

<b>Effective from Session: 2024-2025</b>							
<b>Course Code</b>	A090502T/H S322	<b>Title of the Course</b>	Positive Psychology	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Year</b>	III	<b>Semester</b>	V	4	0	0	4
<b>Pre-Requisite</b>	Intermediate (10+2)	<b>Co-requisite</b>	None				
<b>Course Objectives</b>	<b>To introduce the basic concepts of the growing approach of positive psychology and understand its applications in various domains</b>						

<b>Course Outcomes</b>	
<b>CO1</b>	To understand meaning and perspectives of positive psychology
<b>CO2</b>	To know about the positive emotions and its importance
<b>CO3</b>	To understand concepts like hope and resilience
<b>CO4</b>	To study the concept and measurement of gratitude, empathy, compassion and forgiveness
<b>CO5</b>	To learn the techniques to enhance self-awareness
<b>CO6</b>	To understand the concept of social competence
<b>CO7</b>	To know about the concept of happiness
<b>CO8</b>	To understand psychological and subjective wellbeing

<b>Unit No.</b>	<b>Title of the Unit</b>	<b>Content of Unit</b>	<b>Contact Hrs.</b>	<b>Mapped CO</b>
1	<b>Positive Psychology</b>	Assumptions and Goals; Eastern and Western Perspectives on Positive Psychology	7	1
2	<b>Positive Emotional State</b>	The Broaden and Build Theory of Positive Emotions; Concept of Mindfulness in Buddhism	8	2
3	<b>Positive Cognitive States</b>	Hope, Optimism, Self-efficacy, Resilience: concept and measurement	8	3
4	<b>Gratitude, Forgiveness, Empathy and Compassion</b>	Concept and Measurement; Cultivation exercises in Positive Psychology	8	4
5	<b>Self-Awareness</b>	Concept, Techniques to enhance Self-Awareness	7	5
6	<b>Social Competence</b>	The Value of Social Support and Relationships in a Fulfilling and Meaningful Life; Love and Belongingness	8	6
7	<b>Happiness</b>	Eudemonic and Hedonistic View; Authentic Happiness	7	7
8	<b>Psychological and Subjective Wellbeing</b>	Concept and Components	7	8

**Reference Books:**

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

**e-Learning Source:**

<https://www.scribd.com/document/374854620/Positive-Psychology>

<https://swayam.gov.in/>

<https://egyankosh.ac.in/handle/123456789/1>

<b>Course Articulation Matrix: (Mapping of COs with POs and PSOs)</b>																
<b>PO-PSO CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>	<b>PSO7</b>	<b>PSO8</b>
<b>CO1</b>	2	1	2	4	3	3	4	3	5	2	3	4	3	4	2	3
<b>CO2</b>	3	3	3	2	3	2	3	3	3	3	3	3	2	2	3	2
<b>CO3</b>	5	4	1	5	2	3	2	2	4	3	2	2	3	5	1	3
<b>CO4</b>	3	3	3	3	3	3	3	1	2	1	3	3	3	3	3	3
<b>CO5</b>	4	2	3	1	3	1	2	4	3	5	3	2	1	1	3	2

**1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**

ame & Sign of Program Coordinator

Sign & Seal of HoD

<b>Effective from Session: 20245-25</b>							
<b>Course Code</b>	A090503T/ HS323	<b>Title of the Course</b>	LAB WORK/SURVEY/ FIELD VISIT	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Year</b>	III	<b>Semester</b>	V	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>
<b>Pre-Requisite</b>	Intermediate (10+2)	<b>Co-requisite</b>	None				
<b>Course Objectives</b>	After completing this practicum, the student will have an understanding about how to frame research objectives and questions, plan, decide and execute appropriate methods of research, data analysis, interpretation and discussion of the findings.						

<b>Course Outcomes</b>	
<b>CO1</b>	Learners will be able to Gratitude or Forgiveness reflection in individual.
<b>CO2</b>	Learners will be able to understand individual experiences and able to analysis of data and interpretation.
<b>CO3</b>	Learners will be able to analysis of data and writing a report.

