Programme Handbook
Bachelor in Psychology (B.Sc.)
School of Health Sciences
Sushant University

(Applicable to students admitted for the academic year 2024-2025)

Programme Handbook - Bachelor in Psychology (B.Sc)

2024-2025

SUSHANT UNIVERSITY
ACADEMIC CALENDAR 2024-2025

ODD SEMESTER	
Orientation	5/8/24
Start of ODD Semester	12/8/24
Mid Semester Evaluation (MSE) (Faculty to submit all marks to the Dean by-)	14/10/24
Diwali Break	28 Oct to 2 Nov 2024
Convocation	Between 21 Oct to 25 Oct 2024
Last Teaching Day of the Semester	6/12/2024
End Semester Examination (ESE)	09-12-2024 to 27-12-2024
Winter Break (For Students Only)	28-12-2024 to 12-01-2025

EVEN SEMESTER	
Start of EVEN Semester	13/1/2025
Mid Semester Evaluation (MSE) (Faculty to submit all marks to the Dean by-)	21/3/2025
Last Teaching Day of the Semester	9/5/2025
End Semester Examination (ESE)	12-05-2025 to 30-05-2025
Summer Break (For Students Only)	31-05-2025 onwards

Pro -Vice Chancellor & Registrar

School Of Health Sciences
Department of Psychology
Sushant University, Gurugram

List of Events to be conducted in the session 2024-25

S. No.	Name of Event	Tentative Date	Coordinator
1.	Independence Day Celebration.	14th August,2024	Ms. Richa Dwivedi, Dr. Amit
2.	Suicide Prevention Day	10th September, 2024	Ms. Priyanka Puri
3.	World Mental Health Day	18th October 2024	Ms. Richa Dwivedi
4.	Experiential Learning Tour	24th October 2024	Dr. Amit
5.	Diwali Celebration	24th October 2024	Ms. Richa Dwivedi, Ms. Priyanka Puri
6.	Celebration of Mental wellness month through Nukkad Naatak	31st January 2025	Ms. Richa Dwivedi
7.	Experiential Learning Tour	21st February 2025	Dr. Amit
8.	Awareness program on Mental Retardation Awareness month	20 March 2025	Ms. Priyanka Puri
9.	Autism Awareness Day	2nd April 2025	Ms. Priyanka Puri
10.	Experiential Learning Tour	20st April,2025	Dr. Amit

PRELIMINARY DEFINITIONS AND NOMENCLATURE

In this document, unless the context otherwise requires:

1. "**Programme**" means Degree Programme that is Bachelor in Psychology (BCP) Programme.

2. "**Discipline**" means the branch of B.Sc Psychology Degree Programme, like B.Sc.in Clinical psychology, Organizational Psychology etc.

3. "**Course**" means a theory or practical subject that is normally studied in a semester, like abnormal psychology, research methods, health psychology, clinical psychology etc.

4. **"Director, Academic Affairs"** means the authority of the University who is responsible for all academic activities of the Academic Programmes for implementation of relevant rules of this Regulation pertaining to the Academic Programmes.

5. **"Dean/Director"** means head of the School concerned.

6. **"PD"** means Programme Director of the respective programme of the School concerned.

7. **"Controller of Examinations (COE)"** means the authority of the University who is responsible for all activities of the University Examinations.

8. **"SU/ University"** means Sushant University (Erstwhile Ansal University)

9. **"MSE"**- Mid-Semester Evaluation, "**ESE**"- End Semester Examination**, "SGPA"**- Semester Grade Point Average, "**CGPA**"- Cumulative Grade Point Average, "**TDCC"-** Trans Disciplinary Certificate

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1. ADMISSION

1.1. Candidates seeking admission to the first semester of the six semester B.Sc. Degree Programme: Should have passed (with 50% marks) the Higher Secondary Examinations of (10+2) Curriculum (any academic Stream) prescribed by the State/Central Examination Boards or any examination of any other recognized body.

1.2. Lateral entry admission

Not Applicable to the programme

1.3. Subject to matching of the codes and credits of the previous institution to the programme intended to take lateral entry.

1.4. Migration/Transfer of candidates from another University approved by UGC shall be granted as per the approval of the School level lateral admissions and Migration Committee (LAMC)

1.5. All Migration/Transfers are subject to the approval of the Vice Chancellor of SU.

2. STRUCTURE OF PROGRAMME

2.1. Credits requirement
Minimum credit requirement is 160 credits for a student to be eligible to get Under Graduate Degree with B.Sc. (Psychology).

2.2. Categorization of Courses

B.Sc (Psychology) Programme will have a curriculum with syllabi consisting of theory and practical courses that shall be categorized as follows:

S. No.	Category	Minimum Credits 3 year UG	Minimum Credits 4 year UG
1	Major(core)	60	80
2	Minor Stream	24	32
3	Multidisciplinary	9	9
4	Ability Enhancement Courses (AEC)	8	8
5	Skill Enhancement courses (SEC)	9	9
6	Value added Courses common for all UG Programs	06-08	06-08
7	Summer Internship	02-04	02-04
8	Research Project/ Dissertation	-	12*
	Total	**148**	

*Students not taking research will take 3 courses for 12 credits

2.3   Induction Programme

2.3.1. An induction programme with two weeks duration will be conducted before the commencement of I semester class as per the school curriculum or preference. The following physical activities shall be completed during the induction programme-.

I. Physical fitness and Health

➢ Physical fitness Activities

➢ Sports/Games Related

II. Culture

➢ Learning an art form

➢ Heritage

➢ Intangible Cultural Heritage

III. Literature & Media

➢ Literature, Cinema and Media

➢ Group reading of classics

IV. Social Service

➢ Social Awareness

➢ Social Service

V. Self-Development

➢ Spiritual, Mindfulness & Meditation

➢ Religion and Inter-faith

➢ Human Values

➢ Behavioural and Interpersonal skills

➢ Lectures

VI. Nature

➢ Nature Club

➢ Environment Protection (non-credit course)

VII. Innovation

2.3.2. Other Courses

- Constitution of India

- Universal Human Values

- Indian Traditional Knowledge

- Learning an art form

2.4. Bridge Courses

Lecture based Modules for students to help bridge the gap of their studies at 10+2 and UG level before the commencement of I semester classes are introduced in the first

Semester after completing the Induction Program with the following Modules:

1. Basic concepts of Psychology.
2. Soft-skills program.
3. Statistics & Basic of Research Methodology.

2.5. Number of courses per Semester

Each semester curriculum shall normally have a blend of lecture courses not exceeding 20 credits and Laboratory courses and Employability Enhancement Course(s) not exceeding 6 credits. Each Employability Enhancement (EE) Courses may have credits assigned as per curriculum.

2.6. Credit Assignment

Each course is assigned certain number of credits based on the following:

Contact period per week	Credits
1 Lecture period	1
1 tutorial Periods	1
2 Laboratory Periods (also for EE Courses like Seminar/project work/case study/etc.)	1

2.7 Industrial Training / Internship

2.7.1. The students may undergo Industrial training for a period (4-8 Weeks) as specified in the Curriculum during summer / winter vacation. In this case the training has to be undergone continuously for the entire period.

2.7.2. The students may undergo Internship/training at Research organization /

University/Industry (after due approval from the Dean/Director) for the period prescribed in the curriculum during summer / winter vacation, in lieu of Industrial training. The students shall be permitted to carry out their internship from 3 to 6th Semester. The report of which under the hospital/clinic/NGO as well as faculty mentor to be submitted and presented in every semester.

2.8. Industrial Visit

Every student is required to go for at least one Industrial/hospital/NGO Visit every semester starting from the third semester of the Programme. The Deans/Directors shall ensure that necessary arrangements are made in this regard.

2.9. Massive Open Online Courses (MOOC)

Students may be permitted to credit one online course under Massive Open Online Course   (which are provided with certificate) subject to a maximum of two credits. The approved list of online courses will be provided by the concerned department from portals like Swayam, NPTEL, edX, Udemy before the commencement of every semester. The credit attained through MOOC course has to be transferred to the marksheet of their respective semester and will be a compulsory course to meet the programme requirements. In a scenario, where the complete assessment is not done by the MOOC platform the School may conduct its own exam for evaluation of the respective course. The details regarding online courses taken up by students should be sent to the Controller of Examinations one month before the commencement of End Semester Examination.

2.10. Medium of Instruction

The medium of instruction is English for all courses, examinations, seminar presentations   and project / thesis / dissertation reports.

3. ATTENDANCE REQUIREMENTS FOR COMPLETION OF THE SEMESTER

3.1. A student who has fulfilled the following conditions shall be deemed to have satisfied   the requirements for completion of a semester.

Every student is expected to attend all classes of all the courses and secure 100% attendance. However, in order to give provision for certain unavoidable reasons such as Medical / participation in sports, the student is expected to attend at least 75% of the classes.

Therefore, **he/she shall secure not less than 75%** (after rounding off to the nearest integer)   of overall attendance.

3.2. However, a student who secures attendance between 65% and 74% in the current semester due to medical reasons (prolonged hospitalization / accident / specific illness) / participation in sports events may be permitted to appear for the current

semester examinations subject to the condition that the student shall submit the medical certificate/ sports participation certificate attested by the Dean/Director. The same, after approval of the VC shall be forwarded to the Controller of Examinations for record purposes.

3.3. Except special circumstances as mentioned in clause 3.2, students who secure less than 75% attendance in all the courses of the semester and students who do not satisfy the other requirements as specified by their respective programme shall not be permitted to write the University examination at the end of the semester. They are required to repeat the incomplete semester in the summer exams, as per the norms prescribed and duly notified by the Controller of Examinations.

4. FACULTY MENTOR

To help the students in planning their courses of study and for general advice on the academic programme, the Dean/Director of the Department will attach a certain number of students to a teacher of the Department who shall function as Faculty mentor for those students throughout their period of study. The Faculty Mentor shall advise the students in registering and reappearance registering of courses, authorize the process, monitor their attendance and progress and counsel them periodically. If necessary, the Faculty Mentor may also discuss with or inform the parents about the progress / performance of the students concerned.

The responsibilities for the faculty mentor shall be:

- ➢ To act as the channel of communication between the Dean/Director and the students of the respective group.

- ➢ To collect and maintain various statistical details of students.

- ➢ To inform the students about the various facilities and activities available to enhance the student's curricular and co-curricular activities.

- ➢ To guide student enrolment and registration of the courses.

- ➢ To authorize the final registration of the courses at the beginning of each semester.

- ➢ To monitor the academic and general performance of the students including attendance and to counsel them accordingly.

5. PROGRAMME COMMITTEE

5.1. Every Programme shall have a Programme Committee consisting of teachers of the programme concerned, student representatives and chaired by the Dean/Director.

It is like   a 'Quality Circle' (more commonly used in industries) with the overall goal of improving   the teaching-learning process. The functions of the Programme committee include-

- Solving problems experienced by students in the class room and in the laboratories.
- Informing the student representatives, the academic schedule including the dates of   assessments and the syllabus coverage for each assessment.
- Informing the student representatives, the details of regulations regarding weightage used for each assessment. In the case of practical courses (laboratory/ project   work / seminar etc.) the breakup of marks for each exercise / module of work, should be clearly discussed in the Programme committee meeting and informed to the   students.
- Analysing the performance of the students of the respective Programme after each test and finding the   ways and means of solving problems, if any.
- Identifying the weak students, if any, and requesting the teachers concerned to provide some additional help or guidance or coaching to such weak students.

Grievance Committee	Member	Designation
President	Dr. Elina Dewanji Sen	Head of Department, School of Health Sciences.
Secretary	Ms. Richa Dwivedi	Assistant Professor, Psychology.
	Dr. Amit	Assistant Professor, Psychology.
Members	Anshika Grover	B.Sc. Psychology- 6th Semester
	Arya Dwivedi	B.Sc. Psychology- 4th Semester
	Garima Tyagi	B.Sc. Psychology- 4th Semester
Examination Committee	Ms. Neha Singh, Mr. Ayush Wilson	Assistant Professor, MRIT & Optometry
Attendance Committee	Dr. Amit	Assistant Professor, Psychology.
Discipline Committee	Ms. Richa Dwivedi	Assistant Professor, Psychology.

Extra-Curricular Activities Committee	Ms. Priyanka Puri	Assistant Professor, Psychology.

5.2. The Programme committee shall be constituted within the first week of each semester by the Dean/Director.

5.3. At least 4 student representatives (usually 2 boys and 2 girls) shall be included in the Programme committee depending upon the strength of the programme.

5.4. The Chairperson of the programme committee may invite the Faculty mentor(s) if required to the programme committee meeting.

5.5. The Programme Director is required to prepare the minutes of every meeting, submit the same to Dean/Director within two days of the meeting and arrange to circulate it among the students and faculty members concerned.

5.6. The first meeting of the Programme committee shall be held within one week from the date of commencement of the semester, in order to inform the students about the nature and weightage of assessments within the framework of the regulations. Two or three subsequent meetings shall be held in a semester at suitable intervals. The Programme Committee shall put on the Notice Board the cumulative attendance particulars of each student at the end of every such meeting to enable the students to know their attendance details. During these meetings the student members representing the respective class, shall meaningfully interact and express the opinions and suggestions of the other students of the class in order to improve the effectiveness of the teaching-learning process.

6. COURSE COMMITTEE FOR COMMON COURSES

Each common theory course offered to more than one discipline or group, shall have a "Course Committee" comprising all the teachers teaching the common course with one of them nominated as Course Coordinator. The nomination of the Course Coordinator shall be made by the Dean/ Director depending upon whether   all the teachers teaching the common course belong to a single department or to several departments. The 'Course committee' shall meet in order to arrive at a common scheme of   evaluation for the test and shall ensure a uniform evaluation of the tests. Wherever feasible, the course committee may also prepare a common question paper for the internal assessment test(s).

Member	Designation	Affiliation
Dr. Sanjeev Sharma	Chairperson	Dean, School of Health Sciences.

Prof. Jyoti Sinha	Vice-Chairperson	Associate Dean & Principal of Pharmacy School of Health Sciences.
Dr. Elina Dewanji Sen	Secretary	Head of Department, School of Health Sciences.
Ms. Laxmi Singh	Joint- Secretary	Assistant Professor, MRIT, Sushant University.
Mr. Anil Yadav	Director, Academic & Quality Assurance	COE, Sushant University.
Dr. Rajesh Nair	External Academic Expert Member	Assistant Professor, Amity.
Dr. Satish Kaushik	Industry Expert Member	Professor, Shri Vishwakarma Skill University, Haryana.

7. EXAMINATION SYSTEM

7.1. The academic performance of students is adjudged by the aggregate of continuous mid Semester Evaluation (MSE) and the End Semester Examination (ESE).

7.2. Each course, both theory and practical (including project work & viva voice Examinations) shall be evaluated for a maximum of 100 marks.

➢ The weightage of End Semester Examination (ESE) to Mid Semester Evaluation (MSE) of all courses except B.Arch/M.Arch/TDL/Soft-Skills courses is 60% to 40%.

➢ The weightage of End Semester Examination (ESE) to Mid Semester Evaluation (MSE) of TDL/TDC and Soft-Skills courses is 40% to 60%.

➢ The weightage of End Semester Examination (ESE) to Mid Semester Evaluation (MSE) of B.Arch./M.Arch. courses are 50% to 50% as per COA guidelines.

➢ The weightage of End Semester Examination (ESE) to Mid Semester Evaluation (MSE) of B.Pharm. courses is 75% to 25% in course having a total marks of 100. The weightage of ESE to MSE of B.Pharm. courses is 60% to 40% in course having a total marks of 50 0r 25. These are as per PCI guidelines.

7.3. Industrial training and seminar shall be part of the course concerned.

7.4. The University examination (theory and practical) of 2 hours duration shall ordinarily be conducted twice in December and May for Odd and Even semester respectively.

End Semester Examination question paper pattern is given below:

A question paper for theory examinations of a course unit of any programme will be of 2 hours' duration with maximum marks 60/50 (weightage 60%) (in case of B.Arch/M.Arch the weight would be 50%) and will have three parts; Part A, Part-B and Part-C. (The duration of practical examinations will be as required and the value addition courses will have different format).

Part-A: 28 Marks (students are advised to devote approximately 50 minutes to 60 minutes out of total 2 hours on this part)

In this section, a student is required to answer 4 out of 5 given questions. Each question will be of 7 marks. These questions may include short numerical problems or theory questions to assess students' understanding of concepts and frameworks.

If needed in this part, a question might be designed to have maximum two sub- parts (a) and (b) with weightage of 3 and 4 or 4 and 3 marks respectively to enable testing on more concepts and frameworks.

Part-B: 20 Marks (students are advised to devote approximately 30 minutes to 40 minutes out of total 2 hours on this part)

In this part, a student is required to answer any 2 out of 3 given questions. Each question will have a weightage of 10 marks and may include long theory questions or numerical problems requiring students to apply the concepts to a given situation or in a given context and analyse a situation.

If a faculty feels that a question in this section needs to have sub-parts, there may be maximum two sub- parts provided that sub-part (a) involves understanding of a concept through a numerical or a theory question and sub- part (b) is application/ analysis of the concept used in sub-part (a).

Part-C: 12 Marks (students are advised to devote approximately 20 to 30 minutes out of total 2 hours on this part)

This part will be compulsory without any choice and will have a weightage of 12 marks. This may be a case study, a hypothetical problem or a situation seeking a possible solution(s), students' response to a situation based on general awareness of the broad discipline of study etc. The objective is not only to judge the skills of students to apply the concept to a particular situation or context but also to assess his/her analytical ability and how a student make realistic assumptions and can

ascribe meaning to data (given in the question paper or to be assumed). The students will also be tested on integrative and evaluative skills by making them apply more than one concept together in a given situation or the context.

7.5. The University examination for project work/dissertation shall consist of evaluation of the final report   submitted by the student or students of the project group (of not exceeding X students) by an external examiner and an internal examiner, followed by a viva-voce examination conducted separately for each student by a committee consisting of the external examiner, the supervisor of the project group and an internal examiner.

7.6. For the University examination in both theory and practical courses including project work/Dissertation the internal and external examiners shall be appointed by the Dean/Director in consultation with the Controller of Examinations.

8. PROCEDURE FOR AWARDING MARKS FOR INTERNAL ASSESSMENT

8.1. Internal Assessment

For all theory and practical courses, the distribution of marks for various **components for the Internal Assessment** is shown below in the table:

8.1.1. For a course of 100 marks containing both theory and Practical Component:

MID SEMESTER EVALUATION (40) – Theory (40 Marks)

Theory (40)			
Mid Semester Examination	Pre mid Assignment /Quiz	Post mid Assignment /Quiz	**Total**
20 (In case of NEP 2020)	10	10 (Continuous Assessment)	**40**
15 (For Regular Course)	15	10 (Continuous Assessment)	**40**

END SEMESTER EXAMINATION (60)
Theory (60)

8.2. TDCC
For Inter disciplinary/trans disciplinary certificate courses the External Assessment Marks will be 40 and Internal Assessment will be 60.

8.3. Internship/Project Work

8.3.1. Here the evaluation will be out of 100MM overall.

8.3.2. If a student fails to submit the project report on or before the specified

deadline, he/ she is deemed to have failed in the Project Work and shall re-register for the same in a subsequent semester.

8.4. Research Papers.

Writing a research paper will help students to develop or improve your reading skills. It helps you in developing reading for critical evaluation not just for the purpose of knowledge. It helps you develop reasoning skills as you read any article or book to collect sources for your research paper. Research paper writing starts from third semester and every student is expected too present at least one research paper per semester before the evaluation committee so that marks can be equally awarded. A panel of two members including an external and an internal faculty will evaluate the research paper and at the end of the semester marks will be consolidated and taken as final marks. Evaluation as mentioned in 8.1.1.

8.5. Attendance and Assessment Record

Every teacher is required to upload on ERP the 'ATTENDANCE AND ASSESSMENT RECORD' which consists of attendance marked in each lecture or practical or project work class, the test marks and the record of class work (topic covered), separately for each course. The teacher is also expected to safely keep excel of the attendance and the assessments. The University or any inspection team appointed by the University may verify the records of attendance and   assessment of both current and previous semesters.

9. EXAM REGULATIONS

9.1. Requirements for appearing for End Semester Examinations- A student shall normally be permitted to appear for the End Semester Examinations for all the courses registered in the current semester (vide clause 9.10) if he/she has satisfied the semester completion requirements.

9.2.-The students-will be graded under absolute 10-point **Grading Scheme** as given below:

Grade	Range	Grade Point Attached
O	>=95	10
A+	>=85	9
A	>=75	8
B+	>=70	7
B	>=60	6
C	>=50	5

Grade	Range	Grade Point Attached
D	>=40	4
F	<40	0
AB	——	0

9.3. Passing Criterion

Passing criteria will be as per university norms.

9.4. Promotion to Next Year (Only School specific rules as approved by COE to be mentioned) The promotion rules are applicable only for under-graduate programs across the university.

The promotion rules for the 3 years degree programme will be as under:

1. The students will not be debarred from going to the 2nd year, irrespective of their result of the 1st year.
2. They will be promoted to 3rd year only if at least 60% of the courses prescribed in the 1st year (excluding TDL & Soft Skills) are clear.
3. Similarly, the condition for promotion to 4th year and 5th year will be clearing of minimum of 60% courses in 2nd year and 3rd year respectively.
4. Finally, the students will become eligible to earn the degree only if they fulfil the passing criterion.

9.5. Exam Duration

All End Semester Examinations (ESE) would be of two hours duration unless specified otherwise.

9.6. Re-Appearing

There is a provision for re-appearing in the examination (without attending the course-work again) for a course. Re-appearing in examination will be in following cases:

1. A student who fails to meet passing criteria in a course shall be eligible to re-appear in the examination of such course as and when scheduled, with a view to improve the performance.
2. A student who fails to appear in the examination shall be eligible to subsequently re-appear in the examination when scheduled for next batch of students.

3. The latest result obtained by the student in re-appear courses is considered as final and same will be considered for calculating his/her SGPA and CGPA.

4. There is no provision of re-appear in the Mid Semester Evaluation (MSE). **Students who have not passed a course need to take the re-appear of the End Semester Examination (ESE). The previous internal marks shall be carried forward.**

5. A student who has to re-appear in ESE in terms of provisions made above shall be examined as per the syllabus in the scheme of teaching applicable at the time of his/her joining the concerned programme. However, in cases where only some minor modifications have been made in the syllabus of the course(s) and the Dean/Director of the concerned Department certifies the same, the examination may be held in accordance with the revised syllabus.

9.7. Improvement of Score

➢ If a student has poor performance in number of courses in a particular term, he may at his option, take only one academic break for one year, and re-register for both the semesters of that academic year in the next academic year on payment of prescribed fee. Such a student may have the option of repeating any or all the courses in the semester(s) and retain the credits already earned by him in other course(s).

➢ A student shall be allowed to improve his SGPA and CGPA by re-appearing in the Examination(s) in the Courses of his choice when these examinations are held in normal schedule in which case his Mid Semester Evaluation (MSE) shall be carried forward. However, permission will not be granted to improve internal assessment. The best of the marks obtained in that subject(s) shall be taken into consideration for calculating the SGPA and CGPA and eligibility for award of a degree.

➢ A student, who has failed to meet the passing criteria (required CGPA), have the option to re-appear in the Final Examination (End Semester Examination) of those courses in which he/she desires to improve his/her performance in order to secure the minimum CGPA, when these examinations are scheduled for next batch of students. **Improvement is only possible in courses which have a written theory exam component in the ESE (VIVA, Jury and submission-based ESE cannot be taken for improvement).**

➢ Improvement in the score of courses completed by a student prior to his lateral entry in the University shall not be allowed.

9.8. Methods for Redressal of Grievances in Evaluation

Re-Checking/Re-Evaluation of Answer Books of ESE:

1. Student is entitled to ask for re-checking or re-evaluation of any of his/her paper(s) on the payment of prescribed fee within the stipulated time as notified by the Controller of Examinations.

2. If the re-evaluated/ re-checked marks are less than the earlier obtained marks, the same less marks will be treated as final.

9.9. Disciplinary Control of Students in Examinations

1. The student shall maintain proper discipline and orderly conduct during the examinations. They shall not make use of any unfair or dishonest means or indulge in disorderly conduct in the examinations.
2. No student will be allowed to appear in the Examination unless he/she is carrying his/her **ID Card and Admit Card during End Semester Examination**. All the students reappearing in End Term Examination will be allowed with the valid admit card.
3. If a student is found in possession of written/printed matter related to the subject of examination on anything (such as mobile phone, piece of paper or cloth, scribbling pad etc.), other than the answer book, any other response sheet specifically provided by the University to the students, it will be treated as act of unfair means and such cases will be forwarded to Unfair Means Committee.

9.10. Duration of the Programme

The minimum period required for completion of a programme shall be as specified in the Scheme of Teaching and Examination and Syllabi for concerned programme approved by the Academic Council on the recommendations of the Board of Studies.

The maximum number of years within which a student must pass the credit requirements for award of a degree is as follows:

i. For 3 years Programs = n+2 years

The maximum permissible period includes, academic break, if availed by the student.

9.11. Grade sheet

After results are declared, Grade Sheets will be issued to each student which will contain the following details:

➢ The list of courses registered during the semester and the grade scored.

➢ The Grade Point Average (GPA) for the semester.

The Cumulative Grade Point Average (CGPA) of all courses enrolled from first semester onwards would be shown on the final semester grad-sheet.

The Semester performance of a student is indicated as "Semester Grade Point Average (SGPA)". The SGPA is weighted average of Grade Points of all letter grades awarded to a student for all the Courses in the semester. The formula for Computing SGPA is given below:

$$SGPA = \frac{\text{Grade points secured in the Semester}}{\text{Associated Credits in the Semester}}$$

The overall performance of a student in all the previous Semester(s) including the current Semester is indicated as "Cumulative Grade Point Average (CGPA)". The Cumulative Grade Point Average (CGPA) is the weighted average of grade points of all letter grades awarded to a student for all the courses in the previous Semester(s) including the current Semester. The formula for computing CGPA is given below:

$$CGPA = \frac{\text{Cumulative Grade points secured in all the previous Semester(s) including the Current Semester}}{\text{Associated Credits in the previous Semester(s) including the current Semester}}$$

CGPA to Percentage Conversion Formula is given below:

Percentage (%) = CGPA (X) 10

9.12. Eligibility for the Award of the Degree

A student shall be declared to be eligible for the award of the B.Sc Psychology Degree provided t has

1. Successfully gained the required number of total credits as specified in the curriculum corresponding to the student's programme within the stipulated time.

2. Successfully passed all the Courses as per curriculum.

3. Successfully completed the Programme requirements, appeared for the End-Semester examinations and passed all the subjects prescribed.

4. The award of Degree must be approved by the Academic Council of SU.

9.13. Declaration of Result

The university shall strive to declare the results of every examination conducted by it within a period of thirty days from the last date of the examination for that particular programme/course and shall in any case declare the results latest within a period of forty-five days from such date

9.14. Convocation

Convocation of the university shall be held every academic year for conferring degrees, diplomas, certificates and shall be conducted as specified in the Act/Statues. The dates for the convocation (normally within six months) shall be notified well in advance to all the students.

10. PROVISION FOR AUTHORISED BREAK OF STUDY

10.1. Students who apply for Academic Break and the case is recommended by the Deans/Directors for justifiable reasons to be recorded, can be granted academic break of one year to the students, if approved by the Vice Chancellor, under the following circumstances:

        a. The student has been continuously ill.
        b. Career advancement
        c. Justified personal reasons.

10.2. The student who is granted academic break shall not be required to pay the academic fee for that year. However, on re-joining, he/she will pay the fee applicable to the batch he/she joins.

11. DISCIPLINE

Every student is required to observe discipline and decorous behaviour both inside and outside the University and not to indulge in any activity which will tend to bring down the prestige of SU. The disciplinary committee of the University enquires into acts of gross indiscipline and notify the University about the disciplinary action taken against the student.

12. REVISION OF REGULATIONS, CURRICULUM AND SYLLABI

SU may from time-to-time revise, amend or change the Regulations, Curriculum, Syllabus and scheme of examinations as proposed by the BOS and approved by the Academic Council.

13. EXTRA/ CO-CURRICULAR ACTIVITIES OF THE SCHOOL

Celebration of different days in psychology like, Mental wellness days, International Boost Self Esteem Month, National Counselling Week, Self-Harm Awareness Month to be celebrated as per the calendar. Debate and Elocution competition, Poster making competition, Plantation drive etc are the regular departmental Activities.

School of Health Sciences

B.Sc. Psychology(3years)
B.Sc. Psychology Honors (4Years)
B. Sc. Psychology Honors with Research (4years)

Program Structure (NEP 2020)

(*Applicable to students admitted in academic year 2023 onwards)

Total Credits – 184+2
Minimum Credit Requirement- 3 years UG- 120 hours
Minimum Credit Requirement- 4 years UG- 160 hours

Program Structure and Syllabus with Examination Scheme

MISSION – SUSHANT UNIVERSITY:

M1: Transform lives and communities through education and research

M2: Achieve excellence through participatory governance and focus on quality research and innovation

M3: Attract talent through international partnerships and collaborations to achieve highest standards

M4: Facilitate learning through student centric and empathetic approach

M5: Develop thought leadership with industry integration

Program Educational Objectives (PEO's)

The program educational objective of the B.Sc Psychology degree Programme are:

PEO-1 To facilitate learners to gain knowledge about psychology theories, personality theories research methods, psychometrics, and cognitive psychology, theories of personality, motivation and emotion.

PEO-2 To facilitate students to be responsible global citizens and contribute to the world in the form of community engagement and betterment.

PEO-3 To facilitate students' professional identity and practice as psychologists through fundamental knowledge of psychology, commitment to professional ethics, and by participation in life-long learning.

PEO-4 Enable students to be cognizant of individual and cultural diversity.

Program Specific Outcome (PSO's).

PSO-1 Application of learnt theory. Students will be able to harmonize the knowledge learnt and apply it to work and fields of research.

PSO-2 Behavioral skills, Team work. Outreach Students will be able to contribute towards the society in the form of community engagement and betterment while working with business or non-business organizations.

PSO-3 Problem solving, Managerial skills, Problem solving. Students will be able to display and practice professional ethics and commitment.

PS0-4 students will be able to appreciate the value of cultural diversity; and they will possess the skills necessary to utilize their sensitivities within their professional lives.

