	**1**	**3**
CO3	**2**	**3**	**2**	**3**	**2**	**1**	**1**	**2**	**3**	**2**	**3**
CO4	**1**	**2**	**3**	**2**	**3**	**2**	**2**	**1**	**3**	**2**	**3**
CO5	**2**	**3**	**2**	**2**	**2**	**3**	**2**	**2**	**2**	**2**	**2**
CO6	**3**	**1**	**2**	**1**	**2**	**3**	**1**	**3**	**1**	**2**	**2**

Semester IV

School: SSHSS		**Batch : 2025-2029**	
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2026-2027**	
Branch: Psychology		**Semester: IV**	
1	Course Code	SYT2209	
2	Course Title	Perspective of Psychological Disorders	
3	Credits	4	
4	Contact Hours (L-T-P)	4-0-0	
	Course Type	Core	
5	Course Objective	1. To create an interest in students, understand the causes and symptoms of various mental disorders. 2. To facilitate the development of scientific outlook in contrasting normality and abnormality of human behaviour. 3. To make students understand the course of development of abnormal conditions. 4. To make students able to analyze the substance related disorders.	
6	Course Out-comes	The student will be able. CO1: to define the causes, signs, and symptoms of various mental disorders. CO2: to explain the difference between Normalityand abnormality. CO3: to apply and understand various disorders. CO4: to analyze the prevention and treatment of various disorders. CO5: to evaluate the basis for abnormal behaviour. CO6: to design suitable methodology reported inscientific papers on abnormal behaviour for project	
7	Course Description	The paper aims at providing an overview of the concept of abnormality and the symptoms and etiology of various psychological disorders. This will sensitize. them to information on psychopathology and dispel myths regarding it.	
8	Outline syllabus		CO Mapping
	Unit 1	Abnormal Psychology and Perspectives	
	A	Abnormal Psychology: Definition, Scope, and Criteria	CO1, CO2
	B	Historical Conceptions: Supernatural, Biological, Psychological Traditions	CO1, CO2
	C	Approaches to Psychopathology: Biological, Psychodynamic, Behavioral, Cognitive Perspectives	CO1, CO2

		Cultural and Interpersonal Factors in Psychopathology			
	Unit 2	Anxiety and Somatoform Disorders			
	A	Classification of Abnormality (DSM V)			CO1, CO3
	B	Anxiety Disorders: Generalized Anxiety, Panic, Phobias			CO1, CO3, CO5, CO6
	C	Obsessive-Compulsive Disorder (OCD) Somatic Disorders: Somatic Symptom, Dissociative Disorders			CO1, CO3, CO5, CO6
	Unit 3	**Mood Disorders and Suicide**			
	A	Mood Disorders: Depression, Major Depressive Disorder			CO2, CO5, CO6
	B	Bipolar Disorder: Types and Clinical Picture			CO2, CO3
	C	Suicide: Concepts, Causes, Mental Illness, Prevention			CO2, CO3, CO5, CO6
	Unit 4	Psychotic Disorders and Substance Use			
	A	Schizophrenia: Types, Clinical Picture, Etiology			CO2, CO4
	B	Dissociative identity disorder			CO3, CO4
	C	Substance Use Disorders: Dependence, Abuse, Etiology			CO3, CO4
	Unit 5	Neurodevelopmental Disorders & Learning Disabilities			
	A	Learning Disabilities: Reading, Written Expression, Mathematics			CO4, CO5
	B	Attention-Deficit/Hyperactivity Disorder (ADHD)			CO5, CO6
	C	Autism Spectrum Disorders and Intellectual Disability			CO5, CO6
	Mode of examination	Theory			
	Weightage Distribution	IA	EA		
		25%	75%		
	Text book/s*	Carson,R.C., Butcher, J.N.,Mineka,S.&Hooley,J.M. (2008). Abnormal Psychology. New Delhi: Pearson.			
	Other References	1. Barlow, D. H., & Durand, V. M. (2002). Abnormal Psychology: An Integrative Approach. 3rd ed. Wadsworth. Thomson Learning: Canada. 2. Sarason, I. G., & Sarason, B. R. (2002). Abnormal Psychology: The Problem of Maladaptive Behaviour. 10th ed. New Delhi: Pearson. 3. Lamm, A. (1997). Introduction to Psychopathology,			

		New York: Sage. 4. Buss, A. H. (1999). Psychopathology. New York: John Wiley. 5. Butcher, J. N., Mineka, S., & Hooley, J. M. (2010). Abnormal psychology (14th ed.). New York: Pearson 6. Durand, V. M., & Barlow, D. H. (2010). Essentials of abnormal psychology. Florence, KY: Cengage. 7. Halgin, R., & Whitbourne, S. K. (2010). Abnormal psychology: Clinical perspective on psychological disorders (6th ed.). Singapore: McGraw Hill 8. Sue, R., Sue, D., & Sue, S. (2010). Understanding abnormal behaviour. Boston: Wadsworth/Cengage. Suleman, M., & Tauwab, M. (2008). Asamanya mano- vigyan: Visay awam vyakhya. Varanasi: Motilal Banara-sidas.	

COs- POs Matrix

POs Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	2	2	1	2	1	1	3	3	2
CO2	2	2	3	2	2	2	2	1	2	2	2
CO3	3	3	3	2	2	2	1	1	2	2	1
CO4	3	2	3	2	1	1	2	1	1	2	2
CO5	2	3	3	1	2	2	1	1	2	2	1
CO6	3	2	2	2	1	1	2	1	1	2	2

1. Low
2. Moderate
3. High

School: SSHSS		**Batch : 2025-2029**	
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2026-2027**	
Branch: Psychology		**Semester: IV**	
1	Course Code	SYP2215	
2	Course Title	Psychological Practicum 1	
3	Credits	2	
4	Contact Hours (L-T-P)	0-0-4	
	Course Type	Core (Lab)	
5	Course Objective	Understand major personality theories and their core concepts. Develop skills to apply these theories in analysing behaviour and real world scenarios.	
6	Course Out-comes	The student will be able; CO1: Identify and explain the core concepts and principles of major personality theories, including psychodynamic, humanistic, trait, social-cognitive, and biological perspectives. CO2: Understand and evaluate different personality assessment methods, including self-report inventories, projective techniques, and behavioural observation. CO3: Apply various personality theories to analyse and interpret real-world behaviours and individual differences. CO4: Understand and evaluate different personality assessment methods, including self-report inventories, projective techniques, and behavioural observation. CO5: Communicate effectively their understanding of personality theories and their applications in written and oral formats. CO6: Enhance self-awareness by applying personality theories to their lives and behaviours.	
7	Course Description	This course delves into major personality theories, exploring their historical roots, core concepts, and empirical evidence. The lab component focuses on applying these theories through assessments and real-world observations to understand individual differences and behaviour.	
8	Outline syllabus		
	Unit 1	Administration, Scoring and Interpretation of on 16 PF1	CO1, CO2, CO3

	Unit 2	Administration, Scoring and Interpretation of Measurement of the Maudsley Personality Inventory	CO1, CO2, CO3, CO4, CO5
	Unit 3	Administration, Scoring and Interpretation of Measurement of the NEOFFI of Personality	CO1, CO2, CO3, CO4, CO5, CO6
	Unit 4	Administration, Scoring and Interpretation of Measurement of HEXACO-PI	CO1, CO2, CO3, CO4, CO5, CO6
		Neuropsychological test/Cognitive function test	
	Unit 5	Report Writing of Practical	CO1, CO2, CO3, CO4, CO5, CO6
	Mode of ex-amination	Practical	
	Weightage Distributio n	CA: 25%	Viva: 25% / EA: 50%
	Text book/s*	Carson, R.C., Butcher, J.N., Mineka,S.& Hooley, J.M. (2008). Abnormal Psychology. New Delhi: Pearson.	
	Other References	1. Hogan, R., & Smither, R. (2001). Personality: Theories and applications. Westview Press. 2. Ryckman, R. M. (2013). Theories of personality (p. 544). Wadworth Cengage Learning.	

COs- POs Matrix

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	1	1	2	1	1	1	2	2	3
CO2	2	3	1	1	1	2	1	1	1	2	2
CO3	2	2	1	1	2	1	1	1	2	3	2
CO4	2	2	1	2	1	1	1	1	2	2	1
CO5	1	1	1	1	1	1	1	1	1	2	2
CO6	2	2	2	2	2	2	1	1	3	2	2

1. Low
2. Moderate
3. High

School: SSHSS		**Batch : 2025-2029**	
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2026-2027**	
Branch: Psychology		**Semester: IV**	
1	Course Code	SYP2216	
2	Course Title	Psychological Practicum 2	
3	Credits	2	
4	Contact Hours (L-T-P)	0-0-4	
	Course Type	Core (Lab)	
5	Course Objective	To introduce basic psychological processes that would help understand human behavior through scientific method.	
6	Course Out-comes	The student will be able; CO1: to define the causes, signs, and symptoms ofvarious mental disorders. CO2: to explain the difference between Normality and abnormality CO3: to apply the proficiency to conduct the screening and assessment of psychological tools for examining develop-mental issues and disorders. CO4: to analyze the prevention and treatment of various disorders. CO5: to evaluate the basis for abnormal behaviour. CO6: to design an in- depth investigation of a single person, group, event or community.	
7	Course Description	The course intends to impart knowledge of the basic concepts and modern trends in Psychology.	
8	Outline syllabus		
	Unit 1	Administration, Scoring and Interpretation of any an-xiety test	CO1, CO2, CO3
	Unit 2	Administration, Scoring and Interpretation of any test of Depression/ bipolar disorders	CO1, CO2, CO3, CO4, CO5
	Unit 3	Administration, Scoring and Interpretation of any test of Intelligence to screen any cognitive or learning impairment	CO1, CO2, CO3, CO4, CO5, CO6
	Unit 4	Administration, Scoring and Interpretation of any test of any	CO1, CO2, CO3, CO4, CO5, CO6

		Neuropsychological test/Cognitive function test		
	Unit 5	Case Study/ Screening of Attention Deficit Hyperactivity Disorder and report OR Case Study/ Screening of any Learning Disability/ Autism Spectrum Disorder and report		CO1, CO2, CO3, CO4, CO5, CO6
	Mode of examination	Practical		
	Weightage Distribution	CA	Viva	EA
		25%	25%	50%
	Text book/s*	Carson, R.C., Butcher, J.N., Mineka,S.& Hooley, J.M. (2008). Abnormal Psychology. New Delhi: Pearson.		
	Other References	1. Barlow D. H. & Durand V. M, & Stewart, S. H. (2009). Abnormal Psychology. New Delhi: Cengage Learning. 2. Butcher, J. N., Mineka, S., & Hooley, J. M. (2010). Abnormal psychology (14th ed.). New York: Pearson 3. Lamm, A. (1997). Introduction to Psychopathology, New York: Sage.		

COs- POs Matrix

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	1	1	2	1	1	1	2	2	3
CO2	2	3	1	1	1	2	1	1	1	2	2
CO3	2	2	1	1	2	1	1	1	2	3	2
CO4	2	2	1	2	1	1	1	1	2	2	1
CO5	1	1	1	1	1	1	1	1	1	2	2
CO6	2	2	2	2	2	2	1	1	3	2	2

1. Low
2. Moderate
3. High

School: SSHSS		**Batch : 2025-2029**	
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2026-2027**	
Branch: Psychology		**Semester: IV**	
1	Course Code	SYT2210	
2	Course Title	Personality Theories & Application	
3	Credits	3	
4	Contact Hours (L-T-P)	3-0-0	
	Course Type	Core	
5	Course Objective	1. To impart knowledge of the basic concepts and terms in Personality Psychology. 2. To foster interest in Personality Psychology as a field of study and research 3. To make the students aware of the practical applications of the various concepts in Personality Psychology in the Indian context. 4. To describe and differentiate among the major psychological approaches which explain personality	
6	Course Out-comes	The student will be able; CO1 The student will be able to identify basic concepts and terms in Personality Psychology. CO2: The student will be able to understand various theories of personality CO3: The student will be able to apply methods used in personality research and assessment CO4: The student will be able to analyze person's behavior, thinking patterns, or emotional reactions CO5: The student will be able to judge the bases for an individual's behaviour. CO6: The student will be able to construct suitable methodology reported in scientific papers on understanding different personalities for project.	
7	Course Description	Personality psychology introduces various approaches to the study of personality. A consideration of personality's determinant, development, and assessment.	
8	Outline syllabus		CO Mapping
	Unit 1	**Introduction to Personality**	
	A	Personality Traits; Personality Types	CO1, CO2
	B	Biological Approaches to Personality: Anatomy, Physiology and Genetics	CO1, CO2
	C	Determinants of personality: Socio-cultural.	CO1, CO2

	Unit 2	**Approaches to the study of personality: Psychoanalytic & Neo-Freudian**	
	A	Structure of Personality, Levels of Consciousness; Unconscious Mind: Defenses and Slip	CO1, CO2, CO4
	B	Stages of psychosexual development;	CO1, CO2
	C	Neo Freudians: Adler, Horney, Jung, and Erikson	CO1, CO4
	Unit 3	**Approaches to the study of personality**	
	A	Social learning theories: Bandura; Behaviourist: Skinner	CO3, CO6
	B	Frankl & Rollo May approach to personality	CO3, CO6
	C	Maslow & Rogers approach to personality	CO3, CO6
	Unit 4	**Psychology of self**	
	A	Self-Concept: Origin and development.	CO4, CO6
	B	Western and Eastern perspective; Measurement of self.	CO4, CO6
	C	Indian perspective on personality- Personality in Indigenous Tradition (Advaita Vadanta tradition, Yoga tradition, & Ayurveda tradition).	CO4, CO6
	Unit 5	**Personality assessment**	
	A	Personality assessment: Psychometric and behavioural measures.	CO5, CO6
	B	Self report inventory	CO5, CO6
	C	Personality assessment: Projective Techniques	CO5, CO6
	Mode of ex-amination	Theory	
	Weightage Distribution	IA | EA	
		25% | 75%	
	Text book/s*	1. Kelly, G.A. (1963). A Theory of Personality. New York: Norton.	

		2. Mischel, W. (2004). Toward an integrative science of the person (Prefatory Chapter). Annual Review of Psychology, 55, 1-22. 3
	Other References	1. Mischel, W., & Morf, C. (2003). The self as a psychosocial dynamic processing system: A meta perspective on a century of the self in psychology. In M. Leary & J. Tangney (Eds.), Handbook of Self and Identity (pp. 15- 43). New York: Guilford. 2. Cervone, D. & Shoda, Y. (1999). The Coherence of Personality. New York: Guilford.

COs- POs Matrix

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	3	1	2	2	1	2	1	2	2	1
CO2	2	2	2	3	1	2	1	1	2	2	2
CO3	2	3	1	2	2	1	1	1	1	2	1
CO4	1	2	1	2	2	2	1	1	2	2	2
CO5	2	3	1	2	2	1	2	1	1	2	1

1. Low
2. Moderate
3. High

School: SSHSS		**Batch : 2024-2028**	
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2026-2027**	
Branch: Psychology		**Semester: IV**	
1	Course Code	SYT2211	
2	Course Title	**Understanding Social Behavior**	
3	Credits	3	
4	Contact Hours (L-T-P)	3-0-0	
	Course Type	Core	
5	Course Objective	1. To impart knowledge of the basic concepts and modern trends in Social Psychology. 2. To foster interest in Social Psychology as a field of study and re-search. 3. To understand the individual in the social world. 4. To make the students aware of the applications of the various concepts in Social Psychology in the Indian context.	
6	Course Out-comes	The students will be able; CO1: to define the basic concepts and mod-ern trends in Social Psychology. CO2: to identify an individual's behaviour inthe social world. CO3: to apply the concept of attitude andattribution of behaviour. CO4: to analyze group dynamics. CO5: to evaluate aggressive behaviour of individuals. CO6: to design people's behaviour in social context.	
7	Course Description	Social psychology is the scientific study of how people's thoughts, feelings, and behaviors are influenced by the actual, imagined, or implied presence of others. It studies cognitive, affective, and behavioral processes of individuals as influenced by their group membership and interactions, and other factors that affect social life, such as social status, role, and social class.	
8	Outline syllabus		CO Mapping
	Unit 1	**Introduction**	

	A	Social psychology: Nature & concept, The emergence of Social Psychology	CO1
	B	Scope of social psychology, relevance of modern psychology	CO1
	C	Research Methods in Social psychology	CO1, CO2
	Unit 2	**Social Cognition, Attitude, Prejudice and Stereotypes**	
	A	Social Cognition: Schema, Schematic Processing.	CO1, CO2, CO3
	B	Attitudes- Nature, characteristics and functions of attitude, Attitude formation and change	CO1, CO2, CO3
	C	Prejudice and Stereotypes- Nature and components of prejudice, Reduction of prejudice	CO1, CO2, CO3
	Unit 3	**Social Influence**	
	A	Conformity: Group Influence in Action;	CO1, CO2, CO6
	B	Compliance: To Ask – Sometimes - Is to Receive	CO1, CO2, CO6
	C	Symbolic social influence; Obedience to Authority	CO1, CO2, CO6
	Unit 4	Group structure & Leadership	
	A	Groups: Norms, Roles, Status & Cohesiveness;	CO1, CO2, CO4,CO6
	B	Leadership- Definitions and functions	CO1, CO2, CO3, CO6
	C	Trait, situational, interactional and contingency approaches to leadership	CO1, CO2, CO3, CO6
	Unit 5	Social Behavior	
	A	Pro-social behavior; Bystander Effect; Determinants: Personal, Situational and Socio-cultural	CO1, CO2, CO5, CO6
	B	Aggression- Theoretical perspectives	CO1, CO2, CO5, CO6
	C	Social and personal determinants of aggression, prevention and control of aggression.	CO1, CO2, CO5, CO6
	Mode of exami-Nation	Theory	

	Weightage Distribution	IA	EA		
		25%	75%		
	Text book/s*	Baron, R.A., Byrne, D. & Bhardwaj. G (2010).Social Psychology (12th Ed).New Delhi: Pearson.			
	Other References	1. Chadha, N.K. (2012). Social Psychology. MacMillan. 2. Myers, D.G. (2008). Social psychology. New Delhi: Tata McGraw-Hill. 3. McDavid, J. W. & Harrari, H. (1968) Social Psychology. NY: Harper & Row. 4. Baumeister, R.F. & Bushman, B.J.(2013). Social Psychology and Human Nature. (3rd ed.). Wadsworth Pub. Co. 5. Taylor, S.E., Paplau, L.A., & Sears, D.O. (2006). Social Psychology (12thed). New Delhi: Pearson Publications. 6. Baron, R.A. & Branscombe, N.R. (2012). Social Psychology (13th ed.) New Delhi: Pearson.		

COs- POs Matrix

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	3	3	2	1	2	2	1	3	2	3
CO2	2	2	3	1	2	2	2	1	2	1	2
CO3	2	2	3	1	1	1	1	1	2	2	1
CO4	3	2	3	2	1	2	2	2	1	2	2
CO5	2	2	3	1	2	2	2	1	2	1	2
CO6	2	3	3	1	1	1	1	1	2	2	1

1. Low
2. Moderate
3. High

School: SSHSS		**Batch : 2025-2029**	
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2026-2027**	
Branch: Psychology		**Semester: IV**	
1	Course Code	SYR3321	
2	Course Title	Research Based Learning in Psychology 2	
3	Credits	1	
4	Contact Hours(L-T-P)	0-0-2	
	Course Type	Compulsory (Practical)	
5	Course Objective	To enhance the research skills in the area of psychology.	
6	Course Out-comes	The student will be able; CO1: to define the concepts related to psycho-logical researches. CO2: to explain the research problems based on theresearch articles. CO3: to apply the need of the research. CO4: to analyze the steps involved inquantitative research methodology. CO5: to evaluate and summarize the findings, limitations and scope of future research. CO6: to design a report based on the understanding ofmethodology and analysis of the studied articles.	
7	Course De-scription	The course intends to impart knowledge of the basic concepts and moderntrends in Psychological Research.	
8	Outline syllabus		
	Unit 1	Student will read and understand the twenty re-search articles (quantitative) from reputed jour-nals.	CO1
	Unit 2	The student will write introduction and identify the research problems and literature review from the studied articles.	CO2
	Unit 3	The student will identify the rationale/need of the research for identified research problems.	CO3
	Unit 4	The student will identify and describe the re-search methodology mentioned in the studied ar-ticles.	CO4, CO6

<table>
<tr><td></td><td>Unit 5</td><td colspan="3">The student will conclude the articles and high- light the limitations and future directions in stu- died articles.

