

**SACRED HEART COLLEGE (AUTONOMOUS), THEVARA  
KOCHI, KERALA, 682013**



## **Syllabus of Courses**

Under the discipline

# **Psychology**

(For Undergraduate(Honours)Degree Programmes)

**Introduced from 2024-25 admissions onwards**

**Prepared by**

**Board of Studies in Psychology**

**Sacred Heart College Thevara, Kochi.**

**BOARD OF STUDIES IN PSYCHOLOGY**  
**SACRED HEART COLLEGE (AUTONOMOUS), THEVARA, KOCHI,**  
**KERALA**

Sl. No.	Name & Designation	Institution
1	Ajisha Sara Mohan, HOD & Chairman of Board of studies	Department of Psychology, Sacred Heart College (Autonomous), Thevara
2	Dr. Tissy Mariam Thomas, University Nominee	Department of Psychology, University of Kerala, Senate House Campus, Palayam
3	Dr. Malini R, External Expert	Department of Psychology, UC college, Aluva.
4	Fr. Varghese Puducherry, Industrial Expert	Director, Santhwana Institute of Counselling and Psychotherapy, Ernakulam
5	Dr. Jose Mathews, Assistant Professor, Member	Department of Psychology, Sacred Heart College (Autonomous), Thevara
6	Ms. Anu Varghese, Assistant Professor, Member	Department of Psychology, Sacred Heart College (Autonomous), Thevara
7	Mr. M C Jose, Assistant Professor, Member	Department of Statistics, Sacred Heart College Autonomous, Thevara

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# 1. INTRODUCTION

The National Education Policy (NEP) 2020 envisages the revision of the ChoiceBased Credit System (CBCS) for instilling innovation and flexibility. It emphasizes on promoting interdisciplinary studies, introducing new subjects, and providing flexibility in courses and fresh opportunities for students. It also envisages setting up of facilitative norms for issues, such as credit transfer, equivalence etc., and a criterion-based grading system that assesses student achievement based on the learning goals for each programme.

The NEP document suggests several transformative initiatives in higher education. These include:

- Introduction of holistic and multidisciplinary undergraduate education that would help develop all capacities of human beings - intellectual, aesthetic, social, physical, emotional, ethical and moral - in an integrated manner; soft skills, such as complex problem solving, critical thinking, creative thinking, communication skills; and rigorous specialization in a chosen field (s) of learning.
- Adoption of flexible curricular structures in order to enable creative combinations of disciplinary areas for study in multidisciplinary contexts in addition to rigorous specialization in a subject
- Undergraduate degree programmes of either 3 or 4-year duration.
- The students are getting a chance to determine his/her own semester-wise academic load and will be allowed to learn at his/her pace, to the extent possible.
- Increase in the number of choices of courses available to students and the students are getting an opportunity to choose the courses of their interest from all disciplines.
- Multidisciplinary and holistic education with emphasizes on research, skill development and higher order thinking,
- Promotion of innovation and employability of the student.
- Flexibility for the students to move from one institution to another as per their choice.
- Flexibility to switch to alternative modes of learning (offline, ODL, and online learning, and hybrid modes of learning).

## **Outcome Based Education (OBE)**

Undergraduate courses in Psychology follow the Outcome-based Education (OBE) framework. OBE is a system where all the parts and aspects of education are focused on the outcomes of the course. The students take up courses with a certain goal of developing skills or gaining knowledge and they have to complete the goal by the end of the course. Outcome-based education affirms teachers as facilitators, rather than lecturers. In this model, teachers guide the students and encourage them to develop their knowledge and skills. The undergraduate courses at the Department of Psychology, Sacred Heart College (Autonomous), Thevara provides a learning approach in which students develop analytical ability and critical thinking and research acumen over different situations.

## **Programme Outcomes:**

The Undergraduate Programme Outcomes(POs) are as follows:

**PO 1: Critical thinking and Analytical reasoning**

- Critical thinking guides the assessment and judgment of information, while analytical reasoning involves specific methods for analysis and conclusion drawing. It includes the ability to assess evidence, identify assumptions, formulate coherent arguments, understand complex relationships, and evaluate practices and theories critically. Additionally, critical sensibility involves self-awareness and reflection on personal and societal experiences.

**PO 2: Scientific reasoning and Problem solving**

- Capacity to interpret and draw conclusions from data, critically evaluate ideas and evidence with an open-minded perspective; ability to apply learned competencies to solve unfamiliar problems and apply knowledge to real-life situations, avoiding mere replication of curriculum content.

**PO 3: Effective communication and leadership skill**

- Proficiency in expressing thoughts verbally and non-verbally, utilizing appropriate communication media. Confidently sharing ideas, active listening, analytical reading and writing and presenting complex information clearly to diverse groups. Effective teamwork and leadership skills, including setting direction, inspiring vision, building and motivating teams, and guiding them efficiently towards common goals.

**PO 4: Social consciousness and responsible citizenship**

- Social consciousness involves an empathetic and informed perspective, extending beyond personal concerns to embrace a responsibility for the collective good in nation-building. It includes reflecting on the impact of research on conventional practices and a clear understanding of societal needs for inclusive and sustainable development. Responsible citizens contribute positively through civic engagement, environmental stewardship, and a commitment to social justice, abiding by laws and working for the advancement of society.

**PO 5: Equity, Inclusiveness and Sustainability**

- Promoting equity, inclusiveness, sustainability, and diversity appreciation. Developing ethical and moral reasoning with values of unity, secularism, and national integration for dignified citizenship. Understanding and appreciating diversity, managing differences, and using an inclusive approach. Emphasizing creating environments where diverse individuals feel valued, addressing present needs without compromising future generations' ability to meet their own needs, considering environmental, economic, and social factors.

**PO 6: Moral and Ethical Reasoning**

- Possessing the capacity to embody moral and ethical values in personal conduct, articulating positions and arguments on ethical matters from diverse perspectives, and consistently applying ethical practices in all endeavours. Proficient in recognizing and addressing ethical issues pertinent to one's work, steadfastly steering clear of any unethical behaviour.

**PO 7: Networking and Collaboration**

- Cultivating networking skills in education entails establishing meaningful professional connections and relationships among educators, administrators, and stakeholders. It also involves fostering cooperative efforts among individuals, institutions, and research organizations within the educational realm. These practices are indispensable for nurturing a supportive, innovative, and dynamic learning environment.

**PO 8: Lifelong Learning**

- Cultivating the ability to continually acquire knowledge and skills, including the art of "learning how to learn," becomes paramount for lifelong learning. This self-paced and self-directed approach serves personal development, aligns with economic, social, and cultural objectives, and facilitates adaptation to evolving workplace demands through skill development and reskilling. It equips individuals with competencies and insights, allowing them to adeptly respond to society's changing landscape and enhance their overall quality of life. Lifelong learning extends beyond formal education, embracing diverse informal and non-traditional learning experiences.

**About the Programme**

The programme offered by the Department of Psychology is Undergraduate (Honors) Programme in Psychology. A student admitted to this Programme will be awarded a degree as per the regulations given in Chapter 2 of this document. For successful award of a UG (Honors) Degree in Psychology, the student should have earned a minimum of 177 credits in total, out of which a minimum of 88 credits should be earned through courses in the Psychology discipline. For a successful award of a UG Degree in Psychology, the student should have earned a minimum of 133 credits in total, out of which a minimum of 68 credits should be earned through courses in the Psychology discipline. The credits should be earned through courses as specified in the regulations in Chapter 2. The credits earned and courses

completed should be in accordance with minimum credit and course requirements for award of a degree as mentioned in the regulations.

For the award of a single minor in Psychology, the student should have earned a minimum of 36 credits from courses in Psychology according to the specifications in the regulations. For the award of a double minor in Psychology and another discipline, the students should have earned a minimum of 24 credits in total through courses in both disciplines, of which a minimum of 12 credits each must be earned from courses of each discipline as per specifications in the regulations.

## **2. REGULATIONS FOR UNDERGRADUATE(HONOURS) DEGREE PROGRAMMES**

### **PREAMBLE**

Sacred Heart College (Autonomous), Thevara, Kochi is a grant-in-aid private college affiliated to Mahatma Gandhi University, Kottayam, Kerala. The College was established in 1944 as a higher educational institute for men on the basis of the minority rights. It started admitting girls in 1975 and currently serves all sections of the society without any discrimination of caste or creed.

The College was granted Autonomous Status by the University Grants Commission (UGC) in 2014.

### **Vision and Mission of the Institution**

The vision of the College aims at the formation of holistic individuals who would champion the cause of justice, love, truth and peace. To this effect, Sacred Heart College envisions the **“Fashioning of an enlightened society founded on a relentless pursuit of excellence, a secular outlook on life, a thirst for moral values as well as an unflinching faith in God.”** It seeks the creation of a world, guided by divine wisdom, governed by moral principles, inclusive by secular outlook and united by the principle of equity.

The Mission of the Institution is to provide an environment that

- **facilitates the holistic development of the individual**
- **enables the students to play a vital role in the nation-building process and contribute to the progress of humanity**
- **disseminates knowledge even beyond the academia**
- **instils in the students a feel for the frontier disciplines, and**
- **cultivates a concern for the environment**

by setting lofty standards in the ever-evolving teacher-learner interface.

### **Framing of the Regulations**

As part of the implementation of the National Education Policy 2020 (NEP 2020), the University Grants Commission (UGC) has issued the Curriculum and Credit Framework for Undergraduate Programmes 2023 (CCFUP) which would provide a flexible choice-based credit system, multidisciplinary approach, multiple entry and exit options, and establish three Broad Pathways, (a) 3-year UG Degree, (b) 4-year UG Degree (Honours), and (c) 4-year UG Degree (Honours with Research).

The Kerala Higher Education Reforms Commission has recommended a comprehensive reform in the undergraduate curriculum for the 2023-24 academic year, adopting 4-year undergraduate programs to bring Kerala's undergraduate education at par with well acclaimed universities across the globe.



The Kerala State Curriculum Committee for Higher Education has been constituted, and have proposed a model Kerala State Higher Education Curriculum Framework (KSHECF) for Undergraduate Education.

Further, an Academic Committee and various sub committees were constituted for the implementation of the Regulations. The Academic Committee submitted the draft regulations on 15-03-2024, namely: **THE SACRED HEART COLLEGE (AUTONOMOUS) UNDERGRADUATE PROGRAMMES (HONOURS) REGULATIONS, 2024 {SHC-UGP (Honours)}** under the New Curriculum and Credit Framework, 2024.

## **REGULATIONS**

### **Short Title and Commencement**

- i. These Regulations may be called THE SACRED HEART COLLEGE (AUTONOMOUS) UNDERGRADUATE PROGRAMMES (HONOURS) REGULATIONS, 2024 {SHC-UGP (Honours)} under the New Curriculum and Credit Framework 2024.
- ii. These Regulations will come into effect from the academic year 2024-2025 and will have prospective effect.

### **Scope and Application**

- iii. These Regulations shall apply to all Undergraduate programmes under various Faculties conducted by THE SACRED HEART COLLEGE (AUTONOMOUS) for the admissions commencing in the academic year 2024-2025.
- iv. Every programme conducted under the SHC-UGP shall be monitored by an SHC-UGP Academic Committee comprising members nominated by the Principal.

### **Definitions**

Unless used in a context otherwise specified,

- i. College means THE SACRED HEART COLLEGE (Autonomous), a grant-in-aid private college affiliated to Mahatma Gandhi University, Kottayam, Kerala.
- ii. 'University' means the MAHATMA GANDHI University which is the affiliating University of Sacred Heart College (Autonomous).
- iii. FYUGP means Four Year Undergraduate Programme.
- iv. Academic Year: Two consecutive (one odd and one even) semesters followed by a vacation in one academic year.
- v. Academic Coordinator/Nodal Officer: Academic Coordinator/Nodal Officer is a faculty nominated by the college council to coordinate the effective conduct of the FYUGP including Continuous Comprehensive Assessment (CCA) undertaken by various departments within the college. She/ he/ they shall be the convenor for the College level Academic Committee.
- vi. Academic Week: A unit of five working days in which the distribution of work is organized, with at least five contact hours of one-hour duration on each day.
- vii. Academic Credit: A unit by which the course work is measured. It determines the number of hours of instructions required per week in a semester. It is

defined both in terms of student efforts and teacher's efforts. A course which includes one hour of lecture or tutorial or minimum 2 hours of lab work/ practical work/ field work per week is given one credit hour. Accordingly, one credit is equivalent to one hour of lecture or tutorial or two hours of lab work/ practical work/ field work/ practicum and learner engagement in terms of course related activities (such as seminars preparation, submitting assignments, group discussion, recognized club-related activities etc.) per week. Generally, a one credit course in a semester should be designed for 15 hours Lecture/ tutorials or 30 hours of practical/ field work/ practicum and 30 hours learner engagement.

- viii. Academic Bank of Credits (ABC): An academic service mechanism as a digital/ virtual entity established and managed by Government of India to facilitate the learner to become its academic account holder and facilitating seamless learner mobility, between or within degree-granting Higher Education Institutions (HEIs) through a formal system of credit recognition, credit accumulation, credit transfers and credit redemption to promote distributed and flexible process of teaching and learning. This will facilitate the learner to choose their own learning path to attain a Degree/ Diploma/ Certificate, working on the principle of multiple entry and exit, keeping to the doctrine of anytime, anywhere, and any level of learning.
- ix. Credit Accumulation: The facility created by ABC in the Academic Credit Bank Account (ABA) opened by learners across the country in order to transfer and consolidate the credits earned by them by undergoing courses in any of the eligible HEIs.
- x. Credit Recognition: The credits earned through eligible/ partnering HEIs and transferred directly to the ABC by the HEIs concerned.
- xi. Credit Redemption: The process of commuting the accrued credits in the ABC of the learner for the purpose of fulfilling the credits requirements for the award of various degrees. Total credits necessary to fulfil the criteria to get a degree shall be debited and deleted from the account concerned upon collecting a degree by the learner.
- xii. Credit Transfer: The mechanism by which the eligible HEIs registered with ABC are able to receive or provide prescribed credits to individual's registered with ABA in adherence to the UGC credit norms for the course(s) registered by the learner in any HEIs within India.
- xiii. Credit Cap: Maximum number of credits that a student can take per semester, which is restricted to 30.
- xiv. Continuous Comprehensive Assessment (CCA): The mechanism of evaluating the learner by the course faculty at the institutional level.
- xv. End Semester Evaluation (ESE): The mechanism of evaluating the learner at the end of each semester.
- xvi. Audit Course: a course that the learner can register without earning credits, and is not mandatory for completing the SHC-UGP. The student has the option not to take part in the CCA and ESE of the Audit Course. If the student has 75% attendance in an Audit Course, he/she/they is eligible for a pass in that course, without any credit (zero-credit).
- xvii. Courses: refer to the papers which are taught and evaluated within a programme, which include lectures, tutorials, laboratory work, studio activity, field work, project work, vocational training, viva, seminars, term papers,

- presentations, assignments, self-study, group discussion, internship, etc., or a combination of some of these elements.
- xviii. Choice Based Credit System (CBCS) means the system wherein students have the option to select courses from the prescribed list of courses.
- xix. College-level Academic Committee: Is a committee constituted for the FYUGP at the college level comprising the Principal as the Chairperson, the Academic Coordinator/ Nodal Officer as its convenor.
- xx. Academic Coordinator/ Nodal Officer: A senior faculty member nominated by the college council.
- xxi. Course Faculty: A faculty member nominated by the Head of the Department shall be in charge of offering a particular course in a particular semester of FYUGP.
- xxii. Department means any teaching department in a college offering a course of study approved by the College as per the regulations of the college and it includes a Department, Centre, or School of Teaching and Research conducted directly by the College.
- xxiii. Board of Studies (BoS) means the academic body duly constituted to frame the syllabus of each department.
- xxiv. Senior Faculty Advisor (SFA) is a faculty nominated by a Department Council to coordinate all the necessary work related to FYUGP undertaken in that department, including the continuous comprehensive assessment.
- xxv. Department Council means the body of all teachers of a department in a college.
- xxvi. Faculty Adviser (FA) means a teacher from the parent department nominated by the Department Council to advise students in academic matters.
- xxvii. Graduate Attributes means the qualities and characteristics to be obtained by the graduates of a programme of study at the College, which include the learning outcomes related to the disciplinary areas in the chosen field of learning and generic learning outcomes. The College will specify graduate attributes for its programmes.
- xxviii. Programme means the entire duration of the educational process including the evaluation leading to the award of a degree.
- xxix. Programme Pathway: Combination of courses that can be chosen by a student that give options to pursue interesting and unconventional combinations of courses drawn from different disciplinary areas, like the sciences and the social sciences/ humanities. The pathways could be in terms of major- minor options with different complementary/ allied disciplines.
- xxx. Regulatory Body means University Grants Commission (UGC), All India Council for Technical Education (AICTE), National Assessment and Accreditation Council (NAAC) and National Board of Accreditation (NBA) etc.
- xxxi. Signature Courses: Signature courses are the specialized Discipline Specific Elective courses or skill-based courses designed and offered by the regular/ ad hoc/ visiting/ emeritus/ adjunct faculty member of a particular college with the prior recommendation of the BoS and the approval of the Academic Council of the College.
- xxxii. Letter Grade or simply 'Grade' in a course is a letter symbol (O, A+, A, B+, B, C, P, F, and Ab). Grade shall mean the prescribed alphabetical grade awarded to a student based on their performance in various examinations. The Letter grade that corresponds to a range of CGPA.

- xxxiii. Grade Point: Each letter grade is assigned a 'Grade point' (G) which is an integer indicating the numerical equivalent of the broad level of performance of a student in each course. Grade Point means point given to a letter grade on a 10-point scale.
- xxxiv. Semester Grade Point Average (SGPA) is the value obtained by dividing the sum of credit points obtained by a student in the various courses taken in a semester by the total number of credits in that semester. SGPA shall be rounded off to two decimal places. SGPA determines the overall performance of a student at the end of a semester.
- xxxv. Credit Point (P) of a course is the value obtained by multiplying the grade point (G) by the credit (C) of the course:  $P = G \times C$
- xxxvi. Cumulative Grade Point Average (CGPA) is the value obtained by dividing the sum of credit points in all the semesters earned by the student for the entire programme by the total number of credits in the entire programme and shall be rounded off to two decimal places.
- xxxvii. Grade Card means the printed record of students' performance, awarded to them.
- xxxviii. Words and expressions used and not defined in this regulation, but defined in the Mahatma Gandhi University Act and Statutes, being the Act and Statutes of Sacred Heart College (Autonomous)'s affiliating University shall have the meaning assigned to them in the Act and Statutes.

### **Features and Objectives of SHC-UGP**

The features and objectives of the SHC-UGP shall be:

- v. The features, meaning, and purpose of FYUGP shall be as stipulated by the UGC and as adapted by the Kerala State Higher Education Curriculum Framework (KSHECF) for undergraduate education.
- vi. The practice of lateral entry of students to various semesters exists, but an exit with a Degree shall be awarded only upon successful completion of 133 credits as per the conditions stipulated in this regulation.
- vii. FYUGP shall have three Broad Pathways, (a) 3-year UG Degree, (b) 4-year UG Degree (Honours), and (c) 4-year UG Degree (Honours with Research).
- viii. Students who choose to exit after 3 years shall be awarded UG Degree in their respective Discipline/ Disciplines after the successful completion of the required minimum Courses with 133 credits.
- ix. A 4-year UG Degree (Honours) in the Discipline/ Disciplines shall be awarded to those who complete the FYUGP with a specific number of Courses with 177 credits including 8 credits from a graduate project/ dissertation in their major discipline.
- x. Students who acquire a minimum 75% in their graduation (upto 6th semester) are eligible for Honours with Research Programme. However if necessary, College may conduct screening test for the honours with research programme in accordance with College Regulations from time to time.
- xi. 4-year UG Degree (Honours with Research): Students who aspire to pursue research as a career may opt for 4-year UG Degree Honours with Research stream under FYUGP with a specific number of Courses with 177 credits including 12 credits from a research project in their major discipline.
- xii. The recognized research departments or departments with at least two faculty members having PhD shall offer the Honours with Research programme.

- Minimum 2 students (mentees) should be allotted to a faculty member (Mentor).
- xiii. Students who have chosen the honours with research stream shall do their entire fourth year under the mentorship of a mentor.
  - xiv. The mentor shall prescribe suitable advanced level/capstone level courses for a minimum of 20 credits to be taken within the institutions along with the courses on research methodology, research ethics, and research topic-specific courses for a minimum of 12 credits which may be obtained either within the institution or from other recognized institutions, including online and blended modes.
  - xv. Students who have opted for the honours with research should successfully complete a research project under the guidance of the mentor and should submit a research report for evaluation. They need to defend successfully the research project to obtain 12 credits under a faculty member of the College. The research shall be in the Major/ allied discipline.
  - xvi. The research outcomes of their project work may be published in peer-reviewed journals or presented at conferences or seminars or patented.
  - xvii. The proposed FYUGP curriculum comprises Three Broad Parts: a) Foundation Components, b) Discipline Specific Pathway components (Major/ Minor), and c) Discipline Specific Capstone Components.
  - xviii. The Foundation component of the FYUGP shall consist of a Set of General Foundation Courses and a Set of Discipline Specific Foundation Courses.
  - xix. General Foundation Courses shall be grouped into 4 major baskets as Ability Enhancement Courses (AEC), Skill Enhancement Courses (SEC), Value Addition Courses (VAC), and Multi-Disciplinary Courses (MDC).
  - xx. Ability Enhancement Courses shall be designed specifically to achieve competency in English, other languages as per the student's choice with special emphasis on language and communication skills.
  - xxi. English or other language courses shall be designed to enable the students to acquire and demonstrate the core linguistic skills, including critical reading, academic and expository writing skills as well as the cultural and intellectual heritage of the language chosen. Separate courses will be designed for Science, Humanities and Commerce streams.
  - xxii. Multi-Disciplinary Courses (MDC) shall be so designed as to enable the students to broaden their intellectual experience by understanding the conceptual foundations of Science, Social Sciences, Humanities, and Liberal Arts. Students shall not be eligible to take the MDC in the same discipline that they have studied during their +2. Third semester MDC can be Kerala specific content.
  - xxiii. Skill Enhancement Courses (SEC) shall be designed to enhance 21st century workplace skills such as creativity, critical thinking, communication, and collaboration.
  - xxiv. Discipline Specific Courses shall include Discipline Specific Pathway Courses, both Major and Minor streams, enabling students to gain basic knowledge in the chosen discipline.
  - xxv. Discipline Specific Foundation Courses shall focus on foundational theories, concepts, perspectives, principles, methods, and critical thinking essential for taking up advanced/ Capstone Courses. Practical courses shall be included in discipline specific foundation courses.

- xxvi. The curriculum of the SEC should be designed in a manner that at the end of year- 1, year-2, year-3, and year-4 students are able to meet the level descriptors for levels 5, 6, 7, and 8 of the UGC Guidelines on National Skills Qualifications Framework (NSQF). The detailed descriptors of the NSQF levels are provided as **Appendix I** below.
- xxvii. Value Addition Courses (VAC) shall be so designed as to empower the students with personality development, perspective building, and self-awareness.
- xxviii. Discipline Specific Pathway Components (Major/ Minor) shall provide the students with an opportunity to pursue in-depth study of a particular subject or discipline and develop competency in that chosen area, which includes Discipline Specific Core (DSC) courses and Discipline Specific Elective (DSE) courses as Major and Minor courses.
- xxix. Major components consist of three types: Discipline Specific Core or the Discipline Specific Elective Courses, and the research /laboratory/ fieldwork.
- xxx. Minor Courses can be selected from any discipline that may supplement or complement the Major Courses.
- xxxi. Students who complete a sufficient number of Courses in a discipline or an interdisciplinary area of study other than their chosen Major shall qualify for a Minor in that discipline or in a chosen interdisciplinary area of study.
- xxxii. Major Components shall be the main focus of study. By selecting a Major, the student shall be provided with an opportunity to pursue an in-depth study of a particular discipline.
- xxxiii. Each Board of Studies (BoS) shall identify specific Courses or baskets of Courses towards Minor Course credits. Students shall have the option to choose Courses from disciplinary/ interdisciplinary minors and skill-based courses related to a chosen programme.
- xxxiv. Students can opt for a change of Major at the end of the second semester to any Minor discipline studied among the foundation level courses. Students also can opt for a change of Major at the end of the second semester to any MDC.
- xxxv. Students should opt their 5th and 6th semester VAC and SEC from their Major disciplines only.
- xxxvi. Course cum Credits Certificate: After the successful completion of a semester as proof for re-entry to another institution this certificate is essential. This will help the learner to preserve the credits in the Academic Bank of Credits.
- xxxvii. The Advanced Level/ Capstone Level Courses shall be designed in such a manner as to enable students to demonstrate their cumulative knowledge in their main field of study, which shall include advanced thematic specialization or internships or community engagement or services, vocational or professional training, or other kinds of work experience.
- xxxviii. Advanced/ Capstone level Major Specialization shall include Courses focused on a specific area of study attached to a specific Major, which could be an Elective Course. They shall include research methodology as well.
- xxxix. The student has the option to register for and attend a course without taking part in the CCA and ESE of that course. Such a course is called the Audit Course. If the student has 75% attendance in an Audit Course, he/she/they is/are eligible for a pass in that course, without any credit (zero-credit). The Audit Course will be recorded in the final grade card of the student.

- xl. All students shall undergo Summer Internship or Apprenticeship in a Firm, Industry or Organization; or Training in labs with faculty and researchers or other Higher Education Institutions (HEIs) or Research Institutions. The College will adhere to the guidelines on internship published by the University.
- xli. Students will be provided the opportunities for internships with local industries, business organizations, agriculture, health and allied sectors, Local Government institutions (such as panchayats, municipalities), State Planning Board, State Councils/ Boards, Research Institutions, Research Labs, Library, elected representatives to the parliament/ state assembly/ panchayat, media organizations, artists, crafts persons etc. These opportunities will enable the students to actively engage with the practical aspects of their learning and to improve their employability.
- xlii. The College will provide opportunities for field-based learning/minor projects enabling them to understand the different socio-economic and development-related issues in rural and urban settings. The College will provide the students with opportunities for Community engagement and services, exposing them to socio-economic issues to facilitate theoretical learning in real-life contexts.
- xliii. Additional Credits will be awarded for those who actively participating in Social Activities, which may include participation in National Service Scheme (NSS), Sports and Games, Arts, participation in College union related activities (for respective elected/ nominated members), National Cadet Corps (NCC), adult education/ literacy initiatives, mentoring school students, and engaging in similar social service organizations that deemed appropriate to the College.
- xliv. Grace marks shall be awarded to a student for meritorious achievements in co-curricular activities (in Sports/ Arts/ NSS/ NCC etc.). Such a benefit is applicable in the same academic year spreading over two semesters, in which the said meritorious achievements are earned. The Academic Council will decide from time to time the eligibility and other rules of awarding the grace marks.
- xlv. Options will be made available for students to earn credit by completing quality- assured remote learning modes, including Online programmes offered on the Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM) or other Online Educational Platforms approved by the competent body/university from time to time.
- xlvi. Students shall be entitled to gain credits from courses offered by other recognized institutions directly as well as through distance learning.
- xlvii. For the effective operation of the FYUGP, a system of flexible academic transaction timings shall be implemented for the students and teachers.

### **Eligibility for Admission and Reservation of Seats**

- i. The eligibility for admissions and reservation of seats for various FYUG Degree Programmes shall be in accordance with the norms/ rules made by the Government/ University from time to time.
- ii. No student shall be eligible for admission to FYUG Degree Programmes in any of the disciplines unless he/she/they has successfully completed the examination conducted by a Board/University at the +2 level of schooling or its equivalent.

- iii. Students shall be admitted and enrolled in the respective programmes solely based on the availability of the academic and physical facilities within the institution. The College shall provide all students with a brochure detailing the Courses offered by the various departments under the various Programmes and the number of seats sanctioned by the University for each Programme.
- iv. During the time of admission each student may be provided with a unique higher education student ID which may be linked with the Aadhar number of the student so that this ID can be transferred if required to other higher education institutions as well.
- v. The students at the end of second semester may be permitted to change their major programme of study to any course/ institution/ university across the state. Based on the availability of seats and other facilities, the students may be permitted to opt any discipline which he/she/they had studied during the first two semesters as Discipline Specific Foundation courses/ Multidisciplinary Foundation courses. If ranking is required it will be in the order of the highest-grade points secured in the discipline to which the switching of Major is sought.
- vi. Students shall be allowed to change their major programmes, if required, to a maximum of 10% of the sanctioned strength of that particular programme depending upon the academic and infrastructural facilities available in the Institution.
- vii. Depending upon the availability of academic and infrastructural facilities, the College may also admit a certain number of students who are registered for particular programmes in each semester by transfer method, if required, from other Institutions subject to conditions as may be issued by the University.
- viii. A student who has already successfully completed a First-Degree Programme and is desirous of and academically capable of pursuing another First-Degree Programme may also be admitted with the prior approval of the University as per the conditions regarding programme requirements specified by the University.
- ix. A Student can also be admitted for an additional major/ second major/ additional minor and on completion of the required credits he/she/they can be awarded a second major/ additional major/ minor. He/she/they may be exempted from minor pathway and general foundation course requirement.
- x. The College can also enroll students in certain courses as per their choice depending upon the availability of infrastructure and other academic facilities from other recognized HEIs who are already registered for a particular programme there either through regular/ online/ distance mode irrespective of the nature of programme (Govt./ Aided/ Self- finance/ Autonomous). On successful completion of the course the credits may be transferred through the Academic Bank of Credit.

### **Academic Monitoring and Student Support**

The academic monitoring and student support shall be in the following manner, namely

- i. The College shall appoint a Senior Faculty member as Academic Coordinator/ Nodal officer for the smooth conduct of FYUGP.
- ii. Advisory System: There shall be one Senior Faculty Advisor (SFA) for each department and one Faculty Advisor (FA) for 20 to 30 students of the class to



provide advice in all relevant matters. The Head of the Department, in consultation with the SFA, shall assign FA for each student.

- iii. The documents regarding all academic activities of students in a class shall be kept under the custody of the FA/ SFA.
- iv. All requests/ applications from a student or parent to higher offices are to be forwarded/ recommended by FA/ SFA.
- v. Students shall first approach their FA/ SFA for all kinds of advice, clarifications, and permissions on academic matters.
- vi. It is the official responsibility of the institution to provide the required guidance, clarifications, and advice to the students and parents strictly based on the prevailing academic regulations.
- vii. The SFA shall arrange separate or combined meetings with FA, faculty members, parents, and students as and when required and discuss the academic progress of students.
- viii. The FA/ SFA shall also offer guidance and help to solve the issues on academic and non-academic matters, including personal issues of the students.
- ix. Regular advisory meetings shall be convened immediately after the commencement of the semester and immediately after announcing the marks of the Continuous Comprehensive Assessment (CCA).
- x. The CCA related results shall be displayed on the department notice board/ other official digital platforms of the college at least for two working days.
  - a. Any concern raised by the students regarding CCA shall be looked into in the combined meetings of advisors, HOD, course faculty, and the students concerned.
  - b. If the concerns are not resolved at the advisor's level, the same can be referred to the properly constituted college-level grievance redressal committees as per the existing UGC/ University/ Government norms.
  - c. The Principal/ HOD shall ensure the proper redressal of the concerns raised by the students regarding CCA.
  - d. If the students raise further concerns about the issue, the principal shall refer the issue to the appropriate authorities with proper documents and minutes of all the committees.
- xi. The FA/ SFA shall be the custodian of the minutes and action taken reports of the advisory meetings. The SFA shall get the minutes and action taken reports of advisory meetings approved by the Head of Department and the Principal.
- xii. The Principal shall inform/forward all regulations, guidelines, communications, announcements, etc. regarding student academic and other matters to the HODs/ SFA for information and timely action.
- xiii. It shall be the official responsibility of the Principal to extend the required administrative and financial support to the HODs, SFAs and FAs to arrange necessary orientation programmes for students regarding student counselling, the prevailing norms, regulations, guidelines and procedures on all academic and other related matters.
- xiv. An integrated educational planning and administration software will be made available by the College to manage the academic information of all students including student admissions and registration, managing students' personal and academic information, course registrations, attendance management, all process related to assessments including regular & online examinations, grading, publishing of results, supplementary examinations, LMS, stakeholders' feedback, etc.

- xv. Faculty, staff, students, and parents shall be allowed to access this software system over a highly secure authenticated mechanism from within the campus.

### **Course Registration**

- i. Each department shall publish well in advance the relevant details of courses offered, such as the name, academic level, expected outcomes, time slot, and course faculty members.
- ii. Students shall be allowed to visit and interact with respective faculty members during the first week of each semester, to gather more information about the courses and the availability of seats.
- iii. Based on consultations and advice from the faculty adviser, each student shall complete course registration within one week from the commencement of each semester.
- iv. The number of credits that a student can take in a semester is governed by the provisions in these Regulations, subject to a minimum of 16 and a maximum of 30 Credits.
- v. A student can opt out of a Course or Courses registered, subject to the minimum Credit/ Course requirement, if he/she/they feels that he/she/they has registered for more Courses than he/she/they can handle, within 30 days from the commencement of the semester.
- vi. The college shall publish a list of the students registered for each course including audit course, if any, along with the chosen Programmes, repeat/ reappearance courses, if any.
- vii. The higher education institutions shall admit candidates not only for programmes, but also for courses.

### **Re-admission and Scheme Migration**

- i. Students who opt out before the completion of the third year shall be provided with a 'Course cum Credits Certificate' after the successful completion of a semester as proof for re-entry to another institution.
- ii. Students who have successfully completed a particular programme pathway may be permitted to take an additional minor or second major.
- iii. Those students who are opting for a second major are eligible for getting certain credit transfer/ credit exemption from their previous minor programs of study, subject to the prior recommendation of the BoS that those credits are relevant for the present major programme of study.

### **Duration of Programme, Credits, Requirements and Options**

- i. Students will be offered the opportunity to take breaks during the programme and resume after the break, but the total duration for completing the FYUG programme shall not exceed 7 years.
- ii. Students who wish to complete the undergraduate programmes faster may do so by completing different courses equivalent to the required number of credits and fulfilling all other requirements in N-1 semesters, where N is the number of semesters in the FYUGP.
- iii. Provided further that the students may complete the undergraduate programme at a slower pace, they may pursue the three years or six semester programme in 4 to 5 years (8 to 10 semesters), and four years, or eight semester programme in 5 to 6 years (10 to 12 semesters) without obtaining readmission.
- iv. For students who crossed 6 semesters at a slower pace, the requirement of 16 credits per semester from the institutions where they enrolled may be relaxed.

## **Credit Structure**

The proposed number of credits per course and the credit distribution of them for the FYUG Programmes are given below:

- i. An academic year shall consist of 200 working days; one semester consists of 90 working days; and an academic year consists of two semesters.
- ii. Ten working days in a semester shall be used for extracurricular activities. One semester consists of 18 weeks with 5 working days per week. In each semester, 15 days (3 weeks) should be kept aside for End Semester Evaluation (ESE) and CCA.
- iii. The maximum number of available weeks for curriculum transactions should be fixed at 15 in each semester. A minimum of 5 teaching or tutorial hours could be made available for a day in a 5-day week.
- iv. A course that includes one hour of lecture/ tutorial or two hours of lab work/ practical work/ field work/ practicum per week is given one credit hour.
- v. One credit in a semester should be designed for 15 hours of lectures/ tutorials or 30 hours of lab work/ practical work/ field work/ practicum and 30 hours of learner engagement in terms of course-related activities such as seminar preparation, submitting assignments, etc.
- vi. A one-credit seminar or internship or studio activities or field work/ projects or community engagement and service will have two-hour engagements per week (30 hours of engagement per semester).
- vii. A course can have a combination of lecture credits, tutorial credits, and practicum credits.
- viii. Minimum credit for one Course should be 2 (Two), and the maximum credit should be 4 (Four).
- ix. All Discipline Specific Major/ Minor Courses shall be of 4 (Four) credits.
- x. For all Discipline Specific Major/ Minor Courses, there may be practical/ practicum of two or four hours per week.
- xi. All Courses under the Multi-Disciplinary, Ability Enhancement, Value Addition and Skill Enhancement categories are of 3 credits.
- xii. Summer Internship, Apprenticeship, Community outreach activities, etc. may require sixty hours (or as appropriate) of engagement for acquiring one credit.
- xiii. A student shall be able to opt for a certain number of extra credits over and above the requirements for the award of a degree.
- xiv. Maximum number of credits that a student can earn per semester shall be restricted to 30. Hence, a student shall have the option of acquiring credits to a maximum of 180 credits for 6-semester UG programmes and 240 credits for 4-year (8-semester) programmes.
- xv. Each faculty member shall offer a maximum of 16 credits per semester. However those who are offering both practical and theory courses shall offer a maximum of 12-16 credits per semester.
- xvi. For a four-credit theory course, 60 hours of lecture/ tutorial class shall be assured as a mandatory requirement for the completion of that course.

## **Course Structure of the SHC-UGP Programme**

The SHC-UGP consists of the following categories of courses and the minimum credit requirements for pathway option-one shall be as follows;

Sl. No.	Categorization of Courses for all Programme	Minimum Number of Credit Required	
1.	Major	68	88
2.	Minor	24	24+12*
3.	Multi-Disciplinary Courses (MDC)	9	9
4.	Skill Enhancement Courses (SEC)	9	9
5.	Ability Enhancement Courses (AEC)	12	12
6.	Value Addition Courses (VAC)	9	9
7.	Summer Internship, field based learning etc.	2	2
8.	Research Project/Dissertation		12/8**

\* The students can acquire advanced/ capstone level courses with 12 credits from their DSC/ DSE/ Minor courses depending on their pathway choice. The Minor courses can be of level 300 or above.

\*\* The students pursuing the 4-year honours with research have to complete a project with 12 credits and for the 4-year honours degree students have to complete a project with 8 credits and DSC/ DSE capstone/ advanced level course in the 8th semester.

- i. 20% syllabus of each course will be prepared by the teacher as 'Teacher Specific Content' and will be evaluated under CCA.
- ii. In case of MDC, SEC, VAC courses coming under 3rd & 4th semester, college should make necessary arrangements to give adequate preference to courses designed by language departments. MDC in the 3rd semester can be Kerala Specific Content.

### Academic Levels of Pathway Courses

Semester	Difficulty level	Nature of Course
1 & 2	100-199	Foundation-level or introductory courses
3 & 4	200-299	Intermediate level courses
5 & 6	300-399	Higher level courses
7 & 8	400-499	Advanced/Capstone level courses

## Signature Courses

- i. With a prior recommendation of BoS and the approval of academic council, each faculty member can design and offer at least one signature course in every semester, which may be offered as DSE /SEC/ VAC.
- ii. The College will publish a list of signature courses in DSE/ SEC/ VAC offered by the faculty members with a prior recommendation of BoS and the approval of the academic council.
- iii. The College may empanel distinguished individuals who have excelled in their field of specialization like science and technology, industry, commerce, social research, media, literature, fine arts, civil services etc. as adjunct faculty as per the UGC guidelines with the approval of the College. With a prior recommendation of BoS and the approval of the academic council, the adjunct faculty can offer SEC/VAC as a signature course.
- iv. Adhoc/ Guest faculty/ Visiting faculty/ Visiting Scholars can also offer DSE/ SEC/ VAC as signature courses with a prior recommendation of BoS and the approval of academic council.
- v. The faculty concerned may design the particular course and it should be forwarded to the concerned BoS after the approval of the Academic Committees formed as part of these regulations.
- vi. The examinations and evaluation of the signature courses designed by the faculty shall be conducted by the faculty themselves and an external expert faculty chosen by the college from a panel of experts submitted by the faculty and recommended by the BoS concerned.