Program outcomes (Graduate attributes)-(PO's)

PO-1 Use the scientific method as a primary basis for engaging in critical thinking.
(Development of thinking)

PO-2 Review empirical studies of psychology, analyse, and synthesize their research findings and draw appropriate inferences. **(Analytical & Research skills).**

PO-3 Design, run, and analyse research studies and write reports using APA style. **(Learning Technical aspects).**

PO-4 Articulate controversial and ethical issues in psychology. **(Insight of subject).**

PO-5 Identify plausible psychosocial and biological principles that influence behaviour and cognition, given a particular context or situation. **(Integration human dimensions).**

PO-6 Articulate the developmental changes resulting from hereditary and environmental factors. **(Bio-psycho-social).**

PO-7 compares and contrast theoretical perspectives within psychology. **(Critical analysis)**

PO-8 Describe the impact of society and culture on human diversity. **(Socio cultural effect).**

PO-9 Examine and evaluate career and educational opportunities available with an undergraduate psychology degree. **(Career analysis).**

PO-10 Use appropriate computer technology to complete relevant assignments. **(Technology Integration).**

PO-11 Interact effectively and work productively with others. **(Organisational behaviour).**

PO-12 Understanding behaviour in relation to the rapidly changing global environment. **(Understanding   survival).**

Mapping Sheet

University Mission with Programme Objectives

M1	Transform lives and communities through education and research	PEO1	To facilitate learners to gain knowledge about psychology theories, personality theories research methods, psychometrics, and cognitive psychology, theories of personality, motivation and emotion.
M2	Achieve excellence through participatory governance and focus on quality research and innovation.	PEO-2	To facilitate students to be responsible global citizens and contribute to the world in the form of community engagement and betterment

M3	Attract talent through international partnerships and collaboration to achieve highest standards	PEO-2	To facilitate students to be responsible global citizens and contribute to the world in the form of community engagement and betterment
M4	Facilitate learning through student centric and empathetic approach	PEO-3	To facilitate students' professional identity and practice as psychologists through fundamental knowledge of psychology, commitment to professional ethics, and by participation in life-long learning.
M5	Develop thought leadership with industry integration	PEO-4	Enable students to be cognizant of individual and cultural diversity.

PEO M	PEO1	PEO2	PEO3	PEO4	PEO5
M1	H	H	H	H	H
M2	H	H	H	H	H
M3	L	M	H	H	H
M4	H	M	H	H	H
M5	M	M	H	H	H

H- High M- Medium L-LOW

II. Programme Objectives with Programme Specific Outcome

PEO 1	To facilitate learners to gain knowledge about Advanced Counseling Skills, Techniques of different Psychotherapies. Research methods, Experimental Designs and cognitive psychology	PSO 1	Application of learnt theory. Students will be able to harmonize the knowledge learnt and apply it to work and fields of research.
PEO 2	To facilitate students to be responsible global citizens and contribute to the world in the form of community engagement and betterment.	PSO 2	Behavioral skills and team work students learned during classes and in outreach programs will be able to contribute towards the society in the form of community engagement and betterment while working with business or non-business organizations
PEO 3	To facilitate students' professional identity and practice as psychologists through fundamental knowledge of psychology, commitment to professional ethics, and by participation in life-long learning.	PSO 3	Problem solving skills and managerial skills learned through different courses and social outreach programs will help students to display and practice professional ethics and commitment.
PEO 4	Enable students to be cognizant of individual and cultural diversity.	PSO 4	Students will be able to appreciate the value of cultural diversity; and they will possess the skills necessary to utilize their sensitivities within their professional lives..

PSO PEO	PSO 1	PSO2	PSO3	PSO4
PE O1	H	H	L	M
PE O2	H	H	M	M
PE O3	H	H	M	H
PE O4	H	H	H	H

II.   Programme Specific Outcome with Program Outcomes

PSO 1	Application of learnt theory. Students will be able to harmonize the knowledge learnt and apply it to work and fields of research.	PO1 PO2 PO3	Development of thinking Analytical & Research skills Learning Technical aspects
PSO 2	Behavioral skills and team work students learn during classes and in outreach programs will be able to contribute towards the society in the form of community engagement and betterment while working with business or non-business organizations	PO4 PO5 PO6	Insight of subject Integration human dimensions Bio-psycho-social
PSO 3	Problem solving skills and managerial skills learned through different courses and social outreach programs will help students to display and practice professional ethics and commitment.	PO7 PO8 PO9	Critical analysis Socio cultural effect Career analysis
PSO 4	Students will be able to appreciate the value of cultural diversity; and they will possess the skills necessary to utilize their sensitivities within their professional lives..	PO10 PO11 PO12	Technology Integration Organisational Behaviour Understanding

PO/PS O	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PO12
1	H	H	H	M	H	H	H	M	M	L	M	H
2	H	M	H	H	H	M	H	H	H	H	H	H
3	H	M	H	M	H	H	H	M	M	L	M	H
4	H	L	H	H	H	H	H	H	M	M	H	H

H= High, M=Medium, L=Low

Semester 1: Program Structure B.Sc. Psychology						
Course Category	**Course Code**	**Course Name**	**Credit**	**L**	**T**	**P**
AE 1	**SU131**	Communication Skills in English I	2	2	0	0
Skill E1	**PS141**	Project - Presentation & Viva (Based on Experiential Learning Tour)	3	0	2	2
VA 1	**PS151**	Event Planning & Management	2	2	0	0
Core 1	**PS101**	Introduction to Psychology	4	4	0	0
Core 2	**PS103**	Psychological Practical -1	3	0	0	6

				L	T	P
Multi Disc 1	**SU161**	MDC 1	3	2	0	2
Minor 1*	**PS121**	Framework of Organizational Behaviour	3	3	0	0
Total			20			

- In MDC 1 psychology dept offered " Science of Behaviour "to other departments.

Semester 2: Program Structure B.Sc. Psychology						
Course Category	**Course Code**	**Course Name**	**Credit**	**L**	**T**	**P**
AE 2	**SU134**	Communication Skills in English II	2	1	0	2
Skill E2	**PS142**	Life Skills & Application	3	3	0	0
VA 2		EVS	2	2	0	0
VA3	**PS154**	Human Rights & Law	2	2	0	0

Core 3	PS102	Social Psychology	4	4	0	0
Multi Disc 2	SU162	MDC 2	3	2	0	2
Minor 2*	PS122	Individual Dimensions (I)of Organizational Behaviour	4	4	0	0
Total			20			

- In MDC 2 subject named " Psychology & Society" is offered to other schools

Semester 3: Program Structure B.Sc. Psychology						
Course Category	**Course Code**	**Course Name**	**Credit**	**L**	**T**	**P**
AE 3	SU233	Communication Skills in English III	2	1	0	2
Skill E3	PS243	Research Paper Writing	3	0	0	6
Core 4	PS201	Research Methodology	4	4	0	0
Core 5	PS203	Abnormal Psychology	3	4	0	0

Core 6	PS205	Psychological Practical -II	3	0	0	6
Multi Disc 3	SU261	MDC- 3	3	2	0	2
Minor 3*	PS221	Individual Dimensions (II)of Organizational Behaviour	3	3	0	0
Total			21			

Semester 4: Program Structure B.Sc. Psychology						
Course Category	Course Code	Course Name	Credit	L	T	P
AE 4	SU234	Business Communication in English	2	1	0	2
Core 7	PS204	Statistics	4	4	0	0
Core 8	PS206	Cognitive Psychology	4	4	0	0
Core 9	PS208	Child Psychology	4	4	0	0
Core 10	PS210	Psychological Practical III	4	0	0	8
Minor 4*	PS222	Group Dimensions (I) of Organizational Behaviour	3	3	0	0
Total			21			

Semester 5: Program Structure B.Sc. Psychology						
Course Category	**Course Code**	**Course Name**	**Credit**	**L**	**T**	**P**
Core 11	**PS301**	Educational Psychology	4	4	0	0
Core 12	**PS303**	Clinical Psychology	4	4	0	0
Core 13	**PS305**	Psychological Practical IV	4	0	0	8
Core 14	**PS307**	Psychology of Children with Special Needs	3	3	0	0
Seminar	**PS385**	Conference Paper Presentation	2	0	0	4
Minor 5	**PS321**	Group Dimensions (II) of Organizational Behaviour	3	3	0	0
Internship Evaluation	**PS375**	Summer Internship Report	2	0	0	4
Total			22			

Semester 6: Program Structure B.Sc. Psychology						
Course Category	Course Code	Course Name	Credit	L	T	P
Core 15	PS302	Psychopathology	4	4	0	0
Core 16	PS304	Psychological Practical V	4	0	0	8
Core 17 (Certification Course done by Industry entities out of the pool approved by BoS)	PS306	Art Therapy/ CBT/ Dream Analysis/ Hypnosis/ Rorschach Test Conduction	4	0	0	8
Minor 6	PS322	Structural & Cultural Dimensions of Organizational Behaviour	4	4	0	0
Minor 7	PS324	Organizational Effectiveness & Change	4	4	0	0
Total			20			
Claim credits for Scopus/ABDC/UGC/ Patent granted/national level Sport medal/National level championship winner (1st to 3rd) like Hackethon etc	PS382		2			

Semester 7: Program Structure B.Sc. Psychology						
Course Category	**Course Code**	**Course Name**	**Credit**	**L**	**T**	**P**
Core 18	**PS401**	Community Psychology	4	4	0	0
Core 19	**PS403**	Counselling Psychology	4	4	0	0
Core 20	**PS405**	Positive Psychology	4	4	0	0
Core 21	**PS407**	Psychological Practical VI	4	4	0	0
Minor 8	**PS421**	Basics of HRM	4	4	0	0
Total			20			

Semester 8: Program Structure B.Sc. Psychology						
Course Category	**Course Code**	**Course Name**	**Credit**	**L**	**T**	**P**
Core 22	**PS402**	Personality Assessment	4	4	0	0

Core 23	PS404	Ethical Consideration of Research	4	4	0	0
Core 24	PS406	Psychological Practical VII	4	4	0	0
Minor 9	PS422	Practicing Managerial Career	4	4	0	0
Minor 10	PS424	Role of T & D	4	4	0	0
Total			20			

Semester 8: Program Structure B.Sc. Psychology						
Course Category	**Course Code**	**Course Name**	**Credit**	**L**	**T**	**P**
Core 22	**PS404**	Ethical Consideration of Research	4	4	0	0
	PS492	Research Project/Dissertation	12	0	0	24
Minor 9	**PS422**	Practicing Managerial Career	4	4	0	0
Total			20			

Semester-1

	School of Health Sciences **B.Sc. (Psychology)** **B.Sc. Psychology (H)** **B.Sc. Psychology (H+R)**
Sushant University	
Course: Ability/Skill/VA/Core	
Course Title:	

Semester: I	Course code: SU131	Credits: 2	Core: 2
No of Sessions Lectures / Tutorial:		No of Practical hours: 25 hours	
Course Pre-requisites: Nil		Number of Sessions:	

Course Objectives-

The purpose of this course is to:

1. Develop the ability to communicate effectively in English through regular practice in

four language skills i.e. Reading, Listening, Speaking and Writing

2. Enhance knowledge of grammatical system of English language and explication of

literary texts.

Course Outcomes-

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

CO1 Strengthen the correct usage of English grammar and their speaking ability in terms of

both fluency and comprehensibility

CO2 Develop their vocabulary skills and its contextual function.

CO3 Develop proficiency in the basics of Professional Writing

CO4 Appreciate and understand Literature through reading and analysis of literary and

cultural texts in multiple genres.

CO5 Communicate confidently and appropriately by extensive practice of communication

skills for any intended audience.

Pedagogy-

The course will be taught in an interactive manner. The concepts will be shared

through slides, video clips, and further reinforced through individual or group activities such

as role-plays, exercises, games, case discussions, presentations, textbook reading and review.

Course content

Unit I: Building vocabulary 4 Lecture hours

• Vocabulary Extension Methods

• Antonym, Synonym, Homophones, Homonyms

• One-word substitution

• Idioms and phrases

• Words often confused

• British vs American Vocabulary

Unit II: Essentials of grammar 4 Lecture hours

• Common Errors

• Subject-verb Agreement

• Parallel Structure

• Conditional Sentences

• Question Tags

Unit III: Writing Skills 4 Lecture hours

• Effective Sentence Structures

• Sentence Coherence, Use of Connectives

• Paragraph Writing and Precise Writing

• Five C's of Effective Business Writing

• Structure, layout and format of business letter

• Structure and nuances of e-mail writing

Unit IV: Reading 3 Lecture hours

• Stopping by the Woods on a Snowy Evening-Robert Frost

• Wings of Fire by APJ Abdul Kalam- Book Review

• Of Studies- Francis Bacon

Lab: 25 hours

Lab session No.	Details
1.	Listening to short talks lectures, speeches (scientific, commercial and general in nature)
2.	Phonetics and Phonology – vowels and consonant, Word Stress, Intonation Patterns, Developing Voice quality, Developing Correct Tone
3.	Identifying the difference between British vs American vs Neutral Accent, MTI
4.	Role plays, Declamation
5.	Theatre, Poetry recitation and reading sessions
6.	Group discussions, Debates

7.	Movie Review
8.	Creative writing- poem, short story, articles for newspaper, fantasy
9.	Tell-a-tale, rendezvous, trail blazers

Text books

Acevedo and Gower M (1999) Reading and Writing Skills. London, Longman

Swan, Michael. (1980). Practical English Usage. Oxford, OUP

Kumar, Sanjay and Pushp Lata. English for Effective Communication, Oxford

University Press, 2015.

Konar, Nira. English Language Laboratories – A Comprehensive Manual, PHI Learning Pvt. Ltd., 2011.

Stopping by the Woods on a Snowy Evening-Robert Frost

Wings of Fire, APJ Abdul Kalam

Of Studies- Francis Bacon

Reference books

Jolly, David (1984). Writing Tasks: Students' Book. Cambridge, CUP

Klippel and Swan (1984). Keep Talking. Oxford, OUP

Walter and Swan (1997). How English Works. Oxford, OUP

Eastwood, John (2008). Oxford Practice Grammar.

High School English Grammar & Composition by Wren & Martin

Modes of Evaluation

Research Paper/MOOC/ Project/ Dissertation					
Evaluation Component	**Performance+ contact with supervisor**	**Research Paper/Project Demonstration/ MOOC certificate**	**External**		**Total**
			Presentation	**Viva**	
weightage	**20 marks**	**30 marks**	**15 marks**	**35 marks**	**100MM**

	Theory Exam					
Evaluation Component	**Assignment/Continuous assessment**	**Class Test/ Presentation**	**Midterm theory**	**Total Internal**	**End Term Examination**	**Total**
Weightage	**10 marks**	**15marks**	**15 marks**	**40 marks**	**60MM**	**100MM**

	Practical Exam					
Evaluation Component	**Continuous assessment**	**File Preparation + Demonstration**	**Written Examination**	**Practical Conduction/ Demonstration**	**External Viva**	**Total**
weightage	**20 marks**	**20 marks**	**15 marks**	**25 marks**	**20 marks**	**100MM**

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Sushant University	**School of Health Sciences** **B.Sc. (Psychology)** **B.Sc. Psychology (H)** **B.Sc. Psychology (H+R)**

Course: Ability/Skill/VA/Core			
Course Title: PROJECT PRESENTATION & VIVA (BASED ON EXPERIENTIAL LEARNING TOUR)			
Semester: I	**Course code: PS141**	**Credits: 2**	**Core: 2**
No of Sessions Lectures / Tutorial: 2		**No of Practical hours:**	
Course Pre-requisites:		**Number of Sessions: 20**	

Course Introduction

The aim of the project is to provide the students with an opportunity to enhance their intellectual and personal ability about the subject by experiencing it in real life and to develop themselves for future aspects.

Course Objectives

Main objective of this course is to provide students hands-on experience in the field of psychology and to develop their skills holistically.

Course Learning Outcomes

CO1: To develop empathy for the different social groups visited during experiential learning tours.

CO2: To inculcate the ability to showcase the concepts learnt at field in the classroom

CO3: To be able to make presentations to showcase the learning gained by the experiential learning tours or the in-class projects

CO4: To be able to prepare the project report on the basis of experiential learning tours.

Pedagogy

Students are to be taken on two different experiential learning tours and they shall be guided to prepare a project report on the same showcasing their experiences and learning. The students can also be taught the different case studies and can be asked to make presentations on the same by citing their understanding and point of view about the cases**.**

Course Contents

There is no specific course content The basis of the course is either the experiential learning tours or the cases shared by the teacher.

Course Assessment

Assessment Scheme

Research Paper/MOOC/ Project/ Dissertation

Evaluation Component	Performance+ contact with supervisor	Research Paper/Project Demonstration/ MOOC certificate	External		Total
			Presentation	Viva	
weightage	20 marks	30 marks	15 marks	35 marks	100MM

Course References

Books

Resources

MAPPING BETWEEN CO'S PO'S

	Course out comes CO's	MAPPED PROGRAM OUTCOMES
CO 1	CO1: To develop empathy for the different social groups visited during experiential	PO 1 PO 2 PO 3 PO 4 PO 5 PO 7 PO 8 PO 9 PO 11 PO 12
CO 2	CO2: To inculcate the ability to showcase the concepts learnt at field in the classroom	PO 1 PO 2 PO 4 PO 5 PO 6 PO 7 PO 8 PO 9 PO 11 PO 12
CO3	CO3: To be able to make presentations to showcase the learning gained by the experiential learning tours or the in-class projects	PO 1 PO 2 PO 3 PO 4 PO 7 PO 9 PO 10 PO 11
CO4	CO4: To be able to prepare the project report on the basis of experiential learning tour	PO 1 PO 2 PO 3 PO 4 5 PO 6 PO 7 PO 8 PO 9 PO 10 PO 11 PO 12

PO's/CO's	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	H	H	H	H	M	L	H	H	H	H	M	M
CO 2	H	H	L	H	H	H	H	H	H	L	H	H
CO 3	H	H	H	H	L	L	H	L	H	H	H	L
CO 4	H	L	H	H	M	H	H	M	H	H	H	H

H=HIGH.M=MEDIUM.L=LOW

	PSO1	PSO2	PSO3	PSO4
CO 1	M	L	M	L
CO 2	M	L	L	L
CO3	H	M	L	M

H=HIGH. M=MEDIUM. L=LOW.

Sushant University	**School of Health Sciences** **B.Sc. (Psychology)** **B.Sc. Psychology (H)** **B.Sc. Psychology (H+R)**

Course: Value Added 1			
Course Title: Event Planning & Management			
Semester: I	Course code:PS151	Credits: 4	Core: Employability/SD/Entrepreneurship
No of Sessions Lectures / Tutorial:		No of Practical hours: 0	
Course Pre-requisites:		Number of Sessions: 20	

Course Introduction: Event management is one of the professions with the fastest employment growth in India. People in this country want to celebrate special occasions in style, whether they are wedding receptions, sporting events, or even birthdays. Even though the finished product is frequently visible, an event involves many different steps. Everything needs to be carefully considered, from planning to execution. This course will work as a value addition course to B.Sc. psychology as understanding of human behavior is essential for planning and managing events and to achieve the set goal. This course introduces a prospective scholar to event planning and management and even to the various roles of an event planner, and to the importance of organizing events and their components, techniques, selections, coordination, creativity, designing, marketing and sponsorship.

Course Objectives:

This course aims to provide services and expertise skill sets to manage people and business for better future scopes by understanding the concept of event management. To understand the difference between events their planning requirements and treatment.

Upon completion of the course, the students should be able to:

CO1: To develop an understanding about the concept of events, their classification and categories.

CO2: To be able to understand the usage and importance of event management planning

CO3: To be able explain the concept & importance of brand management and budgeting in event management

C04: To develop an understanding for the basic personality and interpersonal requirements for the job of an event manager.

Pedagogy: The course follows a pedagogy of lecturing and citing examples to make students understand the concepts with clarity. Each of the module will include teach back opportunity where students will showcase their understanding about the subject. This course will incorporate group work for assignments and would also encourage students' to read and understand the concepts from different perspectives.

Course contents

Module I: Introduction to Event Management
Introduction, Objectives, Definition of Events, Classification of Events, Categories, Types of Events, Benefits of Events, Event Management Strategy, Objectives of Event Management

Module II: Event Management Planning:
Introduction, Objectives, Event Planning, Benefits of Event planning, Forces affecting Event planning, Conducting An Environmental Scan, Steps in Event Management Plan, Starting off, Feasibility, Operational Planning, Finances and Budgets, Sponsorship, Sponsor ship Development Plan, Organize a team, Blue Print of Functional Area, Venue, Logistics and Ambience, Site Plan, Sample Site Plan, Security Check posts, Power & Lighting , Water , Sanitary facilities , Risk Management

Module III: Aspects of Event Management:
Introduction, Objectives, Stage Manager, Responsibilities of Stage Manager, Stage Manager Duties: Live Events, Brand Management, Determinants of Brand Management, Components of Brand Value, Designing Brand Strategy, Budgeting in Event Management, Budget Management, Criteria in Budget Development, Budget control, Leadership, Leadership skills, Qualities of Leaders, Success of the Event, Understanding Key Performance Areas, Scope of KPIs, Event Feedback

Module IV: Essentials of Event manager:
Introduction, Objectives, Knowledge of Standards and Regulations, Understanding Event Environment, Management Knowledge, Interpersonal Skills, Trustworthiness, Delegation, Communication, striving for feedback, Negotiation, Leadership, Motivation, Problem Solving, Team Management, Set Personal Example, Risk Management, Multitasked, Decoration, Personal Etiquettes, Personal Appearances, Meeting People, Time Management Skills

Course Assessment

- **Assessment Scheme:**

Theory Exam						
Evaluation Component	Assignment/Continuous assessment	Class Test/ Presentation	Midterm theory	Total Internal	End Term Examination	Total
Weightage	10 marks	15marks	15 marks	40 marks	60MM	100MM

Course References

Books
- Crouch GI, Brent Ritchie JR. Convention site selection research: A review, conceptual model, and propositional framework. Journal of Convention & Exhibition Management 1997;
- · Ladkin A, Weber K. Career aspects of convention and exhibition professionals in Asia. International Journal of Contemporary Hospitality Management 2010; 22
- · Rogers T. Conferences and conventions: A global industry Routledge, 2013
- · Fyall A, Wanhill GD. Tourism: Principles and Practice, 2008
- · Musgrave J. Moving towards responsible events management. Worldwide Hospitality and Tourism Themes 2011

Online Resources
- www.incredibleindia.org

MAPPING BETWEEN CO'S PO'S

	Course out comes CO's	MAPPED PROGRAM OUTCOMES
CO 1	To develop an understanding about the concept of events, their classification and categories.	PO1 PO2 PO 3 PO 5 PO 7 PO 8 PO 9 PO 11 PO 12
CO 2	To be able to understand the usage and importance of event management planning	PO 1 PO 2 PO 3 PO 5 PO 7 PO 8 PO 10 PO 11
CO3	To be able explain the concept & importance of brand management and budgeting in event management	PO 1 PO 2 PO 3 PO 4 PO 7 PO 8 9 PO 11 PO 12

CO4	To develop an understanding for the basic personality and interpersonal requirements for the job of an event manager.	PO 1 PO 2 PO 3 PO 4 PO 5 PO 6 PO 7 PO 8 PO 9 PO 12

PO's/CO's	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	H	M	L	H	H	H	H	M	H	L	M	H
CO 2	H	H	H	H	M	M	H	H	L	H	H	H
CO3	H	H	M	H	H	H	M	H	H	M	H	H
CO4	H	H	H	L	H	M	H	M	H	L	H	H

H=HIGH.M=MEDIUM.L=LOW

	PSO1	PSO2	PSO3	PSO4
CO 1	M	L	M	L
CO 2	M	L	L	L
CO3	H	M	L	M

H=HIGH. M=MEDIUM. L=LOW.

Sushant University	**School of Health Sciences** **B.Sc. (Psychology)** **B.Sc. Psychology (H)** **B.Sc. Psychology (H+R)**
Course: Core	
Course Title: Introduction To Psychology	
Semester: I **Course code:PS101**	**Credits: 4** **Core: Employability/SD/Entrepreneurship**
No of Sessions Lectures / Tutorial:	**No of Practical hours: 0**
Course Pre-requisites:	**Number of Sessions: 40**

Course Introduction: Psychology is an academic and applied discipline involving the scientific study of mental processes and behaviour It also refers to the application of such knowledge to various spheres of human activity, including relating to individuals' daily lives and the treatment of mental illness. The course of Introduction to Psychology is designed for better understanding of the self and others. It will help to gather understanding about how and why of thinking, feeling and action. The Introduction to Psychology course will cover the major psychological constructs and principles, primarily focusing on the perceptual processes, learning, memory, emotions, genetic and environmental determinants of behavior and personality.

Course Objectives: The course is designed to introduce the science of psychology. It identifies and defines the theories, terms, methods and various fields of psychology**.** The course will provide the foundation towards specific areas of psychology. Upon completion of the course, student should be able to answer the following:

- To know the major terms and their meaning associated and widely used in the field of psychology
- To know the major concepts associated with the area of psychology.

Course Outcomes:

Upon completion of the course, the students should be able to:

CO1: To relate and develop an insight about the subject matter of psychology and its background

CO2: To be able to understand the usage and scope of the different branches available under the umbrella of "Psychology"

CO3: To discover the different approaches and schools functioning under the field of psychology

CO4: To be able to understand and explain the information and sensory processes

CO5: To identify and examine the basic concepts of Perception & Emotion

CO6: To apply the basics of learning theories and to correlate it with Motivation

Pedagogy: The course follows a pedagogy of lecturing and citing examples to make students understand the concepts with clarity. Each of the modules will include a teach back opportunity where students will showcase their understanding about the subject. This course will incorporate group work for assignments and would also encourage students' to read and understand the concepts from different perspectives.

Course contents

Module I: Introduction to psychology

- Definition and Introduction to Psychology, scope, characteristics meaning and nature. Background of Psychology: Historical Perspective. Psychology as science or Art. Need & Scope of Psychology

Module II: Branches ,Schools & Contemporary Approaches of Psychology

- Branches of Psychology their relationship and scope of psychology: Pure and Applied Fields
- **Schools of Psychology:** Structuralism, Functionalism, Behaviorism, Gestaltism , Psychoanalysis, Humanism, Existentialism, Cognitive.

Module III: Concept Of Intelligence & Methods of Psychology

 Concept Of Intelligence Intelligence: what is meant by intelligence - theories regarding the nature of intelligence; how intelligence is measured - the concept of IQ, intelligence tests – Individual Tests, Group Tests, Culture Fair Tests. Levels of intelligence and associated characteristics. Emotional Intelligence (EQ). Creativity. Intelligence: definition of intelligence (David Wechsler); what is meant by intelligence - theories regarding the nature of intelligence; Theories of Intelligence: Two Factor Theory – Charles Spearman; Primary Mental Abilities – Thurstone; Raymond Cattell – Fluid and Crystallised Intelligence

Methods of Psychology: Introspection, Observation, Experimental, Interview, Questionnaire, Survey and modern methods in psychology.

Module IV: Information Processing, Sensory Processes & Memory

- Understanding Information process, Introduction to memory
- Sensory Memory, Short Term Memory & Long Term Memory
- Sensory Process: Meaning & Types of senses, sensation & sensitivity
    (Visual, Hearing, Chemical, Skin, Body (Kinesthetic & Vestibular)

Module V: Perceptions & Emotions

- Introduction to Perception: Perceptual Process: Meaning & Nature
- Principles of Perceptual Organization: Perception of Space, Depth- Visual Monocular Cues and Binocular Cues, Perception of Distance & Direction, Perceptual Constancy, Perceptual Illusion, Delusions & Hallucinations
- Meaning & nature of emotions, Physiology of Emotions: ANS & Emotions
- Types of Emotions,Theories of Emotions

Module VI: Learning & Motivation

- Understanding the nature of Learning : Types of Learning, Biological Factors of Learning, Classical & Operant Conditioning
- Introduction to Motivation, - Historical Perspective, Physiological Needs, Psychological Needs , Intrinsic & Extrinsic Motivation

1. **Course Assessment**

- **Assessment Scheme:**

Theory Exam

Evaluation Component	Assignment/Continuous assessment	Class Test/ Presentation	Midterm theory	Total Internal	End Term Examination	Total
Weightage	10 marks	15marks	15 marks	40 marks	60MM	100MM

Course References

- **Books**

  Morgan &King: Introduction to Psychology. Tata Mc Grow Hill Publishing Company Limited, N. Delhi

  Atkinson &Hilgard: Psychology : An Introduction , Cengage Learning
- **Online Resources**

  https://ocw.mit.edu/ans7870/9/9.00sc/mit900scf11text.pdf

  https://learn.saylor.org/course/PSYCH101

  https://www.freepsychotherapybooks.org/?gelid=E.AIaIQobChMIjcL10_ii5QIVVw4rCh2YghSEAA YASAAEgJRxv_BwE

MAPPING BETWEEN CO'S PO'S

		Course out comes CO's	MAPPED PROGRAM OUTCOMES
CO 1		To relate and develop an insight about the subject matter of psychology and its background	PO2, PO 3, PO 4, PO 5, PO 6, PO 7, PO 11, PO 12
CO 2		To be able to understand the usage and scope of the different branches available under the umbrella of "Psychology"	PO 1, PO 2, PO 3, PO 4, PO 6, PO 7, PO 9, PO 10, PO 12
CO3		To discover the different approaches and schools functioning under the field of psychology	PO 2, PO 4, PO 5, PO 6, PO 7, PO 8, PO 9, PO 10, PO 11

PO's/CO's		
CO4	To be able to understand and explain the basic concepts of cognitive Psychology like learning, information processing, perception, emotions.	PO 1, PO 2, PO 3, PO 4, PO 7, PO 10, PO 11, PO 12

PO's/CO's	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	H	H	M	H	L	M	H	H	H	L	H	H
CO 2	H	H	L	H	H	H	H	H	L	M	H	H
CO3	H	H	H	H	M	H	H	H	M	H	L	H
CO4	H	H	M	H	H	L	M	L	M	H	H	H

H=HIGH.M=MEDIUM.L=LOW

	PSO1	PSO2	PSO3	PSO4
CO 1	M	L	M	L
CO 2	M	L	L	L
CO3	H	M	L	M
CO4	M	L	M	H

H=HIGH. M=MEDIUM. L=LOW

Sushant University	# School of Health Sciences ## B.Sc. (Psychology) ## B.Sc. Psychology (H) ## B.Sc. Psychology (H+R)

Course: Core 2			
Course Title: Psychological Practical I			
Semester: I	**Course code:PS103**	**Credits: 3**	**Core: Employability/SD/Entrepreneurship**
No of Sessions Lectures / Tutorial:		**No of Practical hours: 6**	
Course Pre-requisites: NA		**Number of Sessions:**	

Course Introduction

This course focuses on building the base of understanding different tests used in clinical/counselling settings and the demonstration of these tests and their testing ethically.

Course Objectives

To provide hands-on experience to the students in administering and scoring psychological tests along with to analyze and to interpret the scores.

The course shall prepare students for the further clinical exposure in the field of psychology.

To acquaint the students with the basic procedure and design of psychology experiments.

To familiarize the students with the use of elementary statistical techniques to encourage and guide the students to undertake a small-scale research project.

Course Outcomes:

Upon completion of the course, the students should be able to:

- CO1: To maximize and develop the relational understanding between theory and practical applications.
- CO2: To be able to compare and examine the truth of theory.
- CO3: To be able to compile and construct scientific investigation through report writing.

