

Syllabus of B.Sc. in B.Sc. in Psychology
Effective from academic session 2023-24

Semester VII (Honours)

Sl .	Subject Type	Code	Subject Name	Credits			Total Credits
				L	T	P	
1.	DSC	BSCPY 701 & 791	RESEARCH METHODOLOGY	3	0	2	5
2.		BSCPY 702 &792	COUNSELLING PSYCHOLOGY	3	0	2	5
3.							
	DSE	MIM 701	INTRODUCTION TO CYBER SECURITY AND CYBER LAWS	4	-	0	4
4.		MIM 702	DIGITAL MARKETING	4	-	0	4
5.							
6	SEC	SEC781	DISSERTATION WORK [EVALUATION IN EIGHT SEMESTER]	-	-	-	
7.		SEC782	SUMMER INTERNSHIP –II (Appendix -6.1)	0	0	8	4
TOTAL CREDIT							22

Semester VIII (Honours)

Sl.	Subject Type	Code	Subject Name	Credits			Total Credits
				L	T	P	
1.	DSC	BSCPY 801	HEALTH PSYCHOLOGY	5	0	0	5
		BSCPY 802	POSITIVE PSYCHOLOGY & STRESS MANAGEMET	5	0		5
2.		BSCPY 803	HUMAN RESOURCE MANAGEMENT & EMOTIONAL INTELLIGENCE	4	0	0	4
3.	SEC	SEC 881	DISSERTATION WORK [Started in Seventh Semester]	0	0	16	8
TOTAL CREDIT							22

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Semester VII (Honours with Research)**

Sl.	Subject Type	Code	Subject Name	Credits			Total Credits
				L	T	P	
1.	DSC	BSCPY 701 & 791	RESEARCH METHODOLOGY	3	0	2	5
2		BSCPY 702 & 792	COUNSELLING PSYCHOLOGY	3	0	2	5
3	SEC701	SEC701/702	Research Internship Report and Viva – Voce(Appendix -6.2)			8	4
4	DSE	MIM 701	INTRODUCTION TO CYBER SECURITY AND CYBER LAWS	4	-	0	4
5		MIM 702	DIGITAL MARKETING	4		0	4
TOTAL							22

Semester VIII (Honours with Research)

Sl.	Subject Type	Code	Subject Name	Credits			Total Credits
				L	T	P	
1.	DSC	BSCPY 801	HEALTH PSYCHOLOGY	3	0	2	5
		BSCPY 802	POSITIVE PSYCHOLOGY & STRESS MANAGEMET	3	0	2	5
2.		BSCPY 803	HUMAN RESOURCE MANAGEMENT & EMOTIONAL INTELLIGENCE	4	0	0	4
3.	SEC	SEC 881	Dissertation (For Research Track) (refer Appendix -7)	0	0	16	8
Total Credit							22

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Semester-VII

Course Name: RESEARCH METHODOLOGY

Mode: Offline

Credits: 3

BSCPY-701

Aim of the Course: The aim is to achieve basic concept of the basic orientations to research like qualitative and quantitative, need for quantification in psychological research; levels of measurements; steps in development of psychological tests, types of social scientific research, and steps in conducting social scientific research, and sampling and research design.

Course Objectives: The course is aimed to build knowledge in the meaning, nature, and purpose of research. They should understand different characteristics of good scientific research and the types of research (qualitative and quantitative, exploratory, explanatory, descriptive). They will have a descriptive ideation about the need for quantification in psychological research; levels of measurements; steps in development of psychological tests (Item analysis, reliability, validity, norms). They should be able to understand types of social scientific research: lab and field experiments, field study, ex-post facto research, surveys, case studies. Upon completion of this course, students should use & interpret the steps in conducting social scientific research and sampling and research design & their concepts, nature, and types in short.

