

**CENTRAL
UNIVERSITY OF
KARNATAKA**

(Established by an Act of the Parliament in 2009)

**Prof. Romate John
Professor and HoD**



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NO: CUK/SSB/PSY 957-2023-24

15-07-2023

To
Registrar
Central University of Karnataka
Kalaburagi

Forwarded through proper channel:

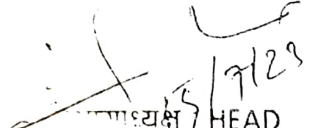
Sir,

Sub: Submission of the BOS proceedings

The BOS meeting on circulation mode was conducted 19 June 2023. Enclosed herewith is the recommendations of the BOS for implementing the: (a) revised curriculum structure of the BSc Psychology programme as per the revised NEP 2022 guidelines; (b) revised skill enhancement course syllabus of the BSc psychology second semester course titled "Emotional hygiene"; (c) and the revised PhD coursework structure and syllabus with effect from the current academic year.

I request you to place the enclosed recommendations of the BOS in the forthcoming Academic council meeting for approval.

Sincerely


HEAD
Department of Psychology
Central University of Karnataka

Prof. Romate John

Department of Psychology
Central University of Karnataka

1. Revised UG BSc Psychology curriculum structure with the revised syllabus of the 2nd sem SEC course.
2. Revised PhD psychology coursework curriculum structure and syllabus.

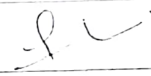


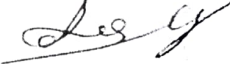



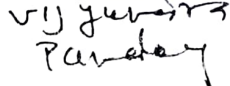

17/07/23

CENTRAL UNIVERSITY OF KARNATAKA
SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES
Department of Psychology

Proceedings of the meeting of the board of studies in Psychology, School Behavioral sciences of Central University of Karnataka, conducted via circulation mode on 19 June 2023.

Agenda of the meeting was to revise the existing UG – BSc Psychology curriculum structure with syllabus and reference books of the second semester skill enhancement course and the syllabus of the PhD psychology coursework syllabus which shall come into effect from the current academic year.

Members attended:

1	Prof. Romate John, Professor and Head, Dept of Psychology, CUK- Chairperson and Member	
2	Prof. Meena Hariharan Professor of Psychology, Centre for Health Psychology, University of Hyderabad – Member	
3	Dr. Roopesh B, Additional Professor, Professor of Psychology, Department of Clinical Psychology, NIMHANS, D.R.C P.O, Bangalore 29 – Member	
4	Dr. Lakshmana G., Assistant Professor, Department of Social Work, CUK – Member	
5	Dr. Karthik, Assistant Professor, Department of Journalism and mass Media, CUK.- Member.	
6	Dr. Rajkumar E , Assistant Professor, Department of Psychology, Central University of Karnataka – Member	
Special invitees present:		
7	Prof. HS Ashok , Professor of Psychology and Dean , School of Humanities and Social Sciences , Chanakya University, Bangalore - Special invitee	
8	Dr. Vijendra Pandey , Assistant Professor, Department of Psychology, Central University of Karnataka - Special invitee	

The Chairperson of the BOS circulated the agenda of the meeting and draft copy of the curriculum structure with syllabus on 19 June 2023 through google sharing among the BOS members to work on and complete on or before 16 July 2023.

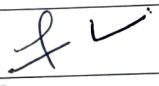


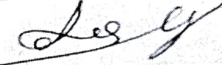



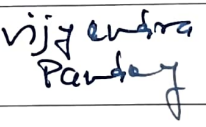
All members contributed for updating the curriculum structure with syllabus and approved the same. The BOS members recommended implementing the: (a) revised curriculum structure of BSc Psychology programme as per the revised NEP 2022 guidelines; (b) revised skill enhancement course syllabus of the BSc psychology second semester course titled “Emotional hygiene” ;(c) and the revised PhD coursework syllabus with effect from the current academic year with the approval of the competent authority. The Chairperson of the BOS is authorized to hand over the documents to the concerned officials of Central University Karnataka.

CENTRAL UNIVERSITY OF KARNATAKA
SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES
Department of Psychology

Proceedings of the meeting of the board of studies in Psychology, School Behavioral sciences of Central University of Karnataka, conducted via circulation mode on 19 June 2023.

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CENTRAL UNIVERSITY OF KARNATAKA

CENTRAL UNIVERSITY OF KARNATAKA
(Established by an Act of the Parliament in 2009)

Second Revision: 19 June 2023

Curriculum structure and syllabus of

BSc PSYCHOLOGY WITH RESEARCH

Department of Psychology
School of Behavioural Sciences
Central University of Karnataka

III: SCHEME OF STUDY AND EXAMINATIONS

BSc. Psychology with Research: Semester 1

Sl.no	T= Theory P= Practical W=Workshop CODE	Course Type	Course type	Title	Credits	Duration (hr)	L+T+W+P	Duration of Exam (Min.)	IA (40 %)	End Sem. Exam. 60 %	Total
1	T	Discipline-Specific Core / Major	DSC.1.a	Introduction to psychology	4	4	3+1+0+0=4	150	40	60	100
2	P	Discipline-Specific Core / Major	DSC.1.b	Experiments in Basic psychological Processes	2	4	0+0+0+2=2	240	20	30	50
3	T	Minor	MC.1	Introduction to General	4	4	3+1+0+0=4	150	40	60	100
4	P	Minor	Mc.2	Experiments in general psychology	2	4	0+0+0+2=2	240	20	30	50
5	W	Multidisciplinary course.	MDC-1	a. Life Skills Education / b. Mindfulness and Well-being/ c.. Psychology of Love / d. Emotional Intelligence/ e. Life Span Developmental Psychology/ f. Gender and Sex Education /	3	3	0+0+3+0=3	120	30	45	75
6	P	Skill Enhancement course	SEC-1	Learning Skills Training *	3	6	0+0+0+3=3	240	30	45	75
7	T	Ability Enhancement Course	AEC-1	Language	2	2	1+1+0+0=2	90	20	30	50
8	W	Value Addition Course	VAC-1	Personal Development	2	2	0+0+2+0=2	90 +	20	30	50
*Field exposure & Community service ; Personal counselling					22	29	L7+T.3+W.5+P.7= 22				
L= Lecture; T= Tutorial; P = Practical , W= Workshop; T&W = Theory and Workshop											

Sl.no	T= Theory
1	T
2	P
3	T
4	P
5	W
6	T
7	P
8	W
* Field Person	
L= Lectur	

BSc. Psychology with Research: Semester II

Sl.no	T= Theory P= Practical W=Workshop	CODE	Course Type	Course Type	Title	Credits	Duration (hr)	L+T+W+P	Duration of Exam (Min.)	IA (40 %)	End Sem. Exam 60 %	Total
1	T		Discipline-Specific Core: Major	DSC.2.a	Learning, Motivation, and Emotion	4	4	3+1+0+0=4	150	40	60	100
2	P		Discipline-Specific Core: Major	DSC.2.b	Experiments in Learning, Motivation, and Emotion	2	4	0+0+0+2=2	240	20	30	50
3	T		Minor	M.2.a	Introduction to Conative, and Affective Processes	4	4	3+1+0+0=4	150	40	60	100
4	P		Minor	M.2.b	Experiments in mental Processes	2	4	0+0+0+2=2	240	20	30	50
5	W		Multidisciplinary course	MDC.2	a. Understanding Personality / b. Stress and Coping* c Environmental Psychology* / d. Cyber Psychology/ e. Media Psychology f. Positive Psychology	3	3	0+0+3+0=3	120	30	45	75
6	T		Ability Enhancement Course	AEC-2	Language	2	2	1+1+0+0=2	90	20	30	50
7	P		Skill Enhancement Course	SEC-2	Emotional First Aid*	3	6	0+0+0+3=3	240	30	45	75
8	W		Value Addition Course	VAC-1	Professional Development	2	2	0+0+2+0=2	90	20	30	50
* Field exposure; Community service; Personal counselling						22	29	8+3+4+7= 22				550
AWARD OF CERTIFICATE IN Understanding Basics of Psychology												
L= Lecture; T= Tutorial; P = Practical; W= Workshop; T&P= Theory and Practical; T&W = Theory & Workshop												

BSc. Psychology with Research : III Semester

Sl.no	T= Theory P= Practical	CODE	Course Type	Course Type	Title	Credits	Duration (hr)	L+T+W+P	Duration of Exam	IA (40 %)	End Sem. Exam. 60	Total
1	T		Discipline Specific Core	DSC.3.a	Cognitive Processes.	4	4	3+1+0 +0=4	150	40	60	100
2	P		Discipline Specific Core	DSC.3.b	Experiments in Cognitive Processes	2	4	0+0+0 +2=2	240	20	30	50
3	T		Discipline Specific Core	DSC.4.a	Life span development	2	2	2+0+0+0= 2	90	20	30	50
4	T		Minor	M.3	Introduction to Human Cognition	4	4	3+1+0 +0=4	150	40	60	100
5	W		Multidisciplinary course	MDC.3	a. Leadership Skills. b. Peace Psychology/ c. Cross-Cultural psychology d. Non-violent Communication e. Transpersonal Psychology f. Sports psychology	3	3	0+0+3 +0=3	120	30	45	75
6	T		Ability Enhancement Course	AEC-3	Language	2	2	2+0+0 +0=2	90	20	30	50
7	P		Skill Enhancement Course	SEC-3	Cognitive Skills Training*	3	6	0+0+0 +3=3	120	30	45	75
8	W		Value Addition Course	VAC-3	Meditation	2	2	0+0+2+0= 2	90+	20	30	20
* Field exposure and community service; Personal counselling						22	27	10+2+5+5= 22				550

L= Lecture; T= Tutorial; P = Practical, W=Workshop; T&W=Theory & Workshop

BSc. Psychology with Research: IV Semester

Sl.no	T= Theory P= Practical W=Workshop	CODE	Course Type	Course Type	Title	Credits	Duration (hr)	L+T+W+P	Duration of Exam (Min.)	IA (40 %)	End Sem. Exam 60%	Total
1	T		Discipline-Specific Core	DSC.5.a	Biopsychology	4	4	3+1+0+0=4	150	40	60	100
2	P		Discipline-Specific Core	DSC.5.b	Psychophysiological Assessment \$	2	4	0+0+0+2=2	240	20	30	50
3	T		Discipline-Specific Core	DSC.6.a	Theories of Personality	4	4	3+1+0+0=4	150	40	60	100
4	P		Discipline-Specific Core	DSC.6.b	Assessment of Personality#	2	4	0+0+0+2=2	240	20	30	50
5	T		Minor course	M.4	Research Methods*	4	4	3+1+0+0=4	150	40	60	100
6	P		Skill Enhancement Course	SEC-4	Group Project: I	2	4	0+0+0+2=2	240	20	30	50
7	T		Ability Enhancement Course	AEC-4	Language	2	2	1+1+0+0=2	90	20	30	50
8	W		Value Addition Course	VAC-4	Law and ethics in psychology	2	2	0+0+2+0=2	90	20	30	50
* Field exposure; # Community service; \$ Lab visit; Personal counselling						22	28	10+4+2+6= 22				550
AWARD OF DIPLOMA in Understanding Human Behaviour												
L= Lecture; T= Tutorial; P = Practical . W= Workshop; T & P= Theory and Practical; T&W = Theory and Workshop.												