Pedagogy

The course follows a pedagogy of providing hands-on experience of the psychological tools. The students shall be instructed and demonstrated the practicals and their applications in the classroom and later students shall have to administer the same on other individuals for better understanding of the concept and to have hands -on training of the practical introduced.

Course contents

- Alexander Pass Along Test of Intelligence

- Emotional Intelligence Test

- Mirror Drawing Apparatus

- Sentence Completion Test

- Self Esteem Inventory

Course Assessment

Assessment Scheme:

Practical Exam						
Evaluation Component	**Continuous assessment**	**File Preparation + Demonstration**	**Written Examination**	**Practical Conduction/ Demonstration**	**External Viva**	**Total**
weightage	**20 marks**	**20 marks**	**15 marks**	**25 marks**	**20 marks**	**100MM**

MAPPING BETWEEN CO'S PO'S

	Course out comes CO's	MAPPED PROGRAM OUTCOMES
CO 1	To maximize and develop the relational understanding between theory and practical applications.	PO 1 PO 2 PO 3 PO 4 PO 7 PO 9 PO 10 PO 11 PO 12
CO 2	To be able to compare and examine the truth of theory.	PO 1 PO 2 PO 3 PO 4 PO 5 PO 7 PO 9 10 12
CO3	To be able to compile and construct scientific investigation through report writing.	PO 1 PO 2 PO 3 PO 7 PO 9 PO 10 PO 11

PO's	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	H	H	L	H	H	M	H	M	H	H	L	H
CO 2	H	H	M	H	H	M	H	M	L	M	L	H
CO3	H	H	H	M	L	H	H	M	M	H	H	H

H=HIGH. M=MEDIUM. L=LOW.

	PSO1	PSO2	PSO3	PSO4
CO 1	M	L	M	L
CO 2	M	L	L	L
CO3	H	M	L	M

H=HIGH. M=MEDIUM. L=LOW.

	School of Health Sciences **B.Sc. (Psychology)** **B.Sc. Psychology (H)** **B.Sc. Psychology (H+R)**

Sushant University

Course: Ability/Skill/VA/Core

Course Title: Science of Behaviour

Semester: I	Course code: SU161	Credits:3	Core: 3
No of Sessions Lectures :		No of Practical hours:	
Course Pre-requisites:		Number of Sessions:30	

Course Introduction

Psychology is an academic and applied discipline involving the scientific study of mental processes and behavior. Psychology also refers to the application of such knowledge to various spheres of human activity, including relating to individuals' daily lives and the treatment of mental illness.

Psychology differs from the other social sciences — anthropology, economics, political science, and sociology — in that psychology seeks to explain the mental processes and behavior of individuals. Whereas biology and neuroscience study the biological or neural processes and how they relate to the mental effects they subjectively produce, psychology is primarily concerned with the interaction of mental processes and behavior on a systemic level. The subfield of neuropsychology studies the actual neural processes while biological psychology studies the biological bases of behavior and mental states.

Course Objectives

This course is designed to introduce the science of psychology. It identifies and defines the theories, terms, methods, and various fields of psychology. This course can be used as a foundation towards continued education in more specific areas of psychology. General Psychology encourages students to study in depth the notions of modern scientific psychology. Upon completion of this course, student should have the following objectives:

Course Outcomes

Upon completion of the course, the students should be able to:

CO1: Understanding of the foundational concepts of the human mind and behaviour.

CO2: Understanding the major theoretical perspectives of psychology across various branches.
CO3: Analyze the knowledge of sensation and perception in life.
CO4: Identify and explain the basic principles of classical conditioning and operant conditioning.
CO5: Identify the key processes involved in memory formation, including encoding, storage, retrieval and forgetting.

Pedagogy

This course follows a pedagogy of active involvement by the students. The students will be leading case discussions and have presentations on various study designs. Each topic will include "teach back opportunities" where students will lead the learning of certain topics. This course will incorporate research studies and group work will be encouraged so students can expand their views on subject material from understanding other students' perspectives.

Course Contents

Module I: Psychology of Behavior

Psychology: - Emergence and Development; History
Definition and Goals of Psychology: - Understanding, Describing, Predicting and Control of Behavior.

Module II: Branches of Psychology

Nature and Characteristics of:
Social Psychology, Clinical Psychology, Cognitive Psychology, Experimental Psychology, Developmental Psychology,

Module III: Sensation and Perception

Sensation: Nature and Characteristics
Types of Senses and Receptors involves in Sensation
Perception: Nature and Characteristics

Module IV: Learning

Learning: - Nature and Characteristics
Factors affecting Learning: Motivation, Association and Reinforcement
Classical Conditioning and Instrumental Conditioning

Module V: Memory and Forgetting

Memory: - Nature and Process
Types of Memory: - Sensory Memory, Short-term Memory and Long-term Memory
Forgetting: - Nature and Process, Causes of Forgetting

Course Assessment

- **Assessment Scheme:**

Theory Exam						
Evaluation Component	Assignment/Continuous assessment	Class Test/ Presentation	Midterm theory	Total Internal	End Term Examination	Total
Weightage	10 marks	15 marks	15 marks	40 marks	60MM	100MM

Course References
- **Books**

1. Feldman, R. (2011). *Essential of Understanding Psychology* (10th Edition), ISBN-13-9781259003059/ISBN–10–1259003051
2. Morgan, C. T., King, R. A., Weiss, J. R. & Schopler, J. (2012). (Latest Edition). *Introduction to Psychology.* Tata McGraw Hill Education Pvt. New Delhi
3. Atkinson & Hilgard (2015). *Psychology: An Introduction.* Cengage Learning

4. Mohsin, S. M. (1997). Elementary Psychology Delhi: Motilal Banarasi Das Publication.

MAPPING BETWEEN CO'S PO'S

	Course out comes CO's	**MAPPED PROGRAM OUTCOMES**
CO 1	Understanding of the foundational concepts of the human mind and behaviour.	**PO 1 PO 2 PO 3 PO 4 PO 7 PO 9 PO 11 PO 12**
CO 2	Understanding the major theoretical perspectives of psychology across various branches.	**PO 1 PO 2 PO 3 PO 4 PO 5 PO 7 PO 8 PO 9 PO 12**
CO3	Analyze the knowledge of sensation and perception in life.	**PO 1 PO 2 PO 3 PO 4 PO 5 PO 7 PO 10 PO 12**
CO4	Identify and explain the basic principles of classical conditioning and operant conditioning.	**PO 1 PO 2 PO 3 PO 4 PO 6 PO 10 PO 11**
CO5	Identify the key processes involved in memory formation, including encoding, storage, retrieval and forgetting.	**PO 1 PO 2 PO 3 PO 4 PO 5 PO 6 PO 7 PO 10 PO 12**

PO's/CO's	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	H	H	M	H	H	M	H	H	L	L	H	H
CO 2	H	H	M	H	M	M	H	L	H	M	H	H
CO3	H	H	H	H	H	H	M	L	M	H	L	H
CO4	H	H	H	H	H	M	H	M	H	L	M	H
CO5	H	H	H	M	H	M	H	H	L	H	L	H

H=HIGH.M=MEDIUM.L=LOW

	PSO1	PSO2	PSO3	PSO4
CO 1	M	L	M	L
CO 2	M	L	L	L
CO3	H	M	L	M

H=HIGH. M=MEDIUM. L=LOW.

	School of Health Sciences **B.Sc. (Psychology)** **B.Sc. Psychology (H)** **B.Sc. Psychology (H+R)**

Course: Minor 1	
Course Title: Framework of Organizational Behavior	
Semester: I	**Course code: PS121** **Credits: 3** **Core: Employability/Skill Development/Entrepreneurship**
No of Sessions Lectures / Tutorial: 30	**No of Practical hours:**
Course Pre-requisites: NA	**Number of Sessions: 30**

Course Introduction

Organizational Behavior is concerned with the study of human behavior at work. It is the field of study that investigates the impact that individuals, groups and structure have on behavior within organization. It is the study and application of knowledge about how people act within organizations. It is a human tool for human benefit. It applies broadly to the behavior of people in all types of organizations, such as business, government, schools and services organizations. It covers three determinants of behavior in organizations: individuals, groups, and structure. OB is an applied field. It applies the knowledge gained about individuals, and the effect of structure on behavior, in order to make organizations work more effectively. OB covers the core topics of motivation, leadership behavior and power, interpersonal communication, group structure and process, learning, attitude development and perception, change process, conflict, job design and work stress.

Course Objectives

To develop a basic understanding of organization and organizational framework which would further enhance the individuals' skills in understanding the basic principles on which any organization functions.

Course Outcomes

Upon completion of the course, the students should be able to:

CO1: To understand the basic foundation of organizations and its functions.

CO2: To understand the conceptual framework of the discipline of OB and its amalgamation with other fields.

CO3: To engage in solving organizational challenges creatively and innovatively.

CO4: To elucidate the theoretical background of OB and different approaches to the field.
Pedagogy

This course follows a pedagogy of active involvement by the students. The students will be leading case discussions and have presentations on various topics. Each topic will include "teach back opportunities" were students will lead the learning of certain topics. This course will incorporate case history analysis and group work will be encouraged so students can expand their views on subject material from understanding other students' perspectives.

Course contents

- **Module I: Introduction to organizations**

    Concept of Organizations, Significance of Organizations, features of organization, Management functions, management roles, management skills.

- **Module II: Introduction to Organizational Behavior (OB)**

    Concept of OB, nature of OB, disciplines contributing to OB, challenges in OB, role of OB, OB models.

- **Module III: Theoretical Foundations of OB**

    Scientific Management, Taylor and Fayol's Principles, Bureaucracy and administrative management.

- **Module IV: Hawthorne Experiments**

    Illumination experiments, Relay Assembly Test Room experiments, Mass Interviewing Programme, Bank wiring observation room experiment, Implications of Hawthorne experiments

- **Module V: Approaches to OB**

    Social system approach, human behaviour approach, system and contingency approach.

Course Assessment

- **Assessment Scheme:**

Theory Exam

Evaluation Component	Assignment/Continuous assessment	Class Test/ Presentation	Midterm theory	Total Internal	End Term Examination	Total
Weightage	10 marks	15marks	15 marks	40 marks	60MM	100MM

Course References
Books
- Organizational Behaviour by LM Prasad
- Organizational Behaviour by Stephen P. Robbins and Timothy A. Judge
- Understanding organizational behaviour by Udai Pareek ,4th edition, 2004, Oxford press
- Organizational Behaviour –by Parikh and Gupta, 1st edition, TMH Publication
- Organizational Behaviour by Fred Luthan, Tata Mc-Graw hill publication

Online Resources
- www. mbastudyguide.com

MAPPING BETWEEN CO'S PO'S

	Course out comes CO's	MAPPED PROGRAM OUTCOMES
CO 1	To understand the basic foundation of organizations and its functions.	PO 1 PO 2 PO 3 PO 4 PO 5 PO 6 PO 8 PO 9 PO 11 PO 12
CO 2	To understand the conceptual framework of the discipline of OB and its amalgamation with other fields.	PO 1 PO 2 PO 4 PO 5 PO 6 PO 7 8 PO 9 PO 10 PO 11 PO 12
CO3	To engage in solving organizational challenges creatively and innovatively.	PO 1 PO 2 PO 3 PO 5 PO 6 PO 7 PO 8 PO 9 PO 10 PO 11 PO 12
CO4	To elucidate the theoretical background of OB and different approaches to the field.	PO 1 PO 2 PO 3 PO 4 PO 5 PO 6 PO 7 PO 8 PO 9 PO 10 11 PO 12

PO's/CO's	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	H	H	L	H	H	H	M	H	H	L	H	M
CO 2	H	H	M	H	M	H	H	H	H	M	H	H

CO3	H	H	L	H	M	H	H	M	M	L	H	H
CO4	H	M	H	H	L	H	H	H	M	H	M	H

H=HIGH.M=MEDIUM.L=LOW

	PSO1	PSO2	PSO3	PSO4
CO 1	M	L	M	L
CO 2	M	L	L	L
CO3	H	M	L	M

H=HIGH. M=MEDIUM. L=LOW.

Semester- 2

Sushant University	**School of Health Sciences** **B.Sc. (Psychology)** **B.Sc. Psychology (H)** **B.Sc. Psychology (H+R)**

Course: Ability/Skill/VA/Core			
Course Title: Communication Skills			
Semester: II	**Course code: SU134**	**Credits: 2**	**Core: 2**
No of Sessions Lectures / Tutorial:		**No of Practical hours:**	
Course Prerequisites: Nil		**Number of Sessions:**	

Course Objectives- The purpose of this course is to:

1. Develop the ability to communicate effectively in English through regular practice in four language skills i.e., Reading, Listening, Speaking and Writing

2. Enhance knowledge of grammatical system of English language and explication of literary texts.
   Course Outcomes - On completion of this course, the students will be able to:

   CO1 Strengthen the correct usage of English grammar and their speaking ability in terms of both fluency and comprehensibility
   CO2 Develop their vocabulary skills and its contextual function
   CO3 Develop proficiency in the basics of Professional Writing
   CO4 Appreciate and understand Literature through reading and analysis of literary and cultural texts in multiple genres

CO5 Communicate confidently and appropriately by extensive practice of communication skills for any intended audience

CO6 Analyse Non-Verbal communication to establish better rapport

Pedagogy- The course will be taught in an interactive manner. The concepts will be shared through slides, video clips, and further reinforced through individual or group activities such as role-plays, exercises, games, case discussions, presentations, textbook reading and review.

Course content Total Lecture hours – 15

Unit I: Building vocabulary 2 Lecture hours • Analogies
   • Portmanteau words
Unit II: Essentials of grammar 2 Lecture hours • Voice
      • Narration/ Reported Speech
      • Euphemisms
      • Error Correction
      • Editing and Omission
      • Cloze Gap-Filling
Unit III: Writing Skills 3 Lecture hours • Types of letters: Enquiry, Placing an order, Complain, Credit, Collection • Memorandum
         • Notice, Circular
  Unit IV: Reading 5 Lecture hours • Unseen Comprehensions
         • Strange Case of Dr Jekyll and Mr Hyde-by Robert Louis Stevenson
         • The Masque of the Red Death-by Edgar Allan Poe
Unit V: Non-Verbal 3 Lecture hours • Importance of Non-Verbal Communication
    • Types - Kinesics, Gestures, Oculesics, Facial Expressions, Head Movements and Posture, Haptics, Vocalics, Proxemics, Chronemics

LAB- 25 Hours

Lab session No.	Details
1.	Listening to short talks lectures, speeches (scientific, commercial, and general in nature)
2.	Phonetics and Phonology – vowels and consonant, Transcription
3.	Speech process, speaking techniques, conversation and oral skills
4.	Role plays, Declamation
5.	Theatre, Poetry recitation and reading sessions
6.	Group discussions, Debates
7.	Movie Review
8.	Writing research papers
9.	Tell-a-tale, rendezvous, trail blazers

Text books
- Acevedo and Gower M (1999) Reading and Writing Skills. London, Longman •
Swan, Michael. (1980). Practical English Usage. Oxford, OUP
- Kumar, Sanjay and Pushp Lata. English for Effective Communication, Oxford University Press, 2015. •
Konar, Nira. English Language Laboratories – A Comprehensive Manual, PHI Learning Pvt. Ltd., 2011.
- Strange Case of Dr Jekyll and Mr Hyde-by Robert Louis Stevenson
- The Masque of the Red Death-by Edgar Allan Poe

Reference books
- Jolly, David (1984). Writing Tasks: Students' Book. Cambridge, CUP
- Klippel and Swan (1984). Keep Talking. Oxford, OUP
- Walter and Swan (1997). How English Works. Oxford, OUP
- Eastwood, John (2008). Oxford Practice Grammar.
- High School English Grammar & Composition by Wren & Martin

Weblinks:
https://open.lib.umn.edu/communication/chapter/4-2-types-of-nonverbal-communication/

Mode of Evaluation

INTERNAL			
Midterm Theory/Practical	**Assignment**	**Presentation and Class Performance**	**Quiz**
10	**5**	**15**	**10**
EXTERNAL - END SEMESTER EXAMINATION (60)			
Theory - 60			

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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO 8	PO9	PO10	PO11	PO12
CO1	1	1	1	1	1	1	1	2	2	3	3	3
CO2	1	1	1	1	1	1	1	2	2	3	3	3
CO3	1	1	1	1	1	1	1	2	2	3	3	3

C O 4	*3*	*3*	*1*	*3*	*3*	*1*	*1*	*2*	*2*	*3*	*3*	*3*
C O 5	*1*	*1*	*1*	*1*	*1*	*1*	*1*	*2*	*2*	*3*	*3*	*3*

C O 6	*1*	*1*	*3*	*1*	*1*	*1*	*1*	*2*	*2*	*3*	*3*	*3*

1= LOW 2= MEDIUM 3= HIGH

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Strengthen the correct usage of English grammar and their speaking ability in terms of both fluency and comprehensibility	**PO10, PO11, PO12**
CO2	Develop their vocabulary skills and its contextual function	**PO10, PO11, PO12**
CO3	Develop proficiency in the basics of Professional Writing	**PO10, PO11, PO12**
CO4	Appreciate and understand Literature through reading and analysis of literary and cultural texts in multiple genres	**PO1, Po2, PO4, PO5, PO10, PO11, PO12**
CO5	Communicate confidently and appropriately by extensive practice of communication skills for any intended audience	**PO10, PO11, PO12**
CO6	Analyse Non-Verbal communication to establish better rapport	**PO10, PO11, PO12**

	School of Health Sciences **B.Sc. (Psychology)** **B.Sc. Psychology (H)** **B.Sc. Psychology (H+R)**

Course: Ability/Skill/VA/Core			
Course Title: Life Skills and Application			
Semester: II	Course code: PS142	Credits: 03	Core: Employability/SD/Entrepreneurship
No of Sessions Lectures: 30		No of Practical hours:0	
Course Pre-requisites:		Number of Sessions: 30	

Course Introduction

Life skills are defined as the behaviors used appropriately and responsibly in the management of personal and professional affairs. They are also set of human skills acquired via learning or direct experience that are used to handle problems and questions commonly encountered in day to-day personal and professional life. It is always said that life skills are the core skills each individual must acquire and inculcate internally as well as externally for the betterment of self and others. Life skills, thus, are the means to empower young minds in demanding situations in personal, professional and social life. Adoption of life skills is the key to excellence.

Course Objectives

The objectives of the course are:

- Improve verbal and written communication to express ideas clearly and confidently.
- Cultivate leadership qualities to inspire and guide others effectively.
- Improve collaboration skills to work harmoniously with colleagues towards common goals.
- Promote humility and modesty, recognizing the value of others and avoiding arrogance.
- Promote non-violence and peaceful resolutions to conflicts, fostering harmony in society.

Course Outcomes
At the end of the programme learners will be able to:

CO1: Develop clear, concise, life skills to express ideas and thoughts effectively.
CO2: Learn about the self-awareness and different techniques of self-awareness.
CO3: Enhance the ability of a variety of thinking and problem solving.
CO4: Develop an understanding of dynamics of a group.
CO5: Understand the concept & effectiveness of leadership.

Pedagogy

This course follows a pedagogy of active involvement by the students. The students will be leading case discussions and have presentations on various topics.. Each topic will include "teach back opportunities" where students will lead the learning of certain topics. This course will incorporate research studies and group work will be encouraged so students can expand their views on subject material from understanding other students' perspectives.

Course contents

Module I: Overview of Life Skills:

Meaning and significance of life skills, Life skills identified by WHO: Self- awareness, Empathy, Critical thinking, Creative thinking, Decision making, problem solving, Effective communication, interpersonal relationship, coping with stress, coping with emotion.

Module II: Self-awareness:

Definition, need for self-awareness; Coping with Stress and Emotions, Human Values, tools and techniques of SA: questionnaires, journaling, reflective questions, meditation, mindfulness, psychometric tests, feedback.

Module III: Interpersonal Skills

Creativity - Need for Creativity in the 21st century, Imagination, Intuition, Experience, Sources of Creativity, Myths of creativity
Critical Thinking - Lateral Thinking,, Critical thinking Vs Creative thinking, Functions of Left Brain & Right brain, Convergent & Divergent Thinking, Critical reading & Multiple Intelligence
Problem Solving -Steps in problem solving: Problem Solving Techniques, Six Thinking Hats,
  Mind Mapping
  Decision Making - Forced Connections. Analytical Thinking, Numeric, symbolic, and graphic
  reasoning. Scientific temperament and Logical thinking

Module IV: Group and Team Dynamics:
Introduction to Groups: Composition, formation, Cycle, thinking, Clarifying expectations, Problem Solving, Consensus, Dynamics techniques, Group vs Team, Team Dynamics, Virtual Teams. Managing team performance and managing conflicts, Intrapreneurship

Module V: Leadership:

Concept of Leadership, Types of leaders , entrepreneurial and moral leadership, vision, cultural dimensions.

Course Assessment

Assessment Scheme:

Theory Exam						
Evaluation Component	Assignment/Continuous assessment	Class Test/ Presentation	Midterm theory	Total Internal	End Term Examination	Total
Weightage	10 marks	15marks	15 marks	40 marks	60MM	100MM

Course References

- **Books**

- Sen Madhucchanda (2010), An Introduction to Critical Thinking, Pearson, Delhi
- Silvia P. J. (2007), How to Read a Lot, American Psychological Association, Washington DC
- Adolescence and Life Skills (2003) Commonwealth Youth Programme Asia Centre, Tata Mc Graw- Hill
- Life Skills Resource Manual, Schools Total Health Program, (2006), Health Education and Promotion International Inc., Chennai.
- Global Evaluation of Life Skills Education Programmes Final Report, United Nations

MAPPING BETWEEN CO'S PO'S

PO's/CO's	Course out comes CO's	MAPPED PROGRAM OUTCOMES
CO1	Develop clear, concise, life skills to express ideas and thoughts effectively.	PO1, PO2, PO3, PO5, PO8, PO10, PO11, PO12
CO2	Learn about the self-awareness and different techniques of self-awareness.	PO4, PO6, PO7, PO9, PO11, PO12,
CO3	Enhance the ability of a variety of thinking and problem solving.	PO1, PO4, PO5, PO7, PO12,
CO4	Develop an understanding of dynamics of a group.	PO1, PO3, PO4, PO6, PO8, PO11,
CO5	Understand the concept & effectiveness of leadership.	PO1, PO3, PO7, PO11, PO12

PO's/CO's	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	H	H	H	M	H	M	M	H	M	H	H	H

CO 2	M	M	L	H	L	H	H	M	H	M	H	H
CO3	H	M	M	H	H	L	H	M	M	M	M	H
CO4	H	L	H	H	M	H	M	H	M	L	H	L
CO5	H	L	H	L	M	L	H	L	L	L	H	H

H=HIGH.M=MEDIUM.L=LOW

	PSO1	PSO2	PSO3	PSO4
CO 1	M	L	M	L
CO 2	M	L	L	L
CO3	H	M	L	M
CO4	H	M	L	H
CO5	L	L	L	H

H=HIGH. M=MEDIUM. L=LOW.

	# School of Health Sciences # Detailed Teaching Plan ## Value Added Course
rse: Value Added Course	
rse Title: Communication and Interpersonal Skills in Health Care Setting	

ester: III	rse code: **VASHS0**	lits: 3	e: Employability/SD/Entrepreneurship
f Sessions Lectures / Tutorial: 36		f Practical hours:0	
rse Pre-requisites:		ıber of Sessions: 36	

1.   Course Introduction

This course focuses on developing essential communication and interpersonal skills crucial for personal and professional success. Students will explore various communication models, improve their verbal and nonverbal communication abilities, learn active listening techniques, and enhance their interpersonal skills for effective teamwork and conflict resolution.

2.   Course Objectives

- Explore the principles of effective communication and their impact on patient care, safety, and satisfaction.
- Practice clear, concise, and empathetic communication tailored to interactions with patients, families, and healthcare teams.
- Learn and apply techniques for active listening and understanding non-verbal cues to foster trust and rapport.
- Identify and overcome common barriers to communication, including cultural, linguistic, and psychosocial challenges.
- Recognize and respect diversity by adapting communication styles to meet the needs of patients from different cultural and social backgrounds.

3.   Course Outcomes

Upon completion of the course, the students should be able to:

·   **CO1:** To apply verbal and non-verbal communication techniques to build trust, convey empathy, and establish rapport with patients, families, and colleagues in diverse healthcare environments.

·   **CO2:** To demonstrate the ability to work effectively in interdisciplinary teams, using interpersonal skills to promote collaboration, conflict resolution, and decision-making in healthcare settings.

·   **CO3:** To develop and practice strategies to adapt communication styles to address the unique needs of patients from diverse cultural, linguistic, and psychosocial backgrounds, including individuals with communication impairments.

·   **CO4:** To assess the effectiveness of their communication and interpersonal interactions in healthcare scenarios and implement feedback to improve professional relationships and patient outcomes.

4.   Pedagogy

The pedagogy for teaching Communication and Interpersonal Skills in Healthcare Settings should integrate a combination of theoretical knowledge and practical application to ensure that learners develop both a deep understanding of concepts and the ability to apply them effectively in real-world scenarios. Active learning methods such as role-playing, simulation exercises, and case-based discussions allow students to practice essential skills like active listening, empathy, conflict resolution, and teamwork in a controlled environment. These activities are complemented by reflective practices, such as journaling and peer feedback, which encourage self-awareness and continuous improvement.

5.   Course contents

Unit 1: Foundations of Communication

- The communication process: models and theories.
- Types of communication: verbal, nonverbal, written, interpersonal, intercultural.
- Barriers to effective communication.
- Communication styles and their impact.
- Developing self-awareness and self-presentation.

Unit 2: Verbal Communication

- Principles of effective verbal communication.
- Clarity, conciseness, and coherence in communication.
- Public speaking skills: preparation, delivery, and audience engagement.
- Storytelling and persuasive communication.
- Active listening techniques: paraphrasing, summarizing, questioning.

Unit 3: Nonverbal Communication

- The importance of nonverbal cues.
- Body language: posture, gestures, facial expressions, eye contact.
- Proxemics and personal space.
- Paralanguage: tone of voice, pitch, volume, pace.
- Interpreting and decoding nonverbal messages.

Unit 4: Interpersonal Skills

- Building and maintaining relationships.
- Teamwork and collaboration: roles, communication, and conflict resolution.
- Assertiveness: expressing oneself confidently and respectfully.
- Empathy and active listening in interpersonal interactions.
- Negotiation and conflict resolution strategies.

Unit 5: Communication in Professional Settings

- Professional communication in the workplace: email, phone calls, meetings.
- Communication in teams: virtual teams, presentations, group discussions.
- Interviewing skills: preparing for interviews, answering questions effectively.
- Business writing: memos, reports, proposals.
- Cross-cultural communication in a globalized world.

6. **Course Assessment**

- **Assessment Scheme:**

	Mid Term Evaluation A+B+C	End term Evaluation (D)	

Evaluation Component	Performance (A)	Mid Term (B)	Assignment (C)	Total	End Term	Total
Weightage	10MM	20MM	10MM	IM	60MM	MM

7. Course References

- **Books**

- Arnold, E., & Boggs, K. U. (2020). **Interpersonal Relationships: Professional Communication Skills for Nurses** (8th ed.). Elsevier.

- Silverman, J., Kurtz, S., & Draper, J. (2016). **Skills for Communicating with Patients** (3rd ed.). CRC Press.

- Hargie, O. (2016). **Skilled Interpersonal Communication: Research, Theory, and Practice** (6th ed.). Routledge.

- Northouse, P. G., & Northouse, L. L. (2021). **Health Communication: Strategies for Health Professionals** (4th ed.). Pearson.

- Balzer-Riley, J. W. (2021). **Communication in Nursing** (9th ed.). Elsevier.

Online References

- https://kognito.com/blog/interpersonal-communication-in-healthcare/?utm_source
- https://timian.co.uk/the-importance-of-interpersonal-communication-in-healthcare/?utm_source
- https://publichealth.tulane.edu/blog/communication-in-healthcare/?utm_source
- https://nursingeducation.org/insights/interpersonal-skills/?utm_source
- https://carrington.edu/blog/top-10-soft-skills-needed-health-care/?utm_source

Sushant University	**School of Health Sciences** **B.Sc. (Psychology)** **B.Sc. Psychology (H)** **B.Sc. Psychology (H+R)**

Course: Ability/Skill/VA/Core	
Course Title: Constitution, Human Rights and Law	
Semester: 2 / **Course Code:PS154** / **Credits: 03** / **Core: Employability/SD/Entrepreneurship**	
No of Sessions Lectures 30	**No of Practical hours: 0**
Course Pre-requisites: None	**Number of Sessions:30**

Course Introduction

The constitution, human rights, and law is integral to the functioning of any just and democratic society. The constitution typically includes a bill of rights or a section that outlines fundamental human rights, ensuring that these rights are protected and upheld by law. The legal system is responsible for interpreting and enforcing these rights, ensuring that they are not violated or infringed upon by any individual or authority.

In democratic countries, the constitution often acts as the supreme law, and any other laws must be consistent with its principles. It ensures that the rights and freedoms enshrined in the constitution are respected and preserved, even when new laws are enacted or amended.

Overall, constitutions, human rights, and law are interconnected pillars of a fair and well-ordered society, safeguarding the dignity and freedoms of all individuals while establishing a framework for governance and justice. When these elements work harmoniously, they contribute to the development of a just, democratic, and inclusive society where the rule of law and the protection of human rights are at the forefront.

Course Objectives
The objectives of the course are:
- To make learners understand the framework for the organization and functioning of the government, while defining the powers and limitations of its branches.
- To Protect and promote the fundamental rights and freedoms of all individuals, ensuring dignity, equality, and non-discrimination.
- To Preserve and promote cultural heritage, values, and national identity.
- To ensure the protection of life, liberty, and security of all persons while prohibiting torture and inhuman treatment.
- To Promote freedom of speech, expression, assembly, association, and privacy rights.
- To Guarantee the right to education, healthcare, and social security for citizens.
- To Protect the rights of minorities, indigenous peoples, and vulnerable groups.

Course Outcomes

Upon completion of the course, the students should be able to:

CO1: To understand and develop the knowledge of Human Rights of the individual.

CO2: To develop the conceptual knowledge of the Indian constitution.

CO3: To comprehend the parliamentary and state legislature.

CO4: To understand the role & legislative powers of the Executive.

Pedagogy

The pedagogy for teaching Constitution, Human Rights, and Law involves a dynamic and interactive approach that aims to foster a deep understanding of fundamental legal principles and their practical application. Through interactive lectures, students are introduced to key constitutional concepts, human rights principles, and legal frameworks, with ample opportunities for active participation, discussions, and questions to encourage engagement. The use of case studies and real-life examples helps students connect theoretical knowledge to real-world scenarios, enabling them to analyze complex legal issues and develop critical thinking skills.