Student will submit a final report in APA format of selected twenty research articles. (approved bythe faculty)
The student needs to attach plagiarism report for with the final submission of the report.</td><td>CO5, CO6</td></tr>
<tr><td></td><td>Mode of ex-amination</td><td colspan="4">Practical (review of Twenty research articles)</td></tr>
<tr><td rowspan="2"></td><td rowspan="2">Weightage Distribution</td><td>IA</td><td>EA</td><td colspan="2"></td></tr>
<tr><td>60%</td><td>40%</td><td colspan="2"></td></tr>
<tr><td></td><td>Text book/s*</td><td colspan="4">Shaughnessy, J. J., Zechmeister, E. B. & Zechmeister, J. (2012). Research me-thods in psychology. (9th ed.) NY: McGraw Hill.</td></tr>
<tr><td></td><td>Other Refer-ences</td><td colspan="4">1. Acharyya, R. (Ed.), Bhattacharya, N. (Ed.). (2020). Research Me-thodology for Social Sciences. London: Routledge India, https://doi.org/10.4324/9780367810344

2. Elmes, D. G. (2011). Research Methods in Psychology (9thed.). Wadsworth Publishing.

3. Kloos, B., Hill, J., Thomas, E., Wandersman, Elias, M. J., & Dal-ton, J.H. (2012). Community Psychology: Linking Individuals and Communities. Wadsworth, Cengage Learning. Tim May (2001). Social Research: Issues, Methods and Process, 3rd edition, Open University Press

4. Miller, L.A., Lovler, R. L., & McIntire, S.A., (2013). Foundations of Psychological Testing: A practical approach. (4th Ed.). Sage publications</td></tr>
</table>

COs- POs Matrix

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	2	3	3	1	1	3	2	2	3
CO2	3	2	2	3	3	1	1	3	2	2	3
CO3	3	3	2	3	3	1	1	3	1	3	3
CO4	3	3	2	3	3	1	1	3	1	3	3
CO5	3	3	2	3	3	2	1	3	1	3	3
CO6	3	3	2	3	3	2	2	3	1	3	3

1. Low
2. Moderate
3. High

School: SSHSS		**Batch : 2025-2029**
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2026-2027**
Branch: Psychology		Semester: IV
1	Course Code	SYT2212
2	Course Title	Psychology of Stress
3	Credits	3
4	Contact Hours (L-T-P)	3-0-0
	Course Type	Minor Elective
5	Course Objective	1. Articulate the key components of stress theory, stressors, stress reactivity, and gain a comprehensive understanding of stress as a concept. 2. Examine the impact of stress on physiological systems, including the brain, endocrine system, autonomic nervous system, cardiovascular system, gastrointestinal system, muscles, and skin. 3. Utilize a range of coping strategies to effectively manage stressors, including intervention models, roadblocks, and comprehensive stress management techniques. 4. Enhance assertiveness, conflict resolution, communication, emotional intelligence, and time management skills for effective stress management. 5. Master various relaxation techniques such as meditation, autogenic training, imagery, and progressive relaxation to reduce stress and promote relaxation. 6. Apply psychological concepts including Type A behavior, self-esteem, locus of control, anxiety management, resiliency, and hardiness to foster positive mental health and resilience.

6	Course Outcomes	Student will be able to: 1. Demonstrate a thorough comprehension of stress theory, stressors, and stress reactivity, and apply this understanding to real-life scenarios. 2. Analyze the psychophysiological impact of stress on various bodily systems, identifying symptoms and their implications. 3. Apply a range of coping strategies and intervention techniques to manage stressors and maintain emotional well-being. 4. Demonstrate improved assertiveness, conflict resolution, communication, and emotional intelligence in interpersonal interactions. 5. Utilize relaxation techniques to reduce stress, enhance relaxation, and cultivate a sense of calm. 6. Exhibit increased resilience, positive self-esteem, effective anxiety management, and a proactive approach to managing stress-related challenges.	
7	Course Description	This course provides a comprehensive understanding of stress management strategies to enhance personal well-being. Students will explore the physiological and psychological aspects of stress, learn effective coping techniques, and develop skills to foster resilience and positive mental health.	
	Unit 1	**Fundamentals of Stress Management**	CO
	A	Stress Concepts and Definitions	CO1
	B	Stress Reactivity and Responses	CO1
	C	Defining Stress and Establishing Management Goals	CO1
	Unit 2	**Stress Psychophysiology and Health**	
	A	Brain-Body Connection: Stress and the Central Nervous System	CO2
	B	Hormones and Health: Endocrine Responses to Stress	CO2

	C	Cardiovascular, Gastrointestinal, and Muscular Impact of Stress	CO2
	Unit 3	**Psychosomatic Health and Coping**	
	A	Stress and Immunological System	CO3
	B	Addressing Specific Conditions: PTSD and Psychosomatic Diseases	CO3
	C	Effective Coping Strategies: Models, Roadblocks, and Comprehensive Management	CO3
	Unit 4	**Interpersonal and Intrapersonal Approaches**	
	A	Assertiveness and Conflict Resolution for Stress Reduction	CO4
	B	Communication Skills and Emotional Intelligence	CO4,CO6
	C	Managing Technostress, Time, and Social Support	CO4, CO6
	Unit 5	**Relaxation Techniques and Lifestyle Management**	
	A	Mindfulness and Meditation for Stress Reduction	CO5, CO6
	B	Progressive Relaxation and Imagery Techniques	CO5, CO6
	C	Coping through Physical Activity, Exercise, and Healthy Lifestyle	CO5, CO6
	Mode of examination	Theory	
	Weightage Distribution	IA / EA	
		25% / 75%	
	Readings Textbooks	1. Selye, H. (1976). *The Stress of Life*. McGraw-Hill Education. 2. Lazarus, R. S., & Folkman, S. (1984). *Stress, Appraisal, and Coping*. Springer. 3. Sapolsky, R. M. (2004). *Why Zebras Don't Get Ulcers: An Updated Guide to Stress, Stress-Related Diseases, and Coping*. Holt Paperbacks.	

COs- POs Matrix

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	3	3	1	1	1	1	1	1	2	1
CO2	2	2	3	1	1	1	1	1	1	1	2
CO3	2	3	3	1	1	1	1	1	1	1	1
CO4	3	2	3	2	2	2	2	1	2	2	2
CO5	2	1	3	1	1	1	1	1	1	1	1
CO6	1	2	1	2	1	2	2	1	2	2	1

1. **Low**
2. **Moderate**
3. **High**

School: SSHSS		**Batch : 2025-2029**	
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2026-2027**	
Branch: Psychology		**Semester: IV**	
1	Course Code	CCU701	
2	Course Title	Community Connect	
3	Credits	2	
4	Contact Hours (L-T-P)	0-0-4	
	Course Type	AEC	
5	Course Objective	To introduce to basic psychological tests that would help understand human behavior through scientific method.	
6	Course Out-comes	The student will be able to; CO1: to define basic concepts and moderntrends in community and health psychology. CO2: to identify the models and theories ofcommunity and health psychology. CO3: to apply the core values for collaboration and community strengths. CO4: to analyze community program forhealth promotion. CO5: to evaluate the work-life balance topromote the health. CO6: to design intervention for communityempowerment.	
7	Course De-scription	The course intends to impart knowledge on social issues, social insti-tutions, and other settings that influence individuals, groups, and or-ganizations. Community and health psychology as a science seeks to understand relationships between environmental conditions and the development of health and well-being of all members of a community. It helps in understanding how people react, cope and recover from ill-ness.	
8	Outline syllabus		
	Unit 1	Field Visit to any Community Center/Social Ser-vice Center and submit a report (10-12 students group can be formed)	CO1, CO2, CO3
	Unit 2	Conduct a survey on any Physical Health Related	CO1, CO2, CO3,

<table>
<tr><td></td><td></td><td colspan="3">issues and submit the report (10-12 students group can be formed)</td><td>CO4, CO5</td></tr>
<tr><td></td><td>Unit 3</td><td colspan="3">Conduct a survey on any Mental Health Related issues and submit the report (10-12 students group can be formed)</td><td>CO1, CO2, CO3, CO4, CO5, CO6</td></tr>
<tr><td></td><td>Unit 4</td><td colspan="3">Field Visit to any School and submit a report (10- 12studentsgroup can be formed)</td><td>CO1, CO2, CO3, CO4, CO5, CO6</td></tr>
<tr><td></td><td>Unit 5</td><td colspan="3">Field Visit to any NGOs and submit a report (10-12 students' group can be formed)</td><td>CO1, CO2, CO3, CO4, CO5, CO6</td></tr>
<tr><td></td><td>Mode of examination</td><td colspan="4">Practical</td></tr>
<tr><td rowspan="2"></td><td rowspan="2">Weightage Distribution</td><td>CA</td><td>Viva</td><td colspan="2">External</td></tr>
<tr><td>25%</td><td>25%</td><td colspan="2">50%</td></tr>
<tr><td></td><td>Text book/s*</td><td colspan="4">Poland, B. D., Green, L.W. &Rootman, I.(2000) Setting for Health Promotion: Linking Theory and Practice, Sage Publication, New Delhi.</td></tr>
<tr><td></td><td>Other References</td><td colspan="4">1. Dalal, A.K. (2016). Cultural Psychology of Health in India: Well-being, Medicine and Traditional Health Care. New Delhi: Sage Publications India Pvt. Ltd.
2. Fetterman, D.M., Kaftarian, S.J. &Wandersman, A (Eds)(1996) Empowerment Evaluation, New Delhi : Sage Publication.
3. Ghosh, Manika (2015). Health Psychology: Concepts in Health and Well-being. Delhi:Pearson
4. McKenzie, J. F. Pinger, R. R. &Kotecki, J. E. (2005).An introduction to community health. United States: Jones and Bartlett Publishers.
5. Misra, G. (Ed).(2010) Psychology in India.Indian Council of Social Science Research.Dorling Kindersley (India) Pvt Ltd. Pearson Education.</td></tr>
</table>

COs- POs Matrix

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	1	2	1	1	2	1	1	1	2	2	3
CO2	1	1	1	1	1	2	1	1	1	2	2
CO3	1	2	1	1	2	1	1	1	1	1	2
CO4	2	2	1	1	1	1	1	1	2	2	1
CO5	1	1	1	1	1	1	1	1	1	2	2
CO6	2	2	2	2	2	2	1	1	1	1	1

1. **Low**
2. **Moderate**
3. **High**

Semester -V

School: SSHSS		**Batch: 2025-2029**
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2027-2028**
Branch: Psychology		**Semester: V**
1	Course Code	SYT3301
2	Course Title	**Organizational Behaviour & Psychology**
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Core
5	Course Objective	1. To help students understand the conceptual framework of organizational behaviour. 2. To understand the individual attitude, personality and value systems in context of the workplace. 3. To acquaint the students with nature of perception, motivation andemotions of the employees for effective performance. 4. To help the student identifying the role of group, team andcommunication in organizational performance. 5. To introduce the students with qualities of an effective leader and mod-ern approaches to leadership beahvior.
6	Course Out-comes	The student will be able; CO1: to define comprehensive understanding of the concept of Organizational Behavior. CO2: to explain the attitude, personality and values of employee for maintaining a good person-job fit in the organization. CO3: to apply perception, motivation and emotion related to employees for an effective performance. CO4: to analyze the group and team dynamics so as tocreate successful team in the workplace. CO5: to evaluate leadership and explain how to findand create effective leaders. CO6: to create and develop research on the concepts in OB.
7	Course De-scription	Organizational behavior is a course giving knowledge of human behavior in work setting. The historical background of work behavior and role of human abilities and mental processes in effective performance is discussed in the course. The course attempts to explain the significance of emotion,

		mood and motivation of employees in their performance in the organization. The course discusses the key requirement of working in association with others in group and team of the employees and developing an effective communication among members. Leadership behavior types and contributions are also highlighted to learn by the students.	
8	**Outline syllabus**		**CO Mapping**
	Unit 1	**Introduction to OB**	
	A	Organizational Psychology: Meaning, concept and functions	CO1
	B	Influences on Organizational Psychology: Hawthrone Experiment, Time and Motion Study	CO1
	C	Current status of Organizational Psychology, Work place Diversity, Globalization, Ethical Behavior in Organization	CO1, CO6
	Unit 2	**Organizational Attitude and Behaviour**	
	A	Attitude and job Satisfaction: Major Job attitudes, causes and outcomes.	CO2, CO6
	B	Job Satisfaction, Job Involvement, Organizational Commitment: Concepts, Determinants & Consequences.	CO2, CO6
	C	Personality differences	CO2, CO6
	Unit 3	**Perception & Motivation**	
	A	Defining perception, factors influencing perception, person perception – selective perception, halo effect, contrast effects, stereotyping	CO3, CO6
	B	Defining motivation, hierarchy of needs theory, theory X and theory Y, two-factor theory, McClelland‘s theory, using rewards to motivate employees	CO3. CO6
	C	Job characteristic and redesign: Job rotation, Job Enrichment, Alternative work arrangement.	CO6. CO6
	Unit 4	**Groups, teams, communication**	
	A	Understanding Group Dynamics and cohesiveness	CO4. CO6
	B	Defining team, types of team, factors for success of team, turning individuals into team players	CO4, CO6
	C	Meaning of communication, functions of communication, process of communication, organizational communication, barriers to effective communication	CO4, CO6
	Unit 5	**Leadership**	

	A	Defining Leadership, Trait Theories of leadership, Behavioral theories			CO5, CO6
	B	Contingency Theories: Fiedler Model, Situational Leadership Theory, Path-goal theory			CO5, CO6
	C	Contemporary Issues: Charismatic Leadership, Transformational Leadership, ethics and leadership			CO5, CO6
	Mode of examination	Theory			
	Weightage Distribution	IA	EA		
		25%	75%		
	Text book/s*	Robbins S., Judge T., & Sanghi, S. (2009). Organizational Behavior. Pearson Prentice Hall.			
	Other References	1. Luthans, Fred (1973). Organizational Behavior. McGraw-Hill. 2. Blum & Naylor (1982). Industrial Psychology. Its Theoretical & Social Foundations. CBS Publication.			

COs-POs Matrix

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	3	2	2	3	1	1	1	1	3	2	1	3
CO2	2	3	2	1	1	1	1	1	2	1	2	2
CO3	2	2	1	1	2	1	1	1	3	2	2	2
CO4	3	3	2	1	2	1	1	1	2	1	2	3
CO5	2	2	1	1	2	1	1	1	2	1	2	2
CO6	3	2	2	1	2	1	1	1	1	2	1	3

1. Low
2 Moderate
3 High

School: SSHSS		**Batch : 2025-2029**	
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2027-2028**	
Branch: Psychology		**Semester: V**	
1	Course Code	SYP3305	
2	Course Title	Psychology Practicum 3	
3	Credits	2	
4	Contact Hours (L-T-P)	0-0-4	
	Course Type	Core (Lab)	
5	Course Objective	To introduce basic psychological processes that would help understand human behavior through scientific method.	
6	Course Out-comes	The student will be able; CO1: to define the causes, signs, and symptoms ofvarious mental disorders. CO2: to explain the difference between Normality and abnormality CO3: to apply the proficiency to conduct the screening and assessment of psychological tools for examining develop-mental issues and disorders. CO4: to analyze the prevention and treatment of various disorders. CO5: to evaluate the basis for abnormal behaviour. CO6: to design an in- depth investigation of a single person, group, event or community.	
7	Course Description	The course intends to impart knowledge of the basic concepts and modern trends in Psychology.	
8	Outline syllabus		
	Unit 1	Administration, Scoring and Interpretation of any an-xiety test	CO1, CO2, CO3
	Unit 2	Administration, Scoring and Interpretation of any test of Depression/ bipolar disorders	CO1, CO2, CO3, CO4, CO5
	Unit 3	Administration, Scoring and Interpretation of any test of Intelligence to screen any cognitive or learning impairment	CO1, CO2, CO3, CO4, CO5, CO6
	Unit 4	Administration, Scoring and Interpretation of any test of any	CO1, CO2, CO3, CO4, CO5, CO6

		Neuropsychological test/Cognitive function test		
	Unit 5	Case Study/ Screening of Attention Deficit Hyperactivity Disorder and report OR Case Study/ Screening of any Learning Disability/ Autism Spectrum Disorder and report		CO1, CO2, CO3, CO4, CO5, CO6
	Mode of examination	Practical		
	Weightage Distribution	CA	Viva	EA
		25%	25%	50%
	Text book/s*	Carson, R.C., Butcher, J.N., Mineka,S.& Hooley, J.M. (2008). Abnormal Psychology. New Delhi: Pearson.		
	Other References	4. Barlow D. H. & Durand V. M, & Stewart, S. H. (2009). Abnormal Psychology. New Delhi: Cengage Learning. 5. Butcher, J. N., Mineka, S., & Hooley, J. M. (2010). Abnormal psychology (14th ed.). New York: Pearson 6. Lamm, A. (1997). Introduction to Psychopathology, New York: Sage.		

COs-POs Matrix

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	1	1	2	1	1	1	2	2	3
CO2	2	3	1	1	1	2	1	1	1	2	2
CO3	2	2	1	1	2	1	1	1	2	3	2
CO4	2	2	1	2	1	1	1	1	2	2	1
CO5	1	1	1	1	1	1	1	1	1	2	2
CO6	2	2	2	2	2	2	1	1	3	2	2

4. Low
5. Moderate
6. High

School: SSHSS		**Batch: 2025-2029**
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2027-2028**
Branch: Psychology		**Semester: V**
1	Course Code	SYT3302
2	Course Title	**Applied Positive Psychology**
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Core
5	Course Objective	1. To develop an understanding of the concept of positive psychology 2. To apply the various principles of positive psychology for self devel-opment 3. To recognize the importance of enhancing the positive emotions for wellbeing. 4. To foster interest in Positive Psychology as a field of study and re-search
6	Course Out-comes	The students will be able; CO1: to define about the contribution of thepositive psychology to the field of psychology as a subject. CO2: to identify and understand basic concepts, theories and modern trends in Positive psychology. CO3: to apply the concepts of optimism, hope,resilience in the present scenario. CO4: to analyze positive psychology from ahealth perspective and psychological wellbeing. CO5: to evaluate an awareness of applicationand implication of concepts and theories of positive psychology. CO6: to design methodology reported inscientific papers on positive emotions for project.
7	Course Description	This course provides basic knowledge on positive psychology. Positive psychology focuses on the individual emotion and cognitive strengths and competences. The course deepens the knowledge on central concepts and theories used in positive psychology, but focuses also on the critique that has been aimed towards the field. Historically, the field of psychology has placed a lot of attention on what's wrong with people and what we can do to treat disorders of the mind. More recently, however, the field has broadened its scope to givemore attention to the positive side of human nature and the most effective ways to pursue the good life. This course focuses on this latter development by examining scientific research centered on the nature of happiness and psychological well-being. Topics include the nature and measurement of happiness, the biological basis of positive emotions, an overview of positive trait theories, self-esteem, the mind-body connection,

		gratitude, emotional intelligence, volunteerism, decision-making, and the characteristics of successful relationships	
8	Outline syllabus		CO Mapping
	Unit 1	**Positive Psychology**	
	A	Historical roots and goals of positive psychology	CO1
	B	Positive Psychology: Assumptions and Goals	CO1
	C	Eastern and Western Perspectives on Positive Psychology	CO1, CO2
	Unit 2	**Positive Emotional State**	
	A	Positive Emotional State: The Broaden and Build Theory of Positive Emotions	CO3, CO5,CO6
	B	Concept of flow, Conditions and mechanisms of flow	CO1, CO3
	C	Character Strengths and virtues.	CO1, CO3
	Unit 3	**Positive Cognitive States and Processes**	
	A	Positive Cognitive States: Hope, Optimism, Self-efficacy, Resilience	CO2
	B	Meaning and nature of happiness, Sources of happiness, Theories of happiness	CO2, CO3
	C	Subjective well-being	CO3, CO5
	Unit 4	**Interpersonal relationship**	
	A	Gratitude, Forgiveness, Empathy and Compassion: Concept;	CO3, CO4,CO5, CO6
	B	Social Competence: The value of social support and re-lationships in a fulfilling and meaningful life	CO3, CO4
	C	Cultivation exercises in Positive Psychology	CO2, CO3,CO5, CO6
	Unit 5	**Application of Positive Psychology**	
	A	Positive Psychology for every stage of life	CO3, CO4,CO5, CO6
	B	Application of Positive Psychology in different setting; Counseling & clinical	CO2, CO4,CO5, CO6
	C	Application of Positive Psychology in different setting; social & OB	CO3, CO4, CO5, CO6

	Mode of examination	Theory			
	Weightage Distribution	IA	EA		
		25	75		
	Text book/s*	Seligman, M.E.P. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potentialfor Lasting Fulfillment. New York: Free Press/Simon and Schuster.			
	Other References	1. Baumgardner, S.R. Crothers M.K. (2010). Positive psychology. Upper Saddle River, N.J.: Prentice Hall. 2. Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge. 3. Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University Press. 4. Snyder, C.R., &Lopez,S.J.(2007). Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage. Snyder, C. R., & Lopez, S. (Eds.). (2002). Handbook of positive psychology. New York: Oxford University Press.			

