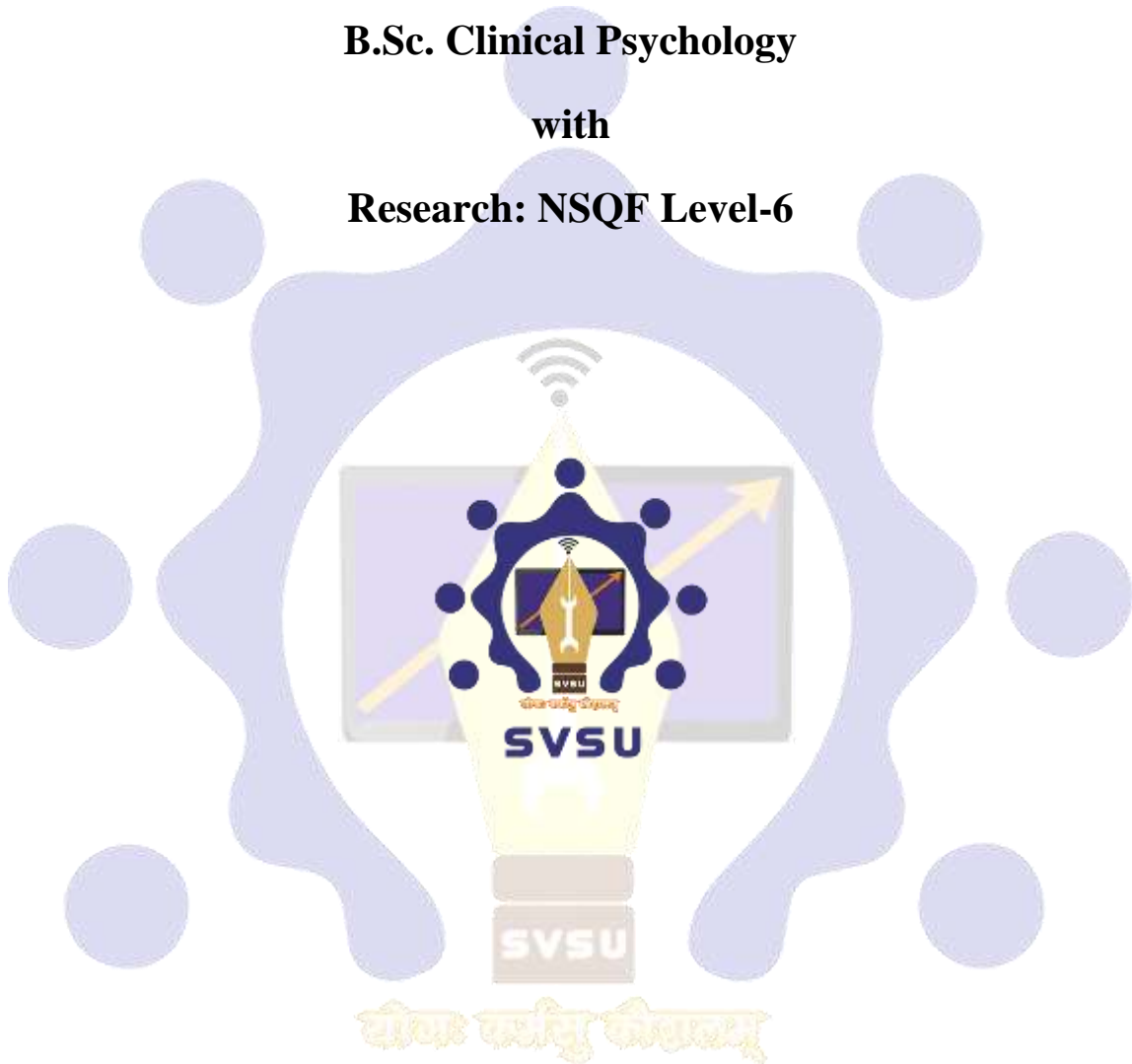


Department of Psychology and Behavioural Sciences

B.Sc. Clinical Psychology

with

Research: NSQF Level-6



Four Year Course

(Skill Faculty of Applied Science & Humanities)

Shri Vishwakarma Skill University

Dudhola, Palwal-121102, Haryana

1. INTRODUCTION

A new and forward-thinking vision for India's higher education system is envisioned in the National Education Policy (NEP) 2020 (hereafter referred to as NEP or the Policy). It acknowledges the critical role that higher education plays in the advancement of human and societal well-being, as well as in the development of India in the manner envisioned in its Constitution: a democratic, just, socially conscious, cultured, and humane nation that upholds liberty, equality, fraternity, and justice for all.

The NEP 2020 observes that "higher education significantly contributes to the sustainable livelihoods and economic development of the nation" and that "as India transitions to a knowledge economy and society, an increasing number of young Indians are likely to aspire to higher education."

The NEP 2020 envisions the development of anticipated learning outcomes for all higher education programs. It states that "a National Higher Education Qualifications Framework (NHEQF) will be formulated" and "it shall be in sync with the National Skills Qualifications Framework (NSQF) to facilitate the integration of vocational education into higher education." In addition, it emphasizes that "the NHEQF shall describe higher education qualifications leading to a degree/diploma/certificate in terms of such learning outcomes."

The Policy also anticipates the establishment of facilitative norms for issues such as credit transfer and equivalence through the NHEQF. The NEP 2020 also requires relevant agencies to "identify specific skills that students must acquire during their academic programs to prepare well-rounded learners with 21st-century skills."

The NHEQF anticipates that students, particularly those at the undergraduate level, will have greater flexibility and the ability to select from various courses. The new distinguishing characteristic of undergraduate education will be the extensive selection of subjects and courses that vary yearly. As long as students can demonstrate the necessary prerequisites and the ability to achieve the defined learning outcomes after completing the selected program and course(s), they are permitted to modify one or more of the courses they have selected within the program(s) of study they are pursuing at the beginning of each year.

The NEP 2020 has proposed the following structure and duration of undergraduate programs of study:

- a) Undergraduate programs that are either three or four years in duration offer multiple entry and exit options and require the appropriate certifications;
- b) a certificate upon completion of one year (2 semesters) of study in the selected discipline or field, which includes vocational and professional areas;
- c) a diploma upon completion of two years (4 semesters) of study;
- d) a Bachelor's degree upon completion of a three-year (6 semesters) program;
- e) a Bachelor's degree with honors upon completion of a four-year (eight semesters) program;
- f) a Bachelor's degree "Honours with research" upon completion of a four-year (eight semesters) program, provided the student completes a rigorous research project in their primary area(s) of study, as specified by the HEI.

The 4-year multidisciplinary Bachelor's degree program is the preferred choice, as it provides the opportunity to experience the complete spectrum of holistic and interdisciplinary education and focus on the student's chosen major and minors. An Academic Bank of Credit (ABC) has been established to digitally retain the academic credits earned from various recognized higher education institutions. This will enable awarding of degrees from a HEI based on the credits earned.

1.1 Why Clinical Psychology:

As the demand for mental health services continues to grow, there is an increasing need for well-trained Clinical Psychologists who can help meet the needs of individuals, families, and communities.

