

BA
Psychology
Semester V & VI

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Sem V

Major 1

Psychopathology

Psychopathology

Course Credit: 4

1. Module 1: Understanding Abnormal Behaviour

(15 hours)

I. Introduction to Abnormal Psychology

- a) Defining Abnormality
- b) Spiritual Approach; Humanitarian Approach
- c) Scientific Approach

II. Assessment and Diagnosis

- a) DSM-5
- b) WHODAS
- c) ICD-10 & ICD-11

III. Perspectives relating to Abnormality-I

- a) Biological Perspective
- b) Psychodynamic Perspective
- c) Behavioral Perspective

IV. Perspectives relating to Abnormality-II

- a) Cognitive Perspective
- b) Humanistic Perspective
- c) Sociocultural Perspective

2. Module 2: Anxiety Disorders, Obsessive-Compulsive Disorder and Related Disorders

(15 hours)

I. Types of Anxiety Disorders- I

- a) Separation Anxiety Disorder
- b) Selective Mutism
- c) Social Anxiety Disorder

II. Types of Anxiety Disorders- II

- a) Types of Phobias
- b) Theories of Phobias
- c) Treatment of Phobias

III. Types of Anxiety Disorders- III

- a) Panic Disorder
- b) Agoraphobia
- c) Generalized Anxiety Disorder

IV. Obsessive-Compulsive and Related Disorders

- a) Symptoms, Causes and Treatment of Obsessive-Compulsive Disorder
- b) Body Dysmorphic Disorder; Hoarding Disorder; Trichotillomania
- c) Trauma- and Stress-Related Disorders

3. Module 3: Schizophrenia Spectrum, Mood Disorders and Suicide

(15 hours)

I. Schizophrenia

- a) Diagnostic Features of Schizophrenia; Course of Schizophrenia

- b) Brief Psychotic Disorder; Schizophreniform Disorder; Schizoaffective disorder
- c) Delusional Disorders

II. Theories and Treatment of Schizophrenia

- a) Biological Perspectives
- b) Psychological Perspectives
- c) Sociocultural Perspectives

III. Types of Mood Disorders

- a) Major Depressive Disorder; Persistent Disruptive Disorder
- b) Disruptive Mood Dysregulation Disorder; Premenstrual Dysphoric Disorder
- c) Disorders involving Alterations in Mood: Bipolar Disorder; Cyclothymic Disorder

IV. Theories and Treatment of Depressive and Bipolar Disorder; Suicide

- a) Biological Perspective
- b) Psychological Perspective; Sociocultural Perspective
- c) Suicide

Module 4: Neurodevelopmental Disorders; Personality Disorder; and Neurocognitive Disorders (15hours)

I. Neurodevelopmental Disorders

- a) Intellectual Developmental Disorder
- b) Autism Spectrum Disorder (ASD)
- c) Attention-Deficit / Hyperactivity Disorder (ADHD)

II. Personality Disorder: Cluster A

- a) Personality Disorders in DSM-5
- b) Alternative Personality Disorder Diagnostic System in Section 3 of the DSM-5
- c) Cluster A Personality Disorders

III. Personality Disorder: Cluster B & C

- a) Cluster B Personality Disorder: Antisocial Personality Disorder
- b) Cluster B Personality Disorders: Borderline, Histrionic, Narcissistic
- c) Cluster C Personality Disorders: Avoidant, Dependent, Obsessive-Compulsive

IV. Neurocognitive Disorders

- a) Delirium
- b) Neurocognitive Disorder due to Alzheimer's Disease
- c) Neurocognitive Disorder due to Neurological Disorders Other than Alzheimer's Disease

Text Books:

1. Whitbourne, S.K., & Halgin, R.P. (2015). Abnormal Psychology: Clinical Perspectives on Psychological Disorders. (7th ed.). McGraw Hill Education (India) Private Limited

Reference Books:

1. Barlow, D.H., & Durand, V.M. (2005). *Abnormal Psychology: An integrative approach*. (4th ed.). New Delhi: Wadsworth Cengage learning
2. Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). *Abnormal Psychology*. (13th ed.). Indian reprint 2009 by Dorling Kindersley, New Delhi
3. Nolen-Hoeksema, S. (2008). *Abnormal Psychology*. (4th ed.). New York: McGraw Hill

Major 2

Psychological Testing Practical

Psychological Testing Practical

Course Credit: 4

Module 1: Introduction to Psychological Testing and Basic Psychometrics

(15 Hours)

1. Test development and construction: Conceptualization, Item pool, content validity and expert review, item analysis
2. Reliability and types: Test-Retest, Parallel and alternate forms, Split-half, Kuder Richardson, Cronbach's alpha
3. Validity and types: Face validity, content validity, criterion validity, construct validity
4. Norming: z-score, T score, percentiles, sten scores, stanines, Types of norms (age, gender, etc)

Module 2: Practice Exercises – Two Exercises

(15 hours)

1. Test construction example given – Discuss process of construction, theorisation reliability, validity, item analysis
2. Scale construction example given – Discuss process of construction, theorisation reliability, validity, item analysis
3. Step-wise procedure of computing reliability coefficient and validity

Module 3: Practice Scale – One

(15 hours)

1. Conduct the scales: Diener's 5-item Subjective Well-being Scale
2. Review Original Article and literature
3. Compute reliability coefficient and validity
4. Write result and discussion of group data using APA format

Module 4: Three Psychological Tests

(15 hours)

1. **Conduct one ability test (Standard Progressive Matrices):** Report individual data, pool group data, compute appropriate statistics, write report
2. **Conduct one uni-dimensional psychological scales (Oxford Happiness Scale):** Report individual data, pool group data, compute required statistics, write report
3. **Conduct one multi-dimensional psychological scales (IPIP-NEO):** Report individual data, pool group data, compute required statistics, write report

Text Books / Reference

1. Cohen, J. R., Swerdlik, M. E., & Sturman, E. D. (2013). Psychological Testing and Assessment: An introduction to Tests and Measurement. (8th ed.). New York. McGraw Hill International edition. (Indian reprint 2015)
2. Manual of Practical in Psychological Testing provided by the BoS Psychology.

