



**RAMAIAH
UNIVERSITY**
OF APPLIED SCIENCES

**Programme Structure and Course Details
Of
B.Sc. (Hons) in Psychology
2023 onwards**

**School of Social Sciences
Department of Psychology**

B. K. H. H.

Head of Department,
Department of Psychology,
School of Social Sciences,
Ramaiah University of Applied Sciences
Bangalore-560054

Immin

Director
School of Social Sciences & School of Law
M S Ramaiah University of Applied Sciences
Bangalore - 560054

Ramya R.V.
Dean - Academics

M.S. Ramaiah University of Applied Sciences
Bangalore-560054

University's Vision, Mission and Objectives

The M. S. Ramaiah University of Applied Sciences (MSRUAS) will focus on student-centric professional education and motivates its staff and students to contribute significantly to the growth of technology, science, economy and society through their imaginative, creative and innovative pursuits. Hence, the University has articulated the following vision and objectives.

Vision

MSRUAS aspires to be the premier university of choice in Asia for student centric professional education and services with a strong focus on applied research whilst maintaining the highest academic and ethical standards in a creative and innovative environment

Mission

Our purpose is the creation and dissemination of knowledge. We are committed to creativity, innovation and excellence in our teaching and research. We value integrity, quality and teamwork in all our endeavors. We inspire critical thinking, personal development and a passion for lifelong learning. We serve the technical, scientific and economic needs of our Society.

Objectives

1. To disseminate knowledge and skills through instructions, teaching, training, seminars, workshops and symposia in Engineering and Technology, Art and Design, Management and Commerce, Health and Allied Sciences, Physical and Life Sciences, Arts, Humanities and Social Sciences to equip students and scholars to meet the needs of industries, business and society
- *2. To generate knowledge through research in Engineering and Technology, Art and Design, Management and Commerce, Health and Allied Sciences, Physical and Life Sciences, Arts, Humanities and Social Sciences to meet the challenges that arise in industry, business and society
3. To promote health, human well-being and provide holistic healthcare
4. To provide technical and scientific solutions to real life problems posed by industry, business and society in Engineering and Technology, Art and Design, Management and Commerce, Health and Allied Sciences, Physical and Life Sciences, Arts, Humanities and Social Sciences
5. To instill the spirit of entrepreneurship in our youth to help create more career opportunities in the society by incubating and nurturing technology product ideas and supporting technology backed business
6. To identify and nurture leadership skills in students and help in the development of our future leaders to enrich the society we live in
7. To develop partnership with universities, industries, businesses, research establishments, NGOs, international organizations, governmental organizations in India and abroad to enrich the experiences of faculties and students through research and developmental programmes

R. L. S. H.

[Signature]

Ramguth R.V.

Director

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M.S. Ramaiah University of Applied Sciences
School of Social Sciences
Department of Psychology
Head of Department

Faculty	Social Sciences
Department	Psychology
Programme Code	416
Programme Name	B.Sc. (Hons) in Psychology
Dean of the Faculty	
Head of the Department	

- Title of the Award:** B.Sc. (Hons) in Psychology
- Mode of Study:** Full-Time
- Awarding Institution /Body:** M. S. Ramaiah University of Applied Sciences, Bengaluru
- Joint Award:** Not Applicable
- Teaching Institution:** School of Social Sciences, M. S. Ramaiah University of Applied Sciences, Bengaluru
- Programme Accredited Body and Date of Accreditation:** Not Applicable
- Grade Awarded by the Accreditation Body:** Not Applicable
- Programme Accreditation Validity:** Not Applicable
- Programme Benchmark:** Not Applicable

10. Rationale for the Programme

B.Sc. (Hons.) in Psychology is an undergraduate honours degree programme designed to expose students to advanced concepts, developments, and techniques in the realm of psychology. The programme's curriculum is based on applied learning, learner-centric pedagogy, a research-driven curriculum that mainly focuses on the mastery of basic principles, advanced concepts, developments, and techniques in psychology.

The curriculum is outcome-based, and it imbibes required theoretical concepts and practical skills in the domain. By undergoing this programme, students develop application-oriented learning skills, critical, analytical thinking, and problem-solving abilities for a smooth transition from academic to the real-life work environment.

11. Programme Mission

B.Sc. (Hons.) in Psychology is an undergraduate degree programme designed to expose students to advanced concepts, developments, and techniques in the realm of psychology. The programme's curriculum is based on applied learning, learner-centric pedagogy, a research-driven curriculum that mainly focuses on the mastery of basic principles, advanced concepts, developments, and techniques in psychology.

12. Graduate Attributes (GAs)

GA-1. Psychology knowledge: Ability to apply knowledge of mathematics/science fundamentals to solve complex problems in Psychology

GA-2. Problem Analysis: Ability to analyse Psychology problems, interpret data and arrive at meaningful conclusions involving mathematical inferences

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Head of Department

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- GA-3. Design and Development of Solutions:** Ability to design an Psychology system, component, or process to meet desired needs considering public health and safety, and the cultural, societal, and environmental considerations
- GA-4. Conduct Instigations of Complex Problems:** Ability to understand and solve complex Psychology problems by conducting experimental investigations
- GA-5. Modern Tool Usage:** Ability to apply appropriate tools and techniques and understand utilization of resources appropriately to complex economic activities
- GA-6. Environment and Sustainability:** Ability to develop sustainable solutions and understand their effect on society and environment
- GA-7. Ethics:** Ability to apply ethical principles to economic practices and professional responsibilities
- GA-8. Communication:** Ability to make effective oral presentations and communicate technical ideas to a broad audience using written and oral means
- GA-9. Life-long learning:** Ability to adapt to the changes and advancements in technology and engage in independent and life-long learning