To begin your journey in psychology, you need to earn a bachelor's degree. **SVSU** visualises all its programmes in the best interest of their students and it offer One of the unique course addressing aspects of clinical psychology in undergraduate level. The program is designed to promote the development of critical thinking, problem-solving, and communication skills, which are essential for a successful career in clinical psychology. Through a comprehensive curriculum that integrates theory and practice, students gain a deep understanding of human behavior, mental processes, and psychological disorders

2. CONVENTIONAL PROGRAMS OFFERED

2.1. Courses Offered by Other Universities in NCR and Surroundings

| Sr. No. | University/Institute | Course |
|---------|--------------------------------------------------------------------------|---------------------------|
| 1. | Gargi College New Delhi | B.Sc. Clinical Psychology |
| 2. | Manav Rachana International Institute of Research and Studies Faridabaad | B.Sc. Clinical Psychology |
| 3. | Jamia Milia Islamia University Delhi | B.Sc. Psychology (Hons) |
| 4. | Delhi University, Delhi | B.A. Hons Psychology |
| 5. | Amity University Manesar Haryana | B.Sc. Clinical Psychology |
| 6. | Guru Jambheshwar University of Science and Technology Hisar | B.Sc. Applied Psychology |

2.2 Programmes Offered by National and International Universities

1. Delhi University, Delhi
2. Guru Jambheshwar University of Science and Technology Hisar
3. Amity University Manesar Haryana
4. University of Hull , United Kingdom
5. Sigmund Freud University Berlin Germany
6. University of Groningen Netherland
- 7.

3. Program Structure

3.1 About the Program

A Bachelor of Science (BSc) in Clinical Psychology is an undergraduate degree program that provides students with a comprehensive understanding of the theories, principles, and practices of clinical psychology. The curriculum also typically includes opportunities for students to gain practical experience through internships, practicums, or research projects. These experiences help students develop clinical skills and apply theoretical knowledge in real-world settings. The program will help students develop critical thinking, problem-solving, and communication skills, which are essential for a successful career in clinical psychology.

3.2 Graduate Attributes

Graduates should possess the ability to showcase the attainment of:

- A thorough understanding and extensive knowledge of the selected areas of study within a wide-ranging multidisciplinary framework, including their distinct learning domains, connections with related fields of study, and the latest advancements and future trends in the chosen areas of learning.

- The necessary expertise, skills, and understanding needed to effectively perform professional or highly specialized work/tasks in the selected field(s) of study.
- Proficiency in specialized areas of study within the chosen discipline(s) or across several disciplines, encompassing theoretical and practical skills applicable to various routine and non-routine situations within the selected field(s) of study.
- The ability to conclude gained knowledge, apply abstract ideas to real-world scenarios, and utilize acquired skills in unexpected situations, rather than simply memorizing curriculum content, to develop answers to specific issues.

Complex problem-solving: The graduates must be proficient in resolving diverse challenges in familiar and unfamiliar scenarios and effectively apply their knowledge to real-world circumstances.

Critical thinking: The graduates should possess the ability to showcase their proficiency in

- Apply analytic thought to a body of knowledge, including the analysis and evaluation of policies and practices, as well as evidence, arguments, claims, beliefs, and the reliability and relevance of evidence,
- Identify relevant assumptions or implications and formulate coherent arguments,
- Identify logical flaws and holes in the arguments of others,
- Analyze and synthesize data from various sources, draw valid conclusions, and support them with evidence and examples.

Creativity: The graduates should be able to demonstrate the ability to:

- Create, perform, or think in different and diverse ways about the same objects or scenarios,
- Deal with problems and situations that do not have simple solutions,
- Innovate and perform tasks in a better manner,
- View a problem or a situation from multiple perspectives,
- Think 'out of the box' and generate solutions to complex problems in unfamiliar contexts,
- Adopt innovative, imaginative, lateral thinking, interpersonal skills, and emotional intelligence.

Communication Skills: The graduates should be able to demonstrate the skills that enable them to:

- Listen carefully, read texts and research papers analytically, and present complex information clearly and concisely to different groups/audiences,
- Express thoughts and ideas effectively in writing and orally, and communicate with others using appropriate media,
- Confidently share views and express themselves,
- Construct logical arguments using correct technical language related to a field of learning, work/vocation, or an area of professional practice,
- Convey ideas, thoughts, and arguments using respectful and sensitive language to gender and other minority groups.

Analytical reasoning/thinking: The graduates should be able to demonstrate the capability to:

- Evaluate the reliability and relevance of evidence;
- Identify logical flaws in the arguments of others;
- Analyze and synthesize data from a variety of sources;
- Draw valid conclusions, support them with evidence and examples, and address opposing viewpoints.

Research-related skills: The graduates should be able to demonstrate:

- A keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions,
- The ability to problematize, synthesize, and articulate issues and design research proposals,
- The ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships,
- The capacity to develop appropriate methodology and tools for data collection,
- The appropriate use of statistical and other analytical tools and techniques,
- The ability to plan, execute, and report the results of an experiment or investigation,
- The ability to understand basic research ethics and skills in practicing/doing ethics in the field/personal research work, regardless of the funding authority or field of study.

Coordinating/collaborating with others: The graduates should be able to demonstrate the ability to:

- Work effectively and respectfully with diverse teams,
- Facilitate cooperative or coordinated effort on the part of a group,
- Act together as a group or a team in the interests of a common cause and work
- Efficiently as a member of a team.

Leadership readiness/qualities: The graduates should be able to demonstrate the capability for:

- Mapping out the tasks of a team or an organization and setting direction.
- Formulating an inspiring vision and building a team that can help achieve the vision,
- Motivating and inspiring team members to engage with that vision.
- Using management skills to guide people to the right destination.

'Learning how to learn' skills: The graduates should be able to demonstrate the ability to:

- Acquire new knowledge and skills, including 'learning how to learn' skills, that are necessary for pursuing learning activities throughout life through self-paced and self-directed learning aimed at personal development, meeting economic, social, and cultural objectives, and adapting to changing trades and demands of the workplace, including adapting to the changes in work processes in the context of the fourth industrial revolution, through knowledge/ skill development/reskilling,
- Work independently, identify appropriate resources required for further learning,
- Acquire organizational skills and time management to set self-defined goals and targets with timelines.
- Inculcate a healthy attitude to be a lifelong learner,

Digital and technological skills: The graduates should be able to demonstrate the capability to:

- Use ICT in a variety of learning and work situations,
- Access, evaluate, and use a variety of relevant information sources,
- Use appropriate software for the analysis of data.

Multicultural competence and inclusive spirit: The graduates should be able to demonstrate:

- The acquisition of knowledge of the values and beliefs of multiple cultures and a global perspective to honour diversity,

- Capability to effectively engage in a multicultural group/society and interact respectfully with diverse groups,
- Capability to lead a diverse team to accomplish everyday group tasks and goals.
- Gender sensitivity and adopt a gender-neutral approach, as well as empathy to the less advantaged and the differently-abled, including those with learning disabilities.

