



Integral University, Lucknow

Effective from Session: 2019

Course Code	HS201	Title of the Course		Development of Psychological Thought		
Year	II	Semester	III	L	T	P
				5	1	0
Pre-Requisite	Intermediate	Co-requisite	None			
Course Objectives	This course provides a basic introduction to the development of the discipline both from the Indian as well as western perspectives. Review the development of psychological thought and introduce the issues and debates in contemporary psychology.					

Course Outcomes						
CO1	Students will be able to define Yoga and Vedanta Philosophy					
CO2	Students will be able to define modern psychology.					
CO3	Students will be able to understand the concept of Behaviorism.					
CO4	Students will be able to differentiate clinical and Phenomenological					
CO5	Students will be able to define Feminism.					

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	UNDERSTANDING PSYCHE	A universal quest for understanding Consciousness Indian Perspective: Yoga and Vedanta: Western Perspective /issues of content and methodology with reference to classical schools.	18	CO1
2	EMERGENCE OF MODERN PSYCHOLOGY	Questions from Western view; Debates: Free Will and Determinism, Empiricism and Rationality	18	CO2
3	POSITIVIST ORIENTATION	Developments in Behaviorism (Watson), Neo-behavioristic traditions (Skinner), Cognitive revolution- A Paradigm Shift	18	CO3
4	ANALYTIC DEBATES:	Clinical Vs Phenomenological, Freudian Psychoanalysis, Analytical Psychoanalysis; Carl Jung Developments in Psychoanalysis: The shift towards social and cultural; Developments of Third Force: Humanistic and Existential	18	CO4
5	CONTEMPORARY DEVELOPMENTS:	Feminism and social constructionism.	18	CO5

Reference Books:

- 1 Frith, Hannah. (2001). Young Women, Feminism and the Future: Dialogues and Discoveries. Feminism and Psychology, Vol.11(2):147-151.
2. Gergen, K.J. (1985). The Social Constructionist Movement in Modern Psychology. American Psychologist, 40, 266- 275.
3. Kakar, Sudhir. (2006). Culture and Psychoanalysis: A Personal Journey. Social Analysis, Volume 50, Number 2, Summer 2006, pp.25-44.
4. King, D.B., Viney, W. & Woody, W.D. (2008). A history of psychology: Ideas and context. (4th Ed.). Pearson education. 14 Leahey.
5. T.H. (2005). A History of Psychology: Main currents in psychological thought (6th Ed.). Singapore: Pearson Education

e-Learning Source: Egvankosh, NCERT, ePathshala

PO- SO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	2	1	2	2	2	2	1	3	3	3	3
CO2	3	3	3	2	2	2	1	1	1	3	3	3	3
CO3	2	3	2	1	2	1	3	2	2	3	2	3	2
CO4	2	2	2	1	2	3	2	2	2	3	2	2	3
CO5	3	2	2	1	2	2	1	1	2	2	3	2	2

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

 Dr. Rubena Khatun Name & Sign of Program Coordinator	 Xeba Agil Sign & Seal of HoD
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Integral University, Lucknow

Effective from Session: 2019-20						
Course Code	HS202	Title of the Course	PSYCHOLOGICAL RESEARCH			
Year	II	Semester	III			
Pre-Requisite		Intermediate	None			
Course Objectives	To educate students with the process and the methods of quantitative and qualitative psychological research traditions.					
			L	T	P	C
			3	1	0	4

Course Outcomes

C01	Describe psychological research its goals, paradigms , principles of good research and can list required ethics in it.
C02	Explain quantitative and qualitative research, its steps and formulate research problem and hypothesis.
C03	Describe probability and non probability sampling methods.
C04	Explain case study, observation, focus group and interview method and secondary data collection method.
C05	Explain characteristics of test, reliability and validity, norms of standard test and identify application of test.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Basics of Research In Psychology	What is Psychological Research? The Goals of Psychological Research, Paradigms of Research, Principles of Good Research, Ethics in Psychological Research. Research Traditions : Quantitative & Qualitative orientations towards research & their steps, Comparing Qualitative& Quantitative Research Traditions	12 hrs.	CO1
2	Research Problem And Hypothesis	Formulating a problem & developing a testable research question / research hypothesis.	12 hrs.	CO2
3	Sampling	Probability & Non probability sampling methods	12 hrs.	CO3
4	Methods of Data Collection	Case study, Observation, Interview & Focus group discussion, Survey, Use of Secondary Data	12 hrs.	CO4
5	Psychological Testing	Characteristics of a test – standardization, reliability, validity, norms, applications & issues	12 hrs.	CO5