BSc. Psychology with Research: V Semester

Sl.no	T= Theory P= Practical W=Workshop CODE	Course Type	Course Type	Title	Credits	Duration (hr)	L+T+W+P	Duration of Exam (Min.)	IA (40 %)	End Sem. Exam 60 %	Total
1	T	Discipline Specific Core	DSC.7.a	Social Psychology	4	4	3+1+0+0=4	150	40	60	100
2	P	Discipline Specific Core	DSC.7.b	Experiments in Social and Group Dynamics*	2	4	0+0+0+2=2	240	20	30	50
3	T	Discipline Specific Core	DSC.8.a	a. Psychopathology/ b. Organizational Behaviour/	4	4	3+1+0+0=4	150	40	60	100
4	P	Discipline Specific Core	DSC.8.b	a. Assessment in Clinical Psychology/# b. Psychological Assessment and Appraisal Systems.	2	4	0+0+0+2=2	240	20	30	50
5	T&W	Discipline Specific Core	DSC.9	Indian Psychology / Health Psychology	4	4	3+0+1+0=4	150/ 240	40	60	100
7	T	Minor	M.5	Research Design and Statistics	4	4	3+0+1+0=4	150	40	60	100
8	P	Skill Enhancement: Course	SEC.5	Group Research Project: II	2	4	0+0+0+2=2	240	20	30	50
*Field exposure and community service;# Clinical/ Industrial visit.; Personal counselling					22	28	12+2+2+6= 22				550

L= Lecture; T= Tutorial; P = Practical , W= Workshop; T & P= Theory and Practical; T&W = Theory and Workshop

BSc. Psychology with Research: VI Semester

Sl.no	T= Theory P= Practical	CODE	Course Type	Course Type	Title	Credits	Duration (hr)	L+T+W+P	Duration of Exam (Min)	IA (40 %)	End Sem. Exam 60 %	Total
1	T		Discipline Specific Core	DSC. 10.a	Psychological Counselling	4	4	3+1+0+0=4	150	40	60	100
2	P		Discipline Specific Core	DSC. 10.b	Practicum in Psychological Counselling *	2	4	0+0+0+2=2	240	20	30	50
3	T		Discipline Specific Core	DSC. 11.a	a. Psychotherapy/ b. Human Resource Management	4	4	3+1+0+0=4	150	40	60	100
4	P		Discipline Specific Core	DSC. 11.b	a.. Practice of psychotherapy /* b. Training and Development	2	4	0+0+0+2=2	240	20	30	50
5	T		Discipline Specific Core	DSC. 12.a	Qualitative Research Methods	4	4	3+1+0+0=4	150	40	60	100
6	P		Discipline Specific Core	SEC. 6	Academic writing and Research skills	2	4	0+0+0+2=2	240	20	30	50
7	P		Skill Enhancement	SEC. 7	Minor research project	2	4	0+0+0+2=2	240	20	30	50
8	P		Skill Enhancement	SEC. 8	Supervised Internship: I	2	4	0+0+0+2=2	240	20	30	50
* Filed exposure and Community service Personal Counselling						22	32	9+3+0+10=22				550

L= Lecture; T= Tutorial; P = Practical , W= Workshop; T & P= Theory and Practical; T&W = Theory and Workshop

AWARD OF BACHELOR DEGREE IN Psychology

BSc. Psychology with Research: VII Semester

Sl.no	T= Theory P= Practical	CODE	Course Type	Course Type	Title	Credits	Duration (hr)	L+T+W+P	Duration of Exam (Min.)	IA (40 %)	End Sem. Exam 60 %	Total
1	T		Discipline Specific Core	DSC 13.a	Group Counselling/ Organizational Effectiveness	4	4	3+1+0+0=4	150	40	60	100
2	P		Discipline Specific Elective	DSE.13. b	a.Practice of Group Counselling* / b.Practice of Organizational Effectiveness #	2	4	0+0+0+2=3	240	20	30	50
3	T		Discipline Specific Elective	DSE.14. a	Neuroanatomy and Neuropsychology / Organizational Development and Change	4	4	3+1+0+0=3	150	40	60	100
4	P		Discipline Specific Elective	DSE.14. b	a.Neuropsychological Assessment and Intervention #/ b. Practice of Organizational Development and Change#	2	4	0+0+0+2=3	240	20	30	50
5	T&W		Minor	M.6	a. Assessment and intervention in health psychology b. Consumer psychology	4	4	2+0+2+0=4	240	40	60	100
6	P		Minor	M.7	Test Construction	2	4	0+0+0+2=2	240	20	30	50
7	P		Minor	M.8	Research Project	2	4	0+0+0+2=2	240	20	30	50
8	P		Skill Enhancement	SEC.9	Supervised internship: II	2	4	0+0+0+2=2	240	20	30	50
* Field exposure and community service; # Lab visit Personal counselling						22	32	8+2+2+10=22				550

L= Lecture; T= Tutorial; P = Practical, W= Workshop; T&W = Theory and Workshop

BSc. Psychology with Research: VIII Semester

Sl.no	T= Theory P= Practical	CODE	Course Type	Course Type	Title	Credits	Duration (hr)	L+T+W+P	Duration of Exam. (Min)	IA (40 %)	End Sem. Exam. 60 %	Total
1	W		Skill Enhancement Courses	SEC10	a. Health and Mental Health training / b. HRM training	2	4	0+0+0+2=2	240	20	30	50
2	P		Discipline Specific Core	DSC15	a. Internship in Clinical and Counselling Psychology / b. Internship in Organizational Behaviour and Human Resource Management	8		0+0+0+6=6	240	80	120	200
3	P		Skill Enhancement Courses	SEC11	a. Dissertation / b. Social and Community Interventions*	12		0+0+0+12=12	240	120	180	300
*Community service; Personal counselling						22	40	0+0+2+20=22				550
BACHELOR OF SCIENCE IN PSYCHOLOGY WITH RESEARCH												

EMOTIONAL FIRST AID

BSc 2 Sem Skill Enhancement Course Syllabus

3 credits (Practical)

(i) Course Learning Outcomes:

After the course, the students will be able to:

1. Identify basic emotions in intrapersonal and interpersonal settings.
2. Demonstrate and practice emotional health techniques such as mindfulness, gratitude practice, and journaling.
3. Design workshops and educational modules on coping with emotionally vulnerable situations such as loss, rejection, and failure.
4. Facilitate workshops on the topics related to emotional first aid.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL12
CL01			3			2	2		2	2	1	
CL02	1	1	3			2	2		2	2	2	
CL03	1	2	3			2	2		1	1	2	
CL04		1	3			2	2		1	1	2	

(ii) Broad Contents of the Course:

The course provides a hands-on training on emotional first aid techniques through practice in classroom and on field exposure.

(iii) Skills to be learnt:

The students will demonstrate skills for emotional first aid in varied crucial situations such as Psychological and environmental risks and practice skills such as relaxation and self-care, to ensure emotional safety of self.

(iv) The detailed contents of this course, references, and suggested books:

Unit 1: Basic skills

Practice in the lab: Basic skills, Identifying basic emotions, Basic emotional first aid skills.

Unit 2: Strategies and Techniques

Practice in the lab; Journaling, Sharing experiences and feelings, Practice gratitude, Relaxation, and Mindfulness practice, Positive thinking

Unit 3: Applications

Field practice: Rejection, Failure, Loneliness, and trauma; Psychological crisis interventions in the field.

References

1. Everly, G. S., & Lating, J. M. (2017). *The Johns Hopkins Guide to Psychological First Aid*. Johns Hopkins University Press.
2. Fishbein, J. R. (2001, January 21). Emotional First Aid. iUniverse.
3. Gilat, Itzhak & Ezer, Hanna & Sagee, Rachel. (2014). Emotional first aid on the internet: Theory and research.
4. Greenstone, J. L. (2015). *Emotional First Aid: A Field Guide to Crisis Intervention and Psychological Survival*. Whole Person Associates, Inc.
5. James, M., Perring, S., & Publishing, W. (2020). *Emotional First Aid: How to Feel Better in Times of Crisis*. Watkins Publishing
6. Johnson, V. A. (1997). *Johnson's emotional first aid: How to increase your happiness, peace and joy*. Blue Dolphin.
7. Winch, G. (2014). *Emotional first aid: Healing rejection, guilt, failure, and other everyday hurts*. Plume.

Recommended reading

1. Community-Based Psychological First Aid. (2016). The Australian Psychological Society. <https://doi.org/10.1016/c2015-0-01671-9>.
2. Everly, G. S., Jr. (1999). Toward a model of psychological triage. *International Journal of Emergency Mental Health*, 1, 151–154.
3. Everly, G. S., Lee McCabe, O., Semon, N. L., Thompson, C. B., & Links, J. M. (2014, September). The Development of a Model of Psychological First Aid for Non-Mental Health Trained Public Health Personnel. *Journal of Public Health Management and Practice*, 20(Supplement 5), S24–S29. <https://doi.org/10.1097/phh.0000000000000065>
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CENTRAL UNIVERSITY OF KARNATAKA

CENTRAL UNIVERSITY OF KARNATAKA
(Established by an Act of the Parliament in 2009)

Third Revision on 19 June 2023

Curriculum for

PhD in Psychology coursework

**Department of Psychology
School of Behavioural Sciences
Central University of Karnataka**

I: PREAMBLE

A: Context

The Department of Psychology has the active participation, association, and involvement of a multi-disciplinary group of psychologists, scientists, social workers, rehabilitation professionals, scholars, and researchers who could contribute to the field of behavioural sciences in a holistic perspective. The department, through education and research, aims to nurture manifold areas of behavioural sciences and attempt to improve the quality of life of individuals as well as society. This can be accomplished through (a) conducting and disseminating sound and innovative research; (b) training current and future policymakers; and (c) organizing training and development activities.

Research in the Department focuses on (a) the identification of individual and societal determinants of mental health (b) the development of behavioral and structural interventions to improve the quality of life; the (c) development of plans, policies, and strategies to reduce factors that hinder the maximum development of individuals; and (d) study of the individual and societal impact of health risk behaviours and developing intervention strategies to modify those behaviours. As part of its various programs to accomplish the aims and objectives of the department is offering doctoral-level research in psychology.

B: Objectives

The Ph.D. Programme offered by the Department of Psychology aims to provide academic support and supervision to provide a base for an independent, critical, and mature perception of one's own and others' research through studying theoretical and methodical subject areas. This programme will equip the student to demonstrate authority in his field and shows evidence of a command of knowledge in relevant field. An additional objective of our programme is to provide training in the translation of basic research to guide the formulation and evaluation of social interventions, programs and policies that have the potential to promote health and well-being. Through the programme students will get a thorough grasp of the appropriate methodological techniques and an awareness of their limitations. Students in our doctoral program acquire a strong foundation in theory, research methods, advanced statistics, as well as in the classic and contemporary issues of their respective fields. This programme prepares students to make a distinct contribution to knowledge which rests on originality of approach and/or interpretation of the findings and, in some cases, the development of new facts and demonstrates an ability to communicate research findings effectively in the professional arena and in an international context.

C: Unique Features

The Department advocates an ecological approach to understanding and influencing the various factors that has a vital role in determining the mental health and well-being of individuals. Our intent is to enable students to take a creative, empirical, and ethical approach to various problems among diverse populations; to critically evaluate and contribute to the evolving body of scholarly literature in the science and practice of psychology; and to integrate the theoretical, applied and scientific foundations of psychology.

D: Career Development

Doctoral research in psychology is in high demand, partly because of the high natural interests in the discipline, and partly because such research leads to a variety of desirable educational and career options in various fields of psychology. Increasing connections with other disciplines and increasing recognition that the subject matter of psychology is central to the

understanding of many social issues have broadened psychology's roles in society. Consequently, psychology has been evolving rapidly, and some of its new roles reflect the fact that the fundamental tools of psychologists provide powerful means of assessing and remediating many social problems.

E: Expected Outcome

Our program involves systematic and cumulative training in psychological research in order to prepare students for careers in practice, research, or academic settings. Our overarching goal is to prepare students to be competent professionals in psychology who may function in a variety of professional settings including academic, research, clinical and, community.