Value inculcation: The graduates should be able to demonstrate the acquisition of knowledge and attitude that are required to:

- Embrace and practice constitutional, humanistic, ethical, and moral values in life, including universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values,
- Practice responsible global citizenship required for responding to contemporary global challenges, enabling learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies,
- Formulate a position/argument about an ethical issue from multiple perspectives
- Identify ethical issues related to work and follow ethical practices, including avoiding unethical behavior such as fabrication, falsification, or misrepresentation of data, or committing plagiarism, and adhering to intellectual property rights,
- Recognize environmental and sustainability issues and participate in actions to promote sustainable development.
- Adopt objective, unbiased, and truthful actions in all aspects of work,
- Install integrity, identify ethical issues related to work, and follow ethical practices.

Autonomy, responsibility, and accountability: The graduates should be able to demonstrate the ability to:

- Apply knowledge, understanding, and skills with an appropriate degree of independence relevant to the level of the qualification,
- Work independently, identify appropriate resources required for a project, and manage a project through to completion,
- Exercise responsibility and demonstrate accountability in applying knowledge and skills in work and learning contexts appropriate for the qualification's level, including ensuring workplace safety and security.

Environmental awareness and action: The graduates should be able to demonstrate the acquisition of and ability to apply the knowledge, skills, attitudes, and values required to take appropriate actions for:

- Mitigating the effects of environmental degradation, climate change, and pollution,
- Effective waste management, biological diversity conservation, biological resources, biodiversity management, forest and wildlife conservation, and sustainable development and living.

Community engagement and service: The graduates should be able to demonstrate the capability to participate in community-engaged services/ activities to promote the well-being of society.

Empathy: The graduates should be able to demonstrate the ability to identify with or understand the perspective, experiences, or points of view of another individual or group, as well as to identify and understand other people's emotions.

3.3 Program Educational Objectives

1. To provide students with a comprehensive understanding of the principles, theories, and practices of clinical psychology.
2. To develop critical thinking, problem-solving, and communication skills that are essential for a successful career in clinical psychology.
3. To help students understand the complexities of human behaviour, emotions, and mental processes.
4. To provide students with opportunities for hands-on experience through internships, practicums, and research projects.
5. To promote ethical and professional behaviour in the practice of clinical psychology.
6. To prepare students for further study or employment in the field of clinical psychology.
7. To promote self-awareness and personal growth among students in order to enhance their ability to work effectively with others.

3.4 Program Outcomes (POs)

After completion of the B.Sc. Clinical Psychology programme student will be able to:

1. critically evaluate research in the field of Clinical Psychology and apply it to real-world situations.

2. psychological theories and principles to analyze and solve problems related to mental health and well-being.
3. demonstrate cultural competence and the ability to work effectively with diverse individuals and communities.
4. developed a greater understanding of their own beliefs, biases, and values, and how these may impact their work as clinical psychologists.
5. design and conduct research studies, analyze data, and interpret research findings.
6. develop interpersonal skills, including the ability to communicate effectively, work collaboratively, and establish positive therapeutic relationships with clients.
7. pursue further education or employment in the field of clinical psychology.

3.5 Programme Specific Objectives

This Program will:

PSO1: Equip the learners to understand the knowledge of clinical psychology.

PSO2: Give them hands-on experience in clinical psychology so they can understand and apply the concepts & methods.

PSO3: Empower the learners towards life values and Integrate appropriate information and other technologies in the problem-solving.

PSO4: Enable learners to have a scientific approach to clinical psychology.

3.6 Levels of Awards

The Undergraduate certification levels will result in a Diploma, a Degree, or a Degree with Honours, including the option of Honours with Research.

| Sr. No. | Award | Duration | Corresponding NSQF level |
|---------|----------------------------|----------|--------------------------|
| 1 | School Psychologist | 3 Months | 6.5 |
| 2 | Family Wellness Management | 3 Month | 6.5 |
| 3 | Child Care | 3 Month | 6.5 |

4 Program Design

The education program is a four-year curriculum that integrates on-the-job training (OJT) with classroom instruction. The program consists of eight semesters, with two semesters per year. The course will span over eight semesters, equipping students with ample information and skills to secure employment at different levels upon completion of each year of the course. The Programme will utilize the credit-based system to provide education. The constituents of the credit-based system will be as follows:

- 1. Disciplinary/Interdisciplinary Major Courses (D Major/ID Major):** These courses enable a student to examine a specific profession comprehensively.
- 2. Disciplinary/Interdisciplinary Minor Courses (D Minor/ID Minor):** These courses enable students to examine advanced courses in a different profession comprehensively.
- 3. Multidisciplinary Courses (MDC):** MDC, or Multidisciplinary Courses, will contribute to the liberal arts and science curriculum by broadening the intellectual experience. In the proposed stream under this category, students are not allowed to select or retake courses they have already completed at the higher secondary level (12th class).
- 4. Ability Enhancement Courses (AEC):** These courses allow students to gain fundamental linguistic abilities, critical reading, and academic writing skills. They also focus on improving communication skills and actively engaging in discussions and debates.
- 5. Skill Enhancement Course (SEC):** SEC, or Skills Enhancement Courses, are designed to offer practical instruction, expertise, and proficiency in various fields to students.
- 6. Value Addition Course (VAC):** These courses focus on instilling ethical, cultural, and constitutional values, fostering critical thinking, promoting Indian Knowledge Systems, cultivating a scientific temperament, enhancing communication skills, encouraging creative writing, improving presentation skills, emphasizing sports and physical education, and fostering teamwork. The aim is to facilitate the holistic development of students.

Project work/Dissertation: Project or dissertation work will carry four credits after two years and 12 credits during the 4th year. A project or dissertation may be assigned instead of a

discipline-specific optional course. These courses allow students to apply knowledge to solve, analyze, or explore real-life situations or challenging problems.

Details: Scheme of the Programme

| | |
|------------|------------|
| Semester 1 | 20 Credits |
| Semester 2 | 20 Credits |
| Semester 3 | 20 Credits |
| Semester 4 | 20 Credits |
| Semester 5 | 20 Credits |
| Semester 6 | 20 Credits |
| Semester 7 | 20 Credits |
| Semester 8 | 20 Credits |

OJT/Classroom Duration

| Semesters | Activity |
|-------------|----------------------------------|
| Semester 1 | Classroom/OJT/Practicum |
| Semester 2 | Classroom/OJT/Practicum |
| Semester 3 | Classroom/OJT/Practicum |
| Semester 4 | Classroom/OJT/Research Project |
| Semester 5 | Classroom/OJT/Research Project |
| Semester 6 | Classroom/OJT/Internship |
| Semester 7 | Classroom/Practicum |
| Semester 8* | Classroom/Dissertation/Practicum |