COs-POs Matrix

POs Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	3	2	2	1	2	3	1	2	2	1
CO2	2	2	3	2	2	1	1	2	2	2	2
CO3	2	3	2	2	2	1	1	2	1	1	1
CO4	3	2	3	2	1	2	2	1	2	2	2
CO5	2	2	2	1	2	1	1	1	1	1	1
CO6	3	2	2	2	1	2	2	1	2	2	2

1. Low
2. Moderate
3. High

School: SSHSS		**Batch: 2025-2029**	
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2027-2028**	
Branch: Psychology		**Semester: V**	
1	Course Code	SYT3303	
2	Course Title	Introduction to Clinical Psychology	
3	Credits	4	
4	Contact Hours (L-T-P)	4-0-0	
	Course Type	Core	
5	Course Objective	1. To enable students to understand the basic framework of clinical psychology. 2. To impart knowledge and skills needed for understanding the nature and purpose of various clinical assessment techniques. 3. To develop basic knowledge and skills required for appraising and applying various therapeutic and preventive techniques in clinical psychology.	
6	Course Out-comes	The students will be able to; CO:1The student will be able to understand and apply the ethical considerations in their profession. CO2: The student will be able to apply different models of mental health in the clinical setting. CO3: The student will be able to understand usage of different diagnostic methods in identifying and diagnosing the disorders. CO4: The student will be able to apply knowledge of clinical proficiency in developing effective professional relationships CO5: The student will be able to provide clinical counseling to mentally ill patients. CO6: The student will be able to use different psychotherapeutic model in the field of psychiatry.	
7	Course Description	The paper aims at providing an overview of the concept of abnormality as well as mental health. Clinical psychology is a broad branch of psychology that focuses on diagnosing and treating emotional, mental, and behavioural disorders. It will provide an overview of various approach to psychotherapy.	
8	Outline syllabus		
	Unit 1	**Clinical Psychology: Nature & Concept**	

	A	Conceptual Framework for Clinical Psychology, Need for Theory; Framework for Viewing Human Functioning and Disorder		CO1
	B	Mental Health Profession, Roles and Training of Clinical psychologists		CO1
	C	Ethical issues in clinical practice, Legislations pertaining to mental health and disabilities		CO1, CO2
	Unit 2	**Models of Mental Health**		CO2
	A	Concept of abnormality; Components of abnormality		CO2
	B	Models of mental health: Medical model & Social model		CO2
	C	Models of mental health: Psychological model, Biopsycho-social model; Factors contributing to Mental Health		CO2, CO3
	Unit 3	**Clinical Assessment and Diagnosis**		
	A	Nature and Purpose of Clinical Assessment- Variables and Techniques, Stages, Outline for Case Study.		CO3
	B	The Clinical Interview, Physical Examination, Behaviour Assessment		CO3, CO4
	C	Clinical Assessment: Interview, Case history, Psychological tests in clinical use- WAIS, MMPI, Rorschach, TAT.		CO3. CO4
	Unit 4	**Psychotherapeutic Approach**		CO4, CO5, CO6
	A	Psychoanalytical Approach		CO4, CO5, CO6
	B	Behavioral Approach; Cognitive- Behavioral Approach		CO4, CO5, CO6
	C	Client Centered Approach		CO4, CO5, CO6
	Unit 5	**Other major approaches**		
	A	Individual vs. group psychotherapy; Family therapy		CO4, CO5, CO6
	B	Group Therapy and Encounter Group Therapy.		CO4, CO5, CO6
	C	ECT and other Biological approach to therapy		CO4, CO5, CO6
	Mode of examination	Practical		
	Weightage Distribution	IA	EA	
		25	75	

	Text book/s*	Buss, A. H. (1999). Psychopathology. NY: John Wiley.
	Other References	1. Corey, G. (2009). Theory and practice of counselling and psychotherapy. Belmont, C.A.: Brooks/Cole. 2. Goldenberg, H. (1983). Contemporary clinical psychology (2nd Ed.) New York: Brooks/Cole. 3. Neitzel, M. T., Bernstein, D. A., & Millich, R. (1998). Introduction to clinical psychology, (5th Ed.). Upper Saddle River NJ: Prentice Hall. 4. Prohesska, J.O. & Norcross, J.C. (2010). Systems of Psychotherapy: A t ranstheoratical analysis. USA: Brooks/Cole 5. Singh, A. K. (2004). Naidanik manovigyan. Varanasi: Motilal Banarasi Das. 6. Carson, R.C., Butcher, T.N. Mineka, S. (2001). Abnormal Psychology and Modern Life (11th ed.). New York. 7. Harper & Collins. Davison, G.C. and Neale, J.M. (1998). Abnormal Psychology (7th ed.). New York.

COs-POs Matrix

Pos Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	1	2	1	1	2	1	1	1	2	2	3
CO2	1	1	1	1	1	2	1	1	1	2	2
CO3	1	2	1	1	2	1	1	1	1	1	2
CO4	2	2	1	1	1	1	1	1	2	2	1
CO5	1	1	1	1	1	1	1	1	1	2	2
CO6	2	2	2	2	2	2	1	1	1	1	1

1. Low
2. Moderate
3. High

School: SSHSS		**Batch : 2025-2029**	
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2027-2028**	
Branch: Psychology		**Semester: V**	
1	Course Code	SYP3306	
2	Course Title	Psychology Practicum 4	
3	Credits	2	
4	Contact Hours (L-T-P)	0-0-4	
	Course Type	Core (Lab)	
5	Course Objective	To introduce basic psychological processes that would help understand human behavior through scientific method.	
6	Course Out-comes	The student will be able; CO1: to define the causes, signs, and symptoms ofvarious mental disorders. CO2: to explain the difference between Normality and abnormality CO3: to apply the proficiency to conduct the screening and assessment of psychological tools for examining develop-mental issues and disorders. CO4: to analyze the prevention and treatment of various disorders. CO5: to evaluate the basis for abnormal behaviour. CO6: to design an in- depth investigation of a single person, group, event or community.	
7	Course Description	The course intends to impart knowledge of the basic concepts and modern trends in Psychology.	
8	Outline syllabus		
	Unit 1	Administration, Scoring and Interpretation of any an-xiety test	CO1, CO2, CO3
	Unit 2	Administration, Scoring and Interpretation of any test of Depression/ bipolar disorders	CO1, CO2, CO3, CO4, CO5
	Unit 3	Administration, Scoring and Interpretation of any test of Intelligence to screen any cognitive or learning impairment	CO1, CO2, CO3, CO4, CO5, CO6
	Unit 4	Administration, Scoring and Interpretation of any test of any	CO1, CO2, CO3, CO4, CO5, CO6

		Neuropsychological test/Cognitive function test		
	Unit 5	Case Study/ Screening of Attention Deficit Hyperactivity Disorder and report OR Case Study/ Screening of any Learning Disability/ Autism Spectrum Disorder and report		CO1, CO2, CO3, CO4, CO5, CO6
	Mode of examination	Practical		
	Weightage Distribution	CA	Viva	EA
		25%	25%	50%
	Text book/s*	Carson, R.C., Butcher, J.N., Mineka,S.& Hooley, J.M. (2008). Abnormal Psychology. New Delhi: Pearson.		
	Other References	7. Barlow D. H. & Durand V. M, & Stewart, S. H. (2009). Abnormal Psychology. New Delhi: Cengage Learning. 8. Butcher, J. N., Mineka, S., & Hooley, J. M. (2010). Abnormal psychology (14th ed.). New York: Pearson 9. Lamm, A. (1997). Introduction to Psychopathology, New York: Sage.		

COs-POs Matrix

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	1	1	2	1	1	1	2	2	3
CO2	2	3	1	1	1	2	1	1	1	2	2
CO3	2	2	1	1	2	1	1	1	2	3	2
CO4	2	2	1	2	1	1	1	1	2	2	1
CO5	1	1	1	1	1	1	1	1	1	2	2
CO6	2	2	2	2	2	2	1	1	3	2	2

7. Low
8. Moderate
9. High

School: SSHSS		**Batch: 2025-2029**	
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2027-2028**	
Branch: Psychology		**Semester: V**	
1	Course Code	SYT3304	
2	Course Title	Applied Counselling Psychology	
3	Credits	4	
4	Contact Hours (L-T-P)	4-0-0	
	Course Type	Core	
5	Course Objective	1. To impart the knowledge of the basic concepts and modern trends in Counselling Psychology. 2. To foster interest in Counselling Psychology as a field of study and re-search. 3. To make the students aware of the practical applications of the various concepts in Counselling Psychology in the Indian context. 4. To promote personal and interpersonal functioning of individuals.	
6	Course Out-comes	The student will be able to; CO1: to define basic concepts and modern trendsin Guidance & Counselling Psychology. CO2: to identify various theories of Counsel-ling Psychology. CO3: to apply various concepts in Guidance &Counselling Psychology in the present scenario. CO4: to analyze the factors important for normalfunctioning of individuals. CO5: to evaluate the significance of thecounselor's experience and modality. CO6: to design suitable methodologyreported in scientific papers on counselling project.	
7	Course De-scription	Counselling psychology focuses on the emotional, social, vocational, educational, health-related, developmental, and organizational concerns as they promote personal and interpersonal functioning throughout life.	
8	Outline syllabus		CO Mapping
	Unit 1	**Guidance and Counselling Psychology**	
	A	Counselling: Meaning, Goals; Types of Counselling: An Overview, Definition and nature	CO1

	B	Types of Counselling: AnOverview			CO1
	C	Indian Contribution to Counseling			CO1, CO5
	Unit 2	**Foundation of Counselling**			
	A	Theoretical Foundations of Counselling: Psychoanalysis; Phenomenology			CO1
	B	Cognitive and Behavioral aspects of counselling			CO1
	C	Positive aspects of counselling			CO1, CO6
	Unit 3	**Counselling Process**			
	A	Counselling Processes: Interview Settings; Intake; Rapport Building			CO1, CO2
	B	Counselling Micro Skills: Exploration; Assessment; Goal Setting; Intervention			CO1, CO2
	C	Counselling Processes: Confronting and Summarizing; Termination and Follow up			CO1, CO2, CO3, CO4
	Unit 4	**Counselling Techniques**			
	A	Theoretical Frameworks and Therapeutic Approaches: CBT; PCT; SFBT			CO4, CO4
	B	Gestalt; Mindfulness based techniques			CO3, CO4
	C	Behaviour modification techniques			CO3, CO4
	Unit 5	**Counselling Applications**			
	A	Career, Marriage and Group Counseling: An Introduction			CO3, CO4
	B	Counseling for Substance-abuse, Child Abuse			CO3, CO4, CO5, CO6
	C	Counseling Ethics; Referrals and Reporting			CO3, CO4
	Mode of examination	Theory			
	Weightage Distribution	IA	EA		
		25%	75%		
	Text book/s*	Feltham, C and Horton, I. (2000). Handbook of Counseling and Psychotherapy. London: Sage .			

	Other References	1. Edward, N. (2011). Counseling Theory and Prac-tice. Cengage Learning. 2. Gelso, C. J. & Pretz, B.R. (1995). Counseling Psy-chology. Bangalore: Prism Books Pvt.Ltd. 3. Gibson, R.L. and Mitchell, M.H. (2003). Introduc-tion to Counseling and Guidance (6th Ed.). New Delhi: Pearson India. Gladding, S.T. (2009). Counselling: A comprehen-sive profession (6th Ed.). New Delhi: Pearson In- dia.

COs-POs Matrix

Pos COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	2	2	1	2	2	2	2	2	1
CO2	3	2	1	2	1	1	2	1	1	2	2
CO3	2	1	2	2	1	1	1	2	1	1	2
CO4	3	2	1	1	2	2	2	2	2	2	2
CO5	2	1	2	2	1	1	1	2	1	1	2
CO6	2	2	2	1	2	2	2	2	2	2	2

1. Low
2. Moderate
3. High

School: SSHSS		**Batch: 2025-2029**	
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2027-2028**	
Branch: Psychology		**Semester: V**	
1	Course Code	SYR3321	
2	Course Title	Research Based Learning in Psychology 3	
3	Credits	0	
4	Contact Hours (L-T-P)	0-0-2	
	Course Type	Project	
5	Course Objective	To develop the research skills in the field of psychology.	
6	Course Out-comes	The student will be able; CO1: to define the concepts related to psychological researches. CO2: to explain the research problems basedon the research articles. CO3: to apply the need of the research. CO4: to analyze the steps involved in quantitative research methodology. CO5: to evaluate and summarize the findings,limitations and scope of future research. CO6: to design a report based on the understanding of methodology and analysis of the studied articles.	
7	Course Description	The course intends to impart knowledge of the basic concepts and mod-ern trends in Psychological Research.	
8	Outline syllabus		
	Unit 1	Student will read and understand the ten research articles (quantitative) from reputed journals.	CO1

	Unit 2	The student will write introduction and identify the research problems and literature review from the studied articles.	CO2	
	Unit 3	The student will identify the rationale/need of the research for identified research problems.	CO3	
	Unit 4	The student will identify and describe the result.	CO4, CO6	
	Unit 5	PowerPoint Presentation of the research project.	CO1, CO2, CO3, CO4, CO5, CO6	
	Mode of ex-amination	Practical		
	Weightage Distribution	IA	EA	
		60%	40%	
	Text book/s	Shaughnessy, J. J., Zechmeister, E. B. & Zechmeister, J. (2012). Research methods in psychology. (9th ed.) NY: McGraw Hill.		
	Other References	1. Acharyya, R. (Ed.), Bhattacharya, N. (Ed.). (2020). Re- search Methodology for Social Sciences. London: Rout-ledge India, https://doi.org/10.4324/9780367810344 2. Elmes, D. G. (2011). Research Methods in Psychology (9thed.). Wadsworth Publishing. 3. Kloos, B., Hill, J., Thomas, E., Wandersman, Elias, M. J., & Dalton, J.H. (2012). Community Psychology: Linking Individuals and Communities. Wadsworth, Cengage Learn-ing. Tim May (2001). Social Research: Issues, Methods and Process, 3rd edition, Open University Press 4. Miller, L.A., Lovler, R. L., & McIntire, S.A., (2013). Foundations of Psychological Testing: A practical ap-proach. (4th Ed.). Sage publications		

COs-POs Matrix

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	1	2	1	1	2	1	1	1	2	2	3
CO2	1	1	1	1	1	2	1	1	1	2	2
CO3	1	2	1	1	2	1	1	1	1	1	2
CO4	2	2	1	1	1	1	1	1	2	2	1
CO5	1	1	1	1	1	1	1	1	1	2	2
CO6	2	2	2	2	2	2	1	1	1	1	1

1. Low
2. Moderate
3. High

Semester -VI

School: SSHSS		**Batch : 2025-2029**	
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2027-2028**	
Branch: Psychology		**Semester: VI**	
1	Course Code	SYT3308	
2	Course Title	**Perspectives in Gender Psychology**	
3	Credits	4	
4	Contact Hours (L-T-P)	4-0-0	
	Course Type	Minor Elective	
5	Course Objective	1. To facilitate students to explore the role of gender in development of Psyche, perception, overall development and mental health. 2. To understand gender through social psychological investigation. 3. To introduce the feminist therapy approach for mental health and wellbeing. 4. To familiarize the students with concept of social dilemmas and cross-racialfriendships.	
6	Course Out-comes	The student will be able; CO1: to define the basic concepts and modern trends inPsychology of Gender. CO2: to explain the psychoanalytic view of gender. CO3: to apply psychosocial development principles in defining the gender. CO4: to analyze the perception towards gender and status ofmental health. CO5: to evaluate intervention for resolving conflict and peace-making. CO6: to design suitable methodology reported in scientific papers on psychology of gender for project.	
7	Course De-scription	Gender and psychology course is the scientific study of how people's thoughts, feelings, and behaviors are influenced by the actual, imagined, or implied presence of others. It studies cognitive, affective, and behavioral processes of individuals as influenced by their group membership and interactions, and other factors that affect social life, such as social status, role, and social class.	
8	Outline syllabus		CO Mapping
	Unit 1	**Understanding Gender**	
	A	Understanding Gender from Psycho-social Perspective.	CO1
	B	Masculinity and Femininity.	CO1
	C	Gender Socialization: Norms, Roles, and Stereotypes	CO1
	Unit 2	**Gender and Development**	

	A	Role of Gender in Psychosocial Development.			CO1, CO2
	B	Self-Concept and Gender Identity			CO1, CO2
	C	Psychoanalytic Views on Gender			CO1, CO2
	Unit 3	**Perception**			
	A	Perpetuation generally and from within. The Psyche, Perception of and motive for power.			CO3, CO6
	B	Prosocial Behavior			CO3
	C	Expression of Power, Queer Theory.			CO3
	Unit 4	**Mental Health and Well being**			
	A	Mental Health and Well being from Gender and clinical Psychology Perspective			CO1, CO4
	B	Inclusive Approaches to Feminist Therapy			CO4
	C	Addressing Domestic and Intimate Partner Violence in Counseling			CO4
	Unit 5	**Conflict and Peacemaking**			
	A	Social Dilemmas; Competition, Perceived Injustice & misper-Caption			CO5, CO6
	B	Cooperation, Communication & Conciliation			CO5, CO6
	C	Cross-racial friendships			CO5, CO6
	Mode of ex-Amination	Theory			
	Weightage Distribution	IA	EA		
		25%	75%		
	Text book/s*	1. Mental Health from a Gender Perspective (2001), Edited by Bhargavi V. Davar, New Delhi, Sage Publications. The Psychology of Sex and Gender by Jennifer K. Bosson, Joseph A. Vandello & Camille E. Buckner First edition (2019) by SAGE Publications, Inc.			
	Other References	1. Issues in the Psychology of Women. (2000), Edited by Myr-ka Biaggio and Michel Hersen. New York, Plenum Publish-ers. 2. Bem, S. L. (1974). The measurement of psychological an- drogyny, Journal of Consulting and Clinical Psychology, 42,155-162. 3. Psychology of Gender by Vicki S. Helgeson, Fifth edition (2017) by Routledge 711 Third Avenue, New York, NY10017 4. Spence, Janet T. (1993). Gender-related traits and genderideology: Evidence for a multifactorial theory, Journal ofPersonality and Social Psychology, 64(4), 624-635. 5. Winter, D. G. (1988) The power motive in women and men,Journal of Personality and Social Psychology, 54(3), 510- 519.			