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Sl	Graduate attributes	Mapped modules
CO1	The student will acquire knowledge in the purpose of research.	M1
CO2	The student will understand types of research.	M2
CO3	The student shall master the concepts of Need for quantification in psychological research and psychological tests.	M3
CO4	The students will understand the concept and steps in conducting Social scientific research.	M4
CO5	The students will get a basic knowledge Sampling and Research design	M5

Learning Outcome/ Skills:

The candidates should demonstrate the concept and purpose of research and the basic orientations to research like qualitative, quantitative, exploratory, explanatory, descriptive. The stages involved in developing psychological tests (item analysis, reliability, validity, and norms) as well as the necessity of quantification in psychological research will be covered in detail. The following forms of social scientific research should be understandable to them: surveys, case studies, ex-post facto research, lab and field experiments, and field studies. After completing this course, students should be able to apply and interpret the procedures for doing social scientific research, as well as sampling and research design, as well as their general concepts, kinds, and nature.

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Module Number	Content	Total Hours	% of questions	Bloom Level (applicable)	Remarks, if any
<u>THEORY</u>					
M1	Basic concept on the purpose of research	09	20	1,2,3	NA
M2	Psychological research and the development of psychological tests	14	30	1,2,3	NA
M3	Social scientific research	15	30	1,2,3	NA
M4	Sampling and Research design	07	20	1,2,3	NA
Total Theory		45	100		
<u>Practical</u>		30			
2. Project based practical on any two topic of short tool development.					
Total		75			

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Detailed Syllabus

Module 1: Basic concept on the purpose of research

Meaning, nature, and purpose of research; characteristics of good scientific research; types of research (qualitative and quantitative, exploratory, explanatory, descriptive)

Total Hours: 09

Module 2: Psychological research and the development of psychological tests

Need for quantification in psychological research; levels of measurements; steps in development of psychological tests (Item analysis, reliability, validity, norms)

Total Hours: 14

Module 3: Social scientific research

Types of social scientific research: lab and field experiments, field study, ex-post facto research, surveys, case studies. Steps in conducting social scientific research

Total Hours: 15

Module 4: Sampling and Research design

Meaning, nature, and types in brief

Total Hours: 07

PRACTICAL

Total Hours: 30

BSCP791

Credit: 2

Project based practical on any two topics on short tool development (developing an attitude scale towards any social construct to be decided in class through group discussion)

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Suggested Readings:

- Chadha, N.K. (2009) Applied Psychometry. Sage Pub: New Delhi.
- Dyer, C. (2001) Research in Psychology: A Practical Guide to Research Methodology and Statistics (2nd Ed.) Oxford: Blackwell Publishers
- Gregory, R.J. (2006). Psychological Testing: History, Principles, and Applications (4th Ed.). New Delhi: Pearson Education.
- Murphy, K.R. & Davidshofer, C. O. (2004). Psychological Testing: Principles & Applications (6th Ed.) New Jersey: Prentice Hall.
- Neuman, W.L. (2006). Social Research Methods: Qualitative and Quantitative Approaches (6th Ed.) Boston: Pearson Education.
- Willig, C. (2001). Introducing qualitative research in psychology: Adventures in theory and method. Philadelphia: Open University Press.

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Course Name: COUNSELLING PSYCHOLOGY

Mode: Offline

Credits:3

BSCPYPY-702

Aim of the Course: The aim is to achieve knowledge of Counselling, difference between guidance, counselling, and psychotherapy; stages of counselling; counselling relationship, counselling pre-requisites; characteristics of a good counsellor, major approaches to counselling: Psychodynamic, Behavioral, Cognitive, Humanistic and Counselling in special settings: Educational, Vocational, Crisis intervention, psychological first-aid.

Course Objectives: The course is aimed to build knowledge in meaning and nature of Counselling. They should be able to explain the difference between guidance, counselling, and psychotherapy. They should demonstrate the knowledge about the stages in the counselling process - counselling relationship, counselling pre-requisites. They willable to relate to the common attitudinal factors needed to be a good counsellor. They should be able to compare the different perspectives of counselling to arrive at a coherent orientation and understand the major approaches to counselling: Psychodynamic, Behavioral, Cognitive, And Humanistic. Upon completion of this course, students should be able to understand the Counselling in special settings: Educational, Vocational, Crisis intervention, psychological first-aid.