Details of B.Sc. Clinical Psychology Programme

SEMESTER I

| Subject Type | Subject Code | Subject Name | Credits | | | | Marks | | | | | | | Hrs | | | | |
|--------------------|--------------|--------------------------------------|---------|----|---|----|-------------|----|-----|-----------|-----|-----|-------|-----------|----|-----|-----|-----|
| | | | T | Tu | P | To | Theory | | | Practical | | | Total | T | Tu | P | TO | |
| | | | | | | | I | E | TO | I | E | TO | | | | | | T+P |
| Disciplinary Major | 24UPSY01 | Experimental Psychology | 4 | 0 | 0 | 4 | 30 | 70 | 100 | - | - | - | 100 | 60 | - | - | 60 | |
| | 24UPSY02 | Schools of Psychology | 4 | 0 | 0 | 4 | 30 | 70 | 100 | - | - | - | 100 | 60 | - | - | 60 | |
| AEC | 24UHPE01 | Human Values and Professional Ethics | 2 | 0 | 0 | 2 | 30 | 70 | 100 | - | - | - | 100 | 30 | - | - | 30 | |
| VAC | 24UEVS01 | Environmental Science | 2 | 0 | 0 | 2 | 30 | 70 | 100 | - | - | - | 100 | - | - | 60 | 60 | |
| OJT | | OJT/Practicum | 0 | 0 | 8 | 8 | - | - | - | 300 | 100 | 400 | 400 | - | - | 240 | 240 | |
| Total Credits | | | | | | 20 | Total marks | | | | | | 800 | Total Hrs | | | | 450 |

SEMESTER II

| Subject Type | Subject Code | Subject Name | Credits | | | | Marks | | | | | | | Hrs | | | | |
|--------------------|--------------|-----------------------------------------|---------|----|---|----|-------------|----|-----|-----------|-----|-----|-------|-----------|----|-----|-----|-----|
| | | | T | Tu | P | To | Theory | | | Practical | | | Total | T | Tu | P | TO | |
| | | | | | | | I | E | TO | I | E | TO | | | | | | T+P |
| Disciplinary Major | 24UPSY03 | Organisational Behaviour | 4 | 0 | 0 | 4 | 30 | 70 | 100 | - | - | - | 100 | 60 | - | - | 60 | |
| | 24UPSY04 | Cognitive Psychology | 4 | 0 | 0 | 4 | 30 | 70 | 100 | - | - | - | 100 | 60 | - | - | 60 | |
| AEC | 24UENG01 | English language & Communication Skills | 2 | 0 | 0 | 2 | 30 | 70 | 100 | - | - | - | 100 | 30 | - | - | 30 | |
| VAC | UVAC06 | -Emotional Intelligence (P) | 0 | 0 | 2 | 2 | - | - | - | 70 | 30 | 100 | 100 | - | - | 60 | 60 | |
| OJT | | OJT/Practicum | 0 | 0 | 8 | 8 | - | - | - | 300 | 100 | 400 | 400 | - | - | 240 | 240 | |
| Total Credits | | | | | | 20 | Total Marks | | | | | | 800 | Total Hrs | | | | 450 |

List of Subjects:

| S. No. | | Subject Name | | | Semester |
|--------|----------|----------------------------------|---------------------|-----------|----------|
| 1. | 24UPSY01 | Experimental Psychology | Psychology | D Major | 1 |
| 2. | 24UPSY02 | Schools of Psychology | | | 1 |
| 3. | 24UPSY03 | Organisational Behaviour | | | 2 |
| 4. | 24UPSY04 | Cognitive Psychology | | | 2 |
| 5. | 24UPSY05 | Social Psychology | | | 3 |
| 6. | 24UPSY06 | Physiological Psychology | | | 3 |
| 7. | 24UPSY07 | Abnormal Psychology | | | 4 |
| 8. | 24UPSY08 | Developmental Psychology | | | 4 |
| 9. | 24UPSY09 | Guidance and Counselling | | | 5 |
| 10. | 24UPSY10 | Clinical Psychology | | | 6 |
| 11. | 24UPSY11 | Psychological Research | | | 7 |
| 12. | 24UPSY12 | Personality Theories | | | 7 |
| 13. | 24UPSY13 | Psychometric Testing | | | 7 |
| 14. | 24UPSY14 | Psychotherapeutic Interventions | | | 8 |
| 15. | 24UPSY15 | Criminal and Forensic Psychology | | | 8 |
| 16. | 24UPSY16 | Health Psychology | Mental Health | DSC Minor | 7 |
| 17. | 24UPSY17 | Sports Psychology | | | 7 |
| 18. | 24UPSY18 | Community Mental Health | | | 8 |
| 19. | 24UPSY19 | Cognitive Neuropsychology | Clinical Psychology | | 7 |
| 20. | 24UPSY20 | Psychopathology | | | 7 |

| | | | | | |
|-----|----------|-------------------------------------------|--|---------------------------|-----------------------------------|
| 21. | 24UPSY21 | Behavioural Medicine | | | 8 |
| 22. | BBA101 | Principles of Management | | Multidisciplinary Courses | 5 |
| 23. | BCH -553 | Consumer Behaviour | | | 6 |
| 24. | | Indian Economy | | | 5 |
| 25. | AEC-502 | Employment Readiness | | | 6 |
| 26. | 24UENG01 | English language and Communication Skills | | | Ability Enhancement Courses (AEC) |
| 27. | 24UHPE01 | Human Values and Professional Ethics | | 2 | |
| 28. | 24UBPS45 | Employability Skills | | 3 | |
| 29. | IDE-501 | Entrepreneurship Skills | | 4 | |
| 30. | UVAC06 | -Emotional Intelligence (P) | | Value Added Courses | |
| 31. | 24UEVS01 | Environmental Science Skills | | | 2 |
| 32. | 24UYHS01 | Yoga and Health Skills II | | | 3 |

In case students do not go for a dissertation, Pool of Subjects

| S. No. | | Subject Name | | | Semester |
|--------|----------|---------------------------|------------|--------------------------------------------------------------------------|----------|
| 1. | 24UPSY22 | Educational Psychology | Psychology | In case students do not go for a dissertation, Pool of Subjects(Any Two) | 8 |
| 2. | 24UPSY23 | Biopsychology | | | 8 |
| 3. | 24UPSY24 | Consumer Psychology | | | 8 |
| 4. | 24UPSY25 | Positive Psychology | | | 8 |
| 5. | 24UPSY26 | Rehabilitation Psychology | | | 8 |
| 6. | 24UPSY27 | Cross Cultural Psychology | | | 8 |

Compulsory Note for each year:

The total number of notional hours every year should be 1200 hours, and the following criteria need to be adopted by individual instructors for the course. The total outcome-based learning hours for credits shall, subject to assessment, include:

- 1) Classroom teaching/ learning hours/ tutorials
- 2) Yearly and half-yearly examinations/ Class Tests/Quizzes/ other assessments, including formative assessments
- 3) Activities as part of the curricular structure leading to experiential learning like relevant experience and proficiency/ professional levels, Performing arts/ fine arts, music, handicraft, traditional, heritage work,
 - a) Debate and Discussion/ Essay Writing / Recitation/Story Writing etc.
 - b) Celebration of festivals in institutes, music performances, drama, etc.
 - c) Self-defense classes, value education classes, Career Counselling sessions, etc.
 - d) Other Contests/ Events/ Competitions like Hackathons & Olympiads,
- 4) Sports/ games / physical activity/yoga, etc.
- 5) Life skills-based education like employment skills, basic operational skills like learning to fix a bulb, basic carpentry, classes on morals/etiquettes, constitutional values, environmental sensitivity, etc
- 6) Social/ community work (like adult education, teaching in NGOs or Out of school students, environment-related, gender sensitization), NCC/ shramdan (School cleaning, building, decoration)
- 7) Bagless days, field visits organized by the institution
- 8) Vocational education/ training, skilling, minor/ major project work, assignments
- 9) Field visits/ Projects.
- 10) Internship, on-the-job training (OJT), and experiential learning, including relevant experience and proficiency/ professional levels acquired.
- 11) Programs can be through blended/ online/ digital learning.