<b>Unit No.</b>	<b>Title of the Unit</b>	<b>Content of Unit</b>	<b>Contact Hrs.</b>	<b>Mapped CO</b>
1	<b>Reflection</b>	Write a Reflection. For Example- a Gratitude or Forgiveness reflection or any other of your choice by recording your entries at least 2-3 times a week and report your Reflection like any thoughts and feelings that may arise as you become aware of that. What benefits could you gain from developing this habit of mind, short and long term? Be aware of any shifts from stress/anxiety to enhanced well-being and calm.	20	CO1
2	<b>Survey Research</b>	Conduct a survey research. For Example; meaning of life/happiness index/positive and Negative Affect/life satisfaction/optimism/well-being etc. (10- 12 students group can be formed)	20	CO2
3	<b>Field Study</b>	Conduct a field study on anyone topic of human development. Analyze the data and report (10-12 student groups can be formed)	20	CO3

<b>Reference Books:</b>
1. Dalal, A.K. (2016). Cultural Psychology of Health in India: Well-being, Medicine and Traditional Health Care. New Delhi: Sage Publications India Pvt. Ltd.
2. Dalal, A.K. (2015). Heath Beliefs and Coping with Chronic Diseases. New Delhi: Sage Publications India Pvt. Ltd.
3. Ghosh, Manika (2015). Health Psychology: Concepts in Health and Well-being. New Delhi: Pearson.
<b>e-Learning Source:</b>
Suggestive digital platforms web links- <a href="http://www.apa.org">http://www.apa.org</a> <a href="http://heecontent.upsdc.gov.in/Home.aspx">http://heecontent.upsdc.gov.in/Home.aspx</a>

<b>Course Articulation Matrix: (Mapping of COs with POs and PSOs)</b>															
<b>PO-PSO CO</b>	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
<b>CO1</b>	3	2	2	2	2	3	2	3	3	3	2	2	2	3	3
<b>CO2</b>	3	3	1	1	3	2	1	3	3	3	3	3	3	3	3
<b>CO3</b>	3	3	2	2	3	2	3	3	3	3	3	3	3	3	3

**1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**

<p align="center"><b>Name &amp; Sign of Program Coordinator</b></p>	<p align="center"><b>Sign &amp; Seal of HoD</b></p>
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**Effective from Session:** 2024-2025

<b>Course Code</b>	A090504R/324	<b>Title of the Course</b>	Problem Identification & Research Proposal Writing	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Year</b>	III	<b>Semester</b>	V	<b>0</b>	<b>0</b>	<b>3</b>	<b>3</b>
<b>Pre-Requisite</b>	Only for psychology students	<b>Co-requisite</b>	None				
<b>Course Objectives</b>	After completing this practicum, students will have a comprehensive understanding about carrying out research project, how to frame research objectives and questions, plan, decide and execute appropriate methods of research and intended data analysis.						

Unit No.	Unit Title	Content of Unit	Contact Hrs.	Mapped CO
1	Community Visit	Visit to any community of surrounding and identification of problems, issues, good practices, skills, community services, etc. For example- Health services, women self-help groups, NGOs, banks, organizations, industries, villages, panchayats, etc. (10-12 student groups can be formed)	20	1
2	Research Proposal	Based on the field visit observations and experiences, each student will write a research proposal in this semester. The research proposal is an important process in providing a clear statement of the problem, a review of literature, how the literature relates to the study, formal research questions and hypotheses, a full methods section, and the data analysis. Each student will be evaluated on diligence in writing the research proposal as per APA guidelines.	25	2

**Suggested Continuous evaluation methods**

PPT presentation of experiences of observed unit and research proposal (20 marks)

Attendance (5 marks)

PO- PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	2	3	3	3	3	2	1	3	1	3	2	3	2	2	3
CO2	3	2	3	2	2	1	3	3	2	2	1	3	1	3	1

Name &amp; Sign of Program Coordinator

Sign &amp; Seal of HoD

<b>Effective from Session: 2024-2025</b>							
<b>Course Code</b>	<b>A090505T/H S325</b>	<b>Title of the Course</b>	<b>Organizational Behavior</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Year</b>	<b>III</b>	<b>Semester</b>	<b>V</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-Requisite</b>	<b>Intermediate</b>	<b>Co-requisite</b>	<b>None</b>				
<b>Course Objectives</b>	To develop an awareness of the concepts related to organizational behavior and help the students to develop connectivity between concepts and practices of organizations.						