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Sl	Graduate attributes	Mapped modules
CO1	The student will acquire knowledge in the Counselling	M1
CO2	The student will understand difference between guidance, counselling, and psychotherapy	M2
CO3	The student shall master the stages in the counselling process	M3
CO4	The students will understand the concept to major approaches to counselling	M4
CO5	The students will be able to contrast the different perspectives of counselling to arrive at a coherent orientation.	M5

Learning Outcome/ Skills:

The goal of the course is to increase understanding of the nature and significance of counselling. They ought to be able to define the distinctions between psychotherapy, counselling, and guidance. They ought to exhibit their understanding of the phases of the counselling procedure, including the prerequisites and the counselling connection. They will be able to connect with the shared attitudes required of competent counsellors. In order to develop a cohesive orientation, they should be able to evaluate the many counselling perspectives and comprehend the four main counselling approaches: psychodynamic, behavioural, cognitive, and humanistic. Students should be able to comprehend counselling in certain contexts, such as educational, vocational, crisis intervention, and psychological first aid, after completing this course.

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Module Number	Content	Total Hours	% of questions	Bloom Level (applicable)	Remarks,if any
<u>THEORY</u>					
M1	Basic concept on the nature of Counselling	09	20	1,2,3	NA
M2	Stages of counselling	14	30	1,2,3	NA
M3	Different approaches to counselling	15	30	1,2,3	NA
M4	Counselling in various special settings	07	20	1,2,3	NA
Total Theory		45	100		
<u>Practical</u>		30			
1. Project based practical on attitude towards mental health treatment in various population.					
2. Project based practical on Emotional Intelligence.					
Total		75			

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Detailed Syllabus

Module 1: Basic concept on the nature of Counselling

Meaning and nature of Counselling. Difference between guidance, counselling, and Psychotherapy.

Total Hours: 09

Module 2: Stages of counselling

Stages of counselling; counselling relationship, counselling pre-requisites as well as characteristics of a good counsellor

Total Hours: 14

Module 3: Different approaches to counselling

Major approaches to counselling: Psychodynamic, Behavioral, Cognitive, Humanistic

Total Hours: 15

Module 4: Counselling in various special settings

Counselling in special settings: Educational, Vocational, Crisis intervention, psychological first-aid. Meaning, nature, and types in brief

Total Hours: 07

PRACTICAL

Total Hours: 30 BSCP792

Credit: 2

Project based practical on assessing attitude towards mental health treatment in different population

Practical on assessing Emotional Intelligence of employees

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Suggested Readings:

- Burnard, P. (2009). Counseling Skills Training: Book of activities. Viva Books, New Delhi.
- Capuzzi, D. & Gross, D. R. (2007). Counselling and Psychotherapy: Theories and Interventions (4th Ed.) New Delhi. Pearson.
- Corey, G. (2009) Counselling and Psychotherapy; Theory and Practice. (7th Ed.) New Delhi: Cengage Learning.
- Friedlander, M.L. & Diamond, G.M. (2012). Couple and Family Therapy. In E. M. Altmaier and J.C. Hansen (Eds.) The Oxford Handbook of Counselling Psychology. New York: Oxford University Press.
- Geldard, K. & Geldard, D. (2011). Counselling Children: A Practical Introduction (3rd Ed.) New Delhi: Sage
- Gibson, R. L. & Mitchell, M. H. (2012). Introduction to Counselling and Guidance (7th Ed.) New Delhi: Pearson

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Appendix – 6.1

Summer Internship

B.Sc. in Psychology VII (Honours)
Course Title: Summer Internship

Course Code	:	SEC 782
Course Title	:	Summer Internship –II
Number of Credits	:	4
Course Category	:	SEC

Course Objective(s):

The summer internship aims to provide students with an integrative learning experience that combines professional work in a real-world organization with rigorous academic research. Through an action research project, students will develop and apply theoretical knowledge to practical challenges, enhancing their problem-solving, critical thinking, and communication skills. This course aims to bridge the gap between academic study and professional practice, preparing students for successful careers in their chosen fields.

