# SCHOOL OF SOCIAL AND BEHAVIOURAL SCIENCES

## Arasampalayam, Coimbatore, Tamil Nadu

## BSc (Hon.) Psychology with Research

## SYLLABUS

## 2026

# SEMESTER I

# COURSE SYLLABUS

| | | | |
|---|---|---|---|
| **26PSY101** | **History of Psychology as a Science** | **L T P 3 0 0** | **C 3** |

**Introduction**

The course History of Psychology as a Science provides an in-depth exploration of psychology's evolution from its philosophical and physiological roots to its establishment as a scientific discipline. Students will examine the development of major psychological schools of thought, understand the evolution of research methodologies in historical context, and learn how ethical principles in psychology emerged over time. This course lays a strong foundation for understanding contemporary psychological theories and practices through a historical lens.

**Course Objectives**

- Trace the historical development of psychology, highlighting key theories, figures, and cultural contexts.
- Analyse historical research methods and experiments to understand their evolution and relevance.
- Develop critical thinking skills to evaluate psychological ideas and methodologies historically and contextually.
- Examine the historical evolution of ethical principles in psychology and their modern implications.
- Use beginner-friendly digital tools to explore historical psychology resources, visualize data, and present findings.

**Course Outcomes**

CO1: Describe the evolution of psychology as a science, including key figures, schools of thought, and milestones.

CO2: Critically analyse historical psychological experiments and methodologies.

CO3: Explain the emergence of ethical guidelines in psychological research and practice.

CO4: Understand the historical development of concepts such as cognition, memory, and neuropsychology.

CO5: Use basic digital tools to explore, organize, and present historical psychology content.

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 2 | | | | | 3 | | | 2 |
| CO2 | 2 | 3 | 3 | | | 3 | 3 | | 2 |
| CO3 | 2 | 3 | 2 | 3 | | 2 | | 3 | |
| CO4 | 2 | 3 | 3 | | | 2 | 3 | 2 | 2 |
| CO5 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 3 |

**Course Syllabus**

**Unit 1: Philosophical and Physiological Foundations of Psychology**

Roots of psychology in philosophy: Plato, Aristotle, Descartes, Locke, Kant. Contributions of early physiology: Helmholtz, Fechner, Wundt. The emergence of psychology as an independent discipline. Introduction to the "mind-body" debate and early theories of cognition. Create a timeline of key figures and ideas using Canva. Include images and short descriptions of contributions.

**Unit 2: Major Schools of Thought in Psychology**

Structuralism, Functionalism, Behaviourism, Gestalt, Psychoanalysis-Psychodynamics, Humanistic Psychology, and Cognitive Psychology. Historical and cultural contexts are shaping these schools. Key figures: Wilhelm Wundt, William James, John B Watson, Sigmund Freud, Ivan Pavlov, B.F. Skinner, Albert Bandura, Abraham Maslow, Carl G. Jung, Alfred Adler, Karen Horney, Melanie Klein, Erik H. Erikson, Harry Stack Sullivan, Anna Freud, Carl Rogers, Aaron T. Beck, Jean Piaget, Margaret Mead, Margaret Mahler, Conrad Lorenz, Laurence Kohlberg, Leon Festinger, Stanley Schachter, Neal E. Miller, Kurt Lewin and Lev Vygotsky. Comparative analysis: Differences in assumptions, methods, and focus. Create a comparative chart or infographic that shows major schools, founders, and main ideas, using Google Slides or Venngage Free.

**Unit 3: Historical Approaches to Studying Mind and Cognition**

Early experiments in perception, memory, and learning. Classical experiments in conditioning, attention, and problem-solving. Origins of neuropsychology and brain-behaviour relationships before imaging techniques. Tools and methods historically used to assess psychological phenomena. Conduct a mini historical experiment simulation (e.g., memory recall task) and collect data using Google Forms, then visualize results with Google Sheets charts.

**Unit 4: Evolution of Psychological Research Methods**

How methodology evolved from philosophical speculation to empirical science. Early experimental designs: Reaction time studies, case studies, and observational research. Development of measurement, reliability, and validity in a historical context. Critical thinking about how historical context influenced the design and interpretation of experiments. Analyse a classic historical study paper (e.g., Wundt or Pavlov) using Zotero (Free) to annotate and summarise methodology and findings.

**Unit 5: Ethics and Professional Standards in Historical Context**

Evolution of ethical principles in research and therapy. Historical controversies and case studies (e.g., Little Albert, Milgram, Tuskegee). Development of national and international ethical codes. Influence of ethics on research design and clinical practice over time. Create a case study discussion presentation using Google Slides or Padlet on a historical ethical issue, highlighting lessons learned.

**Unit 6: Integrative Perspectives and Modern Relevance**

How historical ideas continue to influence modern psychology. Reflections on changing perspectives: Mind, cognition, therapy, and brain research. Discussion on emerging trends and technological advances in psychological research. Student-led exploration of a key historical figure, school, or experiment and its modern significance. Produce a short video or digital poster using Canva Free or Clipchamp that connects a historical experiment to a modern psychological application.

**References**

**Textbooks**


1. Ciccarelli, S.K., Meyer, E.G., & Misra, G. (2008). General psychology. Pearson.
2. Baron, R. A. (2010). Psychology (5th ed.). Pearson.

3. Banyard, P., Norman, C., Dillon, G., & Winder, B. (2021). Essential psychology (3rd ed.). Sage.
4. Schopler, J., Morgan, C.T., Weisz, J.R., & King, R.A. (2024). Introduction to psychology. Medtech Science Press.
5. Myers, D. G., & DeWall, C. N. (2021). Psychology. Worth Publishers.

**Suggested Readings**

1. Feldman, R. S. (2017). Understanding psychology (13th ed.). McGraw-Hill Education.
2. Singh,
3. A. K. (2012). Tests, measurements and research methods in behavioural sciences. B. B. Printers.
4. Zechmeister, J. S., Zechmeister, E. B., & Shaughnessy, J. J. (2001). Essentials of research methods in psychology. Tata McGraw-Hill Education.

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|---|---|---|---|
| **26PSY102** | **Cognitive Psychology I** | **L T P 3 0 0** | **C 3** |

**Introduction:**

The course Cognitive Psychology I offers an in-depth exploration of the fundamental cognitive processes that underpin human thought and behaviour. By integrating insights from experimental psychology and neuroscience, students will examine key functions such as attention, perception, memory, language, action planning, and higher-order cognitive processes. Additionally, the course will highlight the significant influence of emotions on these cognitive functions, providing a comprehensive understanding of the mind's operations.

**Course Objectives:**

To introduce students to the core concepts and theories related to attention, perception, memory, language, action planning, and higher-level cognitive processes.

To examine the interplay between cognitive functions and different processes, emphasizing their combined impact on behavior and decision-making.

To develop students' ability to critically analyze and apply cognitive psychology theories to real-world situations.

To familiarize students with beginner-level digital tools for conducting cognitive experiments, visualizing cognitive processes, and recording behavioral data.

**Course Outcomes:**

CO1: Explain the fundamental principles and theories underlying key cognitive processes, including attention, perception, memory, language, action planning, and higher-level cognition.

CO2: Analyze the relationship between cognitive functions and different influences, demonstrating an understanding of their combined effects on human behavior.

CO3: Apply cognitive psychology concepts to everyday experiences and practical scenarios, showcasing the relevance of theoretical knowledge in real-world contexts.

CO4: Demonstrate beginner-level proficiency in technology tools for cognitive assessment, experiment design, and data visualization.

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 2 | | 3 | | | | | |
| CO2 | 3 | 2 | 2 | 3 | | | | | |
| CO3 | 3 | 2 | | 3 | | | | | |
| CO4 | 2 | 2 | 2 | 3 | | 2 | 2 | | 3 |

**Course Syllabus**

**Unit 1: Introduction to Cognitive Psychology**

Definition and scope of cognitive psychology. Historical evolution and foundational theories. Relationship between cognitive psychology and neuroscience. Research methods in cognitive psychology. Overview of key cognitive functions: attention, perception, memory, language, and higher-level processes. Introduction to beginner-friendly online cognitive research platforms (e.g., PsyToolkit, Gorilla Experiment Builder) for conducting simple experiments.

**Unit 2: Attention and Perception**

Theories of attention: selective, divided, and sustained attention. Neural mechanisms underlying attention. Perceptual processes: visual, auditory, and other sensory modalities. Gestalt principles of perception. Influence of attention on perception. Disorders related to attention and perception (e.g., ADHD, visual agnosia). Practical exercises using online attention and perception tasks (reaction-time tasks, visual search games, and digital cognitive assessments).

**Unit 3: Memory Systems and Processes**

Models of memory: multi-store (sensory, short-term, long-term) and working memory. Types of long-term memory: declarative (episodic, semantic) and non-declarative. Neural substrates of memory: role of the hippocampus and other brain regions. Processes of encoding, storage, and retrieval. Factors affecting memory performance: interference, decay, and consolidation. Amnesia and other memory disorders. Hands-on use of digital memory tests and interactive memory tasks for understanding encoding and retrieval processes.

**Unit 4: Language and Cognitive Processing**

Structure and components of language: phonology, morphology, syntax, semantics, and pragmatics. Theories of language acquisition and development. Neural basis of language: Broca's and Wernicke's areas. Relationship between language and thought. Bilingualism and its cognitive implications. Language disorders: aphasia, dyslexia. Introduction to online tools for language processing analysis and beginner-level linguistic software (e.g., ELAN, Praat).

**Unit 5: Executive Functions and Higher-Level Cognitive Processes**

Components of executive functions: planning, decision-making, problem-solving, and cognitive flexibility. Neural correlates: prefrontal cortex and associated networks. Role of emotions in cognitive processing. Social cognition and theory of mind. Metacognition: awareness and regulation of one's own cognitive processes. Impact of stress and emotion on executive functions. Use of beginner-friendly apps and simulations to model decision-making, problem-solving, and cognitive flexibility tasks (e.g., CogLab online exercises, Lumosity tasks for academic purposes).

**References**

**Textbooks**


1. Gilhooly, K., Lyddy, F., & Pollick, F. (2014). Cognitive psychology. McGraw-Hill Education.
2. Galotti, K. M. (2014). Cognitive psychology: In and out of the laboratory (5th ed.). Sage Publications.
3. Matlin, M. W. (2013). Cognitive psychology (8th ed., international student version). John Wiley & Sons.
4. Sternberg, R. J. (2009). Applied cognitive psychology: Perceiving, learning, and remembering. Cengage Learning India.
5. Solso, R. L., Maclin, O. H., & Maclin, M. K. (2013). Cognitive psychology. Pearson Education.


**Suggested Readings**


1. Baddeley, A. D., & Hitch, G. J. (1974). Working memory. In G. A. Bower (Ed.), The psychology of learning and motivation (Vol. 8, pp. 47–89). Academic Press.
2. Kahneman, D. (2011). Thinking, fast and slow. Farrar, Straus and Giroux.
3. Broadbent, D. E. (1958). Perception and communication. Pergamon Press.


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|---|---|---|---|
| **26PSY103** | **Social Psychology -I** | **L T P 3 0 0** | **C 3** |

**Introduction**

Social Psychology I delves into the scientific study of how individuals' thoughts, feelings, and behaviours are influenced by the actual, imagined, or implied presence of others. This course

offers a comprehensive exploration of foundational concepts, including the development of social psychology, the intricacies of self-perception, the formation and impact of social beliefs and judgments, the dynamics of conformity and obedience, and the factors that drive helping behaviours. By integrating theoretical frameworks with empirical research, students will gain a nuanced understanding of the mechanisms that underpin social interactions and their applications in everyday life. Students will also gain exposure to beginner-level digital tools for conducting online surveys, visualizing social behaviour patterns, and simulating social experiments.

**Course Objectives**

- To provide students with a thorough understanding of the foundational principles and historical evolution of social psychology.
- To examine the constructs of self and identity, emphasizing their formation, influence on behaviour, and the impact of social contexts.
- To analyse the processes underlying social beliefs, judgments, and attitudes, and their effects on interpersonal and group dynamics.
- To explore the mechanisms and factors contributing to conformity, compliance, obedience, and altruistic behaviours within societal frameworks.
- To familiarise students with beginner-friendly digital tools for measuring social attitudes, conducting online experiments, and visualising group behaviour patterns.

**Course Outcomes**

CO1: Articulate the key concepts, theories, and historical milestones that have shaped the field of social psychology.

CO2: Critically assess the development of self-concept and identity and evaluate their roles in influencing individual behaviour and social perceptions.

CO3: Analyse the formation and impact of social beliefs and attitudes, understanding their implications for behaviour and societal interactions.

CO4: Evaluate the psychological principles underlying conformity, compliance, obedience, and helping behaviours, and apply this knowledge to real-world social scenarios.

CO5: Demonstrate beginner-level proficiency in using technology to conduct online surveys, visualise social patterns, and simulate social psychology experiments.

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 1 | | | | 3 | 3 | 3 | 3 |
| CO2 | 2 | 1 | | | | | | | |
| CO3 | 2 | 1 | | | | | | | |

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|---|---|---|---|---|---|---|---|---|---|
| CO4 | 2 | 1 | | | | | | | |
| CO5 | 2 | 1 | | | | | | | |

**Course Syllabus**

**Unit I: Introduction to Social Psychology**

Definition, nature, and scope of social psychology. Historical development and foundational theories.Relationship between social psychology and human values.The distinction between social psychology and common sense.Research methodologies and ethical considerations in social psychology. Introduction to digital literature databases (e.g., PsycINFO, Google Scholar) and online survey tools (Google Forms, Qualtrics) for collecting and reviewing social psychology data.

**Unit II: The Self and Its Dimensions**

Self-presentation: Strategies and accuracy in self vs. others' behaviour prediction.Self-knowledge: Introspection and external perspectives.Personal vs. social identity: Influence of social context and external perceptions. Social comparison: Self-serving biases and unrealistic optimism. Self-esteem: Assessment methods, effects of migration, and gender differences. The self as a target of prejudice: Concealing identity, well-being implications, and strategies to combat stereotype threat. Practical exercises using beginner-level online self-assessment surveys to explore self-concept, social comparison, and identity perception.

**Unit III: Social Beliefs and Judgments**

Understanding and evaluating the social environment. Significance and impact of social convictions. Self-fulfilling prophecies and cognitive social psychology. Behaviour and attitudes: Bidirectional influences and underlying mechanisms. Self-presentation: Impression management techniques. Self-justification: Cognitive dissonance theory. Self-perception: Comparative analysis of theoretical frameworks. Simulation exercises using online tools to model attitude formation, cognitive dissonance, and self-perception scenarios.

**Unit IV: Conformity, Compliance, and Obedience**

Definitions and classical studies on conformity. Factors influencing conformity and motivations behind it. Characteristics of conformists and strategies to resist conformity pressures. Compliance: Principles, techniques, and their effectiveness. Obedience: Causes, notable experiments, and methods to resist destructive obedience. Use of beginner-friendly platforms (e.g., virtual experiments in PsyToolkit) to simulate conformity, compliance, and obedience scenarios.

**Unit V: Helping Behaviour**

Altruism and prosocial behaviour: Theoretical perspectives. Bystander effect: Causes and mitigating factors. Motivations and determinants of helping behaviours. Characteristics of individuals who engage in helping behaviours. Strategies to enhance and promote prosocial actions within communities. Online interactive exercises and case-study simulations to explore helping behaviour and bystander effects.

**References**

**Textbooks**


1. Sherif, M. (1948). An outline of social psychology. Harper & Brothers.
2. Aronson, E., Wilson, T. D., Sommers, S. R., & Tucker, V. (2020). Social psychology. Pearson.
3. Baron, A., & Byrne, D. (2002). Social psychology. Prentice-Hall of India.
4. Branscombe, N. R., Baron, R. A., & Kapur, P. (2017). Social psychology. Pearson India Education Services.
5. Myers, D. G. (2002). Social psychology. McGraw-Hill.


**Suggested Readings**


1. Baron, A., Branscombe, N., Byrne, D., & Bhardwaj, G. (2009). Social psychology. Dorling Kindersley (India) Private Limited.
2. Hewstone, M., Stroebe, W., & Jonas, K. (2012). An introduction to social psychology (5th ed.). BPS Blackwell.
3. Taylor, S. E., Peplau, L. A., & Sears, D. O. (2009). Social psychology (12th ed.). Pearson Education.


| 26PSY104 | Introduction to Research Methodology I | L T P 3 0 0 | C 3 |
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**Introduction:**

This course provides a comprehensive foundation in research methodology, emphasising the application of statistical techniques in psychological research. Students will explore descriptive and inferential statistics, data representation, probability theory, and both parametric and non-parametric testing methods. Additionally, the course covers essential concepts such as effect sizes, statistical power, sample size determination, and the utilisation of computer software for data analysis. Students will also gain practical exposure to beginner-friendly statistical software and online tools (SPSS, Jamovi, RStudio Cloud, or Excel) to perform analyses, visualise data, and simulate statistical concepts interactively.

**Course Objectives:**

— To introduce students to the fundamental concepts of descriptive and inferential statistics.

— To develop proficiency in organising, summarising, and graphically representing data.

— To provide a foundational understanding of probability theory and its applications in hypothesis testing.

— To familiarise students with parametric and non-parametric tests, including their assumptions and appropriate usage.

— To equip students with the skills to estimate effect sizes, understand test power, and determine appropriate sample sizes for research studies.

— To introduce the use of statistical software for data analysis and interpretation.

To enable students to perform statistical analyses and create visualisations using beginner-friendly software and online interactive tools.

**Course Outcomes:**

CO1: Apply descriptive and inferential statistical methods to analyse research data.

CO2: Effectively organise and present data using appropriate graphical techniques.

CO3: Understand and apply the principles of probability theory in the context of research.

CO4: Select and perform suitable parametric and non-parametric tests based on data characteristics and research questions.

CO5: Calculate and interpret effect sizes, assess statistical power, and determine necessary sample sizes for various research designs.

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 2 | | 3 | | | | | | 3 |
| CO2 | 2 | | 3 | | | | | | 3 |
| CO3 | 2 | | 3 | | | | | | 3 |
| CO4 | 2 | | 3 | | | | | | 3 |
| CO5 | 2 | | 3 | | | | | | 3 |

**Course Syllabus**

**Unit 1: Descriptive and Inferential Statistics**

Definition and distinction between descriptive and inferential statistics. Measures of central tendency and variability. Concepts of population, sample, and sampling distributions. Introduction to hypothesis testing and confidence intervals. Hands-on exercises using Excel or Jamovi to calculate descriptive statistics and confidence intervals.

**Unit 2: Data and Graphical Representation**

Types of data: Nominal, ordinal, interval, and ratio scales. Techniques for organising and summarising data. Graphical methods: Histograms, bar charts, pie charts, box plots, and scatterplots. Interpretation and presentation of data visuals. Practical exercises using beginner-friendly software to create interactive graphs and charts.

**Unit 3: Foundations of Probability Theory**

Basic concepts: Sample space, events, and probability axioms. Conditional probability and independence. Common probability distributions: Binomial, normal, and t-distributions. The role of probability in statistical inference. Simulations of probability experiments using RStudio Cloud or online probability simulators.

**Unit 4: Parametric and Non-Parametric Tests**

Introduction to parametric tests: Assumptions and applications. Common parametric tests: t-tests (independent and paired samples), ANOVA. Conditions required for using parametric tests. Introduction to non-parametric tests: When and why to use them. Common non-parametric tests: Mann-Whitney U test, Wilcoxon signed-rank test, Kruskal-Wallis Test, Chi-square test. Conducting tests using beginner-friendly software (Jamovi, SPSS) with guided outputs and interpretation exercises.

**Unit 5: Estimation, Effect Sizes, and Statistical Power**

Concept of point and interval estimation. Understanding and calculating effect sizes.Concept of statistical power and factors influencing it. Methods for determining appropriate sample sizes for research studies. Introduction to power analysis. Interactive exercises in software to calculate effect sizes, simulate power, and determine sample size.

**Unit 6: Data Analysis Using Statistical Software**

Introduction to statistical software (e.g., SPSS, R, or SAS). Data entry, manipulation, and management. Performing descriptive and inferential statistical analyses. Interpreting and reporting output from statistical software. Ethical considerations in data analysis and reporting. Beginner-level guided tutorials for performing analyses, generating graphs, and interpreting output. Online, cloud-based platforms such as RStudio Cloud and Jamovi Cloud will be used for hands-on practice.

**References**

**Textbooks**


1. Flick, U. (2017). Introducing research methodology: A beginner's guide to doing a research project (2nd ed.). Sage Publications.
2. Somekh, B., & Lewin, C. (2012). Theory and methods in social research (2nd ed.). Sage Publications.
3. Howell, D. C. (2012). Statistical methods for psychology (8th ed.). Cengage Learning.
4. Bear, G. G., King, B. M., & Minium, E. W. (2008). Statistical reasoning in psychology and

education. Wiley India Private Limited.

5. Gupta, S. P. (1999). Statistical methods (3rd ed.). Sultan Chand & Sons.

**Suggested Readings**

1. Heiman, G. (2013). Basic statistics for the behavioural sciences (7th ed.). Cengage Learning.
2. Garrett, H. E. (2006). Statistics in psychology and education. Paragon International Publishers.
3. Agresti, A., & Finlay, B. (2013). Statistical methods for the social sciences. Pearson Education.

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|---|---|---|---|
| **26PSY105** | **Introduction to Computing- level 1** | **L T P 1 1 2** | **C 3** |

**Course Objectives:**

- By the end of the course, students should have a basic understanding of computer systems, software and digital tools
- To provide learners with essential knowledge and abilities related to digital tools and technologies.
- To sensitise the students about the role of technology in the field of psychology and behavioural science.

**Course Outcomes:**

1. CO1: understands the basics of computer systems and acquires the ability to utilise them effectively.
2. CO2: Acquires Digital literacy proficiency to manage and share information
3. CO3: Students will engage in hands-on exercises to reinforce their learning.

**Skills:**

- Digital Device Competence
- Internet navigation, email and file management competency

— Critical evaluation of information and digital security

— Basic software and application usage

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | | | 1 | | | | 1 | | |
| CO2 | | | 1 | | | | 1 | | |
| CO3 | | | 1 | | | | 1 | | |

**Course Syllabus:**

**Unit I - Introduction to Computer Systems and Networks**

Hardware and software components; Data and storage formats; Internet and connectivity; Devices and connectivity

**Unit II - Internet, Cloud, and Communications**

Introduction to the Internet and its significance; Internet navigation through browsers, URLs, search engines, and websites; Email basics and best practices

**Unit III - Basic Software and App Usage**

Microsoft Word, Excel, and PowerPoint; Google Maps; Geotagging; Software Installation and Uninstallation.

**Unit IV - File Management and File Sharing**

Cloud storage and file sharing; Understanding files and folders; Organising and managing digital files.

**Textbooks**

- “Digital Literacy for Dummies" by Faithe Wempen

**References:**

- Learning practical digital skills with Google https://applieddigitalskills.withgoogle.com/en/learn

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**24ENG101** **English I** **2 0 0 2**

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**Objectives:** To help students obtain an ability to communicate fluently in English; to enable and enhance the students' skills in listening, speaking, reading, and writing; to impart an aesthetic sense and enhance creativity

**Course Outcomes**

| | |
|---|---|
| **CO 1** | Demonstrate competence in the mechanics of writing |
| **CO 2** | Outline the use of AI tools in communication |
| **CO 3** | Use a wide range of reading strategies to comprehend and analyse information |
| **CO 4** | Apply the mechanics of writing to draft academic and professional documents |
| **CO 5** | Organise ideas and thoughts for clear written and oral communication |
| **CO 6** | Critically evaluate literary texts |

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 1 | | | 1 | | | | 2 | 1 |
| CO2 | | | | | | | | | |
| CO3 | | | | | | | | | |
| CO4 | 1 | | | 1 | | | | 1 | 1 |
| CO5 | | | | | | | | | |
| CO6 | | | | | | | | | |

**Course Syllabus**

**Unit I**

Mechanics of writing - Parts of speech – use of prepositions, adjectives, adverbs and determiners – word order – collocation – concord (Subject-Verb, Pronoun-Antecedent) – kinds and patterns of sentences

**Unit II**

Tenses - Modal auxiliaries - Reported speech - Active and Passive Voice - Phrasal Verbs - Linkers/ Discourse Markers - Question Tags

**Unit III**

Pre-writing techniques - Paragraph writing – Cohesion – Development – types: definition, comparison, classification, contrast, cause and effect - Essay writing: Descriptive and Narrative - Introduction to the use of Gen AI

**Unit IV**

Reading Comprehension – Skimming and Scanning- Inference and Deduction – Reading different kinds of material – Speaking**:** Narration of incidents/stories/ anecdotes.

**Unit V**

Shashi Tharoor – "'Kindly Adjust' to Our English
A. G. Gardiner – "A Fellow Traveller"
Ruskin Bond – "The Eyes Have It"
Mrinal Pande – "Girls"
W. H. Auden – "Unknown Citizen"
W H Davies - "Leisure"

**References:**

1. Murphy, Raymond, Murphy's English Grammar, CUP, 2004

2. Syamala, V. Speak English in Four Easy Steps, Improve English Foundation, Trivandrum: 2006

3. Martinet, Thomson, A Practical English Grammar, IV Ed. OUP, 1986.

4. The Week - June 03, 2018, LAST WORD; https://www.theweek.in/columns/shashi-tharoor/2018/05/25/kindly-adjust-to-our-english.html?fbclid=IwAR3IhtdXqvuV4ySECn9S7SA6HmCEYISyd1QHd3BlwKgiNKKwdkeSg3qWp-U/

5. A G Gardiner – Leaves in the Wind, Digicat (e-book), 2015

6. Ruskin Bond – The Best of Ruskin Bond; India Penguin. April 2016.

7. Mrinal Pande – Stepping Out; Penguin India; 2003

8. W H Auden – Another Time; Random House Pub; 1940

9. William H Davies – Songs of Joy and Others; Andesite Press, August 2017.

**24HIN103 HINDI I 1 0 2 2**

**Course Objective:** The course will enable students to understand the basics of grammar and usage, appreciate literary compositions, and grasp the intricacies of language and literature.

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

1. Distinguish various literary genres.

2. Explore tradition and culture through literature.

3. Apply the basics of grammar.

4. Critically analyse the prescribed literary texts.

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 1 | | | 1 | | | | 2 | 1 |
| CO2 | | | | | | | | | |
| CO3 | | | | | | | | | |
| CO4 | 1 | | | 1 | | | | 1 | 1 |

**Course Syllabus**

**UNIT 1**

Hindi Sahitya ki Panch Shrestha Kahaniyam :

a.Sughmay Jeevan -Chandradhar Sharma, Guleri

b.Dhan ki Bhent- Rabindranath Tagore

c.Anbola -Jayashankar Prasad

d.Swamini(Manasrovar bhagh-1)Premchand

**UNIT 2**

Hindi Kavitha:

a.”Aarya” –Maithili Sharan Gupth

b. “Meri bhi abha he Ismein’ .,Mubarak Ho Naya Saal”-_Nagarjun

c.”Nishaa Ki rod eta Rakesh- Nihar se’.,Shoonya Mandir mein Banoongi-Sandhya Geet se- “-Mahadevi varma

d.’Khoob Ladi Mardani vah tho Jhansi Vali rani thi’-subhadra Kumari 21uropa

**UNIT 3**

Hindi Ekanki:

a) Mohan Rakesh :Ande ke Chilke

b)Vishnu Prabhakar :Sarkari Noukari

**UNIT 4**

Grammar : 1) Karak 2) Upasarg 3) Pratyay 4) Vakya Rachana 5) Padaparichay.6)Sarvanam7)kriya 8)Adjective 9)Adverb10)Tenses

**REFERENCE**

1. Sugam Hindi Vyakarn, : Prof. Vanshidhar & Dharmapal Shastri

2. Vyavaharik Hindi Vyakaran tatha Rachana: Dr. Hardev Bahari

3. Shiksharthi Hindi Vyakaran: Dr. Nagappa

4. Hindi Sahithya ki Panch shresht Kahaniyam :Edited by:Dr.Sachidanandh Shuklu

5. (Printed and Published by V&S publishers,Abridged,Ansari Ganj,Delhi)

6. .Hindi Samay.com,/Hindikahani.com/exotic indiaart.com

**Employability: Language Editor, Journalist, Language Media Analyst, Script & Content writer Entrepreneurship: Know Language and can do freelance**

**Skill Development: Understand the grammar and its application**

**Evaluation Pattern - 80: 20**

**CA (L) – Continuous Assessment Lab - 80**

**ES (L) – End Semester Examination Lab – 20**

| **24MAL103** | **MALAYALAM I** | **1 0 2 2** |
|---|---|---|

**Course Objectives:**

To teach Malayalam for effective communication in different spheres of life: - cultural relations in society.

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

1) Inculcate Philosophical Ideas and methods.

2) Understand the postmodern literary methods.

3) Understand the cultural context in literature.

4) Apply the basics of grammar.

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 1 | | | 1 | | | | 2 | 1 |
| CO2 | | | | | | | | | |
| CO3 | | | | | | | | | |
| CO4 | 1 | | | 1 | | | | 1 | 1 |

**Course Syllabus**

**UNIT 1**

Knowledge of Malayalam Language, grammar.

**UNIT 2**

1. Jnanappana (Lines:201 to 298), “Poonthanam Nambutiri.”

2. Kattarinre karachil: “Edapally Raghavan Pilla”

3. Manasvni – “Changampuzha krishnapilla.”

**UNIT 3**

1. Avanu Kittiya Nidhi- “Thakazhi Sivasankra Pillai”

2. BharathaParyadanam- Chapter- shodaranmar tammil – “Kuttikrishna Mararu”

3. Oru teruvinre katha – “S K Pottekkatt”

**UNIT 4**

1. Adukkalayil Ninnu Arangatheykku- “V.T. Bhattathirippad”.

**REFERENCE**

1) Adukkalayil Ninnu Arangatheykku- “V.T.Bhattathirippadu”

2) BharathaParyatanam- “KuttikrishnaMarar”

3) Complete Works including Jnanappana- “Poonthanam”

4) Keralapaniniyam – “A R raja raj Varma”

5) LavanyasastrathinteYukthisilpam- “Dr.Thomas Mathew”

6) Malayala kavitasahitya charitram – “Dr. M Leelavati”

7) Manasvni --- “Changampuzha krishnapilla”

8) Nithyakanyaka – “Thakazhi Sivasankra Pillai”

9) Oru teruvinre ktha- “S. K Pottekkatt”

**Evaluation Pattern - 80: 20**

**CA (L) – Continuous Assessment Lab - 80**

**ES (L) – End Semester Examination Lab - 20**

***Employability: Language Editor, Journalist, Language Media Analyst, Script & Content writer***

***Entrepreneurship: Know Language and can do freelance***

***Skill Development: Understand the grammar and its application***

| **24TAM103** | **TAMIL I** | **1 0 2 2** |
|---|---|---|

**Course Objectives:**

To teach Tamil for effective communication in different spheres of life: - cultural relations in society.

**Course Outcomes:**

1) Giving exposure to history of Tamil literature and Introduction of select Classics

2) Initiating Students to the spirit of Bhakti literature

3) Encouraging creativity of students by teaching Contemporary Literature poetry, modern poetry, Short Story, Prose, Novel, etc

4) Introduction of basic Grammar, Letter writing and essay writing skills of Tamil language.