## Programme Pathways and Curriculum Structure

Students who have joined for any programme under these regulations shall have the option to choose the following pathways for their UG degree and Honours programme.

- i. **Degree with single Major:** A student pursuing the FYUG programme in a specific discipline shall be awarded a Major degree if he secures at least 50% of the total credits in the specific discipline required for the award of the Degree in that Discipline. Example: Physics Major/ Economics Major/ Commerce Major
- ii. **Degree Major with Minor:** If a student pursuing the FYUG Programme is awarded a Major Degree in a particular discipline, he/she/they are eligible to be awarded a Minor in another discipline of his choice, if he earns a minimum of 32 credits (approximately 25% of credit required for the three-year programme) from 8 pathway courses in that discipline. Example: Physics Major with Chemistry Minor/ Chemistry Major with English Minor/ Commerce Major with Economics Minor/ English Major with Functional English Minor/ Hindi Major with Malayalam Minor etc.
- iii. **Major with Multiple Disciplines of Study:** This pathway is recommended for students who wish to develop core competencies in multiple disciplines of study. In this case, the credits for the minor pathway shall be distributed among the constituent disciplines/ subjects. If a student pursuing FYUG Degree Programme is awarded a major Degree in a particular discipline, he/she/they are eligible to get mentioned his core competencies in other disciplines of his choice if he has earned 12 credits from the pathway courses of that discipline. Example: Physics Major with Minors in Chemistry and Mathematics,

Economics Major with Minors in History and English, Commerce Major with Minors in Economics and Statistics.

- iv. **Interdisciplinary Major:** For these programme pathways, the credits for the major and minor pathways shall be distributed among the constituent disciplines/subjects to attain core competence in the interdisciplinary programme. Example: Econometrics Major, Global Studies Major, Biostatistics Major.
- v. **Multi-Disciplinary Major:** For multidisciplinary major pathways, the credits for the major and minor pathways will be distributed among the broad disciplines such as Life Sciences, Physical Sciences, Mathematical and Computer Sciences, Data Analysis, Social Sciences, Humanities, etc. Example: Life Science, Data Science, Nano Science.
- vi. **Degree with Double Major:** A student who secures a minimum of 50% credits from the first major will be awarded a second major in another discipline if he could secure 40% of credit from that discipline for the 3-year/ 4-year UG degree to be awarded a double major degree. Example: Physics and Chemistry Major, Economics and History Major, Economics and History Major, Commerce and Management Major.

**Pathway Option 1 - Degree Major or Major with Multiple Disciplines of Study**

Course Components	No. of Courses											
	Semester 1	Semester 2	Semester 3	Semester 4		Semester 5#	Semester 6#	Total	Remarks	Semester 7	Semester 8	Total
<b>DSC A</b> (4 Credit/Course)	1 (P)	1 (P)	3 (2 P)	3 (2 P)		5	4	17	7 Out of 17 can be opted as DSE	3	2	22
<b>DSC B&amp;C</b> (4 Credit/Course)	2 (P)	2 (P)	1(P) (B or C)	1(P) (CorB)				6		3		9
<b>Multidisciplinary Courses (MDC)</b> (3 Credit/Course)	1(P)	1(P)	1*					3	*Recommended that the course offered be related to Indian Knowledge Systems or allied areas.			3
<b>Ability Enhancement Courses (AEC)</b> (3 Credit/Course)	1 (English) 1 (OL)	1 (English) 1 (OL)						4				4
<b>Skill Enhancement Courses (SEC)</b> (3 Credit/Course)				1*		1**	1**	3	*Recommended that the course may be offered by the English Department **From DSC A only			3
<b>Value Addition Courses (VAC)</b> (3 Credit/Course)			1*	1*			1**	3	*Recommended that one VAC be offered by the English Department and one by Other Languages Department **From DSC A only			3
<b>Project/Dissertation</b> 12 credits for Honours with Research & 8 for Honours											<b>12/8 (1 DSC /DSE for Honours)</b>	
<b>Total Courses</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>		<b>6</b>	<b>6</b>	<b>36</b>		<b>6</b>	<b>2+1</b>	
<b>Total Credits</b>	<b>21</b>	<b>21</b>	<b>22</b>	<b>22</b>	<b>2</b>	<b>23</b>	<b>22</b>		<b>Total Credits 133</b>	<b>24</b>	<b>20</b>	<b>Total Credits 177</b>
<b>Total Hours per Week</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>		<b>25</b>	<b>25</b>		<b>Exit Option Available</b>	<b>25</b>	<b>25</b>	

#BoS can include 2 practical courses in 5<sup>th</sup> semester and 3 practical courses in 6<sup>th</sup> semester in any of the 6 courses distributed in each semester.

### Pathway Option 2 - Major with Minor

Course Components	No. of Courses											
	Semester 1	Semester 2	Semester 3	Semester 4		Semester 5#	Semester 6#	Total	Remarks	Semester 7	Semester 8	Total
<b>DSC A</b> (4 Credit/Course)	1(P)	1(P)	3 (2 P)	3 (2 P)		4	3	15	7 Out of 15 can be opted as DSE	3	2	20
<b>DSC B</b> (4 Credit/Course)	2 (P)	2 (P)	1 (P)	1 (P)		1	1	8	1 Out of 8 can be opted as DSE	3		11
<b>Multidisciplinary Courses (MDC)/</b> (3 Credit/Course)	1 (P)	1 (P)	1*					3	*Recommended that the course offered be related to Indian Knowledge Systems or allied areas.			3
<b>Ability Enhancement Courses (AEC)</b> (3 Credit/Course)	1 (English) 1 (OL)	1 (English) 1 (OL)						4				4
<b>Skill Enhancement Courses (SEC)</b> (3 Credit/Course)				1*		1**	1**	3	*Recommended that the course may be offered by the English Department ** From DSC A only			3
<b>Value Addition Courses (VAC)</b> (3 Credit/Course)			1*	1*			1**	3	*Recommended that one VAC be offered by the English Department and one by Other Languages Department **From DSC A only			3
<b>Project/Dissertation</b> 12 credits for Honours with Research & 8 for Honours											<b>12/8 (1 DSC/ DSE for Honours)</b>	
<b>Total Courses</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>		<b>6</b>	<b>6</b>	<b>36</b>		<b>6</b>	<b>2+1</b>	
<b>Total Credits</b>	<b>21</b>	<b>21</b>	<b>22</b>	<b>22</b>	<b>2</b>	<b>23</b>	<b>22</b>		<b>Total Credits 133</b>	<b>24</b>	<b>20</b>	<b>Total Credits 177</b>
<b>Total Hours per Week</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>		<b>25</b>	<b>25</b>		<b>Exit Option Available</b>	<b>25</b>	<b>25</b>	

#BoS can include 2 practical courses in 5<sup>th</sup> semester and 3 practical courses in 6<sup>th</sup> semester in any of the 6 courses distributed in each semester.



### Pathway Option 3 - Double Major

Course Components	No. of Courses											Total
	Semester 1	Semester 2	Semester 3	Semester 4		Semester 5#	Semester 6#	Total	Remarks	Semester 7	Semester 8	
<b>DSC A</b> (4 Credit/Course)	1(P)	1(P)	2(2P)	2(1P)		4	3	13	7 Out of 13 can be opted as DSE	3	2	18
<b>DSC B</b> (4 Credit/Course)	2(P)	2(P)	2(1P)	2(2P)		1	1	10	2 Out of 10 can be opted as DSE	3		13
<b>Multidisciplinary Courses (MDC)</b> (3 Credit/Course)	1(P)	1(P)	1*					3	*Recommended that the course offered be related to Indian Knowledge Systems or allied areas.			3
<b>Ability Enhancement Courses (AEC)</b> (3 Credit/Course)	1 (English) 1 (OL)	1 (English) 1 (OL)						4				4
<b>Skill Enhancement Courses (SEC)</b> (3 Credit/Course)				1*		1	1	3	*Recommended that the course may be offered by the English Department			3
<b>Value Addition Courses (VAC)</b> (3 Credit/Course)			1*	1*			1	3	*Recommended that one VAC be offered by the English Department and one by Other Languages Department			3
<b>Project/Dissertation</b> 12 credits for Honours with Research & 8 for Honours											<b>12/8 (1 DSC/DSE for Honours)</b>	
<b>Total Courses</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>		<b>6</b>	<b>6</b>	<b>36</b>		<b>6</b>	<b>2+1</b>	
<b>Total Credits</b>	<b>21</b>	<b>21</b>	<b>22</b>	<b>22</b>	<b>2</b>	<b>23</b>	<b>22</b>		<b>Total Credits 133</b>	<b>24</b>	<b>20</b>	<b>Total Credits 177</b>
<b>Total Hours per Week</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>		<b>25</b>	<b>25</b>		<b>Exit Option Available</b>	<b>25</b>	<b>25</b>	

#BoS can include 2 practical courses in 5<sup>th</sup> semester and 3 practical courses in 6<sup>th</sup> semester in any of the 6 courses distributed in each semester.

Note: In all the above 3 tables“(P)”means courses with practical

## Course Structure of Various Pathways based on Credit Requirements

The FYUG Programmes consist of the following categories of courses and the minimum credit requirements for each of them shall be as follows:

Table 1: FYUGP Course Structure – Major with Minors

Sl. No.	Categorization of courses for all Programmes	Minimum number of credits required	
		3-year UG	4-year UG
1	Major	68	88
2	Minor/ Minors	24	24+12*
3	Multi-disciplinary Courses (MDC)	9	9
4	Skill Enhancement Courses (SEC)	9	9
5	Ability Enhancement Course (AEC)	12	12
6	Value Addition Courses (VAC)	9	9
7	Summer Internship, field-based learning etc.	2	2
8	Project / Dissertation		12**
	Total Credits	133	177

\* Students can acquire 12 credits from their DSC/ DSE- Minor courses (300-399 level) depending upon their pathway choice.

\*\* Students pursuing a four-year Honours degree are required to complete an 8-credit project as well as one capstone course from their chosen pathway, either DSC or DSE (400-499 level).

Table 2: FYUGP Course Structure – Double Major

Sl. No.	Categorization of courses for all Programmes	Minimum number of credits required	
		3-year UG	4-year UG
1	First Major	52	72
2	Second Major	40	52
3	Multi-disciplinary Courses (MDC)	9	9
4	Skill Enhancement Courses (SEC)	9	9
5	Ability Enhancement Course (AEC)	12	12
6	Value Addition Courses (VAC)	9	9
7	Summer Internship, field-based learning etc.	2	2
8	Project/(8 Credit project + 1 capstone course)		12
	Total Credits	133	177

Table 3: FYUGP Course Structure – Multidisciplinary

Sl. No.	Categorization of courses for all Programmes	Minimum number of credits required	
		3-year UG	4-year UG
1	Multidisciplinary Major	52	72

2	Multidisciplinary Minors	40	52
3	Multi-disciplinary Courses (MDC)	9	9
4	Skill Enhancement Courses (SEC)	9	9
5	Ability Enhancement Course (AEC)	12	12
6	Value Addition Courses (VAC)	9	9
7	Summer Internship, field-based learning etc.	2	2
8	Project/ (8 Credit project + 1 capstone course)		12
	<b>Total Credits</b>	<b>133</b>	<b>177</b>

## **Guidelines for Acquiring Credit from Other Institutions/Online/Distance Mode**

- i. A student shall register to a minimum of 16 credits per semester from the college/ department where he/she/they officially admitted for a particular programme. However, students enrolled for a particular programme in one institution can simultaneously enroll for additional credits from other HEIs within the University or outside University subject to a maximum of 30 credits per semester including the 16 institutional credits.
- ii. The College shall publish a list of courses that are open for admission for students from other institutions well in advance before the commencement of each semester.
- iii. Each BoS shall prepare and publish a list of online courses at different levels before the commencement of each semester offered in various online educational platforms recognized by the Academic Council of the college, which can be opted by the students for acquiring additional credits.
- iv. BoS shall prepare and publish a list of allied/ relevant pathway courses before the commencement of each semester offered by other Board of Studies that can be considered as pathway courses for major/ minor for their disciplines at different levels.
- v. At the end of each semester the college will include the credit acquired by the student through online courses in their semester grade card subject to a maximum of 30 credits.

## **Attendance**

- i. A student shall be permitted to register for the end-semester evaluation of a specific course to acquire the credits only if he has completed 75% of the prescribed classroom activities in physical, online, or blended modes, including any makeup activities as specified by the course faculty of that particular course.
- ii. A student is eligible for attendance as per the existing university and government orders which includes participation in a meeting, or events organized by the college or the university, a regularly scheduled curricular or extracurricular activity prescribed by the college or the university. Due to unavoidable or other legitimate circumstances such as illness, injury, family emergency, care-related responsibilities, bad or severe weather conditions, academic or career-related interviews students are eligible for authorized absence. Apart from this, all other eligible leaves such as maternity leave, and menstrual leave shall also be treated as authorized absences.
- iii. The condonation facility can be availed as per the university norms.

## **Workload**

- i. The workload of a faculty who offers only lecture courses during an academic year shall be 32 credits.
- ii. The workload of a faculty offering both practical courses and theory courses may be between 24-32 credits per academic year.
- iii. An academic year shall consist of two semesters.
- iv. To protect the existing language workload, college should make necessary arrangements to give adequate preference to those courses designed by language departments coming under MDC, SEC and VAC of 3rd & 4th semester. It is recommended that the MDC offered in the third semester shall be based on Indian Knowledge Systems or Nation-specific topics and may be offered by the Other Languages department or any other department as may be seen fit. Additionally, the SEC in the fourth semester may be offered by the English Department and of the VACs in the third and fourth semesters, one may be offered by the Other Languages Department and the other may be offered by the

English Department. These recommendations may be modified as per the recommendations of the SHC-UGP Academic Monitoring Committee.

- v. Programme wise workload calculation will be as per the FYUGP workload ordinance 2024.
- vi. The teachers given the administrative responsibilities in the department and college level may give a relaxation in their work load as specified in the UGC regulations 2018.

### **Credit Transfer and Credit Accumulation**

- i. The college will establish a digital storage (DIGILOCKER) of academic credits for the credit accumulation and transfer in line with ABC.
- ii. The validity of credits earned shall be for a maximum period of seven (7) years or as specified in the university/ UGC regulations. The students shall be required to earn at least 50% of the credits from the College.
- iii. Students shall be required to earn the required number of credits as per any of the pathway structure specified in this regulation for the award of the degree.

### **Outcome Based Approach**

The curriculum will be designed based on Outcome Based Education (OBE) practices. The Graduate Attributes (GA) and Programme Outcomes (PO) will be defined and specified in the syllabus of each programme.

### **Assessment and Evaluation**

- i. The assessment shall be a combination of Continuous Comprehensive Assessment (CCA) and an End Semester Evaluation (ESE).
- ii. 30% weightage shall be given for CCA. The remaining 70% weight shall be for the ESE.
- iii. Teacher Specific Content will be evaluated under CCA.
- iv. CCA will have two subcomponents Formative Assessment (FA) and Summative Assessment (SA). Each of these components will have equal weightage and to be conducted by the course faculty/ course coordinator offering the course.
- v. FA refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, module or course. FA is to encourage students to build on their strengths rather than fixate or dwell on their deficits. FA can help to clarify and calibrate learning expectations for both students. FA will help students become more aware of their learning needs, strengths, and interests so they can take greater responsibility over their own educational growth. FA will be the prerogative of the course faculty/ course coordinator based on specific requirements of the student.
- vi. Suggestive methods of FA are as follows: (anyone or in combinations as decided by the course faculty/ course coordinator)
  - a. Practical assignment
  - b. Observation of practical skills

- c. Viva voce
  - d. Quiz
  - e. Interview
  - f. Oral presentations
  - g. Computerized adaptive testing
  - h. In-class discussions
  - i. Group tutorial work
  - j. Reflection writing assignments
  - k. Home assignments
  - l. Self and peer Assessments
  - m. Any other method as may be required for a specific course/ student by the course faculty/ course coordinator.
- vii. Summative Assessments (SA) are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period- typically at the end of a project, unit, module, course or semester. SA may be a class test, assignments, or project, used to determine whether students have learned what they were expected to learn. It will be based on evidence, collected using single or multiple ways of assessment. The systematically collected evidence should be kept in record by course faculty/ course coordinator and the marks should be displayed on the college notice board/ other official digital platforms of the college before the end semester examinations.
- viii. The method of SA will be as follows: (any one as decided by the course faculty/ course coordinator)
- a. Written test
  - b. Open book test
  - c. Laboratory report
  - d. Problem based assignments
  - e. Individual project report
  - f. Case study report
  - g. Team project report
  - h. Literature survey
  - i. Standardized test
  - j. Any other pedagogic approach specifically designed for a particular course by the course faculty/ course coordinator.
- viii. A student may repeat SA only if for any compulsive reason due to which the student could not attend the assessment.
- ix. The prerogative of arranging a CCA lies with the course faculty/ course coordinator with the approval of SHC-UGP Academic Committee based on justified reasons.
- x. The course faculty/ course coordinator shall be responsible for evaluating all the components of CCA. However, the college may involve any other person (External or Internal) for evaluation of any or all the components as decided by the Principal/Controller of Examinations from time to time in case any grievances are raised.
- xi. Written tests shall be precisely designed using a variety of tools and processes (e.g., constructed responses, open-ended items, multiple-choice), and the students

should be informed about the evaluation modalities before the commencement of the course.

- xii. The course faculty may provide options for students to improve their performance through continuous assessment mechanism.
- xiii. There shall be theory and practical examinations at the end of each semester.
- xiv. Regarding evaluation, one credit may be evaluated for 25 marks in a semester; thus, a 4-credit course will be evaluated for 100 marks; 3-credit courses for 75 marks and 2-credit courses for 50 marks.
- xv. All examinations will be conducted by the College and will be evaluated at the College itself.
- xvi. Individual Learning Plans (ILPs) and/ or specific assessment arrangements may be put in place for differently abled students. Suitable evaluation strategies including technology assisted examinations/ alternate examination strategies will be designed and implemented for differently abled students.

### Practical Examination

- i. The end semester practical examination will be conducted and evaluated by the institution.
- ii. There shall be a CCA for practical courses conducted by the course faculty/ course coordinator.
- iii. The scheme of evaluation of practical courses will be as given below:

Components for the Evaluation of Practical Courses	Weightage
CCA of practical/practicum.	30%
ESE of practical/practicum.	70%

- iv. Those who have completed the CCA alone will be permitted to appear for the ESE.
- v. For grievance redressal purpose, the university shall have the right to call for all the records of CCA.
- vi. Duration of Examination: Questions shall be set as per the defined Outcome .The duration of the examinations shall be as follows.

Mode	Time (in Hours)
Written Examination	2
Multiple Choice	1.5
Open Book	2
Any Other Mode	2

### Evaluation of Project/Dissertation

The evaluation of project work shall be CCA with 30% and ESE 70%. The scheme of evaluation of the Project is given below:

Project type	Maximum Marks	CCA	ESE
Research Project of Honours with Research (12 credits)	200	60	140
Project of Honours (8 credits)	100	30	70

### Evaluation of Internship

The evaluation of internship shall be done by a committee constituted by the Department Council. The scheme of CCA and ESE is given below:

Components of Evaluation of Internship	Weightage	Marks for Internship 2 Credits/50 Marks
CCA	30%	15
ESE	70%	35

The department council may decide any mode for the completion of the Internship. If in case evaluation is not specified in any of the selected internship programme, institution can adopt a proper evaluation method as per the weightage specified in the table above.

### Letter Grades and Grade Points

Mark system is followed for evaluating each question. For each course in the semester, letter grade and grade point are introduced in 10-point indirect grading system as per guidelines given below,

- i. The Semester Grade Point Average (SGPA) is computed from the grades as a measure of the student's performance in a given semester. The SGPA is based on the grades of the current term, while the Cumulative Grade Point Average (CGPA) is based on the grades in all courses taken after joining the programme of study.
- ii. Based on the marks obtained, the weighted grade point will be mentioned in the student's grade cards.

Letter Grade	Grade Point	Percentage of Marks (Both Internal & External Marks put together)	Class
O (Outstanding)	10	95% and above	First Class with Distinction
A+ (Excellent)	9	85% and above but below 95%	
A (Very good)	8	75% and above but below 85%	
B+ (Good)	7	65% and above but below 75%	First Class
B (Above average)	6	55% and above but below 65%	
C (Average)	5	45% and above but below 55%	Second Class
P (Pass)	4	35% and above below 45% Aggregate (external and internal put together) with a minimum of 30% in external	Third Class
F (Fail)	0	Below an aggregate of 35% or Below 30% in external evaluation	Fail
Ab (Absent)	0		Fail

- iii. When students take audit courses, they may be given a pass (P) or fail (F) grade without any credits.



### Computation of SGPA and CGPA

The following method is recommended to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

- iv. The SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student in the semester, i.e.

$$\text{SGPA} (S_i) = \frac{\sum(C_i \times G_i)}{\sum C_i}$$

Where  $S_i$  is the SGPA in the  $i^{\text{th}}$  semester,  $C_i$  is the number of credits of the  $i^{\text{th}}$  course and  $G_i$  is the grade point scored by the student in the  $i^{\text{th}}$  course.

$$\text{SGPA} = \frac{\text{Sum of the credit points of all courses in a semester}}{\text{Total Credits in that Semester}}$$

#### Illustration – Computation of SGPA

Semester	Course	Credit	Letter Grade	Grade Point	CreditPoint (Credit x Grade)
I	DSCA	4	A	8	4x8=32
I	DSCB	4	B+	7	4x7=28
I	DSCC	4	B	6	4x6=24
I	MDC	3	B	6	3x6=18
I	AEC1	3	O	10	3x10=30
I	AEC2	3	C	5	3x5=15
	Total	21			147
	SGPA				147/21=7

The CGPA is also calculated in the same manner considering all the courses undergone by a student over all the semesters of a programme, i.e.

$$\text{CGPA} = \frac{\text{Sum of the credit points of all courses in six or eight semesters}}{\text{Total Credits in Six (133) or Eight (177) semesters}}$$

- v. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

### Implementation and Monitoring of SHC-UGP

- i. The implementation and monitoring of SHC-UGP will be carried out by duly appointed bodies/committees of the college such as the Academic Council, the various Boards of Studies and the Academic Monitoring Committee.
- ii. **Academic Council**  
Among its other functions, the Academic Council of the College shall:
- i. Scrutinize and approve all the proposals submitted by the Board of Studies of each Department with regard to the SHC-UGP details such as,

academic pathways, allowed syllabi enrichment/ updating, details of elective courses, Online courses, blended teaching, courses offering to the students of other HEIs, panel of examiners, summative and formative evaluation tools proposed by the course faculty concerned, new courses and syllabus proposed by the faculty members as signature courses etc.

- ii. The Academic Council can differ on any proposal and it shall have the right to return the matter for reconsideration to the Board of Studies concerned or reject it, after giving sufficient reasons to do so.
- iii. Undertake the scrutiny of all documents related to Teacher Specific Content.
- iv. Recommend to the College Governing Council for starting innovative programmes using the flexibility and holistic nature of the SHC-UGP curriculum frame work.

**iii. Board of Studies**

Among its other functions, the Board of Studies of each Department shall:

- i. Prepare teacher specific content of syllabi for various courses keeping in view the objectives of the SHC-UGP and submit the same for the approval of the Academic Council.
- ii. Scrutinize the signature course content and its evaluation techniques.
- iii. Suggest methodologies for innovative teaching and evaluation techniques.
- iv. Suggest panel of examiners to the Office of the Controller of Examinations.
- v. Coordinate research, teaching, extension and other academic activities in the department.

**iv. SHC-UGP Academic Monitoring Committee**

The SHC-UGP Academic Monitoring Committee shall be constituted under the Chairmanship of the Principal, with the Academic Coordinator as the Convenor, shall be entrusted to oversee the implementation and monitoring of the SHC-UG programme.

- i. The Academic Monitoring Committee will collect and whet the proposals submitted by the Board of Studies of each Department with regard to the SHC-UGP and duly forward them to the Academic Council.
- ii. It will oversee and coordinate the activities undertaken for the successful implementation of SHC-UGP in the College and will function as an advisory body in such matters.

**Power to Remove Difficulties**

If any difficulty arises in giving effect to the provisions of these Regulations, the Principal may by order make such provisions which appears to him/her to be necessary or expedient for removing the difficulty. Every order made under this rule shall be subject to ratification by the appropriate authorities.

**Modifications to the Regulations**

Notwithstanding anything contained in these Regulations, any amendments or modifications issued or notified by the University Grants Commission or the State Government or the Mahatma

Gandhi University from time to time, shall be incorporated into these Regulations by the appropriate regulatory bodies of the College and shall constitute an integral part thereof.

### 3. SYLLABUS FOR DISCIPLINE SPECIFIC COURSES IN PSYCHOLOGY

SEM	COURSE CODE	COURSE TITLE	COURSE LEVEL	CREDIT
<b>DISCIPLINE SPECIFIC COURSES (DSC)</b>				
1	24UPSYDSC101	Introduction to Psychology	100-199	4
2	24UPSYDSC104	Basic Cognitive Processes	100-199	4
3	24UPSYDSC201	Living in the Social World	200-299	4
3	24UPSYDSC202	The Shaping of Self: From Infancy to Adolescence	200-299	4
4	24UPSYDSC204	Adulthood and Aging: Understanding the Changing Mind	200-299	4
4	24UPSYDSC205	Fundamentals of Psychopathology	200-299	4
5	24UPSYDSC301	Approaches to Counselling	300-399	4
6	24UPSYDSC302	Integrating Counselling Techniques	300-399	4
6	24UPSYDSC303	Research Methods in Psychology	300-399	4
7	24UPSYDSC401	Psychometric testing and scale construction	400-499	4
8	24UPSYDSC402	Cognitive Psychology	400-499	4

## COURSE 01

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	1
<b>Type of Course</b>	DSC
<b>Course Code</b>	24UPSYDSC101
<b>Course Title</b>	<b>Introduction to Psychology</b>
<b>Course Level</b>	100-199
<b>Course Summary</b>	<p>This comprehensive course delves into the foundational principles of psychology, examining various perspectives that seek to understand the complexities of human experience. We will journey through the scientific methodology that underpins psychological research, equipping you with the tools to critically evaluate psychological claims. We will delve into the fascinating realm of uncovering how our senses construct our reality. The course then investigates learning, the process by which we acquire and retain knowledge, examining different learning theories and their implications for understanding how we grow and adapt. Finally, we will explore the fascinating world of personality, delving into the theories that attempt to explain our unique traits and behaviors.</p> <p>Practical components will offer you the opportunity to apply your newfound knowledge to real-world situations. These exercises will provide a deeper understanding of topics like neurons and the brain, sensation, personality and learning.</p> <p>By the end of Introduction to Psychology, you will have developed a comprehensive understanding of the fundamental principles of psychology. You will possess critical thinking skills, allowing you to analyze information objectively and draw informed conclusions. Furthermore, you will gain practical tools to improve your focus, learning strategies, and overall understanding of human behavior. This course is an invaluable introduction for anyone seeking to unlock the</p>

	secrets of the human mind and gain a deeper appreciation for the complexities of human experience.
<b>Lecture/Tutorial/Practical Hours</b>	45/0/30
<b>Credits</b>	4
<b>Pre-requisite, if any</b>	

### COURSE OUTCOMES(CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1	Explain antecedents of Psychology, how psychology becomes a scientific enterprise and what the basic psychological processes are.	U	PO1, PO2, PO3, PO5
2	Develop research questions and create draft research plans.	C	PO1, PO2, PO3, PO4, PO7, PO8
3	Analyse various behaviours using the perspectives of Psychology and correlate various perspectives in Psychology	An	PO1, PO3, PO4, PO8
4	Critically evaluate what Psychology is and what it is not	E	PO1, PO2
5	Design objective experiments/tools to study various behavioural processes	C	PO1, PO2, PO4, PO6, PO7, PO8

### COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Module 1 – Perspectives and the Science of Psychology (12 Hrs)</b>			
	1.1	What is Psychology? A Working Definition of Psychology	1	CO1
	1.2	Origin of Psychology. Philosophical origin: Early Indian and Greek thoughts, Major ideas of Descartes, Locke. Biological origin: Darwin, Genetics.	1	CO1
	1.3	Schools of Psychology. Structuralism, Functionalism, Psychoanalysis, Behaviourism, Gestalt psychology	1	CO1, CO3, CO4
	1.4	Modern Perspectives. Biological, Psychodynamic, Behaviouristic, Humanistic, Cognitive, Evolutionary, Socio-cultural.	1	CO1, CO3, CO4

	1.5	Branches of Psychology. Fields of Psychology and scope.	1	CO1,CO3
	1.6	Critical Thinking. Introduction to Pseudo-psychology, understanding what Psychology is and what it is not	1	CO1, CO4
	1.7	Psychology as a science. Goals of scientific enterprise. Steps in scientific investigation.	2	CO2, CO5
	1.8	Methods of Psychology. Naturalistic observation, case study, survey, correlational studies. Experimental method: Factors and characteristics, variables – dependent, independent, extraneous variables – Experimental control – placebo effect, experimental effect, double blind procedure, lab and field experiment.	4	CO2, CO5
	<b>Module 2 – Sensation (9 Hrs)</b>			
	2.1	Sensation. What is Sensation?	1	CO1, CO3
2	2.2	Sensations - Visual, Auditory, Olfactory, Gustatory, Haptic, Kinesthetic, Somesthetic.	4	CO1, CO3
	2.3	Psychophysics: Absolute threshold. JND. Perceptual defense. Subliminal perception.	4	CO1
	<b>Module 3 – Learning (13 Hrs)</b>			
	3.1	Introduction to Learning. Definition and forms.	2	CO1, CO3
	3.2	Classical Conditioning. Elements, Principles, Generalization, Discrimination, Second order conditioning	3	CO1, CO2, CO3, CO5
3	3.3	Operant Conditioning. Reinforcement, Punishment, Shaping, Chaining, Stimulus control, Schedules of reinforcement, Partial reinforcement effect	3	CO1, CO2, CO3, CO5
	3.4	Observational Learning - Process, Principles, Social and cognitive learning; Trial and error learning, Latent learning, Cognitive map, Insight learning	3	CO1, CO2, CO3, CO5
	3.5	Application of learning principles. Behaviour modification techniques	2	CO1, CO2, CO5
	<b>Module 4 – Personality (11 Hrs)</b>			
4	4.1	Personality. Concept. Determinants of personality: Biological, Cultural, Social, Situational	2	CO1, CO2, CO3

	4.2	Early Approaches. Gunas : brief description of ancient Indian Typology, Greek typology on humours, somatotypes	2	CO1, CO3
	4.3	Modern theories. Psychoanalytic approach: Freud's theory, Levels of consciousness, Structure of personality, Defense mechanisms with descriptions and examples, Early experience, Psychosexual stages of development, Neo Freudian approaches: Jung, Adler, Horney (In brief), Trait theories: Allport, Cattell, Big Five, Eysenck (In brief) Humanistic theories: Rogers, Maslow, Self and self concept, Self efficacy, Self control, Self regulation	5	CO1, CO2, CO3, CO4, CO5
	4.4	Assessment of personality. Questionnaires, Inventories, Interviews, Projective tests	2	CO2, CO5
5	<b>Practical</b>		30	CO1, CO5
6	<b>Teacher specific course components (3 Hrs)</b>			

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.</p>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <p><b>Theory:</b></p> <p>Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required by the course faculty.</i></p> <p><b>Practical:</b></p> <p>Observation of practical skills, Laboratory record. <i>Any other method as may be required by the course faculty.</i></p>



	<p><b>B. End Semester Examination (ESE)</b></p> <p><b>Theory:</b> Written test/ Standardized Test (MCQ)/ Open book/ Problem based assignments/ Individual project report/ Team project report.</p> <p><b>Practical:</b> Practical based assessment, Record, <i>Any other method as may be required by the course faculty.</i></p>
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**References:**

- Baron, R. A. & Misra, G. (2014). Psychology, 5th ed. New Delhi: Pearson Education
- Bootzin, R., & Bower, G.H.(1991). Psychology today- An Introduction, 7th ed. New York: McGraw Hill Inc.
- Ciccarelli, S. K., & Meyer, G. E. (2008). Psychology, South Asian ed. New Delhi: Pearson
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- Morgan, C.T., King, R. A., Weisz, J. R., & Schopler, J. (1993). Introduction to psychology, 7th Ed. New Delhi: Tata McGraw Hill.

## COURSE 02

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	2
<b>Type of Course</b>	DSC
<b>Course Code</b>	24UPSYDSC103
<b>Course Title</b>	<b>Basic Cognitive Processes</b>
<b>Course Level</b>	100-199
<b>Course Summary</b>	<p>We will delve into the exciting field of cognitive psychology, the scientific study of the mind and its inner workings. We will begin by examining how the information we gather through our senses are organized and interpreted by our brains to create our perception of the world. You will learn about the mechanisms of attention, how we focus on specific stimuli while filtering out distractions, and how our experiences and expectations shape our understanding of the environment.</p> <p>We will explore how we form concepts, make judgments, and navigate complex problems. You will gain insights into different reasoning strategies, how we overcome cognitive biases that can cloud our thinking, and the role of mental imagery in problem-solving.</p> <p>We will delve into the ongoing debate surrounding consciousness, exploring different theories that attempt to explain this complex phenomenon.</p> <p>Finally, we will examine the psychological factors that underlie our desires, goals, and actions. You will learn about different theories of motivation, how our emotions influence our thoughts and behaviors, and the intricate interplay between these two forces in shaping human experience.</p> <p>This course is designed for anyone curious about the complexities of the human mind. This exploration of basic</p>

	cognitive processes will equip you with valuable insights into the fascinating world of cognition.
<b>Lecture/Tutorial/Practical Hours</b>	45/0/30
<b>Credits</b>	4
<b>Pre-requisite, if any</b>	

### COURSE OUTCOMES(CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1	Explain memory and forgetting and apply various memory enhancing strategies in day to day lives.	U, A	PO1, PO2, PO8
2	Evaluate the key cognitive processes in our everyday lives and their underlying physiology.	E	PO1, PO2, PO5
3	Apply theories of motivation and emotion in various situations and suggest strategies for motivation.	A	PO1, PO2, PO3, PO4
4	Describe intelligence theories and intelligence testing	U	PO1, PO7
5	Analyse human consciousness and states of consciousness.	An, A	PO1, PO2

### COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Module 1 - Attention and Perception (7 Hrs)</b>			
	1.1	Attention. Factors affecting attention – subjective and objective factors.	1	CO2
	1.2	Phenomena associated with attention – set in attention, span of attention, division of attention, distraction of attention.	2	CO2
	1.3	Perception. Top-down Vs. Bottom-up processes, Perceptual organization: Gestalt principles.	1	CO2
	1.4	Depth perception: monocular and binocular cues. Perceptual constancies. Illusions, Colour perception theories. Perceptual styles, Habituation. Extra sensory perception, enhancing perceptual accuracy.	3	CO2
2	<b>Module 2 - Cognitive Processes (20 Hrs)</b>			

2.1	Thinking. Components of thought - Images, Concepts, Propositions.	2	CO2
2.2	Reasoning. Deductive and inductive. Basic sources of error in reasoning - mood states, beliefs, confirmation bias, hindsight.	2	CO2
2.3	Problem Solving. Steps, Barriers to effective problem solving, Strategies of problem solving-algorithms, heuristics, means to end analysis, backward search. Culture, cognitive style and problem solving.	2	CO2
2.4	Creativity. Convergent and divergent thinking, Stages in creativity.	2	C02
2.5	Language. Structure of language, theories of language acquisition - Behaviourist theory, nativist theory, interactionist theory. Language and thought.	2	C02
2.6	Memory. Definition of Memory: Encoding, Storage and Retrieval. Models of Memory. Types of information of memory. Retrieval cues. Measuring Memory. Memory construction, Eyewitness testimony, Implicit memory, False memory, Childhood amnesia, Flashbulb memory Forgetting: Curve of forgetting, Theories/ reasons of forgetting. Factors that can prevent forgetting. Strategies for remembering: recitation, rehearsal, elaboration, organization. Mnemonics.	7	CO1, CO2
2.7	Intelligence. Definition. Concept of IQ. Emotional Intelligence (EQ). Social and spiritual intelligence Determinants of Intelligence: Heredity and Environment Theories: Two factor theory (Spearman), Primary Mental Abilities (Thurstone), Multifactor theory (Thorndike), Multiple intelligence (Gardner), Triarchic (Sternberg), Structure of intellect (Guilford), Fluid & Crystallized (Cattell), Stage theory of Cognitive development (Piaget), PASS theory (Das, Naglieri, Kirby)	5	CO2, CO4

		Evolution of Intelligence Testing - Stanford-Binet, Wechsler scales, group tests. Extremes of intelligence- Mental retardation and giftedness		
3	<b>Module 3 – Motivation and Emotion (12 Hrs)</b>			
	3.1	Motivation. Definition,	1	CO3
	3.2	Theories – drive theory, arousal theory (Yerkes-Dodson law), Expectancy theory, goal setting theory, Maslow’s hierarchy of need theory.	3	CO3
	3.3	Types of motivation – hunger, sexual, aggressive, achievement, intrinsic & extrinsic motivation. Primary and secondary motives, Role of instincts	3	CO3
	3.4	Emotion. Definition, nature, expression and impact.	1	CO3
	3.5	James-Lange theory, Cannon-Bard theory, Schachter-Singer theory, Appraisal theory, Evolutionary theory, Opponent process theory, Facial feedback hypothesis. Rasa & Bhava theory of Emotions	3	CO3
	3.6	External expression of emotions – nonverbal cues. culture & emotion.	1	CO3
4	<b>Module 4 – Consciousness (6 Hrs)</b>			
	4.1	States of Consciousness. Nature of Consciousness, changes in consciousness, waking and altered states. Sleep - stages, dream. Hypnosis - theories, facts and myths. Meditation. Drug induced states	6	CO5
5	<b>Practical</b>		30	CO1, CO2, CO4
6	<b>Teacher specific course components</b>			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>			
	Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.			