Summer Internship Student Engagement Process:

An internship/capstone project is a structured, hands-on learning experience integrating academic knowledge with pre-professional work activities. It mutually benefits both the student-intern and the host organization. Interns apply foundational skills from their studies to real-world tasks, enhancing their practical experience. Placement sites outline clear expectations, duties, and performance goals for the interns. They also offer regular supervision and feedback to guide the interns' development. This experiential learning helps students build valuable industry-specific skills, gain insights into their chosen field, and improve their employability upon graduation.

Step1.

Orientation Session: The orientation session for the internship/capstone project is designed to provide students with a comprehensive overview of what to expect and how

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to succeed in the coming professional experience. The session aims to bridge the gap between academic learning and practical application in a real-world setting.

Step2.

Identify an internship: Students research opportunities that align with their career goals and academic background. They explore various platforms, such as online job boards, networking events, and professional associations, to find positions that offer relevant hands-on experience and skills in their chosen field.

Step3.

Internship agreement Form: The Student, Mentor, and internship Coordinator in the Industry will complete the internship agreement form.

Step4.

Start of Internship: The internship lasts eight weeks. Interns are expected to commit to 20 hours per week, allowing for a balanced integration of work and learning. The internship mentor will arrange specific schedules. This structure ensures that interns gain substantial experience while accommodating any academic commitments. Regular check-ins and progress reviews will be conducted to support intern development and address any challenges, ensuring a productive and enriching internship experience.

Step5.

Submission of Report:

Front Page: Student Name, Course, Internship Company, Duration, Mentor Internship Agreement Form

Internship Certificate

Introduction & background of the Company

Roles & responsibilities as an Intern Weekly

Work allotment & completion report

Challenges & Solutions

Learning from the internship:

Conclusion

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Step6.

Internship Evaluation: The Viva Voce for internship evaluation is an oral exam where interns present their experiences, learning, and contributions. It involves summarizing their role, key projects, and applied skills. Interns discuss the knowledge gained, application of academic theories, and challenges faced, including how they were addressed. They reflect on their professional development and how the internship influenced their career goals. Feedback from supervisors and industry insights are also shared. Examiners ask questions to delve deeper into the intern's understanding and experiences. This evaluation assesses the intern's ability to articulate their growth and readiness for professional work. The review of the work done by students will be carried out after two weeks of report submission. The internal examiner will evaluate the student's submission.

Course Outcome:

After the course, the out-comes are as follows under

1. Application of theoretical knowledge to real-world scenarios.
2. Development of professional skills and networking opportunities.
3. Understand workplace culture and dynamics.
4. Hands-on experience in a chosen field.

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Appendix–6.2

Research Internship Report and Viva-Voce
B.Sc. in Psychology VII (Honours with Research)

Course Title: Research Internship Report and Viva-Voce

Course Code	SEC781
Course Title	Research Internship Report and Viva-Voce
Number of Credits	4
Course Category	SEC

Course Objective(s):

The course aims to provide students with an integrative learning experience that combines professional work in a real-world organization with rigorous academic research. Students will develop and apply theoretical knowledge to practical challenges through an action research project, enhancing their problem-solving, critical thinking, and communication skills. This course aims to bridge the gap between academic study and professional practice, preparing students for successful careers in their chosen fields.

Research Internship:

The research internship is a structured, hands-on learning experience integrating academic knowledge with pre-professional work activities. It mutually benefits both the student-intern and the host organisation. Interns apply foundational skills from their studies to real-world tasks, enhancing their practical experience. Placement sites outline clear expectations, duties, and performance goals for the interns. They also offer regular supervision and feedback to guide the interns' development. This experiential learning helps students build valuable industry-specific skills, gain insights into their chosen field, and improve their employability upon graduation.