Reference Books:

1. Aiken, L. R., & Groth-Marnat, G. (2006). Psychological Testing and Assessment. (12th ed.). Pearson. Indian reprint 2009, by Dorling Kindersley, New Delhi
2. Anastasi, A. & Urbina, S. (1997). Psychological Testing. (7th ed.). Pearson Education, Indian reprint 2002

3. Aaron, A., Aaron, E. N., & Coups, E. J. (2006). *Statistics for Psychology*. (4th ed.). Pearson Education, Indian reprint 2007
4. Cohen, J. R., Swerdlik, M. E., & Kumthekar, M. M. (2014). *Psychological Testing and Assessment: An introduction to Tests and Measurement*. (7th ed.). New Delhi: McGraw- Hill Education (India) Pvt Ltd., Indian adaptation
5. Gregory, R. J. (2013). *Psychological Testing: History, Principles, and Applications*. (6th ed.). Pearson Indian reprint 2014, by Dorling Kindersley India pvt ltd, New Delhi
6. Hoffman, E. (2002). *Psychological Testing at Work*. New Delhi: Tata McGraw-Hill
7. Hogan, T. P. (2015). *Psychological Testing: A Practical introduction*. (3rd ed.). John Wiley & Sons, New Jersey
8. Hollis-Sawyer, L.A., Thornton, G. C. III, Hurd, B., & Condon, M.E. (2009). *Exercises in Psychological Testing*. (2nd ed.). Boston: Pearson Education
9. Kaplan, R. M., & Saccuzzo, D. P. (2005). *Psychological Testing – Principles, Applications and Issues*. (6th ed.). Wadsworth Thomson Learning, Indian reprint 2007
10. Kline, T.J.B. (2005). *Psychological Testing: A Practical approach to design and evaluation*. New Delhi: Vistaar (Sage) publications
11. Mangal, S.K. (1987). *Statistics in Psychology and Education*. New Delhi: Tata McGraw Hill Publishing Company Ltd.
12. McBurney, D.H. (2001). *Research Methods*. (5th ed.). Bangalore: Thomson Learning India
13. Miller, L.A., Lovler, R. L., & McIntire, S.A., (2013). *Foundations of Psychological Testing: A practical approach*. (4th ed.). Sage publications
14. Minium, E. W., King, B. M., & Bear, G. (2001). *Statistical Reasoning in Psychology and Education*. Singapore: John-Wiley
15. Urbina, S. (2014). *Essentials of Psychological Testing*. (2nd ed.). John Wiley & Sons, New Jersey.

Major 3

Indian Psychology

Indian Psychology

Course Credit 2

Module 1: Introduction to Indian Psychology

1. Nature of Indian Psychology- Psychology in the Indian Tradition, history & Indian Psychology and Indigenous Psychology
2. Model of Indian Psychology
3. States of consciousness and types of knowledge
4. Indian Psychology as compared to western views of Psychology

Module 2: Concept of Self and Personality: Indian Perspective

1. Indriyas and the Sensory-Motor Apparatus, A Model of the Mind–Body Complex
2. Theories of the “SELF” in Indian Thought. Svabhāva, Prakṛti, and Personality
3. Constitution (Prakṛti) and Personality According to Āyurveda
4. Application of Indian Psychology:
 - a. Mental Health and Hygiene: Prevention of Illness, Cure: Servicing the System
 - b. Meditation as a tool for healing at cognitive, conative & affective levels

Text Books / Reference

1. Rao, K.R. &Paranjpe, A.C. (2016). Psychology in the Indian tradition: New Delhi: India: Springer Pvt. Ltd.
2. Kuppaswamy, B. (1990). Elements of ancient Indian psychology. Delhi: Konark Publishers PVT Ltd. 11
3. Bhawuk, D, (2011). Spirituality and Indian Psychology: Lessons from the Bhagavad Gita. New Delhi: Springer.
4. Srivastava. K. (2012) .Concept of personality: Indian perspective. Ind Psychiatry J. 21(2):89-93. doi: 10.4103/0972-6748.119586. PMID: 24250038; PMCID: PMC3830173

Electives

Organizational Behaviour

Organizational Behaviour

Course Credit: 4

Module 1: Understanding Organizational Behavior

(15 hours)

1. What is Organizational Behaviour?
 - a. What is management? Evidence based management
 - b. Disciplines that contribute to Organizational Behavior
 - c. Challenges and opportunities for Organizational Behavior
2. Organizational Structure
 - a. What is it?
 - b. Common organizational designs
3. Workforce diversity
 - a. Ability
 - b. Implementing diversity management strategies

Module 2: Psychological factors

(15 hours)

1. Attitudes
 - a. Components of attitudes
 - b. How does attitude affect behavior? Major job attitudes
2. Job Satisfaction
 - a. Measuring job satisfaction
 - b. Causes of job satisfaction, impact of job satisfaction
3. Personality & Values
 - a. What is Personality?
 - b. Importance of values
 - c. Person-Job fit, Person-Organization fit
4. Psychological Capital
 - a. Understanding resilience, optimism, and self-efficacy

Module 3: Motivation and Leadership

(15 hours)

1. Motivation: meaning & theories
 - a. Early theories (hierarchy of needs, theory x and theory y, two factor theory, McClelland's theory of needs)

- b. Contemporary theories (Self-determination, Job engagement, Goal setting, Self Efficacy, Reinforcement, Expectancy, Equity theory/Organizational Justice)
- c. Application of motivation theories (Job characteristics model, Employee involvement programs, Using rewards)

2. Leadership:

- a. Meaning, types (charismatic, transformational, authentic)
- b. Application & theories- Trait, Behavioral, Contingency, LMX

Module 4: Organizational Systems, Conflict and Change

(15 hours)

1. Groups

- a. Why do people form groups? Group characteristics
- b. Group decision making
- c. Work teams: types of work teams, creating effective teams

2. Power in Organizations

- a. Bases of power, power tactics
- b. Politics- meaning, causes & consequences of political behaviour

3. Conflict

- a. Meaning, the conflict process

4. Work Stress Management

- a. What is stress? Potential sources of stress
- b. Consequences of stress at the workplace
- c. Managing stress

Text Books / Reference

1. Robbins, S. P., Judge, T. A., & Vohra, N. (2019). Organizational Behavior (18th ed.). Pearson Education. 11

Reference Books:

1. Singh, K. (2015). Organizational Behaviour: Text and Cases (3rd ed.). Vikas Publishing House.
2. Pareek, U., & Khanna, S. (2016). Understanding Organizational Behaviour (4th ed.). Oxford University Press. Luthans, F., Luthans, B. C., & Luthans, K. W. (2021). Organizational Behavior: An Evidence-Based Approach (14th ed.). McGraw-Hill Education.
3. Spector, P. E. (2021). Industrial and Organizational Psychology: Research and Practice (8th ed.). Wiley India. Gupta, C. B. (2014). A Textbook of Organisational Behaviour. Sultan Chand & Sons.
4. Sinha, J. B. P. (2008). Culture and Organizational Behaviour. SAGE Publications India

Minor

**Introduction to Industrial
Economics – I**

Introduction to Industrial Economics – I

Course Credit 2

Module 1: Introduction to Industrial Economics

(15 Hours)

- Meaning, Nature and Scope of Industrial Economics- Role of Industry in Economic Development -
- Industrial Structure and Classification of Industries - Industrial Policy in India (1956 Policy, LPG
- Reforms 1991, Recent Developments) - Structural Changes in Indian Industry.