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 1 | | | 1 | | | | 2 | 1 |
| CO2 | | | | | | | | | |
| CO3 | | | | | | | | | |
| CO4 | 1 | | | 1 | | | | 1 | 1 |

**Course Syllabus**

**அலகு-1**

**தமிழ் இலக்கிய வரலாற்றில் சங்க இலக்கியம்: முதல், இடை, கடை சங்கம்.**

**சங்க இலக்கியங்கள் பத்துப் பாட்டு.**
**குறுந்தொகை (6,8பாடல்கள்),**
**புறநானூறு (184,192பாடல்கள்).**

**சங்கம் மருவிய கால இலக்கியம்:**

**சிலப்பதிகாரம் (வழக்குறைக் காதை),**
**பதிணெண்கீழ் கணக்கு நூல்கள்,**

திருக்குறள் (மருந்து)

Unit-1 History of Tamil Literature: First, Intermediate, Last sangam. Sangam Literature, Pattuppaattu. Kuṟuntogai, Puṟanaanuuru.
Literature of the Sangam Maruviya period – Silappathiagaram (vazhakkurai kaathai), Patiṇeṇkiizh Kaṇakku Nuulkal. TirukkuṟAl (Marunthu)

**அலகு 2**
**பக்தி இலக்கியம்**:–
பன்னிரு திருமுறைகள் அறிமுகம்,
மாணிக்கவாசகர் (திருவாசகம்- சிவபுராணம்)
Unit 2 Bhakti Literature – Introduction to Panniru Thirumuraikal, Manikkavasagar (Thiruvasagam- Siva Puranam)

**அலகு -3**
**தற்கால இலக்கியம்**:-
கவிதை : பாதியார் (குயில் பாட்டு), பாரதிதாசன் (தமிழின் இனிமை).
உரைநடை: ஞா. தேவநேயப் பாவாணர் தமிழும் திராவிடமும் சமமா?),
பரிதிமாற் கலைஞர் (தமிழ் மொழியின் வரலாறு (ஆதி வரலாறு)).
சிற்பி (வள்ளுவர் வகுக்கும் இன்பம்)
சிறுகதை: அழகிய பெரியவன் – (வனம்மாள்)
நாவல்: இமையம் (பெத்தவன்)
Unit-3 Contemporary Literature: Poetry – Bharathiar (kuyil pāṭṭu), Bharathidasan (tamiḻiṉ iṉimai, iṉpattamiḻ) Pattukottai Kalyanasundaram.
Prose: G. Devaneya Bhavanar (Tamizhum Dhiravidamum samamaa?), Paritimāṟkalaiñar (paranar ketta parisu), chirbi (valluvar vakukkum inbam) Short Story: Azhagiya Periyavan – (VanammaaL) Novel: Imaiyam (Peththavan)

**அலகு – 4**
**தொல்காப்பியம்**:
எழுத்து – பிறப்பியல்.
நிறுத்தக் குறிகள் மற்றும்
கடிதம் எழுதுதலும் கட்டுடரை எழுதுதலும்
Unit – 4- tolkāppiyam: Alphabet – piṟappiyal. Punctuation marks and Letter writing and essay writing.

**REFERENCE**


- இமையம் (பெத்தவன்), க்ரியா வெளியீடு 2019.
- அழகிய பெரியவன் , அழகிய பெரியவன் கதைகள், நற்றிணை பதிப்பகம், 2016
- சி.பாலசுப்பிரமணியன், கட்டுரை வளம், நறுமலர்ப் பதிப்பகம், பத்தாம் பதிப்பு 1994

- பரிதிமாற் கலைஞர் , தமிழ் மொழியின் வரலாறு, பூம்புகார் பதிப்பகம், ஆறாம் பதிப்பு 2013.

- அகளங்கன், பன்னிரு திருமுறை– அறிமுகம், இந்து மாமன்றம் வவுனியா, 1994

- ரா. சீனிவாசன , தமிழ் இலக்கிய வரலாறு ,https://ta.wikisource.org/s/99uk

- மாணிக்கவாசகர் (திருவாசகம்- சிவபுராணம்) பொன் மணிமாறன் "அடோன் தமிழ் இலக்கணம் "அடோன் பப்ளிஷிங்குரூப், வஞ்சியூர், திருவனந்தபுரம், 2007.

***Employability: Language Editor, Journalist, Language Media Analyst, Script & Content writer Entrepreneurship: Know Language and can do freelance***
***Skill Development: Understand the grammar and its application***

**Evaluation Pattern - 80: 20**
**CA (L) – Continuous Assessment Lab - 80**
**ES (L) – End Semester Examination Lab - 20**

**DIVISION OF MARKS:**
**I Semester UG- Language Under AECC**

| | | |
|---|---|---|
| 1 | Objective-type Questions | 10x 1= 10 |
| 2 | Annotations from prose & Poetry | 3 x 4= 12 |
| 3 | Main question from prose & poetry | 2 x 6= 12 |
| 4 | Short notes from prose & Poetry | 4 x 3= 12 |
| 5 | Grammar | 14 |
| Theory Total | 60 | |
| Internal Assessment Marks | 40 | |
| Total | 100 | |

**Course Objectives**

| | | | |
|---|---|---|---|
| **22AVP103** | **Mastery over Mind (MAOM)** | **L T P 1 0 2** | **C 3** |

The course will enable the students to

- Mastery Over Mind (MAOM) is an Amrita initiative to implement schemes and organize university-wide programs to enhance health and wellbeing of all faculty, staff, and students (UN SDG -3)

- It gives an introduction to the immediate and long-term benefits of MA OM meditation and equips every attendee to manage stressful emotions and anxiety, in turn facilitating inner peace and harmony.
- This course will enhance the understanding of experiential learning based on the University's mission: "Education for Life along with Education for Living" and is aimed to allow learners to realise and rediscover the infinite potential of one's true Being and the fulfilment of life's goals.

**Course Outcomes**

CO1: To be able to describe what meditation is and to understand its health benefits

CO2: To understand the causes of stress and how meditation improves well-being

CO3: To understand the science of meditation

CO4: To learn and practice MAOM meditation in daily life

CO5: To understand the application of meditation to improve communication and relationships

CO6: To be able to understand the power of meditation in compassion-driven action

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | | | | | | | | | |
| CO2 | | | | 3 | | | | | |
| CO3 | 2 | | | | | | | | |
| CO4 | | | | | | | | | |
| CO5 | | | | 3 | | | | | |
| CO6 | | | | | | | | | |

**Course Syllabus:**

***Unit 1:*** *Describe Meditation and Understand its Benefits (CO1)*

A: Importance of meditation. How does meditation help to overcome obstacles in life *(Pre-recorded video with Swami Shubhamritananda Puri)*

*Reading 1:* Why Meditate? (Swami Shubamritananda Puri)

***Unit 2: Causes of Stress and How Meditation Improves Well-being (CO2)***

A: Learn how to prepare for meditation. Understand the aids that can help in effectively practicing meditation. Understand the role of sleep, physical activity, and a balanced diet in supporting meditation. (*Pre-recorded video with Dr. Ram Manohar)*

B: Causes of Stress. The problem of not being relaxed. Effects of stress on health. How meditation helps to relieve stress. Basics of stress management at home and the workplace. *(Pre-recorded video with Prof Udhaykumar)*

*Reading 1:* Mayo Clinic Staff (2022, April 29). *Meditation: A Simple, Fast Way to Reduce Stress*. Mayo Clinic. https://www.mayoclinic.org/tests-procedures/meditation/in-depth/meditation/art-20045858 (PDF provided)

*Reading 2:* 'Efficient Action.' Chapter 28 in *Amritam Gamaya* (2022). Mata Amritanandamayi Mission Trust.

***Unit 3: The Science of Meditation (CO3)***

A: A preliminary understanding of the Science of meditation. What can modern science tell us about this tradition-based method? *(Pre-recorded video with Dr. Shyam Diwakar)*

B: How meditation helps humanity according to what we know from scientific research *(Pre-recorded video with Dr. Shyam Diwakar)*

*Reading 1:* Does Meditation Aid Brain and Mental Health (Dr Shyam Diwakar)

Reading 2: 'Science and Spirituality.' Chapter 85 in Amritam Gamaya (2022). Mata Amritanandamayi Mission Trust.

***Unit 4: Practicing MA OM Meditation in Daily Life (CO4)***

Guided Meditation Sessions following scripts provided (Level One to Level Five)

Reading 1: MA OM and White Flower Meditation: A Brief Note (Swami Atmananda Puri)

Reading 2: 'Live in the Present Moment.' Chapter 71 in Amritam Gamaya (2022). Mata Amritanandamayi Mission Trust.

***Unit 5: Improving Communication and Relationships (CO5)***

How meditation and mindfulness influence interpersonal communication. The role of meditation

in improving relationship quality in the family, at the university and in the workplace. (Pre-recorded

video with Dr Shobhana Madhavan)

Reading 1: Seppala E (2022, June 30th) 5 Unexpected Ways Meditation Improves Relationships a Lot. Psychology Today. https://www.psychologytoday.com/intl/blog/feeling-it/202206/5-unexpected-ways-meditation-improves-relationships-lot

Reading 2: 'Attitude.' Chapter 53 in Amritam Gamaya (2022). Mata Amritanandamayi Mission Trust.

***Unit 6 Meditation and Compassion-driven Action (CO6)***

Understand how meditation can help to motivate compassion-driven action. (Pre- recorded video with Dr Shobhana Madhavan)

Reading 1: Schindler, S., & Friese, M. (2022). The relation of mindfulness and prosocial behaviour: What do we (not) know? Current Opinion in Psychology, 44, 151-156.

Reading 2: 'Sympathy and Compassion.' Chapter 100 in Amritam Gamaya (2022). Mata Amritanandamyi Mission Trust.

**References**

**1.** Meditation and Spiritual Life-Swami Yatiswarananda, Ramakrishna Math

2. The Complete Works of Swami Vivekananda Vol VII, Advaita Ashram, Mayavati, Almora, Himalayas

3. Dhyana Yoga-Holy Gita Swami Chinmayanda

4. Voice of God, Chandrasekharendra Saraswati, 68th Acharya of Sri Kanchi Kamakoti Peetam,

5. Hindu Dharma-Chandrasekharendra Saraswati, 68th Acharya of Sri Kanchi Kamakoti Peetam,

6. Mind: It's Mysteries and control-Swami Sivananda Saraswati

7. Amritam Gamaya (2022). Mata Amritanandamayi Mission Trust.

8. Books on Amma's teachings like Awaken children, From Amma's Heart etc.

9. The Science of Meditation: How to Change Your Brain, Mind and Body by Daniel Goleman and Richard. J. Davidson.

10.Allen, Cynthia (2020) The Potential Health Benefits of Meditation

11. Seppala E (2022, June 30th Unexpected Ways Meditation Improves Relationships a Lot. Psychology Today

12. Sharma, Hari (2022) Meditation: Process and Effects

13. Mayo Clinic Staff (2022, April 29). Meditation: A Simple, Fast Way to Reduce Stress.

14. Schindler, S., & Friese, M. (2022). The relation of mindfulness and prosocial behavior: Current Opinion in Psychology

**Evaluation Pattern**

| **Assessment** | **Internal** | **End Semester** |
|---|---|---|
| **Midterm** | **20** | |
| **Continuous assessment** | **40** | |
| **End Semester/Project** | | **40** |

•CA – Can be Quizzes, Assignment, Projects, and Reports

**SEMESTER II**

**COURSE SYLLABUS**

| | | | |
|---|---|---|---|
| **26PSY111** | **Cognitive Psychology II** | **L T P 3 0 0** | **C 3** |

**Introduction**

Cognitive Psychology explores the complex mental processes underlying human thought and behavior. This second-level course delves deeper into the foundational areas of emotion, motivation, and learning—key domains that intertwine cognition with affective and behavioural dimensions. Emphasizing both classical theories and contemporary findings, students will explore how emotions and motivations influence learning and behaviour, the neural mechanisms supporting these functions, and the dynamic interaction between cognition and emotion. This course integrates experimental and neuropsychological perspectives, providing a holistic understanding of human functioning. Students will also gain hands-on experience using beginner-friendly technology such as online cognitive simulations, interactive learning platforms, and neuroimaging visualization tools to explore emotion, motivation, and learning processes.

**Course Objectives:**

- To provide a conceptual understanding of the major theories of emotions, motivation, and learning in cognitive psychology.
- To introduce students to classical experiments and recent research findings related to emotional and motivational processes.
- To familiarize students with the neurophysiological mechanisms underlying emotions, motivation, and learning.
- To examine the interaction between cognitive processes and emotional experiences.
- To encourage critical thinking through the application of cognitive theories to real-life scenarios and case studies.
- To develop practical skills using beginner-level technology to simulate cognitive tasks, visualize brain activity, and analyse behavioural data.

**Course Outcomes**

CO1: Explain and critically analyse major theoretical approaches to emotion, motivation, and learning in cognitive psychology.

CO2: Discuss the interaction between cognition and emotion and its relevance in understanding human behaviour.

CO3: Describe key neurophysiological structures and mechanisms involved in emotional and motivational processing.

CO4: Evaluate empirical studies and research methodologies used in the study of emotions, motivation, and learning.

CO5: Apply theoretical knowledge to interpret cognitive-affective experiences in applied settings such as education, counselling, and clinical psychology.

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 2 | | 3 | | | | | |
| CO2 | 3 | 2 | 2 | 3 | | | | | |
| CO3 | 3 | 2 | | 3 | | | | | |
| CO4 | 3 | 2 | | 3 | | | 3 | | 3 |
| CO5 | 3 | 2 | | 3 | | 3 | 3 | 3 | 3 |

**Course Syllabus**

**Unit 1: Theories and Models of Emotion**

Historical overview and contemporary theories (James-Lange, Cannon-Bard, Schachter-Singer, Lazarus). Basic emotions and complex emotions. Appraisal theories and Constructivist approaches (e.g., Barrett's theory). Cross-cultural perspectives and emotion regulation. Interactive online modules to simulate emotion recognition tasks and regulation strategies.

**Unit 2: Motivation – Theories and Applications**

Biological and psychological theories: Drive theory, Homeostasis, Arousal theory. Humanistic and Cognitive theories: Maslow's hierarchy, Self-determination theory, and Expectancy-value theory. Goal setting and achievement motivation. Motivation in education and everyday behaviour. Gamified goal-setting exercises and online simulations to visualise motivation processes.

**Unit 3: Learning – Cognitive and Behavioural Approaches**

Classical and Operant Conditioning: Pavlov, Skinner. Cognitive theories: Tolman's cognitive maps, Bandura's observational learning. Contemporary perspectives: Information-processing models and neurocognitive frameworks. Learning styles, transfer of learning. Use of virtual labs to simulate conditioning experiments and observational learning scenarios.

**Unit 4: Neurophysiological Bases of Emotion, Motivation, and Learning**

Brain structures: Limbic system, Prefrontal cortex, Amygdala, Hippocampus. Neurotransmitters and hormones involved in affective and motivational processes (dopamine, serotonin, oxytocin). Brain imaging and lesion studies in emotion and learning. Plasticity and learning. Beginner-friendly neuroimaging visualisation tools (e.g., Brain Explorer, Human Brain Atlas online) to explore brain structures and activity patterns.

**Unit 5: Interaction of Cognition and Emotion**

Influence of emotion on perception, memory, attention, and decision-making. Emotional intelligence and its cognitive underpinnings. Cognitive appraisal and coping. Current research and applications in mental health, education, and organizational behaviour. Online simulations and interactive datasets to observe how emotion affects decision-making and memory tasks.

**References**

**Textbooks**


1. Eysenck, M. W., & Keane, M. T. (2015). Cognitive psychology: A student's handbook. Psychology Press.
2. Gazzaniga, M. S., Ivry, R. B., & Mangun, G. R. (2019). Cognitive neuroscience: The biology of the mind. W. W. Norton.
3. LeDoux, J. (2000). The emotional brain. Simon & Schuster.
4. Reeve, J. (2018). Understanding motivation and emotion. Wiley. Wiley.
5. Schunk, D. H. (2020). Learning theories: An educational perspective. Pearson.


**Suggested Readings**


1. Anderson, J. R. (2015). Cognitive psychology and its implications (8th ed.). Worth Publishers.
2. Goldstein, E. B. (2019). Cognitive psychology: Connecting mind, research, and everyday experience (5th ed.). Cengage Learning.
3. Panksepp, J. (1998). Affective neuroscience: The foundations of human and animal emotions. Oxford University Press.


| | | | |
|---|---|---|---|
| **26PSY112** | **Biological Psychology I** | **L T P 3 0 0** | **C 3** |

**Course Introduction**

This course offers a foundational understanding of Biological Psychology—an interdisciplinary field that explores how biological processes influence behaviours, emotions, and cognitive functions. The course introduces students to the structure and function of the nervous system, neurochemical transmission, physiological regulation, genetics, and sensory-motor systems. Emphasis will be placed on psychophysiological and neuroscientific methods, as well as ethical standards in neuroscience research. Students will learn to observe and describe normal and

abnormal behaviour through biological perspectives and to appreciate the interplay of biology and environment in shaping development across the lifespan. Students will also gain hands-on exposure to beginner-friendly technology tools such as virtual brain atlases, online neurophysiology simulations, and software for visualising neural activity, enabling interactive learning of biological processes.

**Course Objectives**

- To introduce the fundamental concepts and scope of biological psychology and neuroscience.
- To develop an understanding of the nervous system and its role in behavioural regulation.
- To explore the neurochemical and physiological mechanisms underlying behaviour.
- To provide insights into the genetic and neuroendocrine influences on normal and abnormal development.
- To examine the ethical standards and methods used in biological and neuroscientific research.
- To familiarise students with beginner-level technological tools to simulate neural activity, visualise brain structures, and analyse psychophysiological data.

**Course Outcomes**

CO1: Identify and describe the basic structure and functioning of the nervous system.

CO2: Explain how synaptic transmission and neurochemical processes affect human behaviour.

CO3: Understand the principles of behavioural genetics and neuroendocrinology in explaining developmental trajectories.

CO4: Evaluate the physiological foundations of sensory and motor systems.

CO5: Apply biological perspectives to interpret both normal and abnormal human behaviours across the lifespan.

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | | | 3 | | | | | |
| CO2 | 3 | | | 3 | | | | | |
| CO3 | 3 | | | 3 | | | | | |
| CO4 | 3 | | | 3 | | | | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| CO5 | 3 | | | 3 | | | | | |

**Course Syllabus**

**Unit I: Foundations of Biological Psychology and Neuroscience**

Definition, history, and scope of biological psychology. Relationship between biology and behaviour. Psychophysiological and neuroscientific methods: EEG, FMRI, PET, TMS, lesion studies. Ethical issues in neuroscience and behavioural research. Interactive tutorials on virtual EEG and FMRI simulations to visualise brain activity in response to stimuli.

**Unit II: Nervous System and Signal Transmission**

Organisation of the central and peripheral nervous system. Structure and functions of neurons and glial cells. Synaptic transmission and neurochemical processes. Neurotransmitters: Types, pathways, and behavioural implications. Blood–Brain Barrier. Introduction to pharmacology: drug actions, agonists, antagonists. Use of online neural network simulators to understand action potentials and synaptic transmission.

**Unit III: Genetics and Neuroendocrinology**

Basic principles of genetics and heredity. Behavioural genetics: twin studies, gene-environment interaction. Epigenetics and its impact on behaviour. The endocrine system and hormonal regulation. Neuroendocrine responses to stress and development. Virtual labs to explore gene expression effects on behaviour and interactive hormone response simulations.

**Unit IV: Sensory and Motor Systems**

Physiology of sensory systems: visual, auditory, tactile, olfactory, and gustatory systems. Sensory integration and perception. Structure and function of the motor system. Neural control of voluntary and involuntary movement. Online sensory-motor simulation exercises for visual, auditory, and motor coordination tasks.

**Unit V: Biological Bases of Normal and Abnormal Development and Behaviour**

Neural plasticity and brain development across the lifespan. Biological factors in developmental disorders. Neurobiological basis of mood disorders, anxiety, and schizophrenia. Interaction of biological and social networks in shaping behaviour. Application of biological psychology to mental health and well-being. Use of beginner-friendly data visualisation tools to analyse real-world psychophysiological datasets.

**References**

**Textbooks**


1. Bear, M. F., Connors, B. W., & Paradiso, M. A. (2020). Neuroscience: Exploring the brain (4th ed.). Lippincott Williams & Wilkins.
2. Breedlove, S. M., Watson, N. V., & Rosenzweig, M. R. (2016). Biological psychology: An introduction to behavioural, cognitive, and clinical neuroscience (7th ed.). Sinauer Associates.
3. Carlson, N. R., & Birkett, M. A. (2021). Physiology of behaviour (13th ed.). Pearson.

4. Garrett, B., & Hough, G. (2018). Brain & behaviour: An introduction to behavioural neuroscience (5th ed.). SAGE Publications.
5. Gazzaniga, M. S., Ivry, R. B., & Mangun, G. R. (2018). Cognitive neuroscience: The biology of the mind (5th ed.). W. W. Norton & Company.

**References**

1. Kalat, J. W. (2018). Biological psychology (13th ed.). Cengage Learning.
2. Kandel, E. R., Schwartz, J. H., Jessell, T. M., Siegelbaum, S. A., & Hudspeth, A. J. (2013). Principles of neural science (5th ed.). McGraw-Hill Education.
3. LeDoux, J. E. (1996). The emotional brain: The mysterious underpinnings of emotional life. Simon & Schuster.

| | | | |
|---|---|---|---|
| **26PSY113** | **Social Psychology II** | **L T P 3 0 0** | **C 3** |

**Introduction**

This course delves into key domains of Social Psychology, exploring how individuals perceive, influence, and relate to others in social contexts. Building upon foundational knowledge, students will engage with contemporary theories, empirical studies, and real-world applications. They will learn to search and review scientific literature to answer psychological questions, develop critical thinking to assess research findings, and gain insights into how social psychological principles operate in everyday life. Drawing inspiration from Stanford's emphasis on application, students will explore how social psychological phenomena such as conformity, prejudice, prosocial behaviour, and group dynamics manifest in educational, organisational, digital, and policy contexts. The course will foster both academic rigour and applied competence in interpreting and utilising social psychological concepts.

**Course Objectives**

- To deepen understanding of key social psychological theories and concepts.
- To train students in searching, analysing, and synthesising empirical literature in social psychology.
- To develop critical thinking skills to evaluate research findings in the field.
- To apply social psychological principles to real-world situations and societal issues.
- To encourage students to reflect on the relevance of social psychology in diverse cultural, interpersonal, and digital contexts.

— To introduce beginner-level technology tools to design surveys, simulate social experiments, and visualise social data.

**Course Outcomes**

CO1: Demonstrate comprehensive knowledge of major topics in social psychology, including attitudes, group processes, and interpersonal influence.

CO2: Critically analyse and evaluate empirical research in social psychology.

CO3: Apply social psychological theories to explain current social issues and behaviours.

CO4: Translate theoretical knowledge into practical interventions in areas such as education, conflict resolution, and social media.

CO5: Reflect on the cultural and ethical implications of social psychological research and practice.

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | | | | | | | 3 | |
| CO2 | | | 3 | | 3 | | 3 | | 3 |
| CO3 | 3 | | 3 | | | | | 3 | |
| CO4 | | 3 | | 3 | | 3 | | 3 | |
| CO5 | | | | 3 | | | 3 | | 3 |

**Course Syllabus**

**Unit I: Foundations and Methods in Social Psychology**

Overview of key concepts: social cognition, attitudes, perception, and social influence. Scientific methods in social psychology. How to search, read, and evaluate psychological literature. Designing a mini research project or review in social psychology. Hands-on activity: Use online survey platforms (e.g., Google Forms, Qualtrics) for collecting social psychology data.

**Unit II: The Self and Social Perception**

The self-concept, self-esteem, and self-presentation. Attribution theory and errors in attribution. Social identity, self-categorisation, and the role of culture. Implicit attitudes and biases. Hands-on activity: Use of implicit association test (IAT) online tools to explore biases and self-perception.

**Unit III: Social Influence and Group Dynamics**

Conformity, obedience, and compliance (Asch, Milgram, Zimbardo). Group behaviour: decision-making, polarisation, deindividuation. Leadership and group performance. Role of

norms, status, and roles in shaping behaviour. Hands-on activity: Virtual simulations of social influence experiments to observe conformity and group dynamics in controlled settings.

**Unit IV: Interpersonal Relationships and Prosocial Behaviour**

Attraction, intimacy, and close relationships. Altruism and helping behaviour. Bystander effect, empathy, and social responsibility. Conflict, negotiation, and resolution strategies. Hands-on activity: Interactive role-play platforms or collaborative online tools to simulate conflict resolution and prosocial decision-making.

**Unit V: Prejudice, Discrimination, and Applied Social Psychology**

Stereotyping, prejudice, and intergroup relations. Reducing prejudice: contact hypothesis, education, media influence. Social psychology in education, health, organisations, and social media. Ethical considerations and cultural sensitivity in research and applications. Hands-on activity: Use of social network analysis (SNA) software to map and analyse patterns of prejudice, communication, or influence in groups.

**References**

**Textbooks**


1. Aronson, E., Wilson, T. D., Akert, R. M., Sommers, S. R., & Nagoshi, C. T. (2022). Social psychology (11th ed.). Pearson.
2. Myers, D. G., & Twenge, J. M. (2019). Social psychology (13th ed.). McGraw-Hill Education.
3. Hewstone, M., Stroebe, W., & Jonas, K. (2021). An introduction to social psychology (7th ed.). Wiley.
4. Sherif, M. (1948). An outline of social psychology. Harper & Brothers.
5. Cialdini, R. B. (2021). Influence: The psychology of persuasion (Rev. ed.). Harper Business.


**Suggested Readings**


1. Baumeister, R. F., & Bushman, B. J. (2020). Social psychology and human nature (5th ed.). Cengage Learning.
2. Haslam, S. A. (2014). Psychology in organizations: The social identity approach (3rd ed.). Sage Publications.
3. Gervais, W. M. (Ed.). (2019). The Oxford handbook of the science of science communication. Oxford University Press.


| | | | |
|---|---|---|---|
| **26PSY114** | **Introduction to Research Methodology II** | **L T P 3 0 0** | **C 3** |

**Introduction**

This course is designed to deepen students' understanding of advanced statistical methods used in psychological and psychotherapeutic research. Building upon the foundations of introductory

statistics, students will explore complex analytical techniques such as ANOVA, regression analyses, and meta-analysis. The course addresses the multiple comparisons problem and guides students in selecting appropriate statistical tests for different research questions. Students will also gain hands-on experience with beginner-friendly statistical and visualization tools such as Jamovi, JASP, and RStudio Cloud to perform analyses, visualize results, and simulate data for practice. These tools provide an accessible, low-code environment for learning and applying statistical concepts without requiring extensive programming knowledge. A significant emphasis is placed on practical application using statistical software for data analysis. Students will also be trained to accurately interpret statistical results in the context of both basic and applied research, enabling them to become critical consumers and producers of psychological data.

**Course Objectives**

- To provide an understanding of advanced statistical techniques relevant to psychological research.
- To introduce students to the principles and problems associated with multiple comparisons.
- To enable students to conduct and interpret ANOVA and regression analyses for both categorical and continuous variables.
- To familiarise students with the methods and applications of meta-analysis.
- To develop skills in using statistical software for data entry, analysis, and result interpretation.
- To train students to select appropriate statistical tests based on research design and hypotheses.
- To prepare students to apply statistical methods in both basic and applied psychological research.
- To introduce beginner-friendly software tools (Jamovi, JASP, RStudio Cloud) for conducting statistical analyses and creating visualisations.

**Course Outcomes**

CO1: Understand and apply the concept of multiple comparisons and associated control procedures.

CO2: Conduct one-way and factorial ANOVA, interpret outputs, and assess assumptions.

CO3: Perform linear and logistic regression analyses and interpret their results.

CO4: Understand the process and purpose of meta-analysis in psychological research.

CO5: Use statistical software (e.g., SPSS, Jamovi, R) to analyse and visualise psychological data.

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | | | 3 | | | | 3 | | 3 |
| CO2 | | | 3 | | | | 3 | | 3 |
| CO3 | | | 3 | | | | 3 | | 3 |
| CO4 | | | 3 | | | | 3 | | 3 |
| CO5 | | | 3 | | | | 3 | | 3 |

**Course Syllabus**

**Unit I: Multiple Comparisons Problem**

Introduction to multiple comparisons. Familywise error rate and Type I error inflation. Bonferroni correction, Holm's procedure, False Discovery Rate (FDR). Applications in psychological research. Hands-on activity: Use Jamovi/JASP to perform multiple comparison corrections and visualise familywise error effects.

**Unit II: Analysis of Variance (ANOVA)**

One-way ANOVA, assumptions, and effect size. Post-hoc comparisons and planned contrasts. Factorial ANOVA and interaction effects. Repeated measures ANOVA. Hands-on activity: Perform ANOVA and post hoc analyses in Jamovi/JASP, and generate graphs of interaction effects.

**Unit III: Regression Analyses**

Simple and multiple linear regression. Assumptions, model building, and multicollinearity. Logistic regression for categorical outcomes. Interpretation of regression coefficients. Hands-on activity: Use RStudio Cloud or Jamovi to conduct regression analysis and visualise regression lines.

**Unit IV: Meta-analysis**

Introduction, purpose, and benefits of meta-analysis. Effect sizes: Cohen's d, odds ratio, correlation coefficient. Forest plots and funnel plots. Fixed-effect vs. random-effects models. Hands-on activity: Simulate small meta-analysis datasets using Jamovi/JASP and create forest plots.

**Unit V: Statistical Decision-Making and Software Application**

Choosing the right statistical test: decision trees and flowcharts. Overview and hands-on training in SPSS, Jamovi, and/or R. Data entry, cleaning, and visualisation. Reporting results in APA format for psychological research. Hands-on activity: Create visualisations (bar charts, histograms, scatterplots) and export outputs for reports using beginner-friendly software.

**References**

**Textbooks**


1. Field, A. (2018). Discovering statistics using IBM SPSS Statistics (5th ed.). SAGE Publications.
2. Howell, D. C. (2013). Statistical methods for psychology (8th ed.). Cengage Learning.
3. Tabachnick, B. G., & Fidell, L. S. (2019). Using multivariate statistics (7th ed.). Pearson.
4. Borenstein, M., Hedges, L. V., Higgins, J. P. T., & Rothstein, H. R. (2009). Introduction to meta-analysis. Wiley.
5. Gravetter, F. J., & Wallnau, L. B. (2016). Statistics for the behavioral sciences (10th ed.). Cengage Learning.


**Suggested Readings**


1. Pallant, J. (2020). SPSS survival manual: A step by step guide to data analysis using IBM SPSS (7th ed.). Open University Press.
2. Cohen, J. (1988). Statistical power analysis for the behavioral sciences (2nd ed.). Routledge.
3. American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). American Psychological Association.


| | | | |
|---|---|---|---|
| **26PSY115** | **Introduction to Computing- level 2** | **L T P 1 1 2** | **C 3** |

**Course Objectives:**

— Introduce the concept of data literacy and its importance in psychology and behavioural science.

— To provide learners with essential knowledge and abilities related to digital tools and technologies.

— Explore methods of data collection and management for psychology and behavioural science applications.

**Course Outcomes:**

CO1: ability to explore social and psychological data and understand basic characteristics of the data.

CO2: ability to verify the available data source in terms of authenticity.

CO3: ability to use fundamental software applications to access and verify data.