Course contents

Module-I
1. Concept of Rights
      (a) Meaning, Nature and Definition
      (b) Classification of Rights
      (c) Relationship between Rights and Duties
2. Concept of Human Rights
      (a) Historical background
      (b) Theories: Traditional and Modern

Module-II
- Meaning of the Constitution Law and Constitutionalism
- Historical perspective of the Constitution of India
- Salient features and characteristics of the Constitution of India
- Scheme of the Fundamental Rights

Module-III

Constitution – Fundamental Law of the Land: Making of the Indian Constitution, Aims and Objectives; Theory of Basic Structure; Principles of Federalism; Nature of the Indian Constitution – Federal, Unitary, Quasi-federal

Module-IV
Parliament and State Legislatures

Composition of Parliament and State legislatures; Qualification/Disqualification of Members; Legislative Procedure, Legislative Privilege

Legislative Power of the Executive (Ordinances)

Essential Conditions for promulgation of an Ordinance: 'Ordinance' under Article 13; Judicial Review; Validity of Successive Promulgation of the same Ordinance

Course Assessment

Assessment Scheme:

Theory Exam						
Evaluation Component	**Assignment/Continuous assessment**	**Class Test/ Presentation**	**Midterm theory**	**Total Internal**	**End Term Examination**	**Total**
Weightage	**10 marks**	**15marks**	**15 marks**	**40 marks**	**60MM**	**100MM**

Course References

- *Kesavananda Bharati v. State of Kerala,* AIR 1973 SC 1461
- *S. R. Bommai v. Union of India,* AIR 1994 SC 1918
- *State of West Bengal v. Union of India,* AIR 1963 SC 1241
- *Ram Jawaya Kapur v. State of Punjab*, AIR 1955 SC 549

Books

- Agosín, Marjorie, ed. *Women, Gender, and Human Rights: A Global Perspective.* New Brunswick, NJ: Rutgers University Press, 2001.
- Allen, Robin and Rachel Crasnow. *Employment Law and Human Rights.* New York: Oxford University Press, 2002.
- Alston, Philip. *The United Nations and Human Rights: A Critical Appraisal*. Oxford, UK: Clarendon Press, 1992.

MAPPING BETWEEN CO'S PO'S

PO's/CO's	Course out comes CO's	MAPPED PROGRAM OUTCOMES

CO1	To understand and develop the knowledge of Human Rights of the individual.	PO1, PO2, PO4, PO5, PO6, PO8, PO11, PO12
CO2	To develop the conceptual knowledge of the Indian constitution.	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO11, PO12
CO3	To comprehend the parliamentary and state legislature.	PO2, PO4, PO6, PO7, PO8, PO11, PO12
CO4	To understand the role & legislative powers of the Executive.	PO2, PO4, PO5, PO6, PO8, PO11, PO12

PO's/CO's	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	H	H	M	H	H	H	M	H	M	M	H	H
CO 2	H	H	H	H	H	H	H	H	M	L	H	H
CO3	M	H	L	H	L	H	H	H	L	L	H	H
CO4	M	H	L	H	H	H	L	H	L	L	H	H

H=HIGH.M=MEDIUM.L=LOW

	PSO1	PSO2	PSO3	PSO4
CO 1	M	L	M	L
CO 2	M	L	L	L
CO3	H	M	L	M
CO4	L	H	L	L

H=HIGH. M=MEDIUM. L=LOW.

Sushant University	**School of Health Sciences** **B.Sc. (Psychology)** **B.Sc. Psychology (H)** **B.Sc. Psychology (H+R)**
Course Code: PS102: Core Course	

Course Title: Social Psychology			
Semester: 2	Course code: PS102	Credits: 4	Core: Employability/Skill Development/Entrepreneurship
No of Sessions Lectures / 30		No of Practical hours: 0	
Course Pre-requisites: Basics of Psychology		Number of Sessions:30	

Course Introduction

Social Psychology is the study of social interaction and social influence. As such, it remains one of the most comprehensive and personally relevant areas within the field of psychology.

Course Objectives

- To expand individual's knowledge about social psychology and human behavior.
- Analyze the nature of human diversity and attitudes with regards to matters of gender, race, and ethnicity.
- Understand the dynamics of intergroup relationships, conflict and cooperation.
- To foster theoretical background, concepts, perspectives in social psychology.
- Recognize the factors that influence the individuals in patterns of social behavior.

Course Outcomes

Upon completion of the course, the students should be able to:

CO1: To develop an understanding of the characteristics of social psychology and contrast it with similar disciplines.

CO2: To identify the importance of ethical issues involved in social psychological research

CO3: To classify the process of social perception and the factors that influence it.

CO4: Introduce students to the realm of social influence, as to how individuals think, feel and behave in social situations.

Pedagogy

Classroom teaching along with subjects' assignments and research related projects.

Course contents

Module I: introduction

- Meaning, Nature and importance of Social Psychology, difference between social psychology and sociology.
- Scope and Development of Social Psychology
- Relationship of Social Psychology with other discipline

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Module II: Understanding and evaluating social world

Social cognition, social perception, impression management, Attitude and attitude formation, strategies for attitude change.

Module III: Interpersonal Attraction

Concept and meaning of attraction, interpersonal attraction, factors affecting interpersonal attraction, theoretical background.

Module IV: Prosocial Behaviour

- Meaning and Nature of pro-social behaviour, Theoretical background, Determinants of prosocial behaviour, bystander effect, emotions, and prosocial behaviour.

- Aggression: meaning and concept of aggression, theoretical background, cause of aggression.

Module V: Group Dynamics and Inter-group relation

Meaning and concept of groups, nature of groups, group formation, factors affecting group formation, social loafing,   groupthink.

Course Assessment : Assessment Scheme:

Theory Exam						
Evaluation Component	**Assignment/Continuous assessment**	**Class Test/ Presentation**	**Midterm theory**	**Total Internal**	**End Term Examination**	**Total**
Weightage	**10 marks**	**15marks**	**15 marks**	**40 marks**	**60MM**	**100MM**

Course References

Books

- Baran, R.A. & Byrne, D.: Social Psychology. Boston, MA: Pearson Allyn and Bacon.

- Myers, D. G.: Social Psychology (10th Ed). New York: McGraw Hill

- Feldman, R. S.: Social Psychology: Theories, Research and Application. New York: McGraw Hill

- Secord, P.F. & Backman, C. N.: Social Psychology. USA: McGraw-Hill

MAPPING BETWEEN CO'S PO'S

PO's/CO's	Course out comes CO's	MAPPED PROGRAM OUTCOMES
CO1	To develop an understanding of the characteristics of social psychology and contrast it with similar disciplines.	PO1, PO2, PO3, PO4, PO6, PO7, PO8, PO10, PO11,
CO2	To identify the importance of ethical issues involved in social psychological research	PO1, PO3, PO5, PO7, PO8, PO9, PO10, PO11, PO12
CO3	To classify the process of social perception and the factors that influence it.	PO2, PO4, PO5, PO6, PO7, PO9, PO10, PO11, PO12
CO4	Introduce students to the realm of social influence, as to how individuals think, feel and behave in social situations.	PO1, PO2, PO3, PO5, PO8, PO11

PO's/CO's	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	H	H	H	H	M	H	H	H	M	H	H	M
CO 2	H	L	H	M	H	M	H	H	H	H	H	H
CO3	M	H	M	H	H	H	H	M	H	H	H	H
CO4	H	H	H	L	H	M	M	H	M	M	H	M

H=HIGH.M=MEDIUM.L=LOW

	PSO1	PSO2	PSO3	PSO4
CO 1	M	L	M	L
CO 2	M	L	L	L
CO3	H	M	L	M

H=HIGH. M=MEDIUM. L=LOW.

Sushant University	# School of Health Sciences ## B.Sc. (Psychology) ### B.Sc. Psychology (H) ### B.Sc. Psychology (H+R)

Course: Minor II			
Course Title: Individual Dimensions I of Organizational Behaviour			
Semester: II	**Course code: PS122**	**Credits: 4**	**Core: Employability/Skill Development/Entrepreneurship**
No of Sessions Lectures / Tutorial:		**No of Practical hours:**	
Course Pre-requisites:		**Number of Sessions:**	

Course Introduction

Organizational Behavior is concerned with the study of human behavior at work. It is the field of study that investigates the impact that individuals, groups and structure have on behavior within organization. It is the study and application of knowledge about how people act within organizations. It is a human tool for human benefit. It applies broadly to the behavior of people in all types of organizations, such as business, government, schools and services organizations. It covers three determinants of behavior in organizations: individuals, groups, and structure. OB is an applied field. It applies the knowledge gained about individuals, and the effect of structure on behavior, in order to make organizations work more effectively. OB covers the core topics of motivation, leadership behavior and power, interpersonal communication, group structure and process, learning, attitude development and perception, change process, conflict, job design and work stress.

Course Objectives

The course navigates through knowledge and skills necessary to thrive within complex organizational situations. The course focuses on understanding individual differences and its effects on factors like personality, attitude, individual performance, etc. The course helps the students to understand basic human behaviour in organizational settings.

Course Outcomes

Upon completion of the course, the students should be able to:

CO1: To understand and differentiate between different individual behaviour.

CO2: To analyze different personalities and their amalgamation with individual differences and workplace.

CO3: To understand how individuals perceive and interpret information in organizational settings.

CO4: To investigate theories of learning and their application in organizational settings.

CO5: To explore the role of attitudes and values in shaping individual behaviour.

Pedagogy

This course follows a pedagogy of active involvement by the students. The students will be leading case discussions and have presentations on various topics. Each topic will include "teach back opportunities" were students will lead the learning of certain topics. This course will incorporate case history analysis and group work will be encouraged so students can expand their views on subject material from understanding other students' perspectives.

Course contents

Module I: Concept of Behaviour

- Definition, Process of Behaviour, managerial implications of individual behaviour, individual differences, factors causing individual differences, Model of Man.

Module II: Personality

- Concept of personality
- Theories of personality,
- Personality development,
- Determinants of Personality,
- Personality measurement,
- Personality traits of Indian managers & organizational implications of Personality.

Module III: Perception

- Concept of perception
- Perceptual process
- Perceptual selectivity, perceptual organization, interpersonal perception, perceptual skills, managerial application of perception.

Module IV: Learning

Definition, nature of learning, components of learning process, factors affecting learning, theories of learning, OB modification, creating learning organization, knowledge management.

Module V: Attitudes and Values

- Concept of Attitude, attitude and behaviour, theories of attitude formation, factors affecting attitude formation, Attitudes and OB
- Concept of values, factors affecting value formation, types of values, value system of Indian managers.

Course Assessment

Assessment Scheme:

Theory Exam						
Evaluation Component	**Assignment/Continuous assessment**	**Class Test/ Presentation**	**Midterm theory**	**Total Internal**	**End Term Examination**	**Total**
Weightage	**10 marks**	**15marks**	**15 marks**	**40 marks**	**60MM**	**100MM**

Course References

- **Books**
  - Organizational Behaviour by LM Prasad
  - Organizational Behaviour by Stephen P. Robbins and Timothy A. Judge
  - Understanding organizational behaviour by Udai Pareek ,4th edition, 2004, Oxford press

- Organizational Behaviour –by Parikh and Gupta, 1st edition, TMH Publication
- Organizational Behaviour by Fred Luthan, Tata Mc-Graw hill publication

- **Online Resources**
  - www.managementstudyguide.com

MAPPING BETWEEN CO'S PO'S

	Course out comes CO's	MAPPED PROGRAM OUTCOMES
CO 1	To understand and differentiate between different individual behaviour.	PO1, PO4,PO7, PO9,PO11, PO12
CO 2	To analyze different personalities and their amalgamation with individual differences and workplace.	PO1, PO3,PO5, PO8, PO9, PO11
CO3	To understand how individuals perceive and interpret information in organizational settings.	PO1,PO4, PO6,PO8,PO9, PO11, PO12
CO4	To investigate theories of learning and their application in organizational settings.	PO2, PO5,PO7,PO10, PO11
CO5	To explore the role of attitudes and values in shaping individual behaviour.	PO4,PO9,PO11,PO12

PO's/CO's	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	H	M	L	H	L	L	H	M	H	M	H	H
CO 2	H	L	M	H	L	H	M	H	H	M	H	H
CO3	L	H	M	L	H	L	H	L	M	H	H	L
CO4	L	H	M	L	H	M	H	M	L	H	H	M

CO5	M	M	L	H	L	M	L	M	H	M	H	H

H=HIGH.M=MEDIUM.L=LOW

	PSO1	PSO2	PSO3	PSO4
CO 1	M	L	M	L
CO 2	M	L	L	L
CO3	H	M	L	M
CO4	H	M	L	H
CO5	L	M	H	M

H=HIGH. M=MEDIUM. L=LOW

Semester-3

	School of Health Sciences **B.Sc. (Psychology)** **B.Sc. Psychology (H)** **B.Sc. Psychology (H+R)**			
Course Title: Communication in English-II				
Semester: III	**Course code: SU134**		**Credits:2**	**Core**
No of sessions Lectures / Tutorial: - 40			**No of practical hours:0**	
Course Prerequisites: None			**Number of sessions:**	

Course Objectives- The purpose of this course is to:
Develop the ability to communicate effectively in English through regular practice in four language skills i.e., Reading, Listening, Speaking and Writing

Enhance knowledge of grammatical system of English language and explication of literary texts.

Course Outcomes- On completion of this course, the students will be able to:
CO1 Strengthen the correct usage of English grammar and their speaking ability in terms of both fluency and comprehensibility
CO2 Develop their vocabulary skills and its contextual function
CO3 Develop proficiency in the basics of Professional Writing
CO4 Appreciate and understand Literature through reading and analysis of literary and cultural texts in multiple genres

CO5 Communicate confidently and appropriately by extensive practice of communication skills for any intended audience

Pedagogy- The course will be taught in an interactive manner. The concepts will be shared through slides, video clips, and further reinforced through individual or group activities such as role-plays, exercises, games, case discussions, presentations, textbook reading and review.

Course content   **Total Lecture hours – 40**

Unit I: Interpersonal skills   **Lecture hours-10**
- Emotional Intelligence
- Critical Thinking
- Stress Management
- Work Place Etiquette
- JoHari Window

Unit II: Writing Skills
                                                            Lecture hours -10
- Introduction to APA format
- E-mail Writing
- Research Proposal
- Research Report – Short and Long
- Common writing Errors

Unit III: Reading
                                                            Lecture hours-4
- Reading Comprehension
- Note-making from Passages
- The Lottery Ticket by Anton Chekov
- The Gift of Magi by O. Henry

Unit IV: Listening   **Lecture hours-6**

- TED Talks

Unit V: Speaking   **Lecture hours-10**
- Speech- Expository, Cause Effect & Persuasive
- Extempore
- Role Play
- Group Discussion

Text Book:

T1: Soft Skills by Mohan Joshi
    T2: Emotional Intelligence by Daniel Goleman

T3: Raman Sharma, "Technical Communications", Oxford Publication, London, 2004.

Reference Book(s):
   R1: Effective Communication Skills by Michael Cooper
   R2: Stephen E. Lucas, "The Art of Public Speaking", 10th Edition; McGraw Hill Education, 2012.
   R3: Ashraf Rizvi, "Effective Technical Communication", 2nd Edition, McGraw Hill Education, 2017.
   R4: William Strunk Jr. & E.B. White, "The Elements of Style", 4th Edition, Pearson, 1999.

Modes of Evaluation

INTERNAL EVALUATION (40)			
Mid Semester Examination	**Quiz(s)/ Presentation (s)**	**Assignment**	**Total**
15	**5**	**10**	**40**
END SEMESTER EXAMINATION (60)			
Theory (60)			

	School of Health Sciences **B.Sc. (Psychology)** **B.Sc. Psychology (H)** **B.Sc. Psychology (H+R)**		
Sushant University			
Course Title: RESEARCH PAPER			
Semester: III	**Course code: PS243**	**Credits:3**	**Core**
No of sessions Lectures / Tutorial: -		**No of practical hours:03**	
Course Prerequisites: None		**Number of sessions:0**	

Course Objective

The scientific research papers for Graduate Students is to enhance the reading and writing habits of the students and to make them aware about the process of carrying out research work. This helps them to develop insight into the course they are studying which creates an academic interest among the students. Presentation of the research paper plays an important role as it facilitates knowledge sharing and

improvement in presentation skills which will further enhance the confidence of the students. The overall objective of this research paper is to develop research orientations in students and to make them understand and enhance skills in Research Methodology.

Guidelines for Scientific Research Papers:

- Title
- Introduction
- Review of Literature
- Objective
- Methodology
- Analysis
- Discussion
- Conclusion
- References

No. of pages in the compilation of the paper 20-30 (minimum 20 pages)

Course Outcomes.

CO1: To develop insight to formulate research paper
CO2: To apply and analyze different research methods on various research designs.
CO3: To demonstrate the use of statistical techniques in-various forms.
CO4: To have hands-on experience of using data analysis tools (SPSS & JAMOVI) .

Course Assessment

Assessment Scheme:

<table>
<tr><td colspan="6">Research Paper/MOOC/ Project/ Dissertation</td></tr>
<tr><td>Evaluation Component</td><td>Performance+ contact with supervisor</td><td>Research Paper/Project Demonstration/ MOOC certificate</td><td colspan="2">External</td><td>Total</td></tr>
<tr><td></td><td></td><td></td><td>Presentation</td><td>Viva</td><td></td></tr>
<tr><td>weightage</td><td>20 marks</td><td>30 marks</td><td>15 marks</td><td>35 marks</td><td>100MM</td></tr>
</table>

MAPPING BETWEEN CO'S PO'S

	Course out comes CO's	MAPPED PROGRAM OUTCOMES

CO 1	To develop insight to formulate research paper	PO1,PO4, PO6,PO8,PO9, PO11, PO12
CO 2	To apply and analyse research methods for the application in various research types.	PO1,PO3 , PO6,PO7,PO9, PO10, PO11
CO3	To demonstrate the use of statistical techniques in-various forms.	PO2, PO5,PO7,PO10, PO11
CO4	To have hands-on experience of using data analysis tools (SPSS & JAMOVI) .	PO1, PO3,PO5, PO8, PO9, PO11

PO's/CO's	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	H	L	H	M	H	L	H	L	H	M	H	H
CO 2	H	L	M	H	L	H	H	L	H	M	H	H
CO3	L	H	L	H	M	H	H	L	M	H	H	L
CO4	H	M	H	H	H	L	H	M	H	H	M	H

H=HIGH.M=MEDIUM.L=LOW

CO's/PO's	PO1	PO2	PO3	PO4
CO 1	M	H	H	L
CO2	M	H	H	H
CO3	H	H	L	L
CO4	H	H	L	L

H=HIGH.M=MEDIUM.L=LOW

Sushant University	**School of Health Sciences** **B.Sc. (Psychology)** **B.Sc. Psychology (H)** **B.Sc. Psychology (H+R)**

Course Title: Research Methodology			
Semester: III	Course code: PS201	Credits: 04	Core-5
No of sessions Lectures / Tutorial: 40		No of practical hours: 0	
Course Pre-requisites: Nil		Number of sessions: 40	

Course Introduction

This course will provide an opportunity for participants to establish or advance their understanding of research through critical exploration of research language, ethics, and approaches. The course introduces the language of research, ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods approaches. Participants will use these theoretical underpinnings to begin to critically review literature relevant to their field or interests and determine how research findings are useful in forming their understanding of their work, social, local and global environment.

Course Objectives

This course is designed to provide the students the basic knowledge in the research process and statistics. At the conclusion of the course, the students will have the knowledge of data collection, statistical application and finally presentation of the statistical data. The first part shall be conducted in the second semester and the second part shall be covered in the third semester.

Course Outcomes

The students will be able to

CO1: Develop conceptual understanding of various research methods, designs, quantitative and qualitative data analysis and presentation
CO2: Demonstrate the ability to choose appropriate methods aligned with research aims and objectives.
CO3: Develop advanced critical thinking skills and advanced writing skills.
CO4: Critically evaluate the advantages and limitations of the research.

Pedagogy:
Interactive methods are used along with class room teaching, research method is vital to any subject assignments along with activities

Course contents

MODULE I – Introduction to Research:

Foundations of Research: Meaning, Objectives, Motivation, Utility. Concept of theory, empiricism, deductive and inductive theory. Characteristics of scientific method – Understanding the language of research – Concept, Construct, Definition, Variable. Research Process

MODULE II -- Sampling Techniques:

Sampling: Concepts of Statistical Population, Sample, Sampling Frame, Sampling Error, Sample Size, Non Response. Characteristics of a good sample. Probability Sample – Simple Random Sample, Systematic Sample, Stratified Random Sample & Multi-stage sampling. Determining size of the sample – Practical considerations in sampling and sample size.

MODULE III- Research Design

Research Design: Concept and Importance in Research – Features of a good research design – Exploratory Research Design – concept, types and uses, Descriptive Research Designs – concept, types and uses.

Experimental Design: Concept of Independent & Dependent variables.

Qualitative and Quantitative Research: Qualitative research – Quantitative research – Concept of measurement, causality, generalization, replication. Merging the two approaches.

MODULE-IV: Hypothesis and Objective

Problem Identification & Formulation – Research Question – Investigation Question – Measurement Issues – Hypothesis – Qualities of a good Hypothesis –Null Hypothesis & Alternative Hypothesis. Hypothesis Testing – Logic & Importance.

MODULE-V: Data Handling and Analysis

Measurement: Concept of measurement– what is measured? Problems in measurement in research – Validity and Reliability. Levels of measurement – Nominal, Ordinal, Interval, Ratio.

Data Analysis: Data Preparation – Univariate analysis (frequency tables, bar charts, pie charts, percentages), Bivariate analysis – Cross tabulations and Chi-square test including testing hypothesis of association.

Course Assessment

Assessment Scheme:

Theory Exam						
Evaluation Component	**Assignment/Continuous assessment**	**Class Test/ Presentation**	**Midterm theory**	**Total Internal**	**End Term Examination**	**Total**
Weightage	**10 marks**	**15marks**	**15 marks**	**40 marks**	**60MM**	**100MM**

Course References

Books Recommended: -
1. Business Research Methods – Donald Cooper & Pamela Schindler, TMGH, 9th edition
2. Business Research Methods – Alan Bryman & Emma Bell, Oxford University Press.
3. Research Methodology – C.R.Kothari

Online Resources

- https://www.youtube.com/watch?v=P0mdjQizdUw.

- https://www.youtube.com/watch?v=JNm3M9cqWyc.

- https://www.youtube.com/watch?v=uhxtUt_GyM&list=PL1328115D3D8A2566&index=

- https://www.youtube.com/watch?v=P0mdjQizdUw.

MAPPING BETWEEN CO'S and PO'S

	Course out comes CO's	MAPPED PROGRAM OUTCOMES
CO 1	Develop conceptual understanding of various research methodology, methods, designs, quantitative and qualitative data analysis and presentation , their advantages as well as limitations. .	PO1, PO2, PO3, PO5, PO12
CO 2	Demonstrate the ability to choose methods appropriate to research aims and objectives	PO1, PO2, PO3, PO5, PO12
CO3	Develop advanced critical thinking skills and advanced writing skills.	PO1, PO2, PO3, PO12
CO4	Critically evaluate the advantages and limitations of the research.	PO1, PO2,PO3,PO4,PO7, PO12

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

CO 1	H	H	H	L	H	L	M	H	M	L	L	H
CO 2	H	H	H	L	H	L	M	M	M	L	L	H
CO3	H	H	H	M	M	M	M	M	L	L	L	H
CO4	H	H	H	H	L	M	H	L	L	L	M	H

H=HIGH. M=MEDIUM. L=LOW.

CO-PSO Mapping

	Course out comes CO's	MAPPED PROGRAM SPECIFIC OUTCOMES (PSO)
CO 1	Develop conceptual understanding of various research methodology, methods, designs, quantitative and qualitative data analysis and presentation , their advantages as well as limitations. .	PSO1, PSO2
CO 2	Demonstrate the ability to choose methods appropriate to research aims and objectives	PSO1, PSO2, PSO3
CO3	Develop advanced critical thinking skills and advanced writing skills.	PSO1, PSO2, PS03, PSO4
CO4	Critically evaluate the advantages and limitations of the research.	PO1, PO2, PO3, PO4, PO7, PO12

PO's/CO's	PSO1	PSO2	PSO3	PSO4
CO 1	H	H	M	L
CO 2	H	H	H	L
CO3	H	H	H	H
CO4	H	L	M	L

	School of Health Sciences B.Sc. (Psychology) B.Sc. Psychology (H) B.Sc. Psychology (H+R)
Course Title: ABNORMAL PSYCHOLOGY	

Semester: III	Course code: PS203	Credits: 4	Core-5
No of sessions Lectures / Tutorial: 40		No of practical hours: 0	
Course Prerequisites: Nil		Number of sessions: 4	

Course Introduction

Abnormal psychology is the study of abnormal behaviour in order to describe, predict, explain, and change abnormal patterns of functioning. Abnormal psychology studies the nature of psychopathology and its causes, and this knowledge is applied in clinical psychology to treating patients with psychological disorders.

Course Objectives

Abnormal psychology is a branch of psychology that deals with psychopathology and abnormal behaviour that causes suffering to the individual and others around him or her, and interferes with functioning in a significant way. The term covers a broad range of disorders, from depression to obsession-compulsion to sexual deviation and many more. The study of abnormal psychology also includes learning about the factors, situations, and conditions that cause mental disorders and how they may be best treated.

Course Outcomes:
The student will be able to:
CO1: Showcase understanding about Normalcy and Abnormal behaviour.
CO2: Present understanding about the overview of the clinical picture and etiology
    of the various psychological disorders.
CO3: Examine the diagnostic criteria and the related vocabulary of major
    psychological disorders.
CO4: Apply the knowledge in clinical scenarios.

Pedagogy
Class-room teaching and various related activities. Students will be given various activities related to the subject.

Course contents

Module I: Introduction to Normalcy & Abnormality
Understanding abnormality, Definition and criteria of abnormality, classification (latest edition of DSM & ICD), Clinical Assessment, Diathesis Stress Model
Classification: DSM V and ICD, conceptual and operational evaluation. Causal factors in Psychopathological Behaviour:
- Biological determinants
- Psychological determinants
- Socio-cultural determinants

Module II: Differentiating Psychosis and Neurosis
- Meaning and nature of Neurosis and Psychosis,
- Difference in Neurosis and Psychosis
- Classification of disorders on the basis of Neurosis and Psychosis.

Module III: Neurotic Disorder: Introduction, DSM Criteria, Aetiology, Clinical Manifestation and treatment modalities:
- Generalized anxiety disorders
- Obsessive-Compulsive Disorders
- Phobic Disorders
- Eating Disorder

Module IV: Psychotic Disorder- Introduction, DSM Criteria, Aetiology, Clinical Manifestation and treatment modalities:
- Bipolar disorders
- Manic
- Depressive
- Mixed Psychotic depression
- Delusional Disorder
- Schizophrenia

Module V: Development Disorder: Introduction, DSM Criteria, Aetiology, Clinical Manifestation and treatment modalities:
- Mental Retardation
- Organic factors in mental retardation.
- Autism: Clinical picture and causal factors.

Module VI: Substance Abuse & Other disorders: Introduction, DSM Criteria, Aetiology, Clinical Manifestation and treatment modalities:
- Alcoholism
- Drug Addiction
- Psychosomatic Disorder
- Somatoform Disorders
- Personality Disorders

Course Assessment

Assessment Scheme:

Theory Exam						
Evaluation Component	Assignment/Continuous assessment	Class Test/ Presentation	Midterm theory	Total Internal	End Term Examination	Total
Weightage	10 marks	15marks	15 marks	40 marks	60MM	100MM

Course References

Text & References

Books
- Page, J.D.: Abnormal Psychology. New Delhi: Tata McGraw Hill Publishing Company Limited
- Shanmugam, T.E.: Abnormal Psychology. New Delhi: Tata McGraw Hill Publishing Company Limited
- Coleman, J.C.: Abnormal Psychology and Modern Life. Bombay: D.B. Taraporewala Sons.& OCLtd.
- Davison G.C. & Neale, J. M.: Abnormal Psychology. New York: John Willey & Sons.
- Carson, R.C., Butcher, J.N. & Mineka, S.: Abnormal Psychology and Modern Life. Delhi: & Person Education, 2000
- Sarason, I. G. & Sarason, B. R.: Abnormal Psychology: The Problem of Maladaptive Behaviour, 11th Ed. Prentice-Hall
- Mangal, S. K.: Abnormal Psychology. New Delhi: Sterling Publishers Pvt Ltd

References:
- Comer, R. J.: Abnormal Psychology, 5th Ed. Worth Publishers
- Kumar, V.: Abnormal Psychology: Causes and Treatment. Aadi Publications
- Kaur, R.: Abnormal Psychology: New Trends and Innovations Delhi: Deep & Deep Publications (P) Ltd.

Online Resources

- https://www.simplypsychology.org/abnormal-psychology.html

MAPPING BETWEEN CO'S PO'S

	Course out comes CO's	MAPPED PROGRAM OUTCOMES
CO 1	Showcase understanding about Normalcy and Abnormal behaviour.	PO-1, PO-2, PO-3, PO-4, PO-6 , P0-9, PO-10, PO-11, PO-12

CO 2	Present understanding about the overview of the clinical picture and etiology of the various psychological disorders.	PO-2, PO-3, PO-4, PO-7, PO-8
CO3	Examine the diagnostic criteria and the related vocabulary of major psychological disorders.	PO-1, PO-2, PO-5, P-O9, PO-1 1, PO12
CO 4	Apply the knowledge in clinical scenarios.	PO-1, PO-2, PO-3,PO-4, PO-6, P0-9, PO-10, PO-11, PO-12

PO's	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	H	H	M	H	H	H	M	H	H	H	H	M
CO 2	H	H	H	H	M	L	H	H	M	L	H	H
CO3	H	M	M	M	H	H	L	L	H	H	H	H
CO 4	M	L	H	M	M	M	H	M	M	H	M	M

H=HIGH. M=MEDIUM. L=LOW.

MAPPING BETWEEN CO- PSO

	Course out comes CO's	MAPPED PSOs
CO 1	Showcase understanding about Normalcy and Abnormal behaviour.	PSO1, PSO2,PSO4,PSO3
CO 2	Present understanding about the overview of the clinical picture and etiology of the various psychological disorders.	PSO1, PSO2,PSO4,PSO3
CO3	Examine the diagnostic criteria and the related vocabulary of major psychological disorders.	PSO1,PSO2

CO 4	Apply the knowledge in clinical scenarios.	PSO1,PSO4

CO- PSO Mapping

PSO	PSO1	PSO2	PS03	PS04
CO1	H	H	H	H
CO2	H	H	H	H
CO3	H	H	M	M
CO4	H	M	M	H

	School of Health Sciences B.Sc. (Psychology) B.Sc. Psychology (H) B.Sc. Psychology (H+R)
Sushant University	

Course Title: PSYCHOLOGICAL PRACTICAL-II			
Semester: III	**Course code: PS205**	**Credits:03**	**Core**
No of sessions Lectures / Tutorial: -		**No of practical hours: 06**	
Course -: Theoretical knowledge of the Concept		**Number of sessions: 2**	

Course Introduction
Many of these techniques are also used by other subfields of psychology to conduct research on everything from childhood development to social issues. Experimental psychology is important because the findings discovered by psychologists play a vital role in our understanding of the human mind and behavior.