II: REGULATIONS

1. **Name of the Course:** Ph.D. in Psychology
2. **Duration of the Course:** As per University rules.
3. **Eligibility:** As per University rules.
4. **Intake:** As per University rules
5. **Attendance:** As per University rules.
6. **Medium of Instruction and examination:** English
7. **Course Structure and credit allocation**

The objective of introducing the Course work as a pre-PhD requirement is to facilitate research. Researchers need to understand the nature of the complexities and challenges that they are likely to encounter. The idea is to introduce research scholars to a variety of methods of research, analysing data, interpretation, and techniques so that scholars may exercise their discretion to choose the most appropriate tool or tools for investigating a particular topic/area/subject. Students/researchers would also need certain skills to represent, write-up, extricate and excavate the results of the data that they have accumulated. Training in the use of language, qualitative and quantitative methods of data presentation will be introduced. This is to enable scholars to present their research findings to meet stringent academic standards effectively. Coursework for a Ph.D. in psychology varies according to the area of concentration. Courses include:

Sl.no	T= Theory P= Practical W=Workshop	CODE	Course type	Title	Credits	Duration (hr)	L+T+W+P	Duration of Exam (Min.)	IA (40 %)	End Sem. Exam. 60 %	Total
1	T&P		DSC.1	Advanced quantitative research methods	6	8	4+0+0+2=6	180	60	90	150
2	T&P		DSC.2	Advanced qualitative research methods	6	8	4+0+0+2=6	180	60	90	150
3	T		AEC.1	Course related to research area	4	4	0+4+0+0=4	150	40	60	100
4	W		SEC.1	Research and publication ethics	2	2	0+0+2+0=2	90	20	30	50
					18	22	L.8+T.4+W.2+P.4= 18				450

The aim of these courses is to get a thorough understanding of the theoretical and methodological aspects related to the specific area of the research. Based on these papers the researcher can sharpen and polish his knowledge and skills in that specific area of research. It will also help the researcher to get a deep theoretical understanding of the topic of the study. For all these papers the syllabus will be prepared by the student and his research supervisor.

8. Miscellaneous: All other matters not referred to specifically in these regulations shall be governed as per the Ordinances of the University as revised from time to time.

Programme Learning Outcomes (PLO):

After the course, the research scholars will be able to:

1. Recall and comprehend the fundamental and advanced principles, theories, current trends, and challenges within their area of expertise (Remember and Evaluate Level)
2. Evaluate existing scholarly literature to comprehend the patterns, gaps, and limitations in their research area using analytical and methodological skills obtained during their program, and analyze and assess the information critically (Analyse and Evaluate Level).
3. Apply a wide range of advanced and specialized skills to independently plan and execute research projects (Apply Level).
4. Publish research findings in peer-reviewed journals, present papers at academic conferences, and defend original research outcomes that advance the boundaries of their discipline or relevant professional practice (Create Level).
5. Effectively manage complex ethical and professional issues, make well-informed judgments regarding ethical codes and practices, and uphold integrity by avoiding unethical behaviours such as data fabrication and plagiarism. Demonstrate awareness of the ethical implications of research involving human participants (Apply and Analyse Level).
6. Effectively teach college-level courses in their specific area of expertise, utilizing both applied and creative approaches (Apply and Create Level).
7. Adopt a proactive, self-critical, and self-reflective approach based on research, while fostering professional relationships as appropriate (Apply Level)
8. Exhibit leadership skills and originality in addressing and resolving problems and challenges by effectively communicating and collaborating with others (Apply Level).
9. Collaborate with all stakeholders to generate, develop, and exchange research knowledge, aiming to influence and benefit society and the economy (Create Level).
10. Recognize the importance of lifelong learning and engage in continuous education by pursuing advanced degrees, and attending relevant courses, conferences, workshops, and training programs to stay updated with advancements in their field (Understand Level).

1: ADVANCED QUANTITATIVE RESEARCH METHODS

(i) Course Learning Outcomes:

After successfully completing the course, the research scholars will be able to:

1. Identify and explain the various approaches to research, methods of research, and types of epidemiological research designs (Remember and Understand Level).
2. Comprehend and interpret graphs and summary statistics presented in academic papers, reports, and studies and identify which estimates would be applied to solve a particular empirical problem (Understand Level).
3. Distinguish between the concepts of correlation and regression and their application in various research settings and explain the advanced statistical estimates (Analyse level)
4. Use the software packages like Excel and SPSS for their own empirical analysis (Apply Level)
5. The students will be able to use statistical tools to conduct empirical research in the area of specialization (Apply Level)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3	2	1	1	2	1				
CL02	2	2	1	1			1			
CL03	2	1	1				1	1		
CL04	1	1	2	1				1	1	1
CL05	2	1	2	1				1	1	

(ii) Broad Contents of the Course:

The Quantitative Research Methods course aims to provide students with a comprehensive knowledge of research methods and quantitative approaches. The focus of the course is on developing a deep understanding of quantitative research methods specifically. By the end of the course, students will be able to effectively apply various quantitative techniques in a wide range of research contexts.

(iii) Skills to be learned:

The course places a strong emphasis on acquiring a solid foundation in quantitative methods. Graduates will be able to formulate and design a quantitative study and effectively collect and analyze quantitative data. The graduates will also be able to effectively communicate the research findings and follow ethical principles.

(iv) The detailed contents of this course, references, and suggested books:

Unit-I: Review of Basic Research Methodology and Statistics

- a. **Introduction to quantitative research methodology:** Basic concepts: Empirico-analytical, objectivism, deduction, research paradigms (i.e., positivism, post-positivism, etc.); Definition and Need of quantitative research; Sources of research problems; Steps of quantitative research; Ethical guide for human research, Ethical principles in research with animals.
- b. **Basic quantitative statistics:** Types of hypotheses, Errors in hypothesis testing; Descriptive statistics: Computing measures of central tendency and variability; Methods to control experimental variance, extraneous variance & error variance; Sample size estimation; Tests for normality; Data representation methods.

Unit -II: Research Designs

Meaning and purpose of research design, Characteristics of good research design; Important research designs: between and within group designs, pre-experimental designs-quasi experimental designs-true experimental designs, single-subject group experimental designs, factorial designs, correlational and non-experimental research designs, comparative design; survey research; case study.

Unit -III: Epidemiological Research

Definition, Characteristics, Purpose; Incidence and Prevalence; Experimental Studies: completely randomized block design, randomized block design, Latin square designs, Graeco-Latin square designs, Cross-over design; Observational studies: Descriptive studies, Analytical studies- Cohort studies, case-control studies; Cross-sectional vs Longitudinal studies; Ecological studies; Prospective studies vs Retrospective studies; Specific rates, Adjusted rates; Life table techniques

Unit -IV: Data Analysis in Quantitative Research

- a. **Correlation and Regression:** Basic assumptions; Correlation methods: Karl Pearson's product-moment correlation, bi-serial, point-bi-serial, partial, canonical, and multiple correlations, Spearman's rank correlation; Regression tests: simple linear regression, multiple linear regression, non-linear regression, and logistic regression, mediation, and moderation analysis.
- b. **t-tests :** Independent, paired & one sample test; Analysis of Variance: one-way, two-way, and repeated measures ANOVA, ANCOVA, MANOVA, MANCOVA; simple effects, main effect, and interaction effect; post-hoc testing: LSD, Tukey's HSD, Scheffe, Neuman-Keuls test, Protected 't-test: Some non-parametric tests: chi-square test, Mann-Whitney U test, Kruskal Wallis H and median test, Wilcoxon sign test, Friedman, Kendall's W
- c. **Other Analysis:** Other analysis : cluster analysis, principal components analysis, path analysis; structural equation modelling; Meta-analysis; Statistical power of a test; Estimation of effect size; Analysis skills in SPSS, AMOS, & jamovi (open-source software)

Unit -V: Test construction

- a. - **Introduction to test construction:** Levels of measurement; Scaling methods; Theories- Classical test theory, item response theory; Steps in test construction; Standard error of measurement
- b. - **Test development:** Item writing: general guidelines, types of items; Item analysis: Item difficulty (method of judgment, empirical method), Item discrimination (test of significance, correlational technique), Item characteristic curve, Item validity (factor analysis- exploratory, confirmatory, discriminant analysis)
- c. - **Test standardization:** Reliability: test-retest-alternate forms-split half, Cronbach's alpha-KR 20-inter scorer reliabilities, content-criterion (predictive and concurrent)-construct (convergent and discriminant) validities, factors affecting reliability and validity; Norms development.

Unit -VI: Research Report

- a. - **Manuscript preparation:** Guidelines for academic writing; Writing a quantitative research proposal: The title, the abstract, introduction, summary of rationale, aim and research questions, method, method sub-sections, Application of advanced quantitative methods to research projects, presentation, and discussion of research findings (results and discussion), conclusion, references, appendices.
- b. - **Manuscript Publication:** Finding the right journal; Completing the journal submission checklist; Editorial process; Post Publication Process

Text books

1. Coolican, H. (2018). *Research methods and statistics in psychology*. Routledge.
2. Cooper, H. M. (2020). *Reporting quantitative research in psychology: How to meet APA style journal article reporting standards*. American Psychological Association (2nd ed) American Psychological Association.
3. Goodwin, K. A., & James, G. C. (2016). *Research in psychology: Methods and design* (8th ed). John Wiley & Sons, Inc.
4. Kaplan, D. W. (2004). *Handbook of quantitative methodology for social sciences* (1st ed). Sage Publications.
5. Kerlinger, F. N., & Lee, H. B. (1999). *Foundations of behavioural research*. Wadsworth Publishing.
6. Wagner, W. (2012). *Statistics for research methods and social science statistics* (5th ed). Sage Publications.

References

1. *APA style handbook for in-text citations and references: Based on APA guidelines*. Lulu.com (7th ed).
2. Breakwell, G. M. et al. (2006). *Research methods in psychology* (3rd ed). Sage Publications, Inc.
3. Broota, K. (2006). *Experimental Design in behavioral science*. Wiley Eastern Ltd.
4. Field, A. (2005). *Discovering statistics using SPSS* (2nd ed). SAGE.

5. Giles, D. C. (2014). *Advanced research methods in psychology*. Routledge.
6. Gravetter, F. J., & Wallnau, L. B. (2004). *Statistics for the behavioral sciences, Belmont*. Thomson Wadsworth.
7. Gregory, R. J. (2004). *Psychological testing: History, principles, and applications*. Pearson Education.
8. Levitt, H. M. (2020). *Reporting qualitative research in psychology: How to meet APA style journal article reporting standards*. American Psychological Association.
9. Manual, A. P. A. Simplified for easy citation: Concise APA style guide for students. Lulu.com (7th ed).
10. Maydeu, A., & Millsap, R. E. (2009). *The sage Handbook of Quantitative Methods in Psychology*. Sage Publications.
11. Mertler, C. A., & Vannatta, R. A. (2005). *Advanced and multivariate statistical methods. Practical application and interpretation* (3rd ed). Pyrczak Publishing.
12. Morgan, D. L. (2013). *Integrating qualitative and quantitative methods: A pragmatic approach* (1st ed). Sage Publications.
13. Seltman, H. J. (2015). *Experimental design and analysis*. Carnegie Mellon University.
14. Siegel, S. (1956). *Non-parametric statistical for behavioral sciences*. McGraw-Hill.

2: ADVANCED QUALITATIVE RESEARCH METHODS

(i) Course Learning Outcomes:

After successfully completing the course, the research scholar will be able to:

1. Provide a comparison of key qualitative research designs and their distinctive features and explain the stages involved in both scientific research and qualitative research methods (Understand and Analyse Level).
2. Outline the relationship between question design and various research methods such as surveys, focus groups, and interviews and effectively use appropriate data collection methods (Understand and Apply Level).
3. Manage complex ethical and professional issues, making well-informed judgments, upholding integrity, and demonstrating awareness of the ethical implications of research involving human participants (Understand and Apply Level).
4. Utilize advanced software, such as NVivo and Atlas X, to support the management of research data and facilitate efficient data analysis. Leverage the software's features to enhance data organization, coding, and analysis processes (Apply Level).
5. Present the findings of qualitative research in a professional and academic manner, both orally and in written formats. Communicate the results effectively, ensuring clarity, coherence, and relevance (Apply and Create Level).