**Skills:**

— Competence to differentiate different forms of data

— Generate, process or manage data using Microsoft Excel, Word, and Google Forms

— Search and identify public data sources according to the requirements

**CO PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | | | 1 | | | | 1 | | |
| CO2 | | | 1 | | | | 1 | | |
| CO3 | | | 1 | | | | 1 | | |

**Course Syllabus:**

**Unit I - Introduction to Digital Literacy**

Digital literacy and its applications in psychology and behavioural science; Components and concepts of digital literacy;

**Unit II -Understanding the data basics**

Types of data; Size of the data; Accuracy; Format; Access rights, Data analysis, Storytelling with data

**Unit III - Introduction to Data collection and Data management**

Types of data tools, Documentation of data, Digitalisation of data collection tools using Google Forms, Excel sheets and Word documents, Data dictionaries

**Unit IV - Data sources and data quality**

Identifying the authority of the data, Credibility of the data, reliability, Ethical considerations; Data policies

**References:**

— Learning practical digital skills with Google https://applieddigitalskills.withgoogle.com/en/learn

| | | | |
|---|---|---|---|
| **24ENG111** | **English II** | **L T P 2 0 0** | **C 2** |

**Objectives:**

To train students to convey and document information in a formal environment; to facilitate them to acquire the skill of self-projection in professional circles; to inculcate critical and analytical thinking.

| **Cos** | **Course Outcomes** |
|---|---|
| CO 1 | Illustrate comprehension of the fundamentals of writing |
| CO 2 | Demonstrate the knowledge of stress and intonation in oral communication |
| CO 3 | Apply theoretical knowledge to draft professional documents |
| CO 4 | Infer from current news to formulate ideas and opinions |
| CO 5 | Prepare appropriate content for the mini project and make an effective presentation |

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 1 | | | 1 | | | | 2 | 1 |
| CO2 | | | | | | | | | |
| CO3 | | | | | | | | | |
| CO4 | 1 | | | 1 | | | | 1 | 1 |

**Course Syllabus**

**Unit I**

Vocabulary Building: One-word substitutes; Antonyms and Synonyms; Words often Confused Error Analysis (Subject-Verb Agreement; Tense Sequence; Usage of Articles and Prepositions; Determiners; Redundancy); Modifiers (misplaced, dangling, etc.)

**Unit II**

Sounds of English: Stress, Intonation, Instruction, Suggestion & Recommendation, Essay writing: Analytical and Argumentative, Current News Awareness

**Unit III**

Circulars; Memos; Formal Letter writing; e-Mail Etiquette

**Unit IV**

Reports: Incident Report, Event Report

Situational Dialogue; Group Discussion (Opinion)

**Unit V**

Mini Project and Presentation

**References:**

**1**. FelixaEskey. Tech Talk, University of Michigan. 2005

2. Michael Swan. Practical English Usage, Oxford University Press. 2005

3. Anderson, Paul. Technical Communication: A Reader Centred Approach, V Edition, Harcourt, 2003.

4. Raymond V. Lesikar and Marie E. Flatley. Basic Business Communication, Tata McGraw-Hill Pub. Co., New Delhi. 2005. Tenth Edition.

5. Thampi, G. Balamohan. Meeting the World: Writings on Contemporary Issues. Pearson, 2013.

6. Lynch, Tony. Study Listening. New Delhi: CUP, 2008.

7. Kenneth, Anderson, Tony Lynch, Joan Mac Lean. Study Speaking. New Delhi: CUP, 2008.

8. Marks, Jonathan. English Pronunciation in Use. New Delhi: CUP, 2007.

9. Syamala, V. Effective English Communication for You (Functional Grammar, Oral and Written Communication): Emerald, 2002.

10. Sample Question Papers from Competitive Examinations

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|---|---|---|---|
| **24HIN111** | **HINDI II** | **L T P 1 0 2** | **C 2** |

**Course Objective:** The course will allow students to apply grammar in language structures, appreciate the literary compositions and provide them with a good command over translation techniques.

**Course outcomes:**

CO1: Understand the postmodern trends of literature...

CO2: Explore tradition and culture through literature.

CO3: Apply ethical and professional translation strategies.

CO4: Demonstrate linguistic competence in written communication.

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 1 | | | 1 | | | | 2 | 1 |
| CO2 | | | | | | | | | |
| CO3 | | | | | | | | | |
| CO4 | 1 | | | 1 | | | | 1 | 1 |

**Course Syllabus**

**UNIT 1**
Hindi Laghu Upanyas**: Mamatha Kaliya- 'Doud'**
**UNIT 2**
Hindi Natak**:** Swadesh Deepak- "Kort Marshal"

**UNIT 3.**
Adhunik Hindi Kavya a.Jayashankar Prasad-(Lahar, Aah!Vedhana Mili Vidayi)., b.Suryakanth Tripathi „Nirala"- (Anamika -4)., c.Subadhra Kumari , Chouhan- (Swadesh Ke Prathi, Smruthiyam), d.Gajanan Madhav Muktibodh- (ek swapna Katha)
**UNIT 4.**
A)Sankshepan,
B) . Anuvad : Paribhasha, Prakar, Anuvad Ke Lakshan, Anuvad Ki Avashyakata, Passage (Translation)
c)Paragraph writing
D)Technical writing
**REFERENCE**
1) Prayojan Mulak Hindi Ke Naye Ayam : Dr. Pandit Banne
Prayojan Mulak Hindi Ki Nayi Bhumika : Kailash Nath Pandey
Prayojan Mulak Hindi Ke Vividh Roop : Dr. Rajendra Mishra, Rakesh Sharma
Hindi Samay.com
"Adhunik Kavya Sangraha" Edited by . Dr. Urvashi Sharma (Printed and Published by Malik & Company, Jaipur)
Hindi Samay.com,/Hindikahani.com/exotic indiaart.com
***Employability: Language Editor, Journalist, Language Media Analyst, Script & Content writer***
***Entrepreneurship: Know Language and can do freelance***
***Skill Development: Understand the grammar and its application***
**Evaluation Pattern - 80: 20**
**CA (L) – Continuous Assessment Lab - 80**
**ES (L) – End Semester Examination Lab – 20**

| | | | |
|---|---|---|---|
| **24MAL111** | **MALAYALAM II** | **L T P 1 0 2** | **C 2** |

**Course Objective:** The course will allow students to understand the writing competency in literature.

**Course outcomes**:

CO1: Learn competencies in Language Skills

CO2: Identifies the elements of modern literature.

CO3: Explore the life worthy literature.

CO4: Understand the historical dimensions of the literature.

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 1 | | | 1 | | | | 2 | 1 |
| CO2 | | | | | | | | | |
| CO3 | | | | | | | | | |
| CO4 | 1 | | | 1 | | | | 1 | 1 |

**Course Syllabus**

**UNIT 1**

1. Ilakal Kozhiyunnu: "D.Vinayachandran"

2. Kalayanasougandhikam, (Lines: kallummarangalum… namukkennarikavrikodara), *"*Kunjan Nambiar".

3. Naranattu bhranthan – "Madusuthanan nair"

4. Premasangeetham – "Ulloor S. Parameswara Iyer "

5. Ritusamhara- "Kalidasan (N P Chandrashekharan)" (six Indian seasons: grisma (summer), varsa/pavas (monsoon/rains), sarat (autumn), hemanta (cool), sisira (winter), and 38uropa38 (spring) (spring).

**UNIT 2**

1. KannerumKinavum, Chapter: ValarnnuVarunnoratmavu, "V.T.Bhattathirippadu",

2. Manushya Puthri- "Lalithambika Antharjanam"

3. Parayiperra panthirukulam: "Narendranath/ RajanChungath".

4. Pothichoru- by "Karoor Neelakanda Pillai"

5. Vishwa vikhyathmaya mookku- *"*Vaikom Muhammad Basheer"

**UNIT 3**

1. Bhratan – "kovilan"

**UNIT 4**

Translation: Knowledge of translation/ Different type of translation/ problems of translation & Practical work. A. Expansion of ideas; b. Precis Writing; c. Essay Writing; d. Letter writing; e. Critical appreciation of literary works.

**REFERENCE:**

1) Bhratan – "kovilan (Novel)"

2) D.Vinayachandran Kavithakal- "D.Vinayachandran"

3) KanneerumKinavum – "V.T.Bhattathirippad"

4) KalidasaHridayam- "K.P.NarayanaPisharady"

5) *Kunjan* Nambiarude Thullal *Krithikal* – "Kunchan Nambiar"

6) Manushya Puthri- "Lalithambika Antharjanam"

7) Modern Poetry studies- "N.V.KrishnaWarriar"

8) Naranattu bharanthan – “P. Madusuthanan Nair”

9) ParayiPettaPanthirukulam – “Narendranath/RajanChungath”

10) Pothichoru- by “Karoor Neelakanda Pillai”

11) Rthusamharam- “Kalidasan (N P Chandrashekharan)”

12) Ulloor Kavithakal Sampoornam. Kottayam: DC Books

13) Viswavikhyathamaya Mookku – “Vaikom Muhammad Basheer”

***Employability: Language Editor, Journalist, Language Media Analyst, Script & Content writer***

***Entrepreneurship: Know Language and can do freelance***

***Skill Development: Understand the grammar and its application***

**Evaluation Pattern - 80: 20**

**CA (L) – Continuous Assessment Lab - 80**

**ES (L) – End Semester Examination Lab – 20**

| | | | |
|---|---|---|---|
| **24TAM111** | **TAMIL II** | **L T P 1 0 2** | **C 2** |

**Course Objective:** The course will allow students to understand the writing competency in Tamil literature**.**

**Course outcomes:** By the end of the course the students will be able to:

1. Introduction to Tamil Folklore

2. Learning the nuances of Tamil spiritual literature

3. Exposure to the advanced aspects of Tamil grammar

4. Imbibing the spirit of language through familiarizing with linguistics, translation and creative writing

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 1 | | | 1 | | | | 2 | 1 |
| CO2 | | | | | | | | | |
| CO3 | | | | | | | | | |
| CO4 | 1 | | | 1 | | | | 1 | 1 |

அலகு 1 சிற்றிலக்கியங்கள் அறிமுகம்: கலிங்கத்துப்பரணி, முக்கூடற்பள்ளு 35. நாட்டுப்புறவியல்: வரவிலக்கணம் , நாட்டுப்புறப்பாடல்கள், கதைகள், கதைப்பாடல்கள், பழமொழி,

விடுகதைகள், கலைகள். Introduction to (Sittrilakkiyam): Kalingaththupparani (Poor Padiyathu) – Mukkdarpallu 35. Folklore: Definition, Folk Songs – Stories – kathaip Paadal – pazhamozhi – vidukathai – kalaikaL.

அலகு 2 பக்தி இலக்கியம்: ஆண்டாள் முழு வரலாறு, திருப்பாவை (1,2,3,4)

அலகு 3 தொல்காப்பியம்: பொருளிலக்கணம்

அலகு 4 மொழிப் பெயர்ப்பு: மொழிப் பெயர்ப்பு வகைகள், மொழிப் பெயர்ப்பின் முக்கியதுவமும் தேவையும், இயந்திர மொழிப் பெயர்ப்பு , கொள்கைகள் , இலக்கிய மொழிப் பெயர்ப்பு. மொழியியல் அறிமுகம்:மொழியும் மொழியியலும், பயன்பாடு மொழியின் தன்மைகள் ,மொழியியல் துறைகள். படைப்பாற்றல் உருவாக்குதல் (கருத்து பரிமாற்றம் – கவிதை இலக்கியம்- அறிமுகம், விடுதலைக்கு முன்னும் பின்னும் – நாடகம் – சிறுகதை). Translation: Types of translation – Importance and need of translation – Machine translation – Principles – Literary translation.
Introduction to Linguistics: Language and Linguistics- Linguistics – Characteristics of applied language – Fields of Linguistics. Creation of creativity (Exchange of ideas – introduction to poetry literature, before and after liberation – drama – short story).

**REFERENCES**


- மு.வரதராசன் " தமிழ் இலக்கிய வரதலாறு" சாஹித்ய அகாதமி பப்ளிகெஷன்ஸ் , 2012
- பொன் மணிமாறன் "அடோன் தமிழ் இலக்கணம் " அடோன் பப்ளிஷிங் குரூப், வஞ்சியூர், திருவனந்தபுரம், 2007 http:/www.tamilvu.org/library/libindex.htm.
- http:/www.gunathamizh.com/2013/07/blog0post_24.html
- தா. நா. தாரணிதரன், "தமிழர் நாட்டுப் பாடல்கள் ," நியூசெஞ்சுரி புத்தக வெளியிட்டகம், 1964, 2006.
- தா. நா. தாரணிதரன் "பழங்கதைகளும், பழமொழிகளும் "நியூசெஞ்சுரி புத்தக வெளியிட்டகம் , 1980,2008


***Employability: Language Editor, Journalist, Language Media Analyst, Script & Content writer***
***Entrepreneurship: Know Language and can do freelance***
***Skill Development: Understand the grammar and its application***
**Evaluation Pattern - 80: 20**
**CA (L) – Continuous Assessment Lab - 80**
**ES (L) – End Semester Examination Lab – 20**

| | | | |
|---|---|---|---|
| **22ADM101** | **FOUNDATIONS OF INDIAN HERITAGE** | **L T P 2 0 1** | **C 2** |

**Course Objectives**
To introduce students to the depths and richness of the Indian heritage and knowledge traditions, and to enable them to obtain a synoptic view of the grandiose achievements of India in diverse fields. To equip students with a knowledge of their country and its eternal values.

**Course Outcomes**

**CO1** Be able to enhance the understanding of the true essence of India's cultural and spiritual heritage through learning analytically what it amounts to living a happy life, and about the richness of India's education system, while pondering on the serious damage caused by colonialism in India alongside learning about the means of decolonisation and knowing about the early timeline of the Indian subcontinent.

**CO2** Learn about the sublime value of selflessness and final freedom alongside understanding the concept of the circle of life and the Indian approach toward it while delving into the means of celebrating life.

**CO3** Familiarize on the topic of what true love is, by way of understanding the immense compassion of mahātmas, and Mātā Amṛtānandamayī's Amma's gospel on compassion, the role of metaphors and tropes, whereafter focussing personality development through Yoga both theoretically and practically

**CO4** Appreciate the discussion on what it takes to be a strategic thinker, how India was glorified by various scholars and travellers and how strong a human being's association with nature should be alongside getting introduced to the glimpses of Indian traditions like Advaita Vedanta: the theory of oneness.

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | | | | 2 | 1 | | | | |
| CO2 | | | | 2 | 1 | | | | |
| CO3 | | | | 2 | 1 | | | | |
| CO4 | | | | 2 | 1 | | | | |

**Course Syllabus**

**Unit 1**

**Chapters 1-4**

Educational Heritage of Ancient India, Life and Happiness, Impact of Colonialism and Decolonisation, A Timeline of the Early Indian Subcontinent

**Unit 2**

**Chapters 5-8**

Pinnacle of Selflessness and ultimate freedom, the Indian approach towards life, Circle of Life, Ocean of love; the Indian Mahatmas.

**Unit 3**

Chapters 9 - 12

Man's association with Nature, Celebrating life 24/7. Metaphors and Tropes, Become A Strategic Thinker (Games / Indic activity)

**Unit 4**

**Chapters 13-16**

India: In the Views of Other Scholars and Travellers, Personality Development Through Yoga. Hallmark of Indian Traditions: Advaita Vedanta, Theory of oneness, Conversations on Compassion with Amma

**References**

— Foundations of Indian Heritage- In-house publication

— The beautiful tree by Dharampal – Other India Press, Mapusa, 2000

— Peasants and Monks in British India by William Pinch – University of California Press.1996

— India, that is Bharat: Coloniality, Civilisation, Constitution by J Sai Deepak -Bloomsbury India, 2021

— Awaken Children Dialogues with Mata Amritanandamayi, MAM Publications

— Man, and Nature by Mata Amritanandamayi Devi, MAM Publications

— What Becomes of the Soul After Death, Sri Swami Shivananda, Divine Life Society,1999

**Evaluation Pattern**

| Assessment | Internal | End Semester |
|---|---|---|
| Midterm Exam | 30 | |
| *Continuous Assessment (CA) | 30 | |
| End Semester/Project | | 40 |

**SEMESTER III**

**COURSE SYLLABUS**

| | | | |
|---|---|---|---|
| **26PSY201** | **Introduction to Indian Psychology** | **L T P 3 0 0** | **C 3** |

**Introduction**

Indian Psychology is based on psychological concepts and methods found in India's philosophical and spiritual heritage. Unlike Western psychology, which often focuses on observable and material aspects, Indian Psychology centres on inner experiences, self-awareness, and overall growth. This course introduces students to native perspectives on human behaviour, well-being, and transformation by exploring classical scriptures, yogic psychology, and the contributions of Indian scholars.

**Course Objectives**

— To introduce students to the foundational concepts of Indian Psychology derived from Indian philosophical systems.

— To explore the psychological implications of concepts such as self (Ātman), mind (Manas), consciousness (Cit), and liberation (Mokṣa).

— To examine the relevance of yogic, spiritual, and meditative practices for psychological health and well-being.

— To familiarize students with the contributions of key Indian psychologists like Sri Aurobindo and Swami Vivekananda.

— To critically compare Indian and Western approaches to psychological inquiry and healing.

**Course Outcomes**

CO1: Understand and articulate key principles of Indian Psychology and how they differ from Western frameworks.

CO2: Analyse concepts like consciousness, mind, ego, and self from classical Indian perspectives.

CO3: Evaluate the psychological insights embedded in Indian spiritual practices such as yoga and meditation.

CO4: Apply Indian psychological principles to issues of mental health, personal growth, and counselling.

CO5: Appreciate the relevance of Indian Psychology in contemporary psychological research and practice.

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 2 | | 2 | | | | 3 | |
| CO2 | 3 | 2 | | 2 | | | | 3 | |
| CO3 | 3 | 2 | | 2 | | | | 3 | |
| CO4 | 3 | 2 | | 2 | | | | 3 | |
| CO5 | 3 | 2 | | 2 | | | | 3 | 3 |

**Course Syllabus**

**Unit I: Foundations of Indian Psychology**

Definition and scope of Indian Psychology. Differences between Indian and Western Psychology. Sources: Vedas, Upanishads, Bhagavad Gita, Samkhya and Vedanta systems.

Concepts of Manas, Buddhi, Ahamkara, and Atman. Purushartha and its psychological relevance

**Unit II: Psychology in the Bhagavad Gita and Upanishads**

Psychological insights from the Bhagavad Gita: duty, self-control, detachment. Gunas (Sattva, Rajas, Tamas) and personality. Models of mind and consciousness in the Upanishads. Concept of self and liberation

**Unit III: Yoga and Indian Psychological Practices**

Patanjali's Ashtanga Yoga and psychological purification. Yoga as a therapeutic practice: mind-body harmony. Meditation, Pranayama, and concentration. Holistic healing through Indian spiritual psychology

**Unit IV: Logic, Indian Thinkers and Contributions**

Logic: Reflective thinking, propositions, arguments, and inductive and deductive reasoning, focusing on truth, validity, and laws of thought.

Sri Aurobindo's Integral Yoga Psychology. Swami Vivekananda on education, self-realisation, and human potential. J. Krishnamurti's approach to self-awareness and conditioning. Sri Mata Amritanandamayi Devi's teachings. Role of women in Indian Psychology: Eastern vs Western views

**Unit V: Applications of Indian Psychology**

Indian Psychology in mental health and well-being. Indian approaches to counselling and therapy. Research and developments in contemporary Indian Psychology. Challenges and scope of integrating Indian Psychology in academia and practice

**References**

**Textbooks**


1. Krishnamurthy, J. (2019). Introduction to Indian logic. Motilal Banarsidass.
2. Copi, I. M., Cohen, C., & Rodych, V. (2019). Introduction to logic (15th ed.). Routledge.
3. Misra, G., & Mohanty, A. K. (2002). Perspectives on indigenous psychology. Concept Publishing Company.
4. Cornelissen, R. M. M., Misra, G., & Varma, S. (2014). Foundations of Indian psychology (Vols. 1 & 2). Pearson.
5. Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (2008). Handbook of Indian Psychology. Cambridge University Press India.
6. Aurobindo, S. (1997). The life divine. Sri Aurobindo Ashram Trust.


**Suggested Readings**

1. Vatsayan, K. (2022). Yoga for mental health. In Yoga and Mental Health: Proceedings of the International Conference, CCRYN.
2. Feldman, R. S. (2017). Understanding psychology (13th ed.). McGraw-Hill Education.
3. Gerrig, R. J. (2012). Psychology and life (20th ed.). Pearson Education.

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|---|---|---|---|
| **26PSY202** | **Developmental Psychology** | **L T P 3 0 0** | **C 3** |

**Introduction**

Developmental Psychology examines human growth and development throughout the entire lifespan, from conception to old age. This course offers students a thorough understanding of the cognitive, emotional, social, and physical changes individuals experiences at key developmental stages. Students will explore major theories, research methods, and fundamental findings related to human development. The course also includes an overview of both normal and atypical development, emphasising how individual and societal factors can influence growth. A balance is maintained between theoretical perspectives and practical applications, equipping students to recognise and support development in various contexts.

**Course Objectives**

- To study the stages of human development from conception through late adulthood.
- To understand the physical, cognitive, emotional, and social changes that occur throughout the human lifespan.
- To examine and apply major developmental theories to real-life developmental phenomena.
- To explore the interaction of genetic, environmental, and cultural factors in shaping development.
- To evaluate normative and atypical patterns of development and life transitions.
- To use beginner-level digital tools for tracking, visualizing, and simulating developmental processes.

**Course Outcomes**

CO1: Demonstrate an understanding of the major developmental stages and key changes at each stage.

CO2: Apply developmental theories to analyse human behaviour across the lifespan.

CO3: Evaluate the biological, psychological, and environmental factors influencing development.

CO4: Understand the impact of life transitions, ageing, and pathological changes on individual development.

CO5: Integrate theoretical and practical knowledge of development to address issues in health, education, and social policy.

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | | | 2 | | | | 2 | |
| CO2 | 3 | | | 2 | | | | 2 | |
| CO3 | 3 | | | 2 | | | | 2 | |
| CO4 | 3 | | | 2 | | | | 3 | |
| CO5 | 3 | | | 2 | 3 | | | 2 | 3 |

**Course Syllabus**

**UNIT I: Conception through Birth**

Key concepts in developmental psychology. Stages and issues in human development. Prenatal development: stages, risk factors, and complications. Childbirth: stages, types, and psychological implications. Genetic and environmental influences on prenatal development. Use apps or Google Forms to track prenatal milestones and digitally visualise foetal development.

**UNIT II: Infancy to Late Childhood**

Infancy and babyhood: developmental milestones, attachment, and adjustment. Early and late childhood: cognitive, emotional, and moral development. Environmental influences, parenting, and risk factors. Normal vs. atypical developmental patterns. Interactive simulations to illustrate attachment styles and milestone development. Visualisation of growth curves in Excel or Canva.

**UNIT III: Puberty and Adolescence**

Puberty: physiological changes and their psychosocial impacts. Adolescence: identity

development, autonomy, peer relationships. Cognitive and emotional development, moral reasoning. Behavioural risks, mental health concerns, and resilience. Online quizzes and self-assessment tools for adolescents' cognitive and emotional development stages. Group mapping exercises using Miro or Jamboard.

**UNIT IV: Adulthood and Middle Age**

Early adulthood: vocational, marital, and social adjustments. Middle age: physical, emotional, and social transformations. Family roles, career development, parenting, and life transitions. Midlife crisis, mental health, and coping mechanisms. Case study simulations for adult developmental challenges. Visualisation of adult life transitions using Canva timelines or infographics.

**UNIT V: Old Age**

Characteristics and challenges of ageing. Cognitive decline, motor function, and emotional regulation. Retirement, loss, and changes in living arrangements. Developmental tasks and mental health in late adulthood. Normal vs. pathological ageing. Use apps and online tools for cognitive assessment simulations and tracking elderly care interventions. Visual mapping of ageing trajectories in PowerPoint or Excel.

**References**

**Textbooks**


1. Hurlock, E. B. (1980). Developmental psychology. Tata McGraw-Hill.
2. Santrock, J. W. (1999). Life-span development. McGraw-Hill.
3. Papalia, D. E., & Olds, S. W. (1994). Child development. Tata McGraw-Hill.
4. Berk, L. E. (2013). Development through the lifespan (6th ed.). Pearson.
5. Siegler, R., DeLoache, J., Eisenberg, N., & Saffran, J. (2017). How children develop (5th ed.). Worth Publishers.


**Suggested Readings**


1. Shaffer, D. R., & Kipp, K. (2013). Developmental psychology: Childhood and adolescence (9th ed.). Cengage Learning.
2. Kail, R. V., & Cavanaugh, J. C. (2016). Human development: A life-span view (7th ed.). Cengage Learning.
3. Feldman, R. S. (2016). Development across the life span (8th ed.). Pearson.


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| **26PSY203** | **Biological Psychology II** | **L T P 3 0 0** | **C 3** |

**Introduction**

Advanced Biological Psychology examines the intricate interactions between the nervous system and human behaviour. This course offers students a comprehensive understanding of neuroanatomy, molecular biology, and the neurophysiological mechanisms that underpin memory, learning, emotion, motivation, sleep, and psychiatric disorders. Students will explore how the brain changes throughout the lifespan and how disruptions in neural functioning can lead to psychological and behavioural issues. Through rigorous theoretical foundations, digital

tools, and current research, learners will gain a scientific understanding of the biological bases of behaviour and mental processes.

**Course Objectives**

- To introduce the detailed structure and function of the human nervous system and its role in behaviour.
- To understand the neuroanatomical and molecular basis of learning and memory.
- To explore the plasticity and developmental changes of the nervous system throughout the lifespan.
- To examine the neural mechanisms underlying sleep, emotion, and motivation.
- To analyse the biological correlates and neurochemical factors involved in psychiatric disorders.
- To use beginner-level digital tools to visualise, simulate, and analyse neurobiological processes.

**Course Outcomes**

CO1: Demonstrate advanced understanding of neuroanatomical structures and their functional significance.

CO2: Analyse the molecular and neurobiological processes involved in learning and memory.

CO3: Explain the concept of neural plasticity and its role in developmental changes across the lifespan.

CO4: Evaluate the biological basis of emotions, motivation, and sleep regulation.

CO5: Examine the biological components and neurochemical mechanisms underlying psychiatric conditions.

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | | | 3 | | 3 | | 3 | |
| CO2 | 3 | | | 3 | | 3 | | 3 | |
| CO3 | 3 | | | 3 | | 3 | | 3 | |
| CO4 | 3 | | | 3 | | 3 | | 3 | |
| CO5 | 3 | | | 3 | | 3 | | 3 | |

**Course Syllabus**

**UNIT I: Neuroanatomy and Neural Functioning**

Introduction to advanced neuroanatomy. Central and peripheral nervous system structures. Functional mapping of brain regions. Neural pathways and synaptic transmission. Integration of sensory and motor systems. Use 3D brain atlas apps to explore brain structures and pathways interactively. Map neural circuits using Miro/Jamboard.

**UNIT II: Learning, Memory, and Neural Plasticity**

Neuroanatomy and functioning of memory systems. Hippocampus and memory consolidation. Molecular biology of learning: synaptic plasticity, LTP, and LTD. Neurogenesis and brain plasticity across the lifespan. Effects of experience and environment on brain development. Neurosis and Brain Explorer simulations for LTP/LTD, neurogenesis, and memory consolidation processes.

**UNIT III: Sleep and Circadian Rhythms**

Functional neuroanatomy of sleep. Sleep stages and associated brain activity. Neural regulation of sleep-wake cycles. Role of neurotransmitters and hormones in sleep. Impact of sleep disorders on behaviour and cognition. Sleep tracking apps (Fitbit, Sleep Cycle) to monitor patterns. Visualisation of circadian rhythms using Excel or Canva.

**UNIT IV: Emotion and Motivation**

Limbic system and the neural basis of emotions. Amygdala, hypothalamus, and emotion regulation. Neural substrates of motivation and reward pathways. Neuroendocrine mechanisms involved in emotional responses. Interaction between emotion, cognition, and behaviour. Interactive simulations for emotion regulation pathways. Case study mapping using digital whiteboards (Jamboard).

**UNIT V: Biological Basis of Psychiatric Disorders**

TPN and DMN. Neurobiological components of mood disorders (e.g., depression, bipolar disorder). Schizophrenia and neurochemical imbalances. Anxiety and stress-related disorders: HPA axis and brain circuits. Genetic and epigenetic influences on mental health. Psychopharmacology and biological treatment strategies. Explore publicly available datasets (e.g., OpenNeuro) for beginner-level analysis in SPSS or Jamovi.

**References**

**Textbooks**


1. Carlson, N. R. (2013). Foundations of behavioural neuroscience (9th ed.). Pearson.
2. Kalat, J. W. (2019). Biological psychology (13th ed.). Cengage Learning.
3. Kandel, E. R., Schwartz, J. H., Jessell, T. M., Siegelbaum, S. A., & Hudspeth, A. J. (2013). Principles of neural science (5th ed.). McGraw-Hill.
4. Bear, M. F., Connors, B. W., & Paradiso, M. A. (2020). Neuroscience: Exploring the brain (4th ed.). Wolters Kluwer.

5. Garrett, B. (2014). Brain & behaviour: An introduction to biological psychology (4th ed.). SAGE Publications.

**Suggested Readings**

1. Pinel, J. P. J., & Barnes, S. J. (2017). Biopsychology (10th ed.). Pearson.
2. Rosenzweig, M. R., Breedlove, S. M., & Watson, N. V. (2005). Biological psychology: An introduction to behavioural, cognitive, and clinical neuroscience (4th ed.). Sinauer Associates.
3. Wickens, A. P. (2015). Foundations of biopsychology (2nd ed.). Pearson.

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| **26PSY204** | **Clinical Psychology I** | **L T P 3 0 0** | **C 3** |

**Introduction**

This course offers a comprehensive introduction to clinical psychology and modern psychotherapy. Students learn about the classification, diagnosis, causes, and treatment of mental disorders throughout life. The curriculum emphasizes evidence-based practices, models of psychological disorder development, intervention guidelines, and practical application for various age and clinical groups. Principles of prevention and rehabilitation are also covered, providing foundational knowledge for working with those experiencing psychological distress.

**Course Objectives**

- To introduce students to the major mental disorders affecting individuals across different life stages.
- To understand the classification systems, symptom patterns, diagnostic criteria, comorbidities, and epidemiology of mental disorders.
- To examine evidence-based psychotherapy approaches and the theoretical models that guide them.
- To explore current scientific guidelines and best practices for treatment and intervention.
- To understand the principles of prevention and rehabilitation for various psychological conditions across age groups.
- To use beginner-friendly digital tools for assessment, case simulation, and intervention planning.

**Course Outcomes**

CO1: Identify and describe key mental disorders across infancy, childhood, adolescence, adulthood, and old age.

CO2: Apply classification and diagnostic systems in understanding mental health conditions.

CO3: Analyse the models explaining the onset, course, and maintenance of psychological disorders.

CO4: Evaluate evidence-based psychotherapy interventions and their structural components.

CO5: Demonstrate understanding of prevention and rehabilitation strategies in clinical psychology.

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | | | | | | | | |
| CO2 | 3 | 3 | | 3 | | | 3 | 3 | |
| CO3 | 3 | 3 | | 3 | | | 3 | 3 | |
| CO4 | 3 | | | | | 3 | 3 | 3 | |
| CO5 | 3 | | | | | 3 | 3 | 3 | |

**Course Syllabus**

**UNIT I: Introduction to Clinical Psychology and Mental Disorders**

Scope and history of clinical psychology. Classification systems: DSM-5 and ICD-11. Symptom patterns, diagnosis, and comorbidities. Epidemiology and aetiology of mental disorders. Developmental and lifespan considerations in psychopathology. Digital assessment apps (PsyToolkit, MindLAMP) for understanding symptom tracking and classification.

**UNIT II: Mental Disorders Across the Lifespan**

Mental health issues in infants and children: developmental disorders, anxiety, and behavioural problems. Adolescent mental health: mood disorders, eating disorders, self-harm. Adult psychopathology: depression, anxiety, personality disorders, substance use. Mental disorders in the elderly: dementia, late-life depression, bereavement. Gender and cultural considerations in diagnosis and treatment. Virtual case simulations to practice age-specific diagnosis and intervention planning.

**UNIT III: Models of Psychopathology and Psychotherapy**

Biological, psychological, and sociocultural models. Cognitive-behavioural, psychodynamic, and humanistic perspectives. Models of onset, maintenance, and course of disorders. The

biopsychosocial model. Risk and protective factors. Use Miro/Jamboard to create interactive biopsychosocial maps and model comparisons.