COs-POs Matrix

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	1	2	1	2	1	1	1	2	2	1
CO2	2	2	2	1	2	2	1	1	1	1	2
CO3	2	3	2	2	1	2	2	1	1	2	2
CO4	2	2	2	1	1	1	2	1	2	1	2
CO5	3	1	2	1	2	2	2	1	3	2	2
CO6	2	2	1	2	1	1	2	1	2	1	2

4. Low
5. Moderate
6. High

School: SSHSS		Batch : 2025-2029	
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2027-2028**	
Branch: Psychology		**Semester: VI**	
1	Course Code	SYT3310	
2	Course Title	Workplace Behaviour & Psychology	
3	Credits	4	
4	Contact Hours (L-T-P)	4-0-0	
	Course Type	Minor Elective	
5	Course Objective	To understand the meaning and theoretical foundations of I/O Psychology To develop an understanding of how the various theories and methods of I/O Psychology apply to the real work settings.	
6	Course Outcomes	The students will be able; CO1- to define human psychological factors operative in organizations. CO2- to identify an awareness of the concepts related to organizational behavior. CO3 to apply the learner develop connectivity between concepts and practices of organizations. CO4 to analyze and solve problems, increase employee satisfaction, and improve workplace dynamics. CO5- to evaluate training &development process of an organizations apply various methods in organizational setting. CO6- to design motivation skills work stress and health.	
7	Course Description	Workplace psychology, also known as industrial and organizational psychology or other nemesis, the study and practice of applying psychological principles and practices to a work environment. The goal is to understand, explain, and improve the attitudes and behaviors of individuals and groups in organizations	
	Unit 1	**Introduction to I/O Psychology**	CO Mapping
	A	Definition, Brief History	CO1

	B	Contemporary Trends and Challenges	CO1
	C	I/O Psychology in India	CO1
	Unit 2	**Job Satisfaction and Work Motivation**	
	A	Concept of Job satisfaction and work motivation	CO2,CO3
	B	causes of Job Satisfaction, outcomes of Job Satisfaction	CO2,CO3,CO6
	C	Theories of Work Motivation and Applications	CO2,CO3,CO6
	Unit 3	**Communication in Organizations**	
	A	Communication process	CO4,CO5,CO6
	B	purpose of communication in organizations,	CO4,CO5,CO6
	C	communication networks, barriers to effective communication, managing communication	CO4,CO5,CO6
	Unit 4	**Leadership**	
	A	The meaning of leadership, early approaches to leadership	CO2,CO3,CO6
	B	contemporary approaches to leadership- Transformational	CO2,CO3,CO6
	C	Transactional Leadership	CO2,CO3,CO6
	Unit 5	**Leadership in a Globalized World, Indian perspective on leadership.**	
	A	Different approaches of leadership	CO5,CO6
	B	Socio- cultural aspects of leadership	CO5,CO6
	C	Indian perspective	CO5,CO6
	Mode of examination	Theory	
	Weightage Distribution	IA: 25 / EA: 75	
	Readings Text book/s*	Adler, N.J. (1997). Global Leaders; A Dialogue with future history, Journal of International Management, 2, 21-33. Adler, N.J. (1997).Global Leadership: Women Leaders. Management International Review, Vol. 37, International Human Resources and Cross Cultural Management, 171-196. Chadha, N.K. (2007). Organizational Behavior. Galgotia Publishers: New Delhi. Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). India: Dorling Kindersle	

COs-POs Matrix

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	3	3	2	1	2	1	1	2	2	1
CO2	2	2	2	1	2	1	2	2	2	2	2
CO3	2	3	3	1	1	1	2	2	1	1	1
CO4	3	2	2	2	2	2	1	3	2	2	2
CO5	2	3	3	1	1	1	2	2	1	1	1
CO6	3	2	2	2	2	2	1	1	2	2	2

1. Low
2. Moderate
3. High

School: SSHSS		Batch : 2025-2029
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2027-2028**
Branch: Psychology		**Semester: VI**
1	Course Code	SYT3309
2	Course Title	Psychology of Environment & Behavior
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Core Course (CC)
5	Course Objective	1. Acquire a foundational understanding of the theories, concepts, and principles of environmental psychology. 2. Demonstrate knowledge of key research methods and approaches used in the field of environmental psychology.' 3. Analyze the influence of environmental factors on human well-being, attitudes, and behaviors. 4. Integrate psychological principles and theories to design interventions and strategies for enhancing the quality of the built and natural environment. 5. Apply knowledge of key research methods and approaches in the field of environmental psychology. 6. Evaluate the effectiveness of interventions and strategies in promoting sustainable behavior and improving environmental
6	Course Outcomes	CO1 Demonstrate a comprehensive understanding of the theories, concepts, and principles of environmental psychology and their application in real-world contexts. CO2 Analyze and evaluate the influence of environmental factors on human behavior, well-being, attitudes, and decision-making processes. CO3 Apply psychological theories and research methods to assess and propose solutions for environmental issues and challenge. CO4 Design and implement strategies for promoting sustainable behavior and creating healthier and more environmentally friendly living and work environments. CO5 Critically evaluate and interpret research studies and theories in environmental psychology, considering their strengths, limitations, and implications. CO6 Judge effectively about environmental psychology concepts, theories, and research findings, both orally and in written form, to diverse audiences.
7	Course	This open elective course aims to develop and enhance cognitive skills and

	Description	decision-making abilities among undergraduate students. The course will explore various aspects of cognitive processes, critical thinking, problem-solving, and effective decision-making. Students will learn theoretical frameworks and practical techniques to improve their cognitive abilities and make informed decisions in various contexts.	
	Unit 1	Introduction to Environmental Psychology	CO
	A	Introduction to Environmental Psychology: Scope and Key Concepts	CO1
	B	Theories and Models in Environmental Psychology	CO1
		Research Methods in Environmental Psychology	CO1
	Unit 2	Environmental Perception and Cognition	
	A	Perceptual Processes and Environmental Perception	CO2
	B	Cognitive Mapping and Spatial Cognition	CO2
	C	Attention and Environmental Information Processing	CO2
	Unit 3	Psychological Aspects of Environmental Stress	
	A	Stress, Health, and the Environment	CO3
	B	Environmental Noise and its Effects on Well-being	CO3
	C	Crowding and Personal Space: Psychological Implications	CO3
	Unit 4	Human Behavior and the Natural Environment	
	A	Biophilia: Human Connection with Nature	CO4
	B	Restorative Environments and Stress Reduction	CO4
	C	Psychological Benefits of Nature-based Activities: Parks, Gardens, and Wilderness	CO4
	Unit 5	Designing Sustainable and Healthy Environments	
	A	Environmental Attitudes and Pro-environmental Behavio	CO5,CO6
	B	Sustainable Development: Psychology of Conservation and Resource Use	CO5,CO6
	C	Designing Healthy and Sustainable Built Environments	CO5,CO6
	Mode of	Therory	

	examination			
	Weightage Distribution	IA	EA	
		25	75	
	Readings Textbooks	1. Bell, P. A., Greene, T. C., Fisher, J. D., & Baum, A. (Eds.). (2005). Environmental Psychology (5th ed.). Lawrence Erlbaum Associates. 2. Bell, P. A., Greene, T. C., Fisher, J. D., & Baum, A. (Eds.). (2005). Environmental Psychology (5th ed.). Lawrence Erlbaum Associates. 3. Gifford, R. (2014). Environmental Psychology: Principles and Practice (5th ed.). Optimal Books. 4. Clayton, S., & Myers, G. (Eds.). (2015). Conservation Psychology: Understanding and Promoting Human Care for Nature. Wiley. 5. Bechtel, R. B., & Churchman, A. (2002). Handbook of Environmental Psychology. Wiley. 6. Stokols, D., & Altman, I. (Eds.). (1987). Handbook of Environmental Psychology (Vol. 1). Wiley.		

COs-POs Matrix

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	1	2	1	2	1	1	1	2	2	1
CO2	2	2	2	1	2	2	1	1	1	1	2
CO3	2	3	2	2	1	2	2	1	1	2	2
CO4	2	2	2	1	1	1	2	1	2	1	2
CO5	3	1	2	1	2	2	2	1	3	2	2
CO6	2	2	1	2	1	1	2	1	2	1	2

1. **Low**
2. **Moderate**
3. **high**

School: SSHSS		**Batch : 2025-2029**	
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2027-2028**	
Branch: Psychology		**Semester: VI**	
1	Course Code	SYR3322	
2	Course Title	Research Based Learning in Psychology 4	
3	Credits	1	
4	Contact Hours (L-T-P)	0-0-2	
	Course Type	Project	
5	Course Objective	To introduce a comprehensive understanding about carrying out research projects.	
6	Course Outcomes	The student will be able; CO1: to define the cultural, social, and ethical impact of psychological application on community and daily life CO2: to identify, how to frame questions for interview or survey. CO3: to apply appropriate psychologicalinstrument required for research project. CO4: to analyse ethical and legal issues in-volved in the assessment and research process. CO5: to evaluate an awareness of applicationand implication of various psychological tests for research projects. CO6: to create methodology for analyse data and submit a detailed report of the research project.	
7	Course Description	The course intends to impart knowledge of the basic concepts and modern trends in psychological research, cultural, social, and ethical impact of psychological application on community and daily life.	
8	Outline syllabus		
	Unit 1	Visit to any community of the surrounding and collect data through survey questionnaire. For example- Health Services, Women Self Help Groups, NGOs, Banks, Organizations, Industries, Villages, Panchayat etc.	CO1, CO2, CO3, CO4, CO5, CO6

<table>
<tr><td></td><td>Unit 2</td><td colspan="3">Visit to any community of the surrounding and collect data through interviews.
For example- Health Services, Women Self Help Groups, NGOs, Banks, Organizations, Industries, Villages, Panchayat etc.</td><td>CO1, CO2, CO3, CO4, CO5, CO6</td></tr>
<tr><td></td><td>Unit 3</td><td colspan="3">Analyze the data and create graphs</td><td>CO3, CO4, CO5, CO6</td></tr>
<tr><td></td><td>Unit 4</td><td colspan="3">Submit a detailed report of the research project.</td><td>CO4, CO5, CO6</td></tr>
<tr><td></td><td>Unit 5</td><td colspan="3">PowerPoint Presentation of the research project.</td><td>CO1, CO2, CO3, CO4, CO5, CO6</td></tr>
<tr><td></td><td>Mode of examination</td><td colspan="4">Practical</td></tr>
<tr><td rowspan="2"></td><td rowspan="2">Weightage Distribution</td><td>IA</td><td>EA</td><td colspan="2"></td></tr>
<tr><td>60%</td><td>40%</td><td colspan="2"></td></tr>
<tr><td></td><td>Text book/s</td><td colspan="4">Shaughnessy, J. J., Zechmeister, E. B. & Zechmeister, J. (2012). Research methods in psychology. (9th ed.) NY: McGraw Hill.</td></tr>
<tr><td></td><td>Other References</td><td colspan="4">1. Acharyya, R. (Ed.), Bhattacharya, N. (Ed.). (2020). Research Methodology for Social Sciences. London: Routledge India, https://doi.org/10.4324/9780367810344
2. Elmes, D. G. (2011). Research Methods in Psychology (9thed.). Wadsworth Publishing.
3. Kloos, B., Hill, J., Thomas, E., Wandersman, Elias, M. J., & Dalton, J.H. (2012). Community Psychology: Linking Individuals and Communities. Wadsworth, Cengage Learning. Tim May (2001). Social Research: Issues, Methods and Process, 3rd edition, Open University Press
4. Miller, L.A., Lovler, R. L., & McIntire, S.A., (2013). Foundations of Psychological Testing: A practical approach. (4th Ed.). Sage publications</td></tr>
</table>

COs-POs Matrix

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	1	2	1	1	2	1	1	1	2	2	3
CO2	1	1	1	1	1	2	1	1	1	2	2
CO3	1	2	1	1	2	1	1	1	1	1	2
CO4	2	2	1	1	1	1	1	1	2	2	1
CO5	1	1	1	1	1	1	1	1	1	2	2
CO6	2	2	2	2	2	2	1	1	1	1	1

4. Low
5. Moderate
6. High

School: SSHSS		Batch : 2025-2029	
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2027-2028**	
Branch: Psychology		**Semester: VI**	
1	Course Code	SYT3311	
2	Course Title	Consumer Behaviour & Psychology	
3	Credits	3	
4	Contact Hours (L-T-P)	3-0-0	
	Course Type	Multidisciplinary	
5	Course Objective	• To introduce to the students the psychological issues in consumer psychology • To acquaint the students with advanced research methods in consumer psychology	
6	Course Outcomes	The students will be able; CO1: The student will be able to recognize the importance of psychological issues in consumer psychology CO2: The student will be able to apply consumer psychology theories to interpret consumer behaviour CO3: The student will be able to interpret the role of marketing in influencing consumers towards more sustainable and socially desirable behaviour. CO4: The student will be able to analyze the theories, concepts, tools and models used in marketing practice and understanding consumer decision making. CO5: The student will be able to reflect on the analytical skills to assess the choices consumers make. CO6: The student will be able to construct suitable methodology reported in scientific papers on consumer psychology for project.	
7	Course Description	Consumer psychology is the key to understanding how consumers behave. It plays an important role in many aspects of marketing. Insights into consumer psychology enable organisations to design innovative, value-adding products and to create effective communications in marketing campaigns.	
	Unit 1	**Introducing Consumer Psychology**	CO Mapping
	A	Historical antecedents; Understanding consumer behaviour: varied theoretical approaches	CO1

	B	Consumer society in the twenty-first century	CO1, CO2
	C	Consumer attitudes and behaviour	CO1, CO2
	Unit 2	**Psychological issues in consumer behaviour**	
	A	The implicit consumer cognition	CO2,CO3
	B	The nature and role of affect in consumer behaviour; Motivation and goals in consumption	CO2,CO3,CO5
	C	Consumer socialization	CO3,CO4,CO6
	Unit 3	**The self and social in consumer behaviour**	
	A	Dynamics of relationship between brands and identity; How products prime social networks	CO3,CO5,CO6
	B	Family consumption decision making; Ethical and socially responsible marketing decisions	CO4,CO5,CO6
	C	Ethical issues faced by marketers in marketing activities	CO3,CO5,CO6
	Unit 4	**Buyer Behaviour**	
	A	Buyer decision-making and behaviours	CO3,CO4,CO5
	B	Marketing strategies: Building and maintaining strong customer franchise	CO4,CO5,CO6
	C	Marketing psychology: Cross-national and multi-cultural national context	CO4,CO5,CO6
	Unit 5	**Advances in research methods**	
	A	Online observation	CO5,CO6
	B	Netnography	CO5,CO6
	C	Cross-cultural consumer psychology	CO5,CO6
	Mode of examination	Theory	
	Weightage Distribution	IA: 25 / EA: 75	
	Readings Text book/s*	• Haugtvedt, C. P. &Herr, P.M. Kardes, F. R. (2008).(Eds). Handbook of Consumer Psychology. New York: Taylor & Francis Group • Adler, N.J. (1997).Global Leadership: Women Leaders. Management Kimmel, A. J. (2012). Psychological Foundations of Marketing. USA: The Psychology Press. • Heath, R. (2012). Seducing the Subconscious: The	

		Psychology of Emotional Influence in Advertising. West Sussex: Wiley-Blackwell. • Close, A. G. (2012). Online Consumer Behaviour: Theory and Research in Social Media, Advertising and E-tail. New York: Routledge.

COs-POs Matrix

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	3	3	2	1	2	1	1	2	2	1
CO2	2	2	2	1	2	1	2	2	2	2	2
CO3	2	3	3	1	1	1	2	2	1	1	1
CO4	3	2	2	2	2	2	1	3	2	2	2
CO5	2	3	3	1	1	1	2	2	1	1	1
CO6	3	2	2	2	2	2	1	1	2	2	2

1. Low
2. Moderate
3. High

School: SSHSS		**Batch: 2025-29**	
Programme/s: B.A./B.A. (H)/ B.A. (Hons. with Research)		**Current Academic Year: 2027-28**	
Branch: English		**Semester: VI**	
1	Course Code	**ENT3311**	
2	Course Title	**Introduction to French**	
3	Credits	2	
4	Contact Hours (L-T-P)	2-0-0	
	Course Type	AEC	
5	Course Objective	The objective of the course is to: • introduce students to the basics of the French language and pronunciation. • develop students' ability to understand and use familiar everyday expressions and basic phrases. • help students construct simple sentences using common grammatical structures. • enhance reading and listening comprehension of elementary-level French. • foster an appreciation for French culture and daily life practices.	
6	Course Outcomes	The student will be able to: • CO1: **Recall** commonly used French vocabulary and expressions. • CO2: **Pronounce** and **articulate** basic French sounds correctly. • CO3: **Apply** correct grammatical structures to form simple sentences • CO4: **Construct** brief oral and written communications in French. • CO5: **Interpret** simple French texts and audio materials. • CO6: **Engage** in elementary conversations on familiar topics.	
7	Course Description	This beginner-level course introduces students to the French language and francophone culture. It focuses on developing foundational skills in listening, speaking, reading, and writing in French. The course emphasizes vocabulary building, basic grammar structures, pronunciation, and everyday conversational skills. By the end of the course, students will be able to engage in simple interactions in French and demonstrate an understanding of basic grammatical concepts.	
	Unit 1	**Introduction to French and Phonetics**	**CO Mapping**
	A	The French alphabet and pronunciation rules	CO1
	B	Greetings and self-introduction	CO1
	C	Numbers, days of the week, and months	CO1

	Unit 2	**Basic Grammar and Sentence Structure**	
	A	Nouns, articles, and gender	CO2
	B	Subject pronouns and the verb *être*	CO2
	C	Sentence formation and negation	CO2, CO3
	Unit 3	**Daily Life Vocabulary and Verbs**	
	A	The verb *avoir* and common regular verbs (*-er* verbs)	CO3
	B	Family, profession, and nationalities	CO3
	C	Describing people and objects	CO3
	Unit 4	**Communication in Daily Situation**	
	A	Asking and answering questions	CO4, CO5
	B	Telling time, weather, and expressing likes/dislikes	CO4, CO5
	C	Shopping, directions, and transportation	CO4, CO5
	Unit 5	**Comprehension, Writing & Culture**	
	A	Reading short passages and dialogues	CO5, CO6
	B	Writing simple texts: emails, postcards	CO5, CO6
	C	Introduction to Francophone cultures	CO5, CO6
	Mode of examination	Theory	
	Weightage Distribution	CA: 25% / MTE: 25%	ETE: 75%
	Readings Text book/s*	1. Capelle, G., & Menand, R. (2019). *Le nouveau Taxi! 1: Méthode de français*. Hachette FLE. 2. Heminway, A. (2016). *French Demystified: A Self-Teaching Guide* (2nd ed.). McGraw-Hill Education. 3. Lhomond, F. (2020). *Practice Makes Perfect: Complete French Grammar* (3rd ed.). McGraw-Hill Education. 4. Harrop, J., & Fox, C. (2010). *Easy Learning French Grammar & Practice*. Collins. 5. Price, G. (2003). *A Comprehensive French Grammar* (6th ed.). Wiley-Blackwell.	
	Other References		

COs-POs Matrix

POs Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	2	3	2	2	3	3	2	1	2
CO2	3	2	2	2	2	1	2	3	2	2	2
CO3	2	2	3	3	2	2	2	3	2	2	2
CO4	2	2	3	2	2	1	2	2	1	1	3
CO5	1	2	1	3	2	2	2	1	1	1	3
CO6	1	2	3	2	2	2	2	1	1	1	1

1. Low
2. Moderate
3. High

Semester VII

School: SSHSS		**Batch: 2025-29**
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2028-29**
Branch: Psychology		**Semester: VII**
1	Course Code	SYT4401
2	Course Title	Understanding Psychopathology
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Core Course (CC)
5	Course Objective	1. To familiarize students with the theoretical foundations of psychopathology, including various psychological, biological, and sociocultural perspectives. 2. To develop students' understanding of classification systems and diagnostic criteria for mental disorders, such as the DSM-5 and ICD-11. 3. To enable students to evaluate and interpret research in psychopathology, fostering critical thinking and evidence-based practice. 4. To enhance students' ability to assess and diagnose different psychological disorders using appropriate assessment tools and techniques. 5. To explore the etiology and risk factors associated with various mental disorders, facilitating a comprehensive understanding of the factors contributing to their development. 6. To provide students with an overview of evidence-based treatment approaches for different psychopathological conditions, emphasizing the integration of psychotherapy and pharmacotherapy.
6	Course Outcomes	Student will be able to: CO1 relate with the knowledge of the historical evolution of psychopathology and its significance in the field of mental health. CO2 Demonstrate the ability to conduct a comprehensive assessment and formulate accurate diagnoses for clients presenting with mood and anxiety disorders. CO3 develop the ability to conduct a thorough assessment and differentiate between various psychotic disorders and personality disorders. CO4 Classify effective treatment plans and interventions for individuals diagnosed with psychological disorders. CO5 Appraise and assess the neurodevelopmental disorders and neurocognitive disorders, including their symptoms and diagnostic criteria.

		CO6 Estimate and evaluate emerging trends and current controversies in the field of psychopathology, demonstrating an ability to engage in informed discussions and debates.	
7	Course Description	The course aims to provide students with a comprehensive understanding of psychopathology, focusing on the study of mental disorders and abnormal behaviors. Through a multidimensional approach, students will explore the theoretical foundations, diagnostic criteria, etiology, and treatment approaches for various psychological disorders. The course will enhance students' ability to assess, diagnose, and formulate treatment plans for individuals experiencing mental health challenges. Additionally, ethical considerations, cultural factors, and contemporary issues in psychopathology will be addressed.	
	Unit 1	Introduction to Psychopathology	CO Mapping
	A	Historical overview of psychopathology Theoretical perspectives in psychopathology (psychodynamic, behavioral, cognitive, etc.)	CO1
	B	Classification systems and diagnostic criteria (e.g., DSM-5, ICD-11)	CO1
	C	Research methods in psychopathology Psychopathology across the lifespan	CO1
	Unit 2	Mood and Anxiety Disorders	
	A	Major depressive disorder and bipolar disorder	CO2
	B	Anxiety disorders (e.g., generalized anxiety disorder, panic disorder, phobias	CO2
	C	Obsessive-compulsive disorder (OCD) and related disorders Trauma and stress-related disorders (e.g., post-traumatic stress disorder)	CO2
	Unit 3	Psychotic Disorders and Personality Disorders	
	A	Schizophrenia spectrum disorders Other psychotic disorders (e.g., delusional disorder)	CO3
	B	Borderline personality disorder Antisocial personality disorder	CO3
	C	Narcissistic personality disorder Avoidant personality disorder	CO3
	Unit 4	Neurodevelopmental and Neurocognitive Disorders	
	A	Intellectual disability and specific learning disorders Autism spectrum disorder	CO4
	B	Attention-deficit/hyperactivity disorder (ADHD) Substance-related and addictive disorders	CO4
	C	Neurocognitive disorders (e.g., Alzheimer's disease, dementia)	CO4

	Unit 5	Other Disorders and Contemporary Issues	
	A	Eating disorders (e.g., anorexia nervosa, bulimia nervosa) Sleep disorders	CO5, CO6
	B	Sexual and gender identity disorders Cultural considerations in psychopathology	CO5, CO6
	C	Ethical issues in psychopathological research and practice Emerging trends and current controversies in psychopathology	CO5, CO6
	Mode of examination	Theory	
	Weightage Distribution	IA	EA
		25%	75%
	Readings Text books	1. Davison, G. C., Neale, J. M., & Kring, A. M. (2018). Abnormal psychology. Wiley. Clark, D. A., & Beck, A. T. (2010). Cognitive therapy of anxiety disorders: Science and practice. Guilford Press. 2. American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). American Psychiatric Publishing. 3. Volkmar, F. R., Pauls, D. L., & Klin, A. (2016). Handbook of autism and pervasive developmental disorders (4th ed.). Wiley. 4. Grant, I., & Adams, K. M. (Eds.). (2014). Neuropsychological assessment of neuropsychiatric disorders (3rd ed.). Oxford University Press. 5. Striegel-Moore, R. H., & Smolak, L. (2016). Eating disorders: Innovative directions in research and practice. American Psychological Association.	