<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <p><b>Theory:</b> Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required by the course faculty.</i></p> <p><b>Practical:</b> Observation of practical skills, Laboratory record. <i>Any other method as may be required by the course faculty.</i></p>
	<p><b>B. End Semester Examination (ESE)</b></p> <p><b>Theory:</b> Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report.</p> <p><b>Practical:</b> Practical based assessment, Record, <i>Any other method as may be required by the course faculty.</i></p>

**References:**

- Baron, R. A. & Misra, G. (2014). Psychology, 5th ed. New Delhi: Pearson Education
- Bootzin, R., & Bower, G.H.(1991). Psychology today- An Introduction, 7th ed. New York: McGraw Hill Inc.
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### COURSE 03

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	3
<b>Type of Course</b>	DSC
<b>Course Code</b>	24UPSYDSC201
<b>Course Title</b>	<b>Living in the Social World</b>
<b>Course Level</b>	200-299
<b>Course Summary</b>	<p>This course will aid you in understanding the "social self" – how we perceive ourselves and others within the context of our social world. We will begin with a foundational understanding of social psychology, exploring its core concepts and research methods. Next, we will delve into the fascinating realm of social cognition, examining how we think about, understand, and make judgments about ourselves and the people around us. This module will explore how stereotypes and biases shape our perceptions and how we navigate social situations. Building on this foundation, we will shift our focus to social perception, the process by which we form impressions of others. You will learn about the factors that influence our initial judgments, how nonverbal cues play a role in communication, and the potential for errors in perception. Finally, the course will explore attitudes and attitude change. We will examine how our beliefs and feelings about people, objects, or ideas are formed, maintained, and sometimes, altered. You will learn about persuasive strategies, the impact of social influence, and how our attitudes can influence our behavior.</p> <p>This exploration of social psychology equips you with valuable tools to understand and navigate the complexities of social interactions. Whether you're interested in personal growth, pursuing a career in a social field, this course</p>

	promises a fascinating journey into the power of the social self.
<b>Lecture/Tutorial/Practical Hours</b>	45/0/30
<b>Credits</b>	4
<b>Pre-requisite, if any</b>	Successful completion of the foundation course in psychology

### COURSE OUTCOMES(CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1	Analyze and interpret the dynamics of social interactions, attitudes, and behavior.	An	PO1, PO2, PO4
2	Critically evaluate research findings in the field of social cognition and apply social cognitive principles to real-world situations, such as conflict resolution, and interpersonal relationships.	E	PO1, PO2, PO3, PO4, PO6, PO7, PO8
3	Analyze, discuss, and examine the concepts of social perception, non-verbal communication, and attribution theory. Apply this knowledge to enhance their interpersonal communication skills and navigate social interactions effectively.	An, A	PO1, PO2, PO3, PO4, PO7, PO8
4	Critically analyze and apply theories of attitude change, and persuasive communication in diverse personal and professional contexts.	An, A	PO1, PO2, PO3, PO4, PO5, PO6, PO7

### COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Module 1 - Introduction to Social Psychology (7 Hrs)</b>			
	1.1	Introduction. Definition- Science of Social Psychology	2	CO1
	1.2	Theories and its Role in Social Psychology. Motivational theories, Learning theories, Cognitive theories, Decision-making theories, Interdependence theories, Socio-cultural theories	3	CO1



	1.3	Methods of Social Psychology: Experimental Methods- Laboratory and Field Experiments, Correlation, Systematic Observation.	2	CO1
	<b>Module 2 - Social Cognition (14 Hrs)</b>			
2	2.1	Use of Simple Rules in Social Cognition. Heuristics of different types-Availability, representativeness, anchoring and adjustment heuristics, status quo heuristic	2	CO1, CO2
	2.2	Mental Frameworks for Organising Social Information. Schematic Processing of information; Impact of schema - Schema Persistence	2	CO1, CO2
	2.3	Automatic and Controlled Processing in Social Thought	4	CO1, CO2
	2.4	Errors in Social Cognition. Optimistic bias, counterfactual thinking, magical thinking	4	CO1, CO2
	2.5	Affect and Cognition	2	CO1, CO2
	<b>Module 3 – Social Perception (7 Hrs)</b>			
3	3.1	Non-Verbal Communication. Body Language- Deception and Micro-expressions;	3	CO1, CO3
	3.2	Attribution Process and Theories. Heider, Jones and Davis, Kelly, Shaver, Weiner. Attribution Errors. Applications of Attribution Theory	2	CO1, CO3
	3.3	Impression formation and Management. First impressions - Implicit personality theories- Impression management tactics	2	CO1, CO3
	<b>Module 4 – Attitudes and Attitude Change (17 Hrs)</b>			
4	4.1	Nature of attitudes. Characteristics	2	CO1, CO4
	4.2	Development of attitudes. Self-perception theory, Dual Processing theories, Expectancy value theory	2	CO1, CO4
	4.3	Theories of attitude and attitude change. Cognitive consistency theories- Theories of Festinger, Heider, Newcomb and Osgood, Dual Processing theories, Expectancy value theory	5	CO1, CO4
	4.4	Stereotype, Prejudice and Discrimination	2	CO1, CO4

	4.5	Persuasion: Persuasive Communication-Resisting Persuasion attempts	3	CO1, CO4
	4.6	Attitude and Behaviour.	3	CO1, CO4
5	<b>Practical</b>		30	CO1, CO2, CO3, CO4
6	<b>Teacher specific course components</b>			

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.</p>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <p><b>Theory:</b></p> <p>Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required by the course faculty.</i></p> <p><b>Practical:</b></p> <p>Observation of practical skills, Laboratory record. <i>Any other method as may be required by the course faculty.</i></p> <hr/> <p><b>B. End Semester Examination (ESE)</b></p> <p><b>Theory:</b></p> <p>Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report.</p> <p><b>Practical:</b></p> <p>Practical based assessment, Record, <i>Any other method as may be required by the course faculty.</i></p>

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- Aronson, E. (2019). The Social Animal (14th ed.). W. W. Norton & Company.
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**Online Resources:**

Association for Psychological Science (APS). <https://www.psychologicalscience.org/>  
Social Psychology Network. <https://www.socialpsychology.org/>

**COURSE 04**

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	3
<b>Type of Course</b>	DSC
<b>Course Code</b>	24UPSYDSC202
<b>Course Title</b>	<b>The Shaping of Self: From Infancy to Adolescence</b>
<b>Course Level</b>	200-299
<b>Course Summary</b>	<p>Welcome to the fascinating world of child and adolescent psychology! This course will be an immersive exploration of the minds and behaviors of young people, from the first glimmer of consciousness in infancy to the turbulent tides of adolescence. We will delve into the intricate workings of their biological, cognitive, social, and emotional development, gaining insights into what makes them tick (and sometimes, tock!).</p> <p>This course goes beyond theoretical knowledge. We will engage in interactive discussions, case studies, simulations, and real-world applications to help you connect theory to practice. You will have the opportunity to:</p> <ul style="list-style-type: none"><li>● Analyze real-life scenarios and develop effective strategies for supporting children and adolescents.</li><li>● Reflect on your own experiences and biases related to child development.</li><li>● Explore the ethical considerations involved in working with young people.</li><li>● Develop critical thinking skills to evaluate research and information about child and adolescent psychology.</li></ul>
<b>Lecture/Tutorial/Practical Hours</b>	45/0/30
<b>Credits</b>	4
<b>Pre-requisite, if any</b>	Successful completion of the foundation course in psychology.

## COURSE OUTCOMES(CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1	Differentiate between development, learning and maturation and demonstrate an understanding of the field of human development.	U, E	PO3, PO4, PO8
2	Analyse the effects of prenatal environment on development and suggest prenatal care strategies for healthy development of the baby.	A, An	PO1, PO2
3	Evaluate the factors affecting human development from infancy to adolescence.	E	PO4
4	Identify the issues in childhood and adolescence and provide possible solutions.	An, A	PO1, PO2, PO5, PO6
5	Assess the various psychological aspects of children and adolescents with the help of psychometric tools.	A	PO6, PO7

## COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Module 1 - Foundations of Child and Adolescent Development (8 Hrs)</b>			
	1.1	Introduction. The field of lifespan development, Domains of development, Periods of development, Basic issues, significant facts about development	2	CO1, CO3
	1.2	Historical Roots. Philosophies of John Locke, Jean Jacques Rousseau and Charles Darwin.	1	CO1, CO3
	1.3	Theories of child development: Freud and Erikson, Behaviourism and social learning theories, Theory of Cognitive development; Piaget (in detail), Information processing theory, Ethological theory, Vygotsky's Sociocultural theory, Ecological system theory and new directions.	3	CO1, CO3
	1.4	Designs for studying development. Longitudinal, Cross sectional, Sequential designs and microgenetic.	2	CO1, CO3
2	<b>Module 2 - Prenatal Development and Infancy (6 Hrs)</b>			
	2.1	Stages of Prenatal Development. Germinal period - embryonic period - Fetal period.	2	CO1, CO2

	2.2	Prenatal diagnostic tests.	1	CO1, CO2
	2.3	Effects of teratogens	1	CO1, CO2
	2.4	Birth and Newborn. Neonatal health and responsiveness. Pre-term and low birth weight infants.	2	CO1, CO2
	<b>Module 3 – Early, Middle and Late Childhood (21 Hrs)</b>			
3	3.1	Early Childhood: Physical, Cognitive, Socioemotional development	6	CO1, CO3, CO4
	3.2	Middle Childhood: Physical, Cognitive, Socioemotional development	6	CO1, CO3, CO4
	3.3	Late Childhood: Physical, Cognitive, Socioemotional development	5	CO1, CO3, CO4
	3.4	Issues in Childhood	2	CO1, CO3, CO4
	3.5	Children with Special Needs	2	CO1, CO3, CO4
		<b>Module 4 – Adolescence (10 Hrs)</b>		
4	4.1	Physical Development in Adolescence	2	CO1, CO3, CO4
	4.2	Cognitive Development in Adolescence	2	CO1, CO3, CO4
	4.3	Socioemotional Development in Adolescence	2	CO1, CO3, CO4
	4.4	Issues in Adolescence	2	CO1, CO3, CO4
	4.5	Moral Development	2	CO1, CO3, CO4
5	<b>Practical</b>		30	CO5
6	<b>Teacher specific course components</b>			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>A. Continuous Comprehensive Assessment (CCA)</b> <b>Theory:</b>

	<p>Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required by the course faculty.</i></p> <p><b>Practical:</b></p> <p>Observation of practical skills, Laboratory record. <i>Any other method as may be required by the course faculty.</i></p>
	<p><b>B. End Semester Examination (ESE)</b></p> <p><b>Theory:</b></p> <p>Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report.</p> <p><b>Practical:</b></p> <p>Practical based assessment, Record, <i>Any other method as may be required by the course faculty.</i></p>

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**COURSE 05**

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	4
<b>Type of Course</b>	DSC
<b>Course Code</b>	24UPSYDSC203
<b>Course Title</b>	<b>Adulthood and Aging: Understanding the Changing Mind</b>
<b>Course Level</b>	200-299
<b>Course Summary</b>	<p>This course will shed light on the fascinating psychological transformations that occur throughout adulthood, from the burgeoning responsibilities of young adulthood to the wisdom and grace of later life. We will delve into the biological, cognitive, social, and emotional landscapes that shape our experiences as we traverse the tapestry of time.</p> <p>This course is more than just theoretical knowledge. We will connect theory to practice through practicals, interactive activities, case studies, and discussions on real-world scenarios. You will have the opportunity to:</p> <ul style="list-style-type: none"><li>● Analyze personal experiences and biases related to aging.</li><li>● Develop strategies for promoting well-being and resilience in yourself and others.</li><li>● Explore the ethical considerations involved in working with adults and older adults.</li><li>● Critically evaluate research and information on adult development and aging.</li></ul>
<b>Lecture/Tutorial/Practical Hours</b>	45/0/30
<b>Credits</b>	4
<b>Pre-requisite, if any</b>	Successful completion of the foundation course in psychology. Preferred that the student has successfully completed the course 24UPSYDSC202 - The Shaping of Self: From Infancy to Adolescence but not mandatory.



## COURSE OUTCOMES(CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1	Analyse the changes in a person from early to late adulthood.	An	PO1, PO2, PO8
2	Analyse the changing social relationships in adulthood and recommend steps to overcome grief and loneliness in adulthood.	An, A	PO1, PO2, PO3, PO4, PO6, PO7, PO8
3	Formulate solutions to issues in transition from adolescence to adulthood.	C	PO1, PO2, PO4, PO6, PO8
4	Collaborate with geriatric care facilities and hospices and work under the supervision of a trained professional dealing with aging population.	A	PO1, PO2, PO3, PO4, PO5, PO7
5	Design training modules and activities for coping with cognitive decline in middle and late adulthood.	C	PO1, PO2, PO3, PO4, PO5, PO7

## COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Module 1 - Early Adulthood (9 Hrs)</b>			
	1.1	The Transition from Adolescence to Adulthood: Becoming an Adult. Physical Performance and Development, Health	2	CO1, CO3, CO4
	1.2	Substance Abuse	1	CO1, CO3, CO4
	1.3	Sexuality: Sexual Orientation and Behaviour, Sexually Transmitted Infections, Forcible Sexual Behaviour and Sexual Harassment	1	CO1, CO3, CO4
	1.4	Cognitive Development: Cognitive Stages, Creativity	2	CO1, CO3
	1.5	Careers and Work	1	CO1, CO3
	1.6	Attraction, Love and Close Relationships, Adult Lifestyles, Marriage and Family	2	CO1, CO2
2	<b>Module 2 - Middle Adulthood (11 Hrs)</b>			
	2.1	The Nature of Middle Adulthood: Changing Midlife - Physical Changes, Health, Disease, Stress and Control, Mortality Rates	2	CO1, CO4, CO5

	2.2	Cognitive Development: Intelligence, Information Processing	2	CO1, CO4, CO5
	2.3	Work in Midlife: Career Challenges and Changes, Career Break, Leisure	1	CO1, CO4, CO5
	2.4	Religion, Spirituality and Meaning in Life	2	CO1, CO4, CO5
	2.5	Stages of Adulthood: The Life-Events Approach, Stress and Personal Control in Midlife, Contexts of Midlife Development	2	CO1, CO4, CO5
	2.6	Close relationships: Love and Marriage, Empty Nest, Sibling Relationships and Friendships, Grandparenting, Intergenerational relationships	2	CO1, CO2, CO4, CO5
	<b>Module 3 – Late Adulthood (17 Hrs)</b>			
	3.1	Aging: Life Expectancy and Life-Span, The Young-Old and the Oldest-Old, Biological Theories of Aging	2	CO1, CO4, CO5
	3.2	Physical aspects of aging: The Aging Brain, Sleep, Physical Appearance and Movement, Sensory Development, The Circulatory and Respiratory Systems	2	CO1, CO4, CO5
	3.3	Health: Health Problems, Substance Use and Abuse, Exercise, Nutrition and Weight	2	CO1, CO4, CO5
3	3.4	Cognitive Functioning in Older Adults, Language Development	2	CO1, CO4, CO5
	3.5	Work and Retirement, Adjustment to retirement	1	CO1, CO4, CO5
	3.6	Mental Health, Religion and Spirituality	2	CO1, CO4, CO5
	3.7	Theories of Socioemotional Development: Erikson's Theory, Activity Theory, Socioemotional Selectivity Theory, Selective Optimisation with Compensation Theory	2	CO1, CO4, CO5
	3.8	Families and Social Relationships	2	CO1, CO2, CO4
	3.9	Successful Aging	2	CO1, CO2, CO4
	<b>Module 4 – Death and Dying (8 Hrs)</b>			
4	4.1	Defining death and life/death issues	1	CO2, CO4

	4.2	Death and Cultural Contexts	1	CO2, CO4
	4.3	A Developmental Perspective on Death	2	CO2, CO4
	4.4	Facing One's Own Death, Coping with the Death of Someone else	3	CO2, CO4
	4.5	Applications in Life Span Development	1	CO2, CO4
5	<b>Practical</b>		30	CO1, CO4, CO5
6	<b>Teacher specific course components</b>			

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.</p>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <p><b>Theory:</b></p> <p>Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required by the course faculty.</i></p> <p><b>Practical:</b></p> <p>Observation of practical skills, Laboratory record. <i>Any other method as may be required by the course faculty.</i></p> <hr/> <p><b>B. End Semester Examination (ESE)</b></p> <p><b>Theory:</b></p> <p>Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report.</p> <p><b>Practical:</b></p> <p>Practical based assessment, Record, <i>Any other method as may be required by the course faculty.</i></p>

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**COURSE 06**

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	4
<b>Type of Course</b>	DSC
<b>Course Code</b>	24UPSYDSC204
<b>Course Title</b>	<b>Fundamentals of Psychopathology</b>
<b>Course Level</b>	<b>200-299</b>
<b>Course Summary</b>	<p>This course provides a foundational understanding of abnormal psychology, focusing on the study of psychological disorders and deviations from typical behaviour, cognition, and emotional regulation. Through a blend of theoretical frameworks, empirical research, case studies, and practical applications, students will explore the complexities of mental health issues and their impact on individuals and society.</p> <p>The course begins by examining historical conceptions of abnormal behaviour, tracing the evolution of theories and treatments from ancient civilizations to modern psychological science. Students will learn about the current diagnostic systems, such as the DSM-5, and explore the criteria used to identify and classify various psychological disorders. Students will be introduced to the biological factors contributing to mental health disorders, including genetics, neurochemistry, and brain structure and function.</p> <p>Students are introduced to symptoms of major psychological disorders – mood disorders, anxiety disorders, personality disorders, substance-related disorders, schizophrenia, neurodevelopmental disorders and neurocognitive disorders. Students will explore various treatment modalities used in the management of psychological disorders, including psychotherapy, pharmacotherapy, and alternative interventions.</p>
<b>Lecture/Tutorial/Practical Hours</b>	60/0/0

<b>Credits</b>	4
<b>Pre-requisite, if any</b>	Successful completion of the foundation courses in Psychology

### COURSE OUTCOMES(CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1	Demonstrate a comprehensive understanding of abnormal behaviour, including the various definitions and models used in the field.	U	PO1, PO2, PO4, PO8
2	Enhance critical thinking skills by applying theoretical concepts to real-world case studies and scenarios, and by engaging in class discussions and debates.	A	PO4, PO5, PO6
3	Discuss the historical and cultural perspectives that have influenced the conceptualization and treatment of abnormal behaviour over time.	U	PO1, PO2
4	Analyze the role of psychosocial factors such as family, culture, and environment in the development and maintenance of psychological disorders.	An	PO2, PO4, PO5, PO6
5	Evaluate various treatment modalities for psychological disorders, including psychotherapy, pharmacotherapy, and alternative interventions. Understand the evidence-based practices for different disorders.	E	PO1, PO2, PO4, PO5, PO6
6	Cultivate empathy and sensitivity towards individuals experiencing psychological disorders and develop an understanding of the stigma associated with mental health issues.	A	PO1, PO2, PO4, PO5, PO6

### COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Module 1 - Introduction to Abnormal Psychology (15 hours)</b>			
	1.1	Concept of normality and abnormality, Clinical criteria of abnormality	4	CO1, CO2, CO3

	1.2	Historical and contemporary views of abnormality.	4	CO2, CO3
	1.3	Classification systems – DSM, ICD – Evolution, merits, and demerits	4	CO1
	1.4	Research methods	3	CO1, CO2
	<b>Module 2 - An Overview of Disorders (15 hours)</b>			
2	2.1	Panic, Anxiety, Obsession, and Stress related disorders	4	CO1, CO2, CO4, CO6
	2.2	Mood disorders	2	CO1, CO2, CO4, CO6
	2.3	Personality Disorders	2	CO1, CO2, CO4, CO6
	2.4	Substance related disorders	2	CO1, CO2, CO4, CO6
	2.5	Schizophrenia	2	CO1, CO2, CO4, CO6
	2.6	Neurocognitive and Neurodevelopmental disorders	2	CO1, CO2, CO4, CO6
	2.7	Prevalence and incidence of disorders	1	CO1, CO2, CO4, CO6
	<b>Module 3 - Causal factors and Viewpoints (15 hours)</b>			
3	3.1	Necessary, sufficient, and contributory causes, feedback and bidirectionality, diathesis-stress model	2	CO1, CO2
	3.2	Biological viewpoint and causal factors	2	CO2, CO6
	3.3	Psychological viewpoint and causal factors	7	CO4
	3.4	Sociocultural viewpoint and factors	4	CO2, CO6
	<b>Module 4 - Clinical Assessment Diagnosis and Treatment (15 hours)</b>			
4	4.1	Basic elements of assessment	2	CO5, CO6
	4.2	Types of assessments	3	CO5, CO6
	4.3	MSE	3	CO5, CO6
	4.4	Biological approaches to treatment	2	CO5, CO6
	4.5	Psychosocial approaches to treatment	3	CO4, CO5, CO6
	4.6	Sociocultural perspectives	1	CO5, CO6
	4.7	Ethical issues in assessment and treatment	1	CO2, CO5, CO6
5	<b>Teacher specific course components</b>			

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.</p>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <p><b>Theory:</b></p> <p>Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required by the course faculty.</i></p> <hr/> <p><b>B. End Semester Examination (ESE)</b></p> <p><b>Theory:</b></p> <p>Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report. <i>Any other method as may be required by the course faculty.</i></p>

**References:**

- American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (DSM-5). American Psychiatric Pub.
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**COURSE 07**

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	5
<b>Type of Course</b>	DSC
<b>Course Code</b>	24UPSYDSC301
<b>Course Title</b>	<b>Approaches to Counselling</b>
<b>Course Level</b>	300-399
<b>Course Summary</b>	<p>The course provides an in-depth exploration of various theoretical frameworks and practical techniques employed in the field of counseling. It aims to equip students with a comprehensive understanding of different counseling approaches and their application in diverse contexts.</p> <p>Students will engage in a comprehensive examination of major counseling theories and models, including psychodynamic, humanistic-existential, cognitive-behavioral, multicultural, and integrative approaches. Emphasis will be placed on understanding the core principles, techniques, and applications of each approach.</p> <p>Students will focus on the integration of yoga and meditation practices into counseling and psychotherapy. Students will learn about the psychological benefits of yoga and meditation, including stress reduction, emotional regulation, and spiritual growth, and explore techniques for incorporating these practices into therapeutic interventions.</p> <p>Students will also explore ethical principles, standards of practice, and legal considerations relevant to counseling psychology. Topics covered may include confidentiality, informed consent, boundaries, dual relationships, and ethical decision-making in clinical practice.</p> <p>Through a combination of lectures, seminars, case studies, and practical exercises, students will develop a solid theoretical foundation in counseling psychology and acquire</p>

	the knowledge, and attitudes necessary for competent and ethical practice as counseling psychologists.
<b>Lecture/Tutorial/Practical Hours</b>	60/0/0
<b>Credits</b>	4
<b>Pre-requisite, if any</b>	Successful completion of the foundation courses in Psychology.

### COURSE OUTCOMES(CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1	Utilize self-reflection to enhance self-awareness and recognize the impact of personal values and biases on the counseling process	U	PO5, PO8
2	Apply assessment techniques, including clinical interviewing and basic diagnostic tools, to gather information for treatment planning	A	PO1, PO3, PO5
3	Compare and contrast a variety of counselling theories, such as psychodynamic, humanistic, cognitive-behavioural, and systemic approaches.	U	PO1, PO2, PO5, PO6
4	Integrate ethical and legal standards in counseling and psychotherapy, including issues related to confidentiality, informed consent, and professional boundaries.	E	PO6, PO8

### COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Module 1 - Introduction to Counselling and Psychotherapy (12 Hrs)</b>			
	1.1	Meanings, goals, importance of guidance, counselling and psychotherapy	3	CO1, CO4
	1.2	Variables affecting counselling	2	CO1, CO4
	1.3	Levels of Helping	2	CO1
	1.4	Core Conditions of helping behaviour	3	CO1, CO4
	1.5	Assessment in counselling	2	CO2
2	<b>Module 2 - Psychoanalytic, Adlerian, and Humanistic approaches (12 Hrs)</b>			
	2.1	Psychoanalytic and psychodynamic	3	CO3
	2.2	Adlerian	2	CO3

	2.3	Person-centered	3	CO3
	2.4	Existential	2	CO3
	2.5	Gestalt	2	CO3
	<b>Module 3 - Behavioural, Cognitive, and Systemic approaches to counselling (12 Hrs)</b>			
3	3.1	Behavioural	2	CO3
	3.2	REBT	2	CO3
	3.3	Reality Therapy	2	CO3
	3.4	Cognitive therapy	2	CO3
	3.5	Bowens systems theory	2	CO3
	3.6	Structural and strategic counselling	2	CO3
	<b>Module 4 – Indian Approaches to Counselling (12 Hrs)</b>			
4	4.1.	Indian approaches of yoga and meditation in counselling	4	CO1, CO3
	4.2.	Indian model of healthy personality	4	CO1, CO3
	4.3.	Relaxation techniques – JPMR, hypnosis	4	CO1, CO2, CO3
	<b>Module 5 - Ethical and Legal aspects of Counselling (12 Hrs)</b>			
5	5.1	Ethical Principles of counselling and helping	2	CO1, CO4
	5.2	Exploration of complex ethical issues in counselling	2	CO1, CO4
	5.3	Case discussions and ethical decision-making	2	CO1, CO4
	5.4	Legal aspects of counselling	2	CO1, CO4
	5.5	Legals aspects of counselling relationships	2	CO1, CO4
	5.6	Civil rights and the law	2	CO1, CO4
6	<b>Teacher specific course components</b>			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>A. Continuous Comprehensive Assessment (CCA)</b> <b>Theory:</b>

	<p>Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required for specific course by the course faculty.</i></p>
	<p><b>B. End Semester Examination (ESE)</b></p> <p><b>Theory:</b></p> <p>Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report.</p>

**References:**

Brems, C. (2001). Basic skills in psychotherapy and counseling. Singapore: Brooks/Cole.

Corey, G. (1996). Theory and practice of counseling and psychotherapy (5thed.). Pacific Grove, CA: Thomson-Brooks/Cole.

Gladding, S.T. (2009). Counselling: A Comprehensive Profession: New Delhi: Pearson Education.

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Miltenberger, R. G. (2001). Behavior modification: Principles and procedures (2nd Ed.). Belmont, CA: Wadsworth/Thomson Learning.

Nelson-Jones, Richard. (2005). Practical counselling and helping skills: text and exercises for the life skills counselling model (5th ed). SAGE.

Nelson-Jones, Richard. (2008). Basic counselling skills: a helper's manual (2nd ed). Sage Publications.

## COURSE 08

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	6
<b>Type of Course</b>	DSC
<b>Course Code</b>	24UPSYDSC302
<b>Course Title</b>	<b>Integrating Counselling Techniques</b>
<b>Course Level</b>	300-399
<b>Course Summary</b>	<p>This course is designed to provide students with both theoretical knowledge and practical skills essential for effective counselling practice. Grounded in the principles of psychology and therapeutic intervention, this course offers a hands-on exploration of the counselling process, from initial assessment to termination and follow-up.</p> <p>The course begins with an overview of counselling theory and models, including psychodynamic, humanistic, cognitive-behavioural, and integrative approaches. Students will learn about the foundational principles of each approach and explore their applications in diverse counselling contexts. Building on this theoretical foundation, the course delves into essential counselling skills and techniques. Students will learn active listening, empathy, rapport-building, and nonverbal communication skills, as well as strategies for conducting assessments, setting goals, and developing treatment plans.</p> <p>The course emphasizes the importance of cultural competence and ethical practice in counselling. Students will learn about the impact of cultural, social, and individual factors on the counselling process and develop awareness of their own biases and assumptions. Ethical guidelines and professional standards governing counselling practice will also be explored.</p> <p>Through role-playing exercises, case studies, and supervised practice sessions, students will have the opportunity to apply</p>

	<p>counselling skills in simulated counselling sessions. They will receive constructive feedback and guidance from instructors and peers, allowing them to refine their skills and develop confidence in their ability to work with clients.</p> <p>Specialized topics in counselling, such as crisis intervention, trauma-informed care, and multicultural counselling, will be covered to prepare students for the diverse needs they may encounter in their counselling practice. In addition to practical skills, students will learn about the business aspects of counselling practice, including documentation, record-keeping, and ethical considerations related to billing and reimbursement.</p>
<b>Lecture/Tutorial/Practical Hours</b>	60/0/0
<b>Credits</b>	4
<b>Pre-requisite, if any</b>	Successful completion of the course 24UPSYDSC301 - Approaches to Counselling.

### COURSE OUTCOMES(CO)

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PO</b>
1	Apply basic counselling skills, such as paraphrasing, summarizing, and open-ended questioning, necessary for facilitating communication and exploration in the counselling process	A	PO5, PO8
2	Develop communication skills, including active listening, empathy, and effective verbal and nonverbal communication, essential for building therapeutic	C	PO5, PO8
3	Formulate case conceptualizations, integrating theoretical perspectives to understand clients' issues.	A	PO4, PO5, PO6
4	Maintain accurate and confidential client records, including progress notes and treatment plans	A	PO4, PO6

### COURSE CONTENT

<b>Module</b>	<b>Units</b>	<b>Course description</b>	<b>Hrs</b>	<b>CO No.</b>
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1	<b>Module 1 - Counselling Process (15 Hrs)</b>			
	1.1	Stages of Counselling	4	CO1, CO3
	1.2	Building counselling relationships	3	CO1, CO3
	1.3	Working in and closing relationships	5	CO1, CO3
	1.4	Termination of counselling relationship	3	CO1, CO3
2	<b>Module 2 - Counselling Skills (15 Hrs)</b>			
	2.1	Creating communications skills, life skills, mind skills,	3	CO1, CO2
	2.2	Relating stage of counselling	3	CO1, CO2
	2.3	Understanding stage of counselling	3	CO1, CO2
	2.4	Changing stage of counselling	2	CO1, CO2
	2.5	Practicum	4	CO1, CO2, CO3
3	<b>Module 3 - Techniques of Counselling (15 Hrs)</b>			
	3.1	Psychoanalytic	3	CO1, CO3
	3.2	Adlerian	1	CO1, CO3
	3.3	Humanistic	1	CO1, CO3
	3.4	Behavioural	3	CO1, CO3
	3.5	CBT	2	CO1, CO3
	3.6	Brief counselling approaches – Solution focused and narrative counselling	2	CO1, CO3
	3.7	Practicum	3	CO1, CO2, CO3
4	<b>Module 4 – Special Areas in Counselling (15 Hrs)</b>			
	4.1.	Counselling and rehabilitation of differently abled persons	2	CO1, CO2, CO3, CO4
	4.2.	Counselling weaker sections and minorities	2	CO1, CO2, CO3, CO4
	4.3	Counselling for alcohol and substance abusers	2	CO1, CO2, CO3, CO4
	4.4	Counselling legal offenders	2	CO1, CO2, CO3, CO4
	4.5	Counselling victims of abuse	2	CO1, CO2, CO3, CO4
	4.6	Practicum	5	CO1, CO2, CO3, CO4
5	<b>Teacher specific course components</b>			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Role-plays, Demonstration and Modelling, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>A. Continuous Comprehensive Assessment (CCA)</b> <b>Theory:</b> Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required for specific course by the course faculty.</i> <hr/> <b>B. End Semester Examination (ESE)</b> <b>Theory:</b> Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report.

**References:**

Brems, C. (2001). Basic skills in psychotherapy and counseling. Singapore: Brooks/Cole.

Corey, G. (1996). Theory and practice of counseling and psychotherapy (5thed.). Pacific Grove, CA: Thomson-Brooks/Cole.

Gladding, S.T. (2009). Counselling: A Comprehensive Profession: New Delhi: Pearson Education.

Ivey, A.E., Ivey, M.B., & Simek-Morgan, L. (1997). Counseling and psychotherapy: A multi-cultural perspective (4thed.). Boston: Allyn & Bacon.

Miltenberger, R.G. (2001). Behavior modification: Principles and procedures (2nd Ed.). Belmont, CA: Wadsworth/Thomson Learning.

Nelson-Jones, Richard. (2005). Practical counselling and helping skills: text and exercises for the life skills counselling model (5th ed). SAGE.

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Sharf, R.S. (2000). Theories of psychotherapy and counseling: Concepts and cases (2nd Ed.). Singapore: Brooks/Cole.



## COURSE 09

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	6
<b>Type of Course</b>	DSC
<b>Course Code</b>	24UPSYDSC303
<b>Course Title</b>	<b>Research Methods in Psychology</b>
<b>Course Level</b>	300-399
<b>Course Summary</b>	<p>This course provides the tools and techniques necessary to investigate complex questions about human behaviour and cognition. This course serves as a comprehensive introduction to the principles and practices of psychological research design, data collection, analysis, and interpretation. The course begins by exploring the philosophical foundations of science and psychology, emphasizing the importance of empirical evidence, objectivity, and skepticism in the research process. Students will gain an understanding of the scientific method and its application to psychological inquiry, including hypothesis testing, variable manipulation, and causal inference.</p> <p>Next, the course covers various research designs commonly used in psychology, including experimental, correlational, and quasi-experimental designs. Students will learn about the strengths and limitations of each design, as well as the ethical considerations involved in conducting research with human participants.</p> <p>Data collection methods are another focus of the course, with an emphasis on both quantitative and qualitative approaches. Students will learn how to select appropriate measurement tools, design surveys and questionnaires, conduct interviews and observations, and utilize archival data sources.</p> <p>Statistical analysis is a central component of psychological research, and the course provides a foundation in basic statistical techniques used to analyze and interpret data.</p>

	<p>Topics include descriptive statistics, inferential statistics, hypothesis testing, and measures of effect size. Students will also learn how to use statistical software packages to analyze data and generate reports.</p> <p>The course emphasizes the importance of critical thinking and scientific writing skills in psychology. Students will learn how to critically evaluate research literature, identify methodological strengths and weaknesses, and synthesize findings across studies. They will also develop the skills necessary to communicate research findings effectively through written reports and presentations.</p> <p>Throughout the course, students will have the opportunity to design and conduct their own research projects, applying the concepts and techniques learned in class to real-world research questions. They will also learn about ethical guidelines for conducting research with human participants and the importance of maintaining integrity and transparency in the research process.</p> <p>By the end of the course, students will have gained a solid understanding of research methods in psychology and the skills necessary to critically evaluate and conduct empirical research. They will be prepared to apply these skills in future academic and professional endeavors, whether pursuing further study in psychology or entering careers in research, counseling, education, or other fields.</p>
<b>Lecture/Tutorial/Practical Hours</b>	60/0/0
<b>Credits</b>	4
<b>Pre-requisite, if any</b>	Successful completion of the foundation courses in Psychology.

### **COURSE OUTCOMES(CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PO</b>
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1	Develop various research designs, including experimental, quasi-experimental, correlational, and observational designs.	U	PO1, PO2, PO4
2	Compare and contrast various data collection methods, including surveys, experiments, observations, and interviews	An	PO1, PO2, PO4
3	Implement concepts of validity and reliability in research and learn how to assess and enhance the quality of research measures.	A	PO1, PO2
4	Apply research methods knowledge to address practical issues and problems in psychology, fostering the ability to use research to inform practice.	A	PO2, PO6, PO8
5	Demonstrate the importance of replication in scientific research and consider the generalizability of research findings to broader populations.	A	PO4, PO5

### COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Module 1 – Foundations of Quantitative Research (10 Hrs)</b>			
	1.1	Definition of scientific research;	2	CO4
	1.2	Methods of Inquiry;	3	CO5
	1.3	Sources of research ideas;	2	CO5
	1.4	Research types: Fundamental, Action, Experimental, Exploratory and descriptive research.	3	CO4
2	<b>Module 2 – Measurement and Ethics (10 Hrs)</b>			
	2.1	Definition of measurement;	2	CO3
	2.2	Scaling and its comparisons;	2	CO3
	2.3	Reliability and validity of psychological measurements: Types and threats;	2	CO3
	2.4	Ethical issues in psychological research: evolution; human participants; animal research;	2	CO3
	2.5	APA guidelines.	2	CO3, CO4
3	<b>Module 3 - Process of Quantitative Research (10 Hrs)</b>			
	3.1	Causality and experimentation;	2	CO4

	3.2	Definition and nature of variables; Operationally defining variables; Independent variables; Dependent variables; Extraneous variables;	3	CO4
	3.3	Formulation of research problems and hypothesis ;	2	CO4
	3.4	Different types of hypothesis: null and directional;	1	CO4
	3.5	Experimental manipulation and control of variables;	1	CO4
	3.6	Steps in quantitative research.	1	CO4
<b>Module 4 – Sampling Techniques and Data Collection (15 Hrs)</b>				
4	4.1.	Sampling fundamentals: universe, population, sample size, sampling frame,	3	CO2
	4.2.	Sampling process and sampling error;	4	CO2
	4.3	Sampling techniques: probability and non-probability sampling;	4	CO2
	4.4	Methods of data collection: observational methods, surveys, questionnaires, and psychometric tests.	4	CO2
<b>Module 5 – Experimental Designs (15 Hrs)</b>				
5	5.1.	Experimental research designs;	3	CO1, CO5
	5.2.	Types of experimental design based on subjects and factors; Within subjects, between subjects, single subject, single factor, and factorial design;	4	CO1, CO4, CO5
	5.3.	Sources of error variance and its management in the various types of experimental designs;	4	CO1, CO4, CO5
	5.4.	Mixed design; Developmental research designs.	4	CO1, CO5
6	<b>Teacher specific course components</b>			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Role-plays, Demonstration and Modelling, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>A. Continuous Comprehensive Assessment (CCA)</b>

	<p><b>Theory:</b>  Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required for specific course by the course faculty.</i></p>
	<p><b>B. End Semester Examination (ESE)</b></p> <p><b>Theory:</b>  Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report.</p>

**References:**

Bordens, K.S., & Abbott, B.B. (2006). Research and design methods: A process approach (6th ed.). New Delhi: Tata McGraw-Hill.

Cozby, P. C. & Bates, S. (2014). Methods in Behavioural Research, 12 th Ed. New York: McGraw Hill.

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Goodwin, C.J. (2002). Research in psychology: Methods and design (3rd ed.). New Jersey: John Wiley & Sons, Inc.

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Singh, A.K. (1997). Test, measurements and research methods in behavioural sciences. Patna: Bharathi Bhavan Publishers and Distributors.

Gravetter, F. J., & Forzana, L. A .B (2009). Research methods for behavioral sciences. Wordsworth Cengage learning.

Aron, A., & Aron, E.N. (1994). Statistics for psychology. New Jersey: Prentice Hall.

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Cohen, R.J., & Swerdlik, M.E. (2005). Psychological testing and assessment: An introduction to tests and measurement (6th ed.). New York: McGrawHill.

**COURSE 10**

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	7
<b>Type of Course</b>	DSC
<b>Course Code</b>	24UPSYDSC401
<b>Course Title</b>	<b>Psychometric testing and scale construction</b>
<b>Course Level</b>	400-499
<b>Course Summary</b>	<p>This course delves deeper into the world of psychometric testing, the science behind creating and using psychological tests.</p> <p>Module 1 explores the different types of psychological tests, their purposes, and the ethical considerations involved in their administration and interpretation. Module 2 will equip you with the practical skills for building effective psychological scales including item writing techniques, test design principles, and how to ensure the clarity and accuracy of your assessments. Module 3 provides a strong foundation in reliability and validity concepts, allowing you to critically evaluate existing tests and construct your own with confidence.</p> <p>This course is ideal for students pursuing careers in psychology, education, or human resources, where the ability to develop and utilize effective psychological assessments is crucial. By the end of this course, you will be well-equipped to contribute meaningfully to the field of psychometric testing.</p>
<b>Lecture/Tutorial/Practical Hours</b>	45/0/30
<b>Credits</b>	4
<b>Pre-requisite, if any</b>	Successful completion of the foundation courses in Psychology.