Reference Books:

1. N.K. (2009) Applied Psychometry. Sage Pub: New Delhi Dyer, C. (2001) Research in Psychology: A Practical Guide to Research Methodology and Statistics (2 nd Ed.) Oxford: Blackwell Publishers Gregory
 2. Kerlinger, F. N. (2000). Foundations of behavioral research. New York: Winston Inc. Surjeet Publications.
 3. F.N. & Lee, H.B.(1999). Foundations of Behavioural Research. Wadsworth 15 Murphy, K.R. & Davidshofer, C.O. (2004).
 4. Dennis, H. and Duvicun, C. (2005). Introduction to research methods in psychology. New Delhi: Pearson Education.
- e-Learning Source:**
1. Difference between Qualitative and Quantitative Research. <https://byjus.com/maths/difference-between-qualitative-and-quantitative-research/>
 2. Qualitative vs Quantitative Research & Data - Simply Psychology. <https://www.simplypsychology.org/qualitative-quantitative.html>
 3. Focus Group Discussion. <https://unacademy.com/content/upsc/study-material/psychology/focus-group-discussion/>
 4. Use of secondary data analyses in research: Pros and Cons. <https://www.peertechzpublications.com/articles/JAMTS-6-139.php>

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

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DR. RUBEENA KHATOON

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Integral University, Lucknow

Effective from Session: 2019						
Course Code	HS203	Title of the Course		Social Psychology		
Year	II	Semester	III	L	T	P
				5	1	0
Pre-Requisite	Intermediate (10+2)	Co-requisite	None			
Course Objectives	Develop an understanding of the individual in relation to the social world Introduce students to the realm of social influence, as to how individuals think, feel and behave in social situations.					

Course Outcomes	
CO1	Students will be able to define natural and scope of Social Psychology
CO2	Students will be able to know the relationship between psychology and sociology, and anthropology.
CO3	Students will be able to define Attitude
CO4	Students will be able to understand the different types of pro-social behavior
CO5	Students will be able to understand the Consequences of belonging.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Introduction	Introduction: Nature and scope of social psychology; Overview of the history of social psychology (including development in India);	18	CO1
2	Relationship with sociology and anthropology	Relationship with sociology and anthropology, Understanding and evaluating the social world: Social cognition, Social perception	18	CO2
3	Attitude	Attitudes, Attitude-behavior link; Strategies for attitude change, Social interaction and Influence: Interpersonal attraction	18	CO3
4	Pro-Social Behavior	Pro-Social Behavior, Aggression, Social Influence, Group Dynamics and Inter-group relations: Nature of groups	18	CO4
5	Consequences of belonging	Consequences of belonging (performance, decision making, cooperation and conflict), Nature of intergroup relations (prejudice, intergroup conflict, intervention techniques)	18	CO5

Reference Books:

1. Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). Social Psychology (12th Ed.). New Delhi: Pearson.
2. Baumeister, R.F. & Bushman, B.J. (2013). Social Psychology and Human Nature. Wadsworth. Franzoi, S.L. (2009). Social Psychology (5th Ed.). New York: McGraw-Hill.
3. Hogg, M. & Vaughan, G.M. (2008). Social Psychology. Prentice Hall. Kassir, S., Fein, S., & Markus, H.R. (2008). Social Psychology. New York: Houghton Mifflin
4. Misra, G. (2009). Psychology in India, Vol. 4: Theoretical and Methodological Developments (ICSSR Survey of Advances in Research). New Delhi: Pearson Taylor.

e-Learning Source: EGYAMKOSH and NCERT

PO-PSO		Course Articulation Matrix: (Mapping of COs with POs and PSOs)												
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PO6
CO1	CO	2	2	2	2	2	2	2	1	1	3	1	3	3
CO2		2	1	1	2	2	3	2	1	2	3	2	3	3
CO3		1	2	2	2	2	2	1	2	1	3	3	3	2
CO4		2	2	2	1	2	1	2	2	2	3	3	3	2
CO5		2	2	2	1	2	3	2	1	2	3	3	3	3

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

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Integral University, Lucknow

Effective from Session: 2019-20						
Course Code	HS204	Title of the Course		YOUTH, GENDER AND IDENTITY		
Year	II	Semester	III			
Pre-Requisite	Intermediate	Co-requisite	None			
Course Objectives	To educate students with the process and the methods of quantitative and qualitative psychological research traditions.					