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3	1	1			2	1			
CL02	3	1	3			2	2			1
CL03	2		3				2			
CL04	1		3		3				1	1
CL05	1		3	3				2	1	1

(ii) Broad Contents of the Course:

The Qualitative Research Methods course aims to provide students with a comprehensive knowledge of research methods and qualitative approaches. By the end of the course, students will be able to effectively apply various qualitative techniques in a wide range of research contexts. The course covers a broad range of topics starting with foundations, paradigms, data collection methods, data analysis, and ethical issues.

(iii) Skills to be learnt:

The graduate will be able to describe 'qualitative research' methods, and explain the concept of 'epistemology' and the epistemological assumptions of realist and constructionist/relativist methodologies. The graduate will evaluate and utilise the suitable data collection and analysis method for a qualitative study and follow ethical guidelines.

(iv) The detailed contents of this course, references, and suggested books:

Unit -I: Foundations of Qualitative Research

Basic concepts: ontology, epistemology, axiology, methodology, primacy of data, contextualization, triangulation; Research paradigms- Constructivism, transformative, pragmatism traditions in qualitative research; Background of qualitative methods in psychology, Need for qualitative research in psychology, Characteristics and steps of qualitative research; Issues with reliability & validity of qualitative research, Issues of power, reflexivity, subjectivity, reflectivity, voices and silence in qualitative research

Unit -II: Major Paradigms and Approaches in Qualitative Research

Traditions of qualitative research: naturalism, post-modernism, emotionalism, ethnomethodology; Interpretive paradigm: Phenomenology, Symbolic Interactionism, Hermeneutics; Critical paradigm: Psychoanalytic, Feminist; Ethnography; Grounded theory; case study research; Participatory action research; Historical Research; Descriptive research.

Unit -III: Qualitative Data Collection Methods

Interview: Structured interview, semi-structured interview, unstructured interview, in-depth interview; Observation: direct vs indirect, participant vs non-participant, disguised vs undisguised, human vs mechanical, field vs laboratory; Focus Groups; Narrative inquiry; Projective tests; Other methods: texts, audio-visual materials, life-story, conversations, sociometry, role plays, diary method, key informants, games and simulation

Unit -IV: Analysing Qualitative Data

Characteristics and applications; Coding of qualitative data: different types and levels of coding; Content analysis: semiotics, qualitative content analysis; Thematic analysis; Tape analysis; Conversation analysis; Typology; Taxonomy; Constant comparison; Analytic induction; Logical analysis; Matrix analysis; Event analysis; Micro analysis; Metaphor analysis; Domain analysis; Hermeneutical analysis; Discourse analysis; Heuristic inquiry; Narrative analysis; Interaction analysis; Dilemma analysis; Inductive analysis; Illustrative method; Analogies; Meta-analysis of Qualitative studies.

Unit -V: Ethics and Evaluation of Qualitative Research

Ethics in qualitative research: Protection from harm, respect for individual dignity, right to self-determination, right to privacy, confidentiality, informed consent, right to withdraw, researcher safety, deception, debriefing, use of incentives, honesty, and integrity in the research process

Methodological rigor: congruence, responsiveness to social context, appropriateness, adequacy, transparency; Interpretive rigor: Authenticity, Coherence, Reciprocity, Typicality, and Permeability

Unit -VI: Writing Research Report

Structure of Research Report; Various styles of report writing; Oral presentation—Principles for effective oral presentation; Writing up the qualitative research report: The title, the abstract, introduction, summary of rationale, aim and research questions, the method, method subsections, analysis results, discussion, conclusion, references, appendices.

Text books

1. Bazeley, P., & Jackson, K. (2019). *Qualitative data analysis with NVivo* (3rd ed). Sage Publications.
2. Biber, SN, & Leavy, P. (2011). *The practice of qualitative research*. SAGE.
3. Camic, P. M. (2021). *Qualitative Research in Psychology expanding perspectives in methodology and design* (2nd ed). APA Publishing.
4. Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage Publications.
5. Kiyimba, N., & Reilly, M. (2015). *Advanced Qualitative Research, A guide to using Theory*. Sage Publications Ltd.
6. Mason, J. (2012). *Qualitative researching*. SAGE Ltd

References

1. Berg, B.L. and Lune, L (2012) *Qualitative Research Methods for the Social Sciences..* (8th ed). Pearson.
2. Birch, M. et al. (2002). *Ethics in qualitative research*. SAGE.
3. Bloor, M., & Wood, F. (2006). *Keywords in Qualitative Methods: A Vocabulary of Research Concepts*. Sage Publications. London 2. Creswell, JW. (2007). *Qualitative enquiry and research design: Choosing among five approaches*. SAGE.
4. Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp0630a>. Hsieh, H. F.,
5. Denzin, N. K., & Lincoln, Y. S. (2003). *The landscape of qualitative research* (2nd ed). SAGE.
6. Denzin, N. K., & Lincoln, Y. S. (Eds.). (2005). *The sage handbook of qualitative research* (3rd ed). Sage Publications.
7. Flick, U. (2018). Designing qualitative research. *Designing Qualitative Research*, 1–200.
8. Maxwell, J. A. (2012). *Qualitative research design: An interactive approach*. SAGE.

9. Neuman, W. L. (2011). *Basics of social research: Qualitative and quantitative approaches, 2/E.* Pearson Education.
10. Smith, J. A. (2008). *Qualitative psychology: A practical guide to research methods.* SAGE Publications.
11. Tracy, S. J. (2013). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact.* Wiley-Blackwell.
12. Weinberg, D. (2002). *Qualitative research. Methods.* Blackwell Publishing.

3. COURSE RELATED TO RESEARCH AREA

(i) Course Learning Outcomes:

After successfully completing the course, the research scholars will be able to:

1. Outline the basic concepts and explain advanced theories in the area of specialization (Remember and Understand Level).
2. Critically evaluate the scientific literature in the area of specialization and identify the trends, innovations, and gaps (Evaluate Level).
3. Analyse the various assessment methods used in the area of specialization and elucidate their suitability and limitations (Analyse Level).
4. Identify the various interventions used in the area of specialization and critically evaluate them (Understand and Evaluate Level).
5. Design a study in the area of specialization using appropriate methodology and assessment tools (Create Level).

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3		1			1				
CL02	2	3	1	1		1	2		1	1
CL03	2	3	1			1	2			1
CL04	3	2	1			1	2			1
CL05	1	1	3	2	2			2	1	1

(ii) Broad Contents of the Course:

This paper will introduce the basic and advanced level theories in the area of specialisation. It throws light on the current empirical evidence in the area and the predominantly used assessments and interventions in the field.

(iii) Skills to be learnt:

The course will help the graduate learn to critically evaluate the existing literature, tools, and interventions and effectively use them in their studies.

(iv) The detailed contents of this course, references, and suggested books:

Course contents

UNIT I: Theoretical Issues

UNIT II: Empirical Issues

UNIT III: Assessment and data analysis

UNIT IV: Interventions and evaluation

References: based on the research area

RESEARCH AND PUBLICATION ETHICS

(i) Course Learning Outcomes:

After successfully completing the course, the research scholar will be able to:

1. Outline and explain the publication ethics and misconduct, including plagiarism, authorship, data fabrication and falsification, duplicate publication, and conflicts of interest (Remember and Understand Level).
2. Summarise the philosophy of science, research ethics, and the importance of research integrity (Remember and Understand Level)
3. Identify research misconduct and predatory publications (Analyse Level).
4. Differentiate between indexing and citation databases, open-access publications, and research metrics (Understand Level)
5. Utilize plagiarism detection tools to identify instances of plagiarism (Apply Level)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL10
CL01	3		1			1				
CL02	2	3	1	1		1	2		1	1
CL03	2	3	1			1	2			1
CL04	3	2	1			1	2			1
CL05	1	1	3	2	2			2	1	1

(ii) Broad Contents of the Course:

This paper will introduce the philosophy of science and ethics, research integrity, and publication ethics. The course will also provide hands-on training on using various databases, plagiarism tools, and other research-related software.

(iii) Skills to be learned:

The course would help the Graduate learn to critically evaluate ethical issues and make ethical decisions. The graduate will also be able to conduct self ethically.

(iv) The detailed contents of this course, references, and suggested books:**RPE 01: Philosophy and Ethics**

1. Introduction to Philosophy: definition, nature and scope, concept, branches
2. Ethics: Definition, moral philosophy, nature of moral judgments and reactions.

RPE 02: Scientific Conduct

1. Ethics with respect to science and research
2. Intellectual honesty and research integrity
3. Scientific misconducts: Falsification, Fabrication and Plagiarism (FFP)
4. Redundant publications: duplicate and overlapping publications, salami slicing
5. Selective reporting and misrepresentation of data

RPE 03: Publication Ethics

1. Publication ethics: definition, introduction and importance
2. Best practices/standards setting initiatives and guidelines: COPE, WAME etc.
3. Conflicts of interest
4. Publication misconduct: Definition, concept, problems that lead to unethical behavior and vice versa, types
5. Violation of publication ethics, authorship and contributorship
6. Identification of publication misconduct, complaints and appeals
7. Predatory publishers and journals

RPE 04: Open Access Publishing

1. Open access publications and initiatives
2. SHERPA/RoMEO online resource to check publisher copyright & self-archiving policies
3. Software tool to identify predatory publications developed by SPPU: UGC-CARE list of journals
4. Journal finder/journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.

RPE05: Publication Misconduct

1. Group discussions: (a) Subject specific ethical issues, FFP, authorship;(b)Conflicts of interest , (c) Complaints and appeals: examples and fraud from India and abroad,
2. Software tools; Use of reference management software like Mendeley, Zotero etc. and anti-plagiarism software like Turnitin, Urkund

RPE 06: Databases and research metrics

1. Databases ; Indexing databases; Citation databases: Web of Science, Scopus etc.
2. Research Metrics: Impact factor of journal as per Journal Citation Report, SNIP, SJR, IPP, CiteScore , Metrics: h-index, g-index,i-10 index, altmetric

Text books

1. Bird, A. (2000). *Philosophy of Sciences*. Routledge
2. MacIntyre, Alasdair (1967). *A Short History of Ethics*. London
3. National Academy of Sciences, National Academy of Engineering, and Institute of Medicine
4. (2009). National. *On being a Scientist: A guide to responsible conduct in Research* : third edition. National Academies Press
5. P.Chandrasekhar (2013). *Ethics in Competitive Research: Do not get Scooped; do not get a plagiarize*.