**COURSE OUTCOMES(CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PO</b>
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1	Explain the concepts related to psychometric testing and analyse the ethics involved in testing.	An, U	PO1, PO2, PO3, PO6
2	Exhibit knowledge in administering, interpreting and communicating the results.	A, An	PO1, PO2, PO3, PO7
3	Demonstrate the skills and knowledge in developing a psychological test.	C	PO1, PO2, PO7

### COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Module 1 - Introduction to Psychological Testing (10 Hrs)</b>			
	1.1	Psychological Assessment	2	CO1
	1.2	Types of Assessment	2	CO1
	1.3	Psychometric properties of tests	2	CO1
	1.4	Application of Testing	2	CO1
	1.5	Ethics in Psychological Testing	2	CO1
2	<b>Module 2 - Test Construction (20 Hrs)</b>			
	2.1	Steps in test construction	5	CO2, CO3
	2.2	Item Writing: types of items, General guidelines for item writing	5	CO2, CO3
	2.3	Item Analysis: Meaning and Purpose, Item difficulty, Item validity, Internal consistency,	5	CO2, CO3
	2.4	Item analysis of Power and Speed Tests	5	CO2, CO3
3	<b>Module 3 – Reliability and Validity (15 Hrs)</b>			
	3.1	Administration on fresh sample	5	CO2, CO3
	3.2	Computing correlation coefficient	5	CO2, CO3
	3.3	Computing validity coefficients	5	CO2, CO3
4	<b>Practicals</b>		30	CO3
5	<b>Teacher specific course components</b>			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and
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	interactions, Online Learning, Blended Learning, and other innovative learning approaches.
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <p><b>Theory:</b> Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required by the course faculty.</i></p> <p><b>Practical:</b> Scale development and validation based assessment. <i>Any other method as may be required by the course faculty.</i></p>
	<p><b>B. End Semester Examination (ESE)</b></p> <p><b>Theory:</b> Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report.</p> <p><b>Practical:</b> Successful development and validation of a psychometric scale as a group project. <i>Any other method as may be required by the course faculty.</i></p>

**References:**

- Aiken, R.L. & Groth- Marnat, G. (2006). Psychological testing and assessment. USA: Pearson Education.
- Anastasi, A. & Urbina, S. (1997). Psychological testing. N.D.: Pearson Education.
- Gregory, R.J. (2005). Psychological testing: History, principles and applications. New Delhi: Pearson Education
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- Singh, A.K. (2017). Tests, measurements and research methods in behavioural sciences. Patna: Bharati Bhavan
- Whiston, S.C.(1999). Principles and applications of assessment in counselling.



## COURSE 11

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	8
<b>Type of Course</b>	DSC
<b>Course Code</b>	24UPSYDSC402
<b>Course Title</b>	<b>Cognitive Psychology</b>
<b>Course Level</b>	400-499
<b>Course Summary</b>	<p>Cognitive psychology is the study of mental processes such as perception, memory, attention, language, problem-solving, and decision-making. This course serves as an introduction to the fundamental concepts, theories, and methodologies within the field of cognitive psychology.</p> <p>The course begins by exploring the history and theoretical foundations of cognitive psychology. Students will gain an understanding of key figures and pivotal experiments that shaped the discipline. Next, the course delves into perception and attention, examining how we perceive and interpret sensory information from the environment. Topics include visual and auditory perception, selective attention, and the role of schemas and heuristics in perception.</p> <p>Memory is another central theme of the course, covering processes such as encoding, storage, and retrieval. Students will learn about different types of memory, including sensory memory, short-term memory, and long-term memory, as well as factors that influence memory performance such as encoding strategies, retrieval cues, and forgetting.</p> <p>Language and thought are explored in depth, investigating how humans acquire, produce, and comprehend language, as well as the relationship between language and thought processes. Topics include language development, linguistic relativity, and the role of language in shaping cognition. Problem-solving and decision-making are also examined through the lens of cognitive psychology. Students will learn</p>

	<p>about different problem-solving strategies, decision-making biases, and the role of expertise in problem-solving.</p> <p>Throughout the course, students will engage with classic and contemporary research studies through readings, discussions, and hands-on activities. They will also develop critical thinking skills by evaluating theories and empirical findings in cognitive psychology.</p> <p>By the end of the course, students will have gained a solid foundation in the principles of cognitive psychology and an appreciation for how these principles contribute to our understanding of human cognition and behavior. They will be equipped with analytical tools to apply cognitive psychology concepts to real-world scenarios and research questions.</p>
<b>Lecture/Tutorial/Practical Hours</b>	60/0/0
<b>Credits</b>	4
<b>Pre-requisite, if any</b>	Successful completion of the foundation courses in Psychology.

### COURSE OUTCOMES(CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1	Explain various perceptual processes, attention, and consciousness.	U	PO1, PO2, PO8
2	Demonstrate memory and memory enhancement strategies.	A	PO1, PO2, PO8
3	Discuss cognitive processes involved in language, problem-solving, decision making, reasoning and creativity.	U	PO1, PO2, PO8
4	Evaluate the impact of research in cognitive psychology.	E	PO1, PO2, PO8

### COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Module 1 - Introduction to Cognitive Psychology (15 Hrs)</b>			

	1.1	Philosophical concepts: nature vs. nurture; free will vs. determinism; mind-brain-body	3	CO4
	1.2	Cognitive psychology- Emergence and current issues;	2	CO4
	1.3	Perceptual processes: Visual and auditory recognition (object recognition, processing and object recognition, face perception, speech perception);	5	CO1, CO4
	1.4	Attention (kind of attention processes, neuroscience research on attention)	3	CO1
	1.5	Consciousness (about higher mental processes)	2	CO1
	<b>Module 2 – Memory (15 Hrs)</b>			
2	2.1	Measures of Central Tendency: mean, median, mode – calculation, interpretation, uses;	3	CO1, CO2
	2.2	Measures of Variability: Range, Quartile Deviation, Average Deviation, Variance, Standard Deviation - calculation, interpretation, uses;	3	CO1, CO2
	2.3	The Normal Curve: characteristics, applications,	1	CO1, CO6
	2.4	Skewness, Kurtosis.	2	CO1, CO6
	2.5	Practical :-SPSS	4	CO5
	<b>Module 3 – Mental Imagery and Cognitive Maps (15 Hrs)</b>			
3	3.1	Mental Imagery (characteristic of mental image, imagery debate; research on visual imagery);	6	CO3, CO4
	3.2	Aphantasia;	3	CO3, CO4
	3.3	Cognitive Maps (Background information on CM, Cognitive map in relation to Distance, Shape and relative position)	6	CO3, CO4
	<b>Module 4 – Higher Cognitive Processes (15 hours)</b>			
4	4.1.	Introduction to Language; Language Comprehension (reading processes, understanding discourse);	3	CO3, CO4
	4.2.	Language Production (speaking and writing); Bilingualism	2	CO3, CO4
	4.3	Problem Solving (Understanding the problem, strategies, factors influencing problem solving);	3	CO3, CO4
	4.4	Creativity;	2	CO3, CO4
	4.5	Reasoning (Inductive and Deductive reasoning)	3	CO3, CO4
	4.6	Decision making.	2	CO3, CO4

5	<b>Teacher specific course components</b>
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<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.</p>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <p><b>Theory:</b></p> <p>Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required for specific course by the course faculty.</i></p> <hr/> <p><b>B. End Semester Examination (ESE)</b></p> <p><b>Theory:</b></p> <p>Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report.</p>

**References:**

Benjafield, J. G. (2007). Cognition. Delhi: Oxford University Press.

Galotti, K.M. (2001). Cognitive Psychology in and out of the Laboratory. New Delhi: SAGE Publications.

Goldstein B.E. (2008). Cognitive Psychology. London: Wadsworth.

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Sternberg R. J. & Sternberg, K. (2012). Cognitive Psychology. Belmont, California: Cengage Learning.

#### 4. SYLLABUS FOR DISCIPLINE SPECIFIC ELECTIVE COURSES IN PSYCHOLOGY

SEM	COURSE CODE	COURSE TITLE	COURSE LEVEL	CREDIT
<b>DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE)</b>				
3	24UPSYDSE201	Beyond the Binary: Sex and Gender in the Modern Mind	200-299	4
3	24UPSYDSE202	Psychology of Storytelling	200-299	4
4	24UPSYDSE203	Social Interactions and Human Behaviour	200-299	4
4	24UPSYDSE204	Psychology of Management: Unleashing the Potential of People and Organization	200-299	4
4	24UPSYDSE205	From Pixels to Perception: The Science of Visual Communication and Design	200-299	4
5	24UPSYDSE301	Statistics for Behavioural Sciences	300-399	4
5	24UPSYDSE302	Foundations of Organisational Behaviour	300-399	4
5	24UPSYDSE303	Environmental Psychology: Unraveling the Mind-Nature Connection	300-399	4
5	24UPSYDSE304	Community Psychology	300-399	4
5	24UPSYDSE305	Positive Psychology: Cultivating Strengths, Resilience, and Optimal Living	300-399	4
5	24UPSYDSE306	Psychology of Health	300-399	4
5	24UPSYDSE307	Media Psychology	300-399	4
6	24UPSYDSE308	Managing Behaviour in Organisations	300-399	4
6	24UPSYDSE309	Essential Principles of Educational Psychology	300-399	4
6	24UPSYDSE310	The Psychology of Sports: Optimizing Performance and Well-being	400-499	4

7	24UPSYDSE401	Foundations of Clinical Psychology	400-499	4
7	24UPSYDSE402	Advertisement Psychology: Decoding Persuasion Strategies	400-499	4
7	24UPSYDSE403	Neuropsychology	400-499	4
7	24UPSYDSE404	Basics of Indian Psychology	400-499	4
7	24UPSYDSE405	Cyber Psychology	400-499	4
7	24UPSYDSE406	Economic Psychology	400-499	4
7	24UPSYDSE407	Theories of Personality	400-499	4
8	24UPSYDSE408	Practice in Clinical Psychology	400-499	4
8	24UPSYDSE409	Minds Behind Bars: Exploring Criminal Psychology and the Legal Labyrinth	400-499	4
8	24UPSYDSE410	Cultural Psychology	400-499	4
8	24UPSYDSE411	Consumer Psychology: Understanding the Why Behind the Buy	400-499	4

## COURSE 01

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	3
<b>Type of Course</b>	DSC
<b>Course Code</b>	24UPSYDSE201
<b>Course Title</b>	<b>Beyond the Binary: Sex and Gender in the Modern Mind</b>
<b>Course Level</b>	200-299
<b>Course Summary</b>	<p>This course ventures beyond traditional understandings of sex and gender, inviting you to explore the complexities of human identity in the modern world. In Module 1, we will unpack the distinction between sex and gender, examining their historical and cultural contexts. Module 2 dives into the concept of gender roles and stereotypes. We will explore how societal expectations can shape our behaviors and identities, and how these expectations can be limiting or even harmful. Module 3 examines topics like gender inequality, access to healthcare, and the experiences of LGBTQ+ individuals. Through critical discussions, you will gain a deeper understanding of the challenges faced by diverse communities and explore potential solutions for a more equitable future. Module 4 explores the intersection of gender and mental health. We will investigate the unique mental health considerations for different gender identities and expressions. You will learn about potential risk factors and how to promote positive mental well-being for all individuals.</p> <p>By delving into these critical modules, the course equips you with a comprehensive understanding of this ever-evolving field and gain valuable knowledge and insights to navigate conversations about sex and gender with empathy and respect, fostering a more inclusive and understanding world.</p>
<b>Lecture/Tutorial/Practical Hours</b>	60/0/0
<b>Credits</b>	4
<b>Pre-requisite, if any</b>	

## COURSE OUTCOMES(CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1	Critically analyze the complex interplay of biological, psychological, and social factors shaping sex and gender.	An	PO1, PO2, PO4
2	Evaluate the impact of gender roles, stereotypes, and discrimination on individuals and society.	E	PO1, PO4, PO5, PO6, PO8
3	Analyze key gender issues in diverse contexts and discuss interventions promoting equality.	An	PO1, PO3, PO4, PO5, PO6, PO8
4	Critically examine the relationship between gender identity, expression, and mental health.	E	PO1, PO4, PO5, PO6, PO8
5	Evaluate culturally competent approaches to supporting mental health for diverse genders.	E	PO1, PO4

## COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Module 1 - Introduction to Sex and Gender (13 Hrs)</b>			
	1.1	Sex and Gender: The concept of sex and gender, Biology of sex and gender. History of Gender in Psychology.	3	CO1
	1.2	Theoretical approaches to gender development.	3	CO1
	1.3	Gender identity, Gender terminologies.	2	CO4
	1.4	Movements: Women's movements. Men's movements. LGBTQIA+ movements	2	CO2, CO3
	1.5	Case Studies	3	CO1, CO3
2	<b>Module 2 - Gender roles and Stereotypes (16 Hrs)</b>			
	2.1	Attitude towards gender roles.	3	CO2, CO3
	2.2	Affective component: Sexism. Traditional versus modern sexism. Hostile versus benevolent sexism	3	CO2, CO3
	2.3	Attitude towards lesbians, gays, bisexuals, and transgendered persons.	2	CO2, CO3
	2.4	Cognitive component: Gender role stereotyping. Components of gender role stereotypes. Sub categories of	3	CO2, CO3



		gender role stereotypes. Effects of gender role stereotypes. Altering gender role stereotypes.		
	2.5	Behavioural Component: Sex discrimination	2	CO2, CO2
	2.6	Case studies	3	CO2, CO3
	<b>Module 3 – Gender Issues (13 Hrs)</b>			
	3.1	Gender inequality.	2	CO3
	3.2	Gender division of labour. Domestic gender division of labour- limitations on men’s involvement.	2	CO3
	3.3	Gender based violence, cyber bullying	2	CO3
3	3.4	Power inequalities: Domestic Violence (Acts and laws – briefly), Abuse (POCSO), Sexual Harassment at workplace (POSH, Vishaka guidelines, etc.), glass ceiling effect, and glass cliff effect.	4	CO3
	3.5	Case Studies/ Roleplay	3	CO3
	<b>Module 4 – Gender and Mental Health (15 Hrs)</b>			
	4.1	Sex differences in access to mental health.	2	CO4, CO5
	4.2	Gender differences in the prevalence, onset and course of mental disorders	2	CO4, CO5
4	4.3	Stigma, gender and mental health.	2	CO4, CO5
	4.4	Gender dysphoria and gender identity disorders.	2	CO4, CO5
	4.5	Towards a gender sensitive society.	2	CO4, CO5
	4.6	Queer affirmative therapy.	2	CO4, CO5
	4.7	Case studies/ roleplay	3	CO4, CO5
5	<b>Teacher specific course components (3 Hrs)</b>			

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.</p>
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<b>Assessment Types</b>	<p style="text-align: center;"><b>MODE OF ASSESSMENT</b></p> <p style="text-align: center;"><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <p><b>Theory:</b></p> <p>Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required by the course faculty.</i></p>
	<p style="text-align: center;"><b>B. End Semester Examination (ESE)</b></p> <p><b>Theory:</b></p> <p>Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report.</p>

**References:**

- Bosson, J. K. , Vandello, J. A. & Buckner, C. E. (2019). The Psychology of Sex and Gender (1st ed.). Sage Publications
- Brannon, L. (2016). Gender – Psychological Perspectives (7th ed.). Routledge.
- Chrisler, J. C. & McCreary, D. R. (eds.) (2010). Handbook of Gender Research in Psychology (Vol 1). Springer Science.
- Else-Quest, N. L. & Hyde, J. S. (2018). The Psychology of Women and Gender. (9th ed.). SAGE Publications.
- Gergen, M. M. & Davis, S. N. (eds.) (1997). Toward A New Psychology of Gender. Routledge.
- Helgeson, V. S. (2012). The Psychology of Gender (4th ed.). Pearson Education.
- Kalat, J. (2018). Biological psychology. Cengage.
- Rudman, L. A. & Glick, P. (2008). The Social Psychology of Gender: How Power and Intimacy Shape Gender Relations. Guilford Press.
- Safdar, S. & Kosakowska-Berezecka, N. (2015). Psychology of Gender Through the Lens of Culture: Theories and Applications. Springer.
- Tosh, J. (2016). Psychology and Gender Dysphoria: Feminist and Transgender Perspectives. Routledge.
- Wood, G. W. (2018). The Psychology of Gender. Routledge.

**COURSE 02**

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	3
<b>Type of Course</b>	DSE
<b>Course Code</b>	24UPSYDSE202
<b>Course Title</b>	<b>Psychology of Storytelling</b>
<b>Course Level</b>	200-299
<b>Course Summary</b>	This course delves into the fascinating world where psychology and cinema collide, uncovering the profound ways films influence our thoughts, emotions, and behaviors. You will embark on a journey through key historical and theoretical perspectives, equipping yourself with the tools to analyze films from a psychological lens. Additionally this course unveils the hidden depths of literature through the lens of psychology by exploring the psychological forces shaping characters, themes, and narratives, you will unlock a newfound appreciation for the power of storytelling.
<b>Lecture/Tutorial/Practical Hours</b>	45/0/30
<b>Credits</b>	4
<b>Pre-requisite, if any</b>	

**COURSE OUTCOMES(CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PO</b>
1	Analyze key theoretical frameworks in psychology of literature.	An	PO1, PO2, PO6, PO8
2	Evaluate the nature of character development, internal and external conflicts and psychological realism in literature.	E	PO1, PO2, PO3, PO6, PO8
3	Analyze films from a psychological lens, applying theoretical frameworks to narrative elements, character development, and audience reception and consciousness.	An, A	PO1, PO2, PO6, PO8

4	Identify and analyze various emotion theories and their application to narratives, exploring concepts like manipulation, archetypes, catharsis, and engagement.	E	PO1, PO2, PO6, PO8
5	Analyse cognitive processes involved in literature and film comprehension and how they interact with suspense, deception, and surprise in storytelling.	An	PO1, PO2, PO6, PO8

## COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
<b>Module 1 - Module 1 - Introduction to to Psychology of Literature (6 Hrs)</b>				
1	1.1	What is psychology of literature? Comparison with other psychologies of art; Key theoretical frameworks - Psychoanalysis, Psychosocial theory; Object-relations theory; Modern Jungian criticism ;Identity theory; Third force psychology Narcissism theory; Feminist psychoanalysis; Humanism, Cognitive psychology, social psychology	4	CO1
	1.2	Exploring the Mind through Characters; Character development and psychological realism; Internal vs. external conflict; Archetypes and recurring psychological themes	2	CO1, CO2, CO4
<b>Module 2 - The Role of Narrative in Development of Conscious Awareness (12 Hrs)</b>				
2	2.1	Narrative techniques and their impact on readers	2	CO2
	2.2	Narrative and the Emergence of a Consciousness of Self; The Development of the Self	3	CO2
	2.3	Narrative and Autobiographical Memory	2	CO2
	2.4	The Role of Narrative in Recollection: A View from Cognitive Psychology	3	CO2, CO5
	2.5	The role of memory and interpretation. Exploring consciousness and altered states of mind.	2	CO2, CO5
<b>Module 3 – Introduction to Psychology of Cinema (13 Hrs)</b>				
3	3.1	What is psychology of cinema? Key historical and theoretical perspectives; Introduction to film analysis through a psychological lens	3	CO3

	3.2	Interplay between Psychology and cinema	2	CO3
	3.3	Character development and psychological archetypes	2	CO3
	3.4	Film as a tool for memory exploration and manipulation	2	CO3, CO5
	3.5	Exploring catharsis and emotional engagement in film	2	CO3, CO4
	3.6	Cognition and cinema	2	CO3, CO5
	<b>Module 4 – Perception, Attention, Emotion, Cognition and Film Experience (12 Hrs)</b>			
4	4.1	Visual storytelling and mise-en-scène; The psychology of sight, sound, and editing; Perception and manipulation in film narratives Emotion and Film Experience: Psychological theories of emotion (e.g., fear, humor, empathy); Emotional manipulation and audience response; Exploring catharsis and emotional engagement in film; Affective Power of Movies	3	CO3, CO4, CO5
	4.2	Cognitive processes involved in film comprehension (e.g., attention, reasoning, problem-solving). Exploring suspense, deception, and surprise in film storytelling	2	CO3, CO5
	4.3	Narrative structures and memory processes; Film as a tool for memory exploration and manipulation	2	CO3, CO5
	4.4	Psychocinematics: Exploring cognition at the movies	3	CO3, CO5
	4.5	Integrating psychological concepts with film analysis	2	CO3
	5	<b>Practicum (30 Hrs)</b>		
6	<b>Teacher specific course components</b>			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>A. Continuous Comprehensive Assessment (CCA)</b> <b>Theory:</b>

	<p>Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required by the course faculty.</i></p> <p><b>Practical:</b> Writing or video based assessment. <i>Any other method as may be required by the course faculty.</i></p>
	<p><b>B. End Semester Examination (ESE)</b></p> <p><b>Theory:</b> Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report.</p> <p><b>Practical:</b> Writing or video based assessment. <i>Any other method as may be required by the course faculty.</i></p>

**References:**

Çakırtaş, Ö. (Ed.). (2018). Literature and Psychology: Writing, Trauma and the Self. (2018). United Kingdom: Cambridge Scholars Publishing.

Fireman, G. D., McVay, T. E., & Flanagan, O. J. (Eds.). (2003). Narrative and consciousness: Literature, psychology, and the brain. Oxford University Press on Demand.

Lindauer, M. S. (2009). Psyche and the Literary Muses: The Contribution of Literary Content to Scientific Psychology. Netherlands: John Benjamins Publishing Company.

Holland, N. N. (1990). Holland's Guide to Psychoanalytic Psychology and Literature-and-Psychology. United States: Oxford University Press.

Shimamura, A P. (2013). Psychocinematics: Exploring Cognition at the Movies. United Kingdom: Oxford University Press.

Packer, S. (2007). Movies and the Modern Psyche. United Kingdom: Bloomsbury Academic.

Malraux, A. (1940). Outlines of a Psychology of the Cinema. France: (n.p.).

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McGinn, C. (2008). The Power of Movies: How Screen and Mind Interact. United Kingdom: Knopf Doubleday Publishing Group.

**COURSE 03**

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	4
<b>Type of Course</b>	DSE
<b>Course Code</b>	24UPSYDSE203
<b>Course Title</b>	<b>Social Interactions and Human Behaviour</b>
<b>Course Level</b>	200-299
<b>Course Summary</b>	<p>This course delves into the fascinating world of social interactions, exploring how our thoughts, feelings, and behaviors are shaped by the presence of others. We will explore conformity, obedience, and persuasion, examining the factors that make us susceptible to these influences and how we can resist them. Next, we will shift our focus to the positive side of social interaction, examining prosocial behavior – the willingness to help others. We will explore the motivations behind altruism and cooperation, as well as the factors that can hinder or promote helping behavior. The course then explores the intriguing topic of interpersonal attraction. We will delve into the psychology of why we're drawn to certain people and not others, examining factors like physical appearance, similarity, and reciprocity. Finally, we will tackle the complex issue of aggression, the intentional infliction of harm on others. We will explore different theories of aggression, examining the factors that contribute to hostile behavior and how we can create a more peaceful social environment.</p> <p>By the end of this course, you will gain a deeper understanding of the social forces that shape our lives. You will learn how to navigate social situations more effectively, build stronger relationships, and promote positive social interactions.</p>
<b>Lecture/Tutorial/Practical Hours</b>	45/0/30
<b>Credits</b>	4

<b>Pre-requisite, if any</b>	Successful completion of the foundation courses in psychology
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### COURSE OUTCOMES(CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1	Identifying and differentiating between conformity, compliance, obedience, and unintentional social influence and the students to apply the same in different life situations.	An, A	PO1, PO4
2	Critically analyze real-world examples, develop strategies to promote prosocial behavior, and consider the ethical dimensions of helping others in various contexts.	An, C	PO1, PO2, PO3, PO4, PO6, PO8
3	Critically analyze different models of love, and apply this knowledge to navigate and foster healthy relationships in various personal and professional contexts.	An, A	PO1, PO2, PO3, PO4, PO6, PO8
4	Examine the causes and manifestations of aggression, critically analyze aggression in specific contexts, and implement preventive and control measures effectively. Analyse the interplay of these factors in contributing to and preventing individual and group aggression.	An, A	PO1, PO2, PO3, PO4, PO6, PO8

### COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Module 1 - Social Influence (14 Hrs)</b>			
	1.1	Conformity: Nature- Asch and Sheriff studies on conformity, Dynamics of Conformity- Influence of Groups and Norms on Behaviour Obedience	2	CO1
	1.2	Influence of Groups: Social facilitation, Social inhibition and Social loafing. Groupthink- Mechanisms of Group formation	3	CO1
	1.3	Compliance: the underlying principles - tactics based on friendship, commitment, reciprocity and scarcity	3	CO1
	1.4	Obedience: Laboratory studies-Destructive obedience	3	CO1
	1.5	Unintentional Social Influence.	3	CO1



2	<b>Module 2 - Prosocial Behaviour (10 Hrs)</b>			
	2.1	Motives for Prosocial Behaviour	3	CO2
	2.2	Factors influencing helping behaviour	3	CO2
	2.3	Responding to an Emergency, the bystander effect	2	CO2
	2.4	Crowdfunding-new type of social behaviour	2	CO2
3	<b>Module 3 – Interpersonal Attraction (12 Hrs)</b>			
	3.1	Internal and External factors of Attraction	3	CO3
	3.2	Sources of liking based on social interaction	2	CO3
	3.3	Bases of Close Relationships- Intimacy	2	CO3
	3.4	Models of Love - Triangular theory of love	2	CO3
	3.5	Relationships with family members	1	CO3
	3.6	Friendships	2	CO3
4	<b>Module 4 – Aggression (9 Hrs)</b>			
	4.1	Perspectives on Aggression	3	CO4
	4.2	Causes of Human Aggression	2	CO4
	4.3	Aggression in the Classroom and Workplace	2	CO4
	4.4	Prevention and Control of Aggression	2	CO4
5	<b>Practical</b>		30	All COs
6	<b>Teacher specific course components</b>			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>A. Continuous Comprehensive Assessment (CCA)</b> <b>Theory:</b> Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required by the course faculty.</i> <b>Practical:</b>

	<p>Observation of practical skills, Laboratory record. <i>Any other method as may be required by the course faculty.</i></p>
	<p><b>B. End Semester Examination (ESE)</b></p> <p><b>Theory:</b>  Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report.</p> <p><b>Practical:</b>  Practical based assessment, Record, <i>Any other method as may be required by the course faculty.</i></p>

**References:**

- Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). Social Psychology. Delhi: Pearson.
- Baron, R.A. & Branscombe, N.R. (2015). Social Psychology. Delhi: Pearson.
- Singh, A. K. (2015). Social Psychology, Delhi: PHI Learning Pvt. Ltd.

**COURSE 04**

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	4
<b>Type of Course</b>	DSE
<b>Course Code</b>	24UPSYDSE204
<b>Course Title</b>	<b>Psychology of Management: Unleashing the Potential of People and Organization</b>
<b>Course Level</b>	200-299
<b>Course Summary</b>	<p>This course delves into the fascinating world of social interactions, exploring how our thoughts, feelings, and behaviors are shaped by the presence of others. We will explore conformity, obedience, and persuasion, examining the factors that make us susceptible to these influences and how we can resist them. Next, we will shift our focus to the positive side of social interaction, examining prosocial behavior – the willingness to help others. We will explore the motivations behind altruism and cooperation, as well as the factors that can hinder or promote helping behavior. The course then explores the intriguing topic of interpersonal attraction. We will delve into the psychology of why we're drawn to certain people and not others, examining factors like physical appearance, similarity, and reciprocity. Finally, we will tackle the complex issue of aggression, the intentional infliction of harm on others. We will explore different theories of aggression, examining the factors that contribute to hostile behavior and how we can create a more peaceful social environment.</p> <p>By the end of this course, you will gain a deeper understanding of the social forces that shape our lives. You will learn how to navigate social situations more effectively, build stronger relationships, and promote positive social interactions.</p>
<b>Lecture/Tutorial/Practical Hours</b>	60/0/0
<b>Credits</b>	4

Pre-requisite, if any	
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### COURSE OUTCOMES(CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1	Analyze the fundamental psychological concepts relevant to individual and group behaviors within organizations.	An	PO1
2	Evaluate the impact of motivation theories on employee performance and engagement.	E	PO1, PO2, PO8
3	Assess different leadership styles and their effectiveness in achieving organizational goals.	An	PO1, PO3, PO8
4	Identify key aspects of organizational culture and their influence on employee behavior and well-being.	An	PO1, PO4
5	Develop effective communication strategies to enhance team collaboration and conflict resolution.	C	PO2, PO3, PO7, PO8

### COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Module 1 - Foundations of Psychology in Management (12 Hrs)</b>			
	1.1	Introduction to the Psychology of Management	1	CO1
	1.2	Understanding Individual Behaviour: Personality, Perception, Decision-making	4	CO1
	1.3	Group Dynamics and Team Processes	2	CO1
	1.4	Learning Theories	5	CO1
2	<b>Module 2 - Motivation and Engagement (11 Hrs)</b>			
	2.1	Motivation Theories, Intrinsic and Extrinsic Motivation	5	CO1, CO2
	2.2	Goal Setting and Performance Management	2	CO1, CO2
	2.3	Job Design and Employee Engagement	2	CO1, CO2
	2.4	Reward Systems and Recognition Programs	2	CO1, CO2
3	<b>Module 3 – Leadership and Influence (10 Hrs)</b>			
	3.1	Leadership and Influence	4	CO1, CO3
	3.2	Effective Communication for Leaders	2	CO1, CO3, CO5
	3.3	Emotional Intelligence and Leadership	2	CO1, CO3

	3.4	Power, Trust, and Influence in Organisations	2	CO1
4	<b>Module 4 – Organisational Culture and Communication (12 Hrs)</b>			
	4.1	Building and Shaping Organisational Culture	4	CO1, CO4
	4.2	Communication Channels and Dynamics	2	CO1, CO4, CO5
	4.3	Conflict Management and Negotiation Strategies	4	CO1, CO4, CO5
	4.4	Creating a Psychologically Safe Work Environment	2	CO1, CO4
5	<b>Teacher specific course components</b>			

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.</p>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <p><b>Theory:</b></p> <p>Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required by the course faculty.</i></p> <p><b>Practical:</b></p> <p>Observation of practical skills, Laboratory record. <i>Any other method as may be required by the course faculty.</i></p> <hr/> <p><b>B. End Semester Examination (ESE)</b></p> <p><b>Theory:</b></p> <p>Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report.</p> <p><b>Practical:</b></p> <p>Practical based assessment, Record, <i>Any other method as may be required by the course faculty.</i></p>

**References:**

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**COURSE 05**

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	4
<b>Type of Course</b>	DSE
<b>Course Code</b>	24UPSYDSE205
<b>Course Title</b>	<b>From Pixels to Perception: The Science of Visual Communication and Design</b>
<b>Course Level</b>	200-299
<b>Course Summary</b>	<p>This course will begin by exploring the fascinating world of design psychology, the science that examines how people perceive and respond to visual stimuli. You will learn about the fundamental principles that govern our visual perception and how designers can leverage these principles to create impactful visuals.</p> <p>We will explore how visual elements like color, shape, and composition can be used to guide viewers' eyes and focus their attention on specific elements within a design. This module will equip you with the knowledge to understand how designers create hierarchy and prioritize information in visual layouts.</p> <p>We will examine how visual communication can be harnessed to create user-friendly interfaces and experiences. By exploring real-world applications of design psychology, you will gain valuable insights into how these principles are used in various design disciplines, from graphic design and web design to product design and marketing materials.</p> <p>This course is perfect for anyone interested in understanding the power of visual communication and the science behind effective design. This will equip you with a foundational knowledge of how design shapes our interactions with the world around us.</p>
<b>Lecture/Tutorial/Practical Hours</b>	45/0/30
<b>Credits</b>	4
<b>Pre-requisite, if any</b>	

## COURSE OUTCOMES(CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1	Employ their understanding of key design psychology principles to critically evaluate and explain design choices observed in a variety of mediums.	A, E	PO1, PO3
2	Apply design psychology principles to create effective mockups or prototypes for a designated challenge.	A, C	PO1, PO3
3	Articulate compelling presentations of their design solutions and the underlying rationale.	A	PO1, PO2, PO3
4	Evaluate the accessibility and inclusivity of design solutions, both their own and existing examples.	E	PO1, PO5
5	Actively participate in discussions and activities exploring the growing influence of emerging technologies like AR/VR on human-computer interaction.	A	PO1

## COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Module 1 - Foundations of Design Psychology (12 Hrs)</b>			
	1.1	The Psychology of Everyday Objects	3	CO1
	1.2	The Gulf of Execution and Evaluation	3	CO1
	1.3	Mapping: Mental Models and Usability	3	CO1
	1.4	The Psychology of Errors and Frustration	3	CO1
2	<b>Module 2 - Design for Perception and Attention (12 Hrs)</b>			
	2.1	Visual Perception and Design	3	CO2, CO3
	2.2	The Power of Psychology in User Interfaces	3	CO2, CO3
	2.3	Designing for Memory and Recognition	3	CO2, CO3
	2.4	The Role of Emotion in Design	3	CO2, CO3
3	<b>Module 3 – Design for Usability and User Experience (12 Hrs)</b>			
	3.1	Cognitive Ergonomics and User-Centered Design	3	CO2, CO4
	3.2	Information Architecture and Mental Models	3	CO2, CO4
	3.3	Interaction Design and Affordances	3	CO2, CO4
	3.4	Accessibility and Inclusive Design	3	CO2, CO4



4	<b>Module 4 – Applying Design Psychology in Practice (9 Hrs)</b>			
	4.1	User Research and Design Thinking	3	CO4, CO5
	4.2	Prototyping and User Testing	3	CO2, CO4, CO5
	4.3	The Future of Design Psychology	3	CO4, CO5
5	<b>Practicum</b>		30	CO1, CO3, CO4
6	<b>Teacher specific course components</b>			

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.</p>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <p><b>Theory:</b></p> <p>Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required by the course faculty.</i></p> <p><b>Practicum:</b></p> <p>Design presentations, case studies. <i>Any other method as may be required by the course faculty.</i></p>
	<p><b>B. End Semester Examination (ESE)</b></p> <p><b>Theory:</b></p> <p>Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report.</p> <p><b>Practicum:</b></p> <p>Case study based assessment, Design presentations. <i>Any other method as may be required by the course faculty.</i></p>

**References:**

Evans, D. C. (2017). Bottlenecks: Aligning UX Design with User Psychology. United States: Apress.

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## COURSE 06

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	5
<b>Type of Course</b>	DSC
<b>Course Code</b>	24UPSYDSE301
<b>Course Title</b>	<b>Statistics for Behavioural Sciences</b>
<b>Course Level</b>	300-399
<b>Course Summary</b>	<p>This course is designed to provide students with the foundational knowledge and practical skills necessary for understanding and applying statistical methods in psychological research and practice. This course emphasizes the use of statistics as a tool for analyzing and interpreting data in the behavioral sciences, including psychology, sociology, and related fields.</p> <p>Students will learn basic descriptive statistics techniques for summarizing and presenting data, including measures of central tendency (e.g., mean, median, mode) and variability (e.g., range, standard deviation). They will also explore graphical representations of data, such as histograms, bar charts, and scatterplots.</p> <p>Students will explore sampling distributions and the central limit theorem, which form the basis for inferential statistics. They will learn about point estimation and interval estimation, including confidence intervals, and how to interpret estimates of population parameters based on sample data.</p> <p>Students will learn how to formulate null and alternative hypotheses, select appropriate test statistics, conduct hypothesis tests, and interpret the results. Common parametric and nonparametric tests, such as t-tests, ANOVA, chi-square tests, and correlation/regression analysis, will be discussed.</p> <p>In lab exercises students will follow step-by-step instructions to perform specific tasks in SPSS, such as data</p>

	manipulation, descriptive statistics, hypothesis testing, and data visualization.
<b>Lecture/Tutorial/Practical Hours</b>	45/0/30
<b>Credits</b>	4
<b>Pre-requisite, if any</b>	

### COURSE OUTCOMES(CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1	Develop a solid understanding of fundamental statistical concepts and terminology used in behavioural sciences	U	PO8
2	Apply descriptive statistical techniques to summarize and present data effectively, including measures of central tendency, variability, and graphical representations.	A	PO2
3	Apply parametric and nonparametric statistical tests commonly used in behavioural research, such as t-tests, ANOVA, correlation, and chi-square	A	PO1
4	Utilize regression analysis techniques to model relationships between variables and make predictions based on data	A	PO1
5	Demonstrate practical skills in using statistical software packages (e.g., SPSS, R) to analyze and interpret data.	U	PO8
6	Enhance written and oral communication skills in presenting statistical findings and interpretations to both technical and non-technical audience.	An, A	PO4

### COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Module 1 - Introduction to Statistics (12 Hrs)</b>			
	1.1	Statistics: definition, functions and uses in research;	2	CO1
	1.2	Basic concepts: Population, Sample, Variables;	1	CO1
	1.3	Frequency distributions;	2	CO1, CO6
	1.4	Graphical representation – Bar graph, Pie chart, Line graphs, Histogram, Frequency polygon, Frequency curve, Ogive.	3	CO1, CO2, CO6
	1.5	Practical :-SPSS/Excel	4	CO5
2	<b>Module 2 - Descriptive Statistics (13 Hrs)</b>			

	2.1	Measures of Central Tendency: mean, median, mode – calculation, interpretation, uses;	3	CO1, CO2
	2.2	Measures of Variability: Range, Quartile Deviation, Average Deviation, Variance, Standard Deviation - calculation, interpretation, uses;	3	CO1, CO2
	2.3	The Normal Curve: characteristics, applications,	1	CO1,CO6
	2.4	Skewness, Kurtosis.	2	CO1, CO6
	2.5	Practical :-SPSS	4	CO5
	<b>Module 3 - Inferential Statistics (15 Hrs)</b>			
3	3.1	Hypothesis/Significance Testing; Errors in Significance Testing;	2	CO1, CO6
	3.2	Measuring Statistical Significance:	1	CO1, CO6
	3.3	Variance, Standard Deviation, Standard Error, Z-scores;	2	CO2, CO6
	3.4	Application and Inferences of difference between two means: t-test – Independent samples t-test, Paired samples t-test; chi-square	2	CO1, CO3
	3.5	Analysis of Variance (ANOVA).	2	CO1, CO3
	3.6	Practical :-SPSS	6	CO5
	<b>Module 4 – Correlation and Regression Statistics (18 Hrs)</b>			
4	4.1.	Correlation and correlation coefficient; Scatter plot; –	2	CO1, CO3
	4.2.	Correlation methods: Pearson’s correlation, and Spearman’s rank correlation	3	CO1, CO3
	4.3	Assumptions and Calculation;	2	CO3, CO6
	4.4	Overview of Regression analysis: Linear Regression, Multiple Linear Regression, Logistic Regression.	3	CO4, CO6
	4.5	Practical :-SPSS	8	CO5
	<b>Module 5 - Non Parametric Statistics (17 hours)</b>			
5	5.1	Difference between parametric and non-parametric statistics;	2	CO3
	5.2	Assumptions for non-parametric techniques;	2	CO3
	5.3	Types of Non-parametric tests: Chi-square test, McNemar’s test, Mann-Whitney U test, Wilcoxon Signed Rank test, Kruskal- Wallis test, Friedman’s test	5	CO3, CO6
	5.4	Practical :- SPSS	8	CO5

6	<b>Teacher specific course components</b>
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<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.</p>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <p><b>Theory:</b></p> <p>Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required for specific course by the course faculty.</i></p> <p><b>Practical:</b></p> <p>Present students with hypothetical data sets and ask them to perform specific analyses or tasks using SPSS.</p> <hr/> <p><b>B. End Semester Examination (ESE)</b></p> <p><b>Theory:</b></p> <p>Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report.</p> <p><b>Practical:</b></p> <p>Assign students real-world datasets and tasks to perform various analyses using SPSS. Evaluate their ability to import data, clean data, run appropriate analyses, and interpret results.</p>

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**COURSE 07**

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	5
<b>Type of Course</b>	DSE
<b>Course Code</b>	24UPSYDSE302
<b>Course Title</b>	<b>Foundations of Organisational Behaviour</b>
<b>Course Level</b>	300-399
<b>Course Summary</b>	Organizational Behavior is a dynamic and interdisciplinary field that explores the intricacies of human behavior within the context of organizations. This course delves into the fundamental principles, theories, and practices that shape individual and group behavior, with a focus on understanding how these dynamics impact overall organizational effectiveness. Innovative and student-centered assessment methods adopted enable the students to showcase their interest and enthusiasm in the subject.
<b>Lecture/Tutorial/Practical Hours</b>	60/0/0
<b>Credits</b>	4
<b>Pre-requisite, if any</b>	Successful completion of the foundation courses in Psychology.