Step1.

Orientation Session: The orientation session for the research internship is designed to provide students with a comprehensive overview of what to expect and how to succeed in their upcoming professional experience. The session aims to bridge the gap between academic learning and practical application in a real-world

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setting. It will also impart knowledge about the research methodology for implementing research in the internship project work.

Step 2.

Identify an internship: Students research opportunities that align with their career goals and academic background. They explore various platforms, such as online job boards, networking events, and professional associations, to find positions that offer relevant hands-on experience and skills in their chosen field.

Step 3.

Internship agreement Form: The Student, Mentor, and internship Coordinator in the Industry will complete the internship agreement form.

Step 4.

Start of Internship: The internship lasts eight weeks. Interns are expected to commit to 20 hours per week, allowing for a balanced integration of work and learning. The internship mentor will arrange specific schedules. This structure ensures that interns gain substantial experience while accommodating any academic commitments. Regular check-in and progress reviews will be conducted to support intern development and address any challenges, providing a productive and enriching internship experience.

Step 5.

Submission of Report:

Part1. (About Internship)

- Front Page: Student Name, Course, Internship Company, Duration, Mentor
- Internship Agreement Form
- Internship Certificate
- Introduction & background of the Company
- Roles & responsibilities as an Intern
- Weekly work allotment & completion report
- Learning from the internship

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Part2. (Research Conducted at Internship Organization)

- Research Agenda
- Literature Review
- Research Methodology
- Data Analysis & Interpretation
- Challenges & Solutions
- Conclusion

Step 6.

Research Internship Evaluation : The Viva Voce for internship evaluation is an oral exam where interns present their experiences, learning, and contributions. It involves summarizing their role, key projects, and applied skills. Interns discuss the knowledge gained, application of academic theories, and challenges faced, including how they were addressed. They reflect on their professional development and how the internship influenced their career goals. Feedback from supervisors and industry insights are also shared. Examiners ask questions to delve deeper into the intern's understanding and experiences. This evaluation assesses the intern's ability to articulate their growth and readiness for professional work. The review of the work done by students will be carried out after two weeks by the internal and external examiner. The external examiner will evaluate for 80 marks, and the internal examiner will evaluate for 20.

Course Outcome:

After the course, the outcomes areas follows under

1. Proficiency in research methodologies encompassing design, data collection, and analysis.
2. We have advanced critical thinking to identify and address research challenges effectively.
3. Competence in data analysis techniques and interpretation for meaningful insights.
4. Enhanced communication skills demonstrated through report writing and presentations.
5. Ethical awareness and adherence to research protocol is ensure integrity in research practices.

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Course Name: HEALTH PSYCHOLOGY

Mode: Offline

Credits: 5

BSCPY-801

Aim of the Course: The aim is to achieve basic concept of Health psychology, the models of Health Psychology; helping behavior in paramedical areas, stress, and Lifestyle disorders psychological correlates of the same; health promoting and health damaging behaviors.

Course Objectives: The course is aimed to build knowledge in meaning, nature, and scope of Health Psychology. The students should be able to explain the models of Health Psychology. They should be able to demonstrate the helping behavior in paramedical areas. They should have a clear conception about the stress and their nature, models, determinants, causes, and consequences. And upon completion of this course, students should know about the concept of Lifestyle disorders (Cardiovascular, diabetes, respiratory problems, gastrointestinal problems) and psychological correlates of the same as well as health promoting and health damaging behaviors.