Experimental Psychology

Course Code: 24UPSY01

Credit Unit: 4

Course Objective:

1. To give practical experience to the students in administering and scoring psychological tests and interpreting the scores.
2. To acquaint the students with the basic procedure and design of psychology experiments.
3. To encourage and guide the students to undertake a small-scale research project.
4. To develop skills in designing and conducting experiments, including the identification of research questions, selection of appropriate methods and measures, and ethical considerations in research.

Learning Outcomes: By the end of the course, students will be able to:

LO1: design research studies that address specific research questions.

LO2: Use Scientific Reasoning to interpret psychological phenomena.

LO3: apply critical thinking skills to their own research designs and findings.

LO4: evaluate the validity & reliability of research studies and identify potential sources of bias.

Course Content

Unit I:

Introduction to Experimental Psychology and the scientific method; the basics of experimentation, the characteristics, objectives and tools of modern psychological science, need for scientific methodology;

Observation in experimental Psychology, Types of observation methods.

Unit II: Psychophysics: Basic concept, Sensory Threshold, Absolute Threshold, Just Noticeable Difference, Classical Psycho physical Methods- Method of limits; Method of constant Stimuli and

Method of Average error, Fechner and Weber's Law, Problems of Psychophysics. Perception: Figure and ground, Geometrical Illusions, Perception of distance, perceptual size constancy.

Unit III: Conditioning: Classical conditioning. Basic principles (Acquisition delayed conditioning, trace conditioning, phenomena observed in conditioning and explanation Operant conditioning: Basic principles: Shaping, role of Reinforcement, schedule of reinforcement; Experimental methods in learning and conditioning.

Unit IV: Verbal Learning: Verbal learning: Nature, Materials and Experimental methods, Basic variables in verbal learning experiments; Condition of practice and Learner's characteristics. Concept learning: Definition, Experimental Paradigm. Retention and Forgetting: STM and LTM, Basic nature, Methods of measuring STM and LTM

Examination Scheme

| Components | CT | H/P/V/Q | OP | A | EE |
|---------------|----|---------|----|---|----|
| Weightage (%) | 10 | 10 | 5 | 5 | 70 |

CT: Class Test, H: Home Assignment, P/V/Q: Presentation/Viva/Quiz, OP: Overall Performance, A: Attendance, EE: End Semester Examination

Suggested Readings:

1. Postman and Egan: *Experimental Psychology: An Introduction*, New York, Harper and Row, 1998
2. D. Amato, M.R.: *Experimental Psychology*, New Delhi, TMH, 1979
3. Kothmkar V.K.: *Experimental Psychology*, New Delhi: New Age Publication, 1996.
4. Ronald Gendelman. (1985). *Autobiographies in Experimental Psychology*. Lawrence Erlbaum Associates.
5. Levine; S. Parkinson. (1994). *Experimental Methods in Psychology*. Lawrence Erlbaum Associates.

6. W. KlingLorrin A. Riggs. (1971). *Woodworth & Schlossberg's Experimental Psychology*. Holt, Rinehart and Winston.

PEDAGOGY: Lecture by chalk & talk, Power Point Presentation, e-content, Social Interaction, Online Group Discussions, Assignment, Quiz, Seminar, Role Play and Observational Learning.

Schools of Psychology

Course Code: 24UPSY02

Credit Unit: 4

Course Objective:

1. Students will gain a comprehensive understanding of the theories, concepts, and principles related to the subject matter
2. Students identify and critically evaluate psychological research methods.
3. Students can identify how Psychologists' study human behaviour and how this knowledge can be used to explain, predict, and influence behaviour.
4. Students analyse empirical data.

Course Learning Outcomes: By the end of the course, students will be able to:

LO1: develop a conceptual understanding of important behavioural principles, theories, and applications.

LO2: apply critical thinking skills to their own research and understanding of the subject matter.

LO3: Students will demonstrate their abilities to apply what they have learned regarding the schools of psychology.

LO4: interpret statistical results and draw conclusions based on their findings.

Course Contents:

Unit 1: Main systems of Psychology, contribution of Weber & Fechner in scientific psychology; contribution of Ebbinghaus in memory, Structural content approach of Wundt; and Titchener Functionalism as a system, contribution of William James, Dewey Pre-scientific psychology Beginnings of scientific psychology

Unit 2:

Behaviorism : Concept and history; Views of Watson, Hull, and Skinner
 Cognitivism: Concept and history; Views of Tolman, Miller, Neisser
 Humanistic Psychology: contributions of Maslow and Rogers
 Cognitive maps and human behaviour
 Preparing need hierarchy in Indian contexts

Unit 3:

Psychoanalysis, contributions of Freud
 Neo-Freudians, Ego psychology and object-relation theory

Unit 4: Gestalt Psychology; Wertheimer, Kohler, Koffka

Analysing early childhood memories of self
 Illusions and single trial learning

Examination Scheme

| Components | CT | H/P/V/Q | OP | A | EE |
|---------------|----|---------|----|---|----|
| Weightage (%) | 10 | 10 | 5 | 5 | 70 |

CT: Class Test, H: Home Assignment, P/V/Q: Presentation/Viva/Quiz, OP: Overall Performance A: Attendance,

EE: End Semester Examination

Suggested Readings:

1. Duane P. Schultz, Sydney Ellen Schultz. (2011). *A History of Modern Psychology*-Wadsworth Publication.
2. B. Murphy; G. Murphy. (1969). *Western Psychology: From the Greeks to William James*.Basic Books.
3. Fuller. (1995). *Seven Pioneers of Psychology: Behaviour and Mind*.Routledge.
4. A. Kimble; M. Wertheimer; C. White. (1991). *Portraits of Pioneers in Psychology*.American Psychological Association.

PEDAGOGY:

Lecture by chalk & talk, Power Point Presentation, e-content, Social Interaction, Online Group

Discussions, Assignment, Quiz, Seminar, Role Play and Observational Learning.

**Human Values and Professional
Ethics**

Course Code:24UHPE01

Course Credit: 02

Course Objectives

1. To introduce students to the concept of human rights and their importance in protecting the dignity and well-being of all individuals.
2. To explore the philosophical foundations of ethics and their relationship to human rights.
3. To encourage students to reflect on their own values and biases, and to develop a personal code of ethics that aligns with the principles of human rights.

Course Learning Outcomes : By the end of the course, students will be able to:

1. Understand of Human values to interact and connect with the outer world in a peaceful manner (Yama).
2. To exhibit Professional Ethics at working place.
3. Ability to work in team with human values and professional ethics.
4. Appreciate the essential complementarity between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity.