References

1. Comstock, G. (2014) *Research ethics: A philosophical guide to the responsible conduct of research*. Cambridge: Cambridge University Press.
2. Dutta, S. (2022) *Research and Publication Ethics in Social Science*. 2nd ed. New Delhi, New Delhi: Bharti Publications.
3. Gastel, B. & Gray, R.A. (2022) *How to write and publish a scientific paper*. 9th ed. Santa Barbara, CA: Greenwood.
4. Iphofen (2020) *Handbook of Research Ethics and scientific integrity*. Springer International Publishing.
5. Macintyre, A. (2022) *Short history of ethics: A history of moral philosophy from the Homeric age to the... twentieth century*. S.I.: UNIV OF NOTRE DAME PRESS.
6. Pan, R. K., & Fortunato, S. (2014). Author Impact Factor: tracking the dynamics of individual scientific
7. Pratt, V. (2015) *The Philosophy of the Social Sciences*. London: Routledge.

https://libguides.graduateinstitute.ch/metrics/author_impact

<https://en.wikipedia.org/wiki/H-index>

<https://slideplayer.com/slide/12121609/>

<https://ucsd.libguides.com/c.php?g=704382&p=5000890>

<https://subjectguides.uwaterloo.ca/calculate-academic-footprint/YourHIndex>

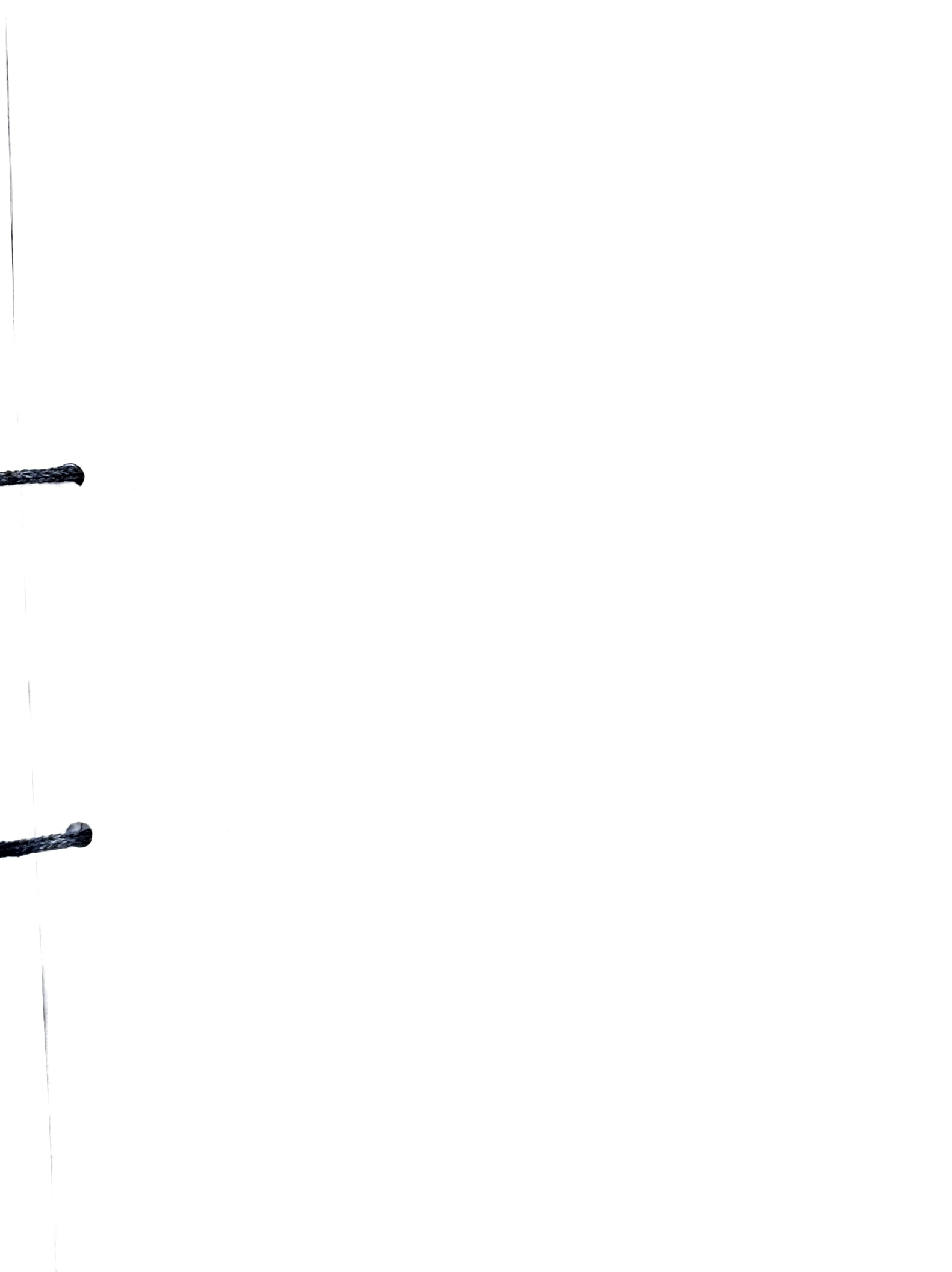
<https://explore.researchgate.net/display/support/RG+Score>

<https://list.ly/list/1v7P-top-10-academic-publishers-in-the-world>

<https://pitt.libguides.com/researchvisibility>

<https://paperpile.com/g/academic-research-databases/>

https://guides.library.uwm.edu/ResearcherID/ResearcherIDs_Setup



**CENTRAL
UNIVERSITY OF
KARNATAKA**

(Established by an Act of the Parliament in 2009)

Prof. Romate John
Professor and HoD



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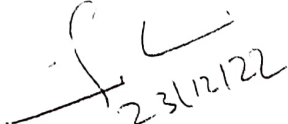
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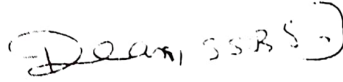
To
Registrar
Central University of Karnataka
Kalaburagi

Forwarded through proper channel :

Sir
I enclosed herewith is the revised MSc Psychology curriculum approved by the BOS on circulation mode which shall come into effect from the current academic year 2022. I wonder if you could please grant permission to implement the revised curriculum with the pending approval of the Academic Council at the earliest

Sincerely


23/12/22
Prof. Romate John


Dean, SSBS



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संकायध्याक्ष / DEAN
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NO - 9268





17/07/23

**CENTRAL
UNIVERSITY OF
KARNATAKA**

(Established by an Act of the Parliament in 2009)

Prof. Romate John
Professor and HoD



CENTRAL UNIVERSITY OF KARNATAKA

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Kalaburgi Dist, Karnataka-
585367, India
romatejohn@cuk.ac.in
9448936115

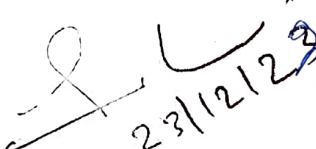
Date: 23/12/2022

To
Registrar
Central University of Karnataka
Kalaburagi

Sir

Enclosed herewith is the revised MSc Psychology curriculum approved by the BOS on circulation mode which shall come into effect from the current academic year 2022. The BOS meeting on circulation mode was conducted in continuation of the discussion with the Hon'ble Vice chancellor and his directions in the presence of the Dean of the School and the Registrar on 3rd November 2022. I wonder if you could please grant permission to implement the revised curriculum with the pending approval of the Academic Council at the earliest.

Sincerely


23/12/22

Prof. Romate John

HEAD OF DEPARTMENT
Department of Psychology
School of Social & Behavioural Sciences
Central University of Karnataka
Kalaburagi, India, 585367

**CENTRAL
UNIVERSITY OF
KARNATAKA**

(Established by an Act of the Parliament in 2009)

Prof. Romate John
Professor and HoD



Kadaganchi P.O, Aland Road,
Kalaburgi Dist, Karnataka-
585367, India
romatejohn@cuk.ac.in
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Date: 23/12/2022

To
Registrar
Central University of Karnataka
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Forwarded through proper channel

Sir

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Sincerely

[Signature]
23/12/22

Prof. Romate John

[Signature]
Dean, SSBS

[Signature]

HEAD OF DEPARTMENT
Department of Psychology
School of Social & Behavioural Sciences
Central University of Karnataka
Kalaburagi, India, 585367

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School of Social and Behavioral Sciences
Central University of Karnataka
Kalaburagi, India

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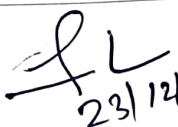






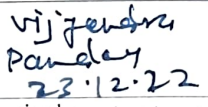
SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

Department of Psychology

Proceedings of the meeting of the board of studies in Psychology, Behavioral sciences of Central University of Karnataka, conducted via circulation mode on 23 rd December 2022.

Agenda of the meeting was to revise the existing MSc Psychology curriculum structure with syllabus and reference books which shall come into effect from the current academic year.

Members attended :

1	Prof. Romate John, Professor and Head, Dept of Psychology, CUK- Chairperson and Member	 23/12/22.
2	Prof. Meena Hariharan Professor of Psychology, Centre for Health Psychology, University of Hyderabad – Member	 23.12.2022
3	Dr. Roopesh B, Additional Professor, Professor of Psychology, Department of Clinical Psychology, NIMHANS, D.R.C P.O,Bangalore 29 – Member	
4	Dr.Lakshmana G., Assistant Professor, Department of Social Work, CUK – Member	
5	Dr. Karthik, Assistant Professor, Department of Journalism and mass Media, CUK.- Member	
6	Dr. Rajkumar E , Assistant Professor, Department of Psychology, Central University of Karnataka – Member	
Special invitees present:		
7	Prof. HS Ashok , Professor of Psychology and Dean , School of Humanities and Social Sciences , Chanakya University,Bangalore - Special invitee	
8	Dr. Vijendra Pandey , Assistant Professor, Department of Psychology, Central University of Karnataka - Special invitee	 23.12.22

The Chairperson of the BOS circulated the agenda of the meeting and draft copy of the curriculum structure with syllabus on 21 st December 2022 through google sharing among the BOS members to work on and complete on or before 24 th December 2022.

All members contributed for updating the curriculum structure with syllabus and approved the same. The BOS members recommended implementing the revised curriculum structure and syllabus with effect from the current academic year with the approval of the competent authority. The Chairperson of the BOS is authorized to hand over the documents to the concerned officials of Central University Karnataka.



CENTRAL UNIVERSITY OF KARNATAKA

(Established by an Act of the Parliament in 2009)

Curriculum structure and syllabus of

**MSc Psychology
IMSc Psychology Sem VII – X**

Counselling and Clinical

Organisational Behaviour and Human Resource Management

November, 2022

**Department of Psychology
School of Social and Behavioural Sciences
Central University of Karnataka
Department of Psychology
MSc in Psychology**

Part A: A two -year Post Graduation Programme: MSc in Psychology

I: PREAMBLE

A: Context

India is on the verge of an explosion of mental illnesses. About 197 million persons, roughly one in seven Indians, suffered from mental disorders of varying severity in 2017. These include depression, anxiety disorders, schizophrenia, bipolar disorders, idiopathic developmental intellectual disability, conduct disorders, and autism. Depression and anxiety disorders are the commonest mental disorders in India with 45-46 million people suffering from each. Depression is ranked as the single largest contributor to global disability (7.5% of all years lived with disability in 2015). At its worst, depression can lead to suicide: over 800 000 people die due to suicide every year. It is the second leading cause of death in 15-29-year-olds. The contribution of mental disorders to the total disease burden has doubled in India from 1990 to 2017, indicating the need for implementing effective strategies to control this increasing burden. In the coming few years India as a nation would need many trained psychologists and mental health professionals to help people deal with these problems.

Pursuing a career in psychology is expected to contribute to humankind in every field of human transaction. Competence in learning psychology promoted an empathic understanding of people. Training in psychology sensitized one to the needs of others, which in turn made people responsible citizens. Perhaps, this is possible because of the promise of psychology to transform people into rational, social and adaptable individuals. In an age where human beings are losing touch with themselves and their world, psychology can help in relating to people in humane ways on the one hand and facilitating inner growth and self-clarity on the other. In short, applications of psychology are multifaceted and deal with both individual and collective levels of psychological functioning.

The twentieth century has witnessed a multifaceted growth in the discipline of psychology. As a human scientific enterprise as well as a profession, psychology is increasingly expected to play a key role in many areas such as teaching, training and research in Indian institutions of higher learning. In recent years, cross and multidisciplinary collaborations are becoming increasingly important for research in psychology. In contemporary social life, psychologists could work for social well-being including mental well-being.