SI	Graduate attributes	Mapped modules
CO1	The student will get an introduction to Health Psychology.	M1
CO2	The student shall learn the models of Health Psychology.	M2
CO3	The student must comprehend the idea of helping behavior in paramedical areas.	M3
CO4	The Students should have a comprehensive understanding on Stress.	M4
CO5	The students will get the knowledge of Lifestyle disorders	M5

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Learning Outcome/ Skills:

The candidates should have a comprehensive understanding in building knowledge of the meaning, nature, and application of health psychology is the goal of the course. The health psychology models ought to be explicable to the students. It should be possible for them to exhibit the helpful behaviour in paramedical domains. They ought to be well-aware of the nature, models, determinants, causes, and effects of stress. Students should also understand the idea of lifestyle illnesses (diabetes, cardiovascular disease, respiratory issues, gastrointestinal issues), as well as the psychological underpinnings of these conditions and behaviours that either promote or impede health, after completing this course.

Module Number	Content	Total Hours	% of questions	Bloom Level (applicable)	Remarks, if any
THEORY					
M1	Basic concept of health psychology	15	20	1,2,3	NA
M2	Different models of Health Psychology	15	20	1,2	NA
M3	Introduction to Stress and related	15	20	1,2	NA
M4	The concepts Lifestyle disorders	15	20	1,2,3	NA
M5	Health related behaviours	15	20	1,2,3	NA
Total Theory		75	100		
TOTAL		75			

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Detailed Syllabus:

Module 1: Basic concept of health psychology

Meaning, nature, and scope of Health Psychology

Total Hours: 15

Module 2: Different models of Health Psychology

Models of Health Psychology; helping behavior in paramedical areas

Total Hours: 15

Module 3: Introduction to Stress and related

Stress: nature, models, determinants, causes, consequences

Total Hours: 15

Module 4: The concepts Lifestyle disorders

Lifestyle disorders (Cardiovascular, diabetes, respiratory problems, gastrointestinal problems)

Total Hours: 15

Module 5: Health related behaviour

Psychological correlates of the same; health promoting and health damaging behaviors

Total Hours: 15

Suggested Readings:

- Allen, F. (2011). Health psychology and behaviour. Tata McGraw Hill Edition.
- Dimatteo, M. R., & Martin L. R. (2011). Health psychology. India: Dorling Kindersley.
- Sarafino, E.P. (2002). Health psychology: Bio psychosocial interactions (4th Ed.) NY: Wiley.
- Taylor, S.E. (2006). Health psychology, 6th Edition. New Delhi: Tata McGraw Hill.

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Course Name: Positive Psychology & Stress Management

Mode: Offline

Credits: 5

BSCPY- 802

Aim of the Course: The aim is to achieve basic concept of Positive Psychology, meaning in life: objectives and sources of meaning, happiness hypothesis: nature, concept, determinants in modern times and concept of Flow and stress management.

Course Objectives: The course is aimed to build knowledge meaning, nature and scope of Positive Psychology. The students should be able to explain the meaning in life: objectives and sources of meaning. They should be able to demonstrate happiness hypothesis: nature, concept, determinants in modern times. Upon the completion of the course, they will have a comprehensive understanding to the Concept of Flow as well as to the stress management.

Sl	Graduate attributes	Mapped modules
CO1	The student will get an introduction to Positive Psychology.	M1
CO2	The student shall learn the concept of Meaning in Life.	M2
CO3	The student must comprehend the idea of Happiness Hypothesis.	M3
CO4	The students should have a concept of Flow	M4
CO5	The students will get the knowledge of stress management	M5

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Learning Outcome/ Skills:

The candidates should have a comprehensive understanding in building knowledge in Learning about the nature, significance, and application of positive psychology is the goal of the course. The students need to be able to articulate the purposes and sources of meaning in life. They should to be able to illustrate the nature, concept, and contemporary factors of happiness hypothesis. They will have a thorough understanding of both stress management and the concept of flow after completing the course.