**COURSE OUTCOMES(CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PO</b>
1	Critically think and apply Organisational Behaviour concepts in real-world organizational scenarios.	An, A	PO1, PO2
2	Apply concepts of perception, decision-making models, and the various factors influencing judgment in real-world situations and develop strategies to enhance decision-making effectiveness within their organizations.	A, C	PO3, PO4, PO8
3	Apply motivation theories and be equipped with practical tools to enhance motivation and job satisfaction within their organizations.	A	PO4, PO5

4	Critically evaluate leadership situations, apply appropriate theories, and develop their own leadership styles based on a well-rounded understanding of leadership concepts.	E	PO1, PO2, PO3, PO4
5	Demonstrate skills necessary for effective communication in various professional contexts.	A	PO3

## COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Module 1 - Introduction to Organisational Behaviour (10 hours)</b>			
	1.1	Evolution of Organizational Behavior	2	CO1
	1.2	Definition and Models of Organizational Behaviour	2	CO1
	1.3	Leader vs Manager	2	CO1
	1.4	Challenges and Opportunities of OB	2	CO1
	1.5	Interdisciplinary nature of OB	2	CO1
2	<b>Module 2 - Perceptual and Decision-making Processes in Organizations (15 hours)</b>			
	2.1	What Is Perception? Factors That Influence Perception	3	CO1, CO2
	2.2	Person Perception: Making Judgments About Others : Attribution Theory. Common Shortcuts in Judging Others Specific Applications of Shortcuts in Organizations.	4	CO1, CO2
	2.3	Decision Making in Organizations: The Link Between Perception and Individual Decision Making; Decision Making in Organizations, The Rational Model, Bounded Rationality, and Intuition. Common Biases and Errors in Decision Making Influences on Decision Making: Individual Differences and Organizational Constraints	8	CO1, CO2
3	<b>Module 3 - Motivation and Emotion in Organisations (18 hours)</b>			
	3.1	Defining Motivation	1	CO1, CO3
	3.2	Theories of Motivation: Early Theories of Motivation - Hierarchy of Needs Theory Theory X and Theory Y - Two-Factor Theory - McClelland's Theory of Needs. Contemporary Theories of Motivation - Self-Determination Theory - Job Engagement - Goal-Setting Theory -	6	CO1, CO3



		Self-Efficacy Theory - Reinforcement Theory-Equity Theory/Organizational Justice Expectancy Theory		
	3.3	Application of Motivation Concepts: Job Design- Job characteristics Model- Employee Involvement- Incentives	3	CO1, CO3
	3.4	Employee Attitudes and Job Satisfaction	3	CO1, CO3
	3.5	Emotions and Moods: What Are Emotions and Moods? -The Basic Emotions - The Basic Moods: Positive and Negative Affect - The Function of Emotions - Sources of Emotions and Moods - Emotional Labor Affective Events Theory -Emotional Intelligence	5	CO1, CO3
	<b>Module 4 - Personality of Employee in Organizations (6 hours)</b>			
4	4.1	Personality: What Is Personality? The Myers-Briggs Type Indicator The Big Five Personality Model; Dark Triad. Other Personality Traits Relevant to OB – Core self-evaluation - Proactive personality- Narcissism, Risk-taking, Machiavellianism	2	CO1
	4.2	Values- The Importance of Values - Terminal versus Instrumental Values - Generational Values	2	CO1
	4.3	Linking an Individual’s Personality and Values to the Workplace - Person–Job Fit -Person–Organization Fit	2	CO1
	<b>Module 5 - Leadership and Communication Process in Organizations (13 hours)</b>			
5	5.1.	What is Leadership?	1	CO1, CO4
	5.2.	Theories of Leadership: Trait Theories. Behavioral Theories-Summary of Trait Theories and Behavioral Theories. Contingency Theories-The Fiedler Model - Other Contingency Theories, Leader–Member Exchange (LMX) Theory; Situational model of leadership; Path -goal theory; Leadership grid. Charismatic Leadership and Transformational Leadership Charismatic Leadership Transformational Leadership Authentic Leadership.	6	CO1, CO4
	5.3.	Communication: Communication Process and its Functions -Direction of Communication Downward -Upward-Lateral Communication; Interpersonal Communication Oral,	6	CO1, CO5

		Written Nonverbal Communication Organizational Communication; Formal Small-Group Networks The Grapevine Electronic Communications Managing Information Choice of Communication Channel Overcoming Barriers to Effective Communication		
6	<b>Teacher specific course components</b>			

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.</p>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <p><b>Theory:</b></p> <p>Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required for specific course by the course faculty.</i></p>
	<p><b>B. End Semester Examination (ESE)</b></p> <p><b>Theory:</b></p> <p>Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report.</p>

**References:**

Luthans, F., Luthans, B. C., & Luthans, K. W. (2021). Organizational behavior: An evidence-based approach. McGraw Hill, India

Robbins, S., Judge, T. A., Millett, B., & Boyle, M. (2013). Organisational behaviour. Pearson Higher Education

Singh, K. (2020). Organizational Behaviour Text and Cases. Pearson: Delhi

**COURSE 08**

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	5
<b>Type of Course</b>	DSE
<b>Course Code</b>	24UPSYDSE303
<b>Course Title</b>	<b>Environmental Psychology: Unraveling the Mind-Nature Connection</b>
<b>Course Level</b>	300-399
<b>Course Summary</b>	<p>This course will unveil the captivating world of environmental psychology, where we explore the profound connection between humans and their surroundings. Our exploration begins with the foundations of environmental psychology. We will then understand how the built and natural environments we inhabit shape our thoughts, emotions, and well-being. Next, we will zoom in on how we perceive and interact with our surroundings. The course then delves into the profound impact of our environment on mental and physical health. Moving forward, we will explore how environmental psychology is being applied in real-world situations including its role in designing sustainable communities, promoting pro-environmental behavior, and fostering workplace satisfaction. The course will also explore the legal framework surrounding environmental protection. By the end of this course, you will be equipped with a deeper appreciation for the intricate relationship between humans and their environment.</p>
<b>Lecture/Tutorial/Practical Hours</b>	60/0/0
<b>Credits</b>	4
<b>Pre-requisite, if any</b>	Successful completion of the foundation courses in Psychology.

**COURSE OUTCOMES(CO)**

CO No.	Expected Course Outcome	Learning Domains	PO
1	Explain the core concepts of environmental psychology and its historical development.	U	PO5
2	Analyze the psychological processes involved in environmental perception, cognition, and judgment.	An	PO1, PO4, PO5
3	Evaluate the effects of different environmental contexts on human emotions, behavior, and well-being.	E	PO1, PO4, PO5, PO8
4	Apply environmental psychology principles to real-world issues and design solutions for sustainable living.	A	PO1, PO4, PO5
5	Understand the legal framework surrounding environmental protection and policies related to sustainability.	U	PO4, PO5, PO8

### COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
<b>Module 1 - Foundations of Environmental Psychology (15 hours)</b>				
1	1.1	Defining environmental psychology and its key tenets. Historical development of the field. Core subfields and research methods.	4	CO1
	1.2	Place attachment and its impact on behavior. Role of personal and cultural factors in shaping environmental experience. Various perspectives on human-environment relationships.	4	CO1, CO2
	1.3	Research Methods in Environmental Psychology: Commonly used research methods in environmental psychology. Strengths and limitations of different approaches. Conducting and analysing basic environmental psychology research.	7	CO1
<b>Module 2 - Perception and Cognition in the Environment (15 hours)</b>				
2	2.1	Environmental Perception: Mechanisms of environmental perception, including attention, selection, and interpretation. Influence of sensory modalities and environmental cues on perception. How perception shapes environmental experience and behavior.	5	CO1, CO2

	2.2	Environmental Cognition: Mental representation of and reasoning about the environment. Spatial cognition models and their applications. Impact of environmental cues on navigation, memory, and decision-making.	5	CO1, CO2
	2.3	Environmental Assessment and Judgment: Evaluation and judgment of environmental qualities. Role of emotions, attitudes, and values in environmental judgments. Influence of social and cultural factors on environmental preferences.	5	CO1, CO2
	<b>Module 3 - Environment and Well-being (15 hours)</b>			
	3.1	Nature and Human Health: Restorative effects of nature on physical and mental health. Attention Restoration Theory and its implications for design. Role of exposure to nature in reducing stress and promoting well-being.	5	CO3
3	3.2	Built Environments and Behavior: Effects of urban design elements on well-being (e.g., density, noise, social spaces). How homes, workplaces, and schools can impact behavior and health. Environmental design to promote positive behavioral change.	5	CO3
	3.3	Environmental Stress and Coping: Environmental stressors and their effects on individuals and communities. Psychological mechanisms of coping with environmental stress. Strategies for mitigating environmental stress at individual and societal levels.	5	CO3
	<b>Module 4 - Applications and Future Directions (10 hours)</b>			
	4.1	Environmental Psychology and Sustainability: Role of environmental psychology in promoting sustainable behavior. Theories and models of environmental behavior change. Interventions and design strategies for sustainable living.	5	CO4
4	4.2	Future Directions in Environmental Psychology: Emerging trends and research areas in environmental psychology. Challenges and opportunities of applying environmental psychology in real-world settings. Critical reflection on the ethical implications of environmental psychology research and practice.	5	CO4

5	<b>Module 5 - Environmental Protection and Sustainability (5 hours)</b>			
	5.1.	Environmental ethics: Issues and possible solutions. Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust, Case studies. Consumerism and waste products. Environment Protection Act. Air (Prevention and Control of Pollution) Act. Water (Prevention and control of Pollution) Act. Wildlife Protection Act. Forest Conservation Act. Issues involved in enforcement of environmental legislation. Public awareness. Environmental Impact Assessment. Right to Clean Environment and Public Safety: Issues of Industrial Pollution, Prevention, Rehabilitation and Safety Aspect of New Technologies such as Chemical and Nuclear Technologies, Issues of Waste Disposal, Protection of Environment. Conservation of natural resources and human rights: Reports, Case studies and policy formulation. Conservation issues of western ghats-mention Gadgil committee report, Kasthurirangan report. Over exploitation of groundwater resources, marine fisheries, sand mining etc.	5 + Self-learning moodle module	CO5

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>A. Continuous Comprehensive Assessment (CCA)</b> <b>Theory:</b> Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required for specific course by the course faculty.</i>
	<b>B. End Semester Examination (ESE)</b> <b>Theory:</b>

Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report.
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**COURSE 09**

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	5
<b>Type of Course</b>	DSE
<b>Course Code</b>	24UPSYDSE304
<b>Course Title</b>	<b>Community Psychology</b>
<b>Course Level</b>	300-399
<b>Course Summary</b>	This course provides a comprehensive exploration of Community Psychology, focusing on understanding the dynamics of mental health within the context of communities. Emphasis is placed on community mental health models, interventions, and their application to address contemporary social problems such as social conflicts, substance abuse, poverty, and gender issues.
<b>Lecture/Tutorial/Practical Hours</b>	60/0/0
<b>Credits</b>	4
<b>Pre-requisite, if any</b>	Successful completion of the foundation courses in Psychology.

**COURSE OUTCOMES(CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PO</b>
1	Apply the basic principles of Community Psychology, including the importance of community, elements of community, and promoting a sense of community.	A	PO3, PO4, PO5
2	Analyse the different models of community and its key principles and applications, as well as be community change agents thereby examining its impact on social structures and group dynamics.	An	PO1, PO2, PO3, PO4, PO5, PO8
3	Design various interventions that can be used to promote mental health and well-being bringing about social change and enhancing the quality of life for individuals, communities, and societies.	C	PO1, PO2, PO3, PO4, PO5, PO7



4	Analyze, address, and advocate for social issues affecting various communities, fostering a sense of social responsibility and community engagement.	An	PO1, PO2, PO3, PO4, PO5, PO7
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## COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Module 1 - Introduction to Community Psychology (6 hours)</b>			
	1.1	What is Community Psychology? - Basic Principles of Community Psychology; What is community?	2	CO1
	1.2	Importance of Community- Elements of community - Promoting sense of community	2	CO1
	1.3	Core Values in Community Psychology	2	CO1
2	<b>Module 2 - Models of Community Psychology (8 hours)</b>			
	2.1	Models of Community; Behavioural model	2	CO2
	2.2	Organisational model; Ecological model	2	CO2
	2.3	Social action model	2	CO2
	2.4	Integration of modern community psychology with Indian thought, culture & psychology: culture & perspectives of psychology;	2	CO2
3	<b>Module 3 - Community Mental Health Interventions (19 hours)</b>			
	3.1	Understanding Mental health in communities;	2	CO3
	3.2	Creating planned change; Community Education Programs;	4	CO3
	3.3	Support Groups; Crisis Intervention Teams;	3	CO3
	3.4	Community Engagement-Empowerment Programs	3	CO3
	3.5	Preventive efforts for mental illness- Primary, Secondary & Tertiary;	4	CO3
	3.6	Preventing problematic behaviour & promoting social; competence community and social change; program evaluation & program development.	3	CO3
4	<b>Module 4 - Contemporary Intersections with Community Psychology (14 hours)</b>			
	4.1	The Urban Poor;	2	CO4
	4.2	Environmental Issues;	2	CO4
	4.3	Reproductive rights	2	CO4

	4.4	LGBTQ	2	CO4
	4.5	Farm Crisis and Rural Poor;	2	CO4
	4.6	Immigrant Labourers;	2	CO4
	4.7	Unemployment; Violence Prevention; Substance abuse	2	CO4

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.</p>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <p><b>Theory:</b></p> <p>Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required for specific course by the course faculty.</i></p> <hr/> <p><b>B. End Semester Examination (ESE)</b></p> <p><b>Theory:</b></p> <p>Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report.</p>

**References:**

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**COURSE 10**

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	5
<b>Type of Course</b>	DSE
<b>Course Code</b>	24UPSYDSE305
<b>Course Title</b>	<b>Positive Psychology: Cultivating Strengths, Resilience, and Optimal Living</b>
<b>Course Level</b>	300-399
<b>Course Summary</b>	<p>This course invites you to explore the world of positive psychology, a field dedicated to understanding and nurturing human flourishing. The course begins with an introduction to positive psychology. Next, we will shift our focus to positive emotional states and processes - how emotions like joy, gratitude, and hope can enhance our lives and guide us towards positive outcomes. The course then delves deeper into the concepts of happiness, subjective well-being, and resilience. Moving forward, we will examine positive cognitive states and processes, the role of optimism, mindfulness, and gratitude in shaping your thoughts and perceptions, ultimately leading to a more fulfilling existence. The final module explores prosocial behavior, the power of kindness, empathy, and altruism, not only in fostering positive relationships but also in enhancing our own well-being. By the end of this course, you will be equipped with a toolbox of practical strategies and techniques to cultivate your strengths, build resilience, and unlock the potential for a truly fulfilling life.</p>
<b>Lecture/Tutorial/Practical Hours</b>	60/0/0
<b>Credits</b>	4
<b>Pre-requisite, if any</b>	Successful completion of the foundation courses in Psychology.

**COURSE OUTCOMES(CO)**

CO No.	Expected Course Outcome	Learning Domains	PO
1	Critically evaluate the strengths and limitations of Positive Psychology compared to traditional psychology.	E	PO1
2	Analyze the impact of specific positive emotions on different aspects of well-being.	An	PO1, PO8
3	Design and apply a strategy to enhance your own well-being using evidence-based positive psychology techniques.	C, A	PO2, PO3, PO8
4	Create a plan to reframe negative thoughts into positive cognitions and evaluate its effectiveness.	C	PO1, PO2, PO3, PO8
5	Develop and implement an intervention to promote positive psychology concepts in your community and analyze its results.	C	PO2, PO3, PO4, PO5, PO7, PO8

### COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Module 1 - Introduction to Positive Psychology (6 hours)</b>			
	1.1	Definition. Assumptions and goals. Traditional psychology: why the negative focus. Culture and meaning of good life.	3	CO1
	1.2	Classifications and measures of strengths and positive outcomes. (Values in Action) VIA Classification of strengths	3	CO1
2	<b>Module 2 - Positive Emotional States and Processes (12 hours)</b>			
	2.1	Positive and negative affectivity. Principles of pleasure: Understanding positive affect. Positive Emotions and Health Resources – Positive Emotions and Well-Being. Emotion-focused coping.	8	CO2, CO3
	2.2	Emotional Intelligence- ability or personality trait - enhancing emotional intelligence in adulthood - development of emotional competence - attachment and the development of emotional competence - neurological basis for emotional intelligence - related construct - strategies for enhancing emotional intelligence.	4	CO2

3	<b>Module 3 - Happiness, Subjective well-being and Resilience (16 hours)</b>			
	3.1	Happiness, measuring happiness. Effects of happiness, causes of happiness, culture and happiness. Optimising well-being- relationship and happiness, environment and happiness, physical state and happiness, productivity and happiness, recreation and happiness. Evolutionary perspectives on obstacles to happiness. Happiness enhancement- happiness across life span, genetics and happiness, personality and happiness	10	CO2
	3.2	Subjective well-being- hedonic basis, measurement	3	CO3
	3.3	Resilience - developmental perspectives, sources in children and adults, growth through trauma, self esteem.	3	CO3
4	<b>Module 4 - Positive Cognitive states and Processes (27 hours)</b>			
	4.1	Creativity- measurement approaches, the creative process, creative person, creative product	3	CO2
	4.2	Self-Efficacy- definition, childhood antecedents, the neurobiology of self-efficacy	3	CO2
	4.3	Optimism-, childhood antecedents of learned optimism, and pessimism	3	CO2, CO4
	4.4	Hope –childhood antecedents, the neurobiology of hope	3	CO2, CO4
	4.5	Wisdom- implicit and explicit theories, developing wisdom, measurement, relationship between wisdom and intelligence	3	CO2
	4.6	Courage:- theories, becoming and being courageous, relationship between fear and courage, the two universal virtues	3	CO2
	4.7	Mindfulness- moment to moment searches, mindfulness as a state of mind, mindfulness qualities, benefits	3	CO2, CO3, CO4
	4.8	Flow- complexity and development, measuring flow and autotelic personality , consequences of flow, nature and dynamics, fostering flow	3	CO2

	4.9	Spirituality-spiritual process, conservation, transformation, spiritual integration and disintegration, problems of spiritual pathways.	3	CO2, CO4
5	<b>Module 5 - Prosocial Behaviour (12 hours)</b>			
	5.1	Altruism- the egotism motive, forms of egotism motivated altruism, empathy altruism hypothesis, genetic and neural foundations of empathy	3	CO5
	5.2	Gratitude, cultivating gratitude, measurement, psycho physiological underpinnings	2	CO2
	5.3	Forgiveness- definition, cultivating forgiveness, evolutionary and neurobiological basis	2	CO2
	5.4	Attachment- infant attachment, adult attachment security	2	CO2
	5.5	Love- aspects of love, triangular theory, of love and Flourishing relationships- building a mindful relationship connection, creating a culture of appreciation, capitalizing on positive events, neurobiology of interpersonal.	3	CO2

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>A. Continuous Comprehensive Assessment (CCA)</b> <b>Theory:</b> Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required for specific course by the course faculty.</i>
	<b>B. End Semester Examination (ESE)</b> <b>Theory:</b> Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report.

**References:**

- Baumgardner, S & Crothers, M. (2015). Positive Psychology. Pearson India Education Services Pvt Ltd.
- Carr, A. (2011). Positive psychology: the science of happiness and human strengths. Routledge.
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## COURSE 11

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	5
<b>Type of Course</b>	DSE
<b>Course Code</b>	24UPSYDSE306
<b>Course Title</b>	<b>Psychology of Health</b>
<b>Course Level</b>	300-399
<b>Course Summary</b>	<p>This course is a comprehensive exploration of the dynamic interplay between psychological factors and physical health outcomes. This course delves into the theories, research, and practical applications of health psychology, aiming to equip students with the knowledge and skills to promote health and well-being across diverse populations.</p> <p>Students will be introduced to the historical development and core concepts of health psychology, including the biopsychosocial model of health and illness, health behaviour change theories, and the role of stress in health. Key topics covered include health-related behaviours such as diet, exercise, substance use, and adherence to medical recommendations, with a focus on understanding the psychological determinants of health behaviour and strategies for promoting behaviour change. They will examine physiological and psychological effects of stress on health outcomes, including the stress-response system, and stress management techniques such as relaxation training and cognitive restructuring.</p> <p>Students will engage in developing strategies for supporting individuals with chronic health conditions in managing their illness, including self-management interventions, health coaching, and interdisciplinary care coordination.</p> <p>Throughout the course, students will engage in a variety of learning activities, including lectures, discussions, case studies, and applied projects, to deepen their understanding of the complex interactions between psychology and health. By</p>



	the end of the course, students will have gained insight into the multifaceted nature of health and illness and developed skills for promoting health and well-being in both clinical and community settings.
<b>Lecture/Tutorial/Practical Hours</b>	60/0/0
<b>Credits</b>	4
<b>Pre-requisite, if any</b>	Successful completion of the foundation courses in Psychology.

### COURSE OUTCOMES(CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1	Assess various theoretical models on health and illness.	U	PO1, PO2
2	Evaluate complementary and alternative medicines	E	PO4, PO6, PO8
3	Formulate methods to improve patient-provider communication	C	PO3, PO4, PO5, PO6
4	Develop models to influence others to change health compromising behaviours.	A	PO2, PO3, PO4, PO5, PO6
5	Monitor stress, pain and chronic illnesses and advocate for various stress management techniques	A	PO3, PO4, PO8

### COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Module 1 - An Overview of Health Psychology (12 hours)</b>			
	1.1	Definition of health, illness, and health psychology	1	CO1
	1.2	Historical and conceptual basis of health psychology – biopsychosocial and biomedical models	2	CO1
	1.3	Need for Health psychology	1	CO1
	1.4	Concept of happiness, quality of life and subjective wellbeing	2	CO1
	1.5	Western and Non-western views on health. Popular views on Health	3	CO1

	1.6	Complementary and Alternative medicines – dietary supplements and diets, prayer, acupuncture, yoga, hypnosis, meditation, guided imagery, chiropractic medicine, osteopathy, massage	3	CO2
<b>Module 2 - Health Behaviours (12 hours)</b>				
2	2.1	Health habit and health behaviour: Factors influencing healthy habit	1	CO4
	2.2	Health Behaviour Models: Health belief model, Protection motivation theory, Theory of reasoned action, Theory of planned behaviour, Common sense model, Information-motivation-behavioural skills model, Transtheoretical model	3	CO4
	2.3	Cognitive behavioural approaches to behavioural change	2	CO4
	2.4	Health enhancing behaviours – Healthy diet, exercise, quality sleep	3	CO4
	2.5	Health compromising behaviours – alcoholism, drugs, smoking	3	CO4
	<b>Module 3 - Stress and Coping (12 hours)</b>			
3	3.1	Concept and nature of stress	2	CO5
	3.2	Environmental and psychological stressors	2	CO5
	3.3	Effects of stress	2	CO5
	3.4	Coping with stress	3	CO2, CO5
	3.5	Resilience	1	CO3, CO5
	3.6	Social Support	2	CO5
<b>Module 4 - Management of Chronic Illnesses (12 hours)</b>				
4	4.1	Emotional responses to chronic health disorders	1	CO2, CO3, CO5
	4.2	Psychological Interventions in chronic health disorders	1	CO2, CO3, CO5
	4.3	Psychological issues in advancing illness	2	CO2, CO3, CO5
	4.4	Psychosocial issues in heart disease, hypertension, stroke, cancer, diabetes, dementia, and Alzheimer's	8	CO2, CO3, CO5
<b>Module 5 - Provider-Patient Relationship and Pain Management (12 hours)</b>				

5	5.1.	Provider-patient communication – nature,	2	CO3
	5.2.	Results of poor communication Steps to improve communication and adherence to treatment	2	CO3
	5.3.	Nature of pain and its assessment	2	CO3, CO5
	5.4.	Theories of pain	2	CO3, CO5
	5.5.	Pain control techniques	2	CO2, CO3, CO5
	5.6.	Pain Management Programs	2	CO2, CO3, CO5

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.</p>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <p><b>Theory:</b></p> <p>Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required for specific course by the course faculty.</i></p> <hr/> <p><b>B. End Semester Examination (ESE)</b></p> <p><b>Theory:</b></p> <p>Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report.</p>

**References:**

- Marks, D. F., Murray, M., Evans, B., & Estacio, E.V. (2006). Health Psychology. India: Sage Publications.
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## COURSE 12

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	5
<b>Type of Course</b>	DSE
<b>Course Code</b>	24UPSYDSE307
<b>Course Title</b>	<b>Media Psychology</b>
<b>Course Level</b>	300-399
<b>Course Summary</b>	<p>This course in Media Psychology delves into the fascinating interplay between media and the human mind. Our exploration begins with an introduction to the field, setting the stage for understanding the complex relationship between media and psychology. We will explore the fundamental questions that guide research in this area, and delve into the various methods used to study media's influence on individuals and society. Next, we will shift our focus to how media interacts with us at different stages of life. As social creatures, our interactions with media are often shaped by the groups we belong to. We will explore how our social identities, cultural backgrounds, and group dynamics influence how we consume and interpret media messages. Finally, the course culminates with a critical examination of the Psychological Effects and Influences of Media. We will analyze the impact of media on our emotions, thoughts, behaviors, and overall well-being. This module will explore topics like media violence, advertising persuasion, and the potential for media addiction.</p> <p>By the end of this course, you will gain a deeper understanding of the complex ways media shapes our lives. You will be equipped to critically evaluate media messages, navigate the digital landscape with greater awareness, and appreciate the profound influence of media on the human experience.</p>
<b>Lecture/Tutorial/Practical Hours</b>	60/0/0
<b>Credits</b>	4

<b>Pre-requisite, if any</b>	
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**COURSE OUTCOMES(CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PO</b>
1	Understand and evaluate the basic concepts, developments, issues and debates in the field of media psychology.	U, E	PO1, PO3
2	Evaluate the effects of media on childhood and adolescence periods.	U, E	PO1, PO6
3	Critically analyze the representation of different social groups in media.	An	PO1, PO4
4	Understand the psychological effects of media and its depiction of violence as well as suggest strategies to counter these effects.	U, C	PO2, PO3, PO6

**COURSE CONTENT**

<b>Module</b>	<b>Units</b>	<b>Course description</b>	<b>Hrs</b>	<b>CO No.</b>
1	<b>Module 1 - Introduction (14 Hrs)</b>			
	1.1	Definition; Brief history; Dimensions of media psychology; The need for media psychology; Psychology and media relationship; Media psychology and kindred disciplines; Practicing media psychology	4	CO1
	1.2	Theoretical issues - early approaches to media, postmodernism, development in media research, the effect tradition, cultivation research and the active audience.	5	CO1
	1.3	Research Methods - experimental tradition, survey methods, interviewing and qualitative analysis, ethnography and observation, analysis of media texts, discourse analysis.	5	CO1
2	<b>Module 2 - Developmental Issues in Media Psychology (13 Hrs)</b>			
	2.1	Young children and television – fantasy versus reality, script and schema explanations, children’s socialization through media, imagination, pretense, and theory of mind;	4	CO2

	2.2	Children and advertising- impact, stage theory of consumer development, food advertisements and childhood obesity, law on children’s advertisements	2	CO2
	2.3	Media and adolescents - media use in adolescence, the role of media figures during adolescence, cultural functions of media use, media influences on adolescent body image.	3	CO2
	<b>Module 3 – Social Groups and Media (14 Hrs)</b>			
3	3.1	Representations of social groups in media - gender, minority groups, disability, mental illness	3	CO3
	3.2	Gender representation in media – male, female and transgender	3	CO3
	3.3	Implications of media representation of social groups	2	CO3
	3.4	The psychology of the media audience - “The Audience” in media research, parasocial interaction, fans and fandom.	3	CO3
	<b>Module 4 – Psychological Effects and Influences of Media (13 Hrs)</b>			
4	4.1	Pro-social effects of media – media and prosocial behaviour, the effects of “Prosocial Media” on audience	2	CO4
	4.2	The effects of media violence – immediate effects, characteristics of the users of violent media, cognitive factors in media violence, cultural and ideological aspects of the media violence debate	3	CO4
	4.3	Pornography and its effect on different age groups	2	CO4
	4.4	Advertising in media – the role of psychology in advertising, cognitive and behavioural effects of advertising, rhetorical effects of advertising	3	CO4
	4.5	Ethical issues in the use of media; Future directions in media.	2	CO4
5	<b>Teacher specific course components (6 Hrs)</b>			

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.</p>
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<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <p><b>Theory:</b></p> <p>Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required by the course faculty.</i></p>
	<p><b>B. End Semester Examination (ESE)</b></p> <p><b>Theory:</b></p> <p>Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report.</p>

**References:**

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## COURSE 13

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	6
<b>Type of Course</b>	DSE
<b>Course Code</b>	24UPSYDSE308
<b>Course Title</b>	<b>Managing Behaviour in Organisations</b>
<b>Course Level</b>	300-399
<b>Course Summary</b>	Organizational Behavior is a dynamic and interdisciplinary field that explores the intricacies of human behavior within the context of organizations. This course delves into the fundamental principles, theories, and practices that shape behavior in the organizational context, with a focus on understanding how these dynamics impact overall organizational effectiveness. Innovative and student-centered assessment methods adopted enable the students to showcase their interest and enthusiasm in the subject.
<b>Lecture/Tutorial/Practical Hours</b>	60/0/0
<b>Credits</b>	4
<b>Pre-requisite, if any</b>	Successful completion of either the course 24UPSYDSE302 - Foundations of Organisational Behaviour or the course 24UPSYDSE204 - Psychology of Management: Unleashing the Potential of People and Organization.

## COURSE OUTCOMES(CO)

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PO</b>
1	Identify and analyze the components that contribute to the formal and informal aspects of organizational design and explore the suitability of designs in different situations.	An	PO1
2	Analyze and propose strategies for effective utilization of power dynamics and political behaviors in specific organizational contexts along with the consideration of ethical aspects.	An	PO2, PO5, PO6



3	Analyse and apply and nurture the positive dimensions of organisation culture that they come across in future work settings.	An, A	PO1, PO2, PO7
4	Apply the knowledge of the dynamics of organizational change and how changes can be brought about in real-world organizational life by following different models and introduce different interventions.	A	PO3
5	Acquire skills in critical thinking, analytical, and problem-solving areas in the context of HRM besides the cultivation and fostering a professional and ethical approach to HRM, valuing diversity, equity, and inclusion in the workplace.	E, An, A	PO1, PO2, PO3, PO5, PO6, PO7

### COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Module 1 - Organisational Structure (11 Hrs)</b>			
	1.1	Elements of Organizational Structure	2	CO1
	1.2	Common Organizational Designs	3	CO1
	1.3	New Design Options	3	CO1
	1.4	Structure and Strategy- Mechanistic and Organic Designs	3	CO1
2	<b>Module 2 - Power and Organizational Conflict (11 Hrs)</b>			
	2.1	Definition of Power- Power dependency Postulate- Types of Power	3	CO2
	2.2	Use of Power-Power tactics	3	CO2
	2.3	Organizational Politics	3	CO2
	2.4	Causes and Consequences of Political Behaviour	2	CO2
3	<b>Module 3 – Organizational Culture and Climate (13 Hrs)</b>			
	3.1	Nature of Organizational Culture	3	CO3
	3.2	Characteristics and Dimensions of Organizational Culture	2	CO3
	3.3	Elements of Organizational Culture	2	CO3
	3.4	Creating and Sustaining Organizational Culture-Different Mechanisms	2	CO3
	3.5	Spiritual and Ethical Culture	2	CO3

	3.6	Nature and Determinants of Organizational Climate	2	CO3
4	<b>Module 4 – Organizational Change and Development (14 Hrs)</b>			
	4.1	Nature of Organizational Change-Types of Change-Planned and Unplanned change- Internal and External	3	CO4
	4.2	Forces for Change	2	CO4
	4.3	Models of Change Management- System’s Approach, Lewin’s Model, Kotter’s Model of Change Management	3	CO4
	4.4	Resistance to Change; Overcoming Resistance to Change Management	2	CO4
	4.5	Organizational Development- Techniques of OD. Interventions-Diagnostic Interventions, Structural Interventions, Behavioral Interventions and Process Interventions	4	CO4
5	<b>Module 5 - Human Resources Management (13 Hrs)</b>			
	5.1	Defining Nature of HRM-HRM Models	3	CO5
	5.2	Recruitment and Selection	2	CO5
	5.3	Human Resource Planning	2	CO5
	5.4	Training and Development	2	CO5
	5.5	Performance Management	2	CO5
	5.6	Employee Compensation	2	CO5
5	<b>Teacher specific course components</b>			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>A. Continuous Comprehensive Assessment (CCA)</b> <b>Theory:</b>

	<p>Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required by the course faculty.</i></p>
	<p><b>B. End Semester Examination (ESE)</b></p> <p><b>Theory:</b></p> <p>Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report. <i>Any other method as may be required by the course faculty.</i></p>

**References:**

Luthans, F., Luthans, B. C., & Luthans, K. W. (2021). Organizational behavior: An evidence-based approach. McGraw Hill, India

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**COURSE 14**

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	6
<b>Type of Course</b>	DSE
<b>Course Code</b>	24UPSYDSE309
<b>Course Title</b>	<b>Essential Principles of Educational Psychology</b>
<b>Course Level</b>	300-399
<b>Course Summary</b>	<p>This course equips you with the foundational knowledge of educational psychology, the bridge between how people learn and how to effectively teach. We will delve into its history, key concepts, and the research methods used to understand the learning process. Next, we will shift focus to the unique qualities each learner brings to the classroom - individual variations, including factors like cognitive development, learning styles, and cultural backgrounds. We will examine various approaches to learning itself which includes established theories like behaviorism, cognitive psychology, and constructivism. Finally, the course culminates with the practical application of educational psychology in real-world settings. Through this course, you will gain valuable insights into the fascinating world of learning.</p>
<b>Lecture/Tutorial/Practical Hours</b>	60/0/0
<b>Credits</b>	4
<b>Pre-requisite, if any</b>	

**COURSE OUTCOMES(CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PO</b>
1	Analyze historical and contemporary perspectives in educational psychology.	An	PO1
2	Analyze theories of cognition, intelligence and learning and their implications for differentiated instruction.	An	PO1, PO3, PO8

3	Design learning activities that address individual needs and learning styles.	C	PO2, PO3, PO5
4	Analyze classroom dynamics and utilize strategies for managing student behavior.	An, A	PO1, PO2, PO3, PO8
5	Develop evidence-based teaching practices that support successful learning for all.	C	PO2, PO3, PO4, PO5, PO6

## COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Module 1 - Introduction to Educational Psychology (7 Hrs)</b>			
	1.1	Educational Psychology - Meaning, Nature and Scope	3	CO1
	1.2	Methods of Educational Psychology	2	CO1, CO3
	1.3	Approaches to Development: Piaget, Vygotsky, Bronfenbrenner, Erikson, Language Development, Socioemotional Development. Developmental Issues. Development and Education	2	CO1, CO3
2	<b>Module 2 - Individual Variations in Learners (20 Hrs)</b>			
	2.1	Intelligence: Theories of Multiple Intelligences, Neuroscience of Intelligence, Controversies and Issues in Intelligence	6	CO2, CO3
	2.2	Learning and Thinking Styles: Impulsive/ Reflective, Deep/ Surface, Optimistic/ Pessimistic, Criticisms of Learning and Thinking Styles	4	CO2, CO3
	2.3	Personality and Temperament	3	CO2, CO3
	2.4	Motivation and Achievement	3	CO2, CO3
	2.5	Sociocultural Diversity: Culture and Ethnicity, Multicultural Education, Gender	2	CO3
	2.6	Exceptional Learners: Gifted Children and Children with Disabilities	2	CO3
3	<b>Module 3 – Approaches to Learning (15 Hrs)</b>			
	3.1	Behavioural Approaches to Learning	6	CO2, CO3
	3.2	Applied Behaviour Analysis in Education	3	CO2, CO3
	3.3	Social Cognitive Approaches to Learning	2	CO2, CO3
	3.4	Information-Processing Approach: Attention, Memory, Expertise, Metacognition, Thinking, Problem Solving	2	CO2, CO3

	3.5	Transfer of Learning	2	CO2, CO3
4	<b>Module 4 – Applying Psychology in Educational Settings (18 Hrs)</b>			
	4.1	Social Constructivist Approaches to Teaching	5	CO3, CO5
	4.2	Learning and Cognition in Content Areas: Reading, Writing, Mathematics, Science, Social Studies	4	CO3, CO5
	4.3	Instructional Planning: Teacher-centered, Learner-centered. Technology and Education.	5	CO3, CO4, CO5
	4.4	Classroom Management: Standardised Tests and Teaching. Classroom Assessment and Grading.	4	CO3, CO4, CO5
5	<b>Teacher specific course components</b>			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>A. Continuous Comprehensive Assessment (CCA)</b> <b>Theory:</b> Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required by the course faculty.</i>
	<b>B. End Semester Examination (ESE)</b> <b>Theory:</b> Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report. <i>Any other method as may be required by the course faculty.</i>

### References:

- Lord, J. (Ed.). (2022). Psychology of education: Theory, Research and Evidence-based Practice. SAGE.
- Mangal, S. K. (2021). Advanced Educational Psychology (2nd ed.). PHI Learning.
- Santrock, J. W. (2018). Educational Psychology: Indian Edition (6th ed.). McGraw Hill Education (India) Pvt. Ltd.