COs- POs Matrix

Pos/ Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	1	2	2	2	2	2	2	3	3	2
CO2	2	1	3	3	2	2	2	2	3	2	2
CO3	2	1	3	3	2	2	2	2	2	3	3
CO4	2	1	3	3	2	2	2	2	3	3	2
CO5	2	1	3	3	2	2	2	2	3	2	3
CO6	2	3	2	3	3	1	2	3	3	3	3

1- Low
2- Medium
3- High

School: SSHSS		**Batch: 2025-29**	
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2028-29**	
Branch: Psychology		**Semester: VII**	
1	Course Code	SYT4402	
2	Course Title	Introduction to Psychodiagnostics	
3	Credits	4	
4	Contact Hours (L-T-P)	4-0-0	
	Course Type	Core	
5	Course Objective	1. To introduce students to the fundamental principles of psychodiagnostics, including theoretical frameworks, assessment techniques, and ethical considerations. 2. This course will cover key psychological tests, diagnostic procedures, and clinical applications.	
6	Course Out-comes	The student will be able to; **CO1**: Explain fundamental concepts and ethical principles in psychodiagnostics. **CO2**: Apply psychometric principles to evaluate the reliability and validity of tests. **CO3**: Administer and interpret intelligence and personality assessments. **CO4**: Analyze clinical data for diagnostic formulation using psychodiagnostics tools. **CO5**: Communicate assessment findings effectively through reports and case presentations.	
7	Course De-scription	This course introduces students to the principles and methods of psychodiagnostics assessment, covering cognitive and personality assessment techniques. Emphasis is placed on test administration, interpretation, and ethical considerations.	
8	Outline syllabus		CO Map-ping
	Unit 1	**Introduction to Psychodiagnostics**	
	A	• Definition, Scope, and Applications • Historical Perspectives and Evolution of Psychological Diagnosis	CO1, CO2
	B	• Role of Psychologists in Clinical Diagnosis	CO1, CO2

	C	• Ethical and Legal Considerations in Psychodiagnostics • Cultural Sensitivity and Bias in Psychological Assessment	CO1, CO2

	Unit 2	**Psychological Testing and Assessment**	
	A	• Psychometric Properties: Reliability, Validity, Standardization	CO2, CO3
	B	• Types of Psychological Tests: Intelligence, Personality, Neuropsychological • Test Administration and Interpretation	CO2, CO3
	C	• Role of Clinical Interviews in Diagnosis • Computer-Assisted Psychological Assessments	CO2, CO3
	Unit 3	**Intelligence and Cognitive Assessment**	
	A	• Theories of Intelligence: Spearman, Cattell, Gardner, Sternberg	CO3, CO4, CO5
	B	• Intelligence Testing: WAIS, WISC, Stanford-Binet • Cognitive and Neuropsychological Assessments	CO3, CO4, CO5
	C	• Assessment of Learning Disabilities and ADHD • Interpretation and Case Report Writing	CO3, CO4, CO5
	Unit 4	**Personality Assessment**	
	A	• Psychodynamic, Trait, and Behavioral Approaches to Personality	CO4, CO5, CO6
	B	• Objective Personality Tests: MMPI, 16PF, NEO-PI-R • Projective Techniques: Rorschach Inkblot Test, TAT, Sentence Completion	CO4, CO6
	C	• Behavioral and Observational Methods in Personality Assessment • Integrating Test Findings for Clinical Decision Making	CO4, CO6
	Unit 5	**Psychopathology and Clinical Diagnosis**	
	A	• Classification of Mental Disorders: DSM-5 and ICD-11 Framework • Assessment of Mood and Anxiety Disorders	CO5, CO6

	B	• Screening for Psychotic and Personality Disorders • Diagnosis of Neurodevelopmental and Neurocognitive Disorders			CO5, CO6
	C	• Ethical Issues in Clinical Diagnosis			CO5, CO6
	Mode of examination	Theory			
	Weightage Distribution	IA	EA		
		25%	75%		
	Text book/s*	1. Kaplan & Saccuzzo (2017). *Psychological Testing: Principles, Applications, and Issues* 2. Groth-Marnat, G. (2009). *Handbook of Psychological Assessment* 3. American Psychiatric Association (2022). *Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR)* 4. Lezak, M.D. (2012). *Neuropsychological Assessment* Weiner, I. B., & Greene, R. L. (2017). *Handbook of Personality Assessment*			

COs-POs Matrix

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	2	3	1	2	2	2	2	1	1
CO2	2	2	2	1	1	2	1	2	1	2	2
CO3	2	2	1	2	2	2	2	2	1	2	1
CO4	3	2	2	1	2	1	1	2	2	1	2
CO5	3	2	2	2	1	2	2	2	1	2	2
CO6	2	2	1	2	2	1	2	2	1	2	1

1. Low
2. Moderate
3. High

School: SSHSS		Batch: 2025-29
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2028-29**
Branch: Psychology		**Semester: VII**
1	Course Code	SYT4404
2	Course Title	**Foundation of Neuropsychology**
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Core
5	Course Objective	1. To train students in conceptualization of psychopathologyfrom different etiological perspectives, 2. To elicit phenomenology and arrive at the clinical diagnosis following a classificatory system and propose/carry out psychological interventions. 3. To train in conceptualization of Psychopathology.
6	Course Outcomes	The student will be able; CO1: to define the concept of neuropsychology. CO2: to explain the various associatedfunctions of brain and its assessment. CO3: to apply interpret the neurological finings of certain disorders CO4: to connect the symptoms with its biological basis CO5: to evaluate the severity of the symptoms as per the findings of his assessment. CO6: to design therapy plan for the neuro-logical disorders.
7	Course Description	Neuropsychology will provide an understanding about information about the structural and functional integrity of the brain. This understanding further helps in conducting evaluations to characterize behavioral and cognitive changes resulting from central nervous system disease or injury. It demonstrates beginning competence in carrying out the indicated interventions and monitor progress and out- come. It studies the psychosocial, biological and sociocultural causal factors associated with mental health problems and neuropsychological disorders with an emphasis on biopsychosocial and other systemic models.

8	Outline syllabus		
	Unit 1	**Neuropsychology**	**CO Mapping**
	A	• Neuropsychology: Assumptions and methods. Functional modularity.	CO1
	B	• Anatomical, functional architecture and sub-stractivity.	CO1
	C	• Methods of investigations: Electrophysiologi-cal- Single cell recording, EEG and ERP	CO1
	Unit 2	**Neuropsychological Issues**	
	A	• Neurodegenerative disorders: Parkinson‘s, Alzheimer, Huntington.	CO1
	B	• Deficits, Recovery, Adaptation and Rehabili-tation:	CO1
	C	• Neuropsychological deficits in stroke, head injury, tumours, epilepsy	CO1
	Unit 3	**Neuropsychological Assessment**	
	A	• Neuropsychological Battery; Luria Nebraska Neuropsychological Battery	CO1, CO2
	B	• PGI Battery of Brain Behaviour Dysfunction, AIIMS neurop-sychological battery	CO1, CO2
	C	• Neuroimaging techniques: CAT, MRI, fMRI, DTI, PET, MEG and optical brain imaging	CO1, CO2, CO3, CO4
	Unit 4	**Research Methods in Neuropsychology**	
	A	• Experimental and cognitive Psychology me-thods: Neuropsychological testing, Clinical methods	CO5, CO6
	B	• Research design and analysis: Exploratoryand hypothesis driven design	CO5, CO6
	C	• cognitive vs. stimulus-driven responses; Group comparison and experimental designs; Issues and limitations	CO5, CO6
	Unit 5	**Recording & Analysis**	CO5, CO6
	A	• Electrophysiological methods: EEG, ERP,	CO5, CO6

		Transcranial magnetic stimulation and Virtual lesions; single unit recordings.	
	B	• Behavioural-computational Methods: Overview of computational modelling.	CO5, CO6
	C	• Parallel Distributed Processing, interactionist and connectionist models; artificial neural network model.	CO5, CO6
	Mode of examination	Theory	
	Weightage Distribution	IA: 25% / EA: 75%	
	Text book/s*	Gazzaniga, M.S., Ivry, R.B., &Mangun, G.R. (2009). Cognitive neuroscience: The biology of the mind (3rded.). New York, NY, Norton & Norton.	
	Other References	• Kelly, J. (2020). The Idea of the Brain: The Past and Future of Neuroscience. Matthew Cobb. Publisher: Basic Books.2020. ISBN: 9781541646865. Irish Journal of Psychological Medicine, 1-M. doi:10.1017/ipm.2020.88. • Exner, J.E. (2002). The Rorschach – A Comprehensive System, (4th ed., Vol.1). New York: John Wiley and Sons. • Lieberman, D., Bramble, D., Rachlen, D., Shea, J. (2009). Brains, brawn, and the evolution of human endurancerunning capabilities. In Grine, F., Fleagle, J., Leakey, R.(Eds.), The first humans—Origin and early evolution of the genus Homo (pp. 77–92). New York, NY: Springer.. • Hersen, M., Segal, D.L., & Hilsenroth, M.J. (2004). Comprehensive handbook of psychological assessment (Vols. 1-M). New York: John Wiley & Sons. • 5.Sherman, E., Hrabok,H., & Tan, J.(2021).A Compendium of Neuropsychological Tests: Fundamentals of Neuropsychological Assessment and Test Reviews for Clinical Practice(4th Ed.).Oxford University Press._	

COs-POs Matrix

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	3	3	2	1	2	1	1	2	2	1
CO2	2	2	2	1	2	1	2	2	2	2	2
CO3	2	3	3	1	1	1	2	2	1	1	1
CO4	3	2	2	2	2	2	1	3	2	2	2
CO5	2	3	3	1	1	1	2	2	1	1	1
CO6	3	2	2	2	2	2	1	1	2	2	2

1. Low
2. Moderate
3. High

School: SSHSS		Batch: 2025-29
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2028-29**
Branch: Psychology		**Semester: VII**
1	Course Code	SYT4432
2	Course Title	Fundamentals of Psychiatry
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Core Courses (CC)
5	Course Objective	1. Identify and describe the clinical presentation and assessment methods used in psychiatry, including disorders of consciousness, attention, orientation, motor behavior, speech abnormalities, and disturbances in self-experience, thought, perception, emotion, and memory. 2. Differentiate between different psychotic disorders, including schizophrenia, affective disorders, delusional disorders, and other psychotic disorders, by understanding their clinical features, etiology, and available management strategies. 3. Recognize and classify neurotic, stress-related, and somatoform disorders, including their clinical features, etiology, and interventions. 4. Understand the classification and clinical features of personality disorders, mental and behavioral disorders due to substance use, and habit and impulse disorders, sexual disorders, and dysfunctions, and explore various treatment approaches for these conditions. 5. Gain knowledge of organic mental disorders such as dementia, delirium, and neuralgic and systemic disorders associated with mental disorders, including their types, clinical features, and available management options. 6. Utilize relevant reference textbooks and resources in psychiatry, such as the Oxford Textbook of Psychiatry, Comprehensive Textbook of Psychiatry, Child and Adolescent Psychiatry: Modern Approaches, Symptoms in Mind: Introduction to Descriptive Psychopathology, and Textbook of Postgraduate Psychiatry, to deepen understanding and enhance learning in the field.
6	Course Outcomes	Student will be able to: CO1 Define different psychological disorders. Understand clinical presentation and assessment methods used in psychiatry, and apply this knowledge to recognize and evaluate various mental disorders. CO2 classify and differentiate between different psychotic disorders based on their clinical features, etiology, and available management strategies. CO3 identify neurotic, stress-related, and somatoform disorders, and recommend appropriate interventions for each. CO4 analyze and assess personality disorders, mental and behavioral

		disorders due to substance use, and habit and impulse disorders, sexual disorders, and dysfunctions, and propose suitable treatment approaches. CO5 Interpret and manage organic mental disorders such as dementia, delirium, and neuralgic and systemic disorders associated with mental disorders, utilizing appropriate management techniques. CO6 adapt and critically evaluate relevant reference textbooks and resources in psychiatry, enhancing knowledge and expanding comprehension of the subject matter.	
7	Course Description	Course Description: This course provides an introductory overview of the field of psychiatry, focusing on the clinical presentation, assessment, and management of various psychiatric disorders. Students will learn about the different types of mental disorders, their clinical features, etiology, and treatment approaches. The course covers topics such as psychotic disorders, neurotic and stress-related disorders, personality and behavioral disorders, and organic mental disorders. Through lectures, case studies, and discussions, students will develop a foundational understanding of psychiatry and its role in mental healthcare.	
	Unit 1	Classification of psychiatric disorders	**CO Mapping**
	A	Introduction: Syndromes and diseases, Early distinctions, Organic syndromes	CO1, CO2
	B	Functional syndromes; Personality disorders and psychogenic reactions	CO1, CO2
	C	Comparison of DSM−V and ICD−10; Modern classifications	CO1, CO2
	Unit 2	Disorders of consciousness, attention, and orientation	
	A	Basics of attention and orientation	CO1, CO2
	B	Dream-like change of consciousness, Lowering of consciousness	CO1, CO2
	C	Restriction of consciousness	CO1, CO2
	Unit 3	Disorders of perception	
	A	Sensory distortions: Hyperesthesia; Hypoesthesia; Metamorphopsias	CO3, CO4
	B	**Sensory deceptions**: Illusions; Pseudo hallucinations	CO3 CO4, CO6
	C	Hallucinations: Auditory, Visual, Olfactory & Gustatory, Tactile; Special Types (Functional, Reflex); Autoscopic Phenomena	CO3, CO4
	Unit 4	Disorders of thought and speech	
	A	Disorders of the Stream (Tempo) of Thought	CO3, CO4, CO5, CO6
	B	Disorders of Possession and Control of Thought	CO3, CO4, CO5, CO6
	C	Disorders of the Form of Thought (Formal Thought Disorder)	CO3, CO4, CO5. CO6
	Unit 5	Disorders of emotion & experience of Self	

	A	Depressed and Elevated Mood; Blunted, Flat, and Labile Affect; Incongruent Affect	CO4, CO5.
	B	Emotional Experience: Anxiety and Fear, Apathy and Anhedonia, Emotional Overinvolvement & Detachment	CO4, CO5. CO6
	C	Experience of Self: Depersonalization, Derealization, Identity Disturbance	CO4, CO5. CO6
	Mode of examination	Theory	
	Weightage Distribution	IA / EA	
		25% / 75%	
	Readings Text book/s*	1. Gelder, M., Gath, D., & Mayon, R. (1989). Oxford Textbook of Psychiatry (2nd ed.). New York: Oxford University Press. 2. Kaplan, B.J. & Sadock, V.A., (1995). Comprehensive Textbook of Psychiatry (6th ed.). London: William & Wilkins. 3. Rutter, M. & Herson, L. (1994). Child and Adolescent Psychiatry: Modern approaches (3rd ed.). London: Blackwell Scientific Publications. 4. Sims, A. & Bailliere, T. (1988). Symptoms in mind: Introduction to descriptive psychopathology. London: WB Saunders.Vyas, J.N. & Ahuja, N. (1999). Textbook of postgraduate psychiatry (2nd ed., Vols. 1-2). New Delhi: Jaypee brothers.	

COs- POs Matrix

POs/ Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	2	3	2	3	2	2	3	3	3
CO2	2	2	1	2	2	3	2	3	3	3	3
CO3	2	2	2	2	3	3	3	3	3	3	3
CO4	2	2	2	2	2	3	3	3	3	3	3
CO5	2	3	3	2	3	2	3	3	2	3	3
CO6	3	3	3	3	2	2	3	2	2	2	2

1- Low
2- Medium
3- High

School: SSHSS		Batch: 2025-29
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2028-29**
Branch: Psychology		**Semester: VII**
1	Course Code	SYT4405
2	Course Title	Indian Psychology
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Minor Elective (for Apprenticeship)
5	Course Objective	• To acquaint the students with the with the psychology of Indian origin. • To provide knowledge on contemporary understanding and application of concepts and theories from classical Indian texts. • To familiarize about various researchers in the field of Indian Psychology to Substantiate Indian Psychology Methods • To delineate the methods and applications of Indian Psychology in Psychology
6	Course Outcomes	The student will be able to; CO1: to understand the foundational concepts and frameworks of Indian Psychology. CO2: to identify the roles and critically compare Indian and Western psychological paradigms. CO3: apply Indian psychological concepts to contemporary issues in mental health and well-being. CO4: analyze psychological theories from Indian philosophical traditions. CO5: engage in introspective practices for self-awareness and personal growth. CO6: to implement in daily life and interventions.
7	Course Description	Indian Psychology is a discipline rooted in the philosophical and spiritual traditions of India, focusing on the study of consciousness, self, and human well-being from an inner, experiential perspective. Drawing from texts like the Upanishads, Bhagavad Gita, and Yoga Sutras, it offers insights into the nature of mind, behavior, and personal transformation through practices such as meditation and self-inquiry. This course

		provides a foundational understanding of key concepts and their relevance to contemporary psychology, emphasizing holistic mental health, self-awareness, and the integration of theory with practice.	
	Unit 1	**Introduction of Indian Psychology**	**CO Mapping**
	A	What is Indian psychology; relevance and scope	CO1
	B	Historical developments	CO1
	C	Distinction from western psychology	CO1, CO2
	Unit 2	**Indian Perspectives on Cognition**	
	A	Nature of reality; Antakarna Chatustaya	CO2
	B	Manas and higher mental states	CO2
	C	Types of knowing; methods of knowing	CO1, CO2
	Unit 3	**Personality, Self and Consciousness**	
	A	Typological Conception, Personality Types in Ayurveda, Panchkosha Personality Type	CO3
	B	What is self? self as consciousness; states of consciousness; self as knower, as enjoyer, as doer	CO3
	C	Ego-identity and soul identity; self and society	CO2, CO3
	Unit 4	**Human Emotions**	
	A	Bases of emotions, desires and detachment	CO4, CO5, CO6
	B	Types of emotions and their manifestations, theories of rasa and bhāva; positive states of mind	CO1, CO2, CO3, CO4
	C	Controlling anger and violence in society. Concept of Stress in Indian Tradition	CO1, CO2, CO3
	Unit 5	**Concepts; mental health**	
	A	Concept, symptoms and treatment; suffering and healing	CO2, CO3, CO4, CO6

	B	Theories of happiness and wellbeing; self-growth and liberation		CO1, CO3, CO4, CO6
	C	Bhagwad Gita and Techniques of Mental Health, Healing and Counselling in Traditional Spiritual Setting, Problems and Prospects in Indian Psychology		CO2, CO3, CO5, CO6
	Mode of examination	Theory		
	Weightage Distribution	IA	EA	
		25%	75%	
	Readings Text book/s*	• Bhawuk, D. (2011). Spirituality and Indian Psychology: Lessons from the BhagavadGita. Springer Science & Business Media. • Dalal, A. K., & Misra, G. (2010). The core and context of Indian psychology. Psychology and developing societies, 22(1), 121-155. • Rao, K., Paranjpe, A. C., & Dalal, A. K. (2008). Handbook of Indian psychology. Cambridge University Press India/Foundation Books. • Sinha, J. (2013). Indian Psychology Perception (Vol. 195). Routledge. • Cornelissen, M. (2011). Foundations of Indian Psychology Volume 1- 2: Practical Applications. Pearson Education India. • Rao, K. R., & Paranjpe, A. C. (2016). Psychology in the Indian tradition. Springer India. • Sedlmeier, P. (2014). Indian psychology and the scientific method. Foundations and applications of Indian psychology, 53-79. • Paranjpe, A. C. (2011). Indian psychology and the international context. Psychology and Developing Societies, 23(1), 1-26. • Verma, M. C. (2010). Foundations of Indian Psychology, Volume 1: Theories and Concepts. Pearson Education India. • Bhawuk, D. P. (2011). Epistemology and Ontology of Indian Psychology. In Spirituality and Indian Psychology (pp. 163-184). Springer, New York, NY. • Kumar, K. (2013). Yoga Psychology: A Handbook of Yogic Psychotherapy. DK Printworld. • Rajesh, S. (2015). Yoga psychology: A handbook of yogic psychotherapy. International Journal of Yoga, 8(1), 84-84		

COs-POs Matrix

Pos COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	2	2	1	2	2	2	2	2	1
CO2	3	2	1	2	1	1	2	1	1	2	2
CO3	2	1	2	2	1	1	1	2	1	1	2
CO4	3	2	1	1	2	2	2	2	2	2	2
CO5	2	1	2	2	1	1	1	2	1	1	2
CO6	2	2	2	1	2	2	2	2	2	2	2