Module Number	Content	Total Hours	% of questions	Bloom Level (applicable)	Remarks, if any
THEORY					
M1	Basic concept of positive psychology	15	20	1,2,3	NA
M2	Meaning in life	15	20	1,2	NA
M3	Happiness Hypothesis	15	20	1,2,3	NA
M4	The introduction to Concept of Flow	15	20	1,2,3	NA
M5	Understanding to stress management	15	20	1,2,3	NA
Total Theory		75	100		
TOTAL		75			

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Detailed Syllabus:

Module 1: Basic concept of positive psychology

Meaning, nature, and scope of Positive Psychology

Total Hours: 15

Module 2: Meaning in life

Meaning in life: objectives and sources of meaning

Total Hours: 15

Module 3: Happiness Hypothesis

Happiness Hypothesis: nature, concept, determinants in modern times

Total Hours: 15

Module 4: The concepts Lifestyle disorders

Lifestyle disorders (Cardiovascular, diabetes, respiratory problems, gastrointestinal problems)

Total Hours: 15

Module 5: Understanding to stress management

The concept of stress management

Total Hours: 15

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Suggested Readings:

- 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.
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- Snyder, C. R., & Lopez, S. (Eds.). (2002). Handbook of positive psychology. New York: Oxford University Press.
- Dolan, Paul. (2019). Happy Ever After. Allen Lane

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Course Name: Human Resource Management And Emotional Intelligence

Mode: Offline

Credits:4

BSCPY-803

Aim of the Course: The aim is to achieve basic concept of human resource management (HRM), the corporate culture, Staffing and recruitment process, Managerial communication and effective image building, Performance appraisal; employee training and development as well as emotional and social intelligence.

Course Objectives: The course is aimed to build knowledge in meaning and nature of HRM and corporate culture. The students should be able to explain the staffing and recruitment processes. They should be able to demonstrate Managerial communication and effective image building. They should have a clear conception about Performance appraisal, employee training and development in the industries and companies. And upon completion of this course, students should know about the concept of emotional and social intelligence.

SI	Graduate attributes	Mapped modules
CO1	The student will get an introduction to human resource management.	M1
CO2	The student shall learn the concept of the recruitment and staffing procedures.	M2
CO3	The student must comprehend the idea of Managerial communication and effective image building.	M3
CO4	The Students should have a comprehensive understanding of employee development, training, and performance appraisal in industries.	M4
CO5	The students will get the knowledge of emotional and social intelligence.	M5

Learning Outcome/ Skills:

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The candidates should have a comprehensive understanding in corporate culture and human resource management. The staffing and recruitment procedures must to be able to be explained by students. They ought to be able to exhibit good image building and managerial communication. They ought to be well-informed about staff development, training, and performance appraisals in the context of companies and industries. Additionally, students will understand the notions of emotional and social intelligence after completing this course.

Module Number	Content	Total Hours	% of questions	Bloom Level (applicable)	Remarks, if any
THEORY					
M1	Basic concept of human resource management	15	20	1,2,3	NA
M2	Procedures in staffing and recruitment	09	20	1,2	NA
M3	Managerial communication and effective image building	12	20	1,2	NA
M4	The concepts in Performance appraisal	09	20	1,2,3	NA
M5	Emotional Intelligence	15	20	1,2,3	NA
Total Theory		60	100		
TOTAL		60			

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Detailed Syllabus:

Module 1: Basic concept of human resource management

Meaning and nature of human resource management (HRM) and understanding to corporate culture

Total Hours: 15

Module 2: Procedures in staffing and recruitment:

Staffing and recruitment process

Total Hours: 09

Module 3: Managerial communication and effective image building

Structure and function Managerial communication and effective image building

Total Hours: 12

Module 4: The concepts in Performance appraisal

Understanding to Performance appraisal; employee training and development

Total Hours: 09

Module 5: Emotional Intelligence

The concept of emotional and social intelligence

Total Hours: 15

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Suggested Readings:

- Aamodt, M.G. (2001) Industrial/ Organizational Psychology. Thompson Wadsworth, a division of Thompson learning Inc.
- Bhatnagar, J. & Budhwar, J. (2009). The changing face of people management in India. London: Routledge.
- Briscoe, D. R., Schuler, R. S. & Claus, L. (2009). International human resource management: Policies and practices for multinational enterprises (3rd Ed). New York: Routledge.
- Chadha, N.K. (2005). Human Resource Management- Issues, case studies and experiential exercises. 3rd edition. New Delhi: Sai Printographers.
- DeCenzo, D.A. & Robbins, S.P. (2006). Fundamentals of human resource management. (8th Ed). NY: Wiley.
- Harzing, A-W.K. and Pennington, A. (2011). International human resource management. New Delhi: Sage publication.