**COURSE 15**

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	6
<b>Type of Course</b>	DSE
<b>Course Code</b>	24UPSYDSE310
<b>Course Title</b>	<b>The Psychology of Sports: Optimizing Performance and Well-being</b>
<b>Course Level</b>	300-399
<b>Course Summary</b>	This course dives into the fascinating realm of sports psychology, where we explore the mental aspects that influence athletic performance and well-being. Our exploration begins with an introduction to sport psychology. Next, we will examine the powerful link between physical activity and mental health.. We will also delve into the potential challenges athletes face, such as anxiety and burnout. Moving forward, the course will explore the role of attitudes in sports. Strategies for developing a positive mindset and fostering mental toughness will be addressed. Skill acquisition and expertise development are crucial aspects of athletic achievement. The course will also address the critical issue of substance use in sports. By the end of this course, you will gain valuable insights into the psychological world of athletes.
<b>Lecture/Tutorial/Practical Hours</b>	60/0/0
<b>Credits</b>	4
<b>Pre-requisite, if any</b>	

**COURSE OUTCOMES(CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PO</b>
1	Analyze historical and contemporary perspectives in educational psychology.	An	PO1

2	Critically assess the relationship between physical activity and mental health, including positive impacts on cognitive function, mood, and stress.	E, An	PO1, PO2, PO8
3	Analyze the nature and formation of attitudes towards sport, competition, and sportsmanship and developing strategies for enhancing psychological aspects of athletic performance, such as motivation, confidence, and stress management.	E, C	PO2, PO3, PO7, PO8
4	Analyse the process of skill acquisition and expertise in sport, exploring theories and models of development.	An	PO1, PO3
5	Evaluate the prevalence and challenges of alcohol and drug use among athletes, and analyze preventative and therapeutic interventions.	C	PO1, PO6

### COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Module 1 - Introduction to Sport Psychology (7 Hrs)</b>			
	1.1	Definition and Scope of Sports Psychology.	1	CO1
	1.2	Brief History and Development of the Field.	1	CO1
	1.3	Research Methods Used in Sports Psychology	2	CO1
	1.4	Role and Responsibilities of Sports Psychologists	2	CO1
	1.5	Need and Importance of Sports Psychology	1	CO1
2	<b>Module 2 - Physical Activity and Mental Health (11 Hrs)</b>			
	2.1	Exercise and Cognitive Functioning.	2	CO2
	2.2	Exercise and Anxiety, Depression, and Mood.	3	CO2
	2.3	Exercise and Stress Reactivity.	2	CO2
	2.4	Underlying Mechanisms and Evidence-Based Recommendations	2	CO2
	2.5	Case Studies and Group Discussions	2	CO2
3	<b>Module 3 – Attitudes in Sports (12 Hrs)</b>			
	3.1	Nature of Attitudes and Measurement Method	2	CO3
	3.2	Formation of Attitudes Towards Sport, Competition, and Sportsmanship	3	CO3
	3.3	Impact of Attitudes on Motivation, Behavior, and Performance	2	CO3



	3.4	Strategies for Modifying and Promoting Positive Attitudes	2	CO3
	3.5	Group Role-Playing and Team Projects	3	CO3
	<b>Module 4 – Skill Acquisition and Expertise (12 Hrs)</b>			
4	4.1	Abilities vs. Skills and the "Super Ability" Debate	2	CO4
	4.2	Stages of Skill Acquisition and Mastery	2	CO4
	4.3	Information-processing approach to skill development	2	CO4
	4.4	Training methods and strategies for maximizing skill acquisition	3	CO4
	4.5	Skill demonstrations, practice sessions, and individual analysis	3	CO4
	<b>Module 5 - Substance Use in Sports (13 Hrs)</b>			
5	5.1	Prevalence of alcohol use among athletes	1	CO5
	5.2	Types, motivations, and risks of recreational drug use	2	CO5
	5.3	Ergogenic aids, pain killers, stimulants, and their potential dangers	2	CO5
	5.4	Preventative and treatment interventions for substance abuse	2	CO5
	5.5	Developing healthy coping mechanisms and drug-free environments	2	CO5
	5.6	Group presentations and case studies	3	CO5
6	<b>Teacher specific course components (5 Hrs)</b>			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>A. Continuous Comprehensive Assessment (CCA)</b> <b>Theory:</b> Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required by the course faculty.</i>

	<b>B. End Semester Examination (ESE)</b>
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**Theory:**

Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report.

**References:**

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D. F. Shaw, T. Gorely & R. M. Corban (2005). Sports and Exercise Psychology, BIOS Publisher.

Gangopadhyaya, S.R.(2008). Sports Psychology, Publications - New Delhi.

Gershon Tenenbaum and Robert C. Eklund .( 2007). Handbook of Sports Psychology , John Wiley & Sons, Inc.

Matt Jarvis (2006). Sports Psychology –A student’s Handbook, Routledge Publication.

**COURSE 16**

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	7
<b>Type of Course</b>	DSE
<b>Course Code</b>	24UPSYDSE401
<b>Course Title</b>	<b>Foundations of Clinical Psychology</b>
<b>Course Level</b>	400-499
<b>Course Summary</b>	<p>This course provides a comprehensive overview of the theory, research, and practice of clinical psychology, with a focus on understanding and addressing psychological disorders and promoting mental health and well-being. This course integrates psychological theory, empirical research, and practical applications to prepare students for careers in clinical practice, research, and related fields.</p> <p>Students will be introduced to major theoretical frameworks used to understand the etiology, maintenance, and treatment of psychological disorders, including psychodynamic, behavioural, cognitive, humanistic, and sociocultural perspectives.</p> <p>Students will explore empirically supported treatments for common psychological disorders, including cognitive-behavioural therapy (CBT), psychodynamic therapy, interpersonal therapy, and pharmacotherapy, with a focus on treatment planning and implementation.</p> <p>Throughout the course, students will engage in a variety of learning activities, including lectures, discussions, case studies, and experiential exercises, to develop clinical skills and competencies.</p>
<b>Lecture/Tutorial/Practical Hours</b>	60/0/0
<b>Credits</b>	4
<b>Pre-requisite, if any</b>	Successful completion of the course 24UPSYDSC204 - Fundamentals of Psychopathology.

**COURSE OUTCOMES(CO)**

CO No.	Expected Course Outcome	Learning Domains	PO
1	Explain the nature of the profession (clinical psychologist) and the activities involved.	U	PO3, PO4, PO8
2	Evaluate various models of psychopathology	E	PO1, PO2, PO3,
3	Familiarize with the etiology of major psychological disorders	R	PO1, PO2, PO8
4	Conceptualize various treatment models to major psychological disorders.	A, E	PO1, PO2, PO4, PO8

### COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Module 1 - Introduction to Clinical Psychology (12 hours)</b>			
	1.1	Historical & Philosophical background; Nature of discipline: theory and research;	3	CO1
	1.2	Towards a Clinical Identity: education & training, professional activities and employment settings, differences/similarities with other mental health professions	2	CO1
	1.3	Models of Psychopathology – one dimensional vs multidimensional	2	CO2
	1.4	Biological: genetic contributions and neuroscience;	2	CO2
	1.5	Psychological: psychoanalytic, behavioural, cognitive, and humanistic approaches; cultural, social and interpersonal factors; lifespan development. Integrative approach	3	CO2
2	<b>Module 2 - Anxiety, OCD and Stress related Disorders (12 hours)</b>			
	2.1	Anxiety Disorders: specific phobia, social anxiety disorder, panic disorder, agoraphobia, generalized anxiety disorder.	6	CO2, CO3, CO4
	2.2	Obsessive-Compulsive and Related Disorders: obsessive-compulsive disorder, body dysmorphic disorder, hoarding disorder, trichotillomania.	3	CO2, CO3, CO4

	2.3	Trauma- and Stressor-Related Disorders; adjustment disorder, acute stress disorder, posttraumatic stress disorder.	3	CO2, CO3, CO4
3	<b>Module 3 - Mood Disorders (12 hours)</b>			
	3.1	Overview of mania and depression: depressive disorders, bipolar disorders and other depressive disorders;	6	CO2, CO3, CO4
	3.2	Causal Factors	3	CO2, CO3, CO4
	3.3	Treatment and Outcome	3	CO2, CO3, CO4
4	<b>Module 4 - Somatic Symptom and Dissociative Disorders (12 hours)</b>			
	4.1	Somatic symptom and related disorders: somatic symptom disorder, illness anxiety disorders, conversion disorder.	5	CO2, CO3, CO4
	4.2	Dissociative disorders: depersonalization-derealization disorder, dissociative amnesia, dissociative identity disorder.	4	CO2, CO3, CO4
	4.3	Treatment and outcome	3	CO2, CO3, CO4
5	<b>Module 5 - Eating Disorders and Substance related Disorders (12 hours)</b>			
	5.1	Major types of eating disorders: bulimia nervosa, anorexia nervosa,	4	CO2, CO3, CO4
	5.2	Binge eating disorder, obesity;	2	CO2, CO3, CO4
	5.3	Substance related disorders: Depressants, stimulants, opioids, cannabis-related disorders, hallucinogen-related disorders, other drugs of abuse,	4	CO2, CO3, CO4
	5.4	Impulse control disorders: gambling disorder, impulse control disorders.	2	CO2, CO3, CO4

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.</p>
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<b>Assessment Types</b>	<p style="text-align: center;"><b>MODE OF ASSESSMENT</b></p> <p style="text-align: center;"><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <p style="text-align: center;"><b>Theory:</b></p> <p>Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion.</p>
	<p style="text-align: center;"><b>B. End Semester Examination (ESE)</b></p> <p style="text-align: center;"><b>Theory:</b></p> <p>Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report. <i>Any other method as may be required by the course faculty.</i></p>

**References:**

- Hecker, J. E., & Thorpe, G.L. (2005). Introduction to clinical psychology: Science, practice, and ethics. New Delhi: Pearson Education.
- Pomerantz, A.M. (2008). Clinical Psychology: Science, practice, and culture. New Delhi: Sage Publications.
- Trull, T.J., & Phares, E.J. (2001). Clinical psychology: Concepts, methods, and profession (6th ed.). Belmont, CA: Wadsworth/Thomson Learning.
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- Barlow, D. H. & Durand, V. M. (2015). Abnormal Psychology: An Integrated Approach (7th Ed.). Stamford, CT: Cengage Learning.
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- Sadock, B.J. & Sadock, V.A. (2003). Synopsis of psychiatry: Behavioral sciences/clinical psychiatry (9th. Ed.). Philadelphia: Lippincott Williams & Wilkins.

**COURSE 17**

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	7
<b>Type of Course</b>	DSE
<b>Course Code</b>	24UPSYDSE402
<b>Course Title</b>	<b>Advertisement Psychology: Decoding Persuasion Strategies</b>
<b>Course Level</b>	400-499
<b>Course Summary</b>	<p>This course unlocks the secrets of advertisement psychology, empowering you to understand the persuasive forces that shape consumer behavior. We will establish the core principles of the field, explore its history, and examine the theories that underpin effective persuasion techniques. Module 2 delves into consumer psychology, uncovering the motivations, desires, and decision-making processes that influence purchasing decisions. Equipped with this knowledge, we will then shift our focus to crafting persuasive messages. This module will equip you with the tools to harness the power of language, imagery, and emotional appeals to create advertisements that resonate with your target audience. Finally, we will put theory into practice by examining real-world case studies, successful advertising campaigns, analyzing their persuasive elements, and exploring how these principles can be applied to create effective advertising for any product or service. By the end of this course, you will be armed with a deep understanding of the psychology of persuasion. You will be able to decode advertising strategies, craft compelling messages, and leverage consumer insights to create effective advertising campaigns.</p>
<b>Lecture/Tutorial/Practical Hours</b>	60/0/0
<b>Credits</b>	4
<b>Pre-requisite, if any</b>	

## COURSE OUTCOMES(CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1	Define key concepts like perception, motivation, emotion, and learning in the context of advertising.	U	PO3
2	Analyze consumer motivations, needs, and desires relevant to advertising strategies.	E, An	PO1, PO7
3	Design advertising messages that resonate with the target audience and induce desired actions.	E, C	PO2, PO3, PO7
4	Develop and evaluate advertising campaigns based on psychological principles.	C, E	PO2, PO3, PO6, PO7

## COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Module 1 - Foundations of Advertisement Psychology (15 Hrs)</b>			
	1.1	History of advertising psychology and its evolution	2	CO1
	1.2	Core psychological principles used in persuasive communication	3	CO1, CO2
	1.3	The human brain and its decision-making processes	4	CO1, CO2
	1.4	Consumer behavior models and frameworks	3	CO1, CO2
	1.5	Ethical considerations in advertising	3	CO2, CO4
2	<b>Module 2 - Understanding the Consumer Mind (15 Hrs)</b>			
	2.1	Consumer perception and sensory factors in advertising	3	CO2
	2.2	Consumer attitudes and opinion formation	3	CO2
	2.3	Motivation theories and their application in advertising	4	CO2
	2.4	Social influence and the role of groups in buying behavior	3	CO2
3	<b>Module 3 – Crafting Persuasive Messages (15 Hrs)</b>			
	3.1	Attention-grabbing strategies and message framing	3	CO3
	3.2	Emotional appeals and storytelling techniques	4	CO3
	3.3	Humor and fear in advertising: effectiveness and ethical concerns	2	CO3
	3.4	Social proof and the bandwagon effect	3	CO3



	3.5	Call to action (CTA) strategies and optimizing conversion rates	3	CO3
4	<b>Module 4 – Putting it All Together: Case Studies &amp; Creative Applications (15 Hrs)</b>			
	4.1	Deep-dive analysis of successful and controversial advertising campaigns	5	CO4
	4.2	Applying psychological concepts to different media channels (digital, print, TV, etc.)	3	CO4
	4.3	Ethical considerations and social responsibility in advertising	2	CO4
	4.4	Designing and testing A/B variations for optimized ads	3	CO4
	4.5	Building your personal brand through persuasive communication	2	CO4
5	<b>Teacher specific course components</b>			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>A. Continuous Comprehensive Assessment (CCA)</b> <b>Theory:</b> Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required by the course faculty.</i>
	<b>B. End Semester Examination (ESE)</b> <b>Theory:</b> Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report.

### References:

Aaker, D. A. (2011). Building Strong Brands. Simon and Schuster.

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Spence, C. (2015). *Gastrophysics: The New Science of Eating*. Penguin Books.

Woodward, J. (2015). *Persuasive Words: The Psychology of Sales and Marketing Language*. Kogan Page.

**COURSE 18**

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	7
<b>Type of Course</b>	DSE
<b>Course Code</b>	24UPSYDSE403
<b>Course Title</b>	<b>Neuropsychology</b>
<b>Course Level</b>	400-499
<b>Course Summary</b>	<p>This course offers a comprehensive exploration of the relationship between the brain and behaviour, focusing on understanding the neural mechanisms underlying cognition, emotion, and behaviour. It integrates knowledge from neuroscience, psychology, and clinical practice to provide students with a foundational understanding of the structure and function of the brain and its implications for human behaviour and mental health. The course includes discussion of common neuropsychological disorders and clinical syndromes, including traumatic brain injury, stroke, neurodegenerative diseases and psychiatric disorders with neurological substrates. It will explore the development of brain-behaviour relationships across the lifespan. Throughout the course, students will engage in a variety of learning activities, including lectures, discussions, case studies, laboratory demonstrations, and hands-on exercises using neuroanatomical models and neuroimaging software. By the end of the course, students will have gained a solid foundation in neuropsychology and be prepared to apply their knowledge to understand and address real-world problems related to brain and behaviour.</p>
<b>Lecture/Tutorial/Practical Hours</b>	60/0/0
<b>Credits</b>	4
<b>Pre-requisite, if any</b>	

**COURSE OUTCOMES(CO)**

CO No.	Expected Course Outcome	Learning Domains	PO
1	Explain the basic terminology and clinical neuropsychological concepts	U	PO1, PO2
2	Conceptualise the relationship of the structure of brain systems and associated cognitive functions	U	PO1, PO2, PO8
3	Evaluate various assessments in neuropsychology	E	PO3, PO4, PO6, PO8
4	Integrate principles towards the understanding of brain disorders through reviewing disease models.	A, E	PO1, PO2

### COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Module 1 - Introduction to Neuropsychology (12 hours)</b>			
	1.1	Definition, nature, and scope of clinical neuropsychology.	3	CO1
	1.2	Functions of neuropsychologists. history, branches of neuropsychology.	2	CO1
	1.3	Methods of research in neuropsychology - Neurohistology,	2	CO1, CO3
	1.4	Radiologic Procedures, Electrophysiologic Procedures, Imaging of Brain metabolism, Magnetic Imaging.	3	CO1, CO3
	1.5	Ethical issues in research.	2	CO1, CO3
2	<b>Module 2 - Developmental Neuropsychology (12 hours)</b>			
	2.1	Introduction to developmental psychology; Brain development;	3	CO2
	2.2	Neuropsychology of mental development	3	CO2
	2.3	Neuropsychology of developmental abnormalities;	3	CO2, CO4
	2.4	Neuropsychology of remediation of children.	3	CO2, CO4
3	<b>Module 3 - Cognitive Neuropsychology (12 hours)</b>			
	3.1	Cerebral Specialization;	2	CO2
	3.2	Neuropsychology of Memory;	2	CO2
	3.3	Neuropsychology of Attention	1	CO2
	3.4	Executive Functioning	2	CO2
	3.5	Neuropsychology of Emotion;	2	CO2
	3.6	Neuropsychology of Language;	2	CO2
	3.7	Neuropsychology of Consciousness.	1	CO2
4	<b>Module 4 - Neuropsychology of Basic Psychiatric Conditions (12 hours)</b>			

	4.1	Schizophrenia;	3	CO4
	4.2	Dementia: Alzheimer's disease,	3	CO4
	4.3	Parkinson's, Huntington's and Creutzfeldt-Jakob disease;	3	CO4
	4.4	Anxiety and mood disorders.	3	CO4
	<b>Module 5 - Neuropsychological Assessment (12 hours)</b>			
5	5.1	Practice of neuropsychological assessment; Basic concepts, Neuropsychological examination procedures;	5	CO3
	5.2	Neuropsychological assessment interpretation;	4	CO3
	5.3	Important neuropsychological tests	3	CO3
6	<b>Teacher specific course components</b>			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>A. Continuous Comprehensive Assessment (CCA)</b> <b>Theory:</b> Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required for specific course by the course faculty.</i> <b>B. End Semester Examination (ESE)</b> <b>Theory:</b> Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report.

### References:

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Zillmer, E.A., Spiers, M.V. & Culbertson (2008). Principles of Neuropsychology (2nd ed.), Wadsworth: Cengage Learning.

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**COURSE 19**

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	7
<b>Type of Course</b>	DSE
<b>Course Code</b>	24UPSYDSE404
<b>Course Title</b>	<b>Basics of Indian Psychology</b>
<b>Course Level</b>	400-499
<b>Course Summary</b>	This course provides a comprehensive exploration of the unique and diverse psychological perspectives rooted in the rich cultural and philosophical traditions of India. This course aims to introduce students to the foundational concepts, theories, and practices that characterize Indian psychology, offering a holistic understanding of the mind and human behavior from an indigenous perspective.
<b>Lecture/Tutorial/Practical Hours</b>	60/0/0
<b>Credits</b>	4
<b>Pre-requisite, if any</b>	

**COURSE OUTCOMES(CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PO</b>
1	Critically evaluate research methods and apply insights from Indian psychology in practical contexts.	E, A	PO1, PO2
2	Analyze the role of Dharma and Karma in shaping personal and social behavior.	An	PO1, PO2, PO4
3	Examine in-depth the notions of personhood, self, and identity in Advaita Vedanta, Buddhism, Jainism, and the Bhagavad Gita with a comparative analysis of how these concepts are interpreted in contemporary and Western perspectives.	An	PO2, PO3
4	Apply various meditation practices, including Yogic and Buddhistic meditation, while delving into their effects on spiritual, psychic, cognitive, conative, and emotional dimensions.	A	PO4, PO6, PO8

## COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Module 1 - Introduction to Indian Psychology (10 Hrs)</b>			
	1.1	Psychology in the Indian Tradition	2	CO1
	1.2	Model of Indian Psychology	2	CO1
	1.3	Scope and Subject matter	2	CO1
	1.4	Sources of Indian Psychology	2	CO1
	1.5	Research Methods in Indian Psychology-Experimental Methods, Phenomenological Methods, Other Methods of Relevance	2	CO1
2	<b>Module 2 - Conceptual Roots of Indian Psychology (15 Hrs)</b>			
	2.1	Concept and the Doctrine of Karma	3	CO2
	2.2	Concept of Dharma and its Role	3	CO2
	2.3	Implications of Dharma and Karma for Psychology- Dharma Impact on individual identity and behavior; Dharma in the context of mental well-being. Karma and Mental Patterns. Exploring karmic imprints on the psyche. Relationship between past actions and current mental states	3	CO2
	2.4	The Ubiquitous Suffering: Suffering in Eastern Philosophy Understanding the concept of suffering (dukkha); Existential anguish and its psychological dimensions The Existential Anguish and the Human Quest	3	CO2
	2.5	Self-realization-Techniques for self-discovery and self-awareness; Integration of Dharma and Karma in personal growth	3	CO2
3	<b>Module 3 – Mind and Consciousness in Indian Psychology (15 Hrs)</b>			
	3.1	Vedic Conception of the Mind	3	CO3
	3.2	Advaita Interpretation of Consciousness and Mind	3	CO3
	3.3	Samkya Yoga Conception of Mind and consciousness	3	CO3
	3.4	Mind in Nyaya-Vaisesika Systems	3	CO3
	3.5	Mind and Consciousness in Buddhism and Jainism	3	CO3
4	<b>Module 4 – Self, Person and Identity (10 Hrs)</b>			

	4.1	Person, Self, and Identity According to Advaita Vedanta - The Basic Tenets of the Advaita (Nondualist) Vedanta - The Concept of Jiva: The Advaita Vedantic View of Personhood The Concept of Jiva in Context: Some Aspects of the Indian Worldview	3	CO3
	4.2	The Advaita Vedantic Method for Self-realization - Three Steps to Self-realization According to the Advaita Vedanta - The Advaita Vedantic Method Interpreted in Contemporary Idiom- The Advaita Vedantic Approach Seen from a Western Viewpoint	3	CO3
	4.3	Concept of Anatta and the Denial of Self in Buddhism-Jain Conception of Self	2	CO3
	4.4	Three Types of Personality in Bhagavad Gita	2	CO3
	<b>Module 5 - Meditation and Yoga (10 Hrs)</b>			
	5.1	Nature and Process of Meditation	2	CO4
	5.2	Yogic Meditation-Buddhistic Meditation	2	CO4
5	5.3	Effects of Meditation-Spiritual and Psychic Effects-Cognitive effects-Conative effects-Emotional effects	3	CO4
	5.4	Therapeutic Applications- Health Benefits of Meditation, Yoga and Hypertension	3	CO4
6	<b>Teacher specific course components</b>			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>A. Continuous Comprehensive Assessment (CCA)</b> <b>Theory:</b>



	<p>Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required by the course faculty.</i></p>
	<p><b>B. End Semester Examination (ESE)</b></p> <p><b>Theory:</b></p> <p>Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report.</p>

**References:**

Rao, K., Paranjpe, A. C., & Dalal, A. K. (2008). Handbook of Indian psychology. Cambridge University Press India/Foundation Books.

Reat, N. R. (1990). The origins of Indian psychology. Jain Publishing Company.

Rao, K. R., & Paranjpe, A. C. (2016). Psychology in the Indian tradition. New Delhi: Springer India.

**COURSE 20**

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	7
<b>Type of Course</b>	DSE
<b>Course Code</b>	24UPSYDSE405
<b>Course Title</b>	<b>Cyber Psychology</b>
<b>Course Level</b>	400-499
<b>Course Summary</b>	<p>Cyber psychology is an interdisciplinary field that investigates the impact of digital technology on human behavior, cognition, and emotions. This course offers a comprehensive exploration of the psychological processes underlying online interactions, virtual environments, and digital media consumption. The course begins with an overview of the historical and theoretical foundations of cyber psychology, tracing the evolution of digital technology and its integration into everyday life. Students will examine key concepts such as online identity, virtual communities, and the digital self, gaining insight into how individuals perceive and navigate the online world.</p> <p>Next, the course delves into the psychological implications of social media, online gaming, and virtual reality. Students will explore topics such as online social influence, self-presentation, cyberbullying, and addiction, considering both the positive and negative effects of digital media on mental health and well-being.</p> <p>The course examines the intersection of cyber psychology with other areas of psychology, such as cognitive psychology, social psychology, and clinical psychology. Students will explore how principles from these disciplines can be applied to understand and address issues related to digital behaviour and technology use. Throughout the course, students will engage with current research and case studies that highlight the complex interplay between technology and human</p>

	<p>psychology. They will also have the opportunity to analyze their own digital habits and attitudes, reflecting on the ways in which technology shapes their thoughts, feelings, and behaviours.</p> <p>By the end of the course, students will have developed a nuanced understanding of cyber psychology and its relevance to contemporary society. They will be equipped with critical thinking skills to evaluate the ethical, social, and psychological implications of digital technology, both for individuals and for society as a whole.</p>
<b>Lecture/Tutorial/Practical Hours</b>	60/0/0
<b>Credits</b>	4
<b>Pre-requisite, if any</b>	

### COURSE OUTCOMES(CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1	Advocate for the relatively new branch of Cyber Psychology.	U, E	PO1, PO4
2	Classify behaviours in cyberspace.	A	PO1, PO4, PO5
3	Research on mental health issues that arise from cyber bullying, cybercrime and online addiction.	A	PO2, PO6, PO5, PO8
4	Create awareness of appropriate online communication and computer mediated psychotherapies.	C	PO3, PO6, PO5

### COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Module 1 – Introduction to Cyber Psychology (12 Hrs)</b>			
	1.1	Meaning of Cyber Psychology and Cyberspace; History; Technology Across Lifespan;	2	CO1
	1.2	Cyberspace as a psychological space - Basic psychological features of cyberspace-Networks as "Mind" and "Self"- Presence.	3	CO1, CO2

	1.3	Social Psychology of cyberspace: Self and community in the age of Internet. Role of psychologist in cyberspace;	3	CO1, CO2
	1.4	Methods of Studying – Observational, Correlational, Experimental, Online Methods;	2	CO1
	1.5	Research Ethics in Cyberpsychology; Importance and Application of Cyber Psychology.	2	CO4
<b>2</b>	<b>Module 2 – Online Self and Personality (12 Hrs)</b>			
	2.1	Concept of Online identity and Multiple selves; Theories of self (In brief)– Goffman’s theory of selfpresentation, Arkin’s self-presentation strategies, Self-Discrepancy Theory, Social Information Processing Theory, Hyper Personal Communication Model, Use and Gratification Theory, Morals And Social Norms;	4	CO1, CO2
	2.2	Impression management and Self-Presentation-Definition, Motivation for Managing Self-Impression and its Impact;	2	CO1, CO2
	2.3	Cyberspace and Personality - Unique Components of Internet Environment- Anonymity, Control Over Physical Appearance General Control Over Interaction, The Black Hole Of Cyberspace, Internet Demographics;	2	CO1, CO2
	2.4	Cyberspace Humor; Coping with Spam; Personality types and cyber space;	2	CO1, CO2
	2.5	Unique roles in cyberspace; Regressive behaviour in cyberspace; Online Gender-Switching. Integrating Online and Offline Living. The Unhealthy Self.	2	CO1, CO2
<b>3</b>	<b>Module 3 – Interpersonal Communication and Cyberspace (12 Hrs)</b>			
	3.1	Online community- Definition, Early history;	2	CO1, CO4
	3.2	Methods of Online Communication-Information Model, Channel Model and Mappings; Language in Online World;	2	CO1, CO4
	3.3	Psychology of Text Relationship, Transient and Long-Term Relationship, Cyberspace Romance;	2	CO1, CO4
	3.4	The Social Consequences of Online Interactions;	2	CO1, CO4
	3.5	Social media-Introduction and Uses, Social Media and	2	CO1, CO4

		Cyberactivism;		
	3.6	Socially Connecting Through Blogs and Vlogs; Positive Aspect of social media	2	CO1, CO4
4	<b>Module 4 – Group Dynamics and Cyberspace (12 Hrs)</b>			
	4.1.	Social Psychology of Online Groups - Developmental Stages of Mailing Lists	2	CO1, CO2
	4.2.	Making Virtual Communities Work Communicating with Typed Text Chat;	2	CO1, CO2
	4.3	Decision-Making Method for E-Mail Groups; Extending A Work Group into Cyberspace;	3	CO1, CO2
	4.4	Using Discussion Boards in Teaching; Group Games;	2	CO1, CO2
	4.5	Managing Deviant Behaviour in Online Groups. Deviant Behaviour and Cybercrime.	3	CO1, CO2
5	<b>Module 5 – Cyberspace and Mental Health (12 Hrs)</b>			
	5.1.	Importance of Mental Health in cyber space; internet-based disorders – Gaming, Cyber Bullying, Cybersickness, Cyberchondriasis, Phantom Effect, Online Depression, Internet Addictions, Nomophobia, Google Effect;	3	CO1, CO3
	5.2.	Social media And Cyber psychology Behaviours-Comparison and Low Self-Esteem, Depression, Social Isolation and Ostracism, Negative Relationships, Fear of Missing Out (FOMO), Sleep Deprivation, Addictive Behaviour, Eating Disorder, ADHD,	3	CO1, CO3
	5.3.	Positive Correlates of Social Media Use, social media and Memes; Psychotherapy in Cyberspace - A Five-Dimensional Model of Online and Computermediated Psychotherapy. Online Mental Health Therapies-Individual Telepsychotherpay, Self-Help Therapy, Online Self-Help Groups,	3	CO1, CO3
	5.4.	Uses of Therapy in Mental Health Care Tools- Client and Therapist Relation, Telepsychiatry, Emails, Internet Relate	3	CO1, CO3

	Chats, Video Teleconferencing, Shared Hypermedia Tools.		
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<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Role-plays, Demonstration and Modelling, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>A. Continuous Comprehensive Assessment (CCA)</b> <b>Theory:</b> Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required by the course faculty.</i>
	<b>B. End Semester Examination (ESE)</b> <b>Theory:</b> Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report.

**References:**

Cyberpsychology, An Introduction to Human-Computer Interaction, University of Maryland, College Park.

Towards Cyberpsychology: Mind, Cognitions and Society in the Internet Age Amsterdam, IOS Press, © 2001, 2002, 2003

Dr Aiken.M (2016), he Cyber Effect: A Pioneering Cyberpsychology’s Explains How Human Behavior Changes Online, published by John Murray- A Hachette UK company

Monica T. Whitty, Garry Young (2016). Cyberpsychology: The Study of Individuals, Society and Digital Technologies. BPS text book

Irene Connolly, Marion Palmer, Hannah Barton, GráinneKirwan(2016), An Introduction to Cyber psychology, Routledge.London

Calvo, R. A., D'Mello, S., Gratch, J. M., & Kappas, A. (Eds.). (2015). The Oxford handbook of affective computing. Oxford University Press, USA.

## COURSE 21

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	7
<b>Type of Course</b>	DSE
<b>Course Code</b>	24UPSYDSE406
<b>Course Title</b>	<b>Economic Psychology</b>
<b>Course Level</b>	400-499
<b>Course Summary</b>	Economic Psychology is an interdisciplinary exploration of the psychological factors that shape economic behavior, decisions, and outcomes. This course combines principles from economics and psychology to provide students with a comprehensive understanding of how individual and social dynamics influence economic choices. From social influence and cultural dimensions to the impact of institutions and policies, this course aims to equip students with insights that go beyond traditional economic theories.
<b>Lecture/Tutorial/Practical Hours</b>	60/0/0
<b>Credits</b>	4
<b>Pre-requisite, if any</b>	

## COURSE OUTCOMES(CO)

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PO</b>
1	Identify and discuss the various domains and applications of economic psychology in different economic contexts.	U, A	PO2, PO3
2	Evaluate the psychological factors that influence consumer behavior, including motivations, perceptions, and attitudes along with understanding the psychological aspects of risk preferences in the context of financial decision-making.	E	PO1, PO2, PO7
3	Analyse the interplay between social factors, cultural influences, and institutional frameworks in the realm of economic decision-making.	An	PO1, PO2, PO4

4	Evaluate the principles of behavioral finance, including the traditional view of financial markets, market strategies, prospect theory, and irrationality in financial markets.	E	PO1, PO2, PO7
5	Analyze the role of economic psychology in public policy and social change, including designing effective interventions based on behavioral insights	An, C	PO1, PO2, PO3, PO7

## COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Module 1 - Foundations of Economic Psychology (13 Hrs)</b>			
	1.1	Introduction to economic psychology: Definition, scope, and history	2	CO1
	1.2	The rational actor model and its limitations: Bounded rationality, cognitive biases, and behavioral economics	2	CO1
	1.3	Heuristics and mental models in economic decision-making	2	CO1
	1.4	Cognitive biases and their impact on economic behavior: Anchoring, framing, sunk cost fallacy, overconfidence, etc	3	CO1
	1.5	The role of emotions in economic decisions: Risk aversion, loss aversion, and intertemporal choice	3	CO1
2	<b>Module 2 - Individual Economic Behavior (15 Hrs)</b>			
	2.1	Consumer behavior: Psychological factors influencing consumption patterns, brand preferences, and advertising effectiveness.	4	CO2
	2.2	Saving and investment decisions: The role of risk preferences, time preferences, and self-control-Types of Investors-Characteristics of Successful Investors-Bubbles and Systematic Investor's Sentiments-Characteristics of Bubbles-Four Stages of a Bubble.	4	CO2
	2.3	Labor market behavior: Motivation, job satisfaction, wage expectations, and career choices.	4	CO2
	2.4	Economic inequality: The psychological underpinnings of income disparity and poverty.	3	CO2
3	<b>Module 3 – Social and Institutional Context (8 Hrs)</b>			



	3.1	Social influence and conformity in economic decisions: Norms, networks, and status.	3	CO3
	3.2	The influence of culture on economic behavior: Values, individualism vs. collectivism, and economic development	2	CO3
	3.3	The role of institutions and policies: Behavioral nudges, market regulations, and economic well-being.	3	CO3
	<b>Module 4 – Applications of Economic Psychology (9 Hrs)</b>			
4	4.1	Behavioral finance: Traditional view of Financial Markets-Behavioural Finance Market Strategies-Prospect theory-Mental accounting bias- Irrationality in financial markets and investment decisions.	2	CO4
	4.2	Marketing and advertising: Understanding consumer psychology to influence purchasing behavior.	2	CO4
	4.3	Public policy and social change: Designing effective interventions based on behavioral insights.	2	CO5
	4.4	Business ethics and decision-making: The role of psychology in corporate social responsibility.	2	CO5
5	<b>Teacher specific course components</b>			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>A. Continuous Comprehensive Assessment (CCA)</b> <b>Theory:</b> Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required by the course faculty.</i>
	<b>B. End Semester Examination (ESE)</b> <b>Theory:</b>

	Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report. <i>Any other method as may be required by the course faculty.</i>
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**References:**

**Books:**

"Economic Psychology" by G. Loewenstein,

"Nudge" by R. Thaler and S. Sunstein

Singh, S & Bahl, S (2015). Behavioural Finance, New Delhi, Vikas Publishing House

Chandra, P.(2020). Behavioural Finance, New Delhi, McGraw Hill Education, India

**Journal articles:**

Journal of Economic Psychology

Journal of Behavioral and Experimental Economics

**Online resources:**

Behavioral Insights Team

World Bank Behavioral Unit

**COURSE 22**

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	7
<b>Type of Course</b>	DSE
<b>Course Code</b>	24UPSYDSE407
<b>Course Title</b>	<b>Theories of Personality</b>
<b>Course Level</b>	400-499
<b>Course Summary</b>	<p>This course in Theories of Personality embarks on a captivating exploration of the very essence of individuality. We will begin by unraveling the concept of personality itself, examining its structure and how it influences our lives. We will then delve into the fascinating realm of psychodynamic and neo-Freudian theories. You will encounter the ideas of Sigmund Freud and Carl Jung, exploring how our unconscious mind and early experiences shape who we become. We will explore trait and biological theories, examining the role of genetics and inherent characteristics in shaping personality. You will learn about different personality traits and how they interact to influence behavior. We will delve into humanistic, social-cognitive, and learning theories, exploring how our environment, relationships, and experiences contribute to who we are. You will learn about the influence of self-actualization, social learning, and external factors on personality development. Throughout this course, you will critically analyze these diverse perspectives, gaining a deeper understanding of the complex forces that shape human personality. By the end, you will be equipped to not only understand yourself better, but also gain valuable insights into the personalities of those around you.</p>
<b>Lecture/Tutorial/Practical Hours</b>	60/0/0
<b>Credits</b>	4
<b>Pre-requisite, if any</b>	Successful completion of the foundation courses in psychology

## COURSE OUTCOMES(CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1	Recognize and differentiate major personality theories and critically evaluate the strengths and limitations of each theory.	U, E	PO1
2	Apply theoretical concepts to real-world examples and personal experiences.	A	PO2, PO3
3	Engage in thoughtful discussions and debates about personality development and its impact.	A	PO2, PO3, PO4
4	Develop your critical thinking and analytical skills regarding human behavior.	A	PO1, PO2, PO3, PO8

## COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Module 1 - Introduction to Personality (10 Hrs)</b>			
	1.1	Defining Personality. What is personality? Its nature, uniqueness, and measurement.	4	CO1, CO2, CO3, CO4
	1.2	Exploring Personality Theories. Overview of major theoretical frameworks and their historical context.	6	CO1, CO2, CO3, CO4
2	<b>Module 2 - Psychodynamic and Neo-Freudian Theories (15 Hrs)</b>			
	2.1	Freudian Psychoanalysis: Id, ego, superego, psychosexual stages, defense mechanisms.	8	CO1, CO2, CO3, CO4
	2.2	Neo-Freudian Perspectives: Jung's analytical psychology, Adler's individual psychology, Horney's interpersonal theory.	7	CO1, CO2, CO3, CO4
3	<b>Module 3 – Trait and Biological Theories (15 Hrs)</b>			
	3.1	Trait Theories: Allport, Cattell, Five-factor model (OCEAN), personality assessment tools.	9	CO1, CO2, CO3, CO4
	3.2	Biological and Evolutionary Theories: Genetics, temperament, and their contributions to personality.	6	CO1, CO2, CO3, CO4
4	<b>Module 4 – Humanistic, Social-Cognitive, and Learning Theories (20 Hrs)</b>			

	4.1	Humanistic Theories: Maslow's hierarchy of needs, Carl Rogers' person-centered approach, self-actualization.	8	CO1, CO2, CO3, CO4
	4.2	Social-Cognitive and Learning Theories: Bandura's social learning theory, cognitive appraisal, self-efficacy.	9	CO1, CO2, CO3, CO4
	4.3	Cultural Considerations: The impact of culture on personality development and expression.	3	CO1, CO2, CO3, CO4
5	<b>Teacher specific course components</b>			

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.</p>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <p><b>Theory:</b></p> <p>Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required by the course faculty.</i></p> <hr/> <p><b>B. End Semester Examination (ESE)</b></p> <p><b>Theory:</b></p> <p>Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report. <i>Any other method as may be required by the course faculty.</i></p>

**References:**

- American Psychological Association (APA). (2020). Dictionary of Psychology (3rd ed.). American Psychological Association.
- Carlson, N. R., & Hethcote, M. M. (2020). Psychology: The science of behavior (12th ed.). Pearson.
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<https://www.verywellmind.com/psychology-4157187>
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Hall, C. S., Lindzey, G., & Campbell, J. B. (2010). *Theories of personality* (4th ed.). John Wiley & Sons.

McLeod, S. A. (2022). *Simply Psychology*. <https://www.simplypsychology.org/>:  
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Schultz, D. P., Schultz, S. E., & Hollenbeck, A. R. (2023). *Theories of Personality* (12th ed.). Wadsworth Publishing.