Module 2: Theory of the Firm and Market Structure

(15 Hours)

- Concept and Objectives of the Firm (Profit Maximization, Sales Maximization, Growth
- Maximization) - Market Structures: Perfect Competition, Monopoly, Monopolistic Competition,
- Oligopoly - Price and Output Determination under Different Market Structures - Economies of
- Scale and Scope.

Reference Books:

1. R. R. Barthwal, (2021) Industrial Economics: An Introductory Textbook — New Age International Pvt. Ltd.
2. N. Mani, (2022) Industrial Economics — New Century Publications.
3. Ranjana Seth, (2020), Industrial Economics — Ane Books Pvt. Ltd.
4. S. B. Gupta, (2020), Industrial Economics — SBPD Publications.
5. Suman Kalyan Chakraborty, (2025), Labour Economics — Himalaya Publishing House.
6. Dr. D. Amutha,(2020), A Text Book of Labour Economics — Manglam Publications.
7. Dr. P. M. Kadukar, (2021), Fundamentals of Labour Economics — Himalaya Publishing House.
8. P. R. N. Sinha, Indu Bala Sinha & Seema Priyadarshini Shekhar, (2017), Industrial Relations, Trade Unions and Labour Legislation (3rd Ed.) — Pearson India.
9. Rajendra Kumar Sharma, (2021), Industrial Labour in India — Atlantic Publishers & Distributors,
10. Mishra S. K. & Puri V. K., Indian Economy — Himalaya Publishing House (latest ed).
11. Datt R. & Sundaram K. P. M., Indian Economy — S. Chand & Co. (latest ed).
12. Saibal Kar & Debabrata Datta,(2015), Industrial and Labor Economics: Issues in Developing and Transition Countries — Springer India.

Minor

**Introduction to Sculpture in
Maharashtra**

Introduction to Sculpture in Maharashtra

Course Credit 2

Module 1: Traditional Sculpture of Maharashtra (Ancient and Medieval Period) (15 hours)

1. Sculpture as an Art Form (Meaning and uses of sculpture)
2. Rock cut and Early Temple Sculpture of Maharashtra (Cave sculpture and temple sculpture)
3. Regional Temple Tradition in Medieval. (Yadava and Maratha period)

Module 2: Folk and Modern Sculpture of Maharashtra (Folk and Modern Period) (15 hours)

1. Folk Sculptural Practice (Village deities and folk form)
2. Emergence of Modern Sculpture in Maharashtra Impact of colonialism and art institutions– New materials, themes, and styles in modern sculpture
3. Eminent Sculptors and their contributions Themes, styles, and significance of their works

Text Books:

1. Dehejia Vidya, (1997), Indian Art, Phaidon Press, London,.
2. Michell George, (1988.), The Hindu Temple: An Introduction to Its Meaning and Forms, University of Chicago Press,
3. Harle, J. C., (1994), The Art and Architecture of the Indian Subcontinent, Yale University Press,
4. Brown Percy, Indian Architecture (Buddhist and Hindu Periods), D.B. Taraporevala Sons, Mumbai, 1971.
5. Archaeological Survey of India, Cave Temples of Western India, ASI Publications.

Reference Books:

1. Behl, B. K., & Nigam, S. (1998). The Ajanta Caves: Artistic Wonder of Ancient Buddhist India.
2. Shende, A. S. (n.d.). Tantric Buddhist Sculptures in Maharashtra's Cave Shrines: An Iconographic and Socio-Cultural Study. Research India Press.
3. Kumar, A. (2013). Sculptural Art in Early Buddhist (Hinayana) Caves of Western Maharashtra: A Stylo-Chrono Study. New Bharatiya Book Corporation.
4. Pant, P. (n.d.). Ajanta & Ellora Cave Temples of Ancient India. Lustre Press / Roli Books.
5. Parimoo, R., Kannal, D., & Panikkar, S. (Eds.). (1988). Ellora Caves, Sculptures and Architecture: Collected Papers of the UGC National Seminar. Books & Books.
6. Spink, W. (2005). Ajanta: History and Development, Volume 1. Brill.
7. Spink, W. (2006). Ajanta: History and Development, Volume 2. Brill.
8. Michell, G. (1977). The Hindu Temple: An Introduction to Its Meaning and Forms. University of Chicago Press.
9. Hardy, A. (1995). Indian Temple Architecture: Form and Transformation. Abhinav Publications.
10. Kramrisch, S. (1976). The Art of India: Buddhist, Hindu, Jain. Pelican History of Art.
11. Mahalingam, T. V. (1963). Early South Indian Stone Temples: Form, Iconography and Culture. Asian Educational Services.
12. Meister, M. W. (Ed.). (1988). Encyclopaedia of Indian Temple Architecture (Vol. I). American Institute of Indian Studies.
13. Michell, G. (1988). Elephanta: The Cave Temple of Shiva. Thames & Hudson.

14. Kossak, S., & Dube, S. (2001). *Heavenly Bodies: Sculpture of India's Temple and Court*. Yale University Press.
15. Sheth, P. (2006). *The Dictionary of Indian Art and Artists: Including Technical Art Terms*. Mapin Publishing.
16. Agrawal, O. P. (1981). *India as Known to Panini: A Study of the Cultural Material in the Ashtadhyayi*. Concept Publishing Company.
17. Brown, P. (1991). *Indian Architecture (Buddhist and Hindu Periods)*. Taraporevala.
18. Pal, M. (1990). *Indian Sculpture: A History*. National Book Trust.
19. Michell, G. (1990). *The Penguin Guide to the Monuments of India: Buddhist, Jain, Hindu*. Penguin.
20. Kalia, A. (1994). *Buddhist Monuments of India: Buddhist Sculpture, Architecture, and Art*. Bharatiya Publishing House.

VSC

Psychology and AI

Psychology and AI

Course Credit: 2

Module 1: Foundations of Cognitive AI & Human Intelligence

(15 hours)

1. Introduction to AI for Psychologists: Defining Narrow vs. General AI and the evolution from the Turing Test to modern Generative AI.
2. How Machine Learning (ML) Operates: Understanding Supervised, Unsupervised, Reinforcement Learning, Deep Learning.
3. Large Language Models (LLMs) & Transformers: AI predicts "tokens" and use of "Attention" mechanisms to mimic human conversation.
4. Modeling the Mind: Comparing Biological vs. Artificial Neural Networks; "Deep Learning" inspiration and the human brain.
5. Human vs. Machine Intelligence: Study of perception, attention, and memory limits between biological and digital systems.