Appendix – 7

Dissertation (FOR RESEARCH TRACK)

B.Sc in Psychology VIII(Honours with Research))

Course Code	SEC801
Course Title	Dissertation(FORRESEARCHTRACK)
Number of Credits	20
Course Category	Skill Enhancement Course

Course Objective: A dissertation is a long-form piece of academic writing based on original research conducted by the student. Hence, this course aims to provide students with the opportunity to apply the knowledge and skills acquired in their courses to a specific problem. This allows students to extend their academic experience into areas of interest and work with new ideas. This also addresses the issues inherent in selecting a research problem and discusses the techniques and tools to be employed in completing a research project. This will also enable the students to prepare report writing and framing Research proposals.

This will give students knowledge, general competence, and analytical skills in Research Methodology. They can build their foundation for research in Business administration. It provides hands-on experience in carrying out research work on interdisciplinary topics, including management, economics, etc., and the process for publishing original work.

Course Content:

Unit I-Introduction to Research:

Fundamental of research, Scope of Research, Types of Research, Process of Research, Sources of research Problem, Qualities of good research problem, Identification of good problem, Scientific research characteristics and steps of scientific research, Scientific research problems

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UnitII-Research Methods & Design:

Basic Principles; need for research Design; features of good design; essential concepts relating to research design. Traditional Methods like Historical, Institutional, and Legal. Modern Methods like surveys of Literature, Sampling methods, Questionnaires, Schedules, Interview methods and Focus Group discussions. Observation Methods, Case Study Methods, Content Analysis, Statistical Methods, Experimental Methods, Brainstorming Techniques, etc.

UnitIII:Tools&TechniquesofDataCollectionAnalysisandInterpretations:

Meaning of Population and Sample; Sampling Methods- Random, Stratified, purposive. Tool of Data Collection, Primary, Secondary and Tertiary Data, Schedule, Observation. Type of Data, Primary, Secondary and Tertiary Data, Tabulation of data, Data organisation in SPSS and Excel, Graphical representation of data. Analysis of Data, Measure of Central tendency, Standard Deviation & Standard error, Measure of variability, Correlation and its computation; ANOVA. Discussion and Interpretation of Results, Testing of Hypotheses, Logical and Statistical Techniques like chi Square test and Student t-test.

UnitIV: Reporting and Thesis Writing:

Type of report Technical Reports and thesis; Significance; Different steps in the preparation; Layout, structure and language of typical reports; Illustrations and tables; Bibliography, referencing and footnotes. Planning- Preparation-practice- Making Presentation; Use of visual aids; Power Point for effective Communication; Criteria for evaluating the research report.

Suggested readings:

1. Uwe Flick-Introducing Research Methodology
2. C R Kothari-Research Methodology Methods and Techniques

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3. John W Cresswell : Research Design : Qualitative, Quantitative, and Mixed Methods Approaches
4. Wayne C Booth: The Craft of Research
5. R Paneerselvam: Research Methodology
6. Ranjit Kumar :Research Methodology, a step-by-step guide for beginners.
7. Robert KYin:CaseStudyResearch:DesignandMethods(AppliedSocial Research Methods)

Course outcomes:

At the end of the course, students will be able to

- Equip themselves with tools for data collection and analysis
- Understand research in-depth and acquire knowledge to undertake a research project independently.
- Equip themselves with ethical issues related to Research and Publication.
- Build a strong foundation for future research work systematically by applying notions of Research Methodology.
- Gain ability to apply knowledge of Business Administration to research in real-world issues