## COURSE 23

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	8
<b>Type of Course</b>	DSE
<b>Course Code</b>	24UPSYDSE408
<b>Course Title</b>	<b>Practice in Clinical Psychology</b>
<b>Course Level</b>	400-499
<b>Course Summary</b>	<p>This course delves deep into the complexities of mental illness, providing an in-depth exploration of the etiology, presentation, and treatment of complex psychological disorders. This course integrates multidimensional perspectives from neuroscience, psychopathology, and clinical practice to foster a comprehensive understanding of the diverse manifestations and underlying mechanisms of psychopathology.</p> <p>Students will learn the neural mechanisms underlying major mental health disorders, including schizophrenia, personality disorders, sexual disorders, neurodevelopmental disorders and neurocognitive disorders with a focus on neuroanatomy, neurochemistry, and neuroimaging findings.</p> <p>This course offers an in-depth analysis of personality disorders, including borderline personality disorder, narcissistic personality disorder, and antisocial personality disorder, exploring their diagnostic criteria, etiology, and evidence-based treatment approaches.</p> <p>The overview of neurodevelopmental disorders, including autism spectrum disorder, attention-deficit/hyperactivity disorder (ADHD), and intellectual disability, exploring their etiology, clinical manifestations, and lifespan implications.</p> <p>Students will learn about the challenges of diagnosing and treating individuals with co-occurring mental health and substance use disorders, and integrated treatment approaches.</p>

	Throughout the course, students will engage in a variety of learning activities, including lectures, case studies, group discussions, and experiential exercises, to deepen their understanding of complex mental health disorders and develop critical thinking and clinical reasoning skills. By the end of the course, students will have gained a comprehensive understanding of advanced psychopathology concepts and be prepared to apply evidence-based practices in the assessment, diagnosis, and treatment of complex mental health conditions.
<b>Lecture/Tutorial/Practical Hours</b>	60/0/0
<b>Credits</b>	4
<b>Pre-requisite, if any</b>	Successful completion of the course 24UPSYDSE401 - Foundations of Clinical Psychology

### COURSE OUTCOMES(CO)

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PO</b>
1	Evaluate various treatment modalities for psychological disorders, including psychotherapy, pharmacotherapy, and alternative interventions.	E	PO1, PO2
2	Demonstrate important assessment methods and diagnostic criteria used in clinical settings.	A	PO1, PO2, PO4
3	Analyse multidimensional approach in assessing, diagnosing, and treating psychopathological cases.	An	PO1, PO2, PO4, PO5
4	Familiarize with scientific, ethical, legal, and practice-oriented issues in the field.	U	PO4, PO5, PO6

### COURSE CONTENT

<b>Module</b>	<b>Units</b>	<b>Course description</b>	<b>Hrs</b>	<b>CO No.</b>
1	<b>Module 1 - Schizophrenia and Delusional Disorders (15 hours)</b>			
	1.1	Schizophrenia- Clinical picture,	3	CO3
	1.2	Subtypes of schizophrenia	3	CO3



	1.3	Causal factors: Biological causal factors, Psychosocial and socio cultural causal factors. Treatment and Outcome	3	CO1, CO3
	1.4	Delusional disorder- Clinical features, types, etiology, and treatment;	3	CO1, CO3
	1.5	Schizoaffective disorder.	3	CO1, CO3
	<b>Module 2 - Personality disorders and Sexual Dysfunctions (15 hours)</b>			
	2.1	Clinical features of personality disorders. Cluster A	3	CO1, CO3
	2.2	Cluster B – Clinical features, causal factors and treatment	3	CO1, CO3
2	2.3	Cluster C - Treatments and Outcomes for personality disorders.	3	CO1, CO3
	2.4	Sexual Variants and Sexual Abuse- TheParaphilias,Gender dysphoria,	3	CO3
	2.5	Sexual abuse- Childhood sexual abuse, Pedophilic disorder.	3	CO3
	<b>Module 3 - Neurodevelopmental and Neurocognitive disorders (15 hours)</b>			
	3.1	Common disorders of childhood- Attention deficit hyperactivity disorder (ADHD), Oppositional Defiant disorder,Conduct disorder.	4	CO3, CO1
	3.2	Intellectual disability, Autism Spectrum disorders, Specific Learning disorder.Causal factors, Treatment and outcome.	4	CO1, CO3
3	3.3	Brain impairment in adults, Delirium, Major neurocognitive disorder (Dementia)-Parkinson’s disease, Alzheimer’s disease, Huntington’s disease	4	CO1, CO3
	3.4	Dementia due to Vascular disease, Dementia due to HIV infection; Traumatic brain injury; Amnesic disorder Clinical picture, Treatment and Outcomes.	3	CO1, CO3
	<b>Module 4 - Assessment, diagnosis and Ethics in Practice (15 hours)</b>			
	4.1	Assessing psychological disorders: key concepts in assessment, clinical interview: case history taking, mental status examination;	3	CO2, CO3, CO4
4	4.2	Behavioural assessment, physical examination, psychological testing, neuropsychological testing, neuroimaging, psychophysiological assessment.	3	CO2, CO3, CO4

	4.3	Diagnosis and Classification: evolution of classification systems:overview to DSM and ICD,classification issues;	3	CO2, CO3, CO4
	4.4	Examining abnormal behaviour: Basic components of a research study, statistical versus clinical significance; Studying genetics and behaviour across time and cultures; Research ethics	3	CO2, CO3, CO4
	4.5	Professional Regulation and Ethics-legal issues, Cultural issues, Current scenario and future prospect: Problems and promise.	2	CO2, CO3, CO4
5	<b>Teacher specific course components</b>			

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.</p>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <p><b>Theory:</b></p> <p>Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required by the course faculty.</i></p> <hr/> <p><b>B. End Semester Examination (ESE)</b></p> <p><b>Theory:</b></p> <p>Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report. <i>Any other method as may be required by the course faculty.</i></p>

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**COURSE 24**

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	8
<b>Type of Course</b>	DSE
<b>Course Code</b>	24UPSYDSE409
<b>Course Title</b>	<b>Minds Behind Bars: Exploring Criminal Psychology and the Legal Labyrinth</b>
<b>Course Level</b>	400-499
<b>Course Summary</b>	<p>This course delves into the captivating world where criminal psychology meets the legal system. We will dissect the motivations and psychological factors that contribute to criminal acts. This will involve examining different theories and exploring the profiles of various offenders. Next, we will navigate the intersection of mental health and the law. This module will explore how mental health conditions can influence criminal behavior and legal proceedings. The course then delves into the fascinating world of eyewitness memory and testimony. Finally, we will examine the psychological impact of law – on both those who transgress it and those who enforce it. By the end of this course, you will gain a deeper understanding of the complex interplay between criminal psychology and the legal system.</p>
<b>Lecture/Tutorial/Practical Hours</b>	60/0/0
<b>Credits</b>	4
<b>Pre-requisite, if any</b>	Successful completion of the foundation courses in Psychology.

**COURSE OUTCOMES(CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PO</b>
1	Describe the major theories of criminal behavior and identify psychological factors associated with criminal activity.	U, A	PO1

2	Evaluate the role of mental health assessments in the legal system and critically analyze their impact on legal decisions.	E	PO1, PO2, PO6
3	Assess the reliability and limitations of eyewitness testimony and understand the psychological factors influencing it.	An	PO1, PO2, PO6
4	Analyze the psychological impact of the legal system on individuals involved, including victims, offenders, and legal professionals.	An	PO1, PO2, PO6

## COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Module 1 - Understanding Criminal Behaviour (20 Hrs)</b>			
	1.1	Introduction to Criminal Psychology	2	CO1
	1.2	Major Theories of Criminal Behavior: Biological Theories, Psychological Theories, Sociological Theories	10	CO1
	1.3	Developmental Factors and Risk Assessment	3	CO1
	1.4	Mental Disorders and Crime	2	CO1
	1.5	Psychopathy	3	CO1
2	<b>Module 2 - Mental Health and the Law (14 Hrs)</b>			
	2.1	Competency to Stand Trial	2	CO2
	2.2	Insanity Defenses	2	CO2
	2.3	Civil Commitment	2	CO2
	2.4	Psychological Evaluations	3	CO2
	2.5	Expert Witness Testimony	2	CO2
3	<b>Module 3 – Eyewitness Memory and Testimony (13 Hrs)</b>			
	3.1	Memory and its Malleability	2	CO3
	3.2	Factors Influencing Eyewitness Accuracy	3	CO3
	3.3	Lineup Procedures and Suggestibility	3	CO3
	3.4	False Confessions and Memory Retrieval Techniques	2	CO3
	3.5	Legal Implications of Eyewitness Testimony	3	CO3
4	<b>Module 4 – The Psychological Impact of Law (13 Hrs)</b>			
	4.1	Victim Psychology and Trauma	3	CO4
	4.2	Offender Rehabilitation Theories and Practices	3	CO4

	4.3	Stress and Coping in Legal Settings	2	CO4
	4.4	Juror Decision-Making and Biases	3	CO4
	4.5	Mental Health of Legal Professionals	2	CO4
5	<b>Teacher specific course components</b>			

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.</p>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <p><b>Theory:</b></p> <p>Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required by the course faculty.</i></p> <hr/> <p><b>B. End Semester Examination (ESE)</b></p> <p><b>Theory:</b></p> <p>Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report. <i>Any other method as may be required by the course faculty.</i></p>

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The Innocence Project. [<https://innocenceproject.org/>]

**COURSE 25**

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	8
<b>Type of Course</b>	DSE
<b>Course Code</b>	24UPSYDSE410
<b>Course Title</b>	<b>Cultural Psychology</b>
<b>Course Level</b>	400-499
<b>Course Summary</b>	<p>This course offers a comprehensive examination of the dynamic interplay between culture and human behaviour, cognition, and emotion. Students will examine cultural variations in self-concept, identity formation, and interpersonal relationships, including individualistic versus collectivistic cultures and the influence of culture on self-esteem and self-expression. They will explore cultural variations in emotional expression, emotion regulation, and subjective well-being, including cultural norms surrounding emotions, cultural syndromes of distress, and cultural factors influencing mental health outcomes.</p> <p>This course offers an overview of the impact of globalization on culture, including cultural diffusion, acculturation, and cultural identity negotiation, as well as the potential benefits and challenges of cultural diversity in a globalized world.</p> <p>Throughout the course, students will engage in a variety of learning activities, including lectures, discussions, case studies, experiential exercises, and cross-cultural simulations, to deepen their understanding of cultural psychology concepts and develop cultural competence skills. By the end of the course, students will have gained a nuanced understanding of the complex interplay between culture and psychology and be prepared to apply cultural psychology principles to address real-world challenges in diverse cultural contexts.</p>
<b>Lecture/Tutorial/Practical Hours</b>	60/0/0
<b>Credits</b>	4

<b>Pre-requisite, if any</b>	Successful completion of the foundation courses in Psychology
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### COURSE OUTCOMES(CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1	Understand the interface between psychology and culture.	U	PO4, PO5, PO8
2	Demonstrate on how culture is shaping human behaviours.	An	PO1, PO2
3	Evaluate the role of culture on psychological disorders and treatment.	E	PO4, PO5, PO8
4	Prepare on how cultural psychology variables can be used in applied settings.	A	PO4, PO6, PO8

### COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Module 1 - Introduction to Culture and Psychology (12 hours)</b>			
	1.1	Culture- definition- importance;	3	CO1
	1.2	Interface between psychology and culture;	3	CO1
	1.3	Cultural differences; Culture and human behaviour; Etics and emics	3	CO1, CO2
	1.4	Scope of cultural psychology.	3	CO1
2	<b>Module 2 - Enculturation and Developmental Process (12 hours)</b>			
	2.1	Enculturation and socialization;	2	CO2
	2.2	Sensitive periods for cultural socialization;	2	CO2
	2.3	Childhood experiences differences across culture; Culture, parenting, and families;	3	CO2
	2.4	Culture and peers; Culture and educational system; Culture and temperament; Culture and attachment;	3	CO2
	2.5	Cognitive development and culture; Morality, religion, and justice.	2	CO2
3	<b>Module 3 - Cultural influence on Self, Cognition and Emotion (12 hours)</b>			
	3.1	Culture and self; Culture self-esteem and self enhancement;	2	CO1, CO2



	3.2	Culture and identity; Culture and personality; Motivation and culture;	2	CO1, CO2
	3.3	Reasoning styles; Analytic and holistic thinking; Creative Thinking;	2	CO1, CO2
	3.4	Attention; Talking and thinking; Linguistic relativity;	2	CO1, CO2
	3.5	Variation of emotional experience across culture; Emotion and language;	2	CO1, CO2
	3.6	Cultural variation in subjective wellbeing and happiness.	2	CO1, CO2
	<b>Module 4 - Culture and Society (12 hours)</b>			
	4.1	Interpersonal attraction and social relationship	2	CO1, CO2
4	4.2	Mate selection, love and marriages across cultures; Culture, language and communication;	3	CO1, CO2
	4.3	Culture on conformity, compliance and obedience;	3	CO1, CO2
	4.4	Culture and intergroup relations; Culture and aggression;	2	CO1, CO2
	4.5	Living in multicultural worlds.	2	CO1, CO2
	<b>Module 5 - Culture and Applied Psychology (12 hours)</b>			
	5.1	Culture and Health	3	CO2, CO4
5	5.2	Culture and Mental Health	3	CO3, CO4
	5.3	Cultural treatments of psychological disorders;	3	CO3, CO4
	5.4	Culture and Organization behaviour.	3	CO4
6	<b>Teacher specific course components</b>			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>A. Continuous Comprehensive Assessment (CCA)</b> <b>Theory:</b>

	Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required by the course faculty.</i>
	<p><b>B. End Semester Examination (ESE)</b></p> <p><b>Theory:</b></p> <p>Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report. <i>Any other method as may be required by the course faculty.</i></p>

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## COURSE 26

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	8
<b>Type of Course</b>	DSE
<b>Course Code</b>	24UPSYDSE411
<b>Course Title</b>	<b>Consumer Psychology: Understanding the Why Behind the Buy</b>
<b>Course Level</b>	400-499
<b>Course Summary</b>	<p>This course will unveil the fascinating secrets behind purchasing decisions. We will embark on a journey to explore the psychology that drives consumer behavior, transforming you from a passive observer to a master decoder of buying impulses.</p> <p>We will delve into the core principles that govern how people think, feel, and act as consumers. This module will equip you with the essential frameworks needed to understand the complex world of consumer behavior.</p> <p>We will explore the various factors, both conscious and unconscious, that influence how consumers choose, evaluate, and purchase products and services.</p> <p>Equipped with this knowledge, we will explore how marketing messages are crafted to target the consumer mind. This module will delve into the strategies and techniques used by marketers to influence perception, trigger emotions, and ultimately drive purchases.</p> <p>The course culminates by demonstrating how consumer psychology is translated into real-world applications. We will explore how research methods are used to understand consumer behavior, analyze market trends, and ultimately develop effective marketing strategies.</p> <p>By the end of this course, you will be able to decode consumer behavior, anticipate buying trends, and gain valuable insights that can be applied to various fields, from marketing and advertising to product development and sales.</p>

<b>Lecture/Tutorial/Practical Hours</b>	60/0/0
<b>Credits</b>	4
<b>Pre-requisite, if any</b>	

### COURSE OUTCOMES(CO)

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PO</b>
1	Analyze the psychological factors influencing consumer decision-making.	An	PO1, PO2
2	Evaluate the impact of internal and external forces on consumer behavior.	E	PO1, PO2
3	Apply psychological principles to develop effective marketing and business strategies.	A	PO2, PO3
4	Predict and influence consumer choices through ethical persuasion techniques.	An, A	PO1, PO2, PO6
5	Analyze and interpret consumer research data to understand buyer preferences.	An	PO1, PO2, PO3, PO7

### COURSE CONTENT

<b>Module</b>	<b>Units</b>	<b>Course description</b>	<b>Hrs</b>	<b>CO No.</b>
1	<b>Module 1 - Foundations of Consumer Psychology (15 Hrs)</b>			
	1.1	Introduction to Consumer Psychology: History of consumer psychology, consumer decision-making models, ethical considerations.	5	CO1,
	1.2	Internal Influences on Consumer Behavior: Maslow's hierarchy of needs, motivation theories, consumer perception process, personality types and buying behavior, emotional influence on purchase decisions.	5	CO1, CO2
	1.3	External Influences on Consumer Behavior: Cultural dimensions and consumer preferences, social influence and conformity, generational differences and buying habits, social class and consumption patterns.	5	CO1, CO2

<b>Module 2 - Unveiling the Consumer Decision Making Process (15 Hrs)</b>				
2	2.1	The Consumer Decision Journey: Need recognition, information search, evaluation of alternatives, purchase decision, post-purchase evaluation.	5	CO1
	2.2	Cognitive Biases and Heuristics in Consumer Behavior: Framing effects, anchoring bias, mental accounting, availability bias, confirmation bias, loss aversion.	5	CO1
	2.3	Consumer Perceptions and Information Processing: Attention and memory processes, sensory perception, information overload and decision quality, persuasion techniques and message framing.	5	CO1
<b>Module 3 - Marketing to the Mind: Strategies and Techniques (15 Hrs)</b>				
3	3.1	Understanding Consumer Motivations and Segmentation: Identifying consumer needs and wants, psychographic segmentation, motivational research methods, creating buyer personas.	5	CO3
	3.2	Building Compelling Marketing Messages: Develop persuasive marketing messages that resonate with target: Emotional appeals in marketing, storytelling techniques, copywriting for persuasion, crafting effective marketing visuals.	5	CO3
	3.3	Leveraging Social Influence and Consumer Psychology: Influencer marketing, social proof and testimonials, user-generated content, community building, leveraging group dynamics.	5	CO3
<b>Module 4 - Research, Analysis, and Application (15 Hrs)</b>				
4	4.1	Conducting Consumer Research: Surveys, focus groups, in-depth interviews, observational research, neuromarketing, data analysis techniques.	5	CO4, CO5
	4.2	Interpreting Consumer Research Results: Data visualization techniques, identifying trends and patterns, drawing meaningful conclusions from research findings.	5	CO4, CO5

	4.3	Applying Consumer Psychology in Real-World Scenarios: Case studies of successful consumer psychology applications, ethical considerations in marketing practices, future trends in consumer behavior.	5	CO4, CO5
5	<b>Teacher specific course components</b>			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>A. Continuous Comprehensive Assessment (CCA)</b> <b>Theory:</b> Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required for specific course by the course faculty.</i>
	<b>B. End Semester Examination (ESE)</b> <b>Theory:</b> Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report. <i>Any other method as may be required for specific course by the course faculty.</i>

**References:**

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## 5. SYLLABUS FOR MULTIDISCIPLINARY COURSES IN PSYCHOLOGY

<b>SEM</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>COURSE LEVEL</b>	<b>CREDIT</b>
<b>MULTIDISCIPLINARY COURSES (MDC)</b>				
1	24UPSYMDC101	Understanding Self and Others	100-199	3
2	24UPSYMDC102	Psychology in Varied Contexts	100-199	3
3	24UPSYMDC201	Understanding Mind through Indian Knowledge Systems	100-199	3



## COURSE 01

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	1
<b>Type of Course</b>	MDC
<b>Course Code</b>	24UPSYMDC101
<b>Course Title</b>	<b>Understanding Self and Others</b>
<b>Course Level</b>	100-199
<b>Course Summary</b>	<p>This course is a captivating journey into the intricacies of human nature, focusing on the exploration of self-awareness, interpersonal dynamics, and the complexities of human behaviour. This course integrates insights from various psychological perspectives to deepen students' understanding of themselves and others, fostering empathy, self-reflection, and interpersonal competence.</p> <p>Students will learn the concept of self, including self-concept, self-esteem, and self-awareness, with a focus on understanding the development and maintenance of identity across the lifespan. They are introduced to major theories of personality, emotion, and motivation.</p> <p>The course also delves into interpersonal attraction, attachment, and relationship dynamics, including the role of communication, intimacy, and conflict resolution in forming and maintaining relationships. Students are introduced to the psychological mechanisms underlying stereotypes, prejudice, and discrimination, including the impact of social categorization, ingroup bias, and intergroup dynamics on intergroup relations.</p> <p>Throughout the course, students will engage in a variety of learning activities, including lectures, discussions, case studies, experiential exercises, and self-reflection assignments, to deepen their understanding of themselves and others and develop interpersonal skills. By the end of the course, students will have gained insight into the complexities of human behaviour and relationships and be</p>

	equipped with practical strategies for enhancing self-awareness, empathy, and effective communication in their personal and professional lives.
<b>Lecture/Tutorial/Practical Hours</b>	30/0/30
<b>Credits</b>	3
<b>Pre-requisite, if any</b>	

### COURSE OUTCOMES(CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1	Illustrate the role of cognition, emotion, and motivation in shaping self-concept and interpersonal relationships.	U	PO4, PO5, PO8
2	Assess the dynamic interplay between individual characteristics and social influences on behaviour.	E	PO1, PO3, PO4, PO8
3	Make use of the impact of culture, gender, and diversity on self-identity and social interactions.	A	PO4, PO5, PO6, PO8

### COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Module 1 –Exploring Human Nature: Personality, Motivation and Emotion (13 Hrs)</b>			
	1.1	Definition of self-concept, Self esteem	2	CO1
	1.2	Self-presentation, Self-knowledge	1	CO1, CO3
	1.3	Psychodynamic, trait, humanistic and social-cognitive perspective	4	CO1
	1.4	Assessment of personality	2	CO1
	1.5	Role of emotions in social interaction	2	CO1
	1.6	Motivational theories and their implication on behaviour	2	CO1
2	<b>Module 2 - Understanding Social Dynamics: Cognition, Perception, and Attraction (12 Hrs)</b>			
	2.1	Schemas, Heuristics, and potential sources of errors in social cognition	2	CO2
	2.2	Attribution	2	CO2
	2.3	Impression formation and impression management	2	CO2

	2.4	Factors influencing attraction	1	CO2
	2.5	Formation and maintenance of relationships	2	CO2
	2.6	Verbal and nonverbal cues in communication	2	CO2
	2.7	Barriers to effective communication	1	CO2
3	<b>Module 3 - Navigating Social Structures: Group Dynamics, Leadership, and Social Influence (10 Hrs)</b>			
	3.1	Group formation and structure	2	CO2
	3.2	Leadership styles and group decision making	3	CO2
	3.3	Conformity	2	CO2
	3.4	Compliance and obedience	3	CO2
4	<b>Module 4 - Embracing Diversity: Prejudice, Discrimination, Culture, and Gender (10 Hrs)</b>			
	4.1	Origin and consequences of prejudice	3	CO2, CO3
	4.2	Strategies for reducing prejudice	2	CO2, CO3
	4.3	Cultural influences on self-concept and behaviour	3	CO1, CO2
	4.4	Gender Identity and socialization	2	CO2, CO3
5	<b>Teacher specific course components</b>			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>A. Continuous Comprehensive Assessment (CCA)</b> <b>Theory:</b> Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required for specific course by the course faculty.</i>
	<b>B. End Semester Examination (ESE)</b> <b>Theory:</b>

Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report. <i>Any other method as may be required for specific course by the course faculty.</i>
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**References:**

Aronson, E., Wilson, T. D., Akert, R. M., & Sommers, S. R. (2018). Social psychology (10th ed.). Pearson.

Baron, R. A., Branscombe, N. R., & Byrne, D. (2016). Social psychology (14th ed.). Pearson.

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Baumeister, R. F., & Bushman, B. J. (2016). Social psychology and human nature (4th ed.). Cengage Learning.

Ciccarelli, S. K., & Meyer, G. E. (2008). Psychology, South Asian ed. New Delhi: Pearson

Myers, D. G., & Twenge, J. M. (2019). Social psychology (13th ed.). McGraw-Hill Education.

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**COURSE 02**

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	2
<b>Type of Course</b>	MDC
<b>Course Code</b>	<b>24UPSYMDC102</b>
<b>Course Title</b>	<b>Psychology in Varied Contexts</b>
<b>Course Level</b>	100-199
<b>Course Summary</b>	<p>This program offers a comprehensive exploration of the principles and practices of applied psychology, focusing on the practical application of psychological theory and research to real-world settings.</p> <p>Students will delve into various domains of applied psychology, gaining the knowledge and skills necessary to address human behavior, mental health, and well-being in diverse contexts.</p> <p>Through a blend of theoretical study, hands-on experience, and case studies, students will develop the competencies needed to make a positive impact in their communities and professions.</p> <p>Through lectures, seminars, case studies, role-plays, and field experiences, participants will acquire the knowledge, skills, and attitudes needed to apply psychological principles ethically and effectively in a variety of settings.</p> <p>By the end of the course, students will be equipped to address complex human challenges, promote well-being, and make meaningful contributions to individuals, organizations, and communities.</p>
<b>Lecture/Tutorial/Practical Hours</b>	30/0/30
<b>Credits</b>	3
<b>Pre-requisite, if any</b>	

**COURSE OUTCOMES(CO)**

CO No.	Expected Course Outcome	Learning Domains	PO
1	Evaluate the broad areas of applied psychology and how psychology transforms the lives of individuals and groups	E	PO1, PO2
2	Analyse the broad areas of clinical and abnormal psychology and how psychotherapeutic techniques can be applied in mental health issues.	An	PO4, PO7
3	Utilize the principles of industrial and organizational psychology	A	PO1, PO2, PO8
4	Apply consumer psychology in everyday life	A	PO1, PO2, PO8

### COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Module 1 – Introduction to Applied Psychology (6 hours)</b>			
	1.1.	Overview of Applied Psychology	1	CO1
	1.2.	Historical context and key figures	1	CO1
	1.3.	Scientific methods of applied psychology	3	CO1
	1.4.	Ethical considerations in applied settings	1	CO1
2	<b>Module 2 - Clinical Psychology &amp; Mental Health (11 hours)</b>			
	2.1.	Foundations of abnormal and clinical psychology	3	CO2
	2.2.	Theories of behavioural disorders	3	CO2
	2.3.	Major psychotherapeutic approaches	3	CO2
	2.4.	Mental Health Concepts and Applications	2	CO2
3	<b>Module 3 - Counselling Psychology (10 hours)</b>			
	3.1.	General Counselling Process	3	CO2
	3.2.	Counsellor- counselee Relationship	2	CO2
	3.3.	Counsellor Characteristics	2	CO2
	3.4.	Theoretical approaches to counselling psychology	3	CO2
4	<b>Module 4 - Educational Psychology (9 hours)</b>			
	4.1.	Learning theories	3	CO1
	4.2.	The Teacher and the Learner	2	CO1
	4.3.	School psychology	2	CO1

	4.4.	Educational psychology in Higher education	2	CO1
5	<b>Module 5 - Industrial &amp; Organisational Psychology (9 hours)</b>			
	5.1.	Human Factors Psychology (also known as ergonomics: Optimizing workers' productivity, safety, and health by studying their interactions with tools and equipment.	3	CO3
	5.2.	Employee motivation and job satisfaction	2	CO3
	5.3.	Leadership process in organizations	2	CO3
	5.4.	Organizational structure & Culture	2	CO3
6	<b>Module 6 - Forensic Psychology (10 hours)</b>			
	6.1.	Criminal Psychology	3	CO1
	6.2.	Legal Psychology	3	CO1
	6.3.	Victimology and victim services	2	CO1
	6.4.	Corrections and Rehabilitation	2	CO1
7	<b>Module 7 - Consumer Psychology (6 hours)</b>			
	7.1.	Perspectives on consumer psychology	2	CO4
	7.2.	Consumer characteristics and contexts	2	CO4
	7.3.	Consumer cognitions and affect	2	CO4
8	<b>Teacher specific course components</b>			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>A. Continuous Comprehensive Assessment (CCA)</b> <b>Theory:</b> Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required for specific course by the course faculty.</i>
	<b>B. End Semester Examination (ESE)</b> <b>Theory:</b>

Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report.
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**References:**

Bekerian, D., Levey, A. (2012). Applied Psychology: Putting Theory Into Practice. United Kingdom: OUP Oxford.

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Horton, I & Bayne, R . (2003). Applied Psychology: Current Issues and New Directions United Kingdom: SAGE Publications.

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### COURSE 03

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	3
<b>Type of Course</b>	MDC
<b>Course Code</b>	<b>24UPSYMDC201</b>
<b>Course Title</b>	<b>Understanding Mind through Indian Knowledge System</b>
<b>Course Level</b>	200-299
<b>Course Summary</b>	<p>This interdisciplinary program offers a unique exploration of the rich tapestry of Indian knowledge systems and their intersection with modern psychology. Participants will embark on a journey to discover ancient Indian wisdom and its relevance to contemporary psychological theory and practice. Through a blend of theoretical study, experiential learning, and cross-cultural dialogue, participants will gain a deeper understanding of human behavior, well-being, and the interconnectedness of mind, body, and spirit.</p> <p>Through engaging lectures, interactive workshops, contemplative practices, and dialogue sessions, participants will deepen their understanding of both Indian knowledge systems and psychology while cultivating practical skills for personal and professional growth. By the end of the program, participants will emerge with a holistic perspective on human nature, enhanced psychological well-being, and a renewed sense of connection to self, others, and the world.</p>
<b>Lecture/Tutorial/Practical Hours</b>	45/0/0
<b>Credits</b>	3
<b>Pre-requisite, if any</b>	

### COURSE OUTCOMES(CO)

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PO</b>
1	Outline the fundamental concept of Indian Psychology in comparison with Western Psychology concepts.	An	PO1, PO2

2	Examine various concepts of Indian Psychology on Personality and states of consciousness through Upanishads, Nyaya, Advaita Vedanta etc.	E	PO1, PO2, PO4, PO8
3	Illustrate the ideas of Yoga and apply the knowledge for self-development.	A	PO4, PO5
4	Analyzing various schools of thought in explaining the concept of Mind.	An	PO2, PO8
5	Apply the concept of Indian psychology in various fields like counselling, education, organizational behavior etc.	A	PO4, PO2

### COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Module 1 – Foundations of Indian Psychology (9 hours)</b>			
	1.1.	Introduction to Indian Psychology - Fundamental assumptions of Indian Psychology, Mind-body complex, Psychology: Eastern and Western Approach	2	CO1
	1.2.	Sources of Indian Psychology, Myths and Stories	2	CO1
	1.3.	Schools of Indian Psychology	2	CO1
	1.4.	Applications in Daily Life	3	CO1
2	<b>Module 2 - The Yoga System and Mental Health (10 hours)</b>			
	2.1.	The Yoga Sutras of Patanjali	2	CO2
	2.2.	Yamas and Niyamas	2	CO2
	2.3.	Asanas and Pranayama	4	CO2
	2.4.	Pratyahara, Dharana, Dhyana, and Samadhi	2	CO2
3	<b>Module 3 - Ayurveda and the Psychology of Health (10 hours)</b>			
	3.1.	Introduction to Ayurveda	2	CO1, CO2
	3.2.	The Doshas and Mental Health	2	CO1, CO2
	3.3.	Ayurvedic Practices for Mental Well-being	4	CO1, CO2
	3.4.	Integration with Modern Psychology	2	CO1, CO2
4	<b>Module 4 - Contemporary Applications and Future Directions (9 hours)</b>			
	4.1.	Mindfulness and Meditation in Modern Life	2	CO4, CO5
	4.2.	Positive Psychology and Indian Wisdom	2	CO4, CO5
	4.3.	Yoga Therapy for Mental Health	3	CO4, CO5

	4.4.	The Future of Indian Psychology	2	CO4, CO5
5	<b>Teacher specific course components</b>			

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.</p>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <p><b>Theory:</b></p> <p>Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required by the course faculty.</i></p> <hr/> <p><b>B. End Semester Examination (ESE)</b></p> <p><b>Theory:</b></p> <p>Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report. <i>Any other method as may be required by the course faculty.</i></p>

**References:**

- Safaya, R. (1975). Indian Psychology. New Delhi: Munshiram Manoharlal Publishers
- Dalal, A.S. (Ed.) (2011). A greater psychology: An introduction to the psychological thought of Sri Aurobindo. New York: Penguin Putnam Inc.
- Rao, K.R. & Paranjpe, A.C. (2016). Psychology in the Indian tradition: New Delhi: India: Springer Pvt. Ltd.
- Kuppuswamy, B. (1990). Elements of ancient Indian psychology. Delhi: Konark Publishers PVT Ltd.

## 6. SYLLABUS FOR SKILL ENHANCEMENT COURSES IN PSYCHOLOGY

<b>SEM</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>COURSE LEVEL</b>	<b>CREDIT</b>
<b>SKILL ENHANCEMENT COURSES (SEC)</b>				
4	24UPSYSEC201	Life Skills Development	200-299	3
4	24UPSYSEC202	Negotiation Skills: Mastering the Art of the Deal	200-299	3
5	24UPSYSEC301	Transactional Analysis and Neuro Linguistic Programming	300-399	3
6	24UPSYSEC302	Academic Writing in Psychology	300-399	3

**COURSE 01**

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	4
<b>Type of Course</b>	SEC
<b>Course Code</b>	<b>24UPSYSEC201</b>
<b>Course Title</b>	<b>Life Skills Development</b>
<b>Course Level</b>	200-299
<b>Course Summary</b>	<p>Life skills are essential competencies that empower individuals to effectively navigate the challenges of everyday life and achieve personal and professional success. This comprehensive course is designed to equip students with a diverse range of life skills necessary for personal growth, well-being, and fulfillment. Through a combination of theoretical learning, experiential exercises, and practical applications, students will develop the knowledge, attitudes, and behaviours needed to thrive in various aspects of life.</p> <p>Through engaging lectures, interactive workshops, self-assessment exercises, and group discussions, participants will gain practical life skills and tools to enhance their overall well-being and success in various life domains. By the end of the course, students will emerge with a heightened sense of self-awareness, improved interpersonal relationships, enhanced resilience, and the confidence to navigate life's challenges with grace and competence.</p>
<b>Lecture/Tutorial/Practical Hours</b>	30/0/30
<b>Credits</b>	3
<b>Pre-requisite, if any</b>	

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PO</b>
1	Creation of comprehensive goal setting plans with specific steps, deadlines, and milestones.	C	PO1, PO2

2	Use active listening skills, such as focusing on the speaker, asking clarifying questions, and summarizing key points.	A	PO3, PO4, PO5
3	Apply general and personalized strategies for leading a stress-free life involving maintenance of a healthy work-life balance, addressing time management challenges, and setting boundaries.	A	PO3, PO4, PO8
4	Critically evaluate online information, and cultivate healthy online interactions while protecting their privacy and security.	E	PO1, PO2
5	Apply effective financial strategies for saving effectively towards specific financial goals and plan their personal finance matters.	A	PO4, PO8

### COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Module 1: Self-Discovery &amp; Emotional Intelligence (5 hours)</b>			
	1.1	Understanding your strengths, values, and goals.	1	CO1
	1.2	Identifying and managing emotions effectively - Nature of emotional intelligence.	1	CO3
	1.3	Building self-confidence and self-esteem.	1	CO3
	1.4	Developing a positive growth mindset.	1	CO4
	1.5	Practicing Self-reflection and Mindfulness	1	CO5
2	<b>Module 2: Communication Skills (5 hours)</b>			
	2.1	Communication Process	1	CO2
	2.2	Active listening and effective communication techniques	1	CO2
	2.3	Verbal and Non-Verbal Communication	1	CO2
	2.4	Interpersonal Communication-Johari Window	1	CO2
	2.5	Public speaking and presentation skills.	1	CO2
3	<b>Module 3: Decision Making and Problem Solving Skills (8 hours)</b>			
	3.1	Conditions of decision-making	1	CO1, CO3
	3.2	Theories and models of decision-making	1	CO1, CO3
	3.3	Individual and group techniques of decision-making	3	CO1, CO3
	3.4	Problem-solving Skills	1	CO1, CO3
	3.5	Creativity Skills	1	CO1, CO3
	3.6	Critical thinking skills	1	CO1, CO3

4	<b>Module 4: Goal Setting &amp; Time Management (6 hours)</b>			
	4.1	Setting SMART goals and developing action plans.	2	CO1, CO3
	4.2	Prioritizing tasks and managing time effectively-Eisenhower Matrix	1	CO1, CO3
	4.3	Maintaining focus and overcoming procrastination.	1	CO1, CO3
	4.4	Recognizing and managing distractions.	1	CO1, CO3
	4.5	Psychological theories of goal setting	1	CO1, CO3
5	<b>Module 5: Interpersonal Skills &amp; Relationships (8 hours)</b>			
	5.1	Building and maintaining healthy relationships-Empathy, Active Listening, Building trust	1	CO2, CO3
	5.2	Relationship skills, skills for listening and showing understanding,	1	CO2, CO3
	5.3	Skills for choosing and starting a relationship,	1	CO2, CO3
	5.4	Skills for managing shyness	2	CO2, CO3
	5.5	Skills for developing intimacy	1	CO2, CO3
	5.6	Assertiveness skills,	1	CO2, CO3
	5.7	Skills for anger management	1	CO2, CO3
6	<b>Module 6: Stress Management &amp; Resilience (5 hours)</b>			
	6.1	Understanding the nature and psychological dynamics of stress and its impact.	1	CO3
	6.2	Behavioural theories of stress	1	CO3
	6.3	Stress Management Techniques	2	CO3
	6.4	Maintaining a healthy work-life balance.	1	CO3
7	<b>Module 7: Digital Literacy &amp; Online Safety (4 hours)</b>			
	7.1	Information literacy and critical evaluation of online sources.	1	CO4, CO5
	7.2	Understanding digital footprints and responsible online behavior.	1	CO4, CO5
	7.3	Cyberbullying prevention and healthy online interactions.	1	CO4, CO5
8	<b>Module 8: Financial Literacy (4 hours)</b>			
	8.1	Budgeting and saving	1	CO4, CO5
	8.2	Understanding credit and debt	1	CO4, CO5

	8.3	Making informed financial decisions	1	CO4, CO5
	8.4	Science and art of Investment	1	CO4, CO5
	<b>Module 9: Career Readiness (4 hours)</b>			
9	9.1	Resume writing and job interviews	1	CO4, CO5
	9.2	Networking skills	1	CO4, CO5
	9.3	Professional etiquette	1	CO4, CO5
	9.4	Lifelong learning and skill development	1	CO4, CO5
10	<b>Teacher specific course components</b>			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>A. Continuous Comprehensive Assessment (CCA)</b> <b>Theory:</b> Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required by the course faculty.</i> <b>B. End Semester Examination (ESE)</b> <b>Theory:</b> Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report. <i>Any other method as may be required by the course faculty.</i>

### References:

- Galinsky, E. (2010). Mind in the Making: The Seven Essential Life Skills Every Child Needs. United States: HarperCollins.
- Verma, S (2015). Development of Life Skills-II. (n.d.). (n.p.): Vikas Publishing House.
- Nelson-Jones, R. (2006). Life Coaching Skills: How to Develop Skilled Clients. United Kingdom: SAGE Publications.
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**COURSE 02**

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	4
<b>Type of Course</b>	SEC
<b>Course Code</b>	<b>24UPSYSEC202</b>
<b>Course Title</b>	<b>Negotiation Skills: Mastering the Art of the Deal</b>
<b>Course Level</b>	200-299
<b>Course Summary</b>	<p>Negotiation is an indispensable skill in both personal and professional life. This course is designed to equip participants with the knowledge, strategies, and techniques necessary to become effective negotiators. Through a combination of theory, experiential learning, and practical exercises, participants will develop the confidence and competence to navigate negotiations successfully and achieve optimal outcomes.</p> <p>By the end of the course, students will emerge with a solid understanding of negotiation theory and practice, as well as the confidence and skills to negotiate effectively in a variety of personal and professional contexts. Whether negotiating deals, resolving conflicts, or making decisions, students will be well-equipped to achieve successful outcomes through principled negotiation and strategic communication.</p>
<b>Lecture/Tutorial/Practical Hours</b>	45/0/0
<b>Credits</b>	3
<b>Pre-requisite, if any</b>	

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PO</b>
1	Identify key negotiation principles and styles.	An	PO1, PO2
2	Prepare effectively for any negotiation situation.	A	PO3, PO4, PO8
3	Execute persuasive communication and negotiation tactics.	A	PO3, PO4, PO8
4	Achieve mutually beneficial agreements and manage difficult situations.	A	PO4, PO8

## COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Module 1 - Laying the Groundwork (5 hours)</b>			
	1.1.	Understanding negotiation styles and impact	1	CO1, CO2
	1.2.	Identifying negotiation opportunities	1	CO1, CO2
	1.3.	Building rapport and power dynamics	2	CO1, CO2
	1.4.	Ethical considerations in negotiation	1	CO1, CO2
2	<b>Module 2 - Preparation is Key (7 hours)</b>			
	2.1.	Researching and gathering information	2	CO3, CO4
	2.2.	Understanding BATNA and WATNA	1	CO3, CO4
	2.3.	Defining negotiation boundaries and concessions	2	CO3, CO4
	2.4.	Developing alternative options and proposals	2	CO3, CO4
3	<b>Module 3 - Mastering the Negotiation Dance (11 hours)</b>			
	3.1.	Effective communication strategies for persuasion	2	CO3, CO4
	3.2.	Active listening and questioning techniques	2	CO3, CO4
	3.3.	Handling objections and countering resistance	3	CO3, CO4
	3.4.	Non-verbal communication and body language	2	CO3, CO4
	3.5.	Negotiation feedback and improvement session	2	CO3, CO4
4	<b>Module 4 - Closing the Deal and Beyond (9 hours)</b>			
	4.1.	Crafting win-win agreements and managing expectations	2	CO4, CO3
	4.2.	Recognizing and overcoming impasse situations	2	CO4, CO3
	4.3.	Building long-term relationships and trust	2	CO4, CO3
	4.4.	Negotiation in diverse cultural contexts	1	CO4, CO3
	4.5.	Final negotiation simulation and analysis	2	CO4, CO3
5	<b>Teacher specific course components</b>			

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.</p>
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<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <p><b>Theory:</b></p> <p>Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required by the course faculty.</i></p>
	<p><b>B. End Semester Examination (ESE)</b></p> <p><b>Theory:</b></p> <p>Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report. <i>Any other method as may be required by the course faculty.</i></p>

**References:**

Cohen, S. (2002). Negotiating Skills for Managers. United Kingdom: McGraw Hill LLC.