This programme has been designed by emphasizing on Learning Outcome-based Framework that helps to gain fundamental and advanced knowledge of psychology along with enhanced skills. Further, preparing the students to get ready to meet the needs of job market through Case Based Learning, doing Experiential or Grass Root Projects, ICT Teaching with global touch, trainings, workshops and internships. Major emphasis has been given to enhancing research skills to meet global standards.

B. Course Orientation:

The proposed curriculum for the two years Post Graduate Programme in Psychology covers major and minor disciplines in Psychology, Open Electives, skill development and ability enhancement.

The 1st and 2nd semesters throw light on the important psychological theories such as learning, motivation, emotions and personality. It also emphasises on the cognitive and group processes. The curriculum also supports practical learning experience for the same through practical papers and field work. Simultaneously learners will also be given the opportunity to develop and enhance their research expertise through the ability enhancement course and get a first hand experience of research through group research projects. Students can also choose from a wide variety of generic electives such as Life skills, Cyber psychology and Psychology of love which will consolidate the strong theoretical foundation in the learners. Through the value added courses the learners can also develop their personal and professional etiquette and skills.

Once the student enters the second year of the post graduate programme, the 3rd and 4th semesters cover the aspects related to ones specialisation which includes theoretical and practical papers on counselling and clinical psychology and organisation behaviour. Further, in this two semesters the students will also learn about the major subfields of psychology like, health and indian psychology. The students will get an opportunity to conduct research and produce a post-graduate dissertation.

C: Unique features

The unique feature of this curriculum is that each core paper is integrated with theoretical views, experiments, internship, skills training, and research. The learning is mediated through class room facilitations, virtual classroom learning modalities, laboratory experiments, field experience, internship, placement, supervised practicum, study tour. Value addition courses have been emphasized on training and meditation to enhance students' health and wellbeing and building their personal and professional skills.

The major unique feature of this course is about 20 % of curriculum devoted to research oriented courses which emphasizes on planning and conducting small scale studies and analysing data, learning to write the reports of studies which may be published in scientific journals by emphasizing on APA Guidelines. Mastery of the use of computers and internet in conducting experiments and surveys. Analysing the obtained data manually as well as through SPSS and other software.

Further, students would be carrying out minor and major research projects which would equip them to the demands of job requirements and higher education. In short, this course has been by considering relationship between education, employment and skill development.

D: Career development

In addition to the prescribed curriculum, students will be given ample opportunities to enhance their personal and professional competencies holistically through active participation in seminars, workshops, conferences, and contributions through the journal, book, and media clubs periodically. Facilities will be provided to students to undergo personal counselling,

career guidance and placement. After the completion of the course graduates would be eligible to go for higher studies in India and abroad which would help them to become clinical psychologists, HR professionals, Scientists and teachers. They can work in hospitals, educational settings, Multinational companies, Research Institutions etc.

II: POST GRADUATE ATTRIBUTES

Disciplinary knowledge: Capable of demonstrating comprehensive knowledge and understanding of the various disciplines in psychology including counselling/clinical psychology or organisational behaviour that form a part of the postgraduate programme of study.

Communication Skills: Formulate a coherent written, electronic or oral presentation on the basis of material gathered and organised independently on a given topic, recognise and articulate a problem and confidently share one's views in a clear and concise manner with different groups.

Critical thinking: Capability to apply analytic thought to a body of knowledge; analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.

Problem solving: Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.

Analytical reasoning: Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyse and synthesise data from a variety of sources; draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.

Research-related skills: A sense of inquiry and capability for asking relevant/appropriate questions, problematising, synthesising and articulating; Ability to recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation.

Cooperation/Teamwork: Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.

Scientific reasoning: Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective.

Reflective thinking: Critical sensibility to lived experiences, with self awareness and reflexivity of both self and society.

Information/digital literacy: Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.

Self-directed learning: Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.

Multicultural competence: Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.

Moral and ethical awareness/reasoning: Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work.

Leadership readiness/qualities: Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.

Lifelong learning: Ability to acquire knowledge and skills, including, learning how to learn, that are necessary for participating in 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 trends and demands of work place through knowledge/skill development/reskilling.

III: OBJECTIVES

The Central University aims to create qualified professionals to meet the increasing social needs of the hour. Hence, this curriculum is instituted with the following objectives:

1. Offering learning opportunities to orient the students towards the scientific and humanistic study of the complexities of human mind and behaviour.
2. Imparting knowledge of basic psychological concepts and methods, and developing the ability to appreciate the challenges in field settings.
3. Help shape the cognitive, affective and behavioural abilities of students to build responsible psychology professionals and researchers.
4. Facilitating the acquisition of basic skills in major areas of application (e.g. psychological testing, experimentation, counselling, interviewing, developing psychological tools, behaviour modification, data analysis, report writing).
5. Promoting self-understanding, reflexivity and personal growth.

6. Helping students understand the complexities of self and human relationships and how the two make each other up.
7. Developing a strong sense of ethical and moral aptness in general and in the context of learning and its assessment in particular.
8. Helping students master the basic reflective, analytical, scientific writing, computational and communicative competencies.
9. Developing respect for social diversity and increasing social and cultural relevance of learning
10. To develop the learner into competent and efficient professional in the field of Psychology
11. To prepare socially responsible academicians, researchers, and professionals with a global vision.
12. To provide and adapt curricula that prepare our graduates for employment

IV. VISION STATEMENT:

To emerge as a Centre of excellence in the field of Psychology in teaching, learning, research, training, practising and producing human resources of a very high standard.

V. MISSION STATEMENTS (MS):

MS-1: To provide the learning experiences of high quality in Psychology and allied disciplines to the students at undergraduate, postgraduate and doctoral level by implementing the learning outcomes-based curriculum with a perfect blend of theoretical and practical aspects of psychology

MS-2: To conduct cutting-edge research in emerging areas of psychology and publish original contributions in reputed National and International Journals

MS-3: To provide extension services and training in knowledge and skills in the fields of Clinical and Counseling Psychology, Organizational behavior and HRD and Educational and Career Counseling.

MS-4: To collaborate with the departments of Psychology in other reputed Institutions in India and Abroad in order to achieve excellence in both teaching and research

VI: QUALIFICATION DESCRIPTORS (QD):

After completion of the M.Sc. Program in Psychology, students should be able to:

QD 1. Demonstrate a systematic, extensive and coherent knowledge and understanding of the academic field of Psychology as a whole and its applications, including a critical understanding of the established theories, principles and concepts, and of a number of advanced and emerging issues;

QD 2. Demonstrate skills in areas related to one's specialization and being adept with current developments in the academic field of Psychology, including a critical understanding of the latest developments in the area of specialization, and an ability to use modern established techniques of analyses and enquiry within the field of specialization.

QD 3. Demonstrate skills in identifying information needs, collection of relevant quantitative and/or qualitative data drawing on a wide range of sources from the field and labs around the world, analyses and interpretation of data using methodologies as appropriate to the subject of Psychology in the area of his/her specialization.

QD 4. Communicate the results of studies undertaken in the academic field of psychology accurately in a range of different contexts using the established and emerging concepts, constructs and techniques;

QD 5. Address one's own learning needs relating to current and emerging areas of study in psychology, making use of research, development and professional materials as appropriate, including those related to new frontiers of knowledge in science.

QD 6. Demonstrate knowledge and transferable skills of a competent professional psychologist relevant for job opportunities in hospitals, academic institutions, research laboratories, industries and other governmental and non-governmental organizations and meet one's own learning needs, based on research and development work and professional materials

Mapping Qualification Descriptors (QDs) with Mission Statements (MS)

	MS 1	MS 2	MS 3	MS 4
QD 1	3	2	3	
QD 2	3	2	3	
QD 3	2	3	1	
QD 4	2	2		3
QD 5	2	2	2	1
QD 6	3	2	3	1

*'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

VII: PROGRAM LEARNING OUTCOMES (PLOs):

After completion of the M.Sc. Program in Psychology, the students should be able to:

PLO-1: Describe the various theories in the areas of psychotherapy, psychopathology, research methods, organisational behaviour, human resource management and analyse the issues relevant to adult and child clinical populations, as well as to the organisational settings.

PLO-2: Express thoughts and ideas effectively in the fields of Psychology, demonstrate effective integration and communication of clinical case material synthesizing contextual and cultural variables and engage in discussions about their clients with supervisors and peers.

PLO-3: Critically evaluate practices and theories in the fields specialisations on the basis of empirical evidence, by following scientific approach to knowledge development.

PLO-4: Evaluate the reliability and relevance of evidence, identify logical flaws in the arguments of others, analyse and synthesize data from a variety of sources, and draw valid conclusions in the fields of specialisation in Psychology.

PLO-5: Demonstrate a sense of inquiry by asking relevant questions; define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data; plan, execute and report the results of an experiment or investigation in all the fields of Psychology

PLO-6: Work effectively with diverse teams, facilitate cooperative and collaborative effort on the part of a group, as a professional Psychologist

PLO-7: Use ICT in a variety of learning situations and ability to access, evaluate, and use a variety of relevant information sources and appropriate software and other tools in all the fields of Psychology

PLO-8: Empathise and practice sensitivity by learning the values and beliefs of multiple cultures and a global perspective and effectively engage oneself in one's profession in a multicultural society.

PLO-9: Identify ethical issues related to one's work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, and adopt objective and truthful actions in all aspects of work.

PLO-10: Practice responsible behaviour by participating actively in community life and civic affairs by understanding human nature in a psychological perspective

PLO-11: Formulate an inspiring vision, build a team, motivate team members to engage with that vision, and use management skills to guide the team to the right destination in the profession as a Psychologist

PLO-12: Acquire knowledge and skills, necessary for participating in learning activities throughout life, through self-directed learning aimed at personal development and meeting the changing trades and demands of work place.

Program Specific Outcomes for Specialization in Clinical and Counselling Psychology

PSO-1: Explain the various theories of counselling and analyse the professional, ethical and legal issues and policies in counselling.

PSO-2: Apply the theories and practice evidence-based and multiculturally sensitive counselling in various forms of counselling including individual, couples, families and groups, display professional conduct and aim for continuous professional development by engaging in self-directed and life long learning.

Program Specific Outcomes for the Specialization in Organization Behaviour and HRD

PSO-3: Summarise the conceptual framework of the discipline of OB, its practical applications in the organizational set up, analyse the role of individual, groups and structure in achieving organizational goals effectively and efficiently and critically evaluate various theories and models that contribute to the overall understanding of the discipline.

PSO-4: Resolve organizational issues by adopting evidence-based interventions while adhering to the legal requirements and the core values of the organization and Create mental health and wellness practices and employee assistance programmes in alignment with contemporary mental health perspectives.