**UNIT IV: Evidence-Based Psychotherapy Interventions**

Cognitive Behavioural Therapy (CBT). Dialectical Behaviour Therapy (DBT). Psychodynamic and interpersonal therapies, Third Wave Therapies, Mindfulness and Transcendental Meditation-based Psychotherapies. Humanistic and existential therapies. Therapy structures, goals, and common techniques. Telepsychology role-play platforms and virtual therapy simulations for hands-on experience with therapy techniques.

**UNIT V: Prevention, Rehabilitation, and Best Practice Guidelines**

Prevention strategies: primary, secondary, and tertiary. Rehabilitation approaches: community-based and clinical settings. Guidelines for best practices: NICE, APA, and WHO recommendations. Therapy adaptation for different age groups and clinical populations. Ethical considerations and therapeutic boundaries. Use beginner-friendly data analysis (Excel, SPSS, Jamovi) to track prevention outcomes and rehabilitation progress.

**Reference**

**Textbooks**


1. American Psychiatric Association. (2022). Diagnostic and statistical manual of mental disorders (5th ed., text rev.; DSM-5-TR).
2. Barlow, D. H., & Durand, V. M. (2018). Abnormal Psychology: An Integrative Approach (8th ed.). Cengage Learning.
3. Kring, A. M., Johnson, S. L., Davison, G. C., & Neale, J. M. (2021). Abnormal Psychology (14th ed.). Wiley.
4. Corey, G. (2017). Theory and practice of counselling and psychotherapy (10th ed.). Cengage Learning.
5. Sadock, B. J., Sadock, V. A., & Ruiz, P. (2017). Kaplan & Sadock's synopsis of psychiatry: Behavioural sciences/clinical psychiatry (11th ed.). Wolters Kluwer.


**Suggested Readings**


1. Butcher, J. N., Hooley, J. M., & Mineka, S. (2014). Abnormal Psychology (16th ed.). Pearson.
2. Comer, R. J. (2018). Abnormal Psychology (10th ed.). Worth Publishers.
3. Sue, D., Sue, D. W., Sue, D. M., & Sue, S. (2016). Understanding abnormal behaviour (11th ed.). Cengage Learning.


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| **26PSY205** | **Introduction to Psychological Statistics I** | **L T P 3 0 0** | **C 3** |

**Introduction**

This practicum-based course offers students an opportunity to experience the research process hands-on by participating in faculty-led empirical research projects. Working in small collaborative groups, students actively apply their theoretical knowledge to real-world research activities. The course guides them through the entire research cycle—from conducting literature reviews, formulating hypotheses, designing studies, and collecting and analysing data using descriptive and inferential statistics, to preparing a scientific report in APA format. Emphasis is placed on rigorous research practices such as a priori sample size calculation, pre-registration of hypotheses, anonymized data sharing, and transparent reporting. This course bridges the gap between theory and practice and contributes to basic or applied psychological science.

**Course Objectives**

- To train students in conducting empirical research in a systematic and ethical manner.
- To enable students to critically review existing literature and develop testable hypotheses.
- To provide hands-on experience in research planning, data collection, and statistical analysis.
- To encourage the use of open science practices such as pre-registration and data sharing.
- To develop students' skills in scientific writing and transparent reporting of research findings.
- To apply beginner-level digital tools for literature management, data collection, analysis, and reporting.

**Course Outcomes**

CO1: Conduct a systematic literature review and develop research questions and hypotheses.

CO2: Design a research study with appropriate operational definitions and methodology.

CO3: Perform data collection and apply relevant statistical techniques to analyse results.

CO4: Demonstrate good research practices, including a priori sample size estimation, pre-registration, and anonymised data sharing.

CO5: Prepare a detailed, replicable scientific report adhering to APA style and ethical standards.

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | | | 3 | | 3 | | 3 | 3 | 3 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| CO2 | | | 3 | | 3 | | 3 | 3 | 3 |
| CO3 | | | 3 | | 3 | | 3 | 3 | 3 |
| CO4 | | | 3 | | 3 | | 3 | 3 | 3 |
| CO5 | | | 3 | | 3 | | 3 | 3 | 3 |

**Course Syllabus**

**UNIT I: Introduction to the Research Process**

Overview of empirical research in psychology. Role of ethics in psychological research. Selection of research topics and problem formulation. Collaborative group-based research planning. Understanding the contribution to basic and applied psychological science. Use digital collaborative tools (Google Docs, Miro, Jamboard) for team planning and protocol drafting.

**UNIT II: Literature Review and Hypothesis Development**

Conducting literature reviews using databases (e.g., PsycINFO, PubMed, SCOPUS, Web of Science, CINHL, Google Scholar). Identifying research gaps and formulating testable hypotheses. Operational definitions of constructs. Conceptual vs. empirical research articles. Introduction to pre-registration platforms and procedures. Reference management software (Zotero, Mendeley, EndNote) and pre-registration platforms (OSF, AsPredicted) for beginner-level practice.

**UNIT III: Research Design and Sample Size Estimation**

Selecting appropriate research designs: experimental, quasi-experimental, correlational. Sampling methods and inclusion/exclusion criteria. A priori power analysis using software like G*Power. Designing research instruments and procedures. Planning and conducting pilot studies. G*Power beginner tutorials for sample size estimation. Online survey platforms (Google Forms, Qualtrics) for pilot testing.

**UNIT IV: Data Collection, Analysis, and Open Science Practices**

Ethical data collection procedures. Managing and anonymising datasets. Use of statistical software (e.g., SPSS, Jamovi, R). Descriptive and inferential statistical methods. Creating and maintaining a data repository for transparency and replicability. Hands-on practice with beginner modules of SPSS, SAS, Jamovi, or R. Cloud-based repositories (OSF, Zenodo) for sharing anonymised datasets.

**UNIT V: Scientific Writing and Reporting**

1. Structure of a scientific research paper (APA format). Writing the introduction, methods, results, and discussion sections. Interpreting findings and discussing implications. Limitations, future directions, and ethical reporting. Peer review, presentation, and feedback integration. Writing support tools (Grammarly, Zotero Word plugin) and collaborative writing platforms for APA-compliant reporting.

**References**

**Textbooks**


1. Morling, B. (2020). Research methods in psychology: Evaluating a world of information (4th ed.). W. W. Norton & Company.
2. Creswell, J. W., & Creswell, J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approach (5th ed.). Sage Publications.
3. Field, A. (2017). Discovering statistics using IBM SPSS Statistics (5th ed.). Sage Publications.
4. American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Author.
5. Lakens, D. (2021). The value of preregistration for psychological science: A conceptual analysis. Perspectives on Psychological Science, 16(1), 77–87. https://doi.org/10.1177/1745691620952412


**Suggested Readings**


1. Nosek, B. A., Ebersole, C. R., DeHaven, A. C., & Mellor, D. T. (2018). The preregistration revolution. Proceedings of the National Academy of Sciences, 115(11), 2600–2606. https://doi.org/10.1073/pnas.1708274114
2. Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2015). Research methods in psychology (10th ed.). McGraw-Hill Education.
3. Neuman, W. L. (2014). Social research methods: Qualitative and quantitative approaches (7th ed.). Pearson.


| **26PSY206** | **Introduction to Computing Level 3** | **L T P 1 1 2** | **C 3** |
|---|---|---|---|

**Prerequisites:**

**Course Objectives:**

- Introduce the use of ICT tools relevant for psychology and behavioural sciences.
- Develop foundational skills in basic data analysis for psychology and behavioural sciences research.
- To provide hands-on experience in exploring and describing public data sets, along with an evaluation of their reliability.

**Course Outcomes:**

CO1: understands the basics of computer systems and acquires the ability to effectively utilise hardware and software facilities.

CO2: Acquires the ability to calculate and interpret descriptive measures such as mean, median, and mode

CO3: Acquire critical skills to identify different data sources and assess their relevance and reliability.

**Skills:**

— Capacity to understand the data needs specific to projects or cases

— Browsing and searching for data sources

— Descriptive analysis skills with Excel sheets

— Scratch installation, Design process flow charts and Program concepts

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | | | 1 | | | | 1 | | |
| CO2 | | | 1 | | | | 1 | | |
| CO3 | | | 1 | | | | 1 | | |

**Course Syllabus:**

**Unit I - Introduction to ICT for Professional Psychological Practices**

Theories and models of case management; Role of ICT in information and communication.

**Unit II - Data and ethical considerations**

Understanding the data needs, exploring diverse data, evaluating data quality, and ethical considerations

**Unit III - Introduction to data analysis**

Role of data analysis in psychology, mental health and behavioural sciences; Data analysis process and framework; Application of data analysis in social science

**Unit IV - Descriptive data analysis**

Mean, median and mode; count; Average; Distribution; Demonstration through hands-on sessions.

**Unit V - Introduction to computing**

Concepts of programming and computing; Introduction to scratch programming; Hands-on sessions on programming; Conditional statements; Control structures, Loops and constructs;

**References:**

Learning practical digital skills with Google https://applieddigitalskills.withgoogle.com/en/learn

| 24ELS201 | Essential Life Skills -1 | L T P 1 0 2 | C 2 |
|---|---|---|---|

**Pre-requisite:** An open mind and the urge for self-development, Basic English language skills, and knowledge of high school level mathematics.

**Course Objective:** To assist students in inculcating soft skills, developing a strong personality, empowering them to face life's challenges, improving their communication skills and problem-solving skills.

**Course Outcomes**

CO1: Soft Skills - To develop a greater morale and positive attitude to face, analyse, and manage emotions in real-life situations, like the placement process.

CO2: Soft Skills - To empower students to create a better impact on a target audience through content creation, effective delivery, appropriate body language and overcoming nervousness, in situations like presentations, Group Discussions and interviews.

CO3: Aptitude – To analyse, understand and solve questions in arithmetic and algebra by employing the most suitable methods.

CO4: Aptitude - To investigate and apply suitable techniques to solve questions on logical reasoning.

CO5: Verbal – To infer the meaning of words & use them in the right context. To have a better understanding of the nuances of English grammar and become capable of applying them effectively.

CO6: Verbal - To identify the relationship between words using reasoning skills. To develop the capacity to communicate ideas effectively. Skills: Communication, self-confidence, emotional intelligence, presentation skills and problem-solving Skills.

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | | | | | | 3 | | |
| CO2 | 3 | | | | | | 3 | | |
| CO3 | 3 | | | | | | 3 | | |
| CO4 | 3 | | | | | | 3 | | |
| CO5 | 3 | | | | | | 3 | | |
| CO6 | 3 | | | | | | 3 | | |

**Course Syllabus**

**Soft Skills**

**Soft Skills and their importance: Pleasures and pains of transition from an academic environment to a work environment**. New-age challenges and distractions. Learning to benefit from constructive criticism and feedback. Need for change in mindset and up-skilling to keep oneself competent in the professional world.

**Managing Self:** Knowing oneself, Self-perception, Importance of positive attitude, Building and displaying confidence, avoiding being overconfident, managing emotions, stress, and fear. Developing Resilience and Handling Failures. Self-motivation, Self-learning, and continuous knowledge upgrading/Lifelong learning. Personal productivity - Goal setting and its importance in career planning, Self-discipline, Importance of values, ethics and integrity, Universal Human Values.

**Communication:** Process, Language Fluency, Non-verbal, and Active listening. Assertiveness vs. aggressiveness. Barriers in communication. Digital communication

**Aptitude**

**Numerical Ability I:** Numbers, Percentage, Ratio, Proportion & Variation, Averages and Equations.

**Logical Reasoning I:** Blood Relations, Direction Test, Syllogisms, Series, Odd One Out, Coding & Decoding, Cryptarithmetic and Input - Output Problems.

**Verbal Skills**

**Vocabulary:** Familiarise students with the etymology of words, help them realise the relevance of word analysis and enable them to answer synonym and antonym questions. Create an awareness about the frequently misused words, commonly confused words and wrong forms of words in English.

**Grammar (Basics):** To learn the usage of grammar and facilitate students to identify errors and correct them.

**Reasoning:** Stress the importance of understanding the relationship between words through analogy questions. Emphasise the importance of avoiding the gap (assumption) in the argument/ statements/ communication.

**Speaking Skills:** Make students conscious of the relevance of effective communication in today's world through individual speaking activities.

**Writing Skills:** Introduce formal written communication and keep students informed about email etiquette.

**References:**

1.Gulati. S., (1006) "Corporate Soft Skills", New Delhi, India: Rupa & Co.

2.The hard truth about Soft Skills, by Amazon Publication.

3.Verbal Skills Activity Book, CIR, AVVP

4. Nova's GRE Prep Course, Jeff Kolby, Scott Thornburg & Kathleen Pierce

5.The BBC and British Council online resources

6.Owl Purdue University online teaching resources

7.www.thegrammarbook.com online teaching resources

8.www.englishpage.com online teaching resources and other useful websites

9.Student Workbook: Quantitative Aptitude & Reasoning, Corporate & Industry

10. Relations, Amrita Vishwa Vidyapeetham.

11. Quantitative Aptitude for All Competitive Examinations, Abhijit Guha.

12. How to Prepare for Quantitative Aptitude for the CAT, Arun Sharma.

13. How to Prepare for Data Interpretation for the CAT, Arun Sharma.

14. How to Prepare for Logical Reasoning for the CAT, Arun Sharma.

15. Quantitative Aptitude for Competitive Examinations, R S Aggarwal.

16. A Modern Approach to Logical Reasoning, R S Aggarwal.

17. A Modern Approach to Verbal & Non-Verbal Reasoning, R S Aggarwal.

**Evaluation Pattern**

| **Assessment** | **Internal** | **End Semester** |
|---|---|---|
| **Continuous Assessment (CA) – Soft Skills** | **30** | |
| **Continuous Assessment (CA) – Aptitude** | **10** | **25** |
| **Continuous Assessment (CA) – Verbal** | **10** | **25** |
| **Total** | **50** | **50** |

***CA - Can be presentations, speaking activities and tests.**

| **22ADM111** | **Glimpses of Glorious India** | **L T P 2 0 1** | **C 2** |
|---|---|---|---|

**Course Objective**

The course aims at introducing Bhārath in a nutshell to the student, which includes the sources of Indian thoughts, eminent personalities who shaped various disciplines, India's significant

contribution to mankind, the current stature of India in geopolitics and the Indian approach to science and ecology.

**Course Outcome**

CO1: Will be able to recognise the call of Upanishads and outstanding personalities for confronting the wicked in the real world while admiring the valour, pursuit and divinity in both classical and historical female characters of India.

CO2: Will be introduced to Acharya Chanakya, his works, and his views on polity and nation, to find alignment between public and personal life, alongside understanding India's cultural nuances and uniqueness in the understanding of God across major global communities.

CO3: Will be able to appreciate the Bhagavad Gita as the source of the Indian worldview through the various Yogic lessons enshrined in it, making it one of India's numerous soft powers, and also understand the faith-oriented mechanism of preserving nature.

CO4: Will be informed about the enormous contribution of Indian civilisation over two and a half millennia to humanity and develop awareness about India's approach toward science, devoid of dogmas and rooted in humanism.

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 1 | | | 2 | 2 | | | | |
| CO2 | 1 | | | 2 | 2 | | | | |
| CO3 | 1 | | | 2 | 2 | | | | |
| CO4 | 1 | | | 3 | 2 | | | | |

**Course Syllabus**

**Unit 1**

Chapter 1 – Face the Brutes

Chapter 2 – Role of Women in India

Chapter 3 – Acharya Chanakya

Chapter 4 – God and Ishwara

**Unit 2**

Chapter 5 – Bhagavad Gita: From Soldier to Samsarin to Sadhaka

Chapter 6 – Lessons of Yoga from Bhagavad Gita

Chapter 7 – Indian Soft powers

Chapter 8 – Preserving Nature through Faith

**Unit 3**

Chapter 9 - Ancient Indian Cultures (Class Activity)

Chapter 10 - Practical Vedanta

Chapter 11 - To the World from India (For Continuous Assessment)

Chapter 12 - Indian Approach to Science.

**Reference**


- *Glimpses of Glorious India- In-house publication*
- Fear Not: Be Strong (Swami Tathagatananda)
- Essays on Gita (Sri Aurobindo)- Aurobindo Ashram
- Indian Contribution to Science (Vijana Bharati Publication)
- The Culture and Civilisation of Ancient India In Historical Outline (D. D. Kosambi)
- The Kautilya Arthashastra by Chankaya – Translation with critical and explanatory note by R P Kangle
  - Motilal Banarasidass Publishers- 1972
- Chanakya Neeti – Strategies for success – Radhakrishnan Pillai – Jaico Publishing House- 2020.
- Universal Message of the Bhagavad Gita: An exposition of the Gita in the Light of Modern Thought and Modern Needs. - Swami Ranganathananda, Advaita Ashrama Belur Math, 2000.
- A Concise History of Science In India – D M Bose, S N Sen, B V Subbarayappa, The Indian National
- Science Academy 1971.
- Indian Culture and India's Future – Michel Danino - D.K. Printworld (P) Ltd -2011.


**Evaluation Pattern**

| **Assessment** | **Internal** | **End Semester** |
|---|---|---|
| **Midterm Exam** | **30** | |
| ***Continuous Assessment (CA)** | **30** | |
| **End Semester** | | **40** |

•CA – Can be Quizzes, Assignments, Lab Practice, Projects, and Reports

**SEMESTER IV**

**COURSE SYLLABUS**

| 26PSY211 | Educational Psychology | L T P 3 0 0 | C 3 |
|---|---|---|---|

**Introduction**

This course introduces students to the theoretical frameworks, empirical research, and applied aspects of educational and pedagogical psychology. It focuses on the psychological foundations of teaching and learning, the acquisition of social competence, and the processes of child-rearing and education across the lifespan. The course also explores how individual, social, and cultural differences influence educational outcomes, and examines both formal (e.g., schools, universities) and informal (e.g., family, peer groups) learning environments. Students will study pedagogical and psychological interventions, with particular emphasis on learners with disabilities, while considering relevant legal policies and ethical frameworks. This course bridges theory and practice, preparing students to apply their knowledge in diverse educational settings.

**Course Objectives**

- To introduce students to key concepts, theories, and empirical findings in educational and pedagogical psychology.
- To help students understand the role of individual differences, social, and cultural factors in learning and development.
- To familiarise students with instructional strategies and learning environments in both formal and informal educational settings.
- To provide insights into psychological and pedagogical interventions aimed at enhancing educational outcomes.
- To develop awareness about legal frameworks, rights, and policies relevant to educational practice and special needs support.
- To incorporate beginner-level digital tools for classroom observation, assessment, learning analytics, and assistive technologies.

**Course Outcomes**

CO1: Demonstrate an understanding of major theories and empirical research related to learning, teaching, and education.

CO2: Analyse the influence of family, peer, social, and cultural contexts on child development and educational outcomes.

CO3: Apply pedagogical and psychological principles in evaluating learning environments and instructional strategies.

CO4: Assess the needs of learners with developmental or learning disabilities and evaluate suitable interventions.

CO5: Explain the legal, policy, and ethical aspects governing psychological and educational interventions in diverse settings.

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 2 | | | | | 2 | 2 | |
| CO2 | 3 | 2 | | | | | 2 | 2 | |
| CO3 | 3 | 2 | | | | | 2 | 2 | |
| CO4 | 3 | 2 | | | | | 2 | 2 | |
| CO5 | | | | | 3 | | 2 | 2 | 3 |

**Course Syllabus**

**UNIT I: Foundations of Educational and Pedagogical Psychology**

Historical development and scope. Key theories: behaviourism, cognitivism, constructivism, and social learning theory. The learning process: motivation, cognition, memory, and metacognition. Role of the teacher and learner in educational settings. Beginner digital classroom observation tools (ClassDojo, Google Classroom) to monitor teaching-learning interactions.

**UNIT II: Learning and Development Across the Lifespan**

Child-raising practices and their influence on education. Learning and developmental changes from early childhood to adolescence. Role of informal settings: family, peers, and community. Educational transitions and their psychological implications. Use Google Forms or Microsoft Forms for surveys and parent/teacher feedback on developmental and educational milestones.

**UNIT III: Social and Cultural Influences in Education**

Socialisation and its effects on academic achievement and social behaviour. Influence of culture, SES, gender, and diversity in educational outcomes. Peer group interactions, classroom climate, and inclusion. Case studies from multicultural educational contexts. Learning analytics dashboards in Moodle or Canvas for tracking academic and behavioural outcomes.

**UNIT IV: Interventions in Educational Settings**

Instructional strategies for diverse learners. Identification and support for learning disabilities. Empirically supported pedagogical and psychological interventions. Role of the psychologist in school-based intervention. Assistive technology for learners with disabilities (screen readers, speech-to-text tools, text-to-speech apps). Digital collaborative platforms (Padlet, Miro) for intervention planning and case study work.

**UNIT V: Legal and Policy Frameworks in Education**

Educational rights of children with disabilities. National and international policies on inclusive education. Legal responsibilities of educators and psychologists. Ethical considerations in educational interventions. Access online policy databases and UNESCO resources to explore legal and policy frameworks.

**References**

**Textbooks**


1. Berk, L. E. (2018). Development through the lifespan (7th ed.). Pearson.
2. Santrock, J. W. (2021). Educational psychology (7th ed.). McGraw-Hill.
3. Woolfolk, A. (2019). Educational psychology (14th ed.). Pearson.
4. Slavin, R. E. (2020). Educational psychology: Theory and practice (13th ed.). Pearson.
5. Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.


**Suggested Readings**


1. UNESCO. (2020). Inclusion and education: All means all – Global education monitoring report 2020. https://unesdoc.unesco.org/ark:/48223/pf0000373718
2. Ormrod, J. E. (2020). Human learning (8th ed.). Pearson.
3. Lefrancois, G. R. (2019). Psychology for teaching (14th ed.). Cengage Learning.


| | | | |
|---|---|---|---|
| **26PSY212** | **Personality Structure** | **L T P 3 0 0** | **C 3** |

**Introduction**

This course offers a comprehensive introduction to personality structure, examining both differences between individuals (interindividual) and variations within a single person (intraindividual) in behaviour and mental processes. Students will engage with foundational concepts such as traits, motivation, and self-concept, and will study major theories including psychodynamic, behavioural, humanistic, trait, and social-cognitive perspectives. The curriculum covers empirical research and methodological approaches, equipping students with tools to investigate personality scientifically. Biological influences such as genetics and brain structure, psychological factors such as cognition and emotion, and social elements such as culture and relationships are explored to understand their impact on personality formation and expression. The course traces personality development and stability across the lifespan, highlighting how personality evolves from childhood through adulthood. Practical applications are addressed, with examples from clinical settings, personnel development, and interventions aimed at fostering positive change. Emphasis is placed on critical analysis and research skills,

encouraging students to evaluate theoretical perspectives and formulate research questions. Through this approach, learners will develop a robust understanding of personality structure, preparing them to apply these insights in real-world contexts and contribute meaningfully to the field.

**Course Objectives**

- To introduce students to foundational concepts, theoretical perspectives, and empirical findings in personality structure.
- To examine and compare major theories of personality and their implications for assessment and research.
- To explore biological, psychological, and social determinants of personality development and individual differences.
- To foster critical thinking about the relevance and application of personality theories in applied settings.
- To develop students' ability to analyse, evaluate, and present personality research with clarity and rigour.
- To integrate beginner-friendly digital tools for personality assessment, data visualisation, and collaborative research.

**Course Outcomes**

CO1: Demonstrate understanding of the core concepts and historical development of personality.

CO2: Critically compare and contrast major theories of personality and their underlying assumptions.

CO3: Analyse how personality traits and individual differences influence behaviour, motivation, and psychological functioning.

CO4: Apply personality theories and assessment methods to real-world settings such as counselling and organisational development.

CO5: Formulate research questions based on personality theories and evaluate relevant scientific literature.

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | | | | | | | 3 | 3 |
| CO2 | 3 | | | | | | | 3 | 3 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| CO3 | 3 | | | | | | | 3 | 3 |
| CO4 | 3 | 3 | 3 | | | | 3 | 3 | 3 |
| CO5 | 3 | | | | | | 3 | 3 | 3 |

**Course Syllabus**

**UNIT I: Foundations of Personality**

Definition, scope, and historical development. Personality as a psychological construct. Methods of personality research: correlational, experimental, and case studies. Measurement of personality: psychometrics and test construction basics. Beginner digital psychometrics tools (PsyToolkit, R beginner packages) for understanding test reliability and scoring.

**UNIT II: Major Theories of Personality**

Psychodynamic theories (Classical, Neo-Freudians and Post-Freudians): Sigmund Freud, Carl Jung, Alfred Adler and more. Humanistic theories: Carl Rogers, Abraham Maslow. Trait theories: Gordon Allport, Raymond Cattell, Hans Eysenck, Big Five Model. Behavioural and social-cognitive theories: Albert Bandura, Walter Mischel, Eric Berne. Online interactive simulations and digital case studies to explore different personality models in applied contexts.

**UNIT III: Personality Development and Stability**

Personality across the lifespan. Genetic and environmental influences on personality. Culture and personality. family, and socialization. Personality consistency and change over time. Use Google Sheets or Excel to track and visualise personality trait data across age groups or populations.

**UNIT IV: Biological and Social Bases of Personality**

Neurobiological correlates of personality. Temperament and genetic predispositions. Social and contextual influences. Personality and mental health: vulnerabilities and resilience. Digital collaboration platforms (e.g., Miro, Google Docs) for group research and case-study analysis of biological and social influences.

**UNIT V: Applications and Critical Perspectives**

Personality assessment in clinical and organisational settings. Personality and work: personnel development and job performance. Personality-based interventions and counselling. Critical reflection on cultural and ethical considerations in personality theory and assessment. Personality assessment tools, survey creation (Google Forms, Microsoft Forms), and beginner-level reporting and visualisation software (Excel, Jamovi) for applied exercises.

**References**

**Textbooks**

1. Cervone, D., & Pervin, L. A. (2019). Personality: Theory and research (14th ed.). Wiley.
2. Funder, D. C. (2019). The personality puzzle (8th ed.). W.W. Norton & Company.

3. Larsen, R. J., & Buss, D. M. (2020). Personality psychology: Domains of knowledge about human nature (7th ed.). McGraw-Hill Education.
4. McAdams, D. P. (2017). The art and science of personality development. Guilford Press.
5. Roberts, B. W., & Mroczek, D. (2008). Personality traits change in adulthood. Current Directions in Psychological Science, 17(1), 31–35. https://doi.org/10.1111/j.1467-8721.2008.00543.x

**Suggested Readings**

1. American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). American Psychological Association.
2. Carver, C. S., & Scheier, M. F. (2017). Perspectives on personality (8th ed.). Pearson.
3. Ryckman, R. M. (2013). Theories of personality (10th ed.). Cengage Learning.

| | | | |
|---|---|---|---|
| **26PSY213** | **Clinical Psychology II** | **L T P 3 0 0** | **C 3** |

**Introduction**

This course is designed as a continuation of the foundational concepts established in Semester 1, offering psychology students a comprehensive, advanced exploration of clinical psychology and psychotherapy. Building on prior knowledge, students will revisit the basic principles of psychological assessment, therapeutic practice, and developmental theory, which serve as the bedrock for more intricate study. The curriculum adopts a lifespan developmental approach, systematically examining mental disorders as they manifest from infancy through childhood, adolescence, adulthood, and into old age. By tracing how psychological conditions evolve across different stages, learners gain a nuanced appreciation of the interplay between biological, psychological, and social factors throughout the human life cycle. Central to the course is an in-depth investigation of the classification and diagnosis of mental disorders, utilising established diagnostic systems such as the DSM and ICD. Students will critically analyse diagnostic criteria, explore the complexities of differential diagnosis, and confront the challenges posed by overlapping symptomatology and comorbidities. The study of aetiology extends beyond surface-level explanations to encompass genetic, neurobiological, environmental, and psychosocial determinants, illustrating how multiple influences converge to shape the onset and progression of psychological disorders. Attention is paid to symptom patterns and the frequent occurrence of comorbid conditions, enabling students to appreciate the multifaceted nature of clinical presentations. The course further integrates epidemiological perspectives, encouraging students to examine prevalence rates, risk factors, and distribution patterns of mental health conditions across diverse populations and age groups. This epidemiological insight not only informs clinical practice but also underscores the importance of prevention and early intervention. Within this context, students are introduced to evidence-based psychotherapy approaches, including cognitive-behavioural, psychodynamic, humanistic, and integrative models. Each therapeutic method is presented with its theoretical foundations, technical components, and empirical support, fostering a critical understanding of

how evidence guides intervention choices. In addition, the course delves into contemporary models of psychopathology, offering students a framework to comprehend both the onset and maintenance of mental disorders. Structured interventions are emphasised, with practical instruction on prevention, rehabilitation, and therapeutic techniques meant for various age groups and psychological conditions. Students will explore the application of these interventions in real-world settings, considering how individual, familial, and societal factors influence outcomes. A significant component of the curriculum is dedicated to ethical and culturally competent mental health care. Students are guided through the principles of scientific guidelines and clinical best practices, such as those outlined by the American Psychological Association and other global authorities, the Rehabilitation Council of India (RCI). Emphasis is placed on respecting cultural diversity, maintaining professional integrity, and adhering to ethical standards in diagnosis, intervention, and rehabilitation. By grounding clinical decisions in scientifically validated frameworks, the course ensures that future practitioners are equipped to deliver high-quality, responsible, and culturally sensitive care to individuals across the lifespan.

**Course Objectives**

- To deepen knowledge of the developmental presentation and course of mental disorders across age groups.
- To familiarise students with diagnostic classifications, comorbidities, and epidemiological patterns of mental health conditions.
- To explore various etiological models and evidence-based therapeutic interventions.
- To introduce structured components of evidence-based psychotherapies, including their theoretical and technical underpinnings.
- To examine current prevention and rehabilitation strategies applicable to diverse age groups and psychological conditions.
- To encourage critical thinking around clinical guidelines and the integration of theory and practice in therapeutic work.
- To integrate beginner-level digital tools for diagnosis, intervention, monitoring, and collaborative clinical learning.

**Course Outcomes**

CO1: Demonstrate knowledge of mental disorders across different age groups, including infants, children, adolescents, adults, and the elderly.

CO2: Analyse symptom patterns, diagnostic classifications, comorbidities, and epidemiological data.

CO3: Explain models of onset, maintenance, and progression of psychological disorders.

CO4: Apply principles of evidence-based psychotherapy and understand the structure and building blocks of therapeutic interventions.

CO5: Evaluate prevention and rehabilitation strategies in mental health across different developmental stages.

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | | | 3 | | 3 | | 3 | |
| CO2 | 3 | | 2 | 3 | | 3 | | 3 | |
| CO3 | 3 | | | 3 | | 3 | | 3 | |
| CO4 | 3 | | | 3 | | 3 | | 3 | |
| CO5 | 3 | | 2 | 3 | | 3 | | 3 | |

**Course Syllabus**

**Unit I: Developmental Psychopathology and Lifespan Approach**

Overview of mental disorders across the lifespan. Mental health concerns in infants and children (e.g., neurodevelopmental disorders, attachment disorders). Disorders in adolescence (e.g., anxiety, depression, conduct disorders). Adult mental disorders (e.g., mood disorders, anxiety disorders, personality disorders). Late-life psychopathology (e.g., dementia, late-onset depression). Digital case simulations for observing developmental presentations and practising age-appropriate assessments.

**Unit II: Classification, Diagnosis, and Comorbidities**

DSM-5-TR and ICD-11 systems. Symptom patterns and clinical presentations. Diagnostic processes and differential diagnosis. Understanding comorbidity and dual diagnoses. Epidemiology and risk factors. Symptom-tracking apps for monitoring comorbidities and longitudinal outcomes; collaborative data visualisation (Excel, Jamovi) for case analysis.