Module 2: AI in Psychological Practice & Ethics

(15 hours)

1. Digital Therapeutics & Chatbots: Use of AI-driven tools (e.g., Woebot, Wysa) as adjuncts to traditional therapy. Ethical Issues.
2. AI in Diagnostics & Early Detection: Using predictive modeling and social media data for early intervention in mood and anxiety disorders. Issues.
3. Automated Psychometrics: How AI analyzes the "Big Five" personality traits through text, speech, and emotion recognition technology. Issues.
4. Algorithmic Bias & Diversity: How AI inherits human prejudices; the psychological impact of biased automated decisions; Ethical Issues.
5. The Empathy & Privacy Gap: "Black Box" problem; inability of machines to replicate genuine human empathy

Text Books / Reference

1. Crowder, J. A., & Friess, S. (2013). Artificial psychology: The quest for what it means to be human. Springer Science & Business Media.
2. Tormen, F. (2022). The psychology of artificial intelligence. Routledge.
3. Daumé, H., III. (2017). A course in machine learning (v0.9). ciml.info
4. American Psychological Association. (2024). Report of the APA presidential task force on artificial intelligence and psychology. apa.org
5. Given the topics are based on recent advances, teachers and students are encouraged to refer to other online resources.

Reference Books:

1. Boden, M. A. (2018). Artificial intelligence: A very short introduction. Oxford University Press.
2. Eysenck, M. W., & Keane, M. T. (2020). Cognitive psychology: A student's handbook(8th ed.). Psychology Press.

3. Mitchell, M. (2019). *Artificial intelligence: A guide for thinking humans*. Pelican Books.
4. Russell, S. J., & Norvig, P. (2020). *Artificial intelligence: A modern approach* (4th ed.). Pearson
5. D'Alfonso, S. (2020). AI in mental health. *Current Opinion in Psychology*, 36, 112–117. doi.org
6. Fitzpatrick, K. K., Darcy, A., & Vierhile, M. (2017). Delivering cognitive behavior therapy to young adults with symptoms of depression and anxiety using a fully automated conversational agent (Woebot): A randomized controlled trial. *JMIR Mental Health*, 4(2), e19. doi.org
7. Noble, S. U. (2018). *Algorithms of oppression: How search engines reinforce racism*. New York University Press.
8. World Health Organization. (2021). *Ethics and governance of artificial intelligence for health: WHO guidance*. World Health Organization.

Sem – VI

Major 1

Cognitive Psychology

Cognitive Psychology

Course Credit: 4

Module 1: The Brain

(15 hours)

A) Structure of the Brain

1. The Hindbrain
2. The Midbrain
3. The Forebrain

B) Research Methods in Cognitive Psychology

1. Experiments, Quasi-Experiments, and Naturalistic Observation
2. Controlled Observations, Clinical Interviews, and Introspections
3. Investigations of Neural Underpinnings

C) Localization and Lateralization of Function

1. Faculty Psychology and Phrenology
2. Studies of Aphasia and Other Mapping Techniques
3. Studies of Split-Brained Patients

D) Brain Imaging and Brain Recording Techniques

1. CAT (CT) Scans, Positron Emission Tomography (PET)
2. Magnetic Resonance Imaging (MRI), Functional Magnetic Resonance Imaging (fMRI)
3. Electroencephalography (EEG), Event-Related Potential (ERP), Transcranial Magnetic Stimulation (TMS)

Module 2: Perception and Attention

(15 hours)

A) Gestalt Approaches and Bottom-Up Processes

1. Gestalt Principles
2. Template Matching, and Featural Analysis
3. Prototype Matching

B) Top-Down Processes

1. Perceptual Learning
2. The Word Superiority Effect
3. A Connectionist Model of Word Perception

C) Selective Attention and Divided Attention

1. Bottleneck Theories and Schema Theory
2. Dual-Task Performance
3. The Attentional Hypothesis of Automatization

D) Automaticity and the Effects of Practice

1. The Stroop Task
2. Automatic versus Attentional (Controlled) Processing
3. Feature Integration Theory

Module 3: Working Memory and Long-Term memory

(15 hours)

A) Characteristics of Short-Term Memory

1. Capacity and Coding
2. Retention Duration and Forgetting
3. Retrieval of Information

B) Working Memory

1. Components of Working Memory
2. Functions of Central Executive
3. Functions of Visuospatial Sketchpad, Phonological Loop, and Episodic Buffer

C) Characteristics of Long-Term Memory

1. Capacity and Coding
2. Retention Duration and Forgetting
3. Retrieval of Information

D) The Reconstructive Nature of Memory

1. Autobiographical Memory
2. Flashbulb Memory
3. Eyewitness Memory, and The Recovered/False Memory Debate

Module 4: Reasoning, Problem Solving and Decision Making

(15 hours)

A) Classic Problems, Reasoning and Decision Making

1. Generate-and-Test Technique, Means-Ends Analysis
2. Working Backwards
3. Reasoning By Analogy

B) Blocks to Problem Solving

1. Mental Set
2. Using Incomplete or Incorrect Representations
3. Lack of Problem-Specific Knowledge or Expertise

C) Types of Reasoning

1. Deductive Reasoning
2. Inductive Reasoning
3. Everyday Reasoning

D) Decision Making and Cognitive Illusions in Decision Making

1. The Stages of Decision Making and Cognitive Illusions
2. Utility Models of Decision making

3. Descriptive Models of Decision Making

Text Book:

1. Galotti, K.M. (2015). Cognitive Psychology: In and Out of the Laboratory. (5th ed.). New Delhi: Sage Publications India Pvt. Ltd.

Reference Books:

2. Galotti, K.M. (2008). Cognitive Psychology: Perception, Attention and Memory. Wadsworth New Delhi: Cengage Learning
3. Galotti, K.M. (2007). Cognitive Psychology: In and Out of the Laboratory. (4th ed.). Thomson Learning
4. Goldstein, E.B. (2007). Psychology of Sensation and Perception. New Delhi: Cengage Learning India, Indian Reprint 2008
5. Goldstein, E.B. (2005). Cognitive Psychology: Connecting Mind, Research and Everyday Experience. Wadsworth/Thomson Learning
5. Matlin, M.W. (1995). Cognition. (3rd ed.). Bangalore: Prism Books Pvt. Ltd.