Course Objectives
To give practical experience to the students in administering and scoring psychological tests and interpreting the scores.

To acquaint the students with the basic procedure and design of psychology experiments.
To familiarize the students with the use of elementary statistical techniques to encourage and guide the students to undertake a small-scale research project.

Course Outcomes

CO1: To demonstrate and explain the relationship between theory and its practical applications.
CO2: To learn how to develop reports and scientific investigations.
CO3: To examine results of psychological research must be looked at in light of the method used to come to the result.

Pedagogy

The psychological practical combines experiential learning with critical analysis. Students are immersed in hands-on activities, such as conducting experiments, performing psychological tests, and engaging in field observations.

Course Content

- IPAT Anxiety Scale
- Sentence Completion Test
- Judging Emotions by Photographs
- Beck Depression Inventory
- SPSS- Data Entry and Mean Calculation
- SPSS- Calculation of SD and Correlation

Course Assessment

Assessment Scheme:

Practical Exam						
Evaluation Component	**Continuous assessment**	**File Preparation + Demonstration**	**Written Examination**	**Practical Conduction/ Demonstration**	**External Viva**	**Total**
weightage	**20 marks**	**20 marks**	**15 marks**	**25 marks**	**20 marks**	**100MM**

Course References
Text & References:

- Mohsin, S. M.: Experiments in Psychology. Motilal Banarasidas

- Woodworth, R.S.: Experimental Psychology. Oxford & IBH & Schlosberg, H. Publishing

MAPPING BETWEEN CO'S PO'S

	Course out comes CO's	MAPPED PROGRAM OUTCOMES
CO 1	To demonstrate and explain the relationship between theory and its practical applications.	PO1,PO4, PO6,PO8,PO9, PO11, PO12
CO 2	To learn how to develop reports and scientific investigations.	PO1,PO3 , PO6,PO7,PO9, PO10, PO11
CO3	To examine results of psychological research must be looked at in light of the method used to come to the result.	PO2, PO5,PO7,PO10, PO11

PO's/CO's	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	H	M	L	H	L	L	H	M	H	M	H	H
CO 2	H	L	M	H	L	H	M	H	H	M	H	H
CO3	L	H	M	L	H	L	H	L	M	H	H	L

H=HIGH.M=MEDIUM.L=LOW

CO's/PO's	PO1	PO2	PO3	PO4
CO 1	M	H	H	L
CO2	M	H	H	H
CO3	H	H	L	L

H=HIGH.M=MEDIUM.L=LOW

	School of Health Sciences B.Sc. (Psychology) B.Sc. Psychology (H) B.Sc. Psychology (H+R)
Sushant University	

Course: Multidisciplinary 3 (MDC)			
Course Title: Psychology of Health			
Semester: III	Course code: SU261	Credits: 3	Core: Employability/Skill Development
No of Sessions Lectures per week - 3		No of Practical hours: 0	
Course Pre-requisites: None		Number of Sessions: 30	

Course Introduction

Health psychology is the practice of helping motivate people to make health-conscious decisions and making life choices contributing to better health. It also explores the motivations behind the choices people make to have their health. Health psychology is the application of psychological theory and research to health, illness and health care. Health psychologists may be involved in public health campaigns, examining the impact of illness or health policy on quality of life or in research into the psychological impact of health and social care.

Course Objectives

The course navigates through knowledge and skills necessary to understand biological, social and psychological factors influences health and illness. The course shall equip students to understand how to handle the illness of self and others. It also shed light change of poor health habits and its benefits on general health.

Course Outcomes

Upon completion of the course, the students should be able to:

CO1: To demonstrate understanding of the biological, behavioural, cognitive and social determinants of health and risk factors for health compromising behaviours and strategies for their modification, across the life span.

CO2: To demonstrate advanced knowledge of individual to the prevention and management of major identifiable health conditions (acute & chronic)

CO3: To understand and demonstrate the complexity of health and diseases including different approaches to health, wellbeing and flourishing

Pedagogy

This course follows a pedagogy of active involvement by the students. The students will be leading case discussions and have presentations on various topics. Each topic will include "teach back opportunities" were students will lead the learning of certain topics. This course will incorporate case history analysis and group work will be encouraged so students can expand their views on subject material from understanding other students' perspectives.

Course contents

Module I Introduction to Health Psychology

● **Concept, Assumptions, Models (Biomedical and Biopsychosocial).**

Module II Theories of Health Psychology.
● Social Cognitive Theory, Theory of Planned Behavior, Health Belief model, Protection
–motivation theory

Module III Health Promotion and Illness Prevention.

● Health and Behavior; Changing health habits; Cognitive behavioral approaches to health behavior change.

Module IV: Hazardous Impact of Environmental factors.

● Discussion and effect- Chronic illness, lifestyle diseases: terminally illness of patients, survivors and caregivers.

● Importance of social support

Course Assessment

Assessment Scheme:

Course References

Books

- Morrison, V. and Bennett, P. (2012). Introduction to Health Psychology (3rd Ed.). Essex: Pearson Education Limited.
- Ogden.J. (1998) Health Psychology. Buck in House. Open University Press.
- Rice, P.L. (1998). Health Psychology. Brooks and Cole.
- Sarafino, E.P. (1996). *Health Psychology: Bio Psychosocial Interaction*. John Wiley and Sons.
- Brannon, L., Feist, J. and Updegraff, J., 2014. *Health Psychology: An Introduction to Behaviour and Health*. 8th ed. California: Wadsworth Cengage Learning.
- Friedman, H., 2002. *Health Psychology*. 2nd ed. New Jersey: Pearson Education.

Online Resources

https://usiu-ke.libguides.com

MAPPING BETWEEN CO'S PO'S

		Course out comes CO's	MAPPED PROGRAM OUTCOMES
	CO 1	To demonstrate understanding of the biological, behavioural, cognitive and social determinants of health and risk factors for health compromising behaviours and strategies for their modification, across the life span.	PO1, PO4,PO7, PO9,PO11, PO12
	CO 2	To demonstrate advanced knowledge of individual to the prevention and management of major identifiable health conditions (acute & chronic)	PO1, PO3,PO5, PO8, PO9, PO11

CO3	To understand and demonstrate the complexity of health and diseases including different approaches to health, wellbeing and flourishing	PO1,PO4, PO6,PO8,PO9, PO11, PO12

PO's/CO's	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	H	M	L	H	L	L	H	M	H	M	H	H
CO 2	H	L	M	H	L	H	M	H	H	M	H	H
CO3	L	H	M	L	H	L	H	L	M	H	H	L

H=HIGH.M=MEDIUM.L=LOW

PO-PSO Mapping

PSO's/CO's	PSO1	PSO2	PSO3	PSO4
CO 1	H	M	L	H
CO 2	H	L	M	H
CO3	L	H	M	L

	School of Health Sciences **B.Sc. (Psychology)** **B.Sc. Psychology (H)** **B.Sc. Psychology (H+R)**

Course: Minor II			
Course Title: Individual Dimensions II of Organizational Behaviour			
Semester: III	Course code: PS221	Credits: 3	Core: Employability/Skill Development/Entrepreneurship
No of Sessions Lectures / Tutorial: -		No of Practical hours: 0	
Course Pre-requisites: None		Number of Sessions: 3	

Course Introduction

Organizational Behavior is concerned with the study of human behavior at work. It is the field of study that investigates the impact that individuals, groups and structure have on behavior within an organization. It is the study and application of knowledge about how people act within organizations. It is a human tool for human benefit. It applies broadly to the behavior of people in all types of organizations, such as business, government, schools and services organizations. It covers three determinants of behavior in organizations: individuals, groups, and structure. OB is an applied field. It applies the knowledge gained about individuals, and the effect of structure on behavior, in order to make organizations work more effectively. OB covers the core topics of motivation, leadership behavior and power, interpersonal communication, group structure and process, learning, attitude development and perception, change process, conflict, job design and work stress.

Course Objectives

The course navigates through knowledge and skills necessary to thrive within complex organizational situations. The course focuses on understanding individual differences and its effects on factors like personality, attitude, individual performance, etc. The course helps the students to understand basic human behaviour in organizational settings.

Course Outcomes

Upon completion of the course, the students should be able to:

CO1: To be able to identify and describe systematically how people behave in varied conditions in an organization.

CO2: To be able to predict the motivational stimulus for the employees in varied conditions

CO3: To be able to identify and use the problem solving & decision making abilities of the individuals at work.

Pedagogy

This course follows a pedagogy of active involvement by the students. The students will be leading case discussions and have presentations on various topics. Each topic will include "teach back opportunities" where students will lead the learning of certain topics. This course will incorporate case history analysis and group work will be encouraged so students can expand their views on subject material from understanding other students' perspectives.

Course contents

Module I: Emotional Intelligence

Definition & Concept of Emotional Intelligence, Applying Emotional Intelligence in Organizations, Developing Emotional Intelligence , Managing Emotions

Module II: Motivation I

Concept & Definition of Motivation, Motivation & Behaviour , Motivation & Performance Traditional Theories of Motivation – Maslow's Need Hierarchy , Herzberg's Motivation Hygiene Theory, Alderfer's ERG Theory, Vroom's Expectancy Theory , Porter Lawler Model of motivation , Equity Theory , Carrot & Stick Approach of Motivation , McGregor's Theory X & Y , Theory Z , Contingency Approach of Motivation

Module III: Motivational Applications

Designing of Reward system: Incentives, Financial Incentives, Non-financial Incentives. Empowerment, Quality of Work Life, Job Satisfaction (Definition & Concept) Determinants of Job Satisfaction, Moral (Definition & Concept), Moral Building

Module IV: Individual Decision Making,

Concept of Decision & Decision Making, Types of Decisions, Decision Making Process, Effective Decisions, Rationality in decision Making

Module V: Problem Solving

Definition & Concept of Problem Solving, Approaches of Problem Solving – Routine Approach, Quantitative Approach, Creative Approach ,

Course Assessment

Assessment Scheme:

Theory Exam						
Evaluation Component	Assignment/Continuous assessment	Class Test/ Presentation	Midterm theory	Total Internal	End Term Examination	Total
Weightage	10 marks	15marks	15 marks	40 marks	60MM	100MM

Course References

- **Books**
    - Organizational Behaviour by LM Prasad
    - Organizational Behaviour by Stephen P. Robbins and Timothy A. Judge
    - Understanding organizational behaviour by Udai Pareek ,4th edition, 2004, Oxford press
    - Organizational Behaviour –by Parikh and Gupta, 1st edition, TMH Publication
    - Organizational Behaviour by Fred Luthan, Tata Mc-Graw hill publication

- **Online Resources**
  - www.managementstudyguide.com

MAPPING BETWEEN CO'S PO'S

	Course out comes CO's	**MAPPED PROGRAM OUTCOMES**
CO 1	To understand and differentiate between different individual behaviours.	**PO1, PO3, PO7, PO8 PO9, PO11,**
CO 2	To analyse different personalities and their amalgamation with individual differences and workplace.	**PO1, PO3, PO4, PO5, PO8, PO9, PO12**
CO3	To understand how individuals perceive and interpret information in organizational settings.	PO1, PO2, PO6, PO8, PO9, PO10 PO12

PO's/CO's	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	H	M	L	H	L	L	H	M	H	M	H	H
CO 2	H	L	M	H	L	H	M	H	H	M	H	H
CO3	L	H	M	L	H	L	H	L	M	H	H	L

H=HIGH.M=MEDIUM.L=LOW

PSO's/CO's	PSO1	PSO2	PSO3	PSO4
CO 1	H	L	M	H
CO 2	H	L	M	H
CO3	L	H	M	L

H=HIGH.M=MEDIUM.L=LOW

Semester 4

BUSINESS COMMUNICATION IN ENGLISH

Course Code: SU234   **Credit: 02**   **LTP 102**

Course Objectives

l To identify various English communication skills involved in the business organization.

l To develop business communication skills in English among the students

Course Outcomes

 On completion of the course the student shall be able to:

CO1: Overcome the challenges and utilize the opportunities of business communication in English
CO2: Plan and execute different business correspondence for professional communication IN English
CO3: Analyse real-life business scenarios
CO4: Develop and present professional presentations to varied audience

Course Contents

Module I: Introduction to Business Communication

Basics of Effective Business Communication, Forms and types, Process, Challenges and opportunities

Module II: Written Communication

Planning and execution of Business Communication Structure and Layout- Report Writing, - Memos, Circulars, Notices, Agenda and Minutes of Meetings, Business E-mail, Proposal, and Business Plan.CV preparation (differences between Bio-Data, CV and Resume)

Module III: Presentation: Strategies & Techniques Presentation

4 Ps of Presentation skills, Nuances of delivery, Visual Aids in Presentations, Importance and implementation of Non-Verbal Communication in Presentation

Module Strategic Reading

Reading styles speed, comprehensions, SQ3R, PQRST method, Business Strategies and Techniques, related with Cross-Cultural differences

Text Book(s)

l Communication Skills and Business Communication- R. C. Sharma_ Krishna Mohan

l Essentials of Business Communication-Rajendra Pal and J.S. Korlahalli

Reference Book(s)

l Business Communication- Shalini Kalia_ Shailja Agarwal

l Business Communication - Meenakshi Raman and Prakash Singh

Course Outcomes to Program Outcomes Mapping Matrix

PO's (Program Outcomes)- At the end of the program the students will be able to:

PO1	Demonstrate an understanding of business functional areas and their inter-linkage within.
PO2	Apply management concepts and approaches in real life scenarios.
PO3	Convey ideas and information effectively
PO4	Interpret how information technology affects business operations, and leverage business technologies to their advantage.

PO5	Inculcate professionalism for long term sustainable growth.
PO6	Integrate various functional areas of business to guide innovation and solve complex business problems

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

Matrix 1- Mapping of CO's with POs

Course Learning Outcomes(COs)	Programme Learning Outcomes POs						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	H	M	M	H	L	L	M
CO2	H	M	H	M	H	H	M
CO3	H	H	M	M	M	H	M
CO4	H	H	M	M	M	H	M

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

	School of Health Sciences **B.Sc. (Psychology)** **B.Sc. Psychology (H)** **B.Sc. Psychology (H+R)**		
	Course Title: Statistics		
Semester: IV	**Course code: PS204**	**Credits: 4**	**Core**
No of sessions Lectures / Tutorial: 3		**No of practical hours:0**	
Course Pre-requisites:		**Number of sessions: 30**	

Course Introduction.

A lot of psychology students are surprised (and sometimes dismayed) to realize that statistics courses are required for graduation in their chosen major. Yes, statistics courses are a major part of virtually all psychology programs. Not only will you need to take at least one or two courses of statistics, but you will probably also encounter the subject in many of your other classes, particularly those that involve experimental design or research methods.

Course Objectives

The paper on Statistics introduces quantification of psychological data and gives primary research orientation to the students. Understanding Statistics and basic logic of Statistics is crucial to being able to read Psychology research article. Further by mastering the basic logic and ways of thinking about Statistics, students will be unusually well prepared for the advanced courses.

Course Learning Outcomes

    CO1: Students will learn about the nature and characteristics of data.

    CO2: Students will learn about Descriptive and Inferential statistics.

    CO3: More importantly students will understand which technique to apply.

Pedagogy:

Statistics in psychology involves a balance of theoretical understanding and practical application. Students should be exposed to statistical concepts through clear explanations and demonstrations, complemented by hands-on exercises using statistical software.

Course Contents

Unit 1 - INTRODUCTION TO STATISTICS

Meaning of statistics-Importance of Statistics in Psychology –Parameters and Estimates Descriptive Statistics-Inferential Statistics-Variables and their types; Levels of measurement: Nominal Scale- Ordinal Scale- Interval Scale- Ratio Scale;

Frequency tables: Making a Frequency Table -Frequency tables for Nominal Variables- Grouped Frequency Tables, Frequency Graphs: Histogram, Frequency Polygon.

Unit 2 - CENTRAL TENDENCY AND VARIABILITY

Central Tendency: The Mean- from Frequency Distributions - Assumed Mean Method Properties of Mean. Median – Calculation of Median from Ungrouped data- Calculation of Median from a Frequency Distribution. The Mode- Calculation of Mode in a Frequency Distribution. Comparison of Mean, Median and Mode- Guidelines for the Use of Central Tendencies. Variability: the Range- Calculation of Range- the Average Deviation- Calculation of the Average Deviation. The Semi Interquartile Range- Calculation of Q1, Q3 and Quartile Deviation. The variance and the Standard Deviation- Methods of Calculating the Variance and the Standard Deviation from Ungrouped data- Calculation of Standard Deviation from Grouped data- Calculation of Standard Deviation from Assumed Mean.

Unit 3 - NORMAL DISTRIBUTION AND CORRELATION

The Normal Distribution: Properties of the Normal Curve- Areas under the Normal Curve Importance of Normal Distribution- Skewness- Kurtosis- Importance of measures of Skewness and Kurtosis.

The Correlation: the Concept of Correlation- the Scatter Plot- the Product Moment Correlation- Calculation of Product Moment Correlation- Spearman's Rank- Difference Correlation Co-efficient- Properties of Correlation Co-efficient.

Unit 4 NON-PARAMETRIC METHODS

The Chi-Square: Degrees of Freedom- Test of the Hypothesis of Normality- Calculation of the Chi-Square for 2x2 tables- Yates' Correction for Continuity- Assumptions of the Chi Square test, The Non-parametric Methods: Sign test- Assumptions and Uses of Sign Test- the Median Test- Run Test- the Kolmogrov and Smirnov Two Sample test- Precautions of the use of the Non-parametric tests.

Unit 5 - Graphic Representation of Data and Analysis Application

Basic procedures; The Histogram; The Frequency Polygon; The Bar Diagram; The Pie Chart; The Cumulative Frequency Graph; Factors Affecting the Shape of Graphs.

Introduction to SPSS: - Getting Started with SPSS; Uses of SPSS in Statistics and Research.

Course Assessment

   Assessment Scheme:

Theory Exam

Evaluation Component	Assignment/Continuous assessment	Class Test/ Presentation	Midterm theory	Total Internal	End Term Examination	Total
Weightage	10 marks	15marks	15 marks	40 marks	60MM	100MM

Course References
Books:

- Garrettt, H. E.: Statistics in Psychology and Education, Vakils, Feffer and Simons Ltd. Bombay
- Siegel, S.: (1956), Non Parametric Statistics, New York, McGraw Hill
- Broota, S.: (1992), Experimental Design in Behaviour Research, New Delhi
- Mohsin, S. M.: Fundamental Statistics for the Behavioural Sciences .Motilal Banarasidas, Patna

Online References:
- Aggarwal, B.L: Basic statistics   New Age International Publisher

- https://www.wallstreetmojo.com/statistics-guides/

Reference

1. Goon A.M., Gupta M.K. and Dasgupta B. (2002): Fundamentals of Statistics, Vol. I & II, 8th Edn. The World Press, Kolkata.

2. Miller, Irwin and Miller, Marylees (2006): John E. Freund's Mathematical Statistics with Applications, (7th Edn.), Pearson Education, Asia.

3. Mood, A.M. Graybill, F.A. and Boes, D.C. (2007): Introduction to the Theory of Statistics, 3rd Edn., (Reprint), Tata McGraw-Hill Pub. Co. Ltd.

4. Cochran, W.G. (1984): Sampling Techniques (3rd Ed.), Wiley Eastern

MAPPING BETWEEN CO'S PO'S

	Course out comes CO's	MAPPED PROGRAM OUTCOMES
CO 1	Students will learn about the nature and characteristics of data.	PO-1, PO-2, PO-4, PO-7, PO-8, PO-9, PO-11, PO-12

CO 2	Students will learn about Descriptive and Inferential statistics.	**PO-1, PO-2, PO-3, PO-4, PO-7, PO-10, PO-11**
CO3	Students will understand which technique to apply.	**PO-1, PO-2, PO-3, PO-4, PO-7, PO-9, PO-10, PO-11**

PO's	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	M	H	M	H	L	L	H	H	M	M	M	H
CO 2	H	H	M	M	H	L	H	L	M	H	M	H
CO3	M	H	M	M	M	M	H	M	M	M	M	M

H=HIGH. M=MEDIUM. L=LOW.

CO's/PO's	PO1	PO2	PO3	PO4
CO 1	H	M	L	M
CO2	M	H	H	H
CO3	H	M	L	M

H=HIGH.M=MEDIUM.L=LOW

  Sushant University	**School of Health Sciences** **B.Sc. (Psychology)** **B.Sc. Psychology (H)** **B.Sc. Psychology (H+R)**

Course Title: Cognitive Psychology			
Semester: IV	**Course code: PS206**	**Credits: 4**	**Core-5**
No of sessions Lectures / Tutorial: 40		**No of practical hours: NA**	
Course Pre-requisites: Nil		**Number of sessions: 40**	

Course Introduction

Cognitive psychology is the scientific study of the mind as an information processor. Cognitive psychologists try to build up cognitive models of the information processing that goes on inside people's minds, including perception, attention, language, memory, thinking, and consciousness.

Course Outcomes:

Cognitive Psychology is an objective, empirical discipline that tends to favor an experimental approach. This paper of Psychology is crucial to understand the basis of mental activity and human behavior. The students of Psychology will need to have this knowledge about the normal mental operation of adults in order to understand more complex processes and their disorder. The subject emphasizes cognitive aspects to show the more up to date developments.

Course Objectives:

The students will be able to

CO 1: Understand and analyse major theories and paradigms in cognitive psychology.
CO2: Develops a critical approach to understanding of the mind by understanding
   cognitive processes.
CO3: Apply broader implications of cognitive psychology and related research for society.

Pedagogy

Class-room **t**eaching and various related activities. Students will be given various activities related to the subject. The major part of teaching would use the cases, experiments and discussions based on them.

Course contents

Module I: Foundation of Cognitive Psychology
- Introduction, History and Background of Cognitive Psychology
- Emergence of Modern Cognitive Psychology, Current Status, assumptions and methods of studying cognitive psychology,

- Paradigms- Information processing, Connectionist, Evolutionary Ecological , Indian approach to cognition

Module II: Basic Cognitive Processes: Memory and Information processing.
- Encoding: Theories and models of memory: James - two store model, Atkinson & Shifrin - 3 store model - Information processing approach, Craik, Lokhart &Tulving- levels of processing, Zinchenko- levels of recall.
- Working memory model: Baddeley& Hitch-declarative & Anderson's ACT* model procedural.
- Storage: Long–term memory: features and distinctions : episodic and semantic memory, declarative and procedural memory, Implicit and explicit memory, autobiographical memory, prospective memory, flashbulb memory.
- Retrieval: Recall, recognition, reconstruction, confabulation, illusory memory, memory as an active process, reliability of eyewitness testimony.
- Forgetting: interference, decay, organic/ biological causes, encoding failure, failure of reconstruction, motivated forgetting,

Module III: Attention
- Model of attention: Functions of executive, preconscious and conscious processing, alerting mechanism- IPA model.
- Selective attention: Features of Bottom-up and top-down processing,
- Automaticity, multi tasking and division of attention,Major concepts in attention- Bottleneck & spotlight concepts, early and late selection
- Theories of attention: Filter model-Broadbent,Attenuation theory-Treisman, multimode Theory-Johnston & Hainz, resource & capacity allocation model-Kahneman, schema theory-Neisser.

Module IV: Perception
- Perception: Meaning and Visual Perception theory, Gregory's theory and Gibsons Theory
- Pattern Recognition: Meaning and Template theory, feature theory and structure theory.
- Theories of Perceptual Constancy and Illusion.
- Classical and modern psychophysics: classical psychophysical methods Brief discussion of- Fetcher's contributions, Weber's law, Steven's power law, signal detection theory and ROC curve.

Module V: Higher Order Processes: Thinking, Problem solving, Decision making
- Thinking: Nature and types.
- Different tools of thinking- Images, Concept, Symbols and Signs, Language, Muscle Activities and Brain Function
- Problem solving- Hit and trial, Insight Change theory, Representational model Theory and Information processing Approach.
- Decision making- heuristics and algorithm , Descriptive decision theory and Multi attribute Utility Reasoning:
- Meaning and Types of Reasoning: Deductive and Inductive Reasoning

Module VI: Language
- Language and thought: linguistic relativity & verbal deprivation hypotheses. Theories of language acquisition: Skinner behaviourism, Chomsky (LAD) Lenneberg-genetic readiness.

Course Assessment
Assessment Scheme:

Theory Exam

Evaluation Component	Assignment/Continuous assessment	Class Test/ Presentation	Midterm theory	Total Internal	End Term Examination	Total
Weightage	10 marks	15marks	15 marks	40 marks	60MM	100MM

Course References

Books
- Kellogg, R. T.: Fundamentals of Cognitive Psychology. New Delhi: Sage Publication
- Morgan & King: Introduction to Psychology. Tata McGraw Hill Publishing Company Limited, N. Delhi
- Munn, N.L.: Psychology. Oxford & IBH Publishing Co Pvt. Ltd, New Delhi
- Solso, R. L.: Cognitive Psychology (8th ED.). Delhi: Pearson Education
- Hilgard & Atkinson: Introduction to Psychology, 6th Ed. New Delhi: Oxford & IBH Publishing Co
- Sdorow: Psychology. 3rd Edition Broalu & Benewmark Publishers
- Mishra, B. K.: Psychology. PHI Learning Pvt. Ltd
- Haberlandt, K.: Cognitive Psychology. Allyn & Bacon

References:
- Esgate, A. & Groome, D.: An Introduction to Applied Cognitive Psychology. England: Psychology Press.
- Best, B. J.: Cognitive Psychology. (3rded.). West Publishing Company

Online References

- https://www.youtube.com/watch?v=6pw_lir3oc8
- http://cs.um.ac.ir/images/87/books/Cognitive%20Psychology_Strenberg%206th%20.pdf

MAPPING BETWEEN CO'S PO'S

	Course out comes CO's	MAPPED PROGRAM OUTCOMES
CO 1	Analyze, evaluate, and compare major theories and paradigms in cognitive psychology and relate new experimental results to these theories.	PO-1,PO-2,PO-3,PO-4,PO-6, P0-9,PO-10,PO-11,PO-12
CO 2	Develops a critical approach to modular understanding of the mind by understanding cognitive processes behind memory, information	PO-1 ,PO-2, PO-3, PO4,PO6,PO7,PO8,PO11,PO12

	processing system, perception, attention, language, thinking, decision making.	
CO3	Apply broader implications of cognitive psychology and related research for society.	**PO-1,PO-2,PO-3,PO-4,PO-6, PO9,PO10,PO11**

PO's	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	H	H	M	H	H	M	H	M	H	H	M	H
CO 2	L	M	H	H	M	H	H	H	L	M	H	H
CO3	H	L	H	L	L	H	L	H	H	L	H	L

H=HIGH. M=MEDIUM. L=LOW.

MAPPING BETWEEN CO'S PSO'S

	Course out comes CO's	MAPPED PROGRAM OUTCOMES
CO 1	Analyze, evaluate, and compare major theories and paradigms in cognitive psychology and relate new experimental results to these theories.	PO2,PO4
CO 2	Develops a critical approach to modular understanding of the mind by understanding cognitive processes behind memory, information processing system, perception, attention, language, thinking, decision making.	PO1,PO2
CO3	Apply broader implications of cognitive psychology and related research for society.	PO1,PO2,PO3,PO4

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		114		

PO's	PSO1	PSO2	PSO3	PSO4
CO 1	L	H	M	H
CO 2	H	H	M	M
CO3	H	H	H	H

	School of Health Sciences B.Sc. (Psychology) B.Sc. Psychology (H) B.Sc. Psychology (H+R)

Sushant University

Course: Minor IV			
Course Title: Group Dimensions I of Organizational Behaviour			
Semester: IV	**Course code: PS222**	**Credits: 3**	**Core: Employability/Skill Development/Entrepreneurship**
No of Sessions Lectures 3 / week		**No of Practical hours: 0**	
Course Pre-requisites: Nil		**Number of Sessions: 30**	

Course Introduction

Organizational Behavior is concerned with the study of human behavior at work. It is the field of study that investigates the impact that individuals, groups and structure have on behavior within an organization. It is the study and application of knowledge about how people act within organizations. It is a human tool for human benefit. It applies broadly to the behavior of people in all types of organizations, such as business, government, schools and services organizations. It covers three determinants of behavior in organizations: individuals, groups, and structure. OB is an applied field. It applies the knowledge gained about individuals, and the effect of structure on behavior, in order to make organizations work more effectively. OB covers the core topics of motivation, leadership behavior and power, interpersonal communication, group structure and process, learning, attitude development and perception, change process, conflict, job design and work stress.

Course Objectives

The course navigates through knowledge and skills necessary to thrive within complex organizational situations. The course focuses on understanding individual differences and its effects on factors like personality, attitude, individual performance, etc. The course helps the students to understand basic human behaviour in organizational settings.

Course Outcomes

Upon completion of the course, the students should be able to:

CO1: To be able describe the concept of interpersonal Behaviour
CO2: To demonstrate the understanding of group dynamics and its effect on the overall functioning of the organization
CO3: To be able to identify ways to make teams work and understand the importance of work teams in enhancing the efficiency of the organization.
CO4: To be able to demonstrate the integration of individual and group in an organizational setting

Pedagogy

This course follows a pedagogy of active involvement by the students. The students will be leading case discussions and have presentations on various topics. Each topic will include "teach back opportunities" were students will lead the learning of certain topics. This course will incorporate case history analysis and

group work will be encouraged so students can expand their views on subject material from understanding other students' perspectives.