<b>Course Outcomes</b>	
<b>CO1</b>	Help students to know the concept of organizational behavior.
<b>CO2</b>	Enable students to learn and implement the theories of OB.
<b>CO3</b>	Enable students to learn the concept of job satisfaction, OC and OCB so that they can implement these in future
<b>CO4</b>	Familiarize students with the dynamics of organizational behavior.
<b>CO5</b>	Acquaint them with concept of leadership, its theories and its Indian perspective .
<b>CO6</b>	Students will be able to learn different types of leadership style
<b>CO7</b>	Helping students to learn the communication processes in organization
<b>CO8</b>	Helping them to know workplace stress and its management.

<b>Unit No.</b>	<b>Title of the Unit</b>	<b>Content of Unit</b>	<b>Contact Hrs.</b>	<b>Mapped CO</b>
1	Introduction	Definition of OB, Historical antecedents of Organizational Behavior: Scientific management & Human Relations Movement; Contemporary Trends and Challenges; Organizational Behavior: Challenges in the Indian Setting	7	CO1
2.	Theories of OB	Motivational Theories : Content and Process theories, Contemporary theories and applications, MBO	7	CO2
3	Individual level processes	Employee attitudes: Job satisfaction, Organizational Commitment, Organizational Citizenship Behavior, Job Characteristics Model & Job Redesign	7	CO3
4	Dynamics of Organizational Behavior	Organizational culture; Power and Politics: Influence, sexual harassment, organizational politics; Positive Organizational Behavior: Optimism, Emotional Intelligence, Psychological capital	8	CO4
5	Leadership	Basic approaches: Trait theories, Behavioral theories, Contingency theories; Contemporary, Indian perspective on leadership	8	CO5
6	Leadership Types	Transformational & Transactional Leadership.	7	CO6
7	Communication Processes in OB	Communication Processes, Modes of Organizational Communication, Communication Network, Types of Communication	8	CO7
8	Stress and Conflict Management	Emergence of stress, Cause of stress, Intra-individual and Interactive Conflict, Coping Strategies and Negotiation Skills	8	CO8

**Reference Books:**

1. Chadha, N.K. (2007). Organizational Behavior. Galgotia Publishers: New Delhi.
2. Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). India: Dorling Kindersley.
3. Griffin, R.W. & Moorhead, G. (2009). Organizational Behavior: Managing People & Organizations. New Delhi
4. Biztantra publishers. Landy, F.J. & Conte, J.M. (2007). Work in the 21st Century: An Introduction to Industrial and Organizational

**e-Learning Source:**  
<https://swayam.gov.in/>  
<https://egyankosh.ac.in/handle/123456789/1>

<b>PO-PSO CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>	<b>PSO7</b>	<b>PSO8</b>
<b>CO1</b>	2	2	2	2	2	2	2	1	1	3	1	3	3	2	3
<b>CO2</b>	3	1	1	2	3	3	2	2	2	3	2	3	3	3	2
<b>CO3</b>	1	2	2	2	2	2	1	2	1	3	2	3	3	2	3
<b>CO4</b>	2	2	3	2	3	1	2	2	2	3	3	3	2	3	3
<b>CO5</b>	3	2	2	1	2	3	3	1	2	2	3	3	3	3	2
<b>CO6</b>	3	3	3	3	3	3	2	3	2	3	2	1	2	3	3
<b>CO7</b>	3	3	2	3	3	3	3	2	3	3	2	1	3	3	2
<b>CO8</b>	2	3	3	3	2	2	3	3	3	2	1	2	3	2	3