Major 2

Experimental Psychology Practical

Experimental Psychology Practical

Course Credit: 4

Module 1: Introduction to Experimental Psychology and Statistics in Psychological Research (15 hours)

1. **Variables:** Types (IV, DV, Control variables; categorical and continuous), Operational definition
2. **Designs:** Types (one IV and two IV): Independent Groups Design, Repeated Measures Designs, Complex Designs, and Quasi-Experimental Designs; Sampling; Randomization and Counterbalancing.
3. **Hypotheses:** Theory and hypothesis. Statistical hypothesis– Null and Alternative
4. **Statistical Analysis** –Inferential statistics - t test, F Test (one post hoc), chi-square, statistical significance.
5. **Scales of Measurement:** Introduction to Scales of Measurement.
6. **Report writing** – APA format.
7. **Ethics** in experimental psychology.

*Please refer to the detailed manual.

Module 2: Practice Exercises – Two Exercises * (15 hours)

1. Literature review and identifying a problem.
2. **Exercise One:** An Experimental Situation given to the students. They have to Discuss design, write hypothesis, IV, DV, Control Variables, Statistical Analysis, Ethical Issues.
3. **Exercise Two:** Variables are given to the students. They have to Design experiment, write hypothesis, discuss Statistical Analysis, and Ethical Issues. (Note: Students will write a report of these exercises in the journal. They are not part of the external examination conduction.)

*Please refer to the detailed manual.

Module 3: Practice Experiment – One Experiments * (15 hours)

1. **Experiment 1:** Moral Reasoning: Trolley experiment
2. Conduct the experiment.
3. Review Original Article
4. Write result and discussion of group data using APA format. (Note: Students will write a report of these exercises in the journal. They are not part of the external examination conduction.)

*Please refer to the detailed manual.

Module 4: Experiments in Psychology to be conducted in the Department Laboratory – Two Experiments * (Conduct ANY TWO of the Three Experiments) (15 hours)

1. **Experiment 1:** Reasoning in Social Situations: A Study Using the Wason Selection Task
2. **Experiment 2:** Prospects Theory: Effect of gain / loss on risky choices.
3. **Experiment 3:** Feature Binding and Recall: Testing the Passive Storage Function of the Episodic Buffer
4. Conduct the experiments
5. Pool group data
6. Use appropriate statistics: Manually. Use Excel /Spreadsheet tools/ R /SARE/ JASP/JAMOV for analysis of data.
7. Write report – abstract, introduction, method, result (Individual and group), discussion, conclusion

8. **Use of Computerised Experiment:** Use Opensesame/ Psychopy / CogLab to conduct the experiment to teach computerization of the experiments.

*Please refer to the detailed manual.

Text Books / Reference

- Amato, M. R. (1979). *Experimental psychology: Methodology, psychophysics and learning*. Tata McGraw Hill.
- Belhekar, VM. (2016) *Statistics for Psychology using R*. Sage.
- Broota, K. D. (1989). *Experimental design in behavioural research*. Wiley Eastern.
- Goldstein, B. E. (2002). *Sensation and perception*. Wadsworth.
- King, B. M., Rosopa, P. J., Minium, E. W., Kapur, P., & Dubey, S. (2023). *Statistical reasoning in the behavioral sciences* (7th ed., An Indian Adaptation)
- Kling, J. W., & Riggs, L. A. (1984). *Woodworth and Schlosberg experimental psychology*. Khosla Publishing House.
- Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2015). *Research methods in psychology* (10th ed.). McGraw-Hill Education
- Snodgrass, J. G., Levy-Berger, G., & Haydon, M. (1985). *Human experimental psychology*. Oxford University Press.

- Moral Reasoning (Trolley Problem):

Foot, P. (1967). The problem of abortion and the doctrine of the double effect. *Oxford Review*, 5, 5–15. Greene, J. D., Sommerville, R. B., Nystrom, L. E., Darley, J. M., & Cohen, J. D. (2001). An fMRI investigation of emotional engagement in moral judgment. *Science*, 293(5537), 2105–2108).

- Reasoning in Social Situations (Wason Selection Task):

Cosmides, L. (1989). The logic of social exchange: Has natural selection shaped how humans reason? *Studies with the Wason selection task*. *Cognition*, 31(3), 187–276.

- Prospect Theory (Gain/Loss Framing Effect):

Tversky, A., & Kahneman, D. (1981). The framing of decisions and the psychology of choice. *Science*, 211(4481), 453–458.

- Feature Binding and Recall (Episodic Buffer Testing):

Baddeley, A. D., Allen, R. J., & Hitch, G. J. (2011). Binding in visual working memory: The role of the episodic buffer. *Neuropsychologia*, 49(6), 1393–1400

Reference Books:

- McGuigan, F. J. (1969). *Experimental psychology*. Prentice Hall of India Pvt. Ltd.
- Osgood, C. E. (1953). *Method and theory in experimental psychology*. Oxford University Press • Solso, R. L. (2001). *Cognitive psychology*. Pearson Education.
- Shergill, H. K. (2012). *Experimental psychology*. PHI Learning Pvt. Ltd.
- Mathôt, S., et al. (2012). OpenSesame: A graphical experiment builder. *Behavior Research Methods*, 44(2), 314–324.

- Mueller, S. T., & Piper, B. J. (2014). The Psychology Experiment Building Language (PEBL). *Journal of Neuroscience Methods*, 222, 250–259.
- Peirce, J. W., et al. (2019). PsychoPy2: Behavior experiments made easy. *Behavior Research Methods*, 51(1), 195–203.
- R Core Team. (2026). R: A language and environment for statistical computing. R Foundation
- Rajamanickam, M. (2006). *Experimental psychology with advanced experiments* (2 vols.). Concept Publishing Company.
- JASP Team. (2024). JASP (Version 0.19.2) [Computer software]. jasp-stats.org
- The jamovi project. (2024). jamovi (Version 2.5) [Computer software]. jamovi.org

Major 3

Positive Psychology

Positive Psychology

Course Credit 4

Module 1: Foundations of Positive Psychology (15 hours)

1. Introduction to Positive Psychology: History and development of Positive Psychology
2. Levels of Positive Psychology: subjective, individual and group
3. Understanding emotion
4. Positive and negative emotions
5. Basic emotion theories relevant to Positive Psychology

Module 2: Happiness and Wellbeing (15 hours)

1. Happiness and Subjective Wellbeing
2. Components of Subjective Wellbeing
3. Cross-national perspectives on wellbeing
4. Eudaimonic wellbeing
5. Psychological wellbeing and meaning
6. Models of wellbeing

Module 3: Positive Traits and Adaptive Strengths (15 hours)

1. Optimism and explanatory style
2. Hope theory
3. Resilience
4. Post-traumatic growth
5. Positive ageing
6. Individual differences in coping and adaptation

Module 4: Applications of Positive Psychology (15 hours)

1. Positive psychological interventions
2. Gratitude and strengths-based interventions
3. The body in positive psychology
4. Health, exercise and wellbeing
5. Applications of positive psychology
6. Future directions of positive psychology

Text Books / Reference

1. Hefferon, K., & Boniwell, I. (2011). Positive Psychology: Theory, Research and Applications. McGraw-Hill / Open University Press
2. Lopez, S. J., Pedrotti, J. T., & Snyder, C. R. (2021). Positive psychology: The scientific and practical explorations of human strengths (5th ed.). Wiley.