Course contents

Module I: Interpersonal Behaviour
Nature, Skills of cooperative Interpersonal Behaviour, Transactional Analysis

Module II: Group Dynamics I
Concept of group dynamics, Concept of group, Formal & Informal Groups, Group Development

Module III: Group Dynamics II

Theories of Group formation, Group Behaviour, Group decision making, Significance of informal organization, Group Decision Making , Intergroup Behaviour

Module IV: Work Teams

Concept of Teams, Types of teams , Effective team, Team Creation , Implementation of team creation programme , Task Force , Quality Circle

Course Assessment

Assessment Scheme:

Theory Exam						
Evaluation Component	**Assignment/Continuous assessment**	**Class Test/ Presentation**	**Midterm theory**	**Total Internal**	**End Term Examination**	**Total**
Weightage	**10 marks**	**15marks**	**15 marks**	**40 marks**	**60MM**	**100MM**

Course References:
Books
- Organizational Behaviour by LM Prasad
- Organizational Behaviour by Stephen P. Robbins and Timothy A. Judge
- Understanding organizational behaviour by Udai Pareek ,4th edition, 2004, Oxford press
- Organizational Behaviour –by Parikh and Gupta, 1st edition, TMH Publication
- Organizational Behaviour by Fred Luthan, Tata Mc-Graw hill publication

Online Resources
- www.managementstudyguide.com

MAPPING BETWEEN CO'S PO'S

	Course out comes CO's	MAPPED PROGRAM OUTCOMES
CO 1	To be able describe the concept of interpersonal Behaviour	PO1, PO3,PO5, PO8, PO9, PO11
CO 2	To demonstrate the understanding of group dynamics and its effect on the overall functioning of the organization	PO2, PO5,PO7,PO10, PO11
CO3	To be able to identify ways to make teams work and understand the importance of work teams in enhancing the efficiency of the organization.	PO1,PO4, PO6,PO8,PO9, PO11, PO12
CO4	To be able to demonstrate the integration of individual and group in an organizational setting	PO1, PO4,PO7, PO9,PO11, PO12

PO's/CO's	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	H	M	L	H	L	L	H	M	H	M	H	H
CO 2	H	L	M	H	L	H	M	H	H	M	H	H
CO3	L	H	M	L	H	L	H	L	M	H	H	L
CO4	L	H	M	L	H	M	H	M	L	H	H	M

H=HIGH.M=MEDIUM.L=LOW

CO's/PSO's	PSO1	PSO2	PSO3	PO4

CO 1	H	H	H	H
CO2	H	H	L	H
CO3	H	L	M	H
CO4	M	H	H	L

H=HIGH.M=EDIUM.L=LOW

Semester-5

Sushant University soaring high	**School of Health Sciences** **B.Sc. (Psychology)** **B.Sc. Psychology (H)** **B.Sc. Psychology (H+R)**

Course Title: EDUCATIONAL PSYCHOLOGY			
Semester: V	**Course code: PS301**	**Credits: 3**	**Core**
No of sessions Lectures / Tutorial: 3		**No of practical hours:00**	
Course Pre-requisites:Background of psychological theories		**Number of sessions: 30**	

Course Introduction

Educational psychology is the branch of psychology concerned with the scientific study of human learning. The study of learning processes, from both cognitive and behavioral perspectives, allows researchers to understand individual differences in intelligence, cognitive development, affect, motivation, self-regulation, and self-concept, as well as their role in learning. The field of educational psychology relies heavily on quantitative methods, including testing and measurement, to enhance educational activities related to instructional design, classroom management, and assessment, which serve to facilitate learning processes in various educational settings across the lifespan.

Course Objectives

The aims and ideals of education are set by philosophy. Educational Psychology helps in realizing these goals and ideals. It helps primarily in answering questions of 'how' and 'when'. How does learning of facts differ from learning of attitudes and purposes? How can appreciation and ideals be best developed? How can prejudices be uprooted? How can a problem be memorized most economically?

Course Outcomes

CO1: To provide a comprehensive overview of the major theories and research findings in   educational psychology.

CO:2 To explore the psychological principles underlying effective teaching and learning.
CO:3 To examine the developmental processes that influence student behavior and learning.

Pedagogy:
This course follows a pedagogy of active involvement by the students. The students will be leading case discussions and have presentations on various topics. Each topic will include "teach back opportunities" were students will lead the learning of certain topics. This course will incorporate case history analysis and group work will be encouraged so students can expand their views on subject material from understanding other students' perspectives.

Course contents:
   Module I: Introduction to Educational Psychology History.
*   Introduction to Educational psychology and its historical perspective, need and importance of educational psychology.

   Module II: Motivational Teaching in Educational Psychology.
*   Importance of Motivation in an Educational Environment.
*   Attribution Theory and the Principle of Locus of Control.
*   Goal Orientation Theory: How Goals Affect Student Motivation & Behavior.
   Module III: Cognitive Perspective in Educational Psychology.
*   Cognitive Perspective of Learning & Information Processing.
*   Knowledge Organization: Schemata and Scripts.
*   How to Advance Creativity in a Learning Environment.
   Module IV: Instructional Pedagogy in Educational Psychology.
*   Instructional Strategies: Hands-On, Interactive, Expository & Collaborative.
*   Concept Attainment: Model & Strategy.
*   Cooperative and Collaborative Learning in the Classroom.
   Module V: Individual Differences in Children in Educational Psychology.
*   Methods of Measuring Intelligence: Interpreting IQ Scores & Score Range
*   Two Types of Intelligence: Fluid and Crystallized Intelligence.
*   Impact of Parenting Styles on Different Styles of Learners.

Course Assessment
Assessment Scheme:

Theory Exam					
Evaluation Component	**Assignment/Continuous assessment**	**Class Test/ Presentation**	**Midterm theory**	**Total Internal**	**End Term Examination**	**Total**
Weightage	**10 marks**	**15marks**	**15 marks**	**40 marks**	**60MM**	**100MM**

Course References

Books
- Mangal., S, K (2007). Essentials of Educational Psychology. Phi Publishers
- Woolfolk, A, Shivani. (2017). Educational Psychology. Pearson.
- Lyn Corno; Eric M. Anderman. (2012). Handbook of Educational Psychology. (2nd ed).   Routledg

MAPPING BETWEEN CO'S PO'S

	Course out comes CO's	**MAPPED PROGRAM OUTCOMES**
CO 1	To provide a comprehensive overview of the major theories and research findings in educational psychology.	**PO-1,PO-3,PO-5,PO-7,PO-9,PO10,PO-11,PO-12**
CO 2	To explore the psychological principles underlying effective teaching and learning.	**PO-1,PO-3,PO-5,PO-9,PO10,PO-11,PO-12**
CO3	To examine the developmental processes that influence student behavior and learning.	**PO-1,PO-2PO-3,PO-5,PO-7 ,PO-9, PO10,PO-11,**

PO's												
CO 1	M	L	H	M	M	M	H	H	M	M	H	H
CO 2	M	H	M	L	H	M	M	M	H	M	M	M
CO3	M	H	M	H	M	M	M	M	M	M	M	H

H=HIGH. M=MEDIUM. L=LOW.

H=HIGH.M=MEDIUM.L=LOW

CO's/PSO's	PSO1	PSO2	PSO3	PSO4
CO 1	M	H	H	L
CO2	M	H	H	H
CO3	H	H	L	L

	School of Health Sciences **B.Sc. (Psychology)** **B.Sc. Psychology** **Psychology (H+R)**
Course Title: Clinical Psychology	

Semester: V	**Course code: PS-303**	**Credits: 4**	**Core-12**
No of sessions Lectures / Tutorial: 45			**No of practical hours: NA**
Course Pre-requisites: Nil			**Number of sessions: 45**

Course Introduction

Clinical psychology is an integration of science, theory, and clinical knowledge for the purpose of understanding, preventing, and relieving psychologically-based distress or dysfunction and to promote subjective well-being and personal development. Central to its practice are psychological assessment, clinical formulation, and psychotherapy, although clinical psychologists also engage in research, teaching, consultation, forensic testimony, and program development and administration. In many countries, clinical psychology is a regulated mental health profession**.**

Course Objectives

To facilitate students' professional identity and practice as clinical psychologists through fundamental knowledge of psychology, commitment to professional ethics, understanding of multiculturalism & diversity, and by participation in life-long learning. Base of Knowledge. Students will possess a broad foundation of knowledge pertinent to the organismic, developmental, social and situational factors that are relevant to the initiation and maintenance of human behavior.

Course Outcomes
CO1: To develop the knowledge of different assessment tools, diagnosis and therapeutic approaches in the field of clinical Psychology.

CO2: To facilitate the information of neurobiology of mental disorders.

CO3: To demonstrate competencies required to practice as a psychologist.

CO4: To demonstrate identification and practice of ethical practices for the profession.

Pedagogy

Class-room teaching and various related activities. Students will be given various activities related to the subject.Case Study discussions will be done.

Course Contents

Module I: Introduction

- Introduction to Clinical Psychology: Meaning and nature of discipline, Historical Development of Clinical Psychology.
- Sub fields in Clinical Psychology.
- Professional Activities of Clinical Psychologist Subspecialties of Clinical Psychology Organizations in Clinical Psychology.

Module II: Neurobiology of mental disorders.

- Neurobiological theories of psychosis, mood disorders, suicide, anxiety disorders, substance use disorders and other emotional and behavioural syndromes.

Module III: Diagnosis and Assessment

- Nature and Purpose of Clinical Diagnosis and Assessment Stages in the Assessment Process
- Case history; mental status examination; rationale of psychological assessment; behavioural observations, response recording, and syntheses of information from different sources; formats of report writing.
- Clinical Assessment Techniques

Module IV: Therapeutic Approaches: Psychotherapy

- Definition, Goals and Stages of Psychotherapy Essential Process in Psychotherapy
- Approaches to Psychotherapy: Psychodynamic Psychotherapy, Behavioral Psychotherapy, Cognitive Psychotherapy, Humanistic Psychotherapy
- Models of Psychotherapy: Individual Therapy, Group Therapy, Couples Therapy, Family Therapy

Module V: Preventive and rehabilitative strategies

- Preventive and rehabilitative strategies – half-way home, sheltered workshop, daycare, and institutionalization.

Module VI: Ethical and Legal Issues

- APA code of ethics

Course Assessment

Assessment Scheme

Theory Exam						
Evaluation Component	Assignment/Continuous assessment	Class Test/ Presentation	Midterm theory	Total Internal	End Term Examination	Total

Weightage	10 marks	15marks	15 marks	40 marks	60MM	100MM

Course References

Books:

- Gelder, M., Gath, D., & Mayon, R. (1989). Oxford Textbook of Psychiatry (2nd ed.). New York: Oxford University Press.
- Kaplan, B.J. & Sadock, V.A., (1995). Comprehensive Textbook of Psychiatry (6th ed.). London: William & Wilkins.

References:

- Rutter, M. & Herson, L. (1994). Child and Adolescent Psychiatry: Modern approaches (3rd ed.). London: Blackwell Scientific Publications.

MAPPING BETWEEN CO'S PO'S

	Course out comes CO's	MAPPED PROGRAM OUTCOMES
CO 1	To develop the knowledge of different assessment tools, diagnosis and therapeutic approaches in the field of clinical Psychology.	PO1, PO2, PO3 PO4 PO5 PO6 PO7 PO8 PO9 PO10 PO11, PO12
CO 2	To facilitate the information of neurobiology of mental disorders.	PO1, PO2, PO4, PO5, PO6, PO7, PO9, PO11, PO12
CO3	To demonstrate competencies required to practice as a psychologist.	PO1, PO2 PO3 PO4 PO5 PO6 PO7 PO8 PO9 PO10 PO11, PO12
CO4	To demonstrate identification and practice of ethical practices for the profession.	PO1, PO2 PO4 PO5 PO7 PO8 PO11

PO's	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
COURSE OUTCOMES												

CO 1	H	H	H	H	H	M	H	M	H	M	M	H
CO 2	H	H	L	M	H	M	M	L	M	M	L	H
CO3	H	H	M	H	L	L	M	M	H	H	H	H
CO4	H	H	M	M	L	M	H	M	H	L	H	M

H=HIGH. M=MEDIUM. L=LOW.

MAPPING BETWEEN CO'S PSO'S

	Course out comes CO's	MAPPED PROGRAM OUTCOMES
CO 1	To develop the knowledge of different assessment tools, diagnosis and therapeutic approaches in the field of clinical Psychology.	PSO2,PSO4
CO 2	To facilitate the information of neurobiology of mental disorders.	PSO2,PSO4
CO3	To demonstrate competencies required to practice as a psychologist.	PSO1,PSO2,PSO3,PSO4
CO4	To demonstrate identification and practice of ethical practices for the profession.	PSO1,PSO2,PSO3,PSO4

PSO's	PSO1	PSO2	PSO3	PSO4
COURSE OUTCOMES				
CO 1	M	H	L	H
CO 2	M	H	L	H
CO3	H	H	H	H
CO4	H	H	H	H

![Sushant University]	**School of Health Sciences** **B.Sc. (Psychology)** **B.Sc. Psychology (H)** **B.Sc. Psychology (H+R)**

Course Title: Psychological Practical IV			
Semester: V	**Course code: PS305**	**Credits:4**	**Core-1**
No of sessions Lectures / Tutorial:		**No of practical hours:**	
Course Pre-requisites: - Nil			

Course Introduction

Many of the techniques are used by other subfields of psychology to conduct research on everything from childhood development to social issues. Experimental psychology is important because the findings discovered by psychologists play a vital role in our understanding of the human mind and behaviour.

Course Objectives

To give practical experience to the students in administering and scoring psychological tests and interpreting the scores.

To acquaint the students with the basic procedure and design of psychology experiments.

To familiarize the students with the use of elementary statistical techniques to encourage and guide the students to undertake a small-scale research project.

Course Outcomes

  CO1: To maximise and develop the relational understanding between theory and practical applications.

  CO2: To Demonstrate writing and constructing scientific investigation through report writing.

  CO3: To examine the truth of theory through practical.

Pedagogy

Discussion about theory and check it by doing experiments and practical.

Course Content

S. No	Practical
1.	Intelligence testing- Binet Kamat

2.	16PF	
3.	IIP aggression Scale	
4.	Cognitive Ability Test- Dr Madhu Gupta and Bindiya Lakhyani	
5.	Self Esteem Inventory	
6.	Perceived Stress Scale	

Note: Total 6 practical will be conducted in the semester among the list of following practical out of which 5 practicals are compulsory: -

Course Assessment

Assessment Scheme:

Practical Exam						
Evaluation Component	**Continuous assessment**	**File Preparation + Demonstration**	**Written Examination**	**Practical Conduction/ Demonstration**	**External Viva**	**Total**
weightage	**20 marks**	**20 marks**	**15 marks**	**25 marks**	**20 marks**	**100MM**

Course References

Text & References:

Mohsin, S. M.: Experiments in Psychology. Motilal Banarasidas
Woodworth, R.S.: Experimental Psychology. Oxford & IBH & Schlosberg, H. Publishing

MAPPING BETWEEN CO'S PO'S

	Course out comes CO's	**MAPPED PROGRAM OUTCOMES**

CO 1	To maximize and develop the relational understanding between theory and practical applications.	PO1, PO5, PO7, PO8, PO11, PO12
CO 2	To Demonstrate writing and constructing scientific investigation through report writing.	PO1, PO5, PO6, PO8
CO3	To examine the truth of theory through practical.	PO1, PO5, PO7, PO8, PO11, PO12

CO's	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
COURSE OUTCOMES												
CO 1	H	M	M	L	H	M	H	H	M	M	H	H
CO 2	H	M	M	L	H	H	M	**H**	M	L	M	M
CO3	H	M	M	L	H	M	L	**H**	H	L	H	H

Sushant University	**hool of Health Sciences** **B.Sc. (Psychology)** **B.Sc. Psychology (H)** **B.Sc. Psychology (H+R)**			
Course Title: PSYCHOLOGY OF THE CHILDREN WITH SPECIAL NEEDS				
Semester: V	**Course code: PS307**		**Credits: 3**	**Core-14**
No of sessions Lectures / Tutorial: 30			**No of practical hours: NA**	
Course Pre-requisites: Nil			**Number of sessions: 30**	

Course Introduction

Introduction to Young Children with Special Needs: Birth Through Age Eight is a comprehensive introduction to educational policies, programs, practices, and services for future practitioners serving young children with delays or disabilities in early intervention-early childhood special education.

Course Objectives

To enable students to understand and apply concepts of psychology to the development of education of challenged and gifted students

Course Outcomes

CO1: Analyse the developmental characteristics and educational needs of children with special needs, including those with disabilities and giftedness.

CO2: Evaluate various intervention strategies and special education programs for children with diverse learning abilities.

CO3: Design inclusive educational plans and support systems to enhance learning outcomes for children with special needs.

Pedagogy

Class room teaching, Case discussion related videos and cases through videos.

Module I: Introduction

- Children with mild differences in behavior & learning
- Children with Speech & Learning Disabilities
- Children with Learning Disabilities
- Children with Intellectual Disabilities
- Children and youth with behavior disorders Children who are Gifted, Creative and Talented

Module II: Impairments -I
- Children with Sensory Impairments
- Children and youth with Hearing Impairments
- Children with Visual Impairments

Module III: Impairments II
- Children with Low Incidence Disabilities
- Children with Special Health Care Needs
- Children with Neurological Disabilities
- Children with Pervasive Developmental Disorders
- Children with Severe & Multiple Disabilities

Module IV: Interventions
- Interventions with Infants, Pre-schoolers, young adults and families

Module V: Special Education
- Special Education across the Life Span
- Early Childhood Special Education
- Transitioning to Adulthood

Course Assessment

Assessment Scheme

Theory Exam						
Evaluation Component	**Assignment/Continuous assessment**	**Class Test/ Presentation**	**Midterm theory**	**Total Internal**	**End Term Examination**	**Total**
Weightage	10 marks	15marks	15 marks	40 marks	60MM	100MM

Course References

Books
- Panda K.C., Education of Exceptional Children
- Pillai M.G., Exceptional Children- Causes & Assessment
- Prasad S.B., Special Education

References
- Horn, John Louis: The Education of Exceptional Children
- Robert T. Brown; Cecil R. Reynolds. Psychological perspectives on childhood exceptionality: a handbook (Edition: 99)

MAPPING BETWEEN CO'S PO'S

Course out comes CO's		MAPPED PROGRAM OUTCOMES

	CO		
CO 1	To discover special learning needs and Giftedness in learning potential.	PO1, PO2 PO3 PO4 PO5 PO6 PO7 P8 PO9 PO10 PO12
CO 2	To find out any specific learning disorder.	PO1, PO2 PO3 PO4 PO 5 PO7 PO8 PO11 PO12
CO3	To know and apply the concept of special education for Learning disabled.	PO1, PO2 PO4 PO5 PO6 PO7 PO8 PO9 PO11 PO 12
CO4	To know and implement the specific intervention for learning disabled and their families.	PO1, PO2 PO4 PO5 PO6 PO7 PO8 PO10 PO11 PO12

PO's	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	H	H	M	H	M	H	M	H	M	H	H	H
CO 2	H	H	M	H	M	M	H	M	L	L	M	H
CO3	H	H	L	H	H	M	H	M	H	M	H	H
CO4	H	H	M	H	H	L	H	L	H	H	H	H

H=HIGH. M=MEDIUM. L=LOW.

MAPPING BETWEEN CO'S PSO'S

	Course out comes CO's	MAPPED PROGRAM SPECIFIC OUTCOMES
CO 1	To discover special learning needs and Giftedness in learning potential.	PSO1, PSO2, PSO4
CO 2	To find out any specific learning disorder.	PSO1,PSO4,PSO2
CO3	To know and apply the concept of special education for Learning disabled.	PSO1, PSO2,PSO3,PSO4
CO4	To know and implement the specific intervention for learning disabled and their families.	PSO1,PSO2 PSO3,PSO4

PO's	PSO1	PSO2	PSO3	PSO4
CO 1	H	H	H	H
CO 2	H	H	M	H
CO3	H	H	H	H
CO4	H	H	H	H

	School of Health Sciences **B.Sc. (Psychology)** **B.Sc. Psychology (H)** **B.Sc. Psychology (H+R)**		
Course Title: CONFERENCE PAPER PRESENTATION			
Semester: V	**Course code: PS385**	**Credits:2**	**Core**
No of sessions Lectures / Tutorial: 02		**No of practical hours:0**	
Course Pre-requisites:		**Number of sessions:02**	

Course Objective

The scientific research papers for Graduate Students is to enhance the reading and writing habits of the students and to make them aware about the process of carrying out a research work. This helps them to develop insight into the course they are studying which creates an academic interest among the students. Presentation of the research paper plays an important role as it facilitates knowledge sharing and improvement in presentation skills which will further enhance the confidence of the students. The overall objective of this research paper is to develop research orientations in students and to make them understand and enhance skills in Research Methodology.

Guidelines for Scientific Research Papers:

- Title
- Introduction
- Review of Literature
- Objective
- Methodology
- Analysis
- Discussion
- Conclusion
- References

No. of pages in the compilation of the paper 20-30 (minimum 20 pages)

Course Outcomes.

CO1: To develop insight to formulate research paper
CO2: To apply and analyse research methods for the application in various research types.
CO3: To demonstrate the use of statistical technique in-various forms.
CO4: To have hands-on experience of using SPSS and JAMOVI tools.

Course Assessment

Assessment Scheme:

Research Paper/MOOC/ Project/ Dissertation					
Evaluation Component	**Performance+ contact with supervisor**	**Research Paper/Project Demonstration/ MOOC certificate**	**External**		**Total**
			Presentation	**Viva**	
weightage	**20 marks**	**30 marks**	**15 marks**	**35 marks**	**100MM**

MAPPING BETWEEN CO'S PO'S

	Course out comes CO's	**MAPPED PROGRAM OUTCOMES**
CO 1	To develop insight to formulate research paper	PO1,PO4, PO6,PO8,PO9, PO11, PO12
CO 2	To apply and analyse research methods for the application in various research types.	PO1,PO3 , PO6,PO7,PO9, PO10, PO11
CO3	To demonstrate the use of statistical technique in-various forms.	PO2, PO5,PO7,PO10, PO11
CO4	To have hands-on experience of using SPSS and JAMOVI tools.	PO1, PO3,PO5, PO8, PO9, PO11

PO's/CO's	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	H	L	H	M	H	L	H	L	H	M	H	H
CO 2	H	L	M	H	L	H	H	L	H	M	H	H
CO 3	L	H	L	H	M	H	H	L	M	H	H	L
CO 4	H	M	H	H	H	L	H	M	H	H	M	H

H=HIGH.M=MEDIUM.L=LOW

CO's/PO's	PO1	PO2	PO3	PO4
CO 1	M	H	H	L
CO2	M	H	H	H
CO3	H	H	L	L
CO4	H	H	L	L

H=HIGH.M=MEDIUM.L=LOW

	School of Health Sciences **B.Sc. (Psychology)** **B.Sc. Psychology (H)** **B.Sc. Psychology (H+R)**
Sushant University	

Course: Minor			
Course Title: Individual Dimensions II of Organizational Behaviour			
Semester: V	**Course code: PS 321**	**Credits: 3**	**Core: Employability/Skill Development/Entrepreneurship**
No of Sessions Lectures 3/ week		**No of Practical hours: 0**	
CoursePre-requisites: Basic Understanding of Organizational Behavior		**Number of Sessions: 30**	

Course Introduction

Organizational Behavior is concerned with the study of human behavior at work. It is the field of study that investigates the impact that individuals, groups and structure have on behavior within an organization. It is the study and application of knowledge about how people act within organizations. It is a human tool for human benefit. It applies broadly to the behavior of people in all types of organizations, such as business, government, schools and services organizations. It covers three determinants of behavior in organizations: individuals, groups, and structure. OB is an applied field. It applies the knowledge gained about individuals, and the effect of structure on behavior, in order to make organizations work more effectively. OB covers the core topics of motivation, leadership behavior and power, interpersonal communication, group structure and process, learning, attitude development and perception, change process, conflict, job design and work stress.

Course Objectives

The course navigates through knowledge and skills necessary to thrive within complex organizational situations. The course focuses on understanding individual differences and its effects on factors like personality, attitude, individual performance, etc. The course helps the students to understand basic human behaviour in organizational settings.

Course Outcomes

Upon completion of the course, the students should be able to:

CO1: To be able have the conceptual clarity of power and politics & authority in reference to the organization
CO2: To demonstrate the understanding of the concept and role of leadership and management the overall functioning of the organization
CO3: To be able to explain the concept of communication and the barriers of communication in an organization.

Pedagogy

This course follows a pedagogy of active involvement by the students. The students will be leading case discussions and have presentations on various topics. Each topic will include "teach back opportunities"

where students will lead the learning of certain topics. This course will incorporate case history analysis and group work will be encouraged so students can expand their views on subject material from understanding other students' perspectives.

Course contents

Module I: Power & Politics

Concept of Power, Bases of Power, Contingency Approach to power, Power distribution in Organization , Sources of authority , Limits of Authority

Module II: Leadership & Management

Concept of leadership, Difference between leadership and management, Leadership styles , Management grid , Fiedler's contingency model , Hersey –Blanchard's situational model. Leadership styles in Indian organizations.

Module III: Communication

Concept of communication, Communication process, Communication symbols, Communication Network , Barriers to Communication

Module IV: Organizational Conflict

Concept of conflict, Positive & Negative aspects concept, Individual level conflict , Group level conflict , Organizational level conflict , Negotiation , Grievance Management

Course Assessment

Assessment Scheme:

	Theory Exam					
Evaluation Component	**Assignment/Continuous assessment**	**Class Test/ Presentation**	**Midterm theory**	**Total Internal**	**End Term Examination**	**Total**
Weightage	**10 marks**	**15marks**	**15 marks**	**40 marks**	**60MM**	**100MM**

Course References

- **Books**
  - Organizational Behaviour by LM Prasad
  - Organizational Behaviour by Stephen P. Robbins and Timothy A. Judge
  - Understanding organizational behaviour by Udai Pareek ,4th edition, 2004, Oxford press
  - Organizational Behaviour –by Parikh and Gupta, 1st edition, TMH Publication
  - Organizational Behaviour by Fred Luthan, Tata Mc-Graw hill publication

MAPPING BETWEEN CO'S PO'S

	Course out comes CO's	MAPPED PROGRAM OUTCOMES
CO 1	To be able describe the concept of interpersonal Behaviour	PO1, PO2, PO4, PO5, PO8, PO9, PO11, PO12
CO 2	To demonstrate the understanding of group dynamics and its effect on the overall functioning of the organization	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO11, PO12
CO3	To be able to identify ways to make teams work and understand the importance of work teams in enhancing the efficiency of the organization.	PO1, PO2, PO3, PO4, PO 5, PO 6, PO 7, PO 8, PO 9, PO 10, PO 11, PO 12

PO's/CO's												
CO 1	H	H	M	H	H	L	M	H	M	M	H	H
CO 2	H	H	M	H	M	M	H	H	M	M	H	H
CO3	H	H	H	H	H	H	H	H	H	H	H	H

H=HIGH.M=MEDIUM.L=LOW

CO's/PSO's	PSSO1	PSO2	PSO3	PSO4
CO 1	H	H	H	M
CO 2	H	H	H	H
CO3	H	H	H	H

H=HIGH.M=EDIUM.L=LOW

  ![Sushant University – soaring high]	**School of Health Sciences** **B.Sc. (Psychology)** **B.Sc. Psychology (H)** **B.Sc. Psychology (H+R)**
Course Title: SUMMER INTERNSHIP REPORT	

Semester: V	**Course code: PS375**	**Credits: 2**	**Core**
No of sessions Lectures / Tutorial:		**No of practical hour:**	
Course Pre-requisites:		**Number of sessions: 2**	

Course Introduction

An internship is a period of work experience offered by an organization for a limited period of time. Once confined to medical graduates, the term is now used for a wide range of placements in businesses, non-profit organizations and government agencies. They are typically undertaken by students and graduates looking to gain relevant skills and experience in a particular field. Employers benefit from these placements because they often recruit employees from their best interns, who have known capabilities, thus saving time and money in the long run. Internships are usually arranged by third-party organizations which recruit interns on behalf of industry groups. Rules vary from country to country about when interns should be regarded as employees. The system can be open to exploitation by unscrupulous employers.

Course Objectives

To enable the students with the practical exposure in their core area of interest (Corporate Sector, NGOs, Hospitals etc.), which in turn will be the pathway to their personal and professional training.

Course Outcomes.

CO1: To apply psychological theories and concepts in real-world settings, enhancing their understanding through practical experience.

CO2: To develop essential professional skills, including effective communication, ethical decision-making, client interaction, and teamwork.

CO3: To engage in reflective practices, such as journaling and discussions, to integrate their internship experiences with academic knowledge, promoting continuous learning and self-improvement.

Pedagogy

The course emphasizes immersive, hands-on learning in real-world settings. Students are placed in professional environments such as clinics, research institutions, or community organizations, where they can apply theoretical knowledge to practical tasks. Mentorship is a key component, with experienced professionals guiding students through their daily responsibilities, providing feedback, and fostering professional development. Students will place like hospitals, organizations and various other institutions for summer internship. Students are to undergo internships for the minimum duration of either 45 days or 200 hours. The suitable proof of attendance shall be a part of the internship report along with the internship completion report.

Course Assessment

Assessment Scheme:

Research Paper/MOOC/ Project/ Dissertation					
Evaluation Component	**Performance+ contact with supervisor**	**Research Paper/Project Demonstration/ MOOC certificate**	**External**		**Total**
			Presentation	**Viva**	
weightage	**20 marks**	**30 marks**	**15 marks**	**35 marks**	**100MM**

MAPPING BETWEEN CO'S PO'S

	Course out comes CO's	**MAPPED PROGRAM OUTCOMES**
CO 1	To apply psychological theories and concepts in real-world settings, enhancing their understanding through practical experience.	PO1,PO4, PO6,PO8,PO9, PO11, PO12
CO 2	To develop essential professional skills, including effective communication, ethical decision-making, client interaction, and teamwork.	PO1,PO3 , PO6,PO7,PO9, PO10, PO11

		PO2, PO5,PO7,PO10, PO11
CO3	To engage in reflective practices, such as journaling and discussions, to integrate their internship experiences with academic knowledge, promoting continuous learning and self-improvement.	

PO's/CO's	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	H	L	H	M	M	H	H	M	H	M	H	H
CO 2	H	M	H	L	H	L	H	M	M	H	M	H
CO3	H	L	H	M	M	M	H	L	M	H	H	L

H=HIGH.M=MEDIUM.L=LOW

CO's/PO's	PO1	PO2	PO3	PO4
CO 1	M	H	H	L
CO2	M	H	H	H
CO3	H	H	L	L

H=HIGH.M=MEDIUM.L=LOW

||Sushant University	**School of Health Sciences** **B.Sc. (Psychology)** **B.Sc. Psychology (H)** **B.Sc. Psychology (H+R)**		
Course Title: PSYCHOPATHOLOGY			
Semester: VI	**Course code: PS302**	**Credits: 4**	**Core-15**
No of sessions Lectures / Tutorial: 45		**No of practical hours: nil**	
Course Pre-requisites: Nil		**Number of sessions: 45**	

Course Introduction

This course enables students to the study and prediction of adaptive and maladaptive behaviours and its processes across lifespan. It also enables students to understand different diagnostic and educational models of psychopathology.

Course Objectives

- To acquaint students with various manifestations of psychopathology
- To impart knowledge and skills required for diagnosis of psychological   conditions.
- To introduce them to different perspectives and models of aetiology.
- To develop skills required for psychopathological formulation**.**

Course Outcomes
- **CO1:** To Examine, Define, classify, and identify the major psychological disorders.
- **CO2:** To inspect and discuss the key concepts and approaches to the classification of psychological disorders.
- **CO3:** To Demonstrate written and spoken communication skills appropriate for discussion of psychopathology.
- **CO4:** To provide information about various diagnostics criteria for psychopathology and related vocabulary

Pedagogy

Class room teaching, case study discussion and AV aid will also be used specific to disorders.

Course contents

Module I: Classification and Theoretical Models
- Systems of Classification, basic features; DSM-IV TR, ICD-10, similarities and differences
- Major Theoretical Models of Psychopathology: The medical model, Psychoanalytic model,
- Behaviouristic model, Humanistic-existential models, Interpersonal approach, Systems approach.