Mapping of Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs) with Qualification Descriptors (QDs)

	QD 1	QD 2	QD 3	QD 4	QD 5	QD 6
PL01	3	3	1	2	2	1
PL02	3	3	2	2		
PL03	3	3	2		1	
PL04	2	2	2	2	1	1
PL05	3	3	3	3	3	
PL06		2				2
PL07			1	2	3	
PL08	2	2				2
PL09	3	3	3	3	1	1
PL10		2				2
PL11		2		1		2
PL12	2		2	2	3	
PS01	3	3		1	2	
PS02	2	3			3	2
PS03	2	3		1	2	
PS04	2	3			3	2

'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

VIII: REGULATIONS

- 1. Name of the Course:** Master of Science in Psychology /IMSc Sem VII-X
- 2. Duration of the Course:** Two years.
- 3. Eligibility:** As per University rules.
- 4. Intake:** As per University rules.
- 5. Attendance:** As per University rules.
- 6. Medium of Instruction and examination:** English
- 7 Miscellaneous:** All other matters not referred to specifically in these regulations shall be governed as per the Ordinances and directions of the University as revised from time to time.
- 8. Course structure and credit allocation:** Each credit denotes 15 hours of instruction. Each paper shall have 40 % marks towards continuous internal assessment and 60 % marks towards end-semester examination

IX: SCHEME OF STUDY AND EXAMINATIONS

MSc Psychology: Semester I/ IMSc sem VII

Sl.no	Mode	CO DE	Course Type	Course type	Title	Cre dits	Dur ation (hr)	L+T+W+P	Dura tion of Exa m (Min .)	IA (40 %)	End Sem. Exa m. 60 %	Total
1	T		Discipline Specific Core	DSC. 1	Learning, Motivation, and Emotion	4	4	3+1+0+0=4	150	40	60	100
2	P		Discipline Specific Core	DSC. 2	Experiments in Learning, Motivation, and Emotion	2	4	0+0+0+2=2	240	20	30	50
3	T		Discipline Specific Core	DSC. 3	Cognitive Processes.	4	4	3+1+0+0=4	150	40	60	100
4	P		Discipline Specific Core	DSC. 4	Experiments in Cognitive Processes	2	4	0+0+0+2=2	240	20	30	50
5	T		Ability Enhancement: Compulsory Course	AEC. 1	Research Methods	4	4	3+1+0+0=4	150	40	60	100
6	P		Skill Enhancement	SEC. 1	Group Research Project : 1*	2	4	0+0+0+2=2	240	20	30	50
7	T & W		Generic Elective	GE.1	a. Life Skills Training /b.Cyber Psychology/ c.Psychology of Love	3	3	2+0+1+0=3	120	30	45	75
8	W		Value Addition Course compulsory course: a	VAC. 1	Personal and professional Development	2	2	0+0+2+0=1	60	10	15	50
* Filed exposure						23	29	11+3+3+6= 23				575
L= Lecture; T= Tutorial; P = Practical , W= Workshop; I& P= Theory & Practical; I&W = Theory and Workshop												

MSc. Psychology: Semester II / IMSc sem VIII

Sl.no	T= Theory P= Practical W=Workshop	C O D E	Course Type	Course Type	Title	Cre dits	Dur atio n (hr)	L+T+W+P	Durat ion of Exam (Min.)	IA (40 %)	End Sem Exa m. 60 %	Total
1	T		Discipline Specific Core	DSC.5	Theories of Personality	4	4	3+1+0+0=4	150	40	60	100
2	P		Discipline Specific Core	DSC.6	Assessment of Personality*	2	4	0+0+0+2=2	240	20	30	50
3	T		Discipline Specific Core	DSC.7	Social Psychology	4	4	3+1+0+0=4	150	40	60	100
4	P		Discipline Specific Core	DSC.8	Experiments in Group and Social Processes	2	4	0+0+0+2=2	240	20	30	50
5	T		Ability Enhancement: Compulsory Course	AEC.2	Research Design and Statistics.	4	4	3+1+0+0=4	150	40	60	100
6	P		Skills Enhancement	SEC.2	Group Research Project: II*	2	4	0+0+0+2=2	150	20	30	50
7	T&W		Generic Elective	GE.2	a.Non-violent Communication/ b.leadership Skills. / c. Stress and Coping	3	3	2+0+1+0=3	120	30	45	75
8	W		Value Addition Courses	VAC.2	Training in APA Manual	2	2	0+0+2+0=2 ⁹⁰	20	30	50	
* Filed exposure						23	29	11+3+3+6= 23				575

L= Lecture; T= Tutorial; P= Practical; W= Workshop; T&P= Theory and Practical; T&W = Theory & Workshop

MSc. Psychology : III Semester / IMSc sem IX

Sl.no	I= Theory P= Practical W=Workshop	C O U R S E	Course Type	Course Type	Title	Credits	Duration (hr)	L+T+W+P	Duration of Exam (Min.)	IA (40 %)	End Sem. Exam. 60 %	Total
1	T		Discipline Specific Elective	DSE 1	A:Psychopathology/ B: Organisational Behaviour	4	4	3+1+0+0=4	150	40	60	100
2	T		Discipline Specific Elective	DSE 2	a. Psychotherapies/ b. Human Resource Management	4	4	3+1+0+0=4	150	40	60	100
3	T & P		Discipline Specific Elective	DSE 3	a. Assessments in Clinical Psychology/* b. Psychological Assessments and Appraisal Systems.*	4	6	2+0+0+2=4	60+180	40	60	100
4	T & P		Discipline Specific Elective	DSE 4	a. Psychological Counselling b. Workplace counselling	4	6	2+0+0+2=4	60+180	40	60	100
5	T		Discipline Specific Elective	DSE 5	a. Biopsychology / b. Health Psychology/ c. Indian Psychology/ d. Life span development/ b. Positive Psychology	3	3	2+1+0+0=3	120	30	45	75
6	W		Skills enhancement	SEC.3	Test construction	2	2	0+0+2+0=2	90	20	30	50
7	R		Research	R.1	Research Project*	2		0+0+0+2=2	240	20	30	50
* Filed exposure						23	25	12+3+2+6=23				575

L= Lecture; T= Tutorial; P = Practical, W= Workshop; T & P= Theory and Practical;
T & W = Theory and Workshop

MSc: IV Semester / IMSc sem X

Sl.no	T= Theory P= Practical W=Workshop	C O D E	Course Type	Course Type	Title	Credits	Duration (hr)	T+W+P	Duration of Exam (Min.)	IA (40%)	End Sem Exam. (60%)	Total
1	T&P		Discipline Specific Elective	DSE.6	a. Behaviour Therapies and Cognitive Behaviour Therapies/* b. organizational Effectiveness.*	4	6	2+0+2=4	60+180	40	60	100
2	T&P		Discipline Specific Elective	DSE.7	a.Group counselling / b.Organizational Change and Development	4	6	2+0+2=4	60+180	40	60	100
3	P		Skill Enhancement Courses	SEC.4	a.Internship in Clinical and Counselling Psychology / b. Internship in Organizational Behaviour and Human Resource Management	6	12	0+0+6=6	240	60	90	150
4	W		Skill Enhancement Courses	SEC 5	a. Training in Mental Health* / b.Training in Human Resource Management	3	3	0+3+0=3	240	30	45	75
5	P/W		Research	R.2	a. Dissertation / b. Evidence-based Practice of IKS with special orientation on Yoga./ Group research project	6		0+0+6=6	240	60	90	150
* Filed exposure ; P = Practical ; T&W = Theory & Workshop						23	27	4+3+16=23				575



CENTRAL UNIVERSITY OF KARNATAKA

CENTRAL UNIVERSITY OF KARNATAKA
(Established by an Act of the Parliament in 2009)

Second Revision: 19 June 2023

Curriculum structure and syllabus of

BSc PSYCHOLOGY WITH RESEARCH

**Department of Psychology
School of Behavioural Sciences
Central University of Karnataka**

III: SCHEME OF STUDY AND EXAMINATIONS

BSc. Psychology with Research: Semester 1

Sl.no	T= Theory P= Practical W=Workshop CODE	Course Type	Course type	Title	Credits	Duration (hr)	L+T+W+P	Duration of Exam (Min.)	IA (40 %)	End Sem. Exam. 60 %	Total
1	T	Discipline-Specific Core / Major	DSC.1.a	Introduction to psychology	4	4	3+1+0+0=4	150	40	60	100
2	P	Discipline-Specific Core / Major	DSC.1.b	Experiments in Basic psychological Processes	2	4	0+0+0+2=2	240	20	30	50
3	T	Minor	MC.1	Introduction to General	4	4	3+1+0+0=4	150	40	60	100
4	P	Minor	Mc.2	Experiments in general psychology	2	4	0+0+0+2=2	240	20	30	50
5	W	Multidisciplinary course.	MDC-1	a. Life Skills Education / b. Mindfulness and Well-being/ c.. Psychology of Love / d. Emotional Intelligence/ e. Life Span Developmental Psychology/ f. Gender and Sex Education /	3	3	0+0+3+0=3	120	30	45	75
6	P	Skill Enhancement course	SEC-1	Learning Skills Training *	3	6	0+0+0+3=3	240	30	45	75
7	T	Ability Enhancement Course	AEC-1	Language	2	2	1+1+0+0=2	90	20	30	50
8	W	Value Addition Course	VAC-1	Personal Development	2	2	0+0+2+0=2	90 +	20	30	50
*Field exposure & Community service ; Personal counselling					22	29	L7+T.3+W.5+P.7= 22				550
L= Lecture; T= Tutorial; P = Practical , W= Workshop; T&W = Theory and Workshop											

BSc. Psychology with Research: Semester II

Sl.no	T= Theory P= Practical W=Workshop	CODE	Course Type	Course Type	Title	Credits	Duration (hr)	L+T+W+P	Duration of Exam (Min.)	IA (40 %)	End Sem. Exam 60%	Total
1	T		Discipline-Specific Core: Major	DSC.2.a	Learning, Motivation, and Emotion	4	4	3+1+0+0=4	150	40	60	100
2	P		Discipline-Specific Core: Major	DSC.2.b	Experiments in Learning, Motivation, and Emotion	2	4	0+0+0+2=2	240	20	30	50
3	T		Minor	M.2.a	Introduction to Conative, and Affective Processes	4	4	3+1+0+0=4	150	40	60	100
4	P		Minor	M.2.b	Experiments in mental Processes	2	4	0+0+0+2=2	240	20	30	50
5	W		Multidisciplinary course	MDC.2	a. Understanding Personality / b. Stress and Coping* c Environmental Psychology* / d. Cyber Psychology/ e. Media Psychology f. Positive Psychology	3	3	0+0+3+0=3	120	30	45	75
6	T		Ability Enhancement Course	AEC-2	Language	2	2	1+1+0+0=2	90	20	30	50
7	P		Skill Enhancement Course	SEC-2	Emotional First Aid*	3	6	0+0+0+3=3	240	30	45	75
8	W		Value Addition Course	VAC-1	Professional Development	2	2	0+0+2+0=2	90	20	30	50
* Field exposure; Community service; Personal counselling						22	29	8+3+4+7= 22				550
AWARD OF CERTIFICATE IN Understanding Basics of Psychology												
L= Lecture; T= Tutorial; P = Practical; W= Workshop; T&P= Theory and Practical; T&W = Theory & Workshop												

BSc. Psychology with Research : III Semester

Sl.no	T= Theory P= Practical	CODE	Course Type	Course Type	Title	Credits	Duration (hr)	L+T+W+P	Duration of Exam	IA (40 %)	End Sem. Exam. 60	Total
1	T		Discipline Specific Core	DSC.3.a	Cognitive Processes.	4	4	3+1+0+0=4	150	40	60	100
2	P		Discipline Specific Core	DSC.3.b	Experiments in Cognitive Processes	2	4	0+0+0+2=2	240	20	30	50
3	T		Discipline Specific Core	DSC.4.a	Life span development	2	2	2+0+0+0=2	90	20	30	50
4	T		Minor	M.3	Introduction to Human Cognition	4	4	3+1+0+0=4	150	40	60	100
5	W		Multidisciplinary course	MDC.3	a. Leadership Skills. b. Peace Psychology/ c. Cross-Cultural psychology d. Non-violent Communication e. Transpersonal Psychology f. Sports psychology	3	3	0+0+3+0=3	120	30	45	75
6	T		Ability Enhancement Course	AEC-3	Language	2	2	2+0+0+0=2	90	20	30	50
7	P		Skill Enhancement Course	SEC-3	Cognitive Skills Training*	3	6	0+0+0+3=3	120	30	45	75
8	W		Value Addition Course	VAC-3	Meditation	2	2	0+0+2+0=2	90+	20	30	
* Field exposure and community service; Personal counselling						22	27	10+2+5+5=22				550

L= Lecture; T= Tutorial; P = Practical, W=Workshop; T&W=Theory & Workshop

BSc. Psychology with Research: IV Semester

Sl.no	T= Theory P= Practical W=Workshop	CODE	Course Type	Course Type	Title	Credits	Duration (hr)	L+T+W+P	Duration of Exam (Min.)	IA (40 %)	End Sem. Exam 60 %	Total
1	T		Discipline-Specific Core	DSC.5.a	Biopsychology	4	4	3+1+0+0=4	150	40	60	100
2	P		Discipline-Specific Core	DSC.5.b	Psychophysiological Assessment \$	2	4	0+0+0+2=2	240	20	30	50
3	T		Discipline-Specific Core	DSC.6.a	Theories of Personality	4	4	3+1+0+0=4	150	40	60	100
4	P		Discipline-Specific Core	DSC.6.b	Assessment of Personality#	2	4	0+0+0+2=2	240	20	30	50
5	T		Minor course	M.4	Research Methods*	4	4	3+1+0+0=4	150	40	60	100
6	P		Skill Enhancement Course	SEC-4	Group Project: I	2	4	0+0+0+2=2	240	20	30	50
7	T		Ability Enhancement Course	AEC-4	Language	2	2	1+1+0+0=2	90	20	30	50
8	W		Value Addition Course	VAC-4	Law and ethics in psychology	2	2	0+0+2+0=2	90	20	30	50
* Field exposure; # Community service; \$ Lab visit; Personal counselling						22	28	10+4+2+6= 22				550

AWARD OF DIPLOMA in Understanding Human Behaviour

L= Lecture; T= Tutorial; P = Practical , W= Workshop; T & P= Theory and Practical; T&W = Theory and Workshop.