**Unit III: Models of Onset and Maintenance of Disorders**

Biopsychosocial models. Cognitive-behavioural and psychodynamic conceptualisations. Diathesis-stress model. Neurobiological and environmental contributions. Cultural and gender-sensitive perspectives. Online collaborative platforms for case conceptualisation exercises and group discussions.

**Unit IV: Evidence-Based Psychotherapy Approaches**

Introduction to evidence-based practice in psychotherapy. Cognitive Behavioural Therapy (CBT), Dialectical Behaviour Therapy (DBT), Acceptance and Commitment Therapy (ACT), Transactional Analysis (TA) and others. Common therapeutic factors across modalities. Building blocks of psychotherapy: case formulation, goal setting, therapeutic alliance, and

intervention techniques. Outcome measurement and treatment fidelity. Tele-therapy video simulations for beginner-level practice of session structure, goal setting, and alliance building.

**Unit V: Prevention, Rehabilitation, and Clinical Guidelines**

Levels of prevention: primary, secondary, tertiary. Preventive interventions across the lifespan and at-risk populations. Rehabilitation strategies and community-based approaches. Review of scientific and clinical practice guidelines (e.g., NICE, APA, WHO, Indian Psychiatric Society, Rehabilitation Council of India). Ethical, legal, and cultural considerations in prevention and therapy. Digital reference management tools (Zotero, Mendeley) for exploring clinical guidelines and synthesising the literature.

**References**

**Textbooks**


1. American Psychiatric Association. (2022). Diagnostic and statistical manual of mental disorders (5th ed., text rev.). APA Publishing.
2. Barlow, D. H., & Durand, V. M. (2021). Abnormal Psychology: An Integrative Approach (9th ed.). Cengage Learning.
3. Clark, D. M., & Beck, A. T. (2012). Cognitive therapy of anxiety disorders: Science and practice. Guilford Press.
4. Kazdin, A. E. (2017). Research design in clinical psychology (5th ed.). Pearson.
5. Norcross, J. C., & Lambert, M. J. (Eds.). (2018). Psychotherapy relationships that work: Volume 1: Evidence-based therapist contributions. Oxford University Press.


**Suggested Readings**


1. World Health Organization. (2021). International classification of diseases (11th rev.). https://icd.who.int/
2. National Institute for Health and Care Excellence. (2023). Mental health and wellbeing guidelines. https://www.nice.org.uk/guidance/
3. Hersen, M., & Thomas, J. C. (Eds.). (2020). Handbook of clinical psychology (2nd ed.). Wiley.


| 26PSY214 | Introduction to Psychological Statistics II | L T P 2 0 2 | C 3 |
|---|---|---|---|

**Introduction**

This course is structured to provide psychology students with a thorough and immersive experience in advanced empirical research, all under the dedicated supervision of a faculty member. Building upon foundational concepts of scientific inquiry, it offers students practical, hands-on engagement in conducting psychological investigations within both laboratory and field settings. The learning environment is designed to guide students step by step through the research process, beginning with the identification of a research problem, proceeding through the collection and analysis of data, and culminating in the interpretation and presentation of findings in a format that meets scientific standards.

Special emphasis is placed on developing essential research skills, such as critically reviewing existing literature, pre-registering hypotheses to ensure transparency, and estimating sample sizes to strengthen research validity. Ethical conduct and adherence to reproducible research practices are central to the course, ensuring students internalise principles of responsible research. Methodological rigour and sound statistical reasoning are fostered throughout, equipping students with the competence to apply appropriate empirical and statistical methods in both confirmatory and exploratory research contexts.

In addition to technical skills, the course also prioritises scholarly communication. Students are trained to interpret results accurately, discuss their implications thoughtfully, and write research reports in line with scientific conventions. By encouraging the use of beginner-level digital tools for research planning, data collection, analysis, visualisation, and collaboration, the course ensures students are well-prepared for the evolving demands of psychological research. Ultimately, this advanced empirical research course aims to nurture a new generation of psychological researchers who are methodologically sound, ethically responsible, and skilled in communicating their findings to the scientific community.

**Objectives**

- To guide students through the independent and supervised execution of empirical research projects.
- To facilitate the application of advanced research planning, including a priori sample size calculation and pre-registration.
- To engage students in the critical review of scientific literature for formulating research hypotheses or questions.
- To strengthen students' ability to apply suitable empirical and statistical methods for confirmatory or exploratory research.
- To train students in interpreting, discussing, and writing up research findings according to the standards of scientific reporting.
- To promote adherence to ethical standards and principles of transparency, reproducibility, and good scientific practice.
- To familiarize students with beginner-level digital tools for research planning, data collection, analysis, visualization, and collaborative workflow.

**Course Outcomes**

CO1: Demonstrate the ability to independently plan and conduct a psychological research study under supervision.

CO2: Critically review and synthesise scientific literature to justify the research rationale and methodology.

CO3: Accurately calculate sample size and pre-register hypotheses or operational definitions.

CO4: Apply confirmatory or exploratory statistical analyses appropriate to the research design.

CO5: Interpret and present research findings in the format of a scientific publication.

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | | 3 | | | | 3 | 3 | 3 |
| CO2 | 3 | | 3 | | | | 3 | 3 | 3 |
| CO3 | 3 | | 3 | | | | 3 | 3 | 3 |
| CO4 | 3 | | 3 | | | | 3 | 3 | 3 |
| CO5 | 3 | | 3 | | 3 | | 3 | 3 | 3 |

**Course Syllabus**

**Unit I: Research Planning and Literature Review**

Refining a research question. Conducting comprehensive literature reviews. Formulating hypotheses or research aims. Reviewing and citing relevant empirical studies. Introduction to research pre-registration. Use Zotero, EndNote, or Mendeley to organise references, and Google Scholar alerts to stay up to date on recent publications.

**Unit II: Study Design and Ethical Considerations**

Selecting appropriate research designs (experimental, quasi-experimental, correlational, observational). Ethical approval and informed consent. Operationalisation of variables. A priori power analysis and sample size estimation. Planning for replication and transparency. Online ethical certification modules (CITI Program), OSF for preregistration and study documentation.

**Unit III: Data Collection and Management**

Fieldwork or laboratory data collection procedures. Use of psychological instruments and tools. Data cleaning and organisation. Documentation and anonymisation of data. Creating and maintaining a reproducible data repository. Google Forms, Microsoft Forms, Qualtrics for surveys; Google Sheets/Excel for organising and cleaning data; OSF for reproducible data storage.

**Unit IV: Data Analysis and Interpretation**

Selection of statistical methods: descriptive, inferential, exploratory, and confirmatory. Using software tools (e.g., SPSS, SAS, JASP, R) for analysis. Assumptions, limitations, and robustness checks. Visualising and interpreting results in the context of hypotheses. Discussion of findings in light of existing literature. SPSS, JASP, and Jamovi for analysis; Excel and Canva for data visualisation; beginner tutorials for coding in R.

**Unit V: Scientific Writing and Reporting**

Structure of a research paper: Abstract, Introduction, Methods, Results, Discussion, References. APA formatting and scientific writing style. Reporting according to transparency guidelines (e.g., CONSORT, PRISMA when applicable). Peer feedback and revision. Submission and archiving of the final report. Google Docs and Miro for collaborative writing and protocol planning; OSF for archiving preprints and datasets.

**References**

**Textbooks**


1. American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). APA Publishing.
2. Morling, B. (2021). Research methods in psychology: Evaluating a world of information (4th ed.). W.W. Norton & Company.
3. Field, A. (2018). Discovering statistics using IBM SPSS Statistics (5th ed.). Sage Publications.
4. JASP Team. (2023). JASP (Version 0.17) [Computer software]. https://jasp-stats.org/
5. Nosek, B. A., Ebersole, C. R., DeHaven, A. C., & Mellor, D. T. (2018). The preregistration revolution. Proceedings of the National Academy of Sciences, 115(11), 2600–2606. https://doi.org/10.1073/pnas.1708274114


**Suggested Readings**


1. Open Science Collaboration. (2015). Estimating the reproducibility of psychological science. Science, 349(6251), aac4716. https://doi.org/10.1126/science.aac4716
2. Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2015). Research methods in psychology (10th ed.). McGraw-Hill Education.
3. Cohen, J. (1988). Statistical power analysis for the behavioural sciences (2nd ed.). Lawrence Erlbaum.


| **26PSY215** | **Introduction to Computing Level 4** | **L T P 1 1 2** | **C 3** |
|---|---|---|---|

**Course Objectives:**

- Gain comprehensive Understanding of Social, psychological, psychosocial and socio-cultural Data.
- Gain proficiency in Data Collection Tools and understand the ethical consideration behind the tools.
- Introduce the principles of exploratory data analysis (EDA) and provide a foundation in data cleaning, descriptive statistics, and basic analysis.

— Introduce various data visualisation techniques, including handling missing data, types of visualisations, and the ethical principles associated with data visualisation.

**Course Outcomes:**

CO1: A solid foundation in social data collection, management, exploratory data analysis, and data visualisation, emphasising both theoretical understanding and practical skills using relevant tools

CO2: Gains hands-on experience with popular data collection tools like Google Forms and Survey CTO

CO3: Gains hands-on experience with popular data visualisation tools such as Microsoft Excel, Google Maps, and Tableau Public.

CO4: Ability to write clear and insightful reports based on data analysis and effectively communicate findings.

**Skills:**

— Experience in data collection and fundamental analysis

— Configurations of digitalisation tools like Google Forms and Survey CTO

— Graphs and plots using Google Spreadsheets and Tableau.

— Writing data analysis inferences.

**CO PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | | | 1 | | | | 1 | | |
| CO2 | | | 1 | | | | 1 | | |
| CO3 | | | 1 | | | | 1 | | |

**Course Syllabus:**

**Unit I - Data collection and management**

Types of social data: Data collection tools and digitalisation (Google form, Survey CTO, Kobo Toolbox, ArcGIS Field Maps); Ethical considerations

**Unit II - Introduction to Exploratory Data Analysis and Data Visualization**

Data cleaning; Descriptive statistics; Univariate analysis; Handling missing data; Types of visualisations; Types of charts and graphs; ethics and principles.

**Unit III - Introduction to Data Visualisation**

Microsoft Excel; Google Maps; Power BI, Tableau Public; Writing inferences and reports;

**References:**

Learning practical digital skills with Google https://applieddigitalskills.withgoogle.com/en/learn

| 26PSY216 | Mentor Program I | L T P 1 0 0 | C 1 |
|---|---|---|---|

The Peer-to-Peer Mentor programme at Amrita Vishwa Vidyapeetham is designed to foster not only subject-specific expertise but also 21st-century competencies and essential life skills among students. Spanning two semesters, this integrated initiative comprises a two-course sequence. In the fifth semester, participants receive foundational training in mentoring that blends theoretical knowledge with practical application. The focus is on developing core abilities such as consultation, intercultural communication, mediation, and an understanding of mentor-mentee dynamics, alongside leadership skills oriented towards career growth.

The sixth semester shifts the emphasis to practical experience, in which students independently design and conduct tutorials and mentoring sessions within the university. Through this hands-on approach, postgraduate students are prepared to serve as professional mentors, supporting first-year students as they adapt to university life. Recognising the difficulties students may face when transitioning to a new academic environment, the programme equips mentors to provide guidance, information, and support that help mentees become well-oriented, confident, and successful within the academic system and beyond. In essence, the mentor programme plays a vital role in easing the transition into higher education and fostering a supportive campus community.

**Prerequisite:** Interest in mentoring

**Applied pedagogical methods:** scaffolding, peer-to-peer teaching, participatory learning, situated learning, transfer

**Cognitive level due to Bloom:** all levels

**Course Objectives**

CO1: Understand and apply (novice level) mentoring skills such as consultation, mediation, interpersonal communication, and intercultural skills

CO2: Acquiring tutoring skills, such as planning and designing tutorial-based learning and teaching sciences, public speaking and presentation skills

**Skills:**

To develop skills in mentoring and tutoring.

Acquire skills in practising mentoring

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 3 | | | | | | | 3 |
| CO2 | 2 | 2 | | | | | | | |

**Course Syllabus**

**Unit I - Theory and practice I**

Consultation and its required skill set

Theories of professional consultation, practice consultation sessions

**Unit II - Theory and Practice II**

Mediation and its required skill set

- ¬ 9-step approach of professional Mediation
- ¬ Practice of conflict management and the mediation process

**Unit III - Theory and practice III**

Inter- and intrapersonal skills, fundamental theories, and empirical research of

- ¬ Interpersonal communication (e.g., active listening, empathetic listening, non-violent communication)
- ¬ Self-reflection, emotion regulation, mindfulness, time management and coordination skills

**Unit IV - Working with the mentee**

Conceptualisation of the Mentoring Process

- ¬ Characteristics of Mentoring
- ¬ The Mentoring process and its settings
- ¬ Mentor and Mentee relationship characteristics (e.g., possibilities and limitations)
- ¬ Learning to plan and conceptualise the mentoring

**Unit V - Special focus**

Gender Equality and Women's Empowerment through Mentoring and Teaching Students get introduced of gender sensitive mentoring and teaching in formal and non-formal education

**Course outcome**

1. Students can start with mentoring in the next semester

2. Students can start with tutoring in the next semester
3. Human resource development 4. Leadership competencies

**References**


1. Laverick, D. M. (2016). Mentoring processes in higher education (pp. 1-84). Springer International Publishing.
2. Kumar, P. (Ed.). (2018). Exploring dynamic mentoring models in India. Springer International Publishing.
3. Brewer, A. M., & Brewer, A. M. (2016). Mentoring from a positive psychology perspective. Springer.
4. Dashper, K. (2019). Mentoring for gender equality: Supporting female leaders in the hospitality industry. International Journal of Hospitality Management, 102397.
5. Deshmane, S. B. (2014). Discrimination in the University in India: Special Reference to the Bangalore University Women Employees in Karnataka. In Career Moves (pp. 35-46). Brill Sense.
6. Garcia-Perez, G. M., & Rojas-Primus, C. (Eds.). (2016). Promoting intercultural communication competencies in higher education. IGI Global. 5. Garvey, R., Garvey, B., Stokes, P., & Megginson, D. (2017). Coaching and mentoring: Theory and practice. Sage.
7. Hegstad, C. D. (2010). Career Mentoring. Handbook of Improving Performance in the Workplace: Volumes 1-3, 536–554.
8. Melissa L. Aikens, Melissa M. Robertson, Sona Sadselia, Keiana Watkins, Mara Evans, Christopher R. Runyon, Lillian T. Eby, and Erin L. Dolan (2017). Race and Gender Differences in Undergraduate Research Mentoring Structures and Research Outcomes. CBE—Life Sciences Education, 16(2), ar34.
9. Moliner, L., & Alegre, F. (2020). Effects of peer tutoring on middle school students' mathematics self-concepts. PloS one, 15(4), e0231410. 76
10. Phillips-Jones, L. (2003) The Mentee's Guide: How to Have a Successful Relationship with a Mentor. CCC/The Mentoring Group, 13560 Mesa Drive, Grass Valley, CA 95949, 530.268.1146.
11. Phillips-Jones, L. (2003) The Mentor's Guide: How to Be the Kind of Mentor You Once Had—Or wish you'd had. CCC/The Mentoring Group, 13560 Mesa Drive, Grass Valley, CA 95949, and 530.268.1146.
12. Starr, J. (2014). The mentoring manual: Your step-by-step guide to being a better mentor. Pearson UK.
13. American College Health Association National College Health Assessment Spring 2006
14. Group Data Report (Abridged): The American College Health Association. (2007). Journal of American College Health, 55(4), 195–206.
15. Stigmar, M. (2016). Peer-to-peer teaching in higher education: A critical literature review. Mentoring & Tutoring: partnership in learning, 24(2), 124-136.
16. Wilson, G., & Gillies, R. M. (2005). Stress associated with the transition from high school to university: The effect of social support and self-efficacy. Journal of Psychologists and Counsellors in Schools, 15(1), 77-92.

| 24ELS211 | Essential Life Skills II | L T P 1 0 2 | C 2 |
|---|---|---|---|

**Pre-requisite:** Willingness to learn, communication skills, Basic English language skills, knowledge of high school level mathematics.

**Course Objective:** To help students understand the corporate culture and assist them in improving their group discussion skills, communication skills, listening skills and problem-solving skills.

**Course Outcomes**

**CO1: Soft Skills -** To improve interpersonal skills, professional etiquette and leadership skills, vital for arriving at win-win situations in Group Discussions and other team activities.

**CO2: Soft Skills -** To develop the ability to create a better impact in group discussions through examination, participation, perspective-sharing, ideation, listening, brainstorming and consensus.

**CO3: Aptitude -** To interpret, critically analyse and solve questions in arithmetic and algebra by employing the most suitable methods.

**CO4: Aptitude -** To analyse, understand and apply suitable methods to solve questions on logical reasoning.

**CO5: Verbal -** To be able to use vocabulary in the right context and to be competent in spotting grammatical errors and correcting them.

**CO6: Verbal -** To be able to logically connect words, phrases, sentences and thereby communicate their perspectives/ideas convincingly.

**Skills:**

- Communication
- Etiquette and grooming
- Inter-personal skills
- Listening skills
- Convincing skills
- Problem-solving skills.

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | | | | | | 3 | | |
| CO2 | 3 | | | | | | 3 | | |
| CO3 | 3 | | | | | | 3 | | |
| CO4 | 3 | | | | | | 3 | | |
| CO5 | 3 | | | | | | 3 | | |
| CO6 | 3 | | | | | | 3 | | |

**Course Syllabus**

**Soft Skills**

**Professional Grooming and Practices:** Basics of corporate culture, key pillars of business etiquette – online and offline: socially acceptable ways of behaviour, body language, personal hygiene, professional attire and cultural adaptability and managing diversity. Handling pressure, multi-tasking. Being enterprising. Adapting to corporate life: Emotional Management (EQ), Adversity Management, Health consciousness. People skills, Critical Thinking, and problem-solving.

**Group Discussions:** Advantages of group discussions, Types of group discussion and Roles played in a group discussion. Personality traits are evaluated in a group discussion. Initiation techniques, maintaining the flow of the discussion, and how to perform well in a group discussion. Summarisation/conclusion.

**Conflict Management:** The concept, its impact and importance in personal and professional lives; identifying personal conflict resolution style.

**Aptitude**

**Numerical Ability II:** Sequence & Series, Time & Work, and Time, Speed & Distance.

**Logical Reasoning II:** Arrangements, Sequencing, Scheduling, Venn Diagrams, Network Diagrams, Binary Logic, and Logical Connectives, Clocks, Calendars, Cubes, Non-Verbal Reasoning and Symbol-Based Reasoning.

**Verbal Skills**

**Vocabulary:** Help students understand the usage of words in different contexts.

**Grammar (Medium Level):** Train students to comprehend the nuances of grammar and empower them to spot errors in sentences and correct them.

**Reading Comprehension (Basics):** Introduce students to smart reading techniques and help them understand different tones in comprehension passages.

**Reasoning**: Enable students to connect words, phrases and sentences logically.

**Oral Communication Skills**: Aid students in using the gift of the gab to interpret images, do a video synthesis, try a song interpretation or elaborate on a literary quote.

**References:**

1. Adair. J., (1.986), "Effective Team Building: How to make a winning team", London, U.K: Pan Books.

2. Gulati. S., (2006) "Corporate Soft Skills", New Delhi, India: Rupa & Co.

3. The Hard Truth about Soft Skills, by Amazon Publication.

4. Verbal Skills Activity Book, CIR, AVVP

5. Nova's GRE Prep Course, Jeff Kolby, Scott Thornburg & Kathleen Pierce

6. The BBC and British Council online resources

7. Owl Purdue University online teaching resources

8. www.thegrammarbook.com online teaching resources

9. www.englishpage.com online teaching resources and other useful websites

10. Student Workbook: Quantitative Aptitude & Reasoning, Corporate & Industry Relations, Amrita Vishwa Vidyapeetham.

11. Quantitative Aptitude for All Competitive Examinations, Abhijit Guha.

12. How to Prepare for Quantitative Aptitude for the CAT, Arun Sharma.

13. How to Prepare for Data Interpretation for the CAT, Arun Sharma.

14. How to Prepare for Logical Reasoning for the CAT, Arun Sharma.

15. Quantitative Aptitude for Competitive Examinations, R S Aggarwal.

16. A Modern Approach to Logical Reasoning, R S Aggarwal.

17. A Modern Approach to Verbal & Non-Verbal Reasoning, R S Aggarwal.

**Evaluation Pattern**

| **Assessment** | **Internal** | **External** |
|---|---|---|
| Continuous Assessment (CA) – Soft Skills | 30 | - |
| Continuous Assessment (CA) – Aptitude | 10 | 25 |
| Continuous Assessment (CA) – Verbal | 10 | 25 |
| Total | 50 | 50 |

•CA – Can be Quizzes, Assignments, Lab Practice, Projects, and Reports

**SEMESTER V**

**COURSE SYLLABUS**

| | | | |
|---|---|---|---|
| **26PSY301** | **Organisational Psychology** | **L T P 3 0 0** | **C 3** |

**Introduction:**

This course serves as a thorough introduction to the field of Organizational Psychology, delving into its multifaceted relationship with Market and Consumer Psychology. Students will gain a robust understanding of foundational psychological theories and how they are systematically applied within both organisational and market settings. The curriculum is structured to provide insights into the dynamics of individual, group, and organisational behaviour, thereby equipping learners with the ability to analyse and interpret workplace phenomena from a psychological perspective.

The course begins by exploring the principles and methodologies that underpin Organisational Psychology. Students are introduced to the scientific study of behaviour within organisations, focusing on key themes such as work design, personnel selection, leadership, motivation, and organisational development. These topics are discussed not only theoretically but also contextualised through real-world examples and case studies. Learners examine how psychological assessments and interventions can improve employee satisfaction, productivity, and overall organisational effectiveness.

A significant component of the course focuses on group dynamics and organisational culture. Students study how individuals interact within teams, the influence of leadership styles, and the mechanisms that foster effective collaboration and conflict resolution. Emphasis is placed on understanding how organisational structures and policies impact employee behaviour, and how change management strategies can be facilitated using psychological principles.

In addition to organisational behaviour, the course offers a comprehensive overview of Market and Consumer Psychology. Here, students explore the psychological factors that drive consumer decision-making, brand perception, and loyalty. The syllabus covers the application of psychological theories to marketing strategies, including advertising, communication, and the influence of social and cultural norms on consumer behaviour. Special attention is given to the evolving landscape of digital marketing, examining how digital transformation has changed the way organisations interact with consumers and how market research is conducted using digital tools.

The course aims to bridge theoretical knowledge with practical skills, fostering critical thinking and applied research abilities. Students are encouraged to use beginner-level digital tools to conduct surveys, analyse data, collaborate online, and track consumer behaviour. By engaging in projects, assignments, and practical exercises, learners develop competencies directly applicable to contemporary workplaces and markets. Ultimately, the course prepares students to understand and address real-world organisational and consumer challenges using psychological approaches, making them valuable assets in a variety of professional contexts.

**Course Objectives:**

— To introduce foundational concepts, theories, and domains within Organisational Psychology.

— To examine individual and group behaviour in workplace settings through psychological frameworks.

— To familiarise students with psychological approaches to work design, personnel selection, and organisational development.

— To explore psychological principles underpinning consumer behaviour and market research.

— To analyse the implications of digitalisation in marketing, consumer interaction, and organisational change.

— To develop students' ability to use beginner-level digital tools for surveys, collaboration, data analysis, and consumer behaviour tracking.

**Course Outcomes:**

CO1: Demonstrate a comprehensive understanding of the theories and domains in Industrial and Organisational Psychology.

CO2: Analyse and interpret workplace behaviours and organisational practices using psychological concepts.

CO3: Apply psychological principles to the development and evaluation of personnel and work systems.

CO4: Understand consumer behaviour through psychological theories of perception, motivation, learning, and communication.

CO5: Evaluate the psychological impact of digital transformation on organisations and consumer behaviour.

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 3 | | 3 | | | | | 3 |
| CO2 | 3 | 3 | | 3 | | | | | 3 |
| CO3 | 3 | 3 | | 3 | | | | | 3 |
| CO4 | 3 | 3 | | 3 | | | | | 3 |
| CO5 | 3 | 3 | | 3 | | | | | 3 |

**Course Syllabus**

**Unit 1: Introduction**

Definition, scope, and history. Key concepts and theoretical models. Research methods in Organisational psychology. Relevance in organisational contexts. Use EndNote/Zotero/Mendeley to organise references; introduce online databases for research.

**Unit 2: Work Design, Personnel Psychology, and Health Management**

Job analysis and work design. Personnel selection and recruitment. Training and development. Occupational health psychology and stress management. Google Forms/Qualtrics for employee surveys, stress assessments; Excel/Google Sheets for data collection and basic analysis.

**Unit 3: Organisational Psychology and Behaviour**

Organisational culture and development. Leadership theories and styles. Motivation in the workplace. Group dynamics and intergroup behaviour. Miro for mapping organisational structure and leadership exercises; Mentimeter/Kahoot for interactive engagement.

**Unit 4: Introduction to Market and Consumer Psychology**

Key concepts and theories in consumer psychology. Market research methods. Consumer socialisation and branding. Psychological processes in consumer decision-making. Survey analytics dashboards, Excel/Canva Public for visualising consumer data; Google Forms for conducting basic market surveys.

**Unit 5: Psychology in the Digital Marketplace**

Digital marketing and targeted advertising. Influence of social media and digital assistants. Online consumer behaviour and brand engagement. Ethical considerations and emerging trends. Basic exposure to Google Analytics, social media insights, and digital campaign tracking tools to evaluate online consumer behaviour.

**References**

**Textbooks**


1. Arnold, J., Randall, R., Patterson, F., Silvester, J., Robertson, I. T., Cooper, C. L., & Burnes, B. (2016). *Work psychology: Understanding human behaviour in the workplace* (6th ed.). Pearson Education Limited.
2. Baron, R. A., & Greenberg, J. (2019). *Behavior in organizations* (10th ed.). Pearson.
3. Greenberg, J. (2011). *Behavior in organizations* (10th ed.). Pearson.
4. Landy, F. J., & Conte, J. M. (2016). *Work in the 21st century: An introduction to industrial and organizational psychology* (5th ed.). Wiley.
5. Schmitt, N. W., & Highhouse, S. (Eds.). (2012). *Handbook of psychology: Industrial and organizational psychology* (Vol. 12). Wiley.


**Suggested Readings**


1.Chiffman, L. G., & Wisenblit, J. (2019). *Consumer behaviour* (12th ed.). Pearson.
2.Solomon, M. R. (2020). *Consumer behaviour: Buying, having, and being* (13th ed.). Pearson.

3. Judge, T. A., Bono, J. E., Ilies, R., & Gerhardt, M. W. (2002). Personality and leadership: A qualitative and quantitative review. *Journal of Applied Psychology, 87*(4), 765–780. https://doi.org/10.1037/0021-9010.87.4.765

| 26PSY302 | Diagnostic Assessment I | L T P 3 0 0 | C 3 |
|---|---|---|---|

**Introduction**

This course offers a comprehensive exploration of the theoretical and practical aspects of psychometric testing, with a particular focus on classical test theory (CTT) and its application in psychological assessment. Students are introduced to the foundational principles of measurement, which underpin the development and evaluation of psychological tests. The curriculum begins with an overview of psychometric testing and classical test theory, highlighting its axioms, models, and relevance for modern psychological measurement.

A key component of the course is the study of latent and manifest variables. Latent variables represent underlying psychological traits or constructs that cannot be observed directly, while manifest variables are the observable outcomes measured through tests. Understanding the distinction and interplay between these variables is essential for designing effective assessment tools and interpreting test results accurately.

The principles of measurement are discussed in detail, emphasising their importance in ensuring the validity and reliability of psychological assessments. Students learn to apply statistical methods to verify psychometric properties, including reliability estimation and model verification. Techniques such as reliability analysis enable students to assess the consistency and trustworthiness of measurement instruments, which are crucial for both research and practical applications in psychology.

The course guides students through the process of test and item construction, providing guidelines and best practices for developing meaningful and effective test items. Both qualitative and quantitative methods are covered, including item development and validation techniques. Exploratory factor analysis is introduced as a tool for examining the structure of psychological constructs and refining measurement instruments.

Students gain hands-on experience with statistical software, such as R, for data handling, reliability analysis, and exploratory factor analysis. The application of R enhances students' ability to perform sophisticated statistical analyses and validate psychological tests with scientific precision.

Throughout the module, emphasis is placed on scientific rigour and ethical standards in psychometric diagnostics. By the end of the course, students are equipped to design, construct, and validate psychological measurement tools, demonstrating an understanding of both theoretical foundations and practical applications. The course objectives and outcomes

reinforce the development of essential skills in psychometric testing, preparing students and educators to engage confidently with psychological assessment and research.

**Course Objectives:**

- To introduce the basic principles of psychometric testing and measurement in psychology.
- To explain the concepts of latent and manifest variables in the context of psychological testing.
- To examine the axioms and models of classical test theory (CTT).
- To teach statistical methods for reliability estimation and model verification.
- To train students in item construction and validation using qualitative and quantitative techniques, including R programming.
- To familiarise students with beginner-friendly tools for data handling, reliability analysis, and exploratory factor analysis.

**Course Outcomes:**

CO1: Understand and differentiate between latent and manifest variables in psychological measurement.

CO2: Demonstrate knowledge of classical test theory and its axioms, including statistical verification of its models.

CO3: Apply appropriate methods to estimate reliability and conduct exploratory factor analysis.

CO4: Develop skills in single-case diagnostics and construct reliable and valid psychometric tools.

CO5: Utilise qualitative methods for item development and validate self-made questionnaires using R software.

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | | 3 | | | | 3 | | 3 |
| CO2 | 3 | | 3 | | | | 3 | | 3 |
| CO3 | 3 | | 3 | | | | 3 | | 3 |
| CO4 | 3 | | 3 | | | | 3 | | 3 |
| CO5 | 3 | | 3 | | | | 3 | | 3 |

**Course Syllabus**

**Unit 1: Introduction to Psychometric Testing and Measurement**

Definition and role of psychological testing. Latent vs. manifest variables. Levels of measurement. Basic concepts of measurement error. Visualisation of measurement models using Miro. Simulated error computation using Excel/Google Sheets

**Unit 2: Classical Test Theory (CTT)**

Axioms and assumptions of CTT. Models in classical test theory. Estimating model parameters: Statistical methods for model verification. Interactive model demonstration using JASP/Jamovi

**Unit 3: Reliability and Factor Analysis**

Concept and importance of reliability. Methods to determine reliability (test-retest, internal consistency, split-half, etc.). Exploratory factor analysis: assumptions, steps, and interpretation. Application in evaluating test structures. Hands-on reliability estimation using JASP or Jamovi. Excel templates for Cronbach's alpha calculation. Kaggle dataset exploration for practice factor analysis.

**Unit 4: Test and Item Construction**

Principles and guidelines for item writing. Scaling and scoring. Item analysis and item difficulty. Methods of single-case diagnostics. Conducting item analysis through Google Sheets. Collaborative test-construction using Padlet or Trello. Mentimeter live quiz to illustrate test discrimination and item difficulty

**Unit 5: Validation and R-Based Analysis**

Qualitative methods in item development. Validity: content, criterion, and construct validity. Validating questionnaires. Hands-on practice using R for psychometric analysis. Introduction to RStudio (guided mode) and Jamovi for validation exercises. JASP output interpretation for construct validity visualisation. Mini-project: Build a 10-item scale and validate it using R or Jamovi.