Dignall, C. (2014). Negotiation Skills in 7 Simple Steps. United Kingdom: HarperCollins Publishers.

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Fisher, R., Patton, B., & Ury, W. (2011). Getting to yes: Negotiating agreement without giving in. Penguin.

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Galal, A. F. (2005). Negotiation Skills. Cairo University.

Horton, S. (2016). The Leader's Guide to Negotiation: How to Use Soft Skills to Get Hard Results. United Kingdom: Pearson Education.

Johnson, R. A. (1993). Negotiation Basics: Concepts, Skills, and Exercises. United Kingdom: SAGE Publications.

Spencer, P. J. (2013). Successful Negotiation Skills. United Kingdom: Lulu.com.

Voss, C. (2016). Never split the difference: Negotiating as if your life depended on it. Blackstone Audio, Incorporated.

Wheeler, M. (2013). The Art of Negotiation: How to Improvise Agreement in a Chaotic World. India: Simon & Schuster.

**Online Resources:**

- Harvard Negotiation Program: <https://www.pon.harvard.edu/>

**COURSE 03**

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	5
<b>Type of Course</b>	SEC
<b>Course Code</b>	<b>24UPSYSEC301</b>
<b>Course Title</b>	<b>Transactional Analysis and Neuro Linguistic Programming</b>
<b>Course Level</b>	300-399
<b>Course Summary</b>	<p>This dynamic course combines the principles of Transaction Analysis (TA) and Neuro-Linguistic Programming (NLP) to provide participants with powerful insights and practical tools for personal and professional development. Through a blend of theory, experiential exercises, and hands-on applications, participants will learn how to understand human behavior, improve communication skills, and facilitate positive change in themselves and others.</p> <p>By the end of the course, participants will emerge with a deep understanding of TA and NLP, as well as practical skills for applying these approaches to enhance communication, foster personal growth, and facilitate positive change in themselves and others.</p>
<b>Lecture/Tutorial/Practical Hours</b>	45/0/0
<b>Credits</b>	3
<b>Pre-requisite, if any</b>	

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PO</b>
1	Identify and analyze different transactional patterns, develop awareness of their own and others' communication styles, gain skills in using effective communication techniques based on TA principles, decode hidden agendas and mixed messages for improved understanding.	An	PO1, PO2
2	Develop skills in giving and receiving positive strokes effectively, recognize and address stroke deprivation in healthy ways and practice	C, A	PO4, PO8

	techniques for fostering a positive and supportive stroke exchange in their lives.		
3	Demonstrate understanding of components and functions of the NLP Communication Model, sensory modalities (VAKOG) and their impact on communication and apply techniques like sensory acuity, calibration, matching, and mirroring for better communication.	C, A	PO3, PO8
4	Analyze how limiting language patterns reinforce negative beliefs and hinder personal growth and apply techniques like reframing to communicate effectively.	An	PO3, PO4, PO8

### COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Module 1 - Introduction to Transactional Analysis ( 9 hours)</b>			
	1.1	Development of TA - History and development of TA, Philosophical assumptions of TA, Key terms and concepts	1	CO1
	1.2	Applications of TA in various settings	1	CO1
	1.3	The three ego states: Parent, Adult, Child	2	CO1
	1.4	Characteristics and behaviors of each ego state	1	CO1
	1.5	Ego state transactions and their dynamics	2	CO1
	1.6	Identifying your dominant ego state	1	CO1
	1.7	Exercises and activities to explore ego states	1	CO1
2	<b>Module 2 - Communication &amp; Transactions (9 hours)</b>			
	2.1	Transactional patterns: complementary, crossed, ulterior	1	CO2, CO3
	2.2	Effective and ineffective communication based on TA principles	2	CO2, CO3
	2.3	Identifying hidden agendas and mixed messages	1	CO2, CO3
	2.4	Active listening and clear communication skills	1	CO2, CO3
	2.5	Exercises and activities to improve communication.	2	CO2, CO3
3	<b>Module 3 - Strokes &amp; Recognition (9 hours)</b>			
	3.1	The importance of strokes (positive, negative, neutral)	2	CO2, CO3
	3.2	Understanding the "Stroke Economy" and its impact	1	CO2, CO3
	3.3	Giving and receiving strokes effectively	1	CO2, CO3

	3.4	Recognizing stroke deprivation and seeking healthy recognition	1	CO2, CO3
	3.5	Exercises and activities to increase positive stroke exchange.	2	CO2, CO3
<b>Module 4 - Life Scripts &amp; Games (7 hours)</b>				
4	4.1	What are life scripts and how are they formed?	3	CO1, CO2
	4.2	Recognizing and changing unhealthy games	1	CO1, CO2
	4.3	Understanding the Drama Triangle and roles people play	1	CO1, CO2
	4.4	Identifying your limiting and empowering scripts	1	CO1, CO2
	4.5	Exercises and activities for script awareness and change	1	CO1, CO2
<b>Module 5 - Introduction to NLP (10 hours)</b>				
5	5.1	Core presuppositions and applications of NLP in various settings	3	CO1, CO2
	5.2	Neuro-Linguistic Programming model explained	2	CO1, CO2
	5.3	Sensory acuity and calibration skills	3	CO1, CO3
	5.4	Representational systems (VAKOG) and their impact on communication	1	CO2, CO3
	5.5	Matching and mirroring for rapport building	1	CO2, CO3
<b>Module 6: Language Patterns &amp; Reframing (6 hours)</b>				
6	6.1	The power of language and its impact on thoughts and feelings	1	CO1, CO4
	6.2	Identifying limiting language patterns	3	CO1, CO4
	6.3	Utilizing reframing techniques to shift perspectives	1	CO1, CO4
	6.4	Metaphors and Milton Model for persuasive communication	1	CO1, CO4
<b>Module 7: Anchoring &amp; State Management (4 hours)</b>				
7	7.1.	Understanding and utilizing anchors for emotional states	1	CO1, CO4
	7.2.	Creating and utilizing positive anchors for self-regulation	2	CO1, CO4
	7.3.	Techniques for changing unwanted emotional states	1	CO1, CO4
<b>Module 8: Sub modalities &amp; Belief Change (6 hours)</b>				
8	8.1.	Exploring the "subconscious language" of submodalities	3	CO1, CO4
	8.2.	Identifying and changing limiting beliefs using submodality	2	CO1, CO4

		interventions		
	8.3.	Techniques for building new empowering beliefs	1	CO1, CO4
9	<b>Teacher specific course components</b>			

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.</p>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <p><b>Theory:</b></p> <p>Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required by the course faculty.</i></p> <hr/> <p><b>B. End Semester Examination (ESE)</b></p> <p><b>Theory:</b></p> <p>Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report. <i>Any other method as may be required by the course faculty.</i></p>

### References:

- Cornell, W. F. (2018). Into TA: A comprehensive textbook on transactional analysis. Routledge.
- Sills, C. (2014). Transactional analysis. Handbook of individual therapy, 207-239.
- Berne, E. (2011). Games people play: The basic handbook of transactional analysis. Tantor eBooks.
- Harris, T., & Harris, T. A. (2012). I'm OK, you're OK. Random House.
- Hoobyar, T., Dotz, T., & Sanders, S. (2013). NLP: the essential guide to neuro-linguistic programming. Harper Collins.
- O'Connor, J., & Seymour, J. (2011). Introducing NLP: Psychological skills for understanding and influencing people. Conari Press.
- Lewis, B. (2012). The magic of nlp demystified. Crown House Publishing.

**COURSE 04**

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	6
<b>Type of Course</b>	SEC
<b>Course Code</b>	<b>24UPSYSEC302</b>
<b>Course Title</b>	<b>Academic Writing in Psychology</b>
<b>Course Level</b>	300-399
<b>Course Summary</b>	<p>This course is designed to equip students with the essential skills and knowledge needed to excel in scholarly writing within the field of psychology. This course provides a comprehensive overview of the conventions, techniques, and ethical considerations involved in producing high-quality academic work, including research papers, literature reviews, and empirical reports.</p> <p>Students will be given an overview of the purpose and importance of academic writing in psychology, including the role of writing in knowledge dissemination, critical thinking, and professional communication. They will explore guidelines and strategies for organizing academic papers, including clarity, conciseness, coherence, and adherence to APA style formatting and citation guidelines.</p> <p>Students will be given step-by-step guidance on writing empirical research reports, including the structure and content of an APA-style manuscript, sections such as introduction, method, results, and discussion, and strategies for effectively communicating research findings.</p> <p>Throughout the course, students will engage in a variety of learning activities, including lectures, workshops, writing exercises, peer review sessions, and discussions, to develop their writing skills and confidence as academic writers in psychology. By the end of the course, students will have gained proficiency in writing scholarly papers, critically evaluating research literature, and communicating research findings effectively in professional settings.</p>



<b>Lecture/Tutorial/Practical Hours</b>	45/0/0
<b>Credits</b>	3
<b>Pre-requisite, if any</b>	

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PO</b>
1	Enhance written communication skills to effectively communicate research findings and implications to both academic and non-academic audiences.	A	PO1, PO2, PO8
2	Present different sources of information in their writings	A	PO3, PO8
3	Generate a research proposal for presentation	C	PO3, PO4, PO8

### **COURSE CONTENT**

<b>Module</b>	<b>Units</b>	<b>Course description</b>	<b>Hrs</b>	<b>CO No.</b>
1	<b>Module 1 - Academic Writing (15 hours)</b>			
	1.1	Introduction to Academic Writing: An overview of the current status of academic writing and its importance;	5	CO1
	1.2	Different approaches and processes; key issues: plagiarism, biases and frequent errors.	5	CO1
	1.3	Forms of Academic Writing: Abstract writing; summarisation; review of literature; scientific poster presentations; reflective, analytic and descriptive reports; book review; film review; tables and graphs in academic courses; Experiential Learning as Assessment Strategies: Individual/Group presentations on forms and issues in Academic Writing; classroom assignments in generating abstracts, posters, reviews, etc.	5	CO1
2	<b>Module 2 - APA Style (15 hours)</b>			
	2.1	Guidelines and rules in Academic	5	CO1, CO2
	2.2	Introduction to style and formatting guidelines from the American Psychological Association (APA);	5	CO1, CO2
	2.3	Writing specific guidelines pertaining to in-text citations, references, and structures of academic courses	5	CO1, CO2

	<b>Module 3 - Research Proposal and Dissertation writing (15 hours)</b>			
3	3.1	Formulating your ideas; Assessing your sources; How to conduct a literature search; How to read and summarize a Journal Article.	4	CO1, CO3
	3.2	Identifying a problem; Presentation of research idea; Presentation of research idea; Training on review of literature; Research proposal (Quantitative ); Research proposal (Qualitative )	7	CO1, CO3
	3.3	Issues in Methodological framework; Presentation of methodology;	4	CO1, CO3
4	<b>Teacher specific course components</b>			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>A. Continuous Comprehensive Assessment (CCA)</b> <b>Theory:</b> Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required by the course faculty.</i>
	<b>B. End Semester Examination (ESE)</b> <b>Theory:</b> Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report. <i>Any other method as may be required by the course faculty.</i>

### References:

American Psychological Association. (2020). Publication Manual of the American Psychological Association. American Psychological Association.

Bailey, S. (2011). Academic writing : A handbook for international students.3rdEdition.  
NewYork : Routledge.

Best, J, W & Khan,J,V .(2016). Research in Education,10th edition. Pearson Education

Hart, C (2006). Doing your Masters Dissertation ,Sage, New Delhi

Hartley, J (2008). Academic Writing and Publishing, Routedlege, New York

Leki, L (2010). Academic Writing 2/E South Asian Edition, Cambridge University Press

## 7. SYLLABUS FOR VALUE ADDITION COURSES IN PSYCHOLOGY

<b>SEM</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>COURSE LEVEL</b>	<b>CREDIT</b>
<b>VALUE ADDITION COURSES (VAC)</b>				
3	24UPSYVAC201	Management of Emotions and Stress	200-299	3
4	24UPSYVAC202	The Science of Happiness	200-299	3
6	24UPSYVAC301	Professionalism and Ethics	300-399	3

**COURSE 01**

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	3
<b>Type of Course</b>	VAC
<b>Course Code</b>	24UPSYVAC201
<b>Course Title</b>	<b>Management of Emotions and Stress</b>
<b>Course Level</b>	200-299
<b>Course Summary</b>	<p>This comprehensive program is designed to empower individuals with the knowledge, skills, and techniques necessary to effectively manage stress and cultivate resilience in both personal and professional domains. Through a combination of theory, practical exercises, and experiential learning, participants will gain valuable insights and tools to navigate life's challenges with greater ease and confidence.</p> <p>Through engaging lectures, interactive workshops, group discussions, and practical exercises, participants will gain the skills and confidence needed to effectively manage stress, enhance resilience, and thrive in today's fast-paced world. By the end of the program, participants will emerge with a renewed sense of resilience, improved stress coping abilities, and a greater overall sense of well-being.</p>
<b>Lecture/Tutorial/Practical Hours</b>	45/0/0
<b>Credits</b>	3
<b>Pre-requisite, if any</b>	

**COURSE OUTCOMES(CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PO</b>
1	Identify the physiological, psychological, and behavioral effects of emotions and stress.	A	PO1, PO2
2	Recognize personal triggers and early warning signs of stress.	An	PO8
3	Apply evidence-based strategies for managing difficult emotions and stress.	A	PO8

4	Develop and implement a personalized stress management plan.	C	PO3, PO4, PO8
5	Foster emotional intelligence and build resilience in personal and professional settings.	A	PO3, PO8

## COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Module 1: Foundations of Emotional Intelligence and Stress Management (12 hrs)</b>			
	1.1.	Emotions 101	2	CO
	1.2.	Understanding Stress	2	CO1, CO2
	1.3.	Building Self-Awareness	2	CO4
	1.4.	Stress Management Techniques	3	CO2, CO3
	1.5.	Goal Setting and Self-Care	3	CO4
2	<b>Module 2: Cultivating Emotional Regulation and Resilience (11 hrs)</b>			
	2.1.	Understanding Your Emotional Triggers	2	CO1, CO2
	2.2.	Managing Difficult Emotions	2	CO4
	2.3.	Building Resilience	2	CO5
	2.4.	Building Emotional Regulation Skills	2	CO5
	2.5.	Positive Psychology and Well-being	3	CO5
3	<b>Module 3: Communication and Conflict Resolution (11 hrs)</b>			
	3.1.	The Power of Effective Communication	2	CO3, CO4, CO5
	3.2.	Conflict Resolution Strategies	2	CO3, CO4, CO5
	3.3.	Emotional Intelligence in Communication	2	CO3, CO4, CO5
	3.4.	Building a Supportive Workplace	2	CO3, CO4, CO5
	3.5.	Teamwork and Collaboration	3	CO3, CO4, CO5
4	<b>Module 4 : Application (11 hrs)</b>			
	4.1.	Personalized Stress Management Plan	2	CO3, CO4, CO5
	4.2.	Mindfulness and Meditation for Sustainable Well-being	2	CO3, CO4, CO5
	4.3.	Maintaining Motivation and Overcoming Challenges	2	CO3, CO4, CO5
	4.4.	Sharing Learnings and Building Support	2	CO3, CO4, CO5
	4.5.	Course Evaluation and Feedback	3	CO5
5	<b>Teacher specific course components</b>			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>A. Continuous Comprehensive Assessment (CCA)</b> <b>Theory:</b> Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required by the course faculty.</i> <hr/> <b>B. End Semester Examination (ESE)</b> <b>Theory:</b> Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report. <i>Any other method as may be required by the course faculty.</i>

**References:**

Goleman, D. (2006). Emotional intelligence: Why it matters, more than ever. Bantam Books.

Lazarus, R. S., & Folkman, S. (1984). Stress, appraisal, and coping. Springer Publishing Company.

McGonigal, K. (2015). The resilience project: Finding meaning and purpose in the face of adversity. Penguin Books.

Sapolsky, R. M. (2015). Why zebras don't get ulcers: An updated understanding of stress and health. W. H. Freeman & Company

Seligman, M. E. P. (2011). Flourish: A new understanding of happiness and well-being. Free Press.

**COURSE 02**

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	4
<b>Type of Course</b>	VAC
<b>Course Code</b>	<b>24UPSYVAC202</b>
<b>Course Title</b>	<b>The Science of Happiness</b>
<b>Course Level</b>	200-299
<b>Course Summary</b>	<p>This program is designed to equip participants with the essential tools and strategies to cultivate happiness, gratitude, and resilience in their lives. Through a combination of theoretical knowledge, practical exercises, and experiential learning, participants will embark on a transformative journey towards greater well-being and fulfillment.</p> <p>Throughout the program, students will engage in interactive discussions, reflective journaling, mindfulness exercises, and peer support activities to deepen their understanding and application of the course material. By the end of the program, participants will emerge with a renewed sense of purpose, increased resilience, and a greater capacity for happiness and gratitude in their lives.</p>
<b>Lecture/Tutorial/Practical Hours</b>	45/0/0
<b>Credits</b>	3
<b>Pre-requisite, if any</b>	

**COURSE OUTCOMES(CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PO</b>
1	Analyze changes in their well-being throughout the course	A	PO8
2	Design and implement personal gratitude practices, explaining their positive impact	C	PO4
3	Synthesize learned happiness practices into a personalized growth plan with actionable steps	C	PO8



## COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Module 1 - Foundations of Happiness (10 hours)</b>			
	1.1.	What is Happiness?	3	CO1, CO2
	1.2.	The Science of Happiness	4	CO1, CO2
	1.3.	Happiness Myths and Misconceptions	3	CO1, CO2
2	<b>Module 2 - Positive Psychology Interventions (15 hours)</b>			
	2.1.	Gratitude Practices	4	CO1, CO2, CO3
	2.2.	Mindfulness and Meditation	4	CO1, CO2, CO3
	2.3.	Acts of Kindness and Compassion	3	CO1, CO2, CO3
	2.4.	Positive Relationships and Social Connection	4	CO1, CO2, CO3
3	<b>Module 3 - Maintaining Happiness and Overcoming Challenges (10 hours)</b>			
	3.1.	Stress Management and Resilience	4	CO1, CO2, CO3
	3.2.	Building a Growth Mindset	3	CO1, CO2, CO3
	3.3.	Finding Purpose and Meaning in Life	3	CO1, CO2, CO3
4	<b>Module 4 - Applying Happiness in Daily Life (10 hours)</b>			
	4.1.	Setting Goals and Achieving Personal Growth	4	CO1, CO2, CO3
	4.2.	Creating a Positive Lifestyle	3	CO1, CO2, CO3
	4.3.	Sharing Happiness with Others	3	CO1, CO2, CO3
5	<b>Teacher specific course components</b>			

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.</p>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <p><b>Theory:</b></p> <p>Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required by the course faculty.</i></p>

	<b>B. End Semester Examination (ESE)</b>
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**Theory:**

Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report. *Any other method as may be required by the course faculty.*

**References:**

Seligman, M. E. P. (2011). Flourish: A new understanding of happiness and well-being. Free Press.

Lyubomirsky, S. (2008). The how of happiness: A scientific approach to getting the life you want. Penguin Books.

Harris, R. (2010). The happiness hypothesis: Finding modern truth in ancient wisdom. HarperCollins.

Fredrickson, B. L. (2009). Positivity: Groundbreaking research reveals the surprising upside of emotion. Penguin Books.

**COURSE 03**

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	6
<b>Type of Course</b>	VAC
<b>Course Code</b>	24UPSYVAC301
<b>Course Title</b>	<b>Professionalism and Ethics in Psychology</b>
<b>Course Level</b>	300-399
<b>Course Summary</b>	<p>This course provides an in-depth exploration of the principles, standards, and ethical considerations that guide the practice of psychology.</p> <p>It examines the importance of professionalism and ethical conduct in various psychological contexts, including clinical practice, research, teaching, and consultation.</p> <p>Students will develop a comprehensive understanding of the ethical guidelines established by professional organizations such as the American Psychological Association (APA) and the British Psychological Society (BPS).</p> <p>They will explore case studies, ethical dilemmas, and real-world scenarios to enhance their critical thinking skills and ethical decision-making abilities.</p> <p>Throughout the course, students will engage in discussions, case analyses, and ethical decision-making exercises to deepen their understanding of the complexities of professionalism and ethics in psychology.</p> <p>By the end of the course, students will be equipped with the knowledge and skills necessary to navigate ethical challenges and uphold the highest standards of conduct in their professional practice as psychologists.</p>
<b>Lecture/Tutorial/Practical Hours</b>	45/0/0
<b>Credits</b>	3
<b>Pre-requisite, if any</b>	

## COURSE OUTCOMES(CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1	Assess the need for professional psychology.	An	PO1
2	Identify the need for professional health and well-being.	E	PO4
3	Develop awareness about ethical guidelines and code of conduct	A	PO5, PO6
4	Discuss various ethical dilemmas existing in the helping profession.	An	PO1, PO6, PO8

## COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Module 1 - Introduction of Professionalism and Ethics (11 hours)</b>			
	1.1	Introduction to Professional Development	2	CO1, CO2
	1.2	Philosophical issues in professional psychology,	2	CO1
	1.3	Role of professional organizations; Licensing of psychologists;	2	CO1
	1.4	Prescriptions privileges of psychologists;	2	CO1
	1.5	Mental health law in India.	3	CO1
2	<b>Module 2 - Professional Health and Wellbeing (11 hours)</b>			
	2.1	Professional Health and Well-being for Psychologists,	2	CO2
	2.2	Occupational Hazards of Psychologists, Vulnerability for stress,	3	CO2
	2.3	Potential Consequences of Ignoring Occupational Hazards, Warning Signs of Psychologist's Occupational Stress,	3	CO2
3	<b>Module 3 - Ethical Foundations of Psychology (11 hours)</b>			
	3.1	Importance of ethical principles, ethical theory,	3	CO3
	3.2	Principle based common morality approach to biomedical ethics, moral framework,	4	Co3
	3.3	Unified conceptual framework for professional psychology.	4	CO3
<b>Module 4 - APA Ethical Principles and Code of Conduct (12 hours)</b>				

	4.1	APA ethical standards and principles, Introduction and Applicability, Preamble,	2	CO4
	4.2	General Principles, Resolving Ethical Issues, Competence, Human Relations, Privacy and Confidentiality, Advertising and Other Public Statements, Record Keeping and Fees, Education and Training, Research and Publication, Assessment, Therapy	10	CO4
5	<b>Teacher specific course components</b>			

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.</p>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <p><b>Theory:</b></p> <p>Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required by the course faculty.</i></p> <hr/> <p><b>B. End Semester Examination (ESE)</b></p> <p><b>Theory:</b></p> <p>Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report. <i>Any other method as may be required by the course faculty.</i></p>

**References:**

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- Timothy P. Melchert (2011) Foundations of Professional Psychology: The End of Theoretical Orientations and the Emergence of the Biopsychosocial Approach; Elsevier.
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## 8. SYLLABUS FOR SIGNATURE COURSES IN PSYCHOLOGY

SEM	COURSE CODE	COURSE TITLE	COURSE LEVEL	CREDIT
<b>SIGNATURE COURSES</b>				
4	24UPSYDSE206	From Pixels to Perception: The Science of Visual Communication and Design*	200-299	4
4	24UPSYSEC202	Negotiation Skills: Mastering the Art of the Deal**	200-299	3
4	24UPSYVAC202	The Science of Happiness***	200-299	3
6	24UPSYSEC302	Academic Writing in Psychology**	300-399	3
<p>*Detailed syllabus provided under Discipline Specific Elective Courses</p> <p>**Detailed syllabus provided under Skill Enhancement Courses</p> <p>***Detailed syllabus provided under Value Addition Courses</p>				

## 9. SYLLABUS FOR MINOR COURSES

SEM	COURSE CODE	COURSE TITLE	COURSE LEVEL	CREDIT	
<b>LIST OF COURSES FOR STUDENTS IN MAJOR WITH MULTIPLE MINORS PATHWAY OPTING FOR PSYCHOLOGY AS A MINOR</b>					
1	24UPSYDSC101	Introduction to Psychology*	100-199	4	
2	24UPSYDSC104	Basic Cognitive Processes*	100-199	4	
3	24UPSYDSC201	Living in the Social World*	<i>Any one of these courses as offered by the Department</i>	200-299	4
3	24UPSYDSC202	The Shaping of Self: From Infancy to Adolescence*		200-299	4
3	24UPSYDSE201	Beyond the Binary: Sex and Gender in the Modern Mind**		200-299	4
3	24UPSYDSE202	Psychology of Storytelling**		200-299	4
4	24UPSYDSC204	Adulthood and Aging: Understanding the Changing Mind*	<i>Any one of these courses as offered by the Department</i>	200-299	4
4	24UPSYDSE203	Social Interactions and Human Behaviour**		200-299	4
4	24UPSYDSE204	Psychology of Management: Unleashing the Potential of People and Organization**		200-299	4
4	24UPSYDSE205	From Pixels to Perception: The Science of Visual Communication and Design**		200-299	4
7	24UPSYDSE402	Advertisement Psychology: Decoding Persuasion Strategies**		<i>Student may opt any three as offered by the Department</i>	400-499
7	24UPSYDSE404	Basics of Indian Psychology**	400-499		4
7	24UPSYDSE405	Cyber Psychology**	400-499		4
7	24UPSYDSE406	Economic Psychology**	400-499		4
7	24UPSYDSE407	Theories of Personality**	400-499		4



**LIST OF COURSES FOR STUDENTS OPTING FOR SINGLE MINOR IN PSYCHOLOGY**

1	24UPSYDSC101	Introduction to Psychology*	100-199	4	
1	24UPSYDSC102	Understanding and Influencing Others	100-199	4	
2	24UPSYDSC104	Basic Cognitive Processes*	100-199	4	
2	24UPSYDSC105	Social Influence, Group Dynamics and Social Self	100-199	4	
3	24UPSYDSC201	Living in the Social World*	<i>Any one of these courses as offered by the Department</i>	200-299	4
3	24UPSYDSC202	The Shaping of Self: From Infancy to Adolescence*		200-299	4
3	24UPSYDSE201	Beyond the Binary: Sex and Gender in the Modern Mind**		200-299	4
3	24UPSYDSE202	Psychology of Storytelling**		200-299	4
4	24UPSYDSC204	Adulthood and Aging: Understanding the Changing Mind*	<i>Any one of these courses as offered by the Department</i>	200-299	4
4	24UPSYDSE203	Social Interactions and Human Behaviour**		200-299	4
4	24UPSYDSE204	Psychology of Management: Unleashing the Potential of People and Organization**		200-299	4
4	24UPSYDSE205	From Pixels to Perception: The Science of Visual Communication and Design**		200-299	4
5	24UPSYDSC301	Approaches to Counselling*	<i>Any one of these courses as offered by the Department</i>	300-399	4
5	24UPSYDSE302	Foundations of Organisational Behaviour**		300-399	4
5	24UPSYDSE303	Environmental Psychology: Unraveling the Mind-Nature Connection**		300-399	4
5	24UPSYDSE304	Community Psychology**		300-399	4

5	24UPSYDSE305	Positive Psychology: Cultivating Strengths, Resilience, and Optimal Living**		300-399	4
5	24UPSYDSE306	Psychology of Health**		300-399	4
5	24UPSYDSE307	Media Psychology**		300-399	4
6	24UPSYDSE308	Managing Behaviour in Organisations**	<b>Any one of these courses as offered by Department</b>	300-399	4
6	24UPSYDSE309	Essential Principles of Educational Psychology**		300-399	4
6	24UPSYDSE310	The Psychology of Sports: Optimizing Performance and Well-being**		400-499	4
7	24UPSYDSE402	Advertisement Psychology: Decoding Persuasion Strategies**	<b>Student may opt any three as offered by the Department</b>	400-499	4
7	24UPSYDSE404	Basics of Indian Psychology**		400-499	4
7	24UPSYDSE405	Cyber Psychology**		400-499	4
7	24UPSYDSE406	Economic Psychology**		400-499	4
7	24UPSYDSE407	Theories of Personality**		400-499	4
*Detailed syllabus provided under the Discipline Specific Core Courses					
**Detailed syllabus provided under the Discipline Specific Elective Courses					

## 9.1. MINOR COURSES IN PSYCHOLOGY (For Students of Other Programmes)

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	1
<b>Type of Course</b>	DSC
<b>Course Code</b>	24UPSYDSC102
<b>Course Title</b>	<b>Understanding and Influencing Others</b>
<b>Course Level</b>	100-199
<b>Course Summary</b>	<p>This course delves into the core concepts that shape our social world. We will embark on a journey to understand how the social situation influences our thoughts, feelings, and behaviors. We will explore social cognition, the mental shortcuts we use to make sense of others, and delve into the complexities of the self, including self-esteem and cultural influences. The course then examines how we perceive and evaluate others, including the formation of attitudes, strategies of persuasion, and the challenges of prejudice and discrimination. We will also analyze social relationships, exploring the factors that influence attraction, the dynamics of close relationships, and the motivations behind prosocial and aggressive behavior. By the end of this course, you will gain valuable insights into the social forces at play in your daily life. You will understand how to navigate social situations more effectively, build stronger relationships, and even influence others in a positive way.</p>
<b>Lecture/Tutorial/Practical Hours</b>	45/0/30
<b>Credits</b>	4
<b>Pre-requisite, if any</b>	

### COURSE OUTCOMES(CO)

CO No.	Expected Course Outcome	Learning Domains	PO
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1	Analyze social situations by applying attribution theory and social perception concepts to explain the behavior of oneself and others.	An, A	PO1, PO2, PO3, PO4, PO6, PO7, PO8
2	Evaluate the effectiveness of persuasion strategies by comparing the central and peripheral routes, and identify situations where each might be most persuasive.	E, An	PO1, PO2, PO3, PO4, PO6, PO8
3	Design a plan to reduce prejudice in a specific social setting by applying theories of prejudice and discrimination, and justifying the chosen approach.	C, A	PO1, PO2, PO3, PO4, PO5, PO6, PO8
4	Communicate the key principles of social psychology effectively, by presenting a research finding on a social psychology application to the class and leading a discussion.	U, A	PO2, PO3, PO4, PO8
5	Predict the likelihood of aggression and prosocial behavior in a given scenario by considering various social factors.	E, An, A	PO1, PO2, PO4, PO6, PO8

### COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Module 1 – The Power of the Social Situation (21 Hrs)</b>			
	1.1	Introduction to Social Psychology - Definition and history of social psychology, The scientific method in social psychology	3	CO4
	1.2	Social Cognition - Heuristics and Biases: Shortcuts in social thinking, Mental Frameworks for Organising Social Information. Schematic Processing of information; Impact of schema-Schema Persistence, Automatic and Controlled Processing in Social Thought, Errors in Social Cognition. Optimistic bias, counterfactual thinking, magical thinking, Affect and Cognition	9	CO4
	1.3	Social Perception: Attribution Theory: How we explain behavior, Forming impressions of others, verbal and nonverbal communication, detection of deception,	9	CO1, CO4
2	<b>Module 2 – Thinking About and Evaluating Others (12 Hrs)</b>			
	2.1	Attitudes and Persuasion - The components of attitudes, Attitude change, Persuasion strategies: Changing attitudes	7	CO2, CO4

		(central route & peripheral route), Cognitive dissonance: Reducing mental discomfort		
	2.2	Prejudice, Stereotypes, and Discrimination - The nature of prejudice and stereotypes, Causes of prejudice and discrimination, Strategies for reducing prejudice and discrimination	5	CO3, CO4
	<b>Module 3 – Social Relationships and Behavior (12 Hrs)</b>			
	3.1	Social Attraction and Close Relationships - Factors influencing attraction, Social Exchange Theory: Benefits and costs in relationships, Love and intimacy, Maintaining close relationships	5	CO4
3	3.2	Prosocial and Aggressive Behavior - Helping behavior: Why we help others, Altruism and Cooperation: Evolutionary explanations for helping behavior, Cooperation in groups, Prisoner's Dilemma, The bystander effect, Steps in prosocial behaviour, The nature and causes of aggression, reducing aggression	7	CO4, CO5
4	<b>Practicum</b>		<b>30</b>	
5	<b>Teacher specific course components</b>			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Interactive lectures, flipped classroom, Lecture-based Learning, Project-Based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>A. Continuous Comprehensive Assessment (CCA)</b> <b>Theory:</b> Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion. <i>Any other method as may be required by the course faculty.</i> <b>Practicum:</b>

	Case study and observation based assignments. Social experiments. <i>Any other method as may be required by the course faculty.</i>
	<p><b>B. End Semester Examination (ESE)</b></p> <p><b>Theory:</b> Written test/ Standardized Test (MCQ)/ Open book/ Problem based assignments/ Individual project report/ Team project report.</p> <p><b>Practicum:</b> Case study and observation based assignments. Social experiments., <i>Any other method as may be required by the course faculty.</i></p>

**References:**

Aronson, E., Wilson, T. D., & Akert, R. M. (2020). Social Psychology (11th ed.). Pearson.

Aronson, E. (2019). The Social Animal (14th ed.). W. W. Norton & Company.

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Petty, R. E., & Cacioppo, J. T. (2018). Attitudes and Social Cognition (2nd ed.). Springer.

Singh, A. K. (2015). Social Psychology, Delhi: PHI Learning Pvt. Ltd.

**Online Resources:**

Association for Psychological Science (APS). <https://www.psychologicalscience.org/>

Social Psychology Network. <https://www.socialpsychology.org/>

<b>Discipline/Programme</b>	Psychology
<b>Semester</b>	2
<b>Type of Course</b>	DSC
<b>Course Code</b>	24UPSYDSC105
<b>Course Title</b>	<b>Social Influence, Group Dynamics and Social Self</b>
<b>Course Level</b>	100-199
<b>Course Summary</b>	<p>This course delves into the fascinating world of social influence and group dynamics, exploring the invisible forces that shape our thoughts, feelings, and actions in social situations.</p> <p>Through lectures and engaging class activities, you will embark on a journey to understand how compliance, conformity, and obedience influence our decisions and behaviors.</p> <p>We will explore the power of groups, examining how social norms, leadership styles, and group dynamics impact our behavior within them.</p> <p>You will also delve into the evolving self, investigating how social interactions and cultural influences shape our self-perception and self-esteem.</p> <p>This course is designed to be both informative and thought-provoking. You will gain a deeper understanding of social influence processes and group dynamics, analyze the impact of social factors on individual and group behavior, and develop critical thinking skills to evaluate persuasion strategies and leadership styles.</p> <p>Ultimately, this course equips you with valuable insights into human behavior and the power of social interactions.</p>
<b>Lecture/Tutorial/Practical Hours</b>	45/0/30
<b>Credits</b>	4

<b>Pre-requisite, if any</b>	
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### COURSE OUTCOMES(CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1	Analyze the impact of social factors on individual and group behavior, including social influence processes, group dynamics, and cultural influences.	An, A	PO1, PO2, PO3, PO4, PO6, PO8
2	Evaluate the effectiveness of strategies and interventions to promote positive group interaction and intergroup cooperation.	E	PO1, PO2, PO4, PO5, PO6, PO7, PO8
3	Develop a research question exploring a social influence or group dynamics phenomenon, applying critical thinking skills to investigate a social psychology concept.	C, An, A	PO1, PO2, PO4, PO6, PO7, PO8
4	Communicate effectively about social psychology concepts and their analysis of the social self through various formats like essays, presentations, creative projects.	An, A	PO1, PO2, PO3, PO4, PO6, PO8

### COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	<b>Module 1 - The Tools of Social Influence (18 Hrs)</b>			
	1.1	Conformity: Asch Conformity Experiment, The power of conformity and social pressure on individual behavior, Factors influencing conformity within groups, social pressure, informational influence, normative influence	5	CO1, CO2, CO3, CO4
	1.2	Compliance: Factors influencing compliance (reciprocity, social proof, authority, liking), compliance tactics, Analyzing real-world examples of compliance techniques	5	CO1, CO3, CO4
	1.3	Obedience: The Milgram experiment, Factors influencing obedience (authority figures, social learning, gradual escalation), intense indoctrination, The ethics of research on obedience	5	CO1, CO3, CO4



	1.4	The Ethics of Social Influence: Ethical considerations of using social influence tactics in marketing and advertising, Boundaries of persuasion and manipulation in social influence strategies	3	CO1, CO3, CO4
	<b>Module 2 – The Power of Groups (18 Hrs)</b>			
2	2.1	Group Dynamics and Decision-Making: Stages of group formation, Factors influencing group formation, Leadership styles (democratic, authoritarian, laissez-faire) and their effectiveness, Group polarization and groupthink phenomena, Strategies for promoting effective group interaction	9	CO1, CO2, CO3, CO4
	2.2	Social Norms, Cooperation, and Intergroup Relations: The influence of social norms on group behavior and helping tendencies (e.g., bystander effect), Strategies for overcoming barriers to helping others, The concept of social identity and its influence on group behavior, Intergroup conflict and prejudice	9	CO1, CO2, CO3, CO4
	<b>Module 3 – The Evolving Social Self (9 Hrs)</b>			
3	3.1	Self-Presentation: How we form impressions of others (social perception), Self-presentation strategies and factors influencing them (self-awareness, culture), The influence of culture on social interactions and self-perception	6	CO1, CO4
	3.2	The Development of the Social Self: Theories of self-concept development (e.g., symbolic interactionism), The role of social interactions in shaping self-esteem and self-efficacy, Strategies for fostering positive self-perception	3	CO1, CO4
4	<b>Practicum (30 hours)</b>			
5	<b>Teacher specific course components</b>			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Interactive lectures, flipped classroom, Lecture-based Learning, Experiential Learning, Peer Teaching, invited lecture, group discussions, Discussion-based Learning, Inquiry-Based Learning, Field based collection and interactions, Online Learning, Blended Learning, and other innovative learning approaches.
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<b>Assessment Types</b>	<p style="text-align: center;"><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <p><b>Theory:</b> Quiz, Oral Presentation, Self and Peer assessments, Written test, Open book test, Problem based assignment, Field study report/Group discussion.</p> <p><b>Practicum:</b> Case study and observation based assignments. Social experiments. <i>Any other method as may be required by the course faculty.</i></p>
	<p><b>B. End Semester Examination (ESE)</b></p> <p><b>Theory:</b> Written test/Standardized Test (MCQ)/Open book/ Problem based assignments/Individual project report/Team project report.</p> <p><b>Practicum:</b> Case study and observation based assignments. Social experiments. <i>Any other method as may be required by the course faculty.</i></p>

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