Course Contents:

Unit I:

- Human Values-1: Values: Understanding values, Types of values, Role of tracking values for individual & social wellbeing.
- Integrity, Trustworthiness, Honesty, Courage, Love and Compassion, non-violence, Renunciation, Righteousness
- Co-operation: -Understanding cooperation and significance of cooperation, Team work, Cohesion of Self-Family-Society.

Unit II:

- Human Values-2: Empathy, Emotional Intelligence– Emotional Competencies – Conscientiousness.
- Self-confidence, Spirituality, Character.
- Truthfulness: Understanding truthfulness, need for truthfulness and role of truthfulness in relationship and social interaction.
- Customs and Traditions -Value Education – Human Dignity – Human Rights – Fundamental Duties.

Unit III:

- Professional Ethics aiming at excellence and Harmony: Value Based Life and Profession, Professional Ethics and Right Understanding, Competence in Professional Ethics, Issues in Professional Ethics.
- Integrity, Trusteeship, Harmony, Accountability, Inclusiveness, Commitment, Respectfulness, Belongingness, Sustainability

Unit IV :

Professional Ethics: Global Prospective

- Globalization and MNCs-Cross Culture Issues,
- Business Ethics, Media Ethics, Environmental Ethics, Bio Ethics, Computer Ethics, War Ethics

Unit V:

- Duties and Rights in Profession:
- Concept of Duty, Professional Duties, Consensus and Controversy
- Professional and Individual Right,
- Conflict of Interest-Ethical egoism,
- Gifts and Bribes, Plagiarism

Examination Scheme

| Components | CT | H/P/V/Q | OP | A | EE |
|---------------|----|---------|----|---|----|
| Weightage (%) | 10 | 10 | 5 | 5 | 70 |

CT: Class Test, H: Home Assignment, P/V/Q: Presentation/Viva/Quiz, OP: Overall Performance, A: Attendance,

EE: End Semester Examination

Suggested Readings:

1. Professional Ethics- R. Subramaniam- Oxford Publications, New Delhi
2. Human Values and Professional Ethics-Jayshree Suresh and B.S.Raghavan-S. Chand Publications
3. Gaur, R, R, R. Sangal, and G.P. Bagaria. A Foundation Course in Human Values and Professional Ethics. Excel Books, 2010.
4. Shelley,Wright (2001) : International Human rights, Decolonisation and Globalization: becoming Human London: Routedge
5. The Ethics of Human Rights" by William F. Schulz (2019)
6. "Human Rights: A Very Short Introduction" by Andrew Clapham (2015)
7. "Theories of Human Rights" by Michael Freeman (2019)

8. "Applied Ethics and Human Rights: Conceptual Analysis and Contextual Applications" edited by Reza Banakar and Max du Plessis (2019)
9. Alavudeen, A, R. Kalil Rahman, and M. Jayakumaran. Professional Ethics and Human Values. Laxmi Publications, 2015.

PEDAGOGY: Lecture by chalk & talk, Power Point Presentation, e-content, Social Interaction, Online Group Discussions, Assignment, Quiz, Seminar, Role Play and Observational Learning.

Environmental Science

Course Code: 24UEVS01

Credit Unit: 02

Course Objectives :

1. To create awareness about the importance of the environment and its conservation.
2. To understand the basic principles of ecology and how they relate to the environment.
3. To gain knowledge about the causes and consequences of environmental problems such as pollution, climate change, and loss of biodiversity.
4. To develop an understanding of the interdependence of human societies and natural systems.
5. To learn about the sustainable use and management of natural resources.

Course Learning Outcomes: **By the end of the course, students will be able to:**

LO1: Understand the fundamentals of environmental studies.

LO2: Comprehend ecosystems and their dynamics.

LO3: Implement corrective measures for the abatement of pollution.

LO4: Understand the waste management techniques.

LO5: Grasp environmental policies, legislation, and issues.

Course contents:

Unit:1 Indian Knowledge System- Indigenous Practices, Air & Environment Environment:

Nature, Scope and Importance, Need for Public Awareness.

Renewable and Non-Renewable Resources, Atmosphere: Introduction, layers of the atmosphere, Traditional agricultural practices - Organic farming, Crop rotation, Intercropping), Water management techniques - Stepwells, Tankas, Baolis, Forest management and conservation methods - Sacred groves, Agroforestry

Unit:2 Ecosystems

Concept, Structure and Function of an Ecosystem, Energy Flow in the Ecosystem, Bio-geochemical Cycles, Types of Ecosystem: Forest Ecosystem, Grassland Ecosystem, Desert ecosystem, Aquatic Ecosystems.

Unit-3: Environmental Pollution

Environmental Pollution: Definition, Causes, Effects and Control Measures, Different Types of Pollutions, Air Pollution, Water Pollution, Soil Pollution, Marine Pollution, Noise Pollution, Thermal Pollution, Environmental issues: Climate change, global warming, acid rain, ozone layer depletion

Unit-4: Waste Management, Environmental policies and legislation

Solid waste management Municipal solid waste management techniques: Bio Composting, Vermicomposting, Incineration, Landfill sites, Liquid waste management: Waste water and Standards for its discharge given by CPCB, Waste water treatment: Effluent Treatment Plant and Sewage treatment plant (STP), Wildlife Protection Act 1972, Forest Conservation Act 1980, Water (Prevention and control of Pollution) Act 1974, Air (Prevention and Control of Pollution) Act, 1981, Environment Protection Act, 1986

Suggested Readings

1. Singh, J.S., Singh, S.P. & Gupta, S.R. (2006). Ecology, Environment and Resource Conservation. Anamaya Publications.
2. Odum, E.P., Odum, H.T. & Andrews, J. (1971). Fundamentals of Ecology. Philadelphia: Saunders.
3. Gilbert M. Masters and W. P. (2008). An Introduction to Environmental Engineering and Science, Ela Publisher (Pearson).

PRACTICUM:

1. Problem Behaviour Checklist
2. Stress coping strategies
3. Academic Anxiety
4. David's Battery of differential abilities
5. Social distance
6. Attitude Scale on self-Harm
7. Alcohol drug attitude
8. Prejudice Scale
9. Cognitive Capabilities
10. Adjustment Inventory

Organizational Behaviour

Course Code: 24UPSY03

Credit Unit: 04

Course Objectives :

1. To understand the fundamental concepts and theories of organizational behavior.
2. To understand the role of individuals and groups in organizational behavior.
3. To understand how to manage and lead teams and individuals in organizations.
4. To understand the role of technology and innovation in organizational behavior.

Course Learning Outcomes: By the end of the course, students will be able to:

LO1: develop an awareness of the concepts related to organizational behaviour.

LO2: Analyze the role of individuals and groups in organizational behavior.

LO3: Develop leadership and management skills necessary for effective team and individual performance.

LO4: Evaluate the role of technology and innovation in organizational behavior.

Course contents:

Unit I

Organizational Behaviour: Scope, Challenges and Opportunities.

Foundations of Individual Behaviour: Ability, Biographical Characteristics, Learning, Attitudes and Job Satisfaction, Personality and Values
Innovations in Organisation Planning: Flexi time, flexi plan and job enrichment.