1. Low
2. Moderate
3. High

School: SSHSS		Batch: 2025-29	
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2028-29**	
Branch: Psychology		**Semester: VII**	
1	Course Code	SYP4409	
2	Course Title	Advanced Experiments in Psychology	
3	Credits	1	
4	Contact Hours (L-T-P)	0-0-1	
	Course Type	Practical	
5	Course Objective	1. To train students in designing and conducting complex psychological experiments. 2. To enhance understanding of core concepts in cognition, perception, learning, and social behaviour through empirical methods. 3. To develop the ability to analyse and interpret experimental data using statistical tools. 4. To foster critical thinking and scientific inquiry in psychological research. 5. To integrate theoretical knowledge with experimental practice by critically evaluating classical and contemporary research paradigms. 6. To enhance scientific communication skills through the systematic reporting and presentation of experimental findings.	
6	Course Outcomes	The student will be able to: **CO1**: Understand and explain advanced concepts underlying psychological experiments. **CO2**: Design and conduct psychological experiments independently. **CO3**: Apply appropriate methods of data collection and analysis. **CO4**: Interpret results with reference to theoretical frameworks. **CO5**: Evaluate experimental designs and suggest improvements. **CO6**: Communicate findings in a scientific format.	
7	Course Description	This course focuses on training students in advanced psychological experimentation. Students will conduct experiments related to various psychological domains and will be encouraged to use statistical tools for data analysis. Each unit focuses on specific areas, involving two experiments each, to deepen theoretical and applied understanding.	
	Unit 1	**Perception**	CO Mapping

	A	Stroop Effect/Muller Lyer Illusion	CO1
	Unit 2	**Forgetting**	
	A	Retroactive Interference/	CO2
	Unit 3	**Span of Attention and Decision Making**	
	A	Span of Attention/ Iowa Gambling Task (Decision-Making under Ambiguity)	CO3
	Unit 4	Learning	
	A	Paired Associate Learning Task/ Implicit vs. Explicit Memory Task	CO4
	Unit 5	Psychophysics	
	A	Absolute threshold/ Differential Threshold	CO5, CO6
	Mode of examination	Theory	
	Weightage Distribution	IA: 25% / EA: 75%	
	Readings Textbooks	• Postman & Egan (2006). *Experimental Psychology*. Harper & Row • Mangal, S.K. (2012). *Statistics in Psychology and Education*. PHI Learning **Additional Resources:** • APA Manual for formatting • Shodhganga, PubMed, E-library at Sharda University	

COs-POs matrix

POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	3	3	2	2	3	3	3	3	2
CO2	2	2	3	2	2	3	2	1	3	2	2
CO3	3	1	2	3	3	2	1	3	2	3	3

CO4	3	2	2	3	2	2	3	3	3	3	2
CO5	2	2	3	1	2	3	2	1	3	2	3
CO6	3	2	3	3	2	3	3	3	3	3	3

1. Low
2. Moderate
3. High

School: SSHSS		**Batch: 2025-29**	
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2028-29**	
Branch: Psychology		**Semester: VII**	
1	Course Code	SYP4406	
2	Course Title	**SPSS Lab**	
3	Credits	1	
4	Contact Hours (L-T-P)	0-0-2	
	Course Type	Practical	
5	Course Objective	To provide a theoretical understanding of quantitative data analysis using SPSS. To equip students with practical skills to manage, analyze, and interpret statistical data.	
6	Course Outcomes	The students will be able; **CO1**: To describe uses and functionalities of SPSS software. **CO2**: To classify and transform different types of data. **CO3**: To conduct and interpret basic and advanced statistical analyses. **CO4**: To visualize data effectively using SPSS tools. **CO5**: To integrate SPSS analysis into research and clinical work.	
7	Course Description	This lab-based course provides hands-on training in SPSS, covering descriptive and inferential statistical techniques, multivariate analysis, and data visualization to support psychological research.	
	Unit 1	**Introduction to SPSS**	**CO Mapping**
	A	Overview and interface of SPSS	CO1
	B	Data entry, cleaning, and management	CO1
	C	Descriptive statistics: mean, median, mode, SD, variance, Frequency distributions and basic graphs	CO1
	Unit 2	**Inferential Statistics Using SPSS**	CO1
		Hypothesis testing and p-values	CO2
		t-tests (independent, paired)	CO2

		One-way and two-way ANOVA, Correlation and regression		CO3
	Unit 3	**Advanced Data Handling in SPSS**		
	A	Variable transformation and recoding		CO3
	B	Creating scales and computed variables		CO3
	C	Handling missing values		CO2
	Unit 4	**Multivariate Analysis in SPSS**		
	A	Factor analysis and PCA		CO4
	B	Cluster analysis and discriminant analysis		CO4
	C	Introduction to SEM (theoretical overview)		CO4
	Unit 5	**Data Visualization and Interpretation**		
	A	Creating and customizing charts and plots		CO5. CO6
	B	Exporting results and integrating into reports		CO5. CO6
	C	Interpreting outputs for research writing		CO5. CO6
	Mode of examination	Practical/Viva		
	Weightage Distribution	CA	Viva	External
		25%	25%	50%
	Readings Text book/s*	**Readings** • Field, A. P. (2021). *Discovering Statistics Using IBM SPSS Statistics*. Sage. • Pallant, J. (2021). *SPSS Survival Manual*. Open University Press. • Parke, C. S. (2013). *Essential First Steps to Data Analysis*. SAGE. • Tabachnick, B. G., & Fidell, L. S. (2019). *Using Multivariate Statistics*. Pearson.		

COs-POs Matrix

1. Low
2. Moderate
3. High

Pos COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	2	2	1	2	2	2	2	2	1
CO2	3	2	1	2	1	1	2	1	1	2	2
CO3	2	1	2	2	1	1	1	2	1	1	2
CO4	3	2	1	1	2	2	2	2	2	2	2
CO5	2	1	2	2	1	1	1	2	1	1	2
CO6	2	2	2	1	2	2	2	2	2	2	2

School: SSHSS		**Batch: 2025-29**
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2028-29**
Branch: Psychology		**Semester: VII**
1	Course Code	SYP4407
2	Course Title	**Nvivo Lab**
3	Credits	1
4	Contact Hours (L-T-P)	0-0-2

<table>
<tr><td></td><td>Course Type</td><td colspan="3">Practical</td></tr>
<tr><td>5</td><td>Course Objective</td><td colspan="3">To familiarize students with qualitative research methods and NVivo software.
To provide hands-on training in data organization, coding, and thematic analysis using NVivo.</td></tr>
<tr><td>6</td><td>Course Outcomes</td><td colspan="3">Students will be able:
• CO1: To explain the role and utility of NVivo in qualitative research.
• CO2: To organize, import, and code qualitative data.
• CO3: To analyse and visualize data using NVivo tools.
• CO4: To apply frameworks and report qualitative findings.
• CO5: To conduct ethical, rigorous qualitative research using NVivo.</td></tr>
<tr><td>7</td><td>Course Description</td><td colspan="3">This course introduces qualitative data analysis using NVivo software. Students learn to manage and analyze textual, audio, and visual data; conduct thematic coding; visualize findings; and apply mixed methods analysis.</td></tr>
<tr><td rowspan="13"></td><td>Unit 1</td><td colspan="2">Introduction to Qualitative Research and NVivo</td><td>CO Mapping</td></tr>
<tr><td>A</td><td colspan="2">Overview of qualitative methods</td><td>CO1</td></tr>
<tr><td>B</td><td colspan="2">Introduction to NVivo interface</td><td>CO1</td></tr>
<tr><td>C</td><td colspan="2">Creating projects and importing data</td><td>CO1</td></tr>
<tr><td>Unit 2</td><td colspan="2">Data Coding and Management</td><td>CO1</td></tr>
<tr><td></td><td colspan="2">Creating nodes and applying codes</td><td>CO2</td></tr>
<tr><td></td><td colspan="2">Organizing coded data</td><td>CO2</td></tr>
<tr><td></td><td colspan="2">Using classification and attributes</td><td>CO3</td></tr>
<tr><td>Unit 3</td><td colspan="2">Data Analysis and Visualization in NVivo</td><td></td></tr>
<tr><td>A</td><td colspan="2">Queries: word frequency, text search</td><td>CO3</td></tr>
<tr><td>B</td><td colspan="2">Matrix coding and relationships</td><td>CO3</td></tr>
<tr><td>C</td><td colspan="2">Visual tools: charts, word clouds, tree maps</td><td>CO2</td></tr>
<tr><td>Unit 4</td><td colspan="2">Frameworks and Reporting</td><td></td></tr>
<tr><td></td><td>A</td><td colspan="2">Framework and thematic analysis</td><td>CO4</td></tr>
<tr><td></td><td>B</td><td colspan="2">Writing memos and annotations</td><td>CO4</td></tr>
<tr><td></td><td>C</td><td colspan="2">Generating reports and summaries</td><td>CO4</td></tr>
<tr><td></td><td>Unit 5</td><td colspan="2">Best Practices and Ethics in Qualitative Research</td><td></td></tr>
<tr><td></td><td>A</td><td colspan="2">Data security and confidentiality</td><td>CO5. CO6</td></tr>
<tr><td></td><td>B</td><td colspan="2">Collaborative NVivo projects</td><td>CO5. CO6</td></tr>
<tr><td></td><td>C</td><td colspan="2">Ethical considerations and audit trails</td><td>CO5. CO6</td></tr>
<tr><td></td><td>Mode of examination</td><td colspan="3">Practical/Viva</td></tr>
<tr><td rowspan="2"></td><td rowspan="2">Weightage Distribution</td><td>CA</td><td>Viva</td><td>External</td></tr>
<tr><td>25%</td><td>25%</td><td>50%</td></tr>
</table>

	Readings Text book/s*	**Readings** • Richards, L. & Richards, T. (2019). *NVivo 12 Essentials*. Sage. • Bazeley, P. & Jackson, K. (2019). *Qualitative Data Analysis with NVivo*. Sage. • Braun, V., & Clarke, V. (2019). *Successful Qualitative Research*. Sage. • Fielding, N. & Lee, R. M. (2018). *Computer Analysis and Qualitative Research*. Sage.

COs-POs Matrix

Pos COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	2	2	1	2	2	2	2	2	1
CO2	3	2	1	2	1	1	2	1	1	2	2
CO3	2	1	2	2	1	1	1	2	1	1	2
CO4	3	2	1	1	2	2	2	2	2	2	2
CO5	2	1	2	2	1	1	1	2	1	1	2
CO6	2	2	2	1	2	2	2	2	2	2	2

1. Low
2. Moderate
3. High

School: SSHSS		**Batch: 2025-29**
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2028-29**
Branch: Psychology		**Semester: VII**
1	Course Code	**SYP4408**
2	Course Title	Psychology Case Study
3	Credits	3
4	Contact Hours (L-T-P)	2-1-0
	Course Type	Discipline Specific Elective Courses (DSE)
5	Course Objective	Understand and apply principles of psychiatric history taking and mental status examination. Conduct and document clinical interviews using professional language and structure. Analyze and formulate clinical cases using DSM-5-TR and ICD-11. Identify diagnostic features and differential diagnoses of major psychiatric disorders through case examples. Apply ethical and culturally sensitive practices in clinical assessment and case writing. Critically reflect on their own clinical reasoning and interpersonal processes during interviews.

6	Course Outcomes	Student will be able to: **CO1**: Demonstrate the ability to conduct structured psychiatric interviews and gather relevant history. **CO2**: Accurately document mental status examination findings using appropriate clinical terminology. **CO3**: Analyze case data to arrive at provisional diagnoses using standardized diagnostic systems. **CO4**: Write clear, concise, and comprehensive clinical case reports. **CO5**: Evaluate cultural, ethical, and developmental considerations in case formulation. **CO6**: Integrate theoretical knowledge with practical case analysis to inform treatment planning. .	
7	Course Description	This laboratory-based course aims to equip postgraduate clinical psychology students with core competencies in clinical interviewing, psychiatric history taking, mental status examination (MSE), and structured case formulation. Through hands-on practice and analysis of clinical cases across diverse diagnostic categories (e.g., anxiety, mood, childhood disorders, and personality disorders), students develop critical diagnostic skills, learn to write comprehensive case records, and cultivate professional and ethical judgment in clinical work. The course integrates psychodiagnostic observation, theoretical understanding, and supervised clinical reasoning aligned with DSM-5-TR and ICD-11 standards.	
	Unit 1	**Foundations of Clinical Interviewing**	CO Mapping
	A	Psychiatric Case history	CO1
	B	Mental Status Examination	CO1
	C	Full Psychiatric Case History Report	CO1
	Unit 2	Case Study – Anxiety Disorders	
	A	Panic Disorder, Generalized Anxiety Disorder, Social Anxiety Disorder	CO2
	Unit 3	Case Study – Depressive Disorders	
	A	Major Depressive Disorder, Persistent Depressive Disorder	CO3
	Unit 4	Case Study – Child & Adolescent	
	A	Common conditions: ADHD, Autism Spectrum Disorder, Separation Anxiety Disorder.	CO4

	Unit 5	Case Study – Personality Disorders		
	A	Common clinical presentations: Borderline, Narcissistic, Avoidant Personality Disorders.		CO5, CO6
	Mode of examination	Theory		
	Weightage Distribution	IA	EA	
		25%	75%	
	Readings Text books	1. Gelder, M., Gath, D., & Mayon, R. (1989). Oxford Textbook of **Sadock, B. J., Sadock, V. A., & Ruiz, P.** (2014). *Kaplan and Sadock's Synopsis of Psychiatry* (11th ed.). Wolters Kluwer. 2. **American Psychiatric Association.** (2022). *Diagnostic and Statistical Manual of Mental Disorders – DSM-5-TR*. APA Publishing. 3. **World Health Organization.** (2019). *ICD-11: International Classification of Diseases for Mortality and Morbidity Statistics*. WHO.		

COs- POs Matrix

POs/ Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	2	3	2	3	2	2	3	3	3
CO2	2	2	1	2	2	3	2	3	3	3	3
CO3	2	2	2	2	3	3	3	3	3	3	3
CO4	2	2	2	2	2	3	3	3	3	3	3
CO5	2	3	3	2	3	2	3	3	2	3	3
CO6	3	3	3	3	2	2	3	2	2	2	2

1. Low
2. Moderate
3. High

Semester VIII

School: SSHSS		Batch: 2025-29
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2028-29**
Branch: Psychology		**Semester: VIII**
1	Course Code	SYT4403
2	Course Title	**Forensic & Criminal Psychology**
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Core
5	Course Objective	• To develop a general orientation towards different filed of forensic psychology and criminal behaviour. • To learn different techniques used in forensic investigation.

6	Course Outcomes	The student will be able to; CO1: to define forensic psychology, major subareas of forensic psychology, roles and tasks performed by forensicpsychologists, and trace its historical development. CO2: to identify the roles of psychologistsand mental health professionals in assessing and treating officers aftercritical incidents, such as hostage taking, mass casualties, and shootings. CO3: to apply appropriately various forensicrisk assessments. CO4: to analyze developmental factors mostrelevant to criminal behavior. CO5: to evaluate the psychological effects of being victimized, and the role played by mental health professionals inworking with victims. CO6: to design suitable methodology reported in scientific papers on legal rights of victims and psychologicaleffects of imprisonment for project.
7	Course Description	Forensic psychology is a field that combines the practice of psychology and the law. Those who work in this field utilize psychological expertise as it applies to the justice system. Forensic psychology is theapplication of clinical specialties to the legal arena. This definition emphasizes the application of clinical psychology to the forensic setting

	Unit 1	**Forensic Psychology: Introduction and overview**	**CO Mapping**
	A	• Forensic Psychology: Historical Perspective; Forensic Psychology, Forensic Psychiatry, and Forensic Social Work	CO1
	B	• Forensic psychology and legal system	CO1
	C	• Fields of Forensic Psychology; Education and Training; Ethical Issues	CO1, CO2
	Unit 2	**Police and Investigative Psychology**	
	A	• Police and Public Safety Psychology: Police Culture	CO2
	B	• Psychology of Investigations: Forensic interviewing and behavioral analysis.	CO2
	C	• Psychological Intervention Responsibilities: Profiling, Detection of deception, Eye witness evidence	CO1, CO2
	Unit 3	**Legal Psychology**	
	A	• Criminal justice system; Criminal profiling and Testifying	CO3
	B	• Criminal Courts: Competency Evaluation; Risk Assessment	CO3
	C	• Family courts; Juvenile justice system; Sexual and Gender Harassment.	CO2, CO3
	Unit 4	**Criminal Psychology**	
	A	• The Development of Delinquent and Criminal Behavior: Juvenile Offenders; Developmental Factors in the Formation of Persistent Criminal Behavior.	CO2, CO3, CO4, CO5, CO6

	B	• Psychology of Violence and Intimidation: Factors leading to Violent behaviour	CO1, CO2, CO3, CO4
	C	• Psychology of Sexual Assault: Child Sex Offenders; FemaleSex Offender, Human Trafficking	CO1, CO2, CO3
	Unit 5	**Victimology and Victim Services**	
	A	• Forensic Psychology and the Victims of Crime	CO2, CO3, CO4, CO6
	B	• Family Violence and Child Victimization: Intimate Partner and Family Violence	CO1, CO3, CO4, CO6
	C	• Juvenile Justice and Corrections: Approaches to Rehabilitation	CO2, CO3, CO5, CO6
	Mode of examination	Theory	
	Weightage Distribution	IA: 25% / EA: 75%	
	Readings Text book/s*	• Bartol, C. R. & Bartol, A. M. (2004) Introduction to forensic psychology. New Delhi: Sage. • Blackburn, R., (1993). The psychology of criminal conduct: Theory research and practice. Chichester: Wiley &Sons. • Dhanda, A. (2000) Legal order and mental disorder. New Delhi: Sage. • Harari, L. (1981) Forensic psychology. London: Batsford Academic.	

COs-POs matrix

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	3	3	2	2	3	3	3	3	2
CO2	2	2	3	2	2	3	2	1	3	2	2
CO3	3	1	2	3	3	2	1	3	2	3	3
CO4	3	2	2	3	2	2	3	3	3	3	2
CO5	2	2	3	1	2	3	2	1	3	2	3
CO6	3	2	3	3	2	3	3	3	3	3	3

4. Low
5. Moderate
6. High

School: SSHSS		Batch: 2025-29
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2028-29**
Branch: Psychology		**Semester: VII**
1	Course Code	SYT4410
2	Course Title	Yoga & Psychology
3	Credits	4
4	Contact Hours (L-T-P)	2-1-2
	Course Type	Minor Elective
5	Course Objective	• The course *Yoga and Psychology* aims to provide a comprehensive understanding of the interrelationship between ancient yogic philosophy and modern psychological science. • It seeks to explore how yogic principles and practices can complement and enhance psychological theories and therapeutic methods. • The course encourages students to critically examine the psychological dimensions of yoga, understand the yogic view of the human mind and behavior, and apply integrative techniques for mental health, emotional well-being, and personal growth.
6	Course Outcomes	The student will be able to; CO1: Understand and explain the key philosophical foundations of yoga and core concepts of modern psychology, including their historical development and theoretical frameworks. CO2: Compare and contrast yogic models of mind, personality, and consciousness (e.g., Trigunas, Pancha Kosha) with corresponding psychological theories (e.g., Freud's theory, Maslow's hierarchy). CO3: Analyze the psychological benefits of yogic practices such as asanas, pranayama, and meditation in promoting mental health, emotional regulation, and stress reduction. CO4: Apply integrative techniques from both yoga and psychology to address common mental health issues like anxiety, depression, and emotional imbalance. CO5: Evaluate scientific literature and evidence-based studies that explore the therapeutic impact of yoga on psychological well-being. CO6: Develop a holistic and ethical perspective on mental health, incorporating spiritual, physical, and psychological dimensions in personal or professional

		settings.	
7	Course Description	*Yoga and Psychology* is an interdisciplinary course that bridges the wisdom of ancient yogic philosophy with contemporary psychological theory and practice. The course explores the conceptual and practical connections between yoga and psychology, focusing on the understanding of the human mind, behavior, consciousness, and well-being. Students will delve into classical yogic texts and frameworks—such as the Yoga Sutras of Patanjali, the Pancha Kosha model, and the theory of Trigunas—and relate them to modern psychological constructs like personality theories, mental health paradigms, and therapeutic approaches. Through both theoretical study and experiential practices (such as meditation, pranayama, and mindful movement), students will gain insight into how yoga can be used as a tool for psychological transformation, emotional resilience, and holistic health.	
	Unit 1	**Foundations of Yoga and Psychology**	**CO Mapping**
	A	Introduction to Yoga: History and Philosophy: Origins and development of yoga, Major yogic texts (Yoga Sutras, Bhagavad Gita)	CO1, CO2
	B	Schools of yoga (Raja, Bhakti, Karma, Jnana) and Introduction to Psychology	CO1, CO2
	C	**Mind-Body Connection in Yoga and Psychology:** Concepts of chitta (Manas, Buddhi, Ahamkara), Psychological views on mind and consciousness	CO1, CO2
	Unit 2	**Yogic Models of Personality and Mental Health**	
	A	Triguna Theory and Personality (Sattva, Rajas, Tamas)	CO1, CO2
	B	**Pancha Kosha Model of Human Existence:** Five sheaths: Annamaya to Anandamaya, Psychological interpretation of each kosha, Integration with holistic health	CO2, CO3, CO4,
	C	**Concept of Mental Health in Yoga and Psychology:** WHO definition vs. yogic view, Stress, anxiety, and mental disorders, Role of yoga in psychological healing	CO2, CO3, CO4,
	Unit 3	**Psychological Theories and Yogic Perspectives**	
	A	**Freud's Psychoanalysis vs. Yogic Self-Realization:** Id, Ego, Superego vs. components of Chitta, Unconscious mind in yoga and psychology, Samskara and repressions	CO3, CO4
	B	**Maslow's Hierarchy and Yogic Growth Models:** Self-actualization vs. Self-realization, Concept of Ashtang yoga.	CO3, CO4, CO5