Course Outcomes	
CO1	Students will know about the concepts of youth. They will understand about the transition of youth to adulthood.
CO2	Students will be able to understand different concepts related with gender.
CO3	Students will be identifying with the role of Family, Peer group, Workplace identity, and youth influence of globalization on youth identity and identity crises.
CO4	Students will be familiar with the Gender and Identity. They will understand different issues related with Sexuality, Gender Discrimination, Culture and Gender
CO5	They will know different issues related to youth, gender and Identity.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Introduction	Concepts of Youth: Transition to Adulthood, Extended Youth in the Indian context.	12 hrs.	CO1
2	Concepts of Gender	Sex, Gender Identity, Sexual Orientation, Gender Roles, Gender Role Attitudes, Gender Stereotypes. Concepts of Identity: Multiple identities	12 hrs.	CO2
3	Youth and Identity	a) Family: Parent-youth conflict, sibling relationships, intergenerational gap b) Peer group identity: Friendships and Romantic relationships c) Workplace identity and relationships d) Youth culture: Influence of globalization on Youth identity and Identity crisis	12 hrs.	CO3
4	Gender and Identity	a) Issues of Sexuality in Youth b) Gender discrimination c) Culture and Gender: Influence of globalization on Gender identity.	12 hrs.	CO4
5	Issues related to youth, Gender and Identity	a) Youth, Gender and violence b) Enhancing work-life balance c) Changing roles and women empowerment d) Encouraging non-gender stereotyped attitudes in youth	12 hrs.	CO5

Reference Books:

1. Berk, L.E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.
2. Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). Social Psychology (12th Ed). New Delhi: Pearson.
3. Santrock, J.W. (2012). Life Span Development (13 th ed.) New Delhi: McGraw Hill.
4. Saraswathi, T.S. (2003). Cross-cultural perspectives in Human Development: Theory, Research and Applications. New Delhi: Sage Publications.
e-Learning Source:
https://nios.ac.in/media/documents/srsec328newE/328EL12.pdf
https://www.verywellmind.com/what-is-sociocultural-theory-2795088
https://www.verywellfamily.com/definition-of-domain-3288323
https://www.verywellmind.com/kohlbergs-theory-of-moral-development-2795071

PO-PSO	Course Articulation Matrix: (Mapping of COs with POs and PSOs)										
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	3	3	3	1	2	2	3
CO2	3	3	3	3	3	3	3	1	2	2	3
CO3	3	3	3	3	3	3	3	1	2	2	3
CO4	3	3	3	3	3	3	3	1	2	2	3
CO5	3	3	3	3	3	3	3	1	2	2	3

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

 DR. RUBENA KHATOON (Name & Sign of Program Coordinator)	 Zeba Agni Head Humanities & Social Science Integral University, Lucknow (Sign & Seal of HoD)
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Integral University, Lucknow

Effective from Session: 2019-20

Course Code	HS205	Title of the Course	PSYCHOLOGY AT WORK	L	T	P	C
Year	II	Semester	III	5	1	0	6
Pre-Requisite	Intermediate (10+2)	Co-requisite	None				
Course Objectives	1. To understand the meaning and theoretical foundations of I/O Psychology. 2. To develop an understanding of how the various theories and methods of I/O Psychology apply to the real work settings.						

Course Outcomes

CO1	After going through this Unit students will be able to: 1. Define Industrial/Organizational Psychology, 2. Understand the Brief History of Industrial Psychology, 3. Understand the contemporary Trends and Challenges
CO2	To Understand different theories of work 1. To know about different theories of work motivation 2. Students will be able: 3. To apply different theories of work motivation in organizational psychology motivation
CO3	Students will be able: 1. To define communication, 2. To list the components to be used in the communication process. 3. To know about managing communication. 4. To know about the purpose of communication in organization
CO4	Students will be able: 1. To know about the trait approach of leadership, 2. To understand about behavioural approach to Leadership, 3. To know about Vroom's Decision Tree approach
CO5	Students will be able to know about Transformational and Transactional Leadership