Module II: Diagnosis and Prognosis
- Problems and methods of diagnosis: physiological examination, observation, case-history, interview method, psycho-diagnostic tests, measures of bodily functions, computer assisted diagnosis.

Module III: Mood and Anxiety Disorder
- Bipolar disorders: Manic, Depressive, Mixed
- Depressive disorder: Major depression and dysthymia, Suicide
- Anxiety Disorders: Generalized anxiety disorder, phobia, panic disorder, post-traumatic stress disorder and obsessive-compulsive disorder

Module IV: Major Clinical Disorders
- Schizophrenia
- Other psychotic disorders: Bipolar, Delusional, psychotic depression

Module V: Somatoform Disorders
- Conversion disorder
- Somatization disorder
- Hypochondriasis
- Body dysmorphic disorder
- Pain disorder

Module VI: Substance abuse Disorders
- Alcohol
- Stimulants (such as cocaine and methamphetamine)
- Cannabis (marijuana)
- Inhalants (such as solvents, aerosol sprays, nitrites, and gases)
- Hallucinogens (such as LSD, mescaline, PCP, and DMT)

Module VII: Disorders due to Physiological causes
- Dementia
- Delirium
- Amnesia
- Personality and Behavioural changes due to physiological causes

Course Assessment

Assessment Scheme:

	Theory Exam					
Evaluation Component	Class Performance (A)	Mid Term (B)	Assignment (C)	Total	End Term Examination	Total
Weightage	10MM	20MM	10MM	40MM	60MM	100MM

Course References
Text & References
  Text:
- Davison, G.C. & Neale, J.M. (1990): Abnormal Psychology. New York: John Wilay& Sons
- Carson, R.C. & Butcher, J.N. (1992): Abnormal Psychology and Modern Life (9th Ed.). New Yark: Haper & Collins.
- Hamilton, Max, (1994). Fish's: Clinical Psychopathology; Verghese Publishing House, Bombay
- Ahuja N (2002). A short text book of Psychiatry (5th edition). New Delhi. Jaypee

References:
- Sarason & Sarason (2002), Abnormal Psychology; Pearson Education, Delhi
- Bennett, P. (2010). Abnormal and Clinical Psychology: An Introductory Textbook. New Delhi: Tata McGraw Hill Education Pvt. Ltd.
- Sadock, B.J. & Sadock, V.A. (2003). Kaplan &Sadock's Synopsis of psychiatry: Behavioural

MAPPING BETWEEN CO'S PO'S

	Course out comes CO's	MAPPED PROGRAM OUTCOMES
CO 1	To Examine, Define, classify, and identify the major	PO-1, PO-2, PO-3,PO-4,PO-6,P
	psychological disorders	0-9, PO-10,PO-11,PO-12
CO 2	To inspect and discuss the key concepts and approaches to the classification of psychological disorders	PO-2, PO-3, PO-4,PO-7,PO-8
CO3	To Demonstrate written and spoken communication	
	skills appropriate for discussion of psychopathology.	PO-1, PO-2, PO-5,P-O9,PO-11, PO12
CO4	To provide information about various diagnostics criteria for psychopathology and related vocabulary	PO-1, PO-2, PO-5, P-O9, PO-1 1, PO12

PO's	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
COURSE OUTCOMES												
CO 1	M	L	H	M	M	M	H	M	M	H	M	M
CO 2	M	H	M	M	M	M	M	H	M	M	M	H
CO3	M	M	M	M	L	H	H	M	M	M	L	M
CO4	H	M	M	M	H	H	L	L	H	H	H	H

H=HIGH.M=MEDIUM. L=LOW.

		Course out comes CO's	MAPPED PROGRAM SPECIFIC OUTCOMES
CO 1		To Examine, Define, classify, and identify the major	PSO1,PSO4
		psychological disorders	
CO 2		To inspect and discuss the key concepts and approaches to the classification of psychological disorders	PSO1,PSO4,PSO3
CO3		To Demonstrate written and spoken communication	
		skills appropriate for discussion of psychopathology.	PSO1,PSO3
CO4		To provide information about various diagnostics criteria for psychopathology and related vocabulary	**PSO4,PSO1,PSO3**

PSO's/CO's	PSO1	PSO2	PSO3	PSO4
CO 1	H	L	L	H
CO 2	H	M	H	H
CO3	H	M	H	M
CO4	**H**	**L**	**H**	**H**

	School of Health Sciences **B.Sc. (Psychology)** **B.Sc. Psychology (H)** **B.Sc. Psychology (H+R)**		
Sushant University Erstwhile Ansal University Gurugram			
Course Title: PSYCHOLOGICAL PRACTICAL V			
Semester: VI	**Course code: PS304**	**Credits:03**	**Core**
No of sessions Lectures / Tutorial:		**No of practical hours: 60**	
Course Pre-requisites:		**Number of sessions:**	

Course Introduction
Many of these techniques are also used by other subfields of psychology to conduct research on everything from childhood development to social issues. Experimental psychology is important because the findings discovered by psychologists play a vital role in our understanding of the human mind and behavior.

Course Objectives
To give practical experience to the students in administering and scoring psychological tests and interpreting the scores.
To acquaint the students with the basic procedure and design of psychology experiments.
To familiarize the students with the use of elementary statistical techniques to encourage and guide the students to undertake a small-scale research project.

Course Outcomes
CO1: To demonstrate and explain relation between theory and its practical applications.
   CO2: To learn how to develop report and scientific investigations.
CO3: To examine results of psychological research must be looked at in light of the method used to come to the result.
Pedagogy
The psychological practical combines experiential learning with critical analysis. Students are immersed in hands-on activities, such as conducting experiments, performing psychological tests, and engaging in field observations.

Course Content
   Note: Total 5 practical's will be conducted in the sixth semester among the list of following practical's out of which first three practical's are compulsory.

a.   Judging Emotions by Photographs
b.   TAT (Thematic Apperception Test)

c. Family relationship Inventory- Dr G.P Sherry and Dr J. C. Sinha (Donated)
d. Sensory Processing Measures, SPM
e. Big 5 Personality Test
f. Emotional Intelligence Scale

Course Assessment

Course References
A. Text & References:

- Mohsin, S. M.: Experiments in Psychology. Motilal Banarasidas
- Woodworth, R.S.: Experimental Psychology. Oxford & IBH & Schlosberg, H. Publishing

MAPPING BETWEEN CO'S PO'S

	Course out comes CO's	MAPPED PROGRAM OUTCOMES
CO 1	To demonstrate and explain relation between theory and its practical applications.	PO1,PO4, PO6,PO8,PO9, PO11, PO12
CO 2	To learn how to develop report and scientific investigations.	PO1,PO3 , PO6,PO7,PO9, PO10, PO11
CO3	To examine results of psychological research must be looked at in light of the method used to come to the result.	PO2, PO5,PO7,PO10, PO11

PO's/CO's	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	H	M	L	H	L	L	H	M	H	M	H	H
CO 2	H	L	M	H	L	H	M	H	H	M	H	H
CO3	L	H	M	L	H	L	H	L	M	H	H	L

H=HIGH.M=MEDIUM.L=LOW

CO's/PO's	PO1	PO2	PO3	PO4
CO 1	M	H	H	L
CO2	M	H	H	H

CO3	H	H	L	L

H=HIGH.M=MEDIUM.L=LOW

Sushant University soaring high	**School of Health Sciences** **B.Sc. (Psychology)** **B.Sc. Psychology (H)** **B.Sc. Psychology (H+R)**		
Course Title: ART THERAPY/CBT THERAPY			
Semester: V	**Course code: PS306**	**Credits: 3**	**Core**
No of sessions Lectures / Tutorial: 3		**No of practical hours:**	
Course Pre-requisites:		**Number of sessions: 30**	

As per the program structure it is the Certification Course done by Industry entities out of the pool approved by BoS

Art Therapy/ CBT/ Dream Analysis/ Hypnosis/ Rorschach Test Conduction

(Any One to be conducted in the Semester)

Course Introduction:

The course offers a comprehensive introduction to various therapeutic approaches including Art Therapy, Cognitive Behavioral Therapy (CBT), Dream Analysis, Hypnosis, and the Rorschach Test. Students will explore the theoretical foundations, techniques, and practical applications of these diverse methods. The course is designed to provide a holistic understanding of how these therapies can be integrated into a comprehensive treatment plan for different psychological issues.

Course Objectives:

The course aims to equip students with a comprehensive understanding of art therapy and Cognitive Behavioral Therapy (CBT) within the psychological framework. Students will explore the theoretical underpinnings, therapeutic techniques, and clinical applications of both modalities. The course will foster critical thinking and clinical reasoning skills to enable students to effectively integrate art therapy and CBT principles into their practice. Through a combination of theoretical exploration, practical exercises, and case studies, students will develop the competence to assess clients' needs, formulate treatment plans, and implement therapeutic interventions that leverage the strengths of both art therapy and CBT. Ultimately, the course seeks to cultivate compassionate and skilled mental health professionals capable of providing holistic and evidence-based care.

Course Outcomes: -

- CO1: -To provides the Hands-on experience to the students.
- CO2: -To Showcase the Techniques learnt in the course of B.Sc. Psychology.
- CO3: -Able to utilize the skills gained during the course in their professional life.

Pedagogy:

The art therapy and CBT therapy in psychology emphasizes a blended approach that combines theoretical knowledge, experiential learning, and practical skill development.

Course Assessment:

- Art therapy projects reflecting course concepts
- Case study analysis applying both art therapy and CBT principles
- Midterm and final exams on theory and application
- Class participation in discussions and group activities

Assessment Scheme:

Course References

Books

MAPPING BETWEEN CO'S and PO'S

	Course out comes CO's	MAPPED PROGRAM OUTCOMES
CO 1	To provides the Hands-on experience to the students.	PO-1, PO-2 PO-3 PO-4 PO-5 PO-6 PO-7 PO-8 PO-9 PO-11 PO-12
CO 2	To Showcase the Techniques learnt in the course of B.Sc. Psychology.	PO-1, PO-2 PO-3 PO-4 PO-7 PO-9 PO-10 PO-11 PO-12
CO3	Able to utilize the skills gained during the course in their professional life.	PO-1, PO-2 PO-3 PO-4 PO-5 PO-6 PO-7 PO-8 PO-9 PO-10 PO-11 PO-12

PO's											
CO 1	H	H	H	M	M	L	M	L	M	M	M	M
CO 2	H	H	M	M	M	L	M	L	M	H	M	M
CO3	M	H	M	H	H	L	M	H	M	H	H	H

H=HIGH. M=MEDIUM. L=LOW.

CO's/PO's	PO1	PO2	PO3	PO4
CO 1	H	H	H	M
CO2	M	M	H	M
CO3	H	H	H	M

H=HIGH.M=MEDIUM.L=LOW

	School of Health Sciences **B.Sc. (Psychology)** **B.Sc. Psychology (H)** **B.Sc. Psychology (H+R)**
Course: Minor	

Course Title: Structural & Cultural Dimensions of Organizational Behaviour			
Semester: VI	**Course code: PS 322**	**Credits: 4**	**Core: Employability/Skill Development/Entrepreneurship**
No of Sessions Lectures 4/ week		**No of Practical hours: 0**	
CoursePre-requisites: Basic Understanding of Organizational Behavior		**Number of Sessions: 40**	

Course Introduction

Organizational Behavior is concerned with the study of human behavior at work. It is the field of study that investigates the impact that individuals, groups and structure have on behavior within organization. It is the study and application of knowledge about how people act within organizations. It is a human tool for human benefit. It applies broadly to the behavior of people in all types of organizations, such as business, government, schools and services organizations. It covers three determinants of behavior in organizations: individuals, groups, and structure. OB is an applied field. It applies the knowledge gained about individuals, and the effect of structure on behavior, in order to make organizations work more effectively. OB covers the core topics of motivation, leadership behavior and power, interpersonal communication, group structure and process, learning, attitude development and perception, change process, conflict, job design and work stress.

Course Objectives

The course navigates through knowledge and skills necessary to thrive within complex organizational situations. The course focuses on understanding individual differences and its effects on factors like personality, attitude, individual performance, etc. The course helps the students to understand basic human behaviour in organizational settings.

Course Outcomes

Upon completion of the course, the students should be able to:

CO1: To be able explain the concepts of the organization theories
CO2: To demonstrate the usage of the organization theories and their implications for designing organization structure
CO3: To be able to identify the process of making various forms of organization structure effective
CO4: To explain the socio cultural impact of the land in guiding the culture of the organization

Pedagogy

This course follows a pedagogy of active involvement by the students. The students will be leading case discussions and have presentations on various topics. Each topic will include "teach back opportunities" were students will lead the learning of certain topics. This course will incorporate case history analysis and group work will be encouraged so students can expand their views on subject material from understanding other students' perspectives.

Course contents

Module I: Organization Theory

Concept of organization theory, Classical organization theory, Neo classical organization theory , Modern organization theory

Module II: Design of Organization Structure

Concept & Need of Organization Structure , Factors in organizational design, Mechanism & Departmentation of designing structure , span of management

Module III: Forms of Organization Structure

Line &Staff organization structure , Overcoming conflicts , Functional Organization Structure , Divisional Organizational Structure , Project Organization Structure , Matrix Organization Structure , Free Form Organization

Module IV: Work Design & Work Stress

Theories of Work Design, Factors of work design, Work schedule options, Work stress (causes & effect) Stress Management

Module V: Organizational Culture:

Concept of organizational Culture, Impact of organizational culture, Creating Organizational culture, Spirituality in Organizational culture , Impact of Indian socio cultural features on organizational culture

Course Assessment

Assessment Scheme:

Theory Exam						
Evaluation Component	**Class Performance (A)**	**Mid Term (B)**	**Assignment (C)**	**Total**	**End Term Examination**	**Total**
Weightage	**10MM**	**20MM**	**10MM**	**40MM**	**60MM**	**100MM**

Course References

- **Books**
- Organizational Behaviour by LM Prasad

- Organizational Behaviour by Stephen P. Robbins and Timothy A. Judge
- Understanding organizational behaviour by Udai Pareek ,4th edition, 2004, Oxford press
- Organizational Behaviour –by Parikh and Gupta, 1st edition, TMH Publication
- Organizational Behaviour by Fred Luthan, Tata Mc-Graw hill publication

- **Online Resources**
  - www.managementstudyguide.com

MAPPING BETWEEN CO'S PO'S

	Course out comes CO's	**MAPPED PROGRAM OUTCOMES**
CO 1	To be able explain the concepts of the organization theories	PO1, PO2 PO4 PO5 PO6 PO7 PO8 PO10 PO11 PO 12
CO 2	To demonstrate the usage of the organization theories and their implications for designing organization structure	PO1, PO2 PO4 PO5 PO6 PO7 PO8 PO9 PO11 PO 12
CO3	To be able to identify the process of making various forms of organization structure effective	PO1 PO2, PO3 PO4 PO5 PO6 PO7 PO8 PO9 PO10 PO11
CO4	To explain the socio cultural impact of the land in guiding the culture of the organization	PO1, PO2 PO4 PO5 PO6 PO7 PO8 PO11 PO12

PO's/CO's												
CO 1	H	H	M	H	H	L	H	H	L	M	H	H
CO 2	H	H	L	H	H	M	H	H	M	H	H	H
CO3	H	H	M	H	H	H	H	H	M	H	H	H
CO4	H	H	H	H	H	M	H	H	H	M	H	H

H=HIGH.M=MEDIUM.L=LOW

CO's/PSO's				
CO1	H	H	H	H
CO2	H	H	M	H
CO3	H	M	H	H

CO4	H	H	H	H

H=HIGH.M=MEDIUM.L=LOW

	School of Health Sciences **B.Sc. (Psychology)** **B.Sc. Psychology (H)** **B.Sc. Psychology (H+R)**
Course: Minor 7	

Course Title: Organizational Effectiveness & Change			
Semester: VI	**Course code: PS 324**	**Credits: 4**	**Core: Employability/Skill Development/Entrepreneurship**
No of Sessions Lectures 4/ week		**No of Practical hours: 0**	
CoursePre-requisites: Basic Understanding of Organizational Behavior		**Number of Sessions: 40**	

Course Introduction

Organizational Behavior is concerned with the study of human behavior at work. It is the field of study that investigates the impact that individuals, groups and structure have on behavior within organization. It is the study and application of knowledge about how people act within organizations. It is a human tool for human benefit. It applies broadly to the behavior of people in all types of organizations, such as business, government, schools and services organizations. It covers three determinants of behavior in organizations: individuals, groups, and structure. OB is an applied field. It applies the knowledge gained about individuals, and the effect of structure on behavior, in order to make organizations work more effectively. OB covers the core topics of motivation, leadership behavior and power, interpersonal communication, group structure and process, learning, attitude development and perception, change process, conflict, job design and work stress.

Course Objectives

The course navigates through knowledge and skills necessary to thrive within complex organizational situations. The course focuses on understanding individual differences and its effects on factors like personality, attitude, individual performance, etc. The course helps the students to understand basic human behaviour in organizational settings.

Course Outcomes

Upon completion of the course, the students should be able to:

CO1: Discuss the measures of organizational and managerial effectiveness
CO2: Elaborate upon the organizational change and on the factors involved in resistance to change
CO3: Discuss and use the concepts the organizational growth and change
CO4: Understand the role of sensitivity training and management by objectives in the development of an organization

Pedagogy

This course follows a pedagogy of active involvement by the students. The students will be leading case discussions and have presentations on various topics. Each topic will include "teach back opportunities" were students will lead the learning of certain topics. This course will incorporate case history analysis and group work will be encouraged so students can expand their views on subject material from understanding other students' perspectives.

Course contents

Module I: Organizational Effectiveness

Concept of Organizational Effectiveness, Approaches to Measure Effectiveness, , Criteria for organizational Effectiveness, Managerial Effectiveness, Effectiveness through Adaptive Coping Cycle

Module II: Organizational Change

Nature of organizational change, Factors in organizational change, Planned change, Process of planned change, Response to change, Resistance to change, Change Agents, Organizational Growth and change

Module III: Organizational Development

Concept of organization Development, Process of organization development, Action Research Model of OD

Module IV: Organization Development Interventions

Sensitivity Training, Grid Organization Development, Survey Feedback, Process Consultation, Team Building , Management by Objectives

Module V: Case Studies

Case of Hero Cycles Limited

Case of Kamal Narayan

Case of Goldmine Scheme

Course Assessment

Assessment Scheme:

	Theory Exam					
Evaluation Component	**Class Performance (A)**	**Mid Term (B)**	**Assignment (C)**	**Total**	**End Term Examination**	**Total**
Weightage	**10MM**	**20MM**	**10MM**	**40MM**	**60MM**	**100MM**

Course References

- **Books**
- Organizational Behaviour by LM Prasad
- Organizational Behaviour by Stephen P. Robbins and Timothy A. Judge
- Understanding organizational behaviour by Udai Pareek ,4th edition, 2004, Oxford press
- Organizational Behaviour –by Parikh and Gupta, 1st edition, TMH Publication
- Organizational Behaviour by Fred Luthan, Tata Mc-Graw hill publication

- **Online Resources**
  - www.managementstudyguide.com

MAPPING BETWEEN CO'S PO'S

	Course out comes CO's	MAPPED PROGRAM OUTCOMES
CO 1	Discuss the measures of organizational and managerial effectiveness	PO1,23457891112
CO 2	Elaborate upon the organizational change and on the factors involved in resistance to change	PO1, 245789101112
CO3	Discuss and use the concepts the organizational growth and change	1PO2, 3457891112
CO4	Understand the role of sensitivity training and management by objectives in the development of an organization	PO1, 23457891112

PO's/CO's												
CO 1	H	H	H	H	H	M	H	H	H	M	H	H
CO 2	H	H	L	H	H	M	H	H	H	M	H	M
CO3	H	H	H	H	H	L	H	H	H	M	H	H
CO4	H	H	H	H	H	M	H	H	H	M	H	H

H=HIGH.M=MEDIUM.L=LOW

CO's/PSO's				
CO 1	H	H	H	H

CO 2	H	M	H	H
CO3	H	H	H	H
CO4	H	H	H	M

H=HIGH.M=MEDIUM.L=LOW

	School of Health Sciences
![Sushant University logo]	**B.Sc. (Psychology)**
	B.Sc. Psychology (H)
	B.Sc. Psychology (H+R)

Course Title: Community Psychology			
Semester: VII	**Course code: PS401**	**Credits:03**	**Core**
No of sessions Lectures / Tutorial:30		**No of practical hours: 0**	
Course Pre-requisites:		**Number of sessions:**	

Course Introduction:

Community Psychology is a branch of psychology that focuses on understanding the relationship between individuals and their environments. Unlike traditional clinical psychology, which often focuses on individual pathology, community psychology takes a broader perspective, examining how social, economic, and political factors influence mental health and well-being.

Course Objectives:

The course aims to cultivate a comprehensive understanding of community psychology principles and their application to real-world challenges. Students will develop a critical perspective on the interconnectedness of individuals, communities, and larger social systems. Through exploration of theoretical frameworks, research methodologies, and practical interventions, students will gain the capacity to analyze community issues, collaborate with diverse stakeholders, and contribute to positive social change. Emphasis will be placed on fostering a commitment to social justice, empowerment, and prevention-oriented approaches to enhance the well-being of individuals and communities.

Course Outcomes:

CO1- Demonstrate a comprehensive understanding of community psychology's core concepts, principles, and theoretical frameworks.

CO2- Apply ecological perspectives to analyze the interplay between individuals, communities, and larger social systems.

CO3- Critically evaluate the impact of social, economic, and political factors on mental health and well-being.

Pedagogy –

The community psychology is characterized by a strong emphasis on experiential learning, critical thinking, and social action. It involves a shift from traditional classroom-based instruction to a more participatory and collaborative approach.

Course Content:

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Unit 1 - Introduction
- Community Psychology: definition, historical background, fundamental principles. Ecological Levels of Analysis in Community Psychology, Seven Core Values in Community Psychology,

Unit 2 – Aim of community research
- Philosophies of science,
- Problem definition in research: taking a stand on social issues
- Qualitative methods and quantitative methods of community psychology research

Unit 3 – Understanding communities
- Nature, Types and Levels of Community, Sense and Importance of Community, Complex Realities of Communities, Spirituality, Religion, and Communities,

Unit 4 - Preventing Problem Behavior and Promoting Social Competence
- Concepts for understanding prevention and promotion
- Prevention and promotion: Issues in implementing programs
- Community and social change: Elements of effective community change initiatives
- Emerging trends

Unit 5 - Community-based Intervention for Mental Health
- Understanding Mental Health and Mental Illness, Mental Health Problems in India; Identification, Treatment, Prevention

Course Assessment

Assessment Scheme:

	Theory Exam					
Evaluation Component	**Class Performance (A)**	**Mid Term (B)**	**Assignment (C)**	**Total**	**End Term Examination**	**Total**
Weightage	**10MM**	**20MM**	**10MM**	**40MM**	**60MM**	**100MM**

Course References
    A.   Books
Reference – Book

- Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M.J., & Dalton, J. H. (2012).
- Community Psychology: Linking Individuals and Communities (3rd ed), Wadsworth, Cengage Learning.
- Deb, S., Sunny, A.M. & Sanyal, N. (2020). Community Psychology, New Delhi, Sage.

- Moritsugu, J., Vera, E.G., Wong, F.W., & Duffy, K.G. (2016). Community Psychology. (5thEdition). Routledge.
- Cariappa, M. & Geeta, D. (1997). How to help your disabled child. UBSPD.
- Carter, J.W. (1986). Research contributions from community psychology in community health health. Behaviour Pub. NY.
- Dalton J.H., Elias, M.J. et al., (2007). Community psychology, linking individuals and communities. Wadsworth, Thomson Learning US.
- Desai, A.N. (1995). Helping the handicapped. Ashish Pub. House.
- Duffy, Karan (2002). Community Psychology (3rd Ed.), Allyn & Bacon.
- Iscoe, I. Block, B.L. & Spielberger, CD (Eds.) (1997). Community psychology: Perspectives in training and research. Appleton Century Crofts. NY.
- Kapur, M. (1995). Mental health of Indian Children, Sage Pub.
- Mandelbawn, B. (1972). Society in India. Popular Prakashan. Bombay.
- Mann, P.A. (1978). Community Psychology: Concepts and Applications. The Free Press.
- Moritsugu, John, Duffy, Karan and Worg Frank (2009). Community Psychology, Allyn & Bacon.
- Murrell Stanley A. (1977). Community Psychology & Social Systems, Humarn Sciences Press, US.
- Part, J.E. & Park, K. (1989). The Text Book of Social and Preventive Medicine. Baranasidas, Jubbalpur.
- Rajan, S.I. et al., (1999). Indian's elderly: Burden or challenge, Sage Pub.

References –

- Deb, S., Chatterjee, P. & Walsh, K. (2010). Anxiety among High School Students in India: Comparisons across Gender, School Type, Social Strata and Perceptions of Quality Time with Parents. Australian Journal of Educational and Developmental Psychology, Vol.10, pp.18-31. www.newcastle.edu.au/.../ Journals/.../ Vol%2010/V10_deb_et_al.pdf
- Deb, S., Kumar, A. & Gireesan, A. (2015). Stress and Resilience Capacity of Students: A Burning Public Health Issue. In Kumar Updesh, Archana & Prakash Vijay (Ed.) 'Positive Psychology: Applications in Work, Health and Well-being, New Delhi, PEARSON.
- Deb, S., Strodl, E., & Sun, J. (2014). Academic-related stress among private secondary school students in India. Asian Education and Development Studies, 3(2), 118-134.
- Deb, S., Strodl, E., & Sun, J. (2015). Academic stress, parental pressure, anxiety and mental health among Indian high school students. International Journal of Psychology and Behavioral Sciences, 5(1), 26-34.
- Khawaja Nigar G. and Bryden J. Kelly (2006). The Developmental and psychometric investigation of the university student depression inventory. Journal of Affective Disorders, XX (2006), XXX.
- Kumar, V., & Talwar, R. (2014). Determinants of psychological stress and suicidal behavior in Indian adolescents: a literature review. Journal of Indian Association for Child & Adolescent Mental Health, 10(1).
- Patel, Vikram, Flisher alan, Hetrick Sarah and McGorry Patrick (March, 2007). Mental Health of Young People: A Global Public-health Challenge, the Lance.

MAPPING BETWEEN CO'S PO'S

	Course out comes CO's	MAPPED PROGRAM OUTCOMES
CO 1	Demonstrate a comprehensive understanding of community psychology's core concepts, principles, and theoretical frameworks.	PO-1,PO-3,PO-5,PO-7,PO-9,PO10,PO-11,PO-12

CO 2	Apply ecological perspectives to analyze the interplay between individuals, communities, and larger social systems.	PO-1,PO-3,PO-5,PO-9,PO1 0,PO-11,PO-12
CO3	Critically evaluate the impact of social, economic, and political factors on mental health and well-being.	PO-1,PO-2PO-3,PO-5,PO-7 ,PO-9, PO10,PO-11,

PO's												
CO 1	H	M	H	H	M	H	H	M	H	M	H	H
CO 2	L	H	H	L	H	H	M	H	L	H	H	M
CO3	H	M	L	H	M	L	H	M	H	M	L	H

H=HIGH. M=MEDIUM. L=LOW.

CO's/PO's	PO1	PO2	PO3	PO4
CO 1	M	H	H	L
CO2	M	H	H	H
CO3	H	H	L	L
CO4	H	H	L	L

H=HIGH.M=MEDIUM.L=LOW

<table>
<tr><td>**Sushant University**
Erstwhile Ansal University Gurugram</td><td colspan="3">**School of Health Sciences**
B.Sc. (Psychology)
B.Sc. Psychology (H)
B.Sc. Psychology (H+R)</td></tr>
</table>

Course Title: POSITIVE PSYCHOLOGY			
Semester: VII	**Course code: PS409**	**Credits:03**	**Core**
No of sessions Lectures / Tutorial: 3		**No of practical hours:**	
Course Pre-requisites:		**Number of sessions: 30**	

Course Introduction
Positive psychology complements traditional psychological approaches to mental health. The stance of positive psychology is to study 'what makes life worth living.' Practitioners of positive psychology focus on interventions that develop a sense of optimism, and that foster positive attitudes (toward oneself, one's subjective experiences, and life events).

Course Objectives
To equip students with the knowledge and skills to cultivate well-being and human flourishing. They will explore the scientific foundations of happiness, strengths, and positive emotions. Through interactive learning, they will gain practical strategies to enhance their own well-being and develop the ability to apply positive psychology principles in their personal and professional life.

Course Outcomes
CO1: Critically evaluate the theories, techniques and evidence-base of positive psychology
CO2: Demonstrate an in-depth understanding of the range of positive psychology interventions to strengthen optimism, resilience and self-esteem;
CO3: Actively apply positive psychology techniques to enhance the wellbeing of individuals, groups, workplaces, communities and institutions

Pedagogy
Students will explore the science of happiness and well-being through exercises, discussions, and personal reflection activities. The course may incorporate strength assessments, mindfulness practices, and gratitude journaling to help students discover and cultivate their own positive resources.

Course Content
Module I: Introduction to Positive Psychology
- Positive Psychology: Concept, History, Nature and Scope
- Art of Well Being
- Defense Mechanism & Coping Strategies

Module II: Interpersonal Perspectives & Emotional Intelligence
- Empathy Compassion, Love, Social relations
- Hope & Optimism
- Theory of Emotions
- Emotional Intelligence & its importance

Module III: Strengths and Virtues
- Tyranny of Wisdom
- Character Strengths and Virtues
- Resiliency in the phase of challenge & Loss

Module IV: Happiness
- Theories, measures and Positive correlates of happiness
- Traits associated with Subjective Happiness
- Cross-cultural differences

Module V: Psychology of Positivisms
- Positive Emotional States and Well Being with special emphasis on Forgiveness and Gratitude Positive Institutions: Families, Religion, Spirituality and Well-being.
- Specific issues: Aging Well

Course Assessment

Assessment Scheme:

	Theory Exam					
Evaluation Component	**Class Performance (A)**	**Mid Term (B)**	**Assignment (C)**	**Total**	**End Term Examination**	**Total**
Weightage	10MM	20MM	10MM	40MM	60MM	100MM

Course Reference:
Books:

- Crompton, W.C. (2005), An Introduction to Positive Psychology, Singapore : Thomson.

- Snyder, C.R. and Lopez, S.J. (2005), Handbook of Positive Psychology, New York Oxford University Press.
- Carr, A. (2004), Positive Psychology: The Science of Happiness and Human Strengths, New York: Brunner – Routledge.
- Linley, P.A. and Joseph, S. (2004), Positive Psychology in Practice, New York: John Wiley and Sons.
- Peterson, C. (2006), Positive Psychology, New York: Oxford University Press.