<table>
<tr><td></td><td>C</td><td colspan="3">Cognitive-Behavioral Approaches and Yogic Thought: CBT techniques vs. Patanjali’s cognitive control (Chitta Vritti Nirodha)</td><td>CO3, CO4, CO5</td></tr>
<tr><td rowspan="2"></td><td>Unit 4</td><td colspan="3">Yoga Practices and Psychological Benefits</td></tr>
<tr><td>A</td><td colspan="3">Asana and Emotional Regulation: Physical postures and neurophysiological effects, Influence on mood and stress levels, Body-mind relationship</td><td>CO4, CO5, CO6</td></tr>
<tr><td></td><td>B</td><td colspan="3">Pranayama and Emotional Well-being: Breathing techniques and the nervous system, Pranayama for anxiety and emotional stability, Scientific studies and practical benefits</td><td>CO4, CO5, CO6</td></tr>
<tr><td></td><td>C</td><td colspan="3">Meditation and Cognitive Functioning: Types of meditation (Dhyana, Vipassana, Mindfulness), Impact on attention, memory, and emotional balance, Neuroplasticity and meditation</td><td>CO4, CO5, CO6</td></tr>
<tr><td rowspan="2"></td><td>Unit 5</td><td colspan="3">Applications and Contemporary Issues</td></tr>
<tr><td>A</td><td colspan="3">Yoga Therapy for Mental Health</td><td>CO5, CO6</td></tr>
<tr><td></td><td>B</td><td colspan="3">Psychology of Spirituality and Consciousness</td><td>CO5, CO6</td></tr>
<tr><td></td><td>C</td><td colspan="3">Research and Ethical Issues in Yoga and Psychology</td><td>CO5, CO6</td></tr>
<tr><td></td><td>Mode of examination</td><td colspan="3">Theory</td><td></td></tr>
<tr><td></td><td></td><td colspan="3"></td><td></td></tr>
<tr><td rowspan="2"></td><td rowspan="2">Weightage Distribution</td><td>CA</td><td>CE (VIVA)</td><td>EXTERNAL</td><td></td></tr>
<tr><td>25</td><td>25</td><td>50</td><td></td></tr>
<tr><td></td><td>Readings Text book/s*</td><td colspan="4">• Patanjali's Yoga Sutras – Translated by Swami Satchidananda: A foundational text on the philosophy and psychology of yoga.
• Bhagavad Gita – Translated by Eknath Easwaran or Swami Prabhupada: Explores the psychological struggles of the self and spiritual wisdom.
• Hatha Yoga Pradipika – Swami Muktibodhananda (Bihar School of Yoga): Key manual on yogic practices with physiological and psychological insights.
• The Psychology of Yoga – Georg Feuerstein: Integrates classical yoga philosophy with Western psychology.
• Yoga and Psychotherapy: The Evolution of Consciousness – Swami Rama, Rudolph Ballentine & Swami Ajaya: A bridge between Eastern yogic practices and Western therapeutic models.
• Yoga for Emotional Balance – Bo Forbes: Practical guide on how yoga influences emotional regulation and mood.</td></tr>
</table>

COs-POs Matrix

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	3	3	2	1	2	1	1	2	2	1
CO2	2	2	2	1	2	1	2	2	2	2	2
CO3	2	3	3	1	1	1	2	2	1	1	1
CO4	3	2	2	2	2	2	1	3	2	2	2
CO5	2	3	3	1	1	1	2	2	1	1	1
CO6	3	2	2	2	2	2	1	1	2	2	2

1. Low
2. Moderate
3. High

School: SSHSS		**Batch 2025-2029**
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2028- 29**
Branch: Psychology		**Semester VIII**
1	Course Code	SYT4430
2	Course Title	Science of Happiness & Well- being
3	Credits	4
4	Contact Hours (L-T-P)	2-2-0
	Course Type	Multidisciplinary
5	Course Objective	The course is devoted to theories and issues concerning happiness andstate of well being. To enable the student understanding the importance of happiness in meaningful life. To enable the student identifying the activities boosting the happiness tolead the successful life.
6	Course Outcomes	The students will be able CO1: to define key psychological, social, and biological factors in happiness CO2: to explain the relationship between happiness and human connection, and pro social‖ qualities, such as compassion, altruism, and gratitude. Also, they will be able to indicate skills of gratitude and savoring. CO3: to apply theories and skills to deal with the daily concerns of life. CO4: to analyze the specific activities that boost happiness and infer how to lead a happy life. CO5: to evaluate the role of happiness and find out the research basis of authentic happiness. CO6: to design happiness tools for further researches.
7	Course Description	Science of Happiness is to teach the ground-breaking science of positive psychology, which explores the roots of a happy and meaningful life. Students will engage with some of the most provocative and practical lessons from this science, discovering how to apply key insights from cutting-edge re- search to their own lives, this course will reaffirm that happiness is inextricably linked to having High social connections and contributing to something bigger than yourself—the greater good. Students will learn about the cross-disciplinary research supporting this view, spanning the fields of psychology, neuroscience, evolutionary

		biology, and beyond. What's more, ―The Science of Happiness will offer students real-life techniques for nurturing their own happiness.

8	Outline syllabus		CO Mapping
	Unit 1	**Introduction to the Art of Happiness**	
	A	Understanding emotions: The importance of different emotions; Why stay happy; Emotion contagion	CO1
	B	Theories of emotion: Introducing the different perspectives of happiness	CO1
	C	Science of Happiness and wellbeing: Understanding the neuroscience of happiness; Brain-behaviour relationship in happiness; Science of belief; Sensory engagement and happiness	CO1, CO2
	Unit 2	**Measuring happiness**	
	A	Why do we need to measure happiness	CO1, CO2
	B	How can we measure happiness	CO1, CO2, CO3
	C	Importance of measuring happiness: Role of technology	CO1, CO3, CO4
	Unit 3	**Happiness in daily living**	
	A	Importance of empathy, gratitude, kindness & Building resilience	CO2, CO3
	B	Happiness at work: Understanding employee happiness; Designing happy workplaces; Role of humour in workplace; Happy leaders: The emotional impact of a team leader on its members; Sensitivity training	CO2, CO3, CO4
	C	Communicating happiness: Designing effective messages; Body language and nonverbal cues of happiness; Role of gestures in spreading/understanding happiness	CO2, CO3, CO4
	Unit 4	**Practice of happiness**	
	A	Introduction to different practices that help calm the mind and foster happiness: Mindfulness practices; Self-awareness; Self-motivation	CO3, CO4, CO5
	B	Best practices of happiness: Sharing examples, cases, practices that have been implemented and which have yielded result in spreading happiness	CO3, CO4, CO5
	C	Creativity and happiness: Creativity Vs routine; Understanding the role of flow; Importance of intuition	CO3, CO4, CO5

	Unit 5	**Happiness and wellbeing in Different Settings**			
	A	Relationship and wellbeing: The importance of relationship; Nurturing relationship; Importance of networking			CO4, CO5, CO6
	B	Career, life and happiness: Understanding the importance of career and it's limits; Work life balance; Achieving personal and professional success			CO4, CO5, CO6
	C	Consumer Happiness: How to keep your consumers happy; Practices adopted my marketers do keep consumers happy			CO4, CO5, CO6
	Mode of examination	Theory			
	Weightage Distribution	IA	EA		
		25%	75%		
	Text book/s*	• Lyubomirsky, S., King, L., & Diener, E. (2005). Thebenefits of frequent positive affect: does happiness lead to success. Psychological Bulletin, 131(6), 803–55. • Diener, E., & Biswass-Diener, R. (2008). Happiness: Unlocking the mysteries of psychological wealth. Maldwell, MA; Blackwell Publishing. ISBN# 978-1405146616 • Fredrickson, B. L., Tugade, M. M., Waugh, C. E., & Lar- kin, G. R. (2003). What good are positive emotions in cris- es? A prospective study of resilience and emotions follow- ing the terrorist attacks on the United States on September 11, 2001. Journal of Personality and Social Psychology, 84, 365376.			
	Other References	1. The Blackwell Companion to Consciousness. Blackwell Publishing (2007) The Cambridge Handbook of Consciousness. Cambridge University Press (2007) 2. The How of Happiness (HOH), by Sonja Lyubomirsky (Penguin Press, 2008). 3. Seligman, M. E. P. (2006). Learned Optimism. NY, NewYork: Random House. ISBN# 978-1400078394 4. Seligman, M. E. P. (2011). Flourish. NY, New York: Free Press. ISBN# 978-1439190760 5. Born to Be Good (BTBG), by Dacher Keltner (W.W. Nor-ton, 2009). 6. Creswell, J. D., & Lindsay, E. K. (2014). How does mind- fulness training affect health? A mindfulness stress buffer- ing account. Current Directions in Psychological Science, 23(6), 401-407. Csikszentmihalyi			

		7. Cohn, M. A., Fredrickson, B. L., Brown, S. L., Mikels, J. A., & Conway, A. M. (2009). Happiness unpacked: Posi- tive emotions increase life satisfaction by building resi- lience. Emotion, 9, 361-368. 8. Creswell, J. D., & Lindsay, E. K. (2014). How does mind- fulness training affect health? A mindfulness stress buffer- ing account. Current Directions in Psychological Science, 23(6), 401-407. Csikszentmihalyi

CO-PO MATRIX

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	1	2	1	2	1	1	1	3	1	1
CO2	3	1	2	1	2	3	1	1	3	3	1
CO3	3	2	3	2	2	2	1	1	3	3	1
CO4	3	1	3	1	2	1	1	1	3	2	1
CO5	3	1	2	1	1	1	1	1	2	1	1
CO6	3	1	1	1	1	1	1	1	1	1	2

1. Slow
2. Moderate
3. High

School: SSHSS		**Batch 2025-2029**
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2028- 29**
Branch: Psychology		**Semester VIII**
1	*Course Code*	SYT4431
2	*Course Title*	Academic Writing & Publication
3	*Credits*	3
4	*Contact Hours (L-T-P)*	3-0-0
	Course Type	Multidisciplinary
5	*Course Objective*	• Describe the contributions of ancient philosophers to the development of Psychology as a science. • To elucidate the major paradigms of psychological knowledge and the main characteristics of the different schools of psychology. • To critically appreciate the significant contributions of major schools of Psychology and the modern perspectives of psychology.
6	*Course Outcomes*	The student will be able; CO1: to define the importance of publication as an essential part of the scientific research process. CO2: to identify and avoid instances of plagiarism in academic work. CO3: to demonstrate proficiency in writing academic documents in APA format. CO4: to analyse the publication outlets and publication requirements of various journals in your field or area of specialization. CO5: to argue effective literature reviews and synthesize research findings. CO6: to construct with the mechanics of the submission, review, revision, and publication processes.
7	*Course Description*	This course provides student technical knowledge and skills that is necessary to write and to publish professional papers and to acquaint with the requirements of journals in specific area of specialization, also provide first-hand experience with the publication process. Students will explore different styles of academic writing prevalent in contemporary scientific journals and develop proficiency in adhering to style guidelines, citation practices, and ethical considerations.

		Introduction to Academic Writing	CO Mapping
	Unit 1	• Overview of academic writing and its significance in scholarly communication	CO1, CO3
	B	• Different approaches and processes in academic writing	CO1, CO3
	C	• Addressing key issues: plagiarism, biases, and common errors in academic writing	CO2
	Unit 2	Guidelines and Rules in Academic Writing	
	A	• Introduction to style and formatting guidelines from the American Psychological Association (APA)	CO2
	B	• In-text citations: proper usage, formatting, and citation styles	CO1
	C	• Reference list: formatting guidelines and examples for different types of sources	CO3
	Unit 3	Reporting Research	
	A	• Abstract writing: components, structure, and key elements	CO3, CO4
	B	• Literature review: techniques for reviewing and synthesizing research literature	CO5
	C	• Scientific poster presentations: design principles and effective communication strategies	CO5
	Unit 4	Critical Analysis, Argumentation and Effective Communication	
	A	• Analytical and critical thinking skills for academic writing • Developing a logical argument and supporting it with evidence	CO4
	B	• Evaluating and critiquing research articles	CO4
	C	• Enhancing academic writing style: grammar, vocabulary, and sentence structure • Presentation skills: delivering effective oral presentations and visual aids	CO5
	Unit 5	Publication Process and Peer Review	
	A	• Selecting an Appropriate Journal: Understanding the journal publication landscape. Criteria for choosing the right journal. Impact factor and journal rankings.	CO6

	B	Writing Cover Letters and Abstracts: • Crafting an effective cover letter for manuscript submission. • Writing a concise and informative abstract. • Keywords and indexing for discoverability.	CO6
	C	Peer Review Process and Responding to Reviewers: • Understanding the peer review process. • Strategies for addressing reviewer comments and revisions. • Ethical considerations and responsible publishing practices.	CO6
	Mode of examination	Theory	
	Weightage Distribution	IA: 25%	EA: 75%
	Readings *Text book/s**	• American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). American Psychological Association. • Gastel, B., & Day, R. A. (2022). How to write and publish a scientific paper (8th ed.). Greenwood. • Machi, L. A., & McEvoy, B. T. (2016). The literature review: Six steps to success (3rd ed.). Corwin. • Mitchell, M. L., Jolley, J. M., & O'Shea, R. J. (2017). Writing for psychology (6th ed.). Cengage Learning.	
	Reference Book	• Swales, J. M., & Feak, C. B. (2012). Academic writing for graduate students: Essential skills and tasks (3rd ed.). University of Michigan Press. • Graff, G., & Birkenstein, C. (2018). They say / I say: The moves that matter in academic writing (4th ed.). W. W. Norton & Company.	

COs- POs Matrix

POs/ Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	2	3	2	3	2	2	3	3	3
CO2	2	2	1	2	2	3	2	3	3	3	3
CO3	2	2	2	2	3	3	3	3	3	3	3
CO4	2	2	2	2	2	3	3	3	3	3	3
CO5	2	3	3	2	3	2	3	3	2	3	3
CO6	3	3	3	3	2	2	3	2	2	2	2

1- Low

2- Medium

3- High

School: SSHSS		**Batch 2025-2029**
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2028- 29**
Branch: Psychology		**Semester VIII**
1	Course Code	SYT4432
2	Course Title	Fundamental of Psychiatry
3	Credits	3
4	Contact Hours (L-T-P)	3-0-0
	Course Type	Multidisciplinary
5	Course Objective	1. Identify and describe the clinical presentation and assessment methods used in psychiatry, including disorders of consciousness, attention, orientation, motor behavior, speech abnormalities, and disturbances in self-experience, thought, perception, emotion, and memory. 2. Differentiate between different psychotic disorders, including schizophrenia, affective disorders, delusional disorders, and other psychotic disorders, by understanding their clinical features, etiology, and available management strategies. 3. Recognize and classify neurotic, stress-related, and somatoform disorders, including their clinical features, etiology, and interventions. 4. Understand the classification and clinical features of personality disorders, mental and behavioral disorders due to substance use, and habit and impulse disorders, sexual disorders, and dysfunctions, and explore various treatment approaches for these conditions. 5. Gain knowledge of organic mental disorders such as dementia, delirium, and neuralgic and systemic disorders associated with mental disorders, including their types, clinical features, and available management options.

		6. Utilize relevant reference textbooks and resources in psychiatry, such as the Oxford Textbook of Psychiatry, Comprehensive Textbook of Psychiatry, Child and Adolescent Psychiatry: Modern Approaches, Symptoms in Mind: Introduction to Descriptive Psychopathology, and Textbook of Postgraduate Psychiatry, to deepen understanding and enhance learning in the field.	
6	Course Outcomes	Student will be able to: **CO1:** Define different psychological disorders. Understand clinical presentation and assessment methods used in psychiatry, and apply this knowledge to recognize and evaluate various mental disorders. **CO2:** classify and differentiate between different psychotic disorders based on their clinical features, etiology, and available management strategies. **CO3:** identify neurotic, stress-related, and somatoform disorders, and recommend appropriate interventions for each. **CO4:** analyze and assess personality disorders, mental and behavioral disorders due to substance use, and habit and impulse disorders, sexual disorders, and dysfunctions, and propose suitable treatment approaches. **CO5:** Interpret and manage organic mental disorders such as dementia, delirium, and neuralgic and systemic disorders associated with mental disorders, utilizing appropriate management techniques. **CO6**: adapt and critically evaluate relevant reference textbooks and resources in psychiatry, enhancing knowledge and expanding comprehension of the subject matter.	
7	Course Description	Course Description: This course provides an introductory overview of the field of psychiatry, focusing on the clinical presentation, assessment, and management of various psychiatric disorders. Students will learn about the different types of mental disorders, their clinical features, etiology, and treatment approaches. The course covers topics such as psychotic disorders, neurotic and stress-related disorders, personality and behavioral disorders, and organic mental disorders. Through lectures, case studies, and discussions, students will develop a foundational understanding of psychiatry and its role in mental healthcare.	
	Unit 1	**Clinical Presentation and Assessment**	CO Mapping
	A	Disorders of consciousness, attention, and orientation	CO1
	B	Motor behavior and speech abnormalities	CO1
	C	Experience of self, thought, perception, emotion, and memory disturbances	CO1
	Unit 2	**Psychotic Disorders**	
	A	Schizophrenia: Types, clinical features, and etiology	CO2
	B	Affective disorders: Types, clinical features, and management	CO2
	C	Delusional disorders and other psychotic disorders: Clinical	CO2

		features and interventions	
	Unit 3	**Neurotic, Stress-Related, and somatoform disorders**	
	A	Neurotic disorders: Types, clinical features, and management	CO3
	B	Stress-related disorders: Types, clinical features, and interventions	CO3
	C	Somatoform disorders: Clinical features and treatment approaches	CO3
	Unit 4	**Personality and Behavioral Disorders**	
	A	Specific personality disorders: Classification and clinical features	CO4
	B	Mental and behavioral disorders due to substance use: Etiology and management	CO4
	C	Habit and impulse disorders, sexual disorders, and dysfunctions: Clinical features and interventions	CO4
	Unit 5	**Organic Mental Disorders**	
	A	Dementia: Types, clinical features, and management	CO5, CO6
	B	Delirium and related conditions: Etiology and treatment approaches	CO5, CO6
	C	Neuralgic and systemic disorders associated with mental disorders: Clinical features and interventions.	CO5, CO6
	Mode of examination	Theory	
	Weightage Distribution	IA: 25% / EA: 75%	
	Readings Text books	1. Gelder, M., Gath, D., & Mayon, R. (1989). Oxford Textbook of Psychiatry (2nd ed.). New York: Oxford University Press. 2. Kaplan, B.J. & Sadock, V.A., (1995). Comprehensive Textbook of Psychiatry (6th ed.). London: William & Wilkins. 3. Rutter, M. & Herson, L. (1994). Child and Adolescent Psychiatry: Modern approaches (3rd ed.). London: Blackwell Scientific Publications. 4. Sims, A. & Bailliere, T. (1988). Symptoms in mind: Introduction to descriptive psychopathology. London: WB Saunders. 5. Vyas, J.N. & Ahuja, N. (1999). Textbook of postgraduate psychiatry (2nd ed., Vols. 1-2). New Delhi: Jaypee brothers.	

COs- POs Matrix

POs/ Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3

CO1	2	2	2	3	2	3	2	2	3	3	3
CO2	2	2	1	2	2	3	2	3	3	3	3
CO3	2	2	2	2	3	3	3	3	3	3	3
CO4	2	2	2	2	2	3	3	3	3	3	3
CO5	2	3	3	2	3	2	3	3	2	3	3
CO6	3	3	3	3	2	2	3	2	2	2	2

1- Low
2- Medium
3- High

School: SSHSS		**Batch 2025-2029**
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2028- 29**
Branch: Psychology		**Semester VIII**
1	Course Code	SYT4433
2	Course Title	Organizational Change, Theories and Practice
3	Credits	3
4	Contact Hours (L-T-P)	3-0-0
	Course Type	Multidisciplinary
5	Course Objective	• To improve the organization's capacity to handle its internal and external functioning and relationships. • To improve interpersonal and group processes, more effective communication, and enhanced ability to cope with organizational problems of all kinds.