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Introduction To Industrial/ Organizational Psychology	Definition, Brief History, Contemporary Trends and Challenges.	18 hrs	CO1
2	Work Motivation	Theories and applications: Maslow, Herzberg, Goal Setting, Expectancy, Equity.	18 hrs	CO2
3	Communication In Organizations	Communication process, purpose of communication in organizations, barriers to effective communication, managing communication.	18 hrs	CO3
4	Leadership	Early approaches to leadership, contemporary approaches to leadership.	18 hrs	CO4
5	Types of Leadership	Transformational & Transactional Leadership.	18 hrs	CO5

Reference Books:

1. Robbins, S. P. & Judge, T.A. (2008). Essentials of Organizational Behavior, 9th Edition. New Delhi: Prentice Hall of India
2. Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). India: Dorling Kindersley.
3. Robbins, S. P. & Judge, T.A. (2007). Organizational Behavior. 12th Edition. New Delhi: Prentice Hall of India.
4. Adler, N.J. (1997). Global leaders: Women of influence. In G. N. Powell (Ed.), Handbook of Gender and Work. (239-261). Thousand Oaks, CA, US: Sage Publications, Inc.

e-Learning Source:

1. <https://open.lib.umn.edu/organizationalbehavior/chapter/1-5-trends-and-changes/>
2. <https://www.vedantu.com/commerce/communication>
3. <https://granite.pressbooks.pub/organizationalcommunication/chapter/chapter-1/>
4. <https://open.lib.umn.edu/principlesmanagement/chapter/10-6-contemporary-approaches-to-leadership/#:~:text=Contemporary%20approaches%20to%20leadership%20include,servant%20leadership%2C%20and%20authentic%20leadership.>

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

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

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Integral University, Lucknow

Effective from Session: 2019-20

Course Code	HS206	Title of the Course	EMOTIONAL INTELLIGENCE	L	T	P	C
Year	II	Semester	III	1	1	0	2
Pre-Requisite	Intermediate (10+2)	Co-requisite	None				
Course Objectives	To understand the concept of emotional intelligence and learn ways of developing it.						

Course Outcomes

After the successful course completion, learners will develop following attributes:

CO1	To know the concept and characteristics of Emotional Intelligence.
CO2	To be acquainted with various levels of Emotional Intelligence.
CO3	To develop a sense among students regarding managing emotions.
CO4	To develop awareness regarding knowing one's and other's emotions.
CO5	To get deep understanding regarding various applications of emotional Intelligence.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Introduction	Emotional Intelligence; Models of Emotional Intelligence; EQ Competencies: Self Awareness, Self-Regulation, Motivation, Empathy and Interpersonal Skills.	6 hrs	CO1
2	Knowing One's and Other's Emotions	Importance of Emotional Intelligence, Levels of Emotional Awareness, Recognizing Emotions in Oneself.	6 hrs	CO2
3	Managing Emotions	The Universality of Emotional Expression, Perceiving Emotions Accurately in Others, The Relationship Between Emotions, Thought and Behavior.	6 hrs	CO3
4	Techniques In Emotional Intelligence	Techniques to Manage Emotions, Workplace, Relationships.	6 hrs	CO4
5	Applications	Conflict Management, Effective Leaderships.	6 hrs	CO5

Reference Books:

1. Bar-On, R., & Parker, J.D.A.(Eds.) (2000). The handbook of emotional intelligence. San Francisco, California: Jossey Bros.
2. Goleman, D. (1995). Emotional Intelligence. New York: Bantam Book.
3. Goleman, D. (1998). Working with Emotional Intelligence. New York: Bantam Books.
4. Singh, D. (2003). Emotional intelligence at work (2 nded.) New Delhi: Response Books.

e-Learning Source:

1. <https://onlinecourses.nptel.ac.in>
2. <https://swayam.gov.in/>

Course Articulation Matrix: (Mapping of COs with POs and PSOs)

PO- PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3	3	1	2	2	3	3	3
CO2	3	3	3	3	3	3	3	1	2	2	3	3	3
CO3	3	3	3	3	3	3	3	1	2	2	3	3	3
CO4	3	3	3	3	2	3	3	1	2	2	3	3	3
CO5	3	3	3	3	3	3	3	1	2	2	3	3	3

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

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Integral University, Lucknow

Effective from Session: 2019-2020

Course Code	HS207	Title of the Course	Psychological Skills In Organizations			
Year	II	Semester	III	L	T	P
Pre-Requisite	Intermediate (10+2)	Co-requisite	None	1	1	0
Course Objectives	To gain understanding of key human relations skills demanded at the workplace To develop self-understanding, strengthen interpersonal relationships, manage stress, effective communication skills and perform as a focused leader in today's tough business environment					