**1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**

**Name & Sign of Program Coordinator**

**Sign & Seal of HoD**

**Effective from Session: 2024-2025**

<b>Course Code</b>	<b>A090606T/HS 326</b>	<b>Title of the Course</b>	<b>Spiritual Psychology</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Year</b>	<b>III</b>	<b>Semester</b>	<b>V</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-Requisite</b>	<b>10+2</b>	<b>Co-requisite</b>	<b>None</b>				
<b>Course Objectives</b>	To help students to understand the basics of spirituality, differences and the similarities between psychology and spirituality, along with its benefits that can be used in psychology practice						
<b>Course Outcomes</b>							
<b>CO1</b>	Understand and define the concept of spirituality and its relevance to psychology.						
<b>CO2</b>	Students will explore various dimensions that contribute to a holistic understanding of spirituality						
<b>CO3</b>	Students will gain an understanding of the foundational principles of Hindu spirituality, its historical context, and its significance in shaping diverse spiritual practices.						
<b>CO4</b>	Students will gain a deep understanding of the concept of the soul in Islamic spirituality						
<b>CO5</b>	Students will gain a foundational understanding of the relationship between yoga and spirituality						
<b>CO6</b>	Students will explore how having a spiritual outlook can help us understand and achieve happiness.						
<b>CO7</b>	Students will gain an understanding of the concept of spiritual health and its relevance in the context of overall well-being.						
<b>CO8</b>	Students will be able to articulate and critically analyze diverse definitions of spirituality.						

<b>Unit No.</b>	<b>Title of the Unit</b>	<b>Content of Unit</b>	<b>Contact Hrs.</b>	<b>Mapped CO</b>
1	<b>What is Spirituality?</b>	Definitions of spirituality: Spirituality as transcendence, spirituality as sacred, spirituality as practice, spirituality as related to purpose/meaning in life, values/virtues, beliefs and experiences; spirituality as religious/non-religious	8	CO1
2	<b>Holistic Spirituality</b>	Dimensions of spirituality	6	CO2
3	<b>Spirituality in Hinduism</b>	Spiritual practices: Samskaras, Prarthana, Indriya-nigraha, Ragas, Invocation of OM, Tarpan, Upavasa, Anubhava, Loksamgraha, Ishwaraparinadhana, Tirth-yatra, and Yoga.	8	CO3
4	<b>Islamic Spirituality</b>	The spiritual goal of Islam, Essential of man's being, A soul for all, Spirituality as a perfect virtue.	7	CO4
5	<b>Spirituality within Yoga</b>	Twelve forms of yoga: Sahaja yoga, paravnv yoga, Iyengar yoga, Restorative yoga, Integral yoga, Tantra yoga, Udgeeth pranayama, Ashtanga yoga, Laya yoga, Isha kriya, Trataka yoga and Yogeshvara'syoga.	9	CO5
6	<b>Spirituality and Happiness</b>	Concept of happiness, Forms of happiness, How to attain happiness?	8	CO6
7	<b>Spirituality and Health</b>	Spiritual health: Concept and Definitions,	6	CO7
8	<b>Issues and Directions in Research</b>	Definitional issues, Directions of spiritual psychology, What is new in Spiritual Psychology?	8	CO8

**Reference Books:**

Husain, A., &amp; Singh, R. (2019). Spirituality in Practice. New Delhi: The Readers Paradise. ISBN: 978-93-85958-17-5

Husain, A., &amp; Maqbool, S. (2017). New Directions in Spiritual Psychology. New Delhi: Global Vision Publishing House. ISBN: 978-81-.8220-802-5.

Singh, N. K. (2005) : Science and Spirituality. New Delhi: Global Vision Publishing House

Richards, P. S., &amp; Bergin, A. E. (Eds.). (2000). Handbook of Psychotherapy and Religious Diversity. American Psychological Association

**e-Learning Source:****Course Articulation Matrix: (Mapping of COs with POs and PSOs)**

<b>PO-PSO CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>	<b>PSO7</b>	<b>PSO8</b>
<b>CO1</b>	1	2	2	1	2	3	1	2	3	2	2	2	3	3	3
<b>CO2</b>	2	1	1	2	2	1	1	3	3	2	1	2	2	3	2
<b>CO3</b>	3	3	2	3	2	2	2	2	1	1	2	2	2	2	2
<b>CO4</b>	2	2	2	3	2	2	3	2	3	2	2	2	2	3	2
<b>CO5</b>	2	3	1	2	2	1	1	3	3	2	3	1	1	1	2
<b>CO6</b>	3	2	2	3	3	2	3	1	2	1	2	2	3	2	3
<b>CO7</b>	2	2	2	2	2	2	2	2	1	1	1	2	2	3	2
<b>CO8</b>	1	2	2	2	3	2	2	3	3	2	2	2	1	2	2