**References**

**Textbooks**


1. Cohen, R. J., & Swerdlik, M. E. (2018). Psychological testing and assessment: An introduction to tests and measurement (9th ed.). McGraw-Hill Education.
2. Devellis, R. F. (2016). Scale development: Theory and applications (4th ed.). Sage Publications.
3. Gregory, R. J. (2017). Psychological testing: History, principles, and applications (7th ed.). Pearson.
4. Kaplan, R. M., & Saccuzzo, D. P. (2017). Psychological testing: Principles, applications, and issues (9th ed.). Cengage Learning.
5. American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (2014). Standards for educational and psychological testing. American Educational Research Association.

**Suggested Readings**

1. Cohen, R. J., & Swerdlik, M. E. (2018). Psychological testing and assessment: An introduction to tests and measurement (9th ed.). McGraw-Hill Education.

2. Gregory, R. J. (2017). Psychological testing: History, principles, and applications (7th ed.). Pearson.

3. Kaplan, R. M., & Saccuzzo, D. P. (2017). Psychological testing: Principles, applications, and issues (9th ed.). Cengage Learning.

| | | | |
|---|---|---|---|
| **26PSY303** | **Qualitative Research Methods** | **L T P 3 0 2** | **C 4** |

**Introduction**

**Qualitative Research Methods** is a course designed to provide psychology students with an in-depth understanding of non-numerical research techniques used to explore human behaviour, experiences, and social phenomena. Unlike quantitative approaches, qualitative research prioritises rich, descriptive data and seeks to capture the complexity of psychological processes through methods that emphasise depth over breadth.

**Introduction to Qualitative Research:** The course begins by defining qualitative research and outlining its importance in psychology. Students will learn how qualitative approaches differ from quantitative methods, particularly in their focus on meanings, interpretations, and lived experiences. By examining real-world contexts and individual perspectives, qualitative research offers insights that cannot be fully captured by statistical analysis.

**Key Methodologies:** The curriculum covers a range of core methodologies, including: **Interviews:** One-on-one or group interviews allow researchers to gain detailed information about participants' thoughts, feelings, and experiences. Students will learn how to develop effective interview questions and create an environment conducive to open dialogue. **Focus Groups:** Focus groups bring together several participants to discuss specific topics, encouraging interaction and collective reflection. This method is useful for understanding shared experiences and group dynamics. **Ethnography:** Ethnographic research involves observing and engaging with participants in their natural settings. Through immersive fieldwork, students can explore cultural practices, social interactions, and everyday behaviours. **Case Studies:** Case studies examine individuals, groups, or organisations in depth, providing comprehensive insights into unique psychological phenomena. Students will learn how to select cases and gather multiple sources of evidence.

**Designing Qualitative Studies:** The course guides students through the planning process for qualitative research. This includes identifying research questions, choosing appropriate methods, selecting participants (sampling), and considering ethical issues such as informed consent and confidentiality. Students will understand how to adapt their study design to the specific context and purpose of their research.

**Data Collection and Analysis:** Students will develop skills in collecting data through interviews, focus groups, and field observations. The course emphasises the use of thematic analysis, a systematic approach for identifying, organising, and interpreting patterns within qualitative data. Students will be trained to code data, develop themes, and draw meaningful conclusions, ensuring their analysis is transparent and rigorous.

**Role of Context, Subjectivity, and Reflexivity:** A central feature of qualitative research is the recognition of context—the social, cultural, and environmental factors that influence behaviour and experience. The course highlights the importance of subjectivity, acknowledging that both participants and researchers bring their own perspectives to the research process. Reflexivity encourages researchers to critically examine their own biases and how these may affect the study, fostering ethical and trustworthy research practices.

**Skills and Competencies:** By the end of the course, students will have developed practical abilities in designing qualitative studies, conducting interviews and focus groups, performing ethnographic observations, and analysing data using thematic techniques. They will also gain competencies in critical thinking, ethical reasoning, and reflexive practice, all of which are essential for contributing to psychological knowledge and addressing complex research questions.

**Conclusion:** Overall, the Qualitative Research Methods course equips students with a comprehensive toolkit for exploring psychological phenomena in depth. Graduates will be able to carry out qualitative investigations, interpret findings within relevant contexts, and advance the understanding of human behaviour through qualitative inquiry. These skills are invaluable for both academic research and applied psychology settings.

**Course Objectives:**

- To understand the principles and methodologies of qualitative research in psychology.
- To learn how to design qualitative research studies, including choosing appropriate methods and sampling techniques.
- To develop skills in data collection through interviews, focus groups, and other qualitative methods.
- To analyse and interpret qualitative data using techniques such as thematic and content analysis.
- To critically evaluate qualitative research and understand the ethical considerations involved**.**
- To introduce students to basic digital tools for qualitative data collection, transcription, organisation, and analysis

**Course Outcomes**

CO1: Demonstrate knowledge of qualitative research methods and their applications in psychology.

CO2: Design and conduct qualitative research studies using appropriate techniques.

CO3: Analyse qualitative data and draw meaningful conclusions using relevant analysis methods.

CO4: Critically assess the quality and validity of qualitative research studies.

CO5: Address ethical issues in conducting qualitative research with human participants

**CO PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 2 | | 3 | | | | 3 | | 3 |
| CO2 | 2 | | 3 | | | | 3 | | 3 |
| CO3 | 2 | | 3 | | | | 3 | | 3 |
| CO4 | 2 | | 3 | | | | 3 | | 3 |
| CO5 | 2 | | 3 | | | | 3 | 3 | 3 |

**Course Syllabus**

**Unit I:** Introduction

Nature and Characteristics; Difference between Qualitative and Quantitative research; Philosophical background – Constructivism, Interpretivism, Phenomenology, Scope and applications. Interactive overview using Miro / Jamboard concept maps. Zotero workshop for organizing qualitative literature sources

**Unit II:** Data collection methods

Types of Observations and Field notes; Interviews and it types; Focus group design and facilitation; Document analysis and Archival research. Google Forms / Microsoft Forms for interview & focus group question templates. Otter.ai / Whisper for automated transcription of interview audio. Zoom breakout rooms for virtual focus group simulations. Evernote or Notion for digital field note management.

**Unit III:** Qualitative data analysis

Thematic analysis, Grounded theory, Content analysis, and discourse analysis. Taguette (open source) for coding and theme generation. NVivo (demo) to visualise word frequencies and thematic connections. Miro whiteboards for creating theme networks

**Unit IV:** Advanced techniques

Narrative analysis, Ethnography, Case study research, Mixed methods research. Digital storytelling tools (Canva, StoryMapJS) for narrative representation. Google Earth / virtual ethnography tools for online fieldwork simulations. MAXQDA Analytics Pro demo for integrating qualitative & quantitative data.

**Unit V:** Mini Project Preparation and Submission

Students will conduct qualitative research and submit the mini-project report

**References**

**Textbooks**


1. Denzin, N. K., & Lincoln, Y. S. (Eds.). (2011). The SAGE handbook of qualitative research (4th ed.). Sage.
2. Flick, U. (2018). An introduction to qualitative research (6th ed.). Sage Publications Limited.
3. Willig, C. (2013). Introducing qualitative research in psychology (3rd ed.). McGraw-Hill Education.
4. Smith, J. A. (Ed.). (2015). Qualitative psychology: A practical guide to research methods (3rd ed.). SAGE Publications.
5. Braun, V., & Clarke, V. (2021). Thematic analysis: A practical guide. SAGE Publications.


**Suggested Readings**


1. Bernard, H. R. (2017). Research methods in anthropology: Qualitative and quantitative approaches. Rowman & Littlefield.

2.Marshall, P. A. (2003). Human subjects' protections, institutional review boards, and cultural anthropological research. Anthropological Quarterly, 76(2), 269–292.

3. Creswell, J. W., & Poth, C. N. (2018). Qualitative inquiry and research design: Choosing among five approaches (4th ed.). SAGE Publications.


| | | | |
|---|---|---|---|
| **26PSY304** | **Counselling Psychology I** | **L T P 3 0 2** | **C 4** |

**Introduction to Counselling Psychology I**

Counselling Psychology I is designed to provide psychology students with a comprehensive foundation in the principles and practices of counselling. The course offers an in-depth exploration of the psychological framework underpinning counselling, emphasising its significance in both personal and professional contexts. Students are introduced to the essential role of the counsellor as a facilitator of personal growth, a guide in resolving emotional and

behavioural difficulties, and a supporter of individuals striving for improved mental health and well-being.

The course covers key counselling theories and approaches, including humanistic, cognitive-behavioural, and psychodynamic perspectives, enabling students to appreciate the diversity and relevance of these foundations in contemporary practice. A central focus is placed on developing the therapeutic relationship, which is recognised as the cornerstone of effective counselling. Through guided instruction and practical exercises, students learn how to build rapport, foster trust, and communicate empathetically with clients.

Skill development is an integral component of Counselling Psychology I. The curriculum is structured to cultivate essential counselling skills such as active listening, empathy, and clear communication. Students engage in simulated and real-life scenarios, allowing them to practice and refine these abilities in supportive learning environments. Ethical and professional standards in counselling are also addressed, equipping students with the knowledge to uphold best practices and maintain client confidentiality.

By the conclusion of the course, students will be able to demonstrate familiarity with major counselling theories and techniques, apply basic skills effectively, and understand the practical applications of counselling in clinical, educational, and organisational settings. The course aims to prepare students for further study or entry into professional roles, providing a robust platform for lifelong learning and reflective practice in psychology.

**Course Objectives:**

- To introduce students to key counselling theories and approaches.
- To develop essential counselling skills, such as active listening, empathy, and rapport-building.
- To understand the ethical and professional standards in counselling practice.
- To explore the role of the counsellor in helping individuals cope with life challenges.
- To provide a foundation for applying counselling techniques in clinical, educational, and organisational settings.
- To familiarise students with technology-supported tools for learning, practising, and reflecting on counselling skills.

**Course Outcomes**

CO1: Demonstrate knowledge of major counselling theories and techniques.

CO2: Apply basic counselling skills in simulated and real-life scenarios.

CO3: Understand ethical principles in counselling and apply them in practice.

CO4: Assess client needs and tailor counselling approaches accordingly.

CO5: Develop a reflective practice approach to enhance counselling effectiveness.

**CO PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | | 3 | | | 3 | | 3 | 2 |
| CO2 | 3 | | 3 | | | 3 | | 3 | 2 |
| CO3 | 3 | | 3 | | | 3 | | 3 | 3 |
| CO4 | 3 | | 3 | | | 3 | | 3 | 2 |
| CO5 | 3 | | 3 | | | 3 | | 3 | 2 |

**Course Syllabus**

**Unit I:** Introduction

Definition, Nature and Goals of Counselling, Scope and relevance, Stages of Counselling, Characteristics of a counsellor, Ethics and legal aspects of counselling. Students will use online ethical case simulations (e.g., American Psychological Association ethics scenarios or Simple Practice free case exercises) to analyze counselor responsibilities. Basic familiarity with notetaking and client documentation using Google Docs / Notion templates will be practised to simulate case recording.

**Unit II:** Theoretical Framework

Psychoanalytic theory, Humanistic theory, Behavioural theory, Cognitive theory. Short animated video explainers (e.g., YouTube Psychology channels or APA resources) will be used to visually demonstrate each theory for beginners. Use of concept-mapping tools such as Miro or MindMeister to visually connect counselling theories to case examples.

**Unit III:** Counselling Skills

Core counselling skills – Carl Rogers ' six core skills, Advanced skills – Paraphrasing, Probing, Summarising, and Confrontation; Micro skills and role plays, Building rapport and trust. Students will record mock counselling sessions using Zoom or mobile phones for self-review and peer feedback. AI-based transcription tools (e.g., Otter.ai or Whisper) will be used to transcribe sessions for analysing use of empathy, paraphrasing, and questioning.
Use Padlet or Google Classroom for reflective sharing and instructor feedback on role-plays.

**Unit IV:** Counselling Relationships

Theoretical counselling models – Carl Rogers, Traux, Carkhuff, Egan, Ivey. Principles of effective counselling relationships. Building trust and rapport with clients. Boundaries, ethics, and professional conduct. Client-counsellor communication skills. Handling transference and countertransference. Cultural sensitivity and diversity in counselling. Interactive counselling model visualisations through Canva or PowerPoint infographics. Students will use digital

journals (e.g., Notion or Google Sheets) for reflective self-assessment of their skill growth and relationship-building competency over the semester.

**Unit V:** Case Conceptualisation, Interpretation and Presentation

Students will present a counselling case study report. Understanding the internal dynamics of the presenting problem, the systematisation and organisation of the problem, and the assessment and interpretation of the client's presenting problem. Suggestion of suitable intervention.

**References**

**Textbooks**


1. Egan, G. (2013). The skilled helper: A problem-management approach to helping. Brooks/Cole Publishers.
2. Nelson-Jones, R. (2010). The theory and practice of counselling and therapy (5th ed.). Sage.
3. Patterson, L. E., & Welfel, E. R. (2000). The counselling process (5th ed.). Wadsworth, Brooks/Cole Thomson Learning.
4. Corey, G. (2016). Theory and practice of counselling and psychotherapy (9th ed.). Thomson/Brooks/Cole.
5. Seligman, L., & Reichenberg, L. W. (2014). Theories of counselling and psychotherapy: Systems, strategies, and skills.


**Suggested Readings**


1.Cormier, S., Nurius, P. S., & Osborn, C. J. (2017). Interviewing and change strategies for helpers (8th ed.). Cengage Learning.

2.Hill, C. E. (2014). Helping skills: Facilitating exploration, insight, and action (4th ed.). American Psychological Association.

3. McLeod, J. (2013). An introduction to counselling (5th ed.). McGraw-Hill Education.


| | | | |
|---|---|---|---|
| **26PSY305** | **Introduction to Computing Level -V** | **L T P 1 1 2** | **C 3** |

**Prerequisites:**

**Course Objectives:**

1. Familiarize students with community data and tools to leverage technology for community development.

2. Develop proficiency in utilizing secondary data sources, demographic data, and social network analysis for comprehensive community profiling.

3. Equip students with advanced quantitative data analysis skills using advanced tools

4. Build expertise in data visualization along with the ability to draw meaningful inferences

**Course Outcomes:**

CO1: Demonstrate an understanding of community informatics and primary and secondary data sources for community development.

CO2: Master the use of secondary data sources, demographic data, and social network analysis to conduct comprehensive community profiling.

CO3: Gain proficiency in utilizing advanced quantitative data analysis tools along with effective data visualization.

**Skills:**

- Understanding the role of community informatics in development efforts.
- Leveraging social media tools for social work and community engagement.
- Ability to gather and analyse data from secondary sources, including government reports.
- Ability to explore community relationships and resources.

**CO PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | | | 1 | | | | 1 | | |
| CO2 | | | 1 | | | | 1 | | |
| CO3 | | | 1 | | | | 1 | | |

**Course Syllabus:**

**Unit I - Technology for Community Development (10 Hrs)**

Community informatics; social media for social work; Tools for PRA

**Unit II - Community data and profiling (10 Hrs)**

Secondary data sources (government reports); Demographic data (census data); Social networks, relationships, and resources; Community profiling (includes demographic profiling, socio-economic profiling, thematic profiling, etc)

**Unit III - Quantitative data analysis and Advanced Visualisation (10 Hrs)**

Advanced tools (Tableau Public; Microsoft Power BI; Infogram; and/or Plotly Chart Studio); Writing inferences and reports.

**References:**

Learning practical digital skills with Google https://applieddigitalskills.withgoogle.com/en/learn.

| | | | |
|---|---|---|---|
| **26PSY306** | **Mentor Program II** | **L T P 1 0 0** | **C 1** |

**The mentor program** trains postgraduate students to become professional mentors. The transition from school and home to the University and its campus is for most students a challenge. The new structure is often overwhelming and can cause stress (Wilson & Gillies 2005). The program trains mentors who provide professional support to the first-year students (mentee) by offering information, advice and assistance to organize their start, become orientated, successful and empowered in the system of academia.

**In semester 6** of the integrated program, students transfer and apply their acquired knowledge and basic skills of the previous semester. In semester 6 of the program students plan, conceptualize, coordinate and conduct autonomously mentoring sessions, which includes consultation, intercultural and mediation skills as well career orientated leadership and civic responsibility. The mentoring sessions get monitored and are under supervision by professional faculty members.

**Prerequisite:** Pass in Mentor Program I**,** Interest in mentoring

**Applied pedagogical methods:** scaffolding, peer-to-peer teaching, participatory learning, situated learning, transfer

**Cognitive level due to Bloom:** all levels

**Course Objective**

1. Students can conduct mentoring sessions with first-year students.

2. Students can conduct tutorials with undergraduate students.

3. Understand Human resource development, improve Leadership competencies and develop Civic responsibility

**Course Outcome**

CO1: To apply mentoring skills such as consultation, mediation, interpersonal communication, and intercultural skills

CO2: To apply tutoring skills such as planning and designing tutorial-based learning and teaching sciences, public speaking and presentation skills

**Skills**

- To develop skills in mentoring and tutoring.
- Acquire skills in practicing mentoring

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 3 | | | | | | | 3 |
| CO2 | 2 | 2 | | | | | | | |

**Course Syllabus**

**Unit I- Mentoring Theory**

Consultation, Mediation, Interpersonal communication (e.g., active listening, empathetic listening, non-violent communication), self-reflection, emotion regulation, mindfulness, time management and coordination skills

**Unit II - Planning and Conceptualising**

Transfers and applies knowledge of the 5th semester plan and conceptualises sessions with the mentee. Concept is under a peer review process

**Unit III - Transfer and Application**

Autonomous mentoring sessions (max 1 hour)

Once a week with first-year students (max three undergraduates per session)

**Unit IV - Supervision of Mentoring Sessions**

**Supportive system of Trained Mentors:**

- Professional Supervision
- Peer-to-Peer Supervision

**Unit V - Reflection of the Mentoring Experience**

Students reflect on their experience

- Peer-to-peer feedback
- Case elaborations
- Self-reflection and improvement

**Textbooks**

1. Gordon, S. (2020). Standards for instructional supervision: Enhancing teaching and learning. Routledge.

2. Laverick, D. M. (2016). Mentoring processes in higher education (pp. 1-84). Springer International Publishing.

**References**

1. Brewer, A. M., & Brewer, A. M. (2016). Mentoring from a positive psychology perspective. Springer.

2. Deshmane, S. B. (2014). Discrimination in the University in India: Special Reference to the Bangalore University Women Employees in Karnataka. In Career Moves (pp. 35-46). Brill Sense.

3. Dashper, K. (2019). Mentoring for gender equality: Supporting female leaders in the hospitality industry. International Journal of Hospitality Management, 102397.

4. Garvey, R., Garvey, B., Stokes, P., & Megginson, D. (2017). Coaching and mentoring: Theory and practice. Sage.

5. Garcia-Perez, G. M., & Rojas-Primus, C. (Eds.). (2016). Promoting intercultural communication competencies in higher education. IGI Global.

6. Kumar, P. (Ed.). (2018). Exploring dynamic mentoring models in India. Springer International Publishing.

7. Melissa L. Aikens, Melissa M. Robertson, Sona Sadselia, Keiana Watkins, Mara Evans, Christopher R. Runyon, Lillian T. Eby, and Erin L. Dolan (2017). Race and Gender Differences in Undergraduate Research Mentoring Structures and Research Outcomes. CBE—Life Sciences Education, 16(2), ar34.

8. Phillips-Jones, L. (2003) The Mentee's Guide: How to Have a Successful Relationship with a Mentor. CCC/The Mentoring Group, 13560 Mesa Drive, Grass Valley.

9. Phillips-Jones, L. (2003) The Mentor's Guide: How to Be the Kind of Mentor You Once Had—Or Wish You'd Had. CCC/The Mentoring Group, 13560 Mesa Drive, Grass Valley.

10. Starr, J. (2014). The mentoring manual: Your step-by-step guide to being a better mentor. Pearson UK.

11. Vongalis-Macrow, A. (Ed.). (2014). Career moves: mentoring for women advancing their career and leadership in academia. Springer Science & Business Media.

12.American College Health Association National College Health Assessment Spring 2006 Reference Group Data Report (Abridged): The American College Health Association. (2007). Journal of American College Health, 55(4), 195–206.

13. Moliner, L., & Alegre, F. (2020). Effects of peer tutoring on middle school students' mathematics self-concepts. PloS one, 15(4), e0231410.

14. Stigmar, M. (2016). Peer-to-peer teaching in higher education: A critical literature review. Mentoring & Tutoring: partnership in learning, 24(2), 124-136.

15. Wilson, G., & Gillies, R. M. (2005). Stress associated with the transition from high school to university: The effect of social support and self-efficacy. Journal of Psychologists and Counsellors in Schools, 15(1), 77-92.

| | | | |
|---|---|---|---|
| **24ELS301** | **Essential Life Skills III** | **L T P 1 0 2** | **C 2** |

**Pre-requisite:** Team Spirit, self-confidence and required knowledge, basic English language skills, knowledge of high school level mathematics.

**Course Objective:** To help students understand the nuances of leadership, know the importance of working in teams, face challenging situations, crack interviews, improve communication skills and problem-solving skills.

**Course Outcomes**

**CO1: Soft Skills -** To acquire the ability to work in teams, present themselves confidently and showcase their knowledge, skills, abilities, interests, practical exposure, strengths and achievements to potential recruiters through a resume, video resume, and personal interview.

**CO2: Soft Skills -** To have a better ability to prepare for facing interviews, analyse interview questions, articulate correct responses and respond appropriately to convince the interviewer of one's right candidature through displaying etiquette, positive attitude and courteous communication.

**CO3: Aptitude -** To manage time while arriving at appropriate strategies to solve questions in geometry, statistics, probability and combinatorics.

**CO4: Aptitude -** To analyse, understand and apply suitable methods to solve questions on data analysis.

**CO5: Verbal -** To use diction that is less verbose and more refined and to use prior knowledge of grammar to correct/improve sentences.

**CO6: Verbal -** To understand arguments, analyse arguments and use inductive/deductive reasoning to arrive at conclusions. To generate ideas, structure them logically, and express them in a style that is comprehensible to the audience/recipient.

**Skills:** Communication, teamwork, leadership, facing interviews and problem-solving.

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | | | | | | 3 | | |
| CO2 | 3 | | | | | | 3 | | |
| CO3 | 3 | | | | | | 3 | | |
| CO4 | 3 | | | | | | 3 | | |
| CO5 | 3 | | | | | | 3 | | |
| CO6 | 3 | | | | | | 3 | | |

**Course Syllabus**

**Soft Skills**

**Productivity Skills -** Goal setting: Goals and the process of goal setting: SMART goals. Time management: Why is time management a misnomer? Principles of time management, strategies for effective time management, and Time Analysis.

**Teamwork:** Value of teamwork in organisations, Definition of a team. Why team? Effective team building. Parameters for a good team, roles, empowerment and need for transparent communication, Factors affecting team effectiveness, Personal characteristics of members and their influence on the team. Project Management Skills, Collaboration skills.

**Leadership:** Initiating and managing change, Internal problem solving, Evaluation and coordination, Growth and productivity, and the importance of Professional Networking.

**Facing an interview:** Importance of verbal & aptitude competencies, strong foundation in core competencies, industry orientation/knowledge about the organisation, resume writing (including cover letter, digital profile and video resume), and being professional. Importance of good communication skills, maintaining etiquette during an interview, and appropriate grooming and mannerisms.

**Aptitude**

**Numerical Ability III:** Geometry, Permutations & Combinations, Probability and Statistics.

**Data Interpretation:** Tables, Bar Diagrams, Line Graphs, Pie Charts, Caselets, Mixed Varieties, and other forms of data representation.

**Verbal Skills**

**Vocabulary:** Create an awareness of using refined language through idioms and phrasal verbs.

**Grammar (Advanced Level):** Enable students to improve sentences through a clear understanding of the rules of grammar.

**Reasoning Skills:** Facilitate students in tapping their reasoning skills through Syllogisms and critical reasoning arguments.

**Reading Comprehension (Advanced)**: Enlighten students to the different strategies for tackling reading comprehension questions.

**Public Speaking Skills**: Empower students to overcome glossophobia and speak effectively and confidently before an audience.

**Writing Skills**: Practice closet tests that assess basic knowledge and skills in the mechanics and usage of writing, such as punctuation, basic grammar and usage, sentence structure, and rhetorical skills, including writing strategy, organisation, and style. Practice formal written communication through writing emails, especially composing job application emails.

**References:**

1. Adair. J., (1986), "Effective Team Building: How to make a winning team", London, U.K: Pan Books.

2. Gulati. S., (2006) "Corporate Soft Skills", New Delhi, India: Rupa & Co.

3. The Hard Truth about Soft Skills, by Amazon Publishing.

4. Verbal Skills Activity Book, CIR, AVVP

5. Nova's GRE Prep Course, Jeff Kolby, Scott Thornburg & Kathleen Pierce

6. The BBC and British Council online resources

7. Owl Purdue University online teaching resources

8. www.thegrammarbook.com online teaching resources

9. www.englishpage.com online teaching resources and other useful websites

10. Student Workbook: Quantitative Aptitude & Reasoning, Corporate & Industry Relations, Amrita Vishwa Vidyapeetham.

11. Quantitative Aptitude for All Competitive Examinations, Abhijit Guha.

12. How to Prepare for Quantitative Aptitude for the CAT, Arun Sharma.

13. How to Prepare for Data Interpretation for the CAT, Arun Sharma.

14. How to Prepare for Logical Reasoning for the CAT, Arun Sharma.

15. Quantitative Aptitude for Competitive Examinations, R S Aggarwal.

16. A Modern Approach to Logical Reasoning, R S Aggarwal.

17. A Modern Approach to Verbal & Non-Verbal Reasoning, R S Aggarwal.

**Evaluation Pattern**

| **Assessment** | **Internal** | **External** |
|---|---|---|
| Continuous Assessment (CA) – Soft Skills | 30 | - |
| Continuous Assessment (CA) – Aptitude | 10 | 25 |
| Continuous Assessment (CA) – Verbal | 10 | 25 |
| Total | 50 | 50 |

•CA – Can be Quizzes, Assignment, Lab Practice, Projects, and Reports

## SEMESTER VI

## COURSE SYLLABUS

| 26PSY311 | Counselling Psychology II | L T P 3 0 2 | C 4 |
|---|---|---|---|

**Introduction:**

**Counselling Psychology II** is a comprehensive course designed to advance students' proficiency in counselling practice by building on the foundational concepts covered in Counselling Psychology I. The curriculum centres on the mastery of advanced therapeutic techniques and the practical application of multiple counselling models, including cognitive-behavioural, humanistic, and psychodynamic approaches. Through an in-depth exploration of these frameworks, students gain the skills necessary to tailor interventions to diverse client needs.

The course emphasises the management of complex psychological issues, such as trauma, anxiety, depression, and relationship difficulties. Students are trained to address these challenges with sensitivity, employing evidence-based strategies that enhance therapeutic outcomes. A significant component of the programme involves developing expertise in psychological assessment and treatment planning, equipping learners to design and implement structured interventions for individual clients.

The client-centred approach forms the backbone of the course, fostering an environment where empathy, respect, and active listening are paramount. Learners are encouraged to adopt a holistic perspective, prioritising the unique circumstances and strengths of each client to facilitate meaningful change. Furthermore, the syllabus integrates the importance of cultural competence, preparing students to navigate the complexities of counselling in multicultural contexts. This focus ensures that future practitioners are adept at recognising and respecting cultural diversity, thereby delivering ethical and effective counselling services.

By the conclusion of Counselling Psychology II, students will demonstrate advanced knowledge of therapeutic approaches and techniques, apply targeted interventions for a variety of psychological concerns, and exhibit proficiency in assessment and treatment planning. They will be prepared to conduct professional counselling sessions, contribute positively to client well-being, and uphold the highest standards of cultural sensitivity within their practice.

**Course Objectives:**

- To deepen understanding of various advanced counselling theories and interventions.
- To enhance counselling skills, focusing on specific issues such as trauma, anxiety, and relationship counselling.
- To develop proficiency in creating treatment plans and conducting psychological assessments.
- To explore the role of cultural competence in counselling practice.
- To integrate knowledge of psychological disorders and therapeutic approaches to offer effective counselling services.
- To introduce the use of beginner-level digital tools for telecounselling practice, supervision, and case management.

**Course Outcomes**

CO1: Demonstrate advanced knowledge of therapeutic approaches and techniques in counselling.

CO2: Apply specific interventions for managing various psychological issues effectively.

CO3: Conduct assessments and develop treatment plans based on client needs.

CO4: Show competence in providing culturally sensitive counselling services.

CO5: Develop a holistic understanding of the counsellor's role in supporting mental health and well-being.

**CO PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | | 3 | | | 3 | | 3 | 2 |
| CO2 | 3 | | 3 | | | 3 | | 3 | 2 |
| CO3 | 3 | | 3 | | | 3 | | 3 | 3 |
| CO4 | 3 | | 3 | | | 3 | | 3 | 2 |
| CO5 | 3 | | 3 | | | 3 | | 3 | 2 |

**Course Syllabus**

**Unit I:** Advanced theories of counselling

Existential Counselling, Gestalt Therapy, Narrative Therapy, Systemic and Family Counselling Theories, Solution Focused Brief Therapy, Transactional Analysis, Trauma-informed care, multi-cultural counselling, Integrative and Eclectic approaches. Use visual mind-mapping tools (e.g., Miro or MindMeister) to compare theoretical frameworks and intervention techniques. Short video lectures and online counselling demonstrations (from APA PsycTherapy or YouTube educational sources) will be used for applied learning.

**Unit II:** Counselling special populations

Child and Adolescent; Geriatric; Marginalised Populations – LGBTQ and minority communities; Vulnerable sections, Schools and HEI. Community, Industry, Legal and judiciary setting, Forensics, Hospitals, De-addiction centres, Special-school settings. Use case simulations available on platforms like “TherapyByPro” or “Therapist Aid” to understand age- and culture-specific adaptations in counselling. Basic use of Canva or PowerPoint for developing psychoeducational handouts and awareness infographics for clients from special populations.

**Unit III:** Group counselling

Group Counselling – Definition, nature and characteristics; stages of group counselling process; theories; covering types of groups, stages of group development, roles of the counsellor, techniques for facilitating effective group interactions and promoting personal growth. Simulate group counselling sessions using Zoom or Google Meet breakout rooms to practise facilitator roles and process observation. Collaborative documentation of group reflections will be done using Google Docs or Padlet. Use of AI transcription tools (Otter.ai or Fireflies.ai) to review and analyse group process communication patterns.

**Unit IV:** Counsellor Self-Care and Emerging Trends

Supervision in Counselling, Burnout prevention, Record maintenance and handling ethical issues. Emerging Trends – Telecounselling and AI interventions. Explore beginner-friendly telehealth platforms (e.g., Doxy.me demo or OpenCounseling resources) to understand the structure of online sessions. Self-care tracking will be facilitated using mobile well-being apps (such as Mindfulness Coach or Moodfit) with reflective journaling on digital progress.
ChatGPT-style AI interfaces for case formulation exercises under faculty guidance, emphasising ethical limitations of AI-assisted practice.

**Unit V:** Case Conceptualisation, Interpretation and Presentation

Students will present a counselling case study report. Understanding the internal dynamics of the presenting problem, the systematisation and organisation of the problem, and the assessment and interpretation of the client's presenting problem. Suggestion of suitable intervention.

**References**

**Textbooks**


1. Jacobs, E. E., Masson, R. L., & Harvill, R. L. (2009). Group counselling: Strategies and skills. Brooks/Cole.
2. Corey, M. S., & Corey, G. (2002). Groups: Process and practice (6th ed.). Brooks/Cole.
3. Corey, G., Schneider Corey, M., & Callanan, P. (2018). Issues and ethics in the helping professions (10th ed.). Cengage Learning.
4. Capuzzi, D., & Stauffer, M. D. (2016). Counseling and psychotherapy: Theories and interventions (6th ed.). American Counseling Association.
5. Ivey, A. E., & D'Andrea, M. (2019). Theories of counseling and psychotherapy: A multicultural perspective (7th ed.). SAGE Publications.