BSc. Psychology with Research: V Semester

Sl.no	T= Theory P= Practical W=Workshop	CODE	Course Type	Course Type	Title	Credits	Duration (hr)	L+T+W+P	Duration of Exam (Min.)	IA (40 %)	End Sem. Exam. 60 %	Total
1	T		Discipline Specific Core	DSC.7.a	Social Psychology	4	4	3+1+0+0=4	150	40	60	100
2	P		Discipline Specific Core	DSC.7.b	Experiments in Social and Group Dynamics*	2	4	0+0+0+2=2	240	20	30	50
3	T		Discipline Specific Core	DSC.8.a	a. Psychopathology/ b. Organizational Behaviour/	4	4	3+1+0+0=4	150	40	60	100
4	P		Discipline Specific Core	DSC 8.b	a. Assessment in Clinical Psychology/# b. Psychological Assessment and Appraisal Systems.	2	4	0+0+0+2=2	240	20	30	50
5	T&W		Discipline Specific Core	DSC 9	Indian Psychology / Health Psychology	4	4	3+0+1+0=4	150/ 240	40	60	100
7	T		Minor	M.5	Research Design and Statistics	4	4	3+0+1+0=4	150	40	60	100
8	P		Skill Enhancement: Course	SEC.5	Group Research Project: II	2	4	0+0+0+2=2	240	20	30	50
*Field exposure and community service;# Clinical/ Industrial visit.; Personal counselling						22	28	12+2+2+6= 22				550
L= Lecture; T= Tutorial; P = Practical , W= Workshop; T & P= Theory and Practical; T&W = Theory and Workshop												

BSc. Psychology with Research: VI Semester

Sl.no	T= Theory P= Practical	CODE	Course Type	Course Type	Title	Credits	Duration (hr)	L+T+W+P	Duration of Exam (Mins)	IA (40 %)	End Sem. Exam 60 %	Total
1	T		Discipline Specific Core	DSC. 10.a	Psychological Counselling	4	4	3+1+0+0=4	150	40	60	100
2	P		Discipline Specific Core	DSC. 10.b	Practicum in Psychological Counselling *	2	4	0+0+0+2=2	240	20	30	50
3	T		Discipline Specific Core	DSC. 11.a	a. Psychotherapy/ b. Human Resource Management	4	4	3+1+0+0=4	150	40	60	100
4	P		Discipline Specific Core	DSC. 11.b	a.. Practice of psychotherapy /* b. Training and Development	2	4	0+0+0+2=2	240	20	30	50
5	T		Discipline Specific Core	DSC. 12.a	Qualitative Research Methods	4	4	3+1+0+0=4	150	40	60	100
6	P		Discipline Specific Core	SEC. 6	Academic writing and Research skills	2	4	0+0+0+2=2	240	20	30	50
7	P		Skill Enhancement	SEC. 7	Minor research project	2	4	0+0+0+2=2	240	20	30	50
8	P		Skill Enhancement	SEC. 8	Supervised Internship: I	2	4	0+0+0+2=2	240	20	30	50
* Filed exposure and Community service Personal Counselling						22	32	9+3+0+10=22				550

L= Lecture; T= Tutorial; P = Practical , W= Workshop; T & P= Theory and Practical; T&W = Theory and Workshop

AWARD OF BACHELOR DEGREE IN Psychology

BSc. Psychology with Research: VII Semester

Sl.no	T= Theory P= Practical	CODE	Course Type	Course Type	Title	Credits	Duration (hr)	L+T+W+P	Duration of Exam (Min.)	IA (40 %)	End Sem. Exam 60 %	Total
1	T		Discipline Specific Core	DSC 13.a	Group Counselling/ Organizational Effectiveness	4	4	3+1+0+0=4	150	40	60	100
2	P		Discipline Specific Elective	DSE.13.b	a.Practice of Group Counselling* / b.Practice of Organizational Effectiveness #	2	4	0+0+0+2=3	240	20	30	50
3	T		Discipline Specific Elective	DSE.14.a	Neuroanatomy and Neuropsychology / Organizational Development and Change	4	4	3+1+0+0=3	150	40	60	100
4	P		Discipline Specific Elective	DSE.14.b	a.Neuropsychological Assessment and Intervention #/ b. Practice of Organizational Development and Change#	2	4	0+0+0+2=3	240	20	30	50
5	T&W		Minor	M.6	a. Assessment and intervention in health psychology b. Consumer psychology	4	4	2+0+2+0=4	240	40	60	100
6	P		Minor	M.7	Test Construction	2	4	0+0+0+2=2	240	20	30	50
7	P		Minor	M.8	Research Project	2	4	0+0+0+2=2	240	20	30	50
8	P		Skill Enhancement	SEC.9	Supervised internship: II	2	4	0+0+0+2=2	240	20	30	50
* Field exposure and community service; # Lab visit Personal counselling						22	32	8+2+2+10=22				550
L= Lecture; T= Tutorial; P = Practical, W= Workshop; T&W = Theory and Workshop												

BSc. Psychology with Research: VIII Semester

Sl.no	T= Theory P= Practical	CODE	Course Type	Course Type	Title	Credits	Duration (hr)	L+T+W+P	Duration of Exam (Min)	IA (40 %)	End Sem. Exam 60 %	Total
1	W		Skill Enhancement Courses	SEC10	a. Health and Mental Health training / b. HRM training	2	4	0+0+0+2=2	240	20	30	50
2	P		Discipline Specific Core	DSC15	a. Internship in Clinical and Counselling Psychology / b. Internship in Organizational Behaviour and Human Resource Management	8		0+0+0+6=6	240	80	120	200
3	P		Skill Enhancement Courses	SEC11	a. Dissertation / b. Social and Community Interventions*	12		0+0+0+12=12	240	120	180	300
*Community service; Personal counselling						22	40	0+0+2+20=22				550
BACHELOR OF SCIENCE IN PSYCHOLOGY WITH RESEARCH												

EMOTIONAL FIRST AID

BSc 2 Sem Skill Enhancement Course Syllabus

3 credits (Practical)

(i) Course Learning Outcomes:

After the course, the students will be able to:

1. Identify basic emotions in intrapersonal and interpersonal settings.
2. Demonstrate and practice emotional health techniques such as mindfulness, gratitude practice, and journaling.
3. Design workshops and educational modules on coping with emotionally vulnerable situations such as loss, rejection, and failure.
4. Facilitate workshops on the topics related to emotional first aid.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PL 01	PL 02	PL 03	PL 04	PL 05	PL 06	PL 07	PL 08	PL 09	PL 10	PL 11	PL12
CL01			3			2	2		2	2	1	
CL02	1	1	3			2	2		2	2	2	
CL03	1	2	3			2	2		1	1	2	
CL04		1	3			2	2		1	1	2	

(ii) Broad Contents of the Course:

The course provides a hands-on training on emotional first aid techniques through practice in classroom and on field exposure.

(iii) Skills to be learnt:

The students will demonstrate skills for emotional first aid in varied crucial situations such as Psychological and environmental risks and practice skills such as relaxation and self-care, to ensure emotional safety of self.

(iv) The detailed contents of this course, references, and suggested books:

Unit 1: Basic skills

Practice in the lab: Basic skills, Identifying basic emotions, Basic emotional first aid skills.

Unit 2: Strategies and Techniques

Practice in the lab; Journaling, Sharing experiences and feelings, Practice gratitude, Relaxation, and Mindfulness practice, Positive thinking

Unit 3: Applications

Field practice: Rejection, Failure, Loneliness, and trauma; Psychological crisis interventions in the field.

References

1. Everly, G. S., & Lating, J. M. (2017). *The Johns Hopkins Guide to Psychological First Aid*. Johns Hopkins University Press.
2. Fishbein, J. R. (2001, January 21). Emotional First Aid. iUniverse.
3. Gilat, Itzhak & Ezer, Hanna & Sagee, Rachel. (2014). Emotional first aid on the internet: Theory and research.
4. Greenstone, J. L. (2015). *Emotional First Aid: A Field Guide to Crisis Intervention and Psychological Survival*. Whole Person Associates, Inc.
5. James, M., Perring, S., & Publishing, W. (2020). *Emotional First Aid: How to Feel Better in Times of Crisis*. Watkins Publishing
6. Johnson, V. A. (1997). *Johnson's emotional first aid: How to increase your happiness, peace and joy*. Blue Dolphin.
7. Winch, G. (2014). *Emotional first aid: Healing rejection, guilt, failure, and other everyday hurts*. Plume.

Recommended reading

1. Community-Based Psychological First Aid. (2016). The Australian Psychological Society. <https://doi.org/10.1016/c2015-0-01671-9>.
2. Everly, G. S., Jr. (1999). Toward a model of psychological triage. *International Journal of Emergency Mental Health*, 1, 151–154.
3. Everly, G. S., Lee McCabe, O., Semon, N. L., Thompson, C. B., & Links, J. M. (2014, September). The Development of a Model of Psychological First Aid for Non-Mental Health Trained Public Health Personnel. *Journal of Public Health Management and Practice*, 20(Supplement 5), S24–S29. <https://doi.org/10.1097/phh.0000000000000065>
4. Haldane, S. (1984). Emotional first aid. Irvington u.a.
5. Harrison, R. L., & Westwood, M. J. (2009). Preventing vicarious traumatization of mental health therapists: Identifying protective practices. *Psychotherapy Theory, Research, Practice, Training*, 46, 203–219.
6. Raphael, B. (1986). *When disaster strikes: How individuals and communities cope with catastrophe*. New York, NY: Basic Books.
7. Shultz, J. M., & Forbes, D. (2013). Psychological First Aid: Rapid proliferation and the search for evidence. *Disaster health*, 2(1), 3–12. <https://doi.org/10.4161/dish.26006>
8. Sturge, C. R. (1971). *Emotional first aid*. Exposition Press.
9. Uhernik, J.A., M.A. Husson. "Psychological first aid: an evidence informed approach for acute disaster behavioural health response." In G. R. Walz, J. C. Bleuer, and R. K. Yep (Eds.), *Compelling counselling interventions*. Alexandria, VA: American Counselling Association. 2009: 271-280.
10. Watson PJ, Brymer MJ, Bonanno GA. . Postdisaster Psychological intervention since 9/11. *Am Psychol* 2011; 66:482 - 94; <http://dx.doi.org/10.1037/a0024806>.