Reference Books:

1. Snyder, C. R., & Lopez, S. J. (Eds.). (2009). The Oxford handbook of positive psychology (2nd ed.). Oxford University Press.
2. Peterson, C., & Seligman, M. E. P. (2004). Character strengths and virtues: A handbook and classification. Oxford University Press.
3. Seligman, M. E. P. (2011). Flourish: A new understanding of happiness and well being. Free Press.
- Linley, P. A., & Joseph, S. (Eds.). (2004). Positive psychology in practice. Wiley.

4. Hefferon, K., & Boniwell, I. (2011). Positive psychology: Theory, research and applications. Open University Press.
5. Carr, A. (2020). Positive psychology: The science of well-being and human strengths (3rd ed.). Routledge.
6. Huppert, F. A., Baylis, N., & Keverne, B. (Eds.). (2005). The science of well-being. Oxford University Press. Peterson, C. (2006). A primer in positive psychology. Oxford University Press. Lyubomirsky, S. (2008). The how of happiness: A scientific approach to getting the life you want. Penguin Press.
7. Duckworth, A. (2016). Grit: The power of passion and perseverance. Scribner.
8. Warren, M. A., & Donaldson, S. I. (Eds.). (2017). Scientific advances in positive psychology. Praeger.

Major 4

Industrial Psychology

Industrial Psychology

Course Credit 2

Module 1: Understanding Industrial Psychology

(15 hours)

1. Introduction to the field of I/O psychology – history, fields, educational requirements & employment of I/O psychologists.
2. Talent development: job & work analysis – its uses, gathering Job analysis information, types of job analysis and its methods. Understanding performance – basic model of performance, Campbell's model, criterion deficiency & contamination.
3. Recruitment & Hiring-Recruitment process- sources for recruiting, factors affecting recruitment, recruiter characteristics, realistic job previews.
4. Selection: meaning and definition, Need for scientific selection, Selection devices (application form, employment tests, other tests, interviews, background investigation, etc.).

Module 2: Performance Appraisals and Training

(15 hours)

1. **Performance appraisal:** Meaning, purpose and approaches of performance appraisal. Various performance criteria. Why do performance appraisal: validation of selection criteria, identifying training needs, decision making related to pay & promotion?
2. **Methods of performance appraisals**-subjective & objective techniques Sources of bias in appraisal, Importance of post appraisal interview, Fair employment practices
3. **Employees training:** Concepts, need, importance, steps in training program, Goals of training, need assessment, organizational analysis, learning process in training, transfer of training.
4. **Methods-** on the job training, job rotation, business games, ice-breaking sessions, soft skills training, SWOT analysis, in basket training, role play, behavior modeling, executive coaching, e training, assessment centers. Evaluating training programmes

Text Books / Reference

1. Bulger, C. A., Schultz, D. P., & Schultz, S. E. (2025). Psychology and work today. Routledge.
2. Landy, F.J., & Conte, J.M. (2007). Work in the 21st century: An introduction to Industrial & Organizational Psychology. Blackwell publishing Ltd.

Reference Books:

1. Aamodt, M. G. (2004). Applied industrial/organizational psychology. Wadsworth.
2. Anderson, N., Ones, D.S., Sinagil, H.K., & Viswesvaran, C. (2001). Handbook of Industrial and Organizational Psychology (vol. 1. & 2). Sage Publishers.
3. Buckingham, M., & Coffman, C. (1999). First break all the rules: What the World's Greatest Managers Do Differently. Great Britain: Pocket Books.
4. Deb, T. (2006). Strategic Approach to Human Resources Management; concepts, Tools
5. Application. New Delhi: Atlantic Publishers and Distributors
6. Griffin, M. A. (2007). Specifying organizational contexts: Systematic links between contexts and processes in organizational behavior. Journal of Organizational Behavior, 859-863.
7. Khanka, S. S. (2003). Human Resource Management. New Delhi: S Chand & Company Ltd.
8. Krishnan, T. N. (2011). Understanding employment relationship in Indian organizations through the lens of psychological contracts. Employee Relations, 33(5), 551-569.
9. Loughary, J. W. & Barrie, H. (1979). Producing workshops, seminars, and short-term courses: A trainer's Handbook. USA: Follett Publishing Company.

Electives

Counselling Psychology

Counselling Psychology

Course Credit 4

Module 1: Professional Foundations of Counselling (15 hours)

1. Definition of Counselling
2. The Personality and the Background of the Counselor
3. Professional Aspects of Counseling
4. Ethical Aspects of Counseling

Module 2: Building and Working in the Counselling Relationship (15 hours)

1. Factors that influence the Counseling Process
2. Types of Initial Interviews
3. Conducting the Initial Interview
4. Counselor Skills in the Understanding and Action Phases
5. Transference and Countertransference

Module 3: Termination of the Counselling Relationship (15 hours)

1. Function and Timing of Termination
2. Issues of Termination
3. Resistance to Termination
4. Premature Termination and Counselor-Initiated Termination
5. Ending on a Positive Note
6. Issues Related to Termination: Follow-Up and Referral

Module 4: Counselling Theories (15 hours)

1. Psychoanalytic Approach
2. Adlerian Theory
3. Humanistic Theories: Person-Centered Counseling, Existential Counseling and Gestalt Therapy
4. Behavioural Counselling
5. Cognitive and Cognitive-Behavioural Counselling: REBT, Reality and Cognitive Therapy
6. System Theories: Bowen Systems Theory, Structural Family Counseling and Strategic (Brief) Counseling

Text Books:

1. Gladding, S. T. & Batra, P. (2020) Counseling: A Comprehensive Profession. 8th Edition. Pearson India Education Services Pvt Ltd.