**Suggested Readings**


1. Jack, D. C., & Dill, D. (1992). The silencing the self-scale: Schemas of intimacy associated with depression in women. Psychology of Women Quarterly, 16(1), 97–106. https://doi.org/10.1111/j.1471-6402.1992.tb00242.x

2. Seligman, M. E. P. (1975). Helplessness: On depression, development, and death. W. H. Freeman.

3. Davis, M. H. (1983). Measuring individual differences in empathy: Evidence for a multidimensional approach. Journal of Personality and Social Psychology, 44(1), 113–126. https://doi.org/10.1037/0022-3514.44.1.113


| | | | |
|---|---|---|---|
| **26PSY312** | **Diagnostic Assessment II** | **L T P 3 0 0** | **C 3** |

**Introduction**

Diagnostic Assessment II is an advanced-level course that extends students' understanding of psychological testing beyond the basics. This course focuses on in-depth learning of administering, scoring, interpreting, and integrating a variety of psychological assessments. It includes a broad spectrum of tests—ranging from personality and cognitive performance assessments to neuropsychological evaluations and computer-based assessments—providing students with practical, hands-on experience. The curriculum is structured to enhance critical analysis of psychometric principles such as reliability and validity, while also emphasising the importance of ethical and cultural considerations in psychological diagnostics. Students are trained to synthesise diagnostic information from several sources and present their findings clearly and effectively, preparing them for professional practice in psychological assessment.

**Course Objectives**

- To deepen students' theoretical and practical knowledge of psychological test administration and interpretation.
- To enable students to critically evaluate psychological tools based on psychometric principles.
- To train students in the full process of psychological diagnosis, from clinical interview to reporting.
- To develop proficiency in administering a range of tests across domains such as personality, intelligence, performance, and neuropsychology.
- To familiarise students with ethical, cultural, and contextual factors in psychological diagnosis.
- To introduce basic digital tools and software for data entry, scoring, and visualisation in psychological assessment.

**Course Outcomes**

CO1: Administer and interpret a range of psychological tests with precision and professionalism.

CO2: Evaluate the objectivity, reliability, and validity of diagnostic tools.

CO3: Conduct structured interviews, behavioural observations, and computerised assessments.

CO4: Synthesise multi-method diagnostic data and write clear, comprehensive psychological reports.

CO5: Recognise the limitations and ethical issues involved in psychological assessment.

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | | | 3 | | 3 | | 2 | |
| CO2 | 3 | | | 3 | | 3 | | 2 | |
| CO3 | 3 | | | 3 | | 3 | | 2 | |
| CO4 | 3 | | | 3 | | 3 | | 2 | |
| CO5 | 3 | | | 3 | | 3 | | 2 | |

**Course Syllabus**

**Unit I: The Diagnostic Process**

Steps in psychological diagnosis. Initial interview and case history. Ethical considerations in testing. Cultural sensitivity and bias in assessments. Report writing structure and guidelines. use Google Forms or Microsoft Forms to design mock intake forms and digital case history templates to practice collecting structured data.

**Unit II: Psychometric Foundations**

Objectivity, reliability, validity. Norms, standardisation, and test construction. Clinical vs statistical significance. Test selection based on psychometric properties. Ethical use of test scores. Use Microsoft Excel or Jamovi (open-source) to calculate reliability coefficients and visualise score distributions through basic graphs and charts.

**Unit III: Personality and Clinical Assessment**

Projective tests: Rorschach, Thematic Apperception Test (TAT). Objective tests: MMPI, MCMI, 16PF, NEO-PI-R, TCI. Clinical screening tools: BDI, HAM-A, GHQ. Interpretation and integration of personality assessment results. Case examples and diagnostic exercises. Practice digital scoring of inventories using spreadsheet templates and learn to present results visually using bar charts and radar plots.

**Unit IV: Cognitive and Neuropsychological Testing**

Intelligence tests: WAIS, WISC, Binet scales. Performance-based tests: Raven's Progressive Matrices. Neuropsychological assessments: Bender-Gestalt, Trail Making Test, Wisconsin Card Sorting Test, Luria-Nebraska Neuro Psychological Battery, CANTAB, PGIBBBD(Dr Dwarka Prashad). Brain-behaviour relationships and diagnostic implications. Age-specific adaptations and interpretation. Use of free online cognitive task simulators (e.g., PsyToolkit) to understand the structure and administration of cognitive and neuropsychological assessments in digital formats.

**Unit V: Computer-Aided Testing and Applied Diagnosis**

Introduction to digital and software-based testing tools. Advantages and limitations of computer-aided assessments. Integrating interviews, test results, and observations. Writing integrated diagnostic reports. Presentation of cases in class: peer review and feedback. Learn APA-compliant digital report formatting using Google Docs/Word, apply AI-based grammar

assistance tools (like Grammarly), and use data visualisation dashboards (like Canva or Chartbuilder) to present diagnostic findings effectively.

**References**

**Textbooks**


1. Cohen, R. J., & Swerlik, M. E. (2018). Psychological testing and assessment: An introduction to tests and measurement (9th ed.). McGraw-Hill.
2. Kaplan, R. M., & Saccuzzo, D. P. (2017). Psychological testing: Principles, applications, and issues (9th ed.). Cengage Learning.
3. Groth-Marnat, G., & Wright, A. J. (2016). Handbook of Psychological Assessment (6th ed.). Wiley.
4. Gregory, R. J. (2021). Psychological testing: History, principles, and applications (8th ed.). Pearson.
5. American Psychological Association. (2022). Ethical principles of psychologists and code of conduct. https://www.apa.org/ethics/code/


**Suggested Readings**


1. American Psychiatric Association. (2022). Diagnostic and statistical manual of mental disorders (5th ed., text rev.; DSM-5-TR). Author.

2.Hinkle, J. S., & Henderson, D. A. (Eds.). (2014). The DSM-5® guidebook: The essential companion to the Diagnostic and statistical manual of mental disorders (5th ed.). American Psychiatric Publishing.

3.Youngstrom, E. A., Choukas-Bradley, S., Calhoun, C. D., & Jensen-Doss, A. (2015). Clinical guide to the evidence-based assessment approach to diagnosis and treatment. Journal of Clinical Child & Adolescent Psychology, 44(6), 921–930. https://doi.org/10.1080/15374416.2015.1055850


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|---|---|---|---|
| **26PSY398** | **Internship -I** | **L T P 0 0 12** | **C 6** |

Block Placement is designed to immerse learners in the authentic professional environment of a psychology setting, offering a valuable opportunity to observe and participate in the daily routines and responsibilities encountered by practising psychologists. During this placement, the learner engages directly with clients, which may involve assessment, counselling,

intervention, and support activities. This hands-on approach allows the learner to interact not only with clients but also with colleagues, supervisors, and other professionals within the agency, thereby gaining a comprehensive understanding of the multidisciplinary nature of psychological practice.

The placement also encourages learners to participate in the management and administrative operations of the setting, such as record-keeping, case documentation, coordination of services, and attending team meetings. This exposure helps learners appreciate the organisational aspects and the collaborative processes essential for effective service delivery in psychology-related agencies.

Over the course of four weeks (one month), learners continuously engage in various intervention processes, which may include individual and group therapy, psychoeducation, crisis intervention, and community outreach programmes. This sustained involvement enables learners to integrate theoretical knowledge acquired in the classroom with practical skills, enhancing their competence and confidence in real-world scenarios. The process of active participation and reflection throughout the placement fosters the generation of new learning, as learners adapt to complex situations, refine their techniques, and develop problem-solving abilities.

Block Placement may occur in one or more specialised agencies, such as hospitals, clinics, rehabilitation centres, schools, or community organisations, depending on the learner's area of interest and the availability of placements. By engaging in direct practice and organisational tasks within these agencies, learners develop a well-rounded skill set that prepares them for future roles in psychology, with an emphasis on ethical practice, professional conduct, and effective client engagement.

**ASSESSMENT METHODS:**

**1. Theory papers (2 & 3 Credit Courses)**

| **Components Internal** | **Midterm** | **End Semester** |
|---|---|---|
| Midterm (Internal) | 30% | |
| Continuous Assessment (Internal) | | 30% |
| End semester (External) | | 40% |

•CA – Can be Quizzes, Assignment, Projects, and Reports

**Internships/Block Placement**

**Method of Internal and External Assessment**

The student will be evaluated for the Summer Internship, Winer Internship and Block Placement through a Viva Voce with internal and external assessment for 80 and 20 marks, respectively.

| | | | |
|---|---|---|---|
| **26PSY397** | **Research Project I** | **L T P 0 0 16** | **C 8** |

**Prerequisite:** Basic Research Methods

**Course Overview:**

This course is designed to introduce undergraduate psychology students to the fundamentals of research in social sciences and psychology practice. Students will develop research skills and knowledge necessary for effective psychology practice. The course will cover various research methods, ethical considerations, and practical applications in the field of psychology.

**Course Objectives:**

**1.** To introduce students to the basic principles of social science research.

2. To develop students' skills in conducting literature reviews and critically evaluating research.

3. To familiarise students with various research methodologies applicable to social sciences practice.

4. To provide hands-on experience in designing and implementing a small-scale research project.

5. To enhance students' ability to analyse and interpret research findings in the context of social sciences.

**Course Outcomes:**

- CO1: Understand the fundamental principles and ethical considerations in psychology research.
- CO2: Conduct a literature review and critically evaluate existing research in a specific area of psychology.
- CO3: Demonstrate knowledge of various research methodologies commonly used in psychology research.
- CO4: Design and implement a small-scale psychology research project.
- CO5: Analyse and interpret research findings, drawing connections to psychology practice.

**Skills:** Critical thinking, Literature review, data analysis, ethical awareness, ability to apply research methods in the context of psychology

| **Evaluation Pattern: Assessment** | **Internal** | **External** |
|---|---|---|
| Internal Guide Assessment (In terms of Attendance, Contribution and Reports) | 50 | |
| Viva | | 30 |

| | | |
|---|---|---|
| Dissertation | | 20 |

| | | | |
|---|---|---|---|
| **26PSY313** | **Introduction to Computing Level -VI** | **L T P 1 1 2** | **C 3** |

**Course Objectives:**

1. Introduce students to the fundamental concepts and principles of data science.

2. Provide a foundation in programming languages relevant to social data science (python or R)

3. Provide an introduction to basic NLP techniques for analysing text data

4. Familiarize students with various analysis tools that integrate computational methods into data analysis.

**Course Outcomes:**

CO1: Understands the significance of computational approach in social science research

CO2: Basic programming skills with Python/R

CO3: Encourage critical thinking in the application of computational methods to social issues.

CO4: Gains hands-on experience in leveraging basic machine learning and NLP techniques.

CO5: Understanding fundamental concepts of machine learning, including supervised and unsupervised learning.

**Skills:**

- Basic programming skills with Python/R.
- Use advanced tools to draw in-depth analytical inferences.
- Proficiency in designing research studies by selecting appropriate computational approaches to address the social problems.
- Familiarity with natural language processing (NLP) tools for analyzing and extracting insights from text data.
- Capability to apply data science and machine learning techniques to solve real-world problems.

**CO PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | | | 1 | | | | 1 | | |
| CO2 | | | 1 | | | | 1 | | |
| CO3 | | | 1 | | | | 1 | | |

**Course Syllabus**

**Unit I: Introduction to Data Science**

Data science pipeline and components; Data science Methodologies; Concepts of Machine Learning; Principles of research design; Supervised and unsupervised learning; Biases and variances in the data; Class imbalances

**Unit II: Text as Data**

Text cleaning techniques, Text annotation, Keyword analysis, Sentiment analysis, Text classification, and summarization; NLP tools; Visualization of text data

**Unit III: Predictive modelling in social science**

Data cleaning techniques. Data transformation; Linear Regression; Logistic Regression; Decision Trees; Classification and categorization techniques

**Unit IV: Advanced tools for data collection and analysis**

Machine learning Tools (WEKA); Web Scraping; Text Analytics tools without coding (MonkeyLearn)

**References**

1. Cioffi-Revilla, C. (2014). *Introduction to computational social science*. Springer. https://doi.org/10.1007/978-1-4471-5661-1

2. Michael J. Crawley, The R Book, Second Edition, https://www.cs.upc.edu/~robert/teaching/estadistica/TheRBook.pdf

3. Larson-Hall, J. (2015). *A guide to doing statistics in second language research using SPSS and R*. Routledge.

4. Introduction to Social Data Science by David Garcia, 2021 https://dgarcia-eu.github.io/SocialDataScience/1_Introduction/011_IntroductionToSDS/Introduction.html

5. Mariani, P., & Zenga, M. (Eds.). (2020). *Data science and social research II: Methods, technologies and applications*. Springer Nature.

**SEMESTER VII**

**COURSE SYLLABUS**

| 26PSY401 | Community Health Psychology | L T P 3 0 0 | C 3 |
|---|---|---|---|

**Introduction**

Community Health Psychology is a specialised field that investigates the ways in which psychological theories and practices can be applied within community settings to enhance health and well-being. It delves deeply into the interplay between individual behaviours and wider social, cultural, economic, and environmental influences that collectively shape health outcomes at the community level.

This discipline pays particular attention to the social determinants of health—such as education, income, housing, and social support systems—that often lead to variations in health status among different groups. By examining these determinants, Community Health Psychology seeks to understand the root causes of health disparities and inequities.

The field also emphasises the importance of community empowerment, which involves enabling community members to have a voice and active role in identifying their health needs, making decisions, and implementing solutions. Through empowerment, communities are better equipped to address health challenges collectively and sustainably.

A significant component of Community Health Psychology is its focus on public health interventions that are designed and implemented at the community level. These interventions may target a range of health issues—from infectious diseases to mental health—using strategies that are culturally appropriate and contextually relevant. The course guides students in systematically assessing community health needs, developing intervention plans, and applying methods to evaluate the effectiveness of those plans.

Additionally, the module introduces participatory research methods, which involve collaboration between researchers and community members throughout the research process. This participatory approach ensures that research activities are grounded in local realities and are more likely to yield practical, actionable outcomes.

Students enrolled in this course will develop practical skills in needs assessment, intervention design, and advocacy. They will learn how to promote equitable health policies and create supportive environments that foster both physical and mental health. The curriculum is multidisciplinary, drawing on insights from psychology, sociology, public health, and policy studies, and it encourages students to apply their knowledge to meaningful community change and health promotion.

**Course Objectives**

- To introduce the foundational theories and scope of community health psychology.
- To examine the impact of social, cultural, economic, and environmental factors on community health.

— To explore health disparities, social justice, and the role of community empowerment in public health.

— To develop skills in planning, implementing, and evaluating community-based health interventions.

— To familiarize students with participatory research methodologies and ethical practices in community health psychology.

— To introduce students to basic digital tools for community data collection, visualization, and communication in health promotion initiatives.

**Course Outcomes**

CO1: Demonstrate an understanding of theoretical models and frameworks in community health psychology.

CO2: Identify and analyse social determinants that influence health and well-being at the community level.

CO3: Design and propose community-based interventions that address health challenges.

CO4: Apply principles of empowerment, advocacy, and participatory action in public health initiatives.

CO5: Evaluate the impact of health interventions and contribute to the development of evidence-based practices in community settings.

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 2 | | 3 | | 3 | | 3 | 3 |
| CO2 | 3 | 2 | | 3 | | 3 | | 3 | 3 |
| CO3 | 3 | 2 | | 3 | | 3 | | 3 | 3 |
| CO4 | 3 | 2 | | 3 | | 3 | | 3 | 3 |
| CO5 | 3 | 2 | | 3 | | 3 | | 3 | 3 |

**Course Syllabus**

**Unit 1: Foundations of Community Health Psychology**

Definition and scope. Historical evolution of health psychology and community health psychology. The biopsychosocial and ecological models. Health promotion versus disease prevention. Health Issues Affecting Children and Adolescents – School–based healthcare programmes. Explore interactive online public health dashboards (e.g., WHO Health

Observatory, India Health Data Portal) to observe real-time community health indicators and understand how data informs psychological interventions.

**Unit 2: Social Determinants of Health and Health Disparities**

Socioeconomic status, race, gender, and access to healthcare. Environmental and cultural influences on health. Health inequities and social justice. Case studies on marginalised populations. Use Google Sheets or Data wrapper to visualise local community health data (such as nutrition, sanitation, or literacy) and interpret how these social determinants affect well-being.

**Unit 3: Community-Based Interventions**

Principles of community engagement. Needs assessment and community mapping. Designing culturally sensitive health promotion programs. Behaviour change theories in community health (e.g., Health Belief Model, Social Cognitive Theory). Use Google Forms or KoboToolbox (a beginner-friendly, open-source platform) to conduct simple digital surveys for community needs assessment.

**Unit 4: Participatory Research and Evaluation**

Community-Based Participatory Research (CBPR). Action research methods. Ethical considerations in community health research. Monitoring and evaluating community interventions. Conduct virtual focus groups or interviews using Zoom or Google Meet, apply AI-assisted transcription tools (like Otter.ai) for qualitative data handling, and use NVivo alternatives like Taguette for coding and thematic analysis of qualitative responses.

**Unit 5: Empowerment, Policy, and Advocacy**

Community empowerment and leadership. Health education strategies. Mental health in communities. Role of psychologists in public health policy and advocacy. Use social media tools such as Canva and Instagram (educational campaigns) to create and share community health messages, applying behavioural change communication principles in digital spaces.

**Reference**

**Textbooks**


1. Campbell, C., & Murray, M. (2004). Community health psychology: Promoting analysis and action for social change. Journal of Health Psychology, 9(2), 187–195. https://doi.org/10.1177/1359105304040886
2. Murray, M., & Campbell, C. (2003). Community health psychology: Context, diversity and inequality. Journal of Health Psychology, 8(2), 155–157. https://doi.org/10.1177/1359105303008002001
3. Marks, D. F., Murray, M., Evans, B., & Willig, C. (2011). Health psychology: Theory, research and practice (3rd ed.). Sage Publications.
4. Dalal, A. K., & Misra, G. (2010). The core and context of Indian psychology. Psychology and Developing Societies, 22(1), 121–155.
5. Naidoo, J., & Wills, J. (2016). Foundations for health promotion (4th ed.). Elsevier Health Sciences.

**Suggested Readings**

1.Perkins, D. D., & Zimmerman, M. A. (1995). Empowerment theory, research, and application. American Journal of Community Psychology, 23(5), 569–579. https://doi.org/10.1007/BF02506982

2.Jason, L. A., Glantsman, O., O'Brien, J. F., & Ramian, K. N. (2019). Introduction to community psychology: Becoming an agent of change. Rebus Community.

3.Nelson, G. B., Kloos, B., & Ornelas, J. (2014). Community psychology: In pursuit of liberation and well-being. Palgrave Macmillan.

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|---|---|---|---|
| **26PSY402** | **Community Mental Health** | **L T P 3 0 2** | **C 4** |

**Introduction:**

The Community Mental Health course offers a comprehensive introduction to understanding mental health and well-being through a community-based lens. Central to the course is the emphasis on preventive, promotive, and rehabilitative approaches, equipping students to address mental health challenges proactively and holistically within diverse population groups. By examining the social, cultural, economic, and environmental determinants that shape mental health, students gain a nuanced appreciation of the complex factors influencing well-being in India and beyond. The curriculum prioritises equitable access to mental health care, highlighting the need to address stigma, marginalisation, and social determinants that contribute to disparities in mental health outcomes.

Throughout the module, students will develop essential skills in assessing community mental health needs, designing and implementing tailored interventions, and engaging in advocacy for individuals and groups. The course fosters an understanding of the importance of interdisciplinary collaboration—enabling students to work alongside various professionals and community stakeholders to promote mental health at the grassroots level. In line with contemporary developments, students are introduced to national mental health programmes, key policy frameworks, and the role of digital tools in mental health promotion, data collection, and tele-mental health facilitation. By integrating these elements, the course prepares students to become effective agents of change, committed to advancing mental health equity and well-being across communities.

**Course Objectives:**

- To provide a foundational understanding of community mental health and its principles.
- To explore the socio-cultural and systemic influences on mental health in community settings.
- To examine models and strategies for mental health promotion, prevention, and early intervention.

— To develop skills in planning and evaluating community mental health programs.

— To understand the role of mental health professionals in community-based settings.

— To introduce students to basic digital tools for mental health promotion, data collection, and tele-mental health facilitation.

**Course Outcomes:**

CO1: Describe key concepts, principles, and approaches in community mental health.

CO2: Analyse the impact of social determinants, stigma, and marginalisation on mental health outcomes.

CO3: Design culturally sensitive and inclusive mental health promotion strategies.

CO4: Collaborate with stakeholders to implement community-based mental health programs.

CO5: Evaluate community interventions and advocate for mental health equity and policy reform.

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 3 | | 3 | | 3 | | 3 | |
| CO2 | 3 | 3 | | 3 | | 3 | | 3 | |
| CO3 | 3 | 3 | | 3 | | 3 | | 3 | |
| CO4 | 3 | 3 | | 3 | | 3 | | 3 | |
| CO5 | 3 | 3 | | 3 | | 3 | | 3 | |

**Course Syllabus**

**Unit 1: Introduction to Community Mental Health**

Definition and scope. Historical evolution and significance. Mental health versus mental illness. Principles of community psychiatry and public mental health. Explore online mental health dashboards such as the WHO Mental Health Atlas or India's Ministry of Health portals to examine prevalence and service coverage in local and global contexts.

**Unit 2: Determinants and Epidemiology of Mental Health**

Social, economic, and environmental factors. Community risk and protective factors. Vulnerable populations. Epidemiology of common mental disorders. Use Google Forms or Microsoft Forms to create beginner-friendly surveys assessing mental health needs in a simulated community setting.

**Unit 3: Mental Health Promotion and Prevention**

Preventive strategies: primary, secondary, tertiary. Models of mental health promotion. Community outreach, psychoeducation, and life skills training. Role of NGOs, schools, and workplaces. School Mental Health – Historical Development – Strategies and Policies in India and the World – Current Status. Design digital awareness campaigns using Canva or Instagram to educate communities about stress management, coping strategies, or stigma reduction.

**Unit 4: Community-Based Mental Health Services**

Types of services: clinics, mobile teams, tele-mental health. Rehabilitation and reintegration programs. Crisis intervention and suicide prevention. Role of caregivers and self-help groups. Explore basic tele-mental health platforms (Zoom, Google Meet) for simulated community counselling sessions. Simple AI transcription tools (such as Otter.ai) can be used to record and review counselling interactions.

**Unit 5: Policy, Ethics, and Advocacy in Community Mental Health**

National Mental Health Programme and District Mental Health Programme. Legal and ethical considerations in community settings. Community participation and empowerment. Advocacy for mental health rights and destigmatization. Recent developments in community mental health in India: policies, programs and models. Use online advocacy tools (such as Change.org) to create petitions for mental health awareness campaigns and policy advocacy, applying principles of ethical digital engagement.

**References**

**Textbooks**


1. Kumar, P. (2013). Mental health and community psychology: A framework for intervention. Sage Publications India.
2. World Health Organisation. (2001). Mental health: New understanding, new hope (The World Health Report 2001). World Health Organisation.
3. Thara, R., & Patel, V. (2010). Role of non-governmental organisations in mental health in India. Indian Journal of Psychiatry, 52(Suppl 1), S389–S395. https://doi.org/10.4103/0019-5545.69245
4. Jacob, K. S. (2011). Community care for people with mental disorders in developing countries. World Psychiatry, 10(2), 162–163.
5. Patel, V., Minas, H., Cohen, A., & Prince, M. J. (2014). Global mental health: Principles and practice. Oxford University Press.


**Suggested Readings**


1.Sarason, S. B. (1988). Community psychology, networks, and Mr. Everyman. Clinical Psychology Publishing Co.

2.Brock, K. J., & Sarason, I. G. (1996). Handbook of community mental health. Springer Publishing.

3.Gopalkrishnan, N., & Babacan, H. (2015). Cultural diversity and mental health: Considerations for policy and practice. Frontiers in Public Health, 3, 173. https://doi.org/10.3389/fpubh.2015.00173

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| **26PSY403** | **Positive Psychology** | **L T P 3 0 0** | **C 3** |

**Introduction:**

This course aims to introduce the basic concepts of Positive Psychology which helps the students to see the behaviour from its strength and well-being perspective. Positive Psychology focuses on cultivating human strengths, virtues, and factors that contribute to optimal functioning and flourishing. By shifting the attention from merely diagnosing and treating psychological weaknesses or disorders, this approach encourages students to identify and harness positive traits such as resilience, gratitude, optimism, and empathy. The course emphasises the practical application of these strengths in diverse contexts, including education, organisational settings, counselling, and psychotherapy. Students will learn how positive psychological principles can enhance learning environments, foster productive workplaces, and improve therapeutic outcomes by promoting mental health and well-being. Through theoretical exploration and evidence-based practices, learners will be equipped to apply positive psychology concepts in real-life scenarios, thereby supporting individual and community well-being and unlocking human potential in both personal and professional spheres.

**Course Objectives:**

— To develop understanding about the basics, principles, methods of Positive Psychology

— To explore the evidence-based practices that prevails in the field

— To analyse the applications of the Positive Psychology in various required sectors

— To introduce beginner-level technology tools to track, enhance, and share well-being and positive psychology practices.

**Course Outcomes**

CO1: Students understand the foundational concepts of Positive Psychology

CO2: Students know the evidence-based practices

CO3: Students apply the Positive Psychology concepts for their personal and professional development

CO4: Students explore ways to devise strategies to solve problems using the concepts of Positive psychology

CO5: Students utilise beginner-level digital tools to monitor and promote well-being, character strengths, and positive interventions.

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | | | 3 | | 3 | | 3 | |
| CO2 | 3 | | | 3 | | 3 | | 3 | |
| CO3 | 3 | | | 3 | | 3 | | 3 | |
| CO4 | 3 | | | 3 | | 3 | | 3 | |
| CO5 | 3 | | | 3 | | 3 | | 3 | |

**Course Syllabus**

**Unit I:** Introduction; Applications and Future of Positive Psychology

Introduction: Definitions, Objectives and Goals, History of Positive Psychology – Eastern and Western Perspectives, Essential Concepts, Research methods

Applications – Education, Organisation, Counselling and Psychotherapy; Assessments in Positive Psychology

Future directions - Cultural perspectives; Emerging trends; Policy making and social development

Explore online Positive Psychology assessment tools like VIA Survey of Character Strengths, PERMA profiler, or free well-being quizzes to assess themselves and peers.

**Unit II:** Well-being and Character Strengths

Well-being – Definitions, Types – Subjective well-being, psychological well-being and social well-being, Theories, Fostering Well-being

Character Strengths – Definitions, VIA classification of Virtues and character strengths – Types and significance; Methods to enhance Character Strengths; Connection amidst Well-being and Character Strengths

Use mobile apps such as Happify or Moodfit to track daily positive activities, well-being, and character strengths.

**Unit III:** Positive emotions and Optimism

Positive Emotions – Definitions and Types, Broaden and Build theory, Cultivating Positive Emotions

Optimism- Definition and Theories, Neurobiology of Optimism, Flourishing, Coping and Emotional Intelligence

Maintain digital journals using apps like Daylio or Journey to record daily positive experiences and optimism exercises, promoting reflection and self-monitoring.

**Unit IV:** Resilience and Grit

Resilience – Definitions and Theories, Factors contributing to Resilience, Fostering Resilience

Grit – Definition and similarities and difference between goals, determination and grit, Four Pillars of Grit, Fixed and Growth mindsets, Grit development. Relationship between Resilience and Grit

Participate in online interactive resilience and grit challenges (via Kahoot or Google Forms) to practice coping strategies and growth mindset activities.

**Unit V:** Flow, Mindfulness and Spirituality

Flow – Concepts - Meaning, Consciousness, Quality of life; Conditions for Flow; Body, Thoughts, Emotions, Family and Work in Flow; Mastering Flow

Mindfulness - Definition, John Kabat Zinn – Breathing meditation, Body scan meditation, Mountain meditation and Loving Kindness meditation. Relationship between Flow, Mindfulness and Spirituality

Practice guided mindfulness and flow exercises via apps such as Insight Timer, Headspace, or Calm. Record reflections digitally and share anonymized progress summaries for discussion.

**References**

**Textbooks**


1. Carr, A. (2011). Positive psychology: The science of happiness and human strengths. Routledge.
2. Snyder, C. R., & Lopez, S. J. (2007). Positive psychology: The scientific and practical exploration of human strengths. Sage Publications.
3. Mohanty, G. B. (2018). Positive psychology. Kalyani Publishers.
4. Peterson, C. (2006). A primer in positive psychology. Oxford University Press.
5. Snyder, C. R., Lopez, S. J., Edwards, L. M., & Marques, S. C. (Eds.). (2021). The Oxford handbook of positive psychology (3rd ed.). Oxford University Press.


**Suggested Readings**


1.Peterson, C. (2006). A primer in positive psychology. Oxford University Press.

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

3.Snyder, C. R., & Lopez, S. J. (2009). Oxford handbook of positive psychology (2nd ed.). Oxford University Press.


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| **26PSY404** | **Rehabilitation Psychology** | **L T P 3 0 0** | **C 3** |

**Introduction**

Rehabilitation Psychology is a specialised branch of psychology that focuses on assisting individuals who are experiencing physical, mental, or cognitive impairments. The primary goal is to help these individuals achieve optimal psychological and functional recovery, adapt to

their circumstances, and lead fulfilling lives. This discipline examines the complex psychological challenges that arise when a person is faced with a disability, such as changes in self-concept, emotional adjustment, and social integration.

The course offers an in-depth exploration of the theories underpinning rehabilitation psychology, including the biopsychosocial model, which considers the interaction of biological, psychological, and social factors in recovery. Students learn about various evidence-based interventions and therapeutic techniques, such as cognitive-behavioural therapy, motivational interviewing, and psychoeducation, all tailored to address the unique needs of individuals with disabilities. These interventions aim to foster resilience, enhance adaptive coping strategies, and promote autonomy.

A significant emphasis is placed on the psychologist's multifaceted role in the rehabilitation process. This includes conducting psychological assessments, developing personalised rehabilitation plans, providing emotional support, and facilitating the development of self-management skills. Psychologists also act as advocates, guiding individuals and their families through the complexities of disability and helping them navigate available resources and services.

Collaboration within interdisciplinary teams is a cornerstone of successful rehabilitation. The course highlights the importance of psychologists working closely with medical doctors, physiotherapists, occupational therapists, speech-language pathologists, social workers, and other professionals. This collective approach ensures that clients receive comprehensive care addressing both physical and psychological aspects of rehabilitation, ultimately leading to improved outcomes and quality of life.

Additionally, the curriculum introduces students to ethical considerations, cultural competence, and the use of technology in rehabilitation practice. By the end of the course, students will have acquired both theoretical knowledge and practical skills, empowering them to support individuals with disabilities effectively. They will be equipped to promote independence, facilitate community integration, and contribute positively to the field of rehabilitation psychology in diverse settings.

**Course Objectives**

— To introduce students to the key concepts and theories in rehabilitation psychology.

— To explore the psychological impact of disabilities and the rehabilitation process.

— To examine various therapeutic interventions aimed at enhancing coping and recovery.

— To understand the role of rehabilitation psychologists in interdisciplinary teams.

— To develop an understanding of ethical considerations in working with individuals with disabilities.

— To introduce beginner-level technology tools to aid assessment, rehabilitation planning, and tracking patient progress.

**Course Outcomes**

CO1: Demonstrate knowledge of the psychological principles involved in rehabilitation.

CO2: Apply psychological theories to assist in the rehabilitation of individuals with disabilities.

CO3: Understand the various interventions used to improve the quality of life of individuals with disabilities.

CO4: Recognise the importance of interdisciplinary collaboration in rehabilitation settings.

CO5: Develop ethical and culturally sensitive approaches to working with individuals undergoing rehabilitation.