Unit II

Perception and Individual Decision Making
Motivation and Application in Organisation
Emotions and Emotional Intelligence

Unit III

Groups and Teams: Stages of Group Development, Group Characteristics, Group Decision Making, Effective Teams.

Unit IV

Communication : Definition, Functions, Process, Types, Barriers of Communication, Current Trends

Leadership: Nature, Types, Theories, Contemporary Issues

Innovations in Organisational Planning Flexi time, Flexi place, Job enrichment

Examination Scheme

| Components | CT | CT /H/P/V/Q | OP | A | EE |
|------------|----|-------------|----|---|----|
| | | | | | |

| | | | | | |
|---------------|----|----|---|---|----|
| Weightage (%) | 10 | 10 | 5 | 5 | 70 |
|---------------|----|----|---|---|----|

CT: Class Test, H: Home Assignment, P/V/Q: Presentation/Viva/Quiz, OP: Overall Performance A: Attendance,

EE: End Semester Examination

Suggested Readings

1. Luthans, F. (2005). Organisational Behaviour. 10th ed. Mc Graw Hill International Edition.
2. Robbins, S. P., & Judge, T. A. (2007). Organizational Behaviour. New Delhi: Prentice Hall.
3. Moorhead, G. & Griffin, R. W. (2005). Organisational Behaviour. New Delhi: Biztantra.
4. McShane, S. L. & Von Glinow, M. A. (2007). Organisational Behaviour. New Delhi: Mc Graw Hill.
5. Robbins, S. P. Judge, T.A & Vohra, N. (2019). Organizational Behavior (18th Ed). New Delhi:
6. Pearson. Schultz, D. & Schultz, S.E. (2017). Psychology at Work Today (10th Ed.).

PEDAGOGY: Lecture by chalk & talk, Power Point Presentation, e-content, Social Interaction, Online Group Discussions, Assignment, Quiz, Seminar, Role Play and Observational Learning.

Cognitive Psychology

Course Code: 24UPSY04

Credit Unit: 04

Objective:

1. Understand the basic concepts and theories in cognitive psychology.
2. Describe the main cognitive processes and how they contribute to behavior and mental states.
3. To familiarize students with major cognitive processes.
4. To make them aware of the different types and theories of memory
5. To Describe the major cognitive processes, including perception, memory, language, thinking, problem-solving, and decision-making.

Learning Outcomes: By the end of the course, students will be able to:

- LO1** : Identify the main theoretical perspectives in cognitive psychology.
- LO2**: Explain how cognitive processes contribute to behavior and mental states.
- LO3**: study the history and concepts of cognitive psychology.
- LO4**: understand different methods of cognitive and neuro-psychological research.
- LO5**: Being able to understand language, problem solving and decision making process

Course Content

Unit 1 :

Cognitive Psychology: Meaning, Nature and Scope; Learning: Meaning and Nature; Theories: classical conditioning, types of classical conditioning , Instrumental or Operant conditioning, schedules of reinforcement, Attention , Sensation and perception, Visual perception , Auditory perception

Unit 2:

Memory: Nature and types; Stages of memory: sensory, STM, LTM
Models of information processing: Atkinson-Shiffrin, working memory
Forgetting: nature and factors; forgetting curve; interference theory
Information processing theory

Unit 3:

Thinking: meaning and types; concept and language
Problem solving: meaning; steps of problem solving; decision making
Creativity: Nature and components of creativity, creative problem solving
Decision making strategies

Unit 4: Piaget's theory of cognitive development

Intelligence
Information processing approaches
Social and cultural influences on cognitive development

Examination Scheme

| Components | CT | H/P/V/Q | OP | A | EE |
|---------------|----|---------|----|---|----|
| Weightage (%) | 10 | 10 | 5 | 5 | 70 |

CT: Class Test, H: Home Assignment, P/V/Q: Presentation/Viva/Quiz, OP: Overall Performance, A: Attendance,

EE: End Semester Examination

Suggested Readings:

1. Meyer, G., & Ciccarelli, S. (2005). *Psychology (Paperback)*. Prentice Hall.
 2. Reed, K. S. (2010). *Cognition: Theories and Applications*. Belmont: Wadsworth.
 3. Atkinson, Hilgard, Nolen-Hoeksema, S., Fredrickson, B. L., Loftus, G. R., & Lutz, C. (2014). *Introduction to psychology*. Cengage Learning
 4. Esgate, D. G. K. Baker, D. Heathcote, R. Kemp, M. Maguire. (2005). *An Introduction to Applied Cognitive Psychology*. CorrieneReed Psychology Press.
 5. Baron, R. A. (2013). *Psychology (5th ed.)*. India: Pearson education
- PEDAGOGY: Lecture by chalk & talk, Power Point Presentation, e-content, Social Interaction, Online Group Discussions, Assignment, Quiz, Seminar, Role Play and Observational Learning.

English language and Communication Skills

Course Code: 24UENG01

Credit Unit: 03

Course Objectives

1. To improve students' ability to communicate effectively through spoken language, including pronunciation, articulation, tone, and body language.
2. To develop active listening skills, including concentration, comprehension, and response.
3. To help students write effectively, including grammar, spelling, sentence structure, and vocabulary.
4. To improve students' ability to communicate effectively across cultures and to be sensitive to cultural differences.
5. To improve students' ability to work effectively in a team, including communication, problem-solving, and conflict resolution.

Course Learning Outcomes : By the end of the course, students will be able to:

5. communicate their ideas clearly and effectively using appropriate verbal and nonverbal techniques.
6. listen actively and respond appropriately to others, demonstrating understanding and empathy.
7. write effectively, using appropriate grammar, spelling, punctuation, and style.
8. communicate effectively across cultures and to be sensitive to cultural differences.
9. work effectively in a team, including communicating effectively, solving problems, and resolving conflicts constructively.

Course Contents:

Unit 1

Introduction to communication; Communication models and theories; Verbal and nonverbal communication; Active listening and responding; Building positive relationships

Unit 2

Writing process and strategies; Effective email writing; Business writing and correspondence
Writing for social media; Grammar, spelling, and punctuation

Unit 3

Public speaking and presentation skills; Effective communication in meetings; Negotiation and conflict resolution; Interviewing skills; Interpersonal communication skills

Unit 4:

Leadership communication skills; Business communication strategies; Digital communication tools and etiquette; Cross-cultural communication and diversity awareness; Teamwork and collaboration skills

Examination Scheme

| Components | CT | H/P/V/Q | OP | A | EE |
|---------------|----|---------|----|---|----|
| Weightage (%) | 10 | 10 | 5 | 5 | 70 |

CT: Class Test, H: Home Assignment, P/V/Q: Presentation/Viva/Quiz, OP: Overall Performance, A: Attendance,

EE: End Semester Examination

Suggested Readings:

- Sethi, J & et al. A Practice Course in English Pronunciation, Prentice Hall of India, New Delhi.
- Sen, Leena. Communication Skills, Prentice Hall of India, New Delhi.
- Prasad, P. Communication Skills, S.K. Kataria & Sons.
- Bansal, R.K. and J.B. Harrison. Spoken English, Orient Language.
- Roach Peter. English Phonetics and Phonology.