Reference Books:

1. Baruth, L. G. & Manning, M. L. (1999). Multicultural Counseling and Psychotherapy: A Lifespan Perspective. Second edition. New Jersey: Prentice Hall.
2. Corey, G. (2017). Theory and Practice of Counseling and Psychotherapy. 10th Edition. New Delhi: Cengage Learning India Private Limited.
3. Gelso, C.J., & Fretz, B.R. (2001). Counseling Psychology: Practices, Issues, and Intervention. First Indian reprint 2009 by Cengage Learning India
4. McLeod, J. (2009). An Introduction to Counseling. (4th ed.). Open University Press/ McGraw-Hill Higher Education

5. Welfel, E. R., & Patterson, L. E. (2005). *The Counseling Process: A Multi-theoretical Integrative Approach*. (6th ed.). Singapore: Thomson Brooks/ Cole

Vertical-6

**Community Engagement Program
(CEP)**

Name of Faculty:- Humanities

Name of Programme :- Psychology

Duration :- 30 hrs (Field Work+ Survey) + 15hrs (Discussion + Report Writing) : Total - 45 hrs

Indicative Topics for CEP

Sr. No.	Name of the Topic
1.	Mental Health
2.	Psychological assessment in the field (Online/offline)
3.	Research lab of the university/ institution
4.	Psychology of Personality and Individual Differences
5.	Psychology in Everyday Life
6.	Health Psychology
7.	Industrial and Organizational behaviour
8.	Educational Psychology
9.	Career Guidance and counselling
10.	Cognitive Psychology
11.	Aging
12.	Social Psychology
13.	Culture and psychology
14.	Sports psychology
15.	Interpersonal relationship
16.	Social media and Psychology
17.	Gender. Women. Marriage and relationship.
18.	Psychology and Language
19.	Public policy and psychology
20.	Psychology and data science; AI-ML and Psychology
21.	Psychometrics
22.	Parenting
23.	Psychology for conservation of wildlife and mitigating climate change
24.	Behavioural change
25.	Economic inequality, diversity and social conditions.

Note: The topics are indicative and the faculty members should allot Community Engagement Project that are relevant and important as per core Subject. The Community Engagement Project may be taken individual or in a group up to 5 students with proper guidance from Faculty.

Topics or areas allotted in earlier semesters be avoided for the same student.

1. Objectives

Community Engagement Program (CEP) in Psychology sets out to achieve objectives:

1. Align classroom learning with awareness about psychological and behavioural aspects in the community. The Community Engagement Program (CEP) is designed to involve students applying their theoretical knowledge to real-world situations, focusing on understanding development issues in urban and rural areas. Integrating theoretical psychology and practical applications learning under the guidance of their faculty mentors.
2. Provide students with exposure to psychological, behavioural, and socio-economic conditions and align their experiences with contemporary problems.
3. The Community Engagement Program (CEP) aims to enhance students' problem solving abilities, sensitivity to psycho-socio-economic issues, and develop research acumen.
4. Enhance psychological and behavioural research skills, including knowledge discovery, analytical tools, methodologies, and ethical conduct for engagement with the community.
5. Develop social responsibility and on-ground understanding of real-life problems and solutions, and the sustainability of the solutions.
6. To be able to relate and engage with the community.
7. To understand how psychology can be observed in everyday organisational, social and community life.
8. Gain awareness and insight about the psychological aspects in the community
9. Facilitate problem-solving, decision-making, teamwork, and collaboration.
10. Foster the ability to work in teams, develop social awareness and nurture human values among students.
11. Encourage collaboration between Higher Education Institutes (HEIs), social organisations, the Government and non-government institutes for better implementation of the Community Engagement Program (CEP).

2. Outcomes:

After the completion of the Community Engagement Program (CEP), the student will be able to achieve the following outcomes of the Community Engagement Program (CEP) in Psychology and Behavioural Science for undergraduate programs. Depending on the specific field of psychology and focus areas, some of the following objectives have to be achieved.

These outcomes ensure that psychology graduates are not only academically proficient

but also skilled, empathetic, and socially aware professionals.

1. Practical Application of Theoretical Knowledge – Students apply classroom concepts (e.g., cognitive processes, social behaviour, mental health) in real-world settings.

Apply concepts learned in classrooms to real-world socioeconomic conditions, enhancing their understanding and skills.

2. Enhanced Research Skills – Develops abilities in data collection, surveys, interviews, and observational techniques. Demonstrate evidence of research aptitude and skills of critical thinking, analytical skills, and ethical research conduct in community work.

3. Critical Thinking & Problem-Solving – Encourages analytical thinking by addressing real-life psychological and behavioural challenges.

4. Exposure to Diverse Populations – Provides firsthand experience working with different age groups, socio-economic backgrounds, religious beliefs, castes, classes, language, and cultural contexts. Show insights into the challenges, opportunities and culture of socioeconomic diversity, preparing them for their future role as responsible citizens.

5. Improved Communication & Interpersonal Skills – Enhances interaction with participants, professionals, and communities.

6. Ethical Awareness – Teaches ethical considerations in the Community Engagement Program (CEP) and psychological research. Show integrity in their dealings with their work and the people that they interact with by upholding professional principles and ethical standards.

7. Community Engagement & Social Responsibility – Encourages students to contribute to mental health awareness, awareness of psychological services, education, and social welfare initiatives.

8. Interdisciplinary Learning – Promotes collaboration with Government offices NGOs, schools, hospitals, and social workers, etc.

9. Career Readiness – Prepares students for future roles in counselling, clinical, I/O, social work, public policy, and research.

10. Personal Growth & Empathy Development – Builds emotional intelligence and a deeper understanding of human behaviour.

11. Documentation & Report Writing Skills – Improves the ability to present findings systematically.

12. Awareness of Mental Health Issues – Helps identify gaps in mental health services and community needs.

13. Teamwork & Leadership – Encourages collaborative projects and project management skills. Work in teams and collaborate to achieve common goals in the work field environments through collaborative efforts.
14. Exposure to Field Challenges – Prepares students to handle practical difficulties in psychological assessments and interventions.
15. Contribution to Local Learning and Research – Generates insights relevant to Indian societal and behavioural patterns.

3. Indicative list of areas for CEP:

This is a broad list of areas for which the department/ HoD/ Faculty can decide places/ institutions/organisations/ communities/etc. for the visit. The place to visit has to be relevant to some field of psychology and behavioural science, and associated with the courses learned so far.

The fields will include, but not be limited to

(A) Government organisations: Panchayat/Palika/Mahanagarpalika; department of the government; govt. offices, specific purpose offices; project offices; etc.

(B) NGO: Non-Government organisations working in the field of education, health, mental health, gender, caste, environment, social issues, community care, rehabilitation, research, capacity building, advocacy, awareness, support groups, sub-fields of psychology, etc. This is an indicative list, and you can choose an NGO working in the area beyond this list.

(C) Non-Profit Community Organisations: Organisations that are working for the community.