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | | | 3 | | 3 | | 2 | |
| CO2 | 3 | | | 3 | | 3 | | 2 | |
| CO3 | 3 | | | 3 | | 3 | | 2 | |
| CO4 | 3 | | | 3 | | 3 | | 2 | |
| CO5 | 3 | | | 3 | | 3 | | 2 | 3 |

**Course Syllabus**

**Unit I:** Introduction

Definition, historical perspective, scope, methods and functions. Multi-disciplinary approach to rehabilitation: Biological, medical, psychological, educational and social aspects. Recent trends in research in rehabilitation psychology. Explore beginner-friendly rehabilitation software and apps, such as MedBridge, Rehab Guru, or Rehab My Patient, to understand digital therapy planning and tracking.

**Unit II:** Disability

Degree, Types and Extent of Disabilities in India, Disability Rehabilitation, Disability Law and Human Rights. Work setting of rehabilitation psychologists – Designing training programmes for rehabilitation psychologists – Training needs analysis, implementation of training programmes. Government schemes and policies- Legislation: RCI Act, RPWD Act, National Trust, etc. Use online databases or digital dashboards to track government schemes and disability statistics for case studies and planning intervention.

**Unit III:** Team approaches to rehabilitation

Psychologist in rehabilitation professional's team; Psychological assessment and rehabilitation programme planning; Consultancy and service coordination in rehabilitation; Case and caseload management in rehabilitation; Vocational rehabilitation. Practice case

coordination using digital collaboration tools like Google Workspace or Trello to simulate team-based rehabilitation planning.

**Unit IV:** Adjustment to Chronic Illness and Disability

The individual's responses to chronic illness and disability and their implications for rehabilitation; Theories: Beatrice Wright, Carolyn Vash, Kubler Ross; Factors impacting individuals' response to disability - Factors in the disability, Factors in the environment, Factors in the individual; Interaction between the individual and societal factors in shaping disability experience; Negative and positive responses to disability. Maintain digital reflective journals using apps such as Evernote or OneNote to track coping strategies, adjustment interventions, and patient progress in case simulations.

**Unit V:** Rehabilitation in Clinical Contexts

Stroke and rehabilitation, Traumatic brain injury and rehabilitation, Persistent and chronic pain and rehabilitation, Limb amputation and rehabilitation. Elements of neuro-psychological rehabilitation. Assessment for psychological rehabilitation. Psychosocial support. Explore virtual rehabilitation simulations or video-based case studies to practice intervention planning and monitoring outcomes in a beginner-friendly digital format.

**References**

**Textbooks**


1. Brenner, L. A., Reid-Arndt, S. A., Elliott, T. R., Frank, R. G., & Caplan, B. (Eds.). (2019). Handbook of rehabilitation psychology (3rd ed.). American Psychological Association.
2. Kennedy, P. (Ed.). (2012). The Oxford handbook of rehabilitation psychology. Oxford University Press.
3. Vash, C. L., & Crewe, N. M. (2004). Psychology of disability (2nd ed.). Springer Publishing Company.
4. Kennedy, P. (2012). The Oxford handbook of rehabilitation psychology. Oxford University Press.
5. Rehabilitation Council of India. (2000). Rehabilitation Council of India Act of 1992/Amendment 2000. Author.


**Suggested Readings**


1.Frank, R. G., & Elliott, T. R. (Eds.). (2000). Handbook of rehabilitation psychology. American Psychological Association.

2.Whyte, J., & Hart, T. (2003). It's more than a black box; it's a Russian doll: Defining rehabilitation treatments. American Journal of Physical Medicine & Rehabilitation, 82(8), 639–652.

3.Wright, B. A. (1983). Physical disability: A psychosocial approach (2nd ed.). HarperCollins.


| | | | |
|---|---|---|---|
| **26PSY405** | **Diagnostic Assessment III** | **L T P 3 0 0** | **C 3** |

**Introduction**

This course offers a comprehensive introduction to the clinical and diagnostic aspects of neuropsychological disorders. It is designed to provide students with an in-depth understanding of the neurological and cognitive foundations underlying various central nervous system (CNS) disorders. Through this module, students will systematically examine the underlying neuropathological mechanisms—such as structural and functional brain abnormalities—that contribute to the development of neuropsychological conditions.

The curriculum covers key neuroanatomical features, including the roles of different brain regions, neural pathways, and physiological processes in cognition and behaviour. Students will learn how specific impairments in these structures can lead to a range of clinical symptoms, including memory deficits, language disturbances, emotional dysregulation, and changes in behaviour. Case studies and clinical examples will illustrate how these symptoms manifest in real-world settings, bridging theory and practice.

A significant focus of the course is on the principles and methodologies of neurological and neuropsychological assessment. Students will be introduced to standardised testing tools, observational techniques, and diagnostic interviews used to evaluate cognitive functions, emotional status, and behaviour in individuals with suspected or known brain dysfunction. The course will highlight the importance of accurate assessment in forming differential diagnoses and tailoring intervention strategies.

Furthermore, the module emphasises the practical application of neuropsychological findings in clinical practice. Students will develop diagnostic skills by interpreting assessment data and integrating these insights into therapeutic planning. This includes formulating treatment goals, recommending rehabilitation strategies, and collaborating with multidisciplinary teams to support individuals with neuropsychological disorders. By the end of the course, students will be equipped not only with theoretical knowledge but also with the practical competencies required to link brain dysfunctions with observable symptoms and to contribute effectively to patient care and rehabilitation.

**Course Objective**

- To provide a foundational understanding of neuropsychological disorders and their biological bases.
- To explore the structure and functions of the central nervous system and its relevance in diagnosis.
- To introduce students to diagnostic tools and neuropsychological testing methods.
- To enable students to link clinical symptoms to underlying neuroanatomical structures.
- To familiarise students with neurological and neuropsychological assessments in diverse clinical conditions.

— To use beginner-friendly digital tools to visualise neuroanatomy, conduct online cognitive assessments, and simulate neuropsychological case studies.

**Course Outcomes**

CO1: Describe the neuropathological foundations of major neuropsychological disorders.

CO2: Identify key neuroanatomical and physiological structures associated with cognitive and behavioural impairments.

CO3: Understand and apply common methods used in neuropsychological measurement and assessment.

CO4: Interpret neuropsychological symptoms in the context of clinical diagnosis.

CO5: Analyse case studies involving neurological disorders and formulate diagnostic impressions.

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | | | 3 | | 3 | | 2 | |
| CO2 | 3 | | | 3 | | 3 | | 2 | |
| CO3 | 3 | | | 3 | | 3 | | 2 | |
| CO4 | 3 | | | 3 | | 3 | | 2 | |
| CO5 | 3 | | | 3 | | 3 | | 2 | |

**Course Syllabus**

**Unit 1: Introduction to Neuropsychology and CNS Disorders**

Scope and relevance of neuropsychology. Overview of the central nervous system: structure and function. Common disorders of the CNS: acquired and congenital. Introduction to neuropathology. Use interactive 3D brain visualisation tools (e.g., BrainFacts 3D, Neuroanatomy apps) to explore CNS structures and understand their functions.

**Unit 2: Neuropathological Basis of Neuropsychological Disorders**

Traumatic brain injury, stroke, tumours. Degenerative diseases: Alzheimer's, Parkinson's, Huntington's. Epilepsy, multiple sclerosis, and infectious brain diseases. Neurodevelopmental disorders: ADHD, autism spectrum disorders. Review digital case simulations and watch interactive video modules illustrating neuropathology and symptom progression.

**Unit 3: Neuroanatomical Correlates and Cognitive Functions**

Frontal lobe dysfunction and executive impairments. Temporal lobe and memory disorders. Parietal lobe and visuospatial deficits. Occipital lobe and perceptual disorders. Use beginner-friendly digital cognitive mapping software to link neuroanatomical areas with functional impairments.

**Unit 4: Neuropsychological Assessment Tools and Techniques**

Clinical interview and behavioural observations. Standardised tests for cognitive functioning (e.g., memory, attention, language). Neurological imaging techniques: EEG, MRI, fMRI, PET, Video EEG, ERP. Case history and neuropsychological report writing. Practice administering online cognitive assessment tools (e.g., Cambridge Brain Sciences, BrainCheck) and enter results into digital case reporting templates.

**Unit 5: Clinical Application and Case Analysis**

Integration of diagnostic data for clinical formulation. Interpretation of test results and symptom patterns. Case studies of neuropsychological disorders. Ethics in neuropsychological assessment and reporting. Analyse virtual patient case studies using digital platforms that simulate symptoms, test scores, and imaging results, enabling interactive diagnostic decision-making exercises.

**References**

**Textbooks**


1. Lezak, M. D., Howieson, D. B., Bigler, E. D., & Tranel, D. (2012). Neuropsychological assessment (5th ed.). Oxford University Press.
2. Kolb, B., & Whishaw, I. Q. (2015). Fundamentals of human neuropsychology (7th ed.). Worth Publishers.
3. Strauss, E., Sherman, E. M. S., & Spreen, O. (2006). A compendium of neuropsychological tests: Administration, norms, and commentary (3rd ed.). Oxford University Press.
4. Goldstein, G., & McNeil, M. R. (Eds.). (2013). Clinical neuropsychology: A pocket handbook for assessment (2nd ed.). American Psychological Association.
5. Heilman, K. M., & Valenstein, E. (2011). Clinical neuropsychology (5th ed.). Oxford University Press.


**Suggested Readings**


1.Groth-Marnat, G., & Wright, A. J. (2016). Handbook of psychological assessment (6th ed.). Wiley.

2. American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). American Psychiatric Publishing.

3.Hunsley, J., & Mash, E. J. (2018). A guide to assessments that work (2nd ed.). Oxford University Press.

| 26PSY406 | Introduction to Computing Level VII | L T P 1 1 2 | C 3 |
|---|---|---|---|

**Course Objectives:**

— Introduce the concepts of social network analysis and its relevance to psychology

— Explore social media data to understand and analyse patterns in public opinion

— Introducing students to Agent-Based modelling, combining theoretical concepts, practical skill development, and real-world applications.

— Integrates geospatial concepts with social and behavioural science contexts and issues.

— Hands-on experience exploring public opinion data to gain insights on opinion trends and communication networks.

**Course Outcomes:**

CO1: Demonstrate understanding of key concepts in social network analysis and how information flows within social networks

CO2: Identify sources influencing public opinion and understand the impact of public opinion on policy studies

CO3: Demonstrate understanding of system dynamics and emergent behaviours.

CO4: Recognise the interconnectedness of social network analysis, public opinion analysis, agent-based modelling, and geospatial analysis.

CO5: Understand how computational methods can be applied to address social issues.

**Skills:**

- Ability to define and identify social entities, nodes, and ties within a network.
- Proficiency in understanding and interpreting network structures using graph theory concepts.
- Ability to identify and analyse various sources influencing public opinion.
- Competence in collecting and analysing public opinion data and visualising public opinion trends.
- Proficiency in creating simple agent-based models and understanding emergent behaviours using available tools like NetLogo

**CO - PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | | | 1 | | | | 1 | | |
| CO2 | | | 1 | | | | 1 | | |
| CO3 | | | 1 | | | | 1 | | |

**Course Syllabus:**

**Unit I: Social Network Analysis**

Relations and interactions among social entities; network structures, centrality, and information flow; Applications

**Unit II: Public Opinion and Sentiment Analysis**

Sources of public opinion; Analysis of public opinion on various topics; Applications from policy studies; Shifts in public sentiments

**Unit III: Introduction to Agent-based Modelling**

Role of ABM in social simulations; Basic concepts of ABM; System dynamics; Emergent dynamics in ABM NetLogo tool basics; Demonstration of simple agent-based models

**Unit III: Geo-spatial Analysis**

Role of geospatial analysis and its applications; Social disparities and spatial patterns; Analysing the spatial distribution of social issues.

**Textbooks**

1. Cioffi-Revilla, Claudio. Introduction to computational social science. Springer London. https://doi. org/10.1007/978-1-4471-5661-1, 2014.

**References:**

1. Aragona, Maria Gabriella Grassia-Biagio. "Data Science and Social Research." (2016).

2. Cariceo, Oscar, Murali Nair, and Jay Lytton. "Data science for social work practice." Methodological Innovations 11.3 (2018): 2059799118814392.

| 26PSYS407 | Cross-Cultural Psychology | L T P 3 0 0 | C 3 |
|---|---|---|---|

**Introduction**

Cross-Cultural Psychology explores the interplay between culture and human behaviour. It examines how cultural contexts influence psychological processes such as perception, cognition, emotion, motivation, development, personality, social behaviour, and mental health. By comparing and contrasting these processes across cultures, the course equips students with a

broad understanding of cultural diversity and its significance in psychological theory, research, and practice. Students will critically assess how cultural factors shape behaviour and develop intercultural competence essential for effective practice in multicultural and global settings.

**Course Objectives**

- To understand the role of culture in shaping psychological processes and human behaviour.
- To explore the methodologies and approaches used in cross-cultural psychological research.
- To examine psychological theories through the lens of cultural relativity and universality.
- To develop cultural sensitivity and awareness in assessing psychological functioning.
- To apply cross-cultural psychological concepts to real-world issues, including mental health, communication, and social behaviour.
- To utilise beginner-friendly technology to conduct cross-cultural research, analyse data, and simulate cultural scenarios.

**Course Outcomes**

CO1: Identify key concepts and theories in cross-cultural psychology.

CO2: Evaluate cultural similarities and differences in psychological functioning.

CO3: Analyse how cultural contexts influence perception, cognition, emotion, and behaviour.

CO4: Apply cross-cultural principles to psychological assessment and intervention.

CO5: Demonstrate cultural sensitivity in academic, research, and applied psychology settings.

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | 3 | | | | | | 3 | |
| CO2 | 3 | 3 | | | | | | 3 | |
| CO3 | 3 | 3 | | | | | | 3 | |
| CO4 | 3 | 3 | | | | | | 3 | |
| CO5 | 3 | 3 | | | | | | 3 | |

**Course Syllabus**

**Unit 1: Introduction to Cross-Cultural Psychology**

Definition, scope, and goals of cross-cultural psychology. History and evolution of the field. Culture and its components: values, beliefs, practices. Etic vs. emic approaches. Interactive digital maps and infographics to explore cultural diversity across regions and illustrate cultural dimensions (e.g., individualism vs collectivism).

**Unit 2: Research Methods in Cross-Cultural Psychology**

Comparative research designs and sampling techniques. Measurement equivalence and bias. Challenges in conducting cross-cultural research. Ethical considerations. Use online survey tools (e.g., Google Forms, Qualtrics, or SurveyMonkey) to design beginner-friendly cross-cultural research projects. Digital tutorials on ensuring cultural fairness in surveys will be included.

**Unit 3: Cultural Influences on Psychological Processes**

Perception, cognition, and intelligence across cultures. Emotions and motivation: universal vs. culture-specific expressions. Language, communication, and cultural thought patterns. Development and socialisation. Interactive digital simulations demonstrating culture-specific expressions of emotion, communication styles, and thought patterns. Online quizzes to compare cultural cognitive differences.

**Unit 4: Culture and Social Behaviour**

Self and identity: independent vs. interdependent self-concepts. Interpersonal relationships and group dynamics. Prejudice, discrimination, and acculturation. Cultural influences on gender roles and family systems. Virtual role-play modules to simulate intercultural interactions and group dynamics for experiential learning. Students can analyse outcomes and reflect on cultural perspectives.

**Unit 5: Applied Cross-Cultural Psychology**

Cross-cultural aspects of mental health and psychotherapy. Culture and personality disorders. Multicultural competence in counselling and clinical settings. Cultural diversity in education, the workplace, and global communication. Beginner-friendly data visualisation tools (e.g., Tableau Public, Google Data Studio) to analyse cross-cultural research data. Digital case studies allow students to apply concepts in mental health and workplace scenarios.

**References**

**Textbooks**


1. Berry, J. W., Poortinga, Y. H., Breugelmans, S. M., Chasiotis, A., & Sam, D. L. (2011). Cross-cultural psychology: Research and applications (3rd ed.). Cambridge University Press.
2. Matsumoto, D., & Juang, L. (2016). Culture and psychology (6th ed.). Cengage Learning.
3. Segall, M. H., Dasen, P. R., Berry, J. W., & Poortinga, Y. H. (1999). Human behavior in global perspective: An introduction to cross-cultural psychology (2nd ed.). Allyn & Bacon.
4. Heine, S. J. (2020). Cultural psychology (4th ed.). W. W. Norton & Company.

5. Sue, D. W., & Sue, D. (2015). Counseling the culturally diverse: Theory and practice (7th ed.). Wiley.

**Suggested Readings**

1.Berry, J. W., Poortinga, Y. H., Segall, M. H., & Dasen, P. R. (2011). Cross-cultural psychology: Research and applications (3rd ed.). Cambridge University Press.

2.Matsumoto, D., & Juang, L. (2017). Culture and psychology (6th ed.). Cengage Learning.

3.Heine, S. J. (2016). Cultural psychology (3rd ed.). W. W. Norton & Company.

| | | | |
|---|---|---|---|
| **24ELS401** | **Essential Life Skills IV** | **L T P 1 0 2** | **C 2** |

**Pre-requisite:** Willingness to learn, team spirit, Basic English language and communication skills and knowledge of basic arithmetic.

**Course Objectives:**

— Help students to understand the importance of ethics and organisational culture

— Prepare the students for effective professional networking and interview participation

— Help students to sharpen their problem-solving and reasoning skills

— Empower students to communicate effectively by using enhanced diction, grammar and verbal reasoning skills

**Course Outcomes:**

**CO1: Soft Skills** - To be able to learn the importance of workplace ethics and DEI.

**CO2: Soft Skills -** To be able to improve networking and perform effectively in interviews.

**CO3: Aptitude -** To identify, investigate and arrive at appropriate strategies to solve questions on arithmetic and algebra by managing time effectively.

**CO4: Aptitude -** To investigate, understand and use appropriate techniques to solve questions on logical reasoning and data analysis by managing time effectively.

**C05: Verbal -** To be able to use diction that is more refined and appropriate, and to be competent in knowledge of grammar to correct/improve sentences

**C06: Verbal** - To be able to examine, interpret and investigate passages and to be able to generate ideas, structure them logically and express them in a style that is comprehensible to the audience/recipient.

**CO-PO Mapping**

| | PO1 | PO2 | PO3 | P04 | P05 | PSO1 | PSO2 | PS03 | PSO4 |
|---|---|---|---|---|---|---|---|---|---|
| CO1 | 3 | | | | | | 3 | | |
| CO2 | 3 | | | | | | 3 | | |
| CO3 | 3 | | | | | | 3 | | |
| CO4 | 3 | | | | | | 3 | | |
| CO5 | 3 | | | | | | 3 | | |
| CO6 | 3 | | | | | | 3 | | |

**Course syllabus**

**Soft Skills**

**Career Planning -** What is a Career? Career Path, Career Aspiration, Career Cluster, Personal Values, Core Skills, SMART Career Goal, Career SWOT (Strengths, Weaknesses, Opportunities and Threats) Analysis, Psychometric Analysis for career development.

**Professional Networking -** What is networking? Networking Skills for Career, Types of Networkers: Observers, Reactors, Initiators, Directors; Networking Strategies. Leveraging social media for networking.

**Workplace Ethics and Professional Conduct -** Introduction to Workplace Ethics, Ethical Decision-Making, Codes of Conduct and Organisational Culture, Emerging Ethical Issues

**Diversity, Equity, Inclusiveness (DEI) -** Introduction to Diversity, Equity, and Inclusiveness; Impact of Unconscious Bias, Cultural Competence and Communication, Inclusive Leadership and Organisational Practices.

**Mock Interviews** (Advanced Training) **-** Mock Interviews (Practice), answering probable interview questions, asynchronous interviews.

**Verbal**

**Vocabulary -** Idioms and Phrases - advanced, Collocations, Jargon and Technical Vocabulary, Neologisms, Polysemous Words

**Grammar -** Complex Sentence Structures, Discourse Markers, Concessive Clauses.

**Reasoning** - Critical Reasoning – advanced, Inference and Implication, and Analytical Reasoning.

**Reading Comprehension -** Advanced - To comprehend and analyse diverse written works, to empower learners to approach intricate texts with confidence

**Public Speaking Skills** - Advanced - JAM, Debate.

**Writing Skills -** Business Writing: Proposals, Reports; Academic Writing; Content Writing

**Aptitude**

**Data Sufficiency:** Introduction to and basics of Data Sufficiency.

**Campus recruitment papers:** Introduction to interview puzzles and placement written test questions of all major recruiters.

**Competitive examination papers:** Introduction to major competitive examination paper patterns and questions. Learn calculation techniques and time management strategies.

**References**

Stephen Covey, “The habits of highly effective people”, Free press Revised edition, 2004

Kenneth H Blanchard, “The 25 Best Time Management Tools & Techniques: How to Get More Done Without Driving Yourself Crazy”, Peak Performance Press, 1st edition, 2005

Kenneth H. Blanchard and Spencer Johnson, “The One Minute Manager” , William Morrow, 1984

Personality Development and Soft Skills, Barun K.Mitra, Oxford, 2nd Edition

How to Win Friends & Influence People, Dale Carnegie, 1998 Edition.

Professional Networking for Dummies, by Donna Fisher, For Dummies; 1st edition (15 August 2001)

What Colour Is Your Parachute? 2022: Your Guide to a Lifetime of Meaningful Work and Career Success by Richard N. Bolles, Ten Speed Press (14 December 2021)

**Verbal**

“GMAT Official Guide” by the Graduate Management Admission Council, 2019

Arun Sharma, “How to Prepare for Verbal Ability and Reading Comprehension For CAT”

Joern Meissner, “Turbocharge Your GMAT Sentence Correction Study Guide”, 2012

Kaplan, “Kaplan GMAT 2012 & 13”

Kaplan, “New GMAT Premier”, Kaplan Publishing, U.K., 2013

Manhattan Prep, “Critical Reasoning 6th Edition GMAT”

Manhattan Prep, “Sentence Correction 6th Edition GMAT”

Mike Barrett “SAT Prep Black Book: The Most Effective SAT Strategies Ever Published”

Mike Bryon, “Verbal Reasoning Test Workbook Unbeatable Practice for Verbal Ability, English Usage and Interpretation and Judgement Tests”

www.bristol.ac.uk/arts/skills/grammar/grammar_tutorial/page_55.htm

www.campusgate.co.in

**Aptitude**

Arun Sharma, “How to Prepare for Quantitative Aptitude for the CAT Common Admission Test”, Tata McGraw-Hill, 5th Edition, 2012

Arun Sharma, “How to Prepare for Logical Reasoning for the CAT Common Admission Test”, Tata McGraw-Hill, 2nd Edition, 2014

Arun Sharma, “How to Prepare for Data Interpretation for the CAT Common Admission Test”, Tata McGraw-Hill, 3rd Edition, 2015

R.S. Aggarwal, “Quantitative Aptitude for Competitive Examinations”, S. Chand Publishing, 2015

R.S. Aggarwal, “A Modern Approach to Verbal & Non-Verbal Reasoning”, S. Chand Publishing, Revised -2015

Sarvesh Verma, “Quantitative Aptitude-Quantum CAT”, Arihant Publications, 2016

www.mbatious.com

www.campusgate.co.in

www.careerbless.com

**Evaluation Pattern**

| **Assessment** | **Internal** | **External** |
|---|---|---|
| Continuous Assessment (CA) – Soft Skills | 30 | - |
| Continuous Assessment (CA) – Aptitude | 10 | 25 |
| Continuous Assessment (CA) – Verbal | 10 | 25 |
| Total | 50 | 50 |

•CA – Can be Quizzes, Assignment, Lab Practice, Projects, and Reports

**SEMESTER VIII**

**COURSE SYLLABUS**

| | | | |
|---|---|---|---|
| **26PSY499** | **Research Project II** | **L T P 0 0 20** | **C 10** |

**Course Overview**

This advanced research course builds on foundational research skills and prepares undergraduate psychology students to independently conceptualise, design, conduct, and report a full-scale empirical research project. The course emphasises rigorous scientific inquiry, methodological competence, ethical professionalism, and evidence-based psychological practice. Students will engage in all stages of the research cycle—proposal development, ethical review processes, data collection, data analysis using appropriate statistical or qualitative techniques, interpretation, and dissemination. By the end of this course, students will produce a complete research report aligned with undergraduate research standards and develop competencies essential for future academic, clinical, or applied psychology roles.

**Course Objectives**

- To strengthen advanced knowledge of research paradigms, designs, and methodologies relevant to psychological science.
- To develop mastery in conducting systematic literature reviews, synthesising existing evidence, and identifying research gaps.
- To equip students with skills for developing a research proposal, including formulating research questions, hypotheses, operational definitions, and selecting suitable methods.
- To familiarise students with ethical protocols, including informed consent, confidentiality, risk assessment, and institutional review processes.
- To provide extensive hands-on experience in designing, executing, and managing a full-scale empirical research study in psychology.

**Course Outcomes**

**CO1:** Demonstrate advanced understanding of research paradigms, ethical principles, and methodological standards in psychological research.

**CO2:** Conduct a systematic literature review, critically evaluate existing empirical studies, and identify gaps that justify a research project.

**CO3:** Design a complete research proposal that includes well-framed research questions/hypotheses, methodological design, sampling strategies, tools, and ethical considerations.

**CO4:** Implement an empirical research project, including participant recruitment, data collection, and ethical documentation.

**CO5:** Interpret and discuss findings in relation to existing psychological theories, literature, and practical implications, adhering to APA regulations.

**Skills Developed**

- Advanced critical thinking and scientific reasoning
- Systematic literature review skills
- Research design and project management
- Quantitative and qualitative data analysis
- Ethical decision-making in research
- Scientific writing and APA formatting
- Use of research and analysis software
- Presentation and dissemination skills

| **Evaluation Pattern: Assessment** | **Internal** | **External** |
|---|---|---|
| Internal Guide Assessment (In terms of Attendance, Contribution and Reports) | 50 | |
| Viva | | 30 |
| Dissertation | | 20 |

| | | | |
|---|---|---|---|
| **26PSY497#/ 26PSY498*** | **Block Placement#/Internship II*** | **L T P 0 0 16** | **C 8** |

Block Placement aims to provide an opportunity to experience day-to-day work in a psychology setting. The learner gets involved with direct practice with the client system and with the ongoing management operations of the setting. It also enables learners to integrate learning and generate newer learning by participating in the intervention processes over a period of 4 weeks (one month) continuously, in a specific agency.

**ASSESSMENT METHODS**

**Psychology theory papers (3 & 4 Credit courses)**

| Components Internal | Midterm | End Semester |
|---|---|---|
| Midterm (Internal) | 30% | |
| Continuous Assessment (Internal) | | 30% |
| End semester (External) | | 40% |

•CA – Can be Quizzes, Assignment, Projects, and Reports

**Internships/Block Placement**

**Method of Internal and External Assessment**

The student will be evaluated for the Summer Internship, Winter Internship and Block Placement through a Viva Voce with internal and external assessment for 80 and 20 marks, respectively.

**Courses offered under the framework of Amrita Values Programmes I and II**

**22AVP201 Message from Amma's Life for the Modern World**

Amma's messages can be put into action in our lives through pragmatism and by attuning our thought process in a positive and creative manner. Every single word Amma speaks, and the guidance received on matters which we consider trivial, is rich in content and touches the very inner being of our personality. Life gets enriched by Amma's guidance, and she teaches us the art of exemplary life skills, where we become witnesses to all the happenings around us, while keeping the balance of the mind.

**22ADM211 Leadership from the Ramayana**

Introduction to Ramayana, the first Epic in the world – Influence of Ramayana on Indian values and culture – Storyline of Ramayana – Study of leading characters in Ramayana – Influence of Ramayana outside India – Relevance of Ramayana for modern times.

**22ADM201 Strategic Lessons from the Mahabharata**

Introduction to Mahabharata, the largest Epic in the world – Influence of Mahabharata on Indian values and culture – Storyline of Mahabharata – Study of leading characters in Mahabharata – Kurukshetra War and its significance - Relevance of Mahabharata for modern times.

**Courses offered under the framework of**

**Amrita Values Programmes I and II**

**22AVP201 Message from Amma's Life for the Modern World**

Amma's messages can be put into action in our lives through pragmatism and by attuning our thought process in a positive and creative manner. Every single word Amma speaks, and the guidance we receive on matters we consider trivial, is rich in content and touches the very inner being of our personality. Life gets enriched by Amma's guidance, and she teaches us the art of exemplary life skills, where we become witnesses to all the happenings around us, while keeping the balance of the mind.

**22ADM211 Leadership from the Ramayana**

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**22ADM201 Strategic Lessons from the Mahabharata**

Introduction to Mahabharata, the largest Epic in the world – Influence of Mahabharata on Indian values and culture – Storyline of Mahabharata – Study of leading characters in Mahabharata – Kurukshetra War and its significance - Relevance of Mahabharata for modern times.

**22AVP204 Lessons from the Upanishads**

Introduction to the Upanishads: Sruti versus Smrti - Overview of the four Vedas and the ten Principal Upanishads - The central problems of the Upanishads – The Upanishads and Indian Culture – Relevance of Upanishads for modern times – A few Upanishad Personalities: Nachiketas, SatyakamaJabala, Aruni, Shvetaketu.

**22AVP205 Message of the Bhagavad Gita**

Introduction to Bhagavad Gita – Brief storyline of Mahabharata - Context of Kurukshetra War – The anguish of Arjuna – Counsel by Sri. Krishna – Key teachings of the Bhagavad Gita – Karma Yoga, Jnana Yoga and Bhakti Yoga - Theory of Karma and Reincarnation – Concept of Dharma – Concept of Avatar - Relevance of Mahabharata for modern times.

**22AVP206 Life and Message of Swami Vivekananda**

Brief Sketch of Swami Vivekananda's Life – Meeting with Guru – Disciplining of Narendra - Travel across India - Inspiring Life incidents – Address at the Parliament of Religions – Travel in the United States and Europe – Return and reception in India – Message from Swamiji's life.

**22AVP207 Life and Teachings of Spiritual Masters India**

Sri Rama, Sri Krishna, Sri Buddha, AdiShankaracharya, Sri Ramakrishna Paramahamsa, Swami Vivekananda, Sri Ramana Maharshi, Mata Amritanandamayi Devi.

**22AVP208 Insights into Indian Arts and Literature**

The aim of this course is to present the rich literature and culture of Ancient India and help students appreciate their deep influence on Indian Life - Vedic culture, the primary source of Indian Culture – A brief introduction and appreciation of a few of the art forms of India - Arts, Music, Dance, and theatre.

**22AVP209 Yoga and Meditation**

The objective of the course is to provide practical training in YOGA ASANAS, with a sound theoretical base and theoretical classes on selected verses from Patanjali's Yoga Sutra and Ashtanga Yoga. The coverage also includes the effect of yoga on integrated personality development.

**22AVP210 Kerala Mural Art and Painting**

Mural painting is an offshoot of the devotional tradition of Kerala. A mural is any piece of artwork painted or applied directly on a wall, ceiling or other large permanent surface. In the contemporary scenario, mural painting is not restricted to the permanent structures and is being done even on canvas. Kerala mural paintings are frescoes depicting mythology and legends, drawn on the walls of temples and churches in South India, particularly in Kerala. Ancient temples, churches and places in Kerala, South India, display an abounding tradition of mural paintings mostly dating back between the 9th and 12th centuries when this form of art enjoyed Royal patronage. Learning Mural painting through the theory and practice workshop is the objective of this course.

**22AVP213 Traditional Fine Arts of India**

India is home to one of the most diverse Art forms in the world. The underlying philosophy of Indian life is "Unity in Diversity" and it has led to the most diverse expressions of culture in India. Most art forms of India are an expression of devotion by the devotee towards the Lord and its influence in Indian life is very pervasive. This course will introduce students to the deeper philosophical basis of Indian Art forms and provide a practical demonstration of their continuing relevance.