**1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation**

Name &amp; Sign of Program Coordinator

Sign &amp; Seal of HoD

Effective from Session:2024-25							
<b>Course Code</b>	A090501T/ HS321	<b>Title of the Course</b>	Life Span Human Development	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Year</b>	III	<b>Semester</b>	V	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-Requisite</b>	Intermediate (10+2)	<b>Co-requisite</b>	None				
<b>Course Objectives</b>	To introduce students to develop an ability to identify the milestones in diverse domains of human development across the child, adolescent and adulthood stages, understand the contributions of sociocultural context toward shaping human development and acquire an ability to decipher key developmental challenges and issues						

Course Outcomes	
<b>CO1</b>	Understanding about the Principles of Development and Methods of Studying Human Development.
<b>CO2</b>	Enable to Identify Prenatal Development and Stages and hazards.
<b>CO3</b>	Knack to link up theory with Infancy Physical, Social and Language Development.
<b>CO4</b>	Understanding about the Childhood Development of Cognitive, Emotional and Moral Development.
<b>CO5</b>	Gain knowledge of the important stages Adolescence's Physical Changes Development of Identity, Cognitive, Social, Emotional and Moral Development
<b>CO6</b>	Development knowledge about the Sex - Role Adjustment, Diversity of Adult Lifestyles, Developments of Career.
<b>CO7</b>	Understanding the Development of Changes in Mental Abilities, Adapting To Physical Changes in Midlife, Relationships at Midlife, Vocational Life.
<b>CO8</b>	Understanding the Development of Late Adulthood: Life Expectancy, Physical Changes, Change in Self Concept and Personality, Psychological Well-Being, Retirement and Leisure

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	<b>Human Development</b>	Introduction; Principles of Development; Methods of Studying Human Development.	7	CO1
2	<b>Prenatal Development</b>	Stages and hazards; Neonatal Development: Sensory and Motor Capacity	8	CO2
3	<b>Infancy:</b>	Physical, Social and Language Development.	7	CO3
4	<b>Childhood Development</b>	Childhood Development: Cognitive, Emotional and Moral Development.	7	CO4
5	<b>Adolescence:</b>	Physical Changes (Puberty and Growth spurts); Development of Identity, Cognitive, Social, Emotional and Moral Development	8	CO5
6	<b>Early Adulthood:</b>	Sex - Role Adjustment, Diversity of Adult Lifestyles, Career Development.	7	CO6
7	<b>Middle Adulthood:</b>	Changes in Mental Abilities, Adapting To Physical Changes in Midlife, Relationships at Midlife, Vocational Life.	8	CO7
8	<b>Late Adulthood:</b>	Life Expectancy, Physical Changes, Change in Self Concept and Personality, Psychological Well-Being, Retirement and Leisure	8	CO8

Reference Books:
1. Berk, L. E. (2010). Child Development (9th ed.). New Delhi: Prentice Hall.
2. Berk, L.E. (2017). Development through the Life span (7th ed.). Allyn & Bacon: Pearson.
3. Feldman, R.S. & Babu. N. (2011). Discovering the Lifespan. New Delhi: Pearson.
4. Misra, G. (2011). Handbook of Psychology in India (Section IV), New Delhi: Oxford University Press.
5. Santrock, J. W. (2011). Child Development (13th ed.). New Delhi: McGraw-Hill.

e-Learning Source: Suggestedigitalplatformsweblinks- <a href="http://heecontent.upsdc.gov.in/Home.aspx">http://heecontent.upsdc.gov.in/Home.aspx</a> <a href="http://www.apa.org">http://www.apa.org</a>

Course Articulation Matrix: (Mapping of COs with POs and PSOs)															
PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8

<b>CO1</b>	3	2	2	2	2	3	2	3	2	1	2	2	2	3	3
<b>CO2</b>	3	3	1	1	3	2	1	3	1	3	2	3	3	1	3
<b>CO3</b>	1	3	2	2	3	2	3	1	3	1	3	3	1	3	3
<b>CO4</b>	3	3	2	2	3	3	3	2	2	3	2	3	2	2	2
<b>CO5</b>	2	2	2	2	3	3	2	3	3	2	1	3	1	3	2
<b>CO6</b>	3	2	2	2	3	2	3	3	2	3	3	3	2	3	3
<b>CO7</b>	3	3	1	3	2	2	2	3	3	2	3	1	3	1	2
<b>CO8</b>	3	2	3	2	3	3	2	3	2	3	1	3	2	3	2

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Name & Sign of Program Coordinator	Sign & Seal of HoD
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