- A.S. Hornby's. Oxford Advanced Learners Dictionary of Current English, 7th Edition.
- Prasad, P. The Functional Aspects of Communication Skills, Delhi.
- McCarthy, Michael. English Vocabulary in Use, Cambridge University Press.
- Rajinder Pal and PremLata. English Grammar and Composition, Sultan Chand Publication.
- Idioms & Phrases (English-Hindi), Arihant Publication (India) Pvt. Ltd.
- One Word Substitution, Dr. Ashok Kumar Singh, Arihant Publications (India) Pvt, Ltd

PEDAGOGY: Lecture by chalk & talk, Power Point Presentation, e-content, Social Interaction, Online Group Discussions, Assignment, Quiz, Seminar, Role Play and Observational Learning.

Emotional Intelligence (P)

Course Code: UVAC06

Credit Unit: 02

Course Objective:

This course serves as an introductory guide to Introduce the concept of emotional intelligence, its models and components. It helps in understanding the significance of emotional intelligence in self-growth and building effective relationships.

Course Learning Outcome: By the end of the course, students will be able to:

1. Develop the understanding of Self-Awareness and Self-Management.
2. recognize the domains of Emotional Intelligence
3. increase the level of social competence
4. employ the emotions for better decision making
5. Make use energy and enthusiasm to enhance emotional intelligence

Course Content:

Unit I

Introduction to Emotional Intelligence: Definition and components of emotional intelligence, Historical background and research on emotional intelligence, The importance of emotional intelligence in personal and professional life

Unit 2

Personal Competence: Self Awareness: Observing and recognizing one's own feelings, Knowing one's strengths and areas of development, Self Management: Managing emotions, anxiety, fear, and anger.

Unit 3

Social Competence: Social Awareness: Others' Perspectives, Empathy and Compassion, Relationship Management: Effective communication, Collaboration, Teamwork, and Conflict management

Unit 4

Case Studies and Real-Life Applications: Applying emotional intelligence skills to real-life scenarios, Role plays and simulations to practice emotional intelligence, Group discussions and presentations on case studies

Suggested Readings:

1. HBR's 10 Must Reads on Emotional Intelligence (2015)
2. HBR's 10 Must Reads on Managing Yourself (2011)
3. Self Discipline: Life Management, Kindle Edition, Daniel Johnson.
4. "Emotional Intelligence: Why It Can Matter More Than IQ" by Daniel Goleman
5. Emotional Intelligence. Why it can matter more than IQ. By Daniel Goleman. Bantam Doubleday Dell Publishing Group. (Lt. Ed.)
6. Working with Emotional Intelligence. by Daniel Goleman. Bantam Doubleday Dell Publishing Group. (Lt.Ed.)
7. Emotional Intelligence Coaching. By Liz Wilson, Stephen Neale & Lisa Spencer-Arnell. Kogan Page India Private Limited. (Lt. Ed.)
8. Guidance and Counselling in Indian Education, by Gupta S.K. New Delhi: NCERT. (Lt. Ed.)

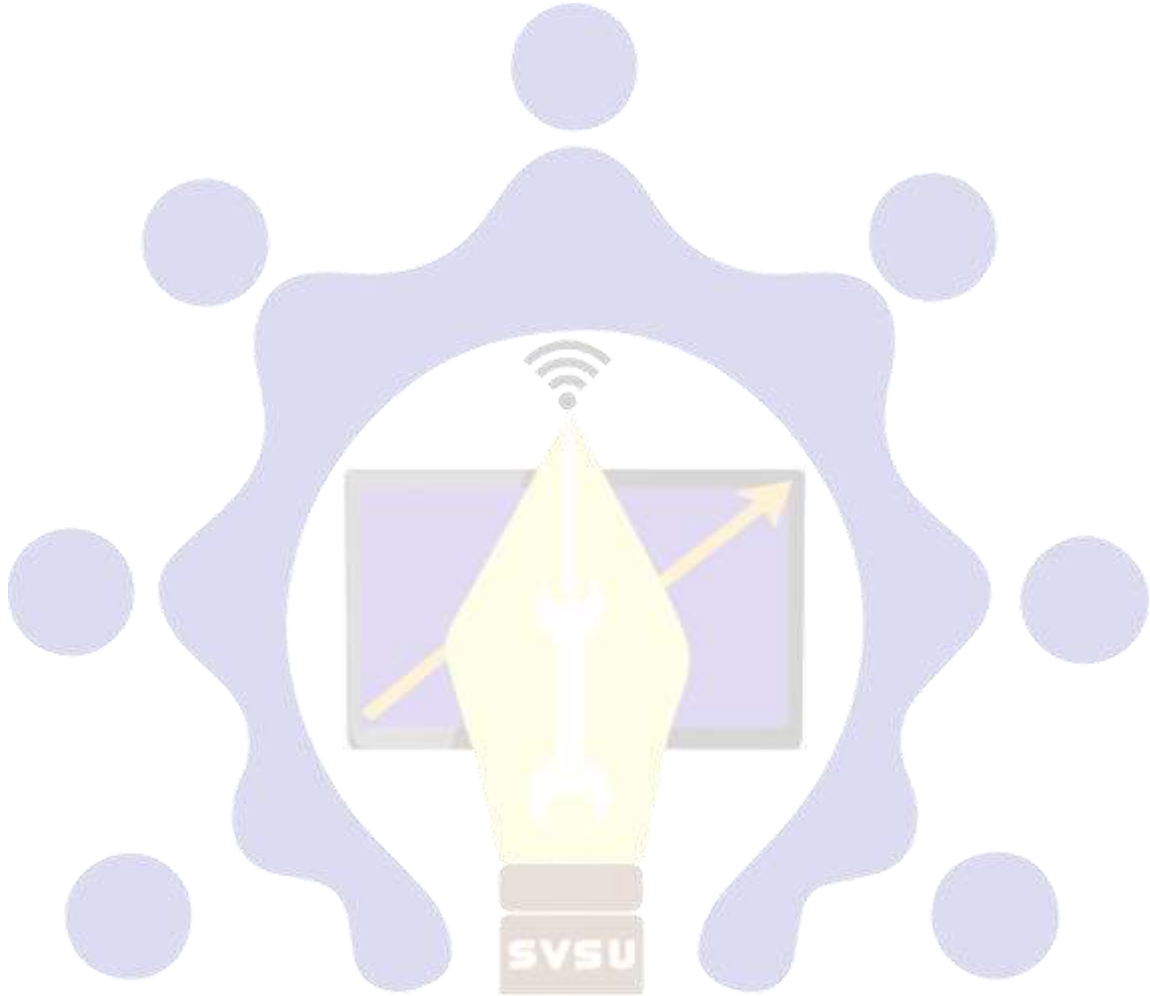
PRACTICUM

1. Bell's Adjustment inventory
2. Assessment of Achievement Motivation
3. Home environment
4. Aggression
5. Emotional Intelligence
6. Self Esteem Scale
7. Thematic Apperception Test (TAT)
8. Problem Behaviour checklist
9. The Rorschach Inkblot Test
- 10. Multiple Intelligence**



**SHRI VISHWAKARMA
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