Course Outcomes

CO1	To understand self management and social awareness techniques
CO2	To know the concept and importance of inter-personal communication
CO3	To know the meaning and scope of effective communication
CO4	To develop major characteristics of leadership
CO5	To enhance the quality of team building and group decision making

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Self Management And Social Awareness	Understanding self-strengths and weaknesses, Johari Window, Emotional Intelligence, Stress and Coping, Time Management	6 hrs	CO1
2	Inter-Personal Communication	Verbal (Oral, writing) and Non-verbal Communication at Work	6 hrs	CO2
3	Effective Communication Meaning and scope	Overcoming barriers to effective communication, Active Listening, Giving and Receiving Feedback	6 hrs	CO3
4	Leadership Development	Characteristics of Leadership (developing confidence, assertiveness), Effective Delegation, Problem Solving, Conflict Resolution	6 hrs	CO4
5	Team Building	Characteristics of a team, Negotiation, Appreciation of Diversity, Group Decision Making	6 hrs	CO5

Reference Books:

Since the objective of the paper is to enhance core psychological skills required in performing effectively at the workplace, in the class on student presentations, students could be encouraged to take the following illustrative activities:

- De Bono six thinking
- Developing awareness and interpersonal relations understanding using Johari window
- Enhancing interpersonal awareness using psychological tests like Firo-B
- How to make effective presentation.

e-Learning Source:

- <https://onlinecourses.nptel.ac.in>
- <https://swam.gov.in/>

Course Articulation Matrix: (Mapping of COs with POs and PSOs)										
PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	2	1	2	1	1	1	1	4	2
CO2	3	3	1	1	2	1	1	2	2	3
CO3	3	3	1	2	1	2	1	5	2	2
CO4	2	2	3	3	1	1	1	4	1	1
CO5	3	2	2	2	2	1	1	2	1	2

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

DR. RUBEENA KHATUN
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Integral University, Lucknow

Effective from Session: 2019-20						
Course Code	HS298	Title of the Course	PSYCHOLOGICAL RESEARCH PRACTICAL			
Year	II	Semester	III	L	T	P
Pre-Requisite	Intermediate (10+2)	Co-requisite	None	0	0	4
Course Objectives	1. To educate students with the process and the methods of quantitative and qualitative psychological research traditions. 2. This course will develop the understanding of the standard steps for Empirical Report Writing and Interpretations of the Results. 3. This course will develop the scientific temperament in studying and understanding human behavior.					

Course Outcomes	
CO1	Describe psychological research its goals, paradigms, principles of good research and can list required ethics in it.
CO2	Explain quantitative and qualitative research, its steps and formulate research problem and hypothesis.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Case Study	Problem, Introduction, Method, Procedure of Data collection, Data analysis & discussion, and conclusion.	15 hrs.	CO1
2	Paired Associate Learning- Dr. D.S. Janbandhu	Problem, Introduction, Method, Procedure of Data collection, Data analysis & discussion, and conclusion.	15 hrs.	CO2,
Reference Books:				
1. Chadda N.K. (2009). Applied Psychometry. Sage Pub: New Delhi Dyer, C. (2001). Research in Psychology: A Practical Guide to Research Methodology and Statistics (2 nd Ed.) Oxford: Blackwell Publishers Gregory				
2. Kerlinger, F. N. (2000). Foundations of behavioral research. New York: Winston Inc. Surjeet Publications.				
3. Lee, H.B.(1999). Foundations of Behavioural Research. Wadsworth 15 Murphy, K.R. & Davidshofer, C.O. (2004).				
4. Dennis, H. and Duvicun, C. (2005). Introduction to research methods in psychology. New Delhi: Pearson Education.				
e-Learning Source:				
1. Difference between Qualitative and Quantitative Research. https://bvjus.com/maths/difference-between-qualitative-and-quantitative-research/				
2. Qualitative vs Quantitative Research & Data - Simply Psychology. https://www.simplypsychology.org/qualitative-quantitative.html				
3. Focus Group Discussion. https://unacademy.com/content/upsc/study-material/psychology/focus-group-discussion/				
4. Use of secondary data analyses in research: Pros and Cons. https://www.peertechzpublications.com/articles/JAMTS-6-139.php				

Course Articulation Matrix: (Mapping of COs with POs and PSOs)										
PO-PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	1	2	2
CO2	3	3	3	3	3	3	3	1	2	2

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

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