(D) Corporates: Companies with departments like recruitment and selection, HR, employee relations, T&D, Compensation and benefits, market research, product development, advertisement, consultancy, etc. This is an indicative list, and you can choose to work in the area beyond this list.

(E) Educational Institutions: Schools, colleges, universities; Institutions, Special needs schools and institutions, mental health institutions, etc. This is an indicative list, and you can choose an educational institution working in the area beyond this list.

(F) Health Care Setups: various mental and physical health setups like hospitals, counselling centres, psychotherapy centres, day care centres, support groups, etc.

(G) Any other organisation: As per the need of the college/ department

(H) Research Organisation: University, IIT/IIM, Research Institutions, etc.

Teachers and the department can add more areas as per their requirement.

Nature of Community Engagement Activities for Psychology

This section describes what are the various activities that the Department/teachers can undertake in the community engagement program. This list of activities is just indicative and **NOT** exhaustive. Teachers/HOD/Department/College can choose/develop appropriate community engagement activities for their settings. **It must be noted that all these activities should be non-clinical in nature.**

It needs to be noted that students cannot conduct interventions on their own, either individually or in groups. They need to carry out activities (A) under the supervision of a teacher and (B) if they are associated with some organisation/institution/community, then they need to engage themselves in the process of intervention that is being carried out by trained professionals in the organisation. The following list is an indicative list, and the student has to engage in any of the activities under supervision.

Community-Based Activities

Primary Prevention Activities: Addressing the root causes of problems before they manifest, such as implementing anti-bullying programs in schools, raising awareness about gender/caste-based discrimination, identifying and raising awareness about pseudo-psychology practice, etc.

Community/ Social / Cultural Research: Students can engage in community-based research programmes to engage with the community. For this, they can work under the guidance of the mentor/they can work with the organisation where such a program is being implemented. They can help in data collection/data entry/community work associated with research, etc.

Empowerment Activities: Helping individuals gain control over their lives and advocate for their needs, like community organising and advocacy for social change.

Support Groups: working for peer support and connection, such as self-help groups for individuals dealing with specific challenges.

Social Action Strategies: Working to influence community policies and practices to improve well-being, like advocating for increased funding for mental health services; advocacy against social stigma, etc.

Teachers and the department can add more areas as per their requirements.

Behavioural / Psychological Activities

Positive Psychology Activities and Engagements: Work with organisations/ individuals for focusing on building resilience, promoting well-being, creativity, and enhancing positive emotions like hope and optimism through techniques of positive psychology practice.

Setting-Based Activities: Tailoring interventions to specific settings, such as implementing mental health awareness programs in schools/ organisations/ colleges, etc.

Psychoeducation: Providing information and education about mental health conditions to increase understanding and reduce stigma.

Recreation Programs: Utilising recreational activities like exercise, art, and peer support to promote well-being.

Teachers and the department can add more areas as per their requirement.

Activities

They can carry out street play, flash mob, awareness poster exhibition, awareness campaign, mass-media based drives, social-media based drives, Community and stakeholder meeting, Public forums, presentations and workshops, social events, folk media (oral traditions methods like, role-plays, story-telling, songs, dances, plays, and poems on specific issues are presented in group-situations).

They can be part of community/social/cultural research. They can work under the guidance of the mentor/they can work with the organisation where such program is being implemented. They can help in data collection/data entry/community work associated with research, etc. This should help the better their community understanding and preparedness to design research for the community.

They can engage in Mass communication through creation of printed materials (brochures, cartoons, comics, billboards, pamphlets, posters, resource booklets, newspapers articles, magazines articles, create e-news-letter, etc.), audio-visual resources (such as pre-recorded audio, pod-cast, videos, reels, YouTube channel, etc.), and electronic media (radio and television are popular media in creating awareness on social issues). The internet is the most powerful and cost-effective medium of creating awareness through websites, email discussions, weblogs, blogs, etc.

They can engage in education and awareness in a formal and informal manner like conducting workshops, seminars, etc.

Public Relations (PR) activities can be carried out, which include analysis of public

perception, modifying/designing the organisation's policy/programmes in consonance with public interest and then executing the programmes for communication with the public.

Advocacy can be carried out when support for a particular initiative is needed from either the government or from civil society. For example, gender discrimination, mental health, open psychological services, etc.

Awareness campaign can be carried out for Awareness-Raising, Social Marketing (SM), Behaviour change communication (BCC).

Data-based Interventions: Using data from the community to create awareness and attitude change can be carried out.

Teachers and the department can add more areas and activities as per their requirements.

Caution: It must be noted that all these activities are non-clinical in nature. Dealing with clinical psychology/psychiatry patients, diagnosed cases, working for psychotherapy or clinical counselling is not permitted under the community engagement program. All the activities must be non-clinical in nature, as at this level, students do not have adequate training to deal with psychiatric patients or other forms of diseases/disorders.

Evaluation Pattern:-

Evaluation during CEP Program involves two key components :-

External Evaluation 60%

Internal Evaluation 40%

Evaluation Chart

(i) External Evaluation (Marks 30)

Criteria	Marks
Objectives, Literature Review , Methodology, Data Analysis, Conclusion and Recommendations	15
Overall Project Report Structure and Style	5
Presentation Skills & Communication	10
Total	30

(ii) Internal Evaluation by Guide (Marks 20)

Criteria	Marks
Attendance, Community interactions completion and interaction with Supervisor	10
Overall Report quality	10
Total	20

On Job Training for Psychology (OJT)

Guidelines for Implementation:

1. Psychology teacher shall be coordinator. Coordinators would coordinate the field placement of students assigned to them.
2. Coordinators can choose to place the student in a related job setting or any other psychology related organisation and industry depending on availability, requirement or students interest.
3. Student can opt to search for an internship/apprenticeship on their own, provided that they furnish a letter from the organisation stating that the student has been selected for the internship and would follow the guidelines of the academic requirement of the students OJT.
4. Student would have to intern in the related work setup for minimum 4 weeks and maximum 6 weeks, depending on the academic calendar, completion of the term and the scheduling of examinations.
5. Supervision and training would be the sole responsibility of the organizations. Course Teacher/coordinator would not be required to supervise on field. However the coordinator will have to coordinate with the organization.
6. Students would have to furnish a “Certificate of Completion of OJT” from the organization stating satisfactory completion and positive evaluation of the said student.
7. The organization will require to fill in an Evaluation Sheet (provided by the Department) duly signed by a competent authority.
8. Student would require to do a presentation and submit a report to the Department on the OJT which will be a part of the evaluation.

Evaluation Pattern:-

Evaluation during CEP Program involves two key components :-

External Evaluation 60%

Internal Evaluation 40%