6	Course Outcomes	The student will be able; CO1: to define the theoretical basis of organizational change and development. CO2: to describe realistic HR strategies that contribute to effective organizational change and development interventions. CO3: to contribute positively to organizationally based initiatives through the effective diagnosis, planning, management and implementation. CO4: to engage in specific specialized processes of organizational change and development. CO5: to synthesize new and existing knowledge by undertaking academic or specialist organizational change and development research. CO6: to design the relevant research in the area.	
7	Course Description	This course will give the student the abilities to positively contribute to projects through efficient diagnosis, planning, management, and implementation of organisational change and development interventions, that are based within the organisation. Organisations in developing and transitional economies must continuously evolve and develop as a result of drivers such as the economic crises, structural adjustment, competitiveness, and technological innovation.	
	Unit 1	**Introduction**	**CO Mapping**
	A	• Organizational change & Development; concept, types	CO1, CO2
	B	• Change Models; Resistant to Change	CO1, CO2
	C	• Change Management and Nature of Planned Change	CO1, CO2
	Unit 2	**Organizational Development & Interventions**	
	A	• Organizational Development: History of the Field, Nature and Process	CO2, CO3
	B	• Designing Interventions: An overview of interventions	CO2, CO3
	C	• Interpersonal, Team and Intergroup and System interventions	CO2, CO3
	Unit 3	Methods	
	A	• Survey Feedback, Grid Organizational Development	CO2
	B	• Process Consultation	CO2, CO3
	C	• Gestalt, and Comprehensive Interventions	CO3, CO4
	Unit 4	**Applications**	
	A	• Building Learning Organizations and Planning Mergers and Acquisitions etc	CO2, CO3, CO4
	B	• Organizational Development in Global Settings and Non-Industrial Settings	CO3, CO4

	C	• Power, Politics and OD	CO3, CO4
	Unit 5	**Future Issues**	
	A	• Future Directions in Organizational Change & Development	CO2, CO3, CO4
	B	• Changing values, Cultural Models & theories of planed change	CO2, CO3, CO4
	C	• Organizations as learning systems, and Implications for future managers	CO3, CO4
	Mode of examination	Theory	
	Weightage Distribution	IA: 25% / EA: 75%	
	Readings Text book/s*	• Palmer I, Dunford R, Akin G, (2010), 'Managing Organizational Change a multiple perspectives approach, Tata McGraw Hill Publication, New Delhi. • French,W.L. and Bell, C.H. (2006). Behavioural Science Interventions for Organizational Improvement (8th Ed.) Pearson India: New Delhi. • Cummings,T.G. and Worley,C.G. (2009). Organizational Development and Change (9th Ed.) South-Western Cengage Learning: Mason • Wendell L. French and Cecil N. Bell Jr., (2008), "Organization Development and Transformation" New Delhi, Prentice Hall.	

COs- POs Matrix

POs Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	3	3	2	2	3	3	3	3	2
CO2	2	3	3	2	2	3	2	2	3	2	2
CO3	3	3	3	3	3	2	2	3	2	3	3
CO4	3	2	3	3	2	2	3	3	3	3	2
CO5	2	2	3	2	2	3	2	3	3	2	3
CO6	3	2	3	3	2	3	3	3	3	3	3

1- Low
2- Medium
3- High

School: SSHSS		Batch 2025-2029
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2028- 29**
Branch: Psychology		**Semester VIII**
1	Course Code	SYP4415
2	Course Title	**Quantitative Techniques Lab**
3	Credits	1
4	Contact Hours (L-T-P)	0-0-2
	Course Type	Practical
5	Course Objective	To enable students to apply statistical techniques for psychological data analysis.To develop hands-on skills using software (SPSS, Excel, R) for data computation and visualization.

		To interpret, report, and critically evaluate quantitative research findings.	
6	Course Outcomes	Students will be able: • **CO1**: To compute descriptive and inferential statistics manually and using software. • **CO2**: To design and execute statistical analyses based on psychological research questions. • **CO3**: To analyze relationships, differences, and predictions in data using appropriate tests. • **CO4**: To construct and interpret data visualizations. • **CO5**: To apply statistical output in psychological report writing and presentations.	
7	Course Description	This lab course provides practical training in the application of statistical methods to psychological data. Students will work on real and simulated data sets, perform analyses, and interpret findings in alignment with APA reporting standards.	
	Unit 1	**Descriptive Statistics**	**CO Mapping**
	A	Computing Mean, Median, Mode, Range, SD, and Variance	CO1
	B	Creating and interpreting Frequency Distributions	CO1
	C	Graphs (Histogram, Pie Chart, Box Plot)	CO1
	Unit 2	**Testing Differences Between Groups**	CO1
	A	Independent Samples t-test	CO2
	B	Paired Samples t-test	CO2
	C	One-Way ANOVA with Post Hoc Analysis	CO3
	Unit 3	**Correlation and Regression**	
	A	Pearson and Spearman Correlation (Interpret strength and direction)	CO3
	B	Simple Linear Regression Analysis	CO3
	C	Multiple Linear Regression Analysis	CO2
	Unit 4	**Non-Parametric Statistics**	
	A	Chi-Square Test for Independence	CO4
	B	Mann-Whitney U Test	CO4
	Unit 5	**Applied Data Handling and Reporting**	
	A	Creating a Codebook, Cleaning and Preparing Psychological Data (Missing Values, Outliers)	CO5. CO6
	B	APA-style Reporting of Statistical Results (Interpretation & Graphical Presentation)	CO5. CO6
	Mode of examination	Theory	
	Weightage Distribution	CA: 25% / Viva: 25% / External: 50%	
	Readings	**Readings and References**	

	Text book/s*	**Core Textbooks**: • Field, A. P. (2021). *Discovering Statistics Using IBM SPSS Statistics* (6th ed.). Sage. • Coolican, H. (2018). *Research Methods and Statistics in Psychology* (7th ed.). Routledge. • Gravetter, F. J., & Wallnau, L. B. (2016). *Statistics for the Behavioral Sciences* (10th ed.). Cengage. • Mangal, S. K. (2012). *Statistics in Psychology and Education*. PHI Learning. **Software Resources**: • IBM SPSS User Guide • R Programming (Intro by Quick-R and CRAN Manuals) • Excel Statistical Functions (Microsoft Education Docs)

COs- POs Matrix

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	3	3	2	1	2	1	1	2	2	1
CO2	2	2	2	1	2	1	2	2	2	2	2
CO3	2	3	3	1	1	1	2	2	1	1	1
CO4	3	2	2	2	2	2	1	3	2	2	2
CO5	2	3	3	1	1	1	2	2	1	1	1
CO6	3	2	2	2	2	2	1	1	2	2	2

1. **Low**
2. **Moderate**
3. **High**

School: SSHSS		**Batch 2025-2029**
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2028- 29**
Branch: Psychology		**Semester VIII**
1	**Course Code**	**SYP4416**
2	**Course Title**	**Research Design Lab**
3	**Credits**	**1**
4	**Contact Hours (L-T-P)**	**0-0-2**
	Course Type	**Practical (Core)**
5	**Course Objective**	• Develop students' ability to design and conduct empirical research with a strong methodological foundation. • Equip students with practical skills in formulating research problems, developing hypotheses, and selecting appropriate research designs. • Train students in using data collection tools and techniques suitable for both qualitative and quantitative research. • Enable students to apply appropriate data analysis tools and interpret research findings effectively. • Promote ethical research practices, proper documentation, and accurate referencing in research work.
6	**Course Outcomes**	The student will be able to; CO1: Identify research problems and formulate clear research questions and objectives. CO2 Conduct systematic literature reviews and construct conceptual frameworks. CO3: Design effective data collection instruments and apply suitable sampling techniques. CO4: Analyze and interpret qualitative and quantitative data using relevant software tools. CO5: Demonstrate an understanding of research ethics, plagiarism, and proper citation practices. CO6: Prepare and present a structured research report or proposal, and communicate findings effectively.
7	**Course Description**	This practical course is designed to provide students with experiential learning in the fundamentals of research design and methodology. Through a hands-on approach, students will learn how to conceptualize research problems, conduct literature reviews, design data collection tools, apply sampling techniques, analyze qualitative and quantitative data, and effectively present research findings. Emphasis is placed on developing critical thinking, methodological rigor, ethical research practices, and the ability to design and implement a

		research project from inception to reporting. The course integrates practical exercises, lab-based activities, and guided projects to build competency in real-world research applications across disciplines.	
	Unit 1	**Introduction to Research Design**	**CO Mapping**
	A	Understanding the Research Process • Practical exercise: Map a research lifecycle from idea to publication.	CO1, CO2
	B	Identifying Research Problems and Formulating Questions • Case study analysis and problem statement drafting.	CO1, CO2
	C	Types of Research Design: Qualitative, Quantitative, Mixed • Design a basic research plan for each type.	CO1, CO2
	Unit 2	**Literature Review and Conceptual Framework**	
	A	Conducting a Literature Search using Academic Databases • Lab activity on Google Scholar, Scopus, Web of Science.	CO1, CO2
	B	Writing a Critical Literature Review • Prepare a mini-review on a chosen topic.	CO2, CO3, CO4,
	C	Developing a Conceptual Framework • Create diagrams linking variables, with rationale.	CO2, CO3, CO4,
	Unit 3	**Data Collection and Sampling**	
	A	Designing Surveys and Interview Guides • Create and peer-review a survey or interview protocol.	CO3, CO4
	B	Sampling Techniques and Sample Size Estimation • Hands-on exercise using software or sample size calculators.	CO3, CO4, CO5
	C	Pilot Testing and Feedback Analysis • Conduct a pilot and revise data collection tools.	CO3, CO4, CO5
	Unit 4	**Data Analysis Tools and Techniques**	
	A	Introduction to Data Coding and Cleaning • Clean a sample dataset using Excel/SPSS/R.	CO4, CO5, CO6
	B	Quantitative Data Analysis using Software (SPSS/R/Excel) • Descriptive stats and basic inferential analysis.	CO4, CO5, CO6
	C	Qualitative Data Analysis (Thematic Coding using NVivo/Manual) • Analyze interview transcripts and extract themes.	CO4, CO5, CO6
	Unit 5	**Research Reporting and Ethics**	
	A	Structuring a Research Report or Proposal • Draft introduction, methodology, and expected outcomes.	CO5, CO6

	B	Plagiarism, Referencing, and Research Ethics • Practice with plagiarism checkers and citation tools (Zotero, Mendeley).			CO5, CO6
	C	Presenting Research: Posters and Oral Presentations • Prepare and deliver a short research presentation.			CO5, CO6
	Mode of examination	**Practical**			
	Weightage Distribution	**CA**	**CE (VIVA)**	**EXTERNAL**	
		25	**25**	**50**	
	Readings Text book/s*	• **Creswell, J. W. & Creswell, J. D. (2018). Research Design:** Qualitative, Quantitative, and Mixed Methods Approaches (5th ed.) Publisher: SAGE Publications • Kumar, R. (2022).Research Methodology: A Step-by-Step Guide for Beginners (6th ed.) Publisher: SAGE Publications • Sekaran, U., & Bougie, R. (2019). Research Methods for Business: A Skill-Building Approach (8th ed.) Publisher: Wiley • Focused on business and social science research, includes exercises and case studies. Saunders, M., Lewis, P., & Thornhill, A. (2019). Research Methods for Business Students (8th ed.) Publisher: Pearson Education • Comprehensive resource with examples of research design, data collection, and analysis. Babbie, E. R. (2020). The Practice of Social Research (15th ed.) Publisher: Cengage Learning • A classic text that provides in-depth coverage of both qualitative and quantitative research. Bryman, A. (2016). Social Research Methods (5th ed.) Publisher: Oxford University Press Detailed explanations of methodologies with strong emphasis on research in the social sciences.			

COs-POs Matrix

POs **COs**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PSO1**	**PSO2**	**PSO3**
CO1	2	3	3	2	1	2	1	1	2	2	1
CO2	2	2	2	1	2	1	2	2	2	2	2
CO3	2	3	3	1	1	1	2	2	1	1	1
CO4	3	2	2	2	2	2	1	3	2	2	2
CO5	2	3	3	1	1	1	2	2	1	1	1
CO6	3	2	2	2	2	2	1	1	2	2	2

1. **Low**
2. **Medium**
3. **High**

School: SSHSS		**Batch: 2025-29**
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2028- 29**
Branch: Psychology		**Semester: VIII**
1	**Course Code**	**SYT4409**
2	**Course Title**	Behavioral Forensics Psychology
3	**Credits**	**3**
4	**Contact Hours (L-T-P)**	**3-0-0**
	Course Type	**Core**
5	**Course Objective**	• To develop a general orientation towards different filed of forensic psychology and criminal behaviour. • To learn different techniques used in forensic investigation.
6	**Course Outcomes**	The student will be able to; CO1: to define forensic psychology, major subareas of forensic psychology, roles and tasks performed by forensic psychologists, and trace its historical development. CO2: to identify the roles of psychologists and mental health professionals in assessing and treating officers after critical incidents, such as hostage taking, mass casualties, and shootings. CO3: to apply appropriately various forensic risk assessments. CO4: to analyze developmental factors most relevant to criminal behavior. CO5: to evaluate the psychological effects of being victimized, and the role played by mental health professionals in working with victims. CO6: to design suitable methodology reported in scientific papers on legal rights of victims and psychological effects of imprisonment for project.
7	**Course Description**	Forensic psychology is a field that combines the practice of psychology and the law. Those who work in this field utilize psychological expertise as it applies to the justice system. Forensic psychology is the application of clinical specialties to the legal arena. This definition emphasizes the application of clinical psychology to the forensic setting

	Unit 1	**Forensic Psychology: Introduction and overview**	**CO Mapping**
	A	• Forensic Psychology: Historical Perspective;	CO1
	B	• Forensic psychology and legal system	CO1
	C	• Fields of Forensic Psychology; Education and Training; Ethical Issues	CO1, CO2
	Unit 2	**Police and Investigative Psychology**	
	A	• Police and Public Safety Psychology: Police Culture	CO2
	B	• Psychology of Investigations: Forensic interviewing and behavioral analysis.	CO2
	C	• Psychological Intervention Responsibilities: Profiling, Detection of deception, Eye witness evidence	CO1, CO2
	Unit 3	**Legal Psychology**	
	A	• Criminal justice system; Criminal profiling and Testifying	CO3, CO4
	B	• Criminal Courts: Competency Evaluation; Risk Assessment	CO3, CO4
	C	• Family courts; Juvenile justice system; Sexual and Gender Harassment.	CO3, CO4
	Unit 4	**Criminal Psychology**	
	A	• The Development of Delinquent and Criminal Behavior: Juvenile Offenders; Developmental Factors	CO3, CO4, CO5, CO6

	B	• Psychology of Violence and Intimidation: Factors leading to Violent behaviour	CO1, CO2, CO3, CO4
	C	• Psychology of Sexual Assault: Child Sex Offenders; Female Sex Offender, Human Trafficking	CO1, CO2, CO3
	Unit 5	**Victimology and Victim Services**	
	A	• Forensic Psychology and the Victims of Crime	CO2, CO3, CO4, CO6
	B	• Family Violence and Child Victimization: Intimate Partner and Family Violence	CO1, CO3, CO4, CO6
	C	• Juvenile Justice and Corrections: Approaches to Rehabilitation	CO2, CO3, CO5, CO6
	Mode of examination	**Theory**	
	Weightage Distribution	**IA** / **EA**	
		25% / **75%**	
	Readings Text book/s*	• Bartol, C. R. & Bartol, A. M. (2004) Introduction to forensic psychology. New Delhi: Sage. • Blackburn, R., (1993). The psychology of criminal conduct: Theory research and practice. Chichester: Wiley &Sons. • Dhanda, A. (2000) Legal order and mental disorder. New Del- hi: Sage. • Harari, L. (1981) Forensic psychology. London: Batsford Aca- demic.	

COs-POs matrix

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	3	3	2	2	3	3	3	3	2
CO2	2	2	3	2	2	3	2	1	3	2	2
CO3	3	1	2	3	3	2	1	3	2	3	3
CO4	3	2	2	3	2	2	3	3	3	3	2
CO5	2	2	3	1	2	3	2	1	3	2	3
CO6	3	2	3	3	2	3	3	3	3	3	3

1. **Low**
2. **Moderate**
3. **High**

School: SSHSS		**Batch: 2025-29**	
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2028-29**	
Branch: Psychology		**Semester: VII**	
1	Course Code	SYR4451	
2	Course Title	Research Project I	
3	Credits	3	
4	Contact Hours (L-T-P)	0-0-6	
	Course Type	Project	
5	Course Objective	• To acquaint students with the philosophy, ethics, design, and evaluation of research in Social Sciences. • To create awareness about the basics of scientific research in Social Sciences. • To understand methodology of quantitative and qualitative research. • To provide the theoretical orientation and background for research.	
6	Course Outcomes	The student will be able to; CO1: to define the nature of his/her research. CO2: to identify different variables associated with his/her study. CO3: to apply the variables to study their relevance and effect. CO4: to analyse out the gap in his/her research topic. CO5: to evaluate his experimental findings CO6: to design research.	
7	Course Description	This course will introduce the principal steps taken during a social science research study and aims to provide students with the knowledge and competencies necessary to plan and conduct research projects of their own.	
	Unit 1	**Developing Research Title**	**CO Mapping**
		• Developing research idea	CO1, CO2
	Unit 2	**Review of Related Research**	
		• Reviewing related researches, articles for gaps in research	CO1, CO2
	Unit 3	**Objectives**	
		• Formulating aims, hypothesis, objectives	CO3, CO6

	Unit 4	Methodology			
		• Developing Research Design, Sampling, Inclusion & Exclusion Criteria, Ethical Clearance, Procuring Material for Conduction, Data capturing sheet, And Statistical Apparatus for Analysis			CO2, CO3, CO4, CO5, CO6
	Unit 5	**Synopsis**			
		• All the chapters will be defined, formatted in the standard format before presentation			CO2, CO3, CO4, CO6
	Mode of examination	Practical			
	Weightage Distribution	CA	CE (VIVA)	EXTERNAL	
		25	25	50	
	Readings Text book/s*	• Relevant Journals • E-library at Sharda university • PubMed • Shodganga			

COs-POs Matrix

POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	3	3	2	1	2	1	1	2	2	1
CO2	2	2	2	1	2	1	2	2	2	2	2
CO3	2	3	3	1	1	1	2	2	1	1	1
CO4	3	2	2	2	2	2	1	3	2	2	2
CO5	2	3	3	1	1	1	2	2	1	1	1
CO6	3	2	2	2	2	2	1	1	2	2	2

4. Low
5. Moderate
6. High

School: SSHSS		Batch: 2025-29	
Programme: B.A. (Hons.)/B.A. (Hons. with Research)		**Current Academic Year: 2028-29**	
Branch: Psychology		**Semester: VIII**	
1	Course Code	SYR4452	
2	Course Title	Research Project II	
3	Credits	9	
4	Contact Hours (L-T-P)	0-0-18	
	Course Type	Project	
5	Course Objective	• To acquaint students with the philosophy, ethics, design, and evaluation of research in Social Sciences. • To create awareness about the basics of scientific research in Social Sciences. • To understand methodology of quantitative and qualitative research. • To provide the theoretical orientation and background for research.	
6	Course Outcomes	The student will be able to; CO1: to define the nature of his/her research. CO2: to identify different variables associated with his/her study. CO3: to apply the variables to study their relevance and effect. CO4: to analyse out the gap in his/her research topic. CO5: to evaluate his experimental findings CO6: to design research.	
7	Course Description	This course will introduce the principal steps taken during a social science research study and aims to provide students with the knowledge and competencies necessary to plan and conduct research projects of their own.	
	Unit 1	**Data collection**	**CO Mapping**
		Data collection, Analysis, developing graphs, pie charts	CO1, CO2
	Unit 2	**Results and interpretation**	
		Analysis of findings, interpretation with supporting researches, merits and demerits	CO1, CO2
	Unit 3	**References**	
		References as per APA	CO3, CO6
	Unit 4	**Pre- submission**	
		Departmental presentation of research work, correction.	CO2, CO3,

				CO4, CO5, CO6
	Unit 5	Dissertation		
		Submission and defending the research work, Sending paper for publication		CO2, CO3, CO4, CO6
	Mode of examination	Practical		
	Weightage Distribution	IA	EA	
		60%	40%	
	Readings Text book*	• Relevant Journals • E-library at Sharda university • PubMed • Shodganga		

COs-POs Matrix

POs / COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	3	3	2	1	2	1	1	2	2	1
CO2	2	2	2	1	2	1	2	2	2	2	2
CO3	2	3	3	1	1	1	2	2	1	1	1
CO4	3	2	2	2	2	2	1	3	2	2	2
CO5	2	3	3	1	1	1	2	2	1	1	1
CO6	3	2	2	2	2	2	1	1	2	2	2

1. Low
2. Moderate
3. High