B) References

- Goleman & Daniel, Emotional Intelligence
- C. R. Snyder, Shane J. Lopez, The Handbook of Positive Psychology
- C. R. Snyder, Shane J. Lopez, Positive Psychology: The Scientific and Practical Explorations of Human Strengths
- Rich Gilman, Michael Furlong, E. Scott Huebner, A Handbook of Positive Psychology in Schools
- Ilona Boniwell, Positive Psychology in a Nutshell

MAPPING BETWEEN CO'S PO'S

	Course out comes CO's	MAPPED PROGRAM OUTCOMES
CO 1	Critically evaluate the theories, techniques and evidence-base of positive psychology	PO-2,PO-3,PO-4,PO--6,P0-8 ,PO-19,PO-10,PO-11
CO 2	Demonstrate an in-depth understanding of the range of positive psychology interventions to strengthen optimism, resilience and self-esteem	PO-1,PO-2,PO-3,PO-4,PO-5 PO-7,PO-8 P-O9,PO-11,PO12
CO3	Actively apply positive psychology techniques to enhance the wellbeing of individuals, groups, workplaces, communities and institutions	PO-2,PO-5,P-O9,PO-11,PO1 2

PO's	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	H	H	M	L	L	L	H	H	M	L	L	M

	School of Health Sciences **B.Sc. (Psychology)** **B.Sc. Psychology (H)** **B.Sc. Psychology (H+R)**		
Sushant University *Erstwhile Ansal University Gurugram*			
Course Title: PSYCHOLOGICAL PRACTICAL			
Semester: VII	**Course code: PS407**	**Credits:03**	**Core**
No of sessions Lectures / Tutorial:30		**No of practical hours:**	
Course Pre- requisites:Nil		**Number of sessions:2**	

Course Introduction

Many of these techniques are also used by other subfields of psychology to conduct research on everything from childhood development to social issues. Experimental psychology is important because the findings discovered by psychologists play a vital role in our understanding of the human mind and behavior.

Course Objectives

To give practical experience to the students in administering and scoring psychological tests and interpreting the scores.

To acquaint the students with the basic procedure and design of psychology experiments.

To familiarize the students with the use of elementary statistical techniques to encourage and guide the students to undertake a small-scale research project.

Course Outcomes

CO1: To demonstrate and explain relation between theory and its practical applications.

CO2: To learn how to develop report and scientific investigations.

CO3: To examine results of psychological research must be looked at in light of the method used to come to the result.

Pedagogy

The psychological practical combines experiential learning with critical analysis. Students are immersed in hands-on activities, such as conducting experiments, performing psychological tests, and engaging in field observations.

Course Content

Note: Total 5 practical's will be conducted in the seventh semester among the list of following practical's out of which first three practical's are compulsory.

a.   Vocational Preference Test

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b.	Dysfunctional Analysis Questionnaire DAQ-PVMM
c.	Leadership Style Scale by R.N Singh
d.	Old age Adjustment Inventory- Shamshad Hussain and Jasbir Kaur
e.	General Wellbeing Sclae by Dr. Ashok and Anita Deshwal
f.	General Health Questionnaire

Course Assessment

Assessment Scheme:

Course References
### A.	Text & References:

- Mohsin, S. M.: Experiments in Psychology. Motilal Banarasidas
- Woodworth, R.S.: Experimental Psychology. Oxford & IBH & Schlosberg, H. Publishing

MAPPING BETWEEN CO'S PO'S

	Course out comes CO's	MAPPED PROGRAM OUTCOMES
CO 1	To demonstrate and explain relation between theory and its practical applications.	PO1,PO4, PO6,PO8,PO9, PO11, PO12
CO 2	To learn how to develop report and scientific investigations.	PO1,PO3 , PO6,PO7,PO9, PO10, PO11
CO3	To examine results of psychological research must be looked at in light of the method used to come to the result.	PO2, PO5,PO7,PO10, PO11

PO's/CO's	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	H	M	L	H	L	L	H	M	H	M	H	H
CO 2	H	L	M	H	L	H	M	H	H	M	H	H
CO 3	L	H	M	L	H	L	H	L	M	H	H	L

H=HIGH.M=MEDIUM.L=LOW

CO's/PSO's	PSO1	PSO2	PSO3	PSO4
CO 1	M	H	H	L
CO2	M	H	H	H
CO3	H	H	L	L

H=HIGH.M=MEDIUM.L=LOW

<table>
<tr>
<td rowspan="2">**Sushant** University</td>
<td colspan="3">**School of Health Sciences**
B.Sc. (Psychology)
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</tr>
</table>

Course: Minor 8			
Course Title: Basics of HRM			
Semester: VII	**Course code: PS 421**	**Credits: 4**	**Core: Employability/Skill Development/Entrepreneurship**
No of Sessions Lectures 4/ week		**No of Practical hours: 0**	
CoursePre-requisites: Basic Understanding of Organizational Behavior		**Number of Sessions: 40**	

Course Introduction

The course is to help the students to develop an understanding of the concept and functions of human resource management. The course also aims to explore the recent practices and trends inhuman resource management.

Course Objectives

To enhance the understanding of role of human resource management and explore the recent trends of human resource management also to develop an understanding of human resource management functions and practices. Along with to enhance awareness of certain important issues in industrial relations.

Course Outcomes

Upon completion of the course, the students should be able to:

CO1: To understand and appreciate the importance of the human resources vis-a-vis other resources of the organisation

CO2: To familiarize the students with methods and techniques of HRM

CO3: To equip with the application of the HRM tools in real world business

Pedagogy

This course follows a pedagogy of active involvement by the students. The students will be leading case discussions and have presentations on various topics. Each topic will include "teach back opportunities" were students will lead the learning of certain topics. This course will incorporate case history analysis and group work will be encouraged so students can expand their views on subject material from understanding other students' perspectives.

Course contents

Module I: Introduction to Human Resource Management

Context and Concept of People Management in a Systems Perspective - Organisation and Functions of the HR and Personnel Department - HR Structure and Strategy; Role of Government and Personnel Environment including MNCs.

Module II: **The Selection Procedure:**

Recruitment and Selection - Human Resource Information System [HRIS] - Manpower Planning - Selection – Induction & Orientation - Performance and Potential Appraisal - Coaching and Mentoring - HRM issues and practices in the context of Outsourcing as a strategy

Module III: Career Progression:

Human Resources Development –Training and Development Methods - Design & Evaluation of T&D Programmes - Career Development - Promotions and Transfers - Personnel Empowerment including Delegation - Retirement and Other Separation Processes.

Module IV: Morale and Motivation:

Financial Compensation- -Productivity and Morale - Principal Compensation Issues & Management - Job Evaluation - Productivity, Employee Morale and Motivation - Stress Management - Quality of Work Life.

Module V: Building Relationships:

Building Relationships – Facilitating Legislative Framework - Trade Unions - Managing Conflicts - Disciplinary Process - Collective Bargaining - Workers Participation in Management - Concept, Mechanisms and Experiences.

Course Assessment

Assessment Scheme:

	Theory Exam					
Evaluation Component	**Class Performance (A)**	**Mid Term (B)**	**Assignment (C)**	**Total**	**End Term Examination**	**Total**
Weightage	**10MM**	**20MM**	**10MM**	**40MM**	**60MM**	**100MM**

Course References

Books

- Venkata Ratnam C. S. & Srivatsava B. K.,PERSONNEL MANAGEMENT AND HUMAN RESOURCES, Tata Mc-Graw Hill, NewDelhi,,
- Aswathappa, HUMAN RESOURCE MANGEMENT, Tata McGraw Hill, NewDelhi,2010
- Garry Dessler &Varkkey, HUMAN RESOURCE MANAGEMENT, Pearson, New Delhi, 2009
- Alan Price, HUMAN RESOURCE MANAGEMENT, Cengage Learning, NewDelhi, 2007
- Organizational Behaviour –by Parikh and Gupta, 1st edition, TMH Publication
- Organizational Behaviour by Fred Luthan, Tata Mc-Graw hill publication

Online Resources

- www.managementstudyguide.com

MAPPING BETWEEN CO'S PO'S

	Course out comes CO's	MAPPED PROGRAM OUTCOMES
CO 1	To understand and appreciate the importance of the human resources vis-a-vis other resources of the organisation	PO1,PO4, PO5,PO7 PO6,PO8,PO9, PO11, PO12
CO 2	To familiarize the students with methods and techniques of HRM	PO1,PO3 , PO3,PO5 PO6,PO7, , PO8 ,PO9, PO10, PO11
CO3	To equip with the application of the HRM tools in real world business	PO2, PO5,PO7,PO10, PO11, PO12

PO's/CO's												
CO 1	H	M	L	H	L	L	H	M	H	M	H	H
CO 2	H	L	M	H	L	H	M	H	H	M	H	H
CO3	L	H	M	L	H	L	H	L	M	H	H	L

H=HIGH.M=MEDIUM.L=LOW

CO's/PSO's				
CO 1	H	L	L	H
CO 2	H	L	M	H
CO3	H	M	L	H

H=HIGH.M=MEDIUM.L=LOW

	School of Health Sciences **B.Sc. (Psychology)** **B.Sc. Psychology (H)** **B.Sc. Psychology (H+R)**		
Course Title: Personality Assessment			
Semester: VIII	**Course code: PS402**	**Credits: 4**	**Core-22**
No of sessions Lectures / Tutorial: 45		**No of practical hours: Nil**	
Course Prerequisites: Nil		**Number of sessions: 45**	

Course Introduction

An individual's personality is the combination of traits and patterns that influence their behaviour, thought, motivation, and emotion. It drives individuals to consistently think, feel, and behave in specific ways; in essence, it is what makes each individual unique. Over time, these patterns strongly influence personal expectations, perceptions, values, and attitudes.

Course Objectives

1. Define personality and identify each element of the definition of personality.
2. Demonstrate an understanding of the major theories in personality, including their basic concepts and principles, views of personality development, assessment techniques and treatment principles.
3. Examine major theories of personality according to standard criteria for evaluating the adequacy of scientific theories.
4. Understanding of assessment of personality will be to equip the students for the assessment and management of person who will be having adjustment problem in life situation.

Course Outcomes
At the end of the course, students will be able

CO1: To obtain knowledge about human personality.

CO2: To create inference from major theories concepts, perspectives, empirical findings, methods, and the techniques used in personality

CO3: To develop skills related to assessment of the personality of people who may have adjustment related issues on day to day life.

Pedagogy

Class-room teaching and by various related activities. Students will be given various activities related to subject.

Course contents

Course Assessment

Assessment Scheme:

	Theory Exam					
Evaluation Component	Class Performance (A)	Mid Term (B)	Assignment (C)	Total	End Term Examination	Total
Weightage	10MM	20MM	10MM	40MM	60MM	100MM

Course References

Books
- Duane P. Schultz, Theories of Personality, Cengage Learning.
- P. Subba Rao, Organisational Behaviour, Himalaya Pub. House.
- Stephen P. Robbins, Organisational Behaviour, Pearson Education Australia

Online **references.**

- http://164.100.133.129:81/econtent/Uploads/PERSONALITY_&_HUMAN_BEHAVIOU R.pdf
- http://download.nos.org/srsec328newE/328EL18.pdf
- http://www.ncert.nic.in/NCERTS/l/lepy102.pdf

http://ucftext.weebly.com/uploads/4/4/2/7/44276037/theories_of_personality_ryckman_9th_ed.p df

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MAPPING BETWEEN CO'S PO'S

	Course out comes CO's	MAPPED PROGRAM OUTCOMES
CO 1	To obtain knowledge about human personality.	PO1, PO2, PO5, PO7, PO8, PO11, PO12
CO 2	To create inference from major theories concepts, perspectives, empirical findings, methods, and the techniques used in personality **PO-10 ,PO-12**	PO1, PO2, PO5, PO6, PO7, PO8, PO12
CO3	To develop skills related to assessment of the personality of people who may have adjustment related issues on day-to-day life.	PO1, PO2, PO3, PO5, PO6 , PO7, PO8, PO9, PO11, PO12

PO's	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	H	H	M	M	H	H	L	H	L	L	H	H
CO 2	H	H	M	M	H	H	H	H	M	L	L	H
CO3	H	H	H	M	H	H	H	H	H	M	H	H

H=HIGH. M=MEDIUM. L=LOW.

MAPPING BETWEEN CO'S PSO'S

	Course out comes CO's	MAPPED PROGRAM SPECIFIC OUTCOMES
CO 1	To obtain knowledge about human personality.	PSO2,PSO4
CO 2	To create inference from major theories concepts, perspectives, empirical findings, methods, and the techniques used in personality assessment	PSO1, PSO3,PSO4

CO3	To develop skills related to assessment of the personality of people who may have adjustment related issues in day-to-day life.	PSO1,PSO2,PSO3,PSO4

PSO's	PSO1	PSO2	PSO3	PSO4
CO 1	M	H	L	H
CO 2	H	L	H	H
CO3	H	H	H	H

 Sushant **University** *soaring high*	**School of Health Sciences** **B.Sc. (Psychology)** **B.Sc. Psychology (H)** **B.Sc. Psychology (H+R)**		
Course Title: Ethical Consideration of Research			
Semester: VIII	**Course code: PS404**	**Credits: 03**	**Core**
No of sessions Lectures / Tutorial: 3		**No of practical hours:**	
Course Pre-requisites:		**Number of sessions: 30**	

Course Introduction:

It is a critical course that delves into the moral principles and guidelines governing the conduct of research involving human participants. As psychologists, we hold a profound responsibility to protect the rights and well-being of those who participate in our studies. This course will equip you with the knowledge and skills necessary to navigate the complex ethical landscape of psychological research. Beyond theoretical understanding, this course will challenge students to apply ethical principles to real-world research scenarios. Students will analyze case studies, engage in ethical dilemmas, and discuss the complexities of balancing scientific inquiry with human welfare. By the end of this course, they will be prepared to conduct research ethically, critically evaluate research designs, and advocate for the rights of research participants.

Course Objectives:

The course aims to cultivate a profound understanding of ethical principles and standards governing psychological research. Students will develop the critical thinking skills necessary to navigate complex ethical dilemmas and make informed decisions about research design and conduct. By exploring historical and contemporary ethical guidelines, students will learn to prioritize participant welfare, protect human rights, and uphold the integrity of scientific inquiry. Ultimately, this course seeks to foster a generation of ethically responsible researchers who can contribute meaningfully to the field of psychology while safeguarding the well-being of research participants.

Course Outcomes:

CO1- Apply ethical principles to analyze and evaluate research designs and methodologies.

CO2- Identify potential ethical dilemmas in psychological research and propose appropriate resolutions.

CO3- Develop informed consent procedures that protect participant rights and welfare.

Course Content

Unit 1: Introduction to Ethics

- What are ethics?
- Moral vs. immoral vs. non-moral behavior
- Different ethical theories (e.g., utilitarianism, deontology, virtue ethics)
- Ethical decision-making models (e.g., Kohlberg's stages, Beauchamp & Childress' framework)

Unit 2: Ethical Issues in Your Field

- Identify key ethical challenges specific to your chosen field. (e.g., Data privacy, informed consent)
- Analyze case studies related to these challenges.
- Explore professional codes of ethics for your field.

Unit 3: Professional Responsibility

- Honesty and integrity in the workplace.
- Confidentiality and data protection.
- Conflicts of interest and whistle-blowing.
- Workplace discrimination and harassment.

Unit 4: Ethical Leadership

- Importance of ethical leadership for organizational success.
- Creating a culture of ethics within an organization.
- Leading by example and promoting ethical behavior.
- Addressing ethical misconduct.

Unit 5: Emerging Ethical Issues

- Explore the ethical implications of new technologies (e.g., Artificial intelligence, social media).
- Discuss ethical considerations in a globalized world.
- The future of ethical decision-making.

Reference

- P. Chaddah, (2018). Ethics in Competitive Research: Do not get scooped; do not get plagiarized.
- Resnik, D. B. (2011). What is ethics in research & why is it important. National institute of Environmental Health Sciences, 1-10.
- Bird, A. (2006). Philosophy if Science. Routledge.
- Maclntyre, Alasdair (1967). A short history of ethics. London
- National Academy of Sciences, National Academy of Engineering and Institute of Medicine (2009). On Being a Scientist: A Guide to Responsible Conduct in Research: Third Edition. National Academies Press.
- Bcall, J. (2012). Predatory publishers are corrupting open access. Nature, 489(7415), 179-179.

Course Assessment

Assessment Scheme

	Theory Exam					
Evaluation Component	Class Performance (A)	Mid Term (B)	Assignment (C)	Total	End Term Examination	Total

Weightage	10MM	20MM	10MM	40MM	60MM	100MM

MAPPING BETWEEN CO'S PO'S

	Course out comes CO's	MAPPED PROGRAM OUTCOMES
CO 1	Apply ethical principles to analyze and evaluate research designs and methodologies.	PO-1,PO-3,PO-5,PO-7,PO-9,PO10,PO-11,PO-12
CO 2	Identify potential ethical dilemmas in psychological research and propose appropriate resolutions.	PO-1,PO-3,PO-5,PO-9,PO10,PO-11,PO-12
CO3	Develop informed consent procedures that protect participant rights and welfare.	PO-1,PO-2PO-3,PO-5,PO-7 ,PO-9, PO10,PO-11,

PO's												
CO 1	H	L	H	H	M	H	H	M	H	M	H	H
CO 2	H	M	L	H	M	H	M	H	L	H	H	M
CO3	H	M	L	H	M	L	H	M	H	M	L	H

H=HIGH. M=MEDIUM. L=LOW.

CO's/PO's	PO1	PO2	PO3	PO4
CO 1	M	H	H	L
CO2	M	H	H	H
CO3	H	H	L	L
CO4	H	H	L	L

H=HIGH.M=MEDIUM.L=LOW

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	School of Health Sciences B.Sc. (Psychology) B.Sc. Psychology (H) B.Sc. Psychology (H+R)		
Course Title: PSYCHOLOGICAL PRACTICAL VII			
Semester: VIII	**Course code: PS406**	**Credits:03**	**Core**
No of sessions Lectures / Tutorial:		**No of practical hours: 60**	
Course Pre-requisites:		**Number of sessions:**	

Course Introduction

Many of these techniques are also used by other subfields of psychology to conduct research on everything from childhood development to social issues. Experimental psychology is important because the findings discovered by psychologists play a vital role in our understanding of the human mind and behavior.

Course Objectives

To give practical experience to the students in administering and scoring psychological tests and interpreting the scores.
To acquaint the students with the basic procedure and design of psychology experiments.
To familiarize the students with the use of elementary statistical techniques to encourage and guide the students to undertake a small-scale research project.

Course Outcomes

CO1: To demonstrate and explain relation between theory and its practical applications.
   CO2: To learn how to develop report and scientific investigations.
CO3: To examine results of psychological research must be looked at in light of the method used   to come to the result.

Pedagogy

The psychological practical combines experiential learning with critical analysis. Students are immersed in hands-on activities, such as conducting experiments, performing psychological tests, and engaging in field observations.

Course Content
   Note: Total 5 practical's will be conducted in the eighth semester among the list of following   practical's out of which first three practical's are compulsory.

a.   Criminal Propensity Scale

b.   Self Esteem Inventory
c.   IIP Aggression Scale
d.   Leadership Behavior Scale (LBHSA) by Asha Hinger
e.   Multi-dimensional Aptitude Battery
f.   General Wellbeing Scale by Reff

Course Assessment

Assessment Scheme:

Course References
A.   Text & References:

- Mohsin, S. M.: Experiments in Psychology. Motilal Banarasidas
- Woodworth, R.S.: Experimental Psychology. Oxford & IBH & Schlosberg, H. Publishing

MAPPING BETWEEN CO'S PO'S

	Course out comes CO's	MAPPED PROGRAM OUTCOMES
CO 1	To demonstrate and explain relation between theory and its practical applications.	PO1,PO4, PO6,PO8,PO9, PO11, PO12
CO 2	To learn how to develop report and scientific investigations.	PO1,PO3 , PO6,PO7,PO9, PO10, PO11
CO3	To examine results of psychological research must be looked at in light of the method used to come to the result.	PO2, PO5,PO7,PO10, PO11

PO's/CO's	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	H	M	L	H	L	L	H	M	H	M	H	H
CO 2	H	L	M	H	L	H	M	H	H	M	H	H
CO3	L	H	M	L	H	L	H	L	M	H	H	L

H=HIGH.M=MEDIUM.L=LOW

CO's/PO's	PO1	PO2	PO3	PO4
CO 1	M	H	H	L

CO2	M	H	H	H
CO3	H	H	L	L

H=HIGH.M=MEDIUM.L=LOW

	School of Health Sciences **B.Sc. (Psychology)** **B.Sc. Psychology (H)** **B.Sc. Psychology (H+R)**

Course: Minor 9			
Course Title: Practicing Managerial Career			
Semester: VIII	**Course code: PS 422**	**Credits: 4**	**Core: Employability/Skill Development/Entrepreneurship**
No of Sessions Lectures 4/ week		**No of Practical hours: 0**	
CoursePre-requisites: Basic Understanding of Organizational Behavior		**Number of Sessions: 40**	

Course Introduction

Organizational Behavior is concerned with the study of human behavior at work. It is the field of study that investigates the impact that individuals, groups and structure have on behavior within organization. It is the study and application of knowledge about how people act within organizations. It is a human tool for human benefit. It applies broadly to the behavior of people in all types of organizations, such as business, government, schools and services organizations. It covers three determinants of behavior in organizations: individuals, groups, and structure. OB is an applied field. It applies the knowledge gained about individuals, and the effect of structure on behavior, in order to make organizations work more effectively. OB covers the core topics of motivation, leadership behavior and power, interpersonal communication, group structure and process, learning, attitude development and perception, change process, conflict, job design and work stress.

Course Objectives

The course navigates through knowledge and skills necessary to thrive within complex organizational situations. The course focuses on understanding individual differences and its effects on factors like personality, attitude, individual performance, etc. The course helps the students to understand basic human behaviour in organizational settings.

Course Outcomes

Upon completion of the course, the students should be able to:

CO1: Apply the concepts of mentoring and coaching for learning, growing and continuous improvement.
CO2: Discuss the impact of poor work place ethics
CO3: Recognize and avoid productivity pitfalls

Pedagogy

This course follows a pedagogy of active involvement by the students. The students will be leading case discussions and have presentations on various topics. Each topic will include "teach back opportunities" were students will lead the learning of certain topics. This course will incorporate case history analysis and

group work will be encouraged so students can expand their views on subject material from understanding other students' perspectives.

Course contents
Module I: Introduction & Overview of Career Management
Introduction to Career Management • Overview of Career Development, Career Management Process, Self-Awareness, Career Development Planning Career Exploration, Life-long Learning , Networking, Career Management and Planning , Career Management by Career Planning ,Your Career Planning Goals and Your Employer's Goals, Why Career Management Is Essential Today o Jobs vs. Careers , The Benefit of Career Management , The Timing of Career Management , Your Goals vs. Your Employer's Goals
Module II: The First 90 Days of Your Job
- Success Tips, Learning the Business, Being Part of a Team and Working with Others,
- Skills for a Healthy Team Climate, Skills for an Effective Group Process,
- Are We A Team?, Supporting Your Supervisor ,
- Ways to Support Your Immediate Supervisor ,
- Building A Working Relationship with your Supervisor

Module III: The Workplace Pitfalls
- Avoiding the Pitfalls of Poor Customer Service,
- Avoiding the Pitfalls of Bad Attitude,
- Avoiding Emotional and Communication Pitfalls,
- Avoiding the Pitfalls of Bad Ethics and Poor Workplace Compliance

Module IV: Learning, Growing, and Continuous Improvement
- Learning on the Job - How to demonstrate your willingness to learn and grow
- Coaching and Mentoring - How to Be an Effective Workplace Coach - How a Mentor Can Boost Your Career Potential
- Performance Review and Appraisals - The purpose of a performance appraisal - Benefit for   employee - The performance appraisal process - Performance Appraisal Methods
- Being an Effective Self-advocate o Know your strengths and weaknesses - Know your value to the organization - Work on your reputation o Be a team player - Evolve your self-advocacy

Module V: Understanding Succession Planning
- Succession Planning Meaning and Importance,
- Differences Between Career Planning and Succession Planning,
- Succession Planning and Your Career,
- Creating a Succession Plan,
- Your Organizational Chart and Your Succession Plan

Course Assessment

Assessment Scheme:

	Theory Exam					
Evaluation Component	**Class Performance (A)**	**Mid Term (B)**	**Assignment (C)**	**Total**	**End Term Examination**	**Total**

Weightage	10MM	20MM	10MM	40MM	60MM	100MM

Course References

- **Books**
- Armstrong G. (2017) Marketing an Introduction, Pearson Education Asia, India.
- Gupta, C.B. (2018) Business Organization and Management, sultan chand & sons, India.
- Gupta, C.B., and Srinivasan, N.P. (2013) Entrepreneurial Development Sultan Chand &Sons, India
- V. S. P. Rao (2016), Business organisation and management, Taxmann's publications.
- Kaul, Vijay Kumar (2011) Business Organisation and Management, Text and Cases.

Online Resources

- How to Succeed in Your New Job: The First Week, Month and 90 Days. https://www.indeed.com/career-advice/starting-new-job/new-job-guide
- Internal Customer Service vs. External Customer Service. https://www.forbes.com/sites/micahsolomon/2018/08/01
- internal-customer-servicevs-external-customer-service/#aefe0a03b3ed
- Internal vs External Customers: How Are They Different?.
- https://www.bmc.com/blogs/internal-vs-external-customers/
- Difference Between Career Planning and Succession Planning. https://keydifferences.com/difference-between-career-planning-and-successionplanning.html
- Succession Planning. http://www.whatishumanresource.com/succession-planning

MAPPING BETWEEN CO'S PO'S

	Course out comes CO's	MAPPED PROGRAM OUTCOMES
CO 1	Apply the concepts of mentoring and coaching for learning, growing and continuous improvement.	PO1,PO4, PO6,PO8,PO9, PO11, PO12
CO 2	Discuss the impact of poor work place ethics	PO1,PO3 , PO6,PO7,PO9, PO10, PO11
CO3	Recognize and avoid productivity pitfalls	PO2, PO5,PO7,PO10, PO11

CO's/PO's												
CO1	M	H	H	L	H	H	H	H	M	H	H	H
CO2	L	L	H	H	M	L	M	L	M	H	H	M
CO3	H	H	L	L	H	L	M	H	H	H	L	H

H=HIGH.M=MEDIUM.L=LOW

CO's/PSO's				
CO1	H	M	L	H
CO2	H	L	M	H
CO3	L	H	M	L

H=HIGH M=MEDIUM L=LOW

Sushant University	**School of Health Sciences** **B.Sc. (Psychology)** **B.Sc. Psychology (H)** **B.Sc. Psychology (H+R)**

Course: Minor 10			
Course Title: Role of Training & Development (T&D)			
Semester: VIII	**Course code: PS 424**	**Credits: 4**	**Core: Employability/Skill Development/Entrepreneurship**
No of Sessions Lectures 4/ week		**No of Practical hours: 0**	
CoursePre-requisites: Basic Understanding of Organizational Behavior & HRM		**Number of Sessions: 40**	

Course Introduction

In today's emerging and competitive global economy, only those organizations dedicated to continuous learning are expected to grow and thrive. This course provides students with an overview of the roles of training and development (T&D) in human resource management. Theoretical foundations and practical issues involved in employee T&D in business [profit and non-profit] organizations are explored. This course is an examination of individual and organizational strategies designed to stimulate creative approaches to learning in organizations and will facilitate an understanding of individual development from both an organizational and personal perspective.

Course Objectives

The course navigates through knowledge and skills necessary to thrive within complex organizational situations.

Course Outcomes

Upon completion of the course, the students should be able to:

CO1: To develop an understanding of the evolution of training & development from a tactical to a strategic function

CO2: To understand the concept of training audit & training evaluation

CO3: To understand the concept of Learning Organizations & its benefits

CO4: To provide an insight into what motivates adults to learn and the most appropriate methodologies to impart training

Pedagogy

This course follows a pedagogy of active involvement by the students. Students learn the applications of the concepts through activities such as group work, lectures, discussions of practical examples, audio-visuals, exercises and case studies based on various organizationsThis course will incorporate case history analysis and group work will be encouraged so students can expand their views on subject material from understanding other students' perspectives.

Course contents

Module I: Pre requisites of Training & Development

Job analysis – manpower planning – at the start of the business and as ongoing process – performance appraisal – standards, methods, errors

Module II: Basics of Training &Development

Learning Objectives – domains of learning – methods of learning – importance of teaching techniques – instruction technology – instructor behavior – attention versus involvement

Module III: Need &Evaluation for Training & Development

Need for Training and Development – Role of Development officers – administrators, consultants, designers and instructors – determining training needs – potential macro needs – usefulness of training – development of competency-based training programs – Evaluation of training programs

Module IV: Methods of Training

Methods of training – on the job training – off the job training – choosing optimum method – the lecture – field trips – panel discussion – behavior modeling – interactive demonstrations – brain storming – case studies – action mazes, incident process, in-baskets, team tasks, buzz-groups and syndicates, agenda setting, role-plays-reverse role plays, rotational role plays, finding metaphors, simulations, business games, clinics, critical incidents, fish bowls, T-groups, data gathering, grouping methods, transactional analysis, exception analysis.

Module V: Difference between Training & Development

Need for development – differences between training and development – management development program – career development program – counseling evaluation of programs – job evaluation – methods and techniques.

Course Assessment

Assessment Scheme:

Theory Exam

Evaluation Component	Class Performance (A)	Mid Term (B)	Assignment (C)	Total	End Term Examination	Total
Weightage	10MM	20MM	10MM	40MM	60MM	100MM

Course References

Books
- B.Taylor & G.Lippitt: MANAGEMENT DEVELOPMENT AND TRAINING HANDBOOK.
- William E.Blank, HANDBOOK FOR DEVELOPING COMPETENCY BASED TRAINING PROGRAMMES, Prentice-Hall, New Jersey.
- David A.DeCenzo & Stephen P.Robbins: FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT.

Online Resources
- **https://ebooks.inflibnet.ac.in/hrmp02/chapter/training-and-development/**
- **https://document360.com/blog/employee-training-development/**

MAPPING BETWEEN CO'S PO'S

	Course out comes CO's	MAPPED PROGRAM OUTCOMES
CO 1	To develop an understanding of the evolution of training & development from a tactical to a strategic function	PO1,PO4, PO6,PO8,PO9, PO11, PO12
CO 2	To understand the concept of training audit & training evaluation	PO1,PO3 , PO6,PO7,PO9, PO10, PO11
CO3	To understand the concept of Learning Organizations & its benefits	PO2, PO5,PO7,PO10, PO11
CO4	To provide an insight into what motivates adults to learn and the most appropriate methodologies to impart training	PO1, PO3,PO5, PO8, PO9, PO11

PO's/CO's												
CO 1	H	M	L	H	L	L	H	M	H	M	H	H
CO 2	H	L	M	H	L	H	M	H	H	M	H	H

CO3	L	H	M	L	H	L	H	L	M	H	H	L

H=HIGH.M=MEDIUM.L=LOW

CO's/PSO's				
CO 1	M	H	H	L
CO2	M	H	H	H
CO3	H	H	L	L
CO4	H	H	L	L

H=HIGH.M=MEDIUM.L=LOW