13. Programme Outcomes (POs)

B.Sc. (hons) (Psychology) graduates will be able to:

- PO-1.** Apply the knowledge of Psychology to the solution of complex societal problems.
- PO-2.** Identify problems by closely examining the situations around them and think holistically about the phenomena and generate viable solutions to these problems. Exhibit the skill of critical thinking and understand scientific texts and place scientific statements and themes in contexts and evaluate them in terms of generic conventions.
- PO-3.** Demonstrate ability to accommodate the views of others and present their own opinions and complex ideas, in written or oral form, in a clear and concise manner in group settings. Exhibit thoughts and ideas effectively in writing and orally; communicate with others using appropriate media, build effective interactive and presenting skills to meet global competencies.
- PO-4.** Infer scientific literature, build a sense of enquiry and be able to formulate, test, analyze, interpret, and establish hypothesis and research questions; and to identify and consult relevant sources to find answers.
- PO-5.** Create new conceptual, theoretical, methodological innovations that integrate and transcend beyond discipline-specific approaches to address a common problem.
- PO-6.** Perform independently and collaboratively as a part of a team to meet defined objectives and carry out work across interdisciplinary fields. Execute interpersonal relationships, self-motivation and adaptability skills and commit to professional ethics.
- PO-7.** Demonstrate empathetic social concern and equity centered national development and act with an informed awareness of moral and ethical issues and commit to professional ethics and responsibility.

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Bangalore
Ravi K.V.
M. S. Ramaiah University

PO-8. Analyze the impact of the scientific solutions in societal and environmental contexts for sustainable development.

PO-9. Demonstrate attitudes of being a life-long learner who passionately pursues self-determined goals in the broadest context of socio-technological changes.

14. Programme Goal

The programme goal is to produce graduates with critical, analytical and problem-solving skills, and ability to think independently, to pursue a career in Psychology and allied areas.

15. Programme Educational Objectives (PEOs)

The objectives of the B.Sc. (hons) (Psychology) programme are to:

PEO-1. Create a community of informed purveyors of knowledge geared towards academic excellence and increase the knowledge base and skill sets aimed at enhancing their professional competence.

PEO-2. Promote innovation and research by instilling a sense of independent and critical thinking with sensitivity to social needs.

PEO-3. Inculcate strong human values and social, interpersonal and leadership skills required for professional success in evolving global professional environments.

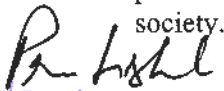
16. Programme Specific Outcomes (PSOs)

At the end of the B.Sc. (Hons) in Psychology programme, the graduate will be able to:

PSO-1. Apply the knowledge of Psychology to develop innovative and inclusive understanding to real-world issues.

PSO-2. Acquire the skills necessary to think critically and communicate effectively about Psychology and allied domains.

PSO-3. Demonstrate the understanding of life-long learning and leadership qualities through professional development and strive for the betterment of organization, environment, and society.


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17. Programme Structure:

Credit Definition

- For Theory Classes:** 1 credit is equivalent to 15 contact hours.
- For Tutorials:** 1 credit is equivalent to 15 contact hours.
- For Laboratory/Field Work/Workshop/Project Work and Allied Activities:** 1 credit is equivalent to 30 contact hours.

Typical Credit Structure					
Lecture Hours Per Week (L)	Tutorial Hours Per Week (T)	Practical Hours Per Week (P)	Credits (L:T:P)	Total Credits	Total Hours per week
4	1	0	4:1:0	5	5
3	2	0	3:2:0	5	5
3	0	2	3:0:1	4	5
2	1	2	2:1:1	4	5
0	0	6	0:0:3	3	6
4	0	0	4:0:0	4	4
2	0	0	2:0:0	2	2

Total Credit count till 8th semester= 16

CFC= Compulsory Foundation Course

DSE= Discipline Specific-Elective

CC = Core course

Programmed Structure:

Semester 1							
Sl. No.	Code	Course Title	Theory (Hours per week)	Tutorials (Hours per week)	Practical (Hours per week)	Total Credits	Max. Marks
1	SSF101A	Compulsory Foundation Course 1 (Maths 101)	3	1		4	100
2	SSF102A	Compulsory Foundation Course 1 (CFC 2)- Stats 101	3	1		4	100
3	SYC101A	Introduction to Psychology (CC)	3	1	1	5	100
4	SYC102A	Biopsychology (CC)	4	1		5	100
5		Open Elective 1	2	1		3	100
6	TSM101A	Ability Enhancement Course 1 (English 1)	1	1		2	100
Total			16	6	1	23	600

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Semester 2							
Sl. No.	Code	Course Title	Theory (Hours per week)	Tutorials (Hours per week)	Practical (Hours per week)	Total Credits	Max. Marks
1	SSF103A	Compulsory Foundation Course 3	3	1		4	100
2	SSF104A	Compulsory Foundation Course 4	3	1		4	100
3	SYC103A	Psychology of Individual Differences (CC)	3	1	1	5	100
4	SYC202A	Developmental Psychology (CC)	4	1		5	100
5		Open Elective 2	2	1		3	100
6	SYM101A	Skill Enhancement 2	1	1		2	100
Total			16	6	1	23	600

Semester 3							
Sl. No.	Code	Course Title	Theory (Hours per week)	Tutorials (Hours per week)	Practical (Hours per week)	Total Credits	Max. Marks
1	SYC208A	Child Development (CC)	4	1		5	100
2	SYC207A	Social Psychology (CC)	4	1		5	100
3	SYC104A	Cognitive Psychology (CC)	4	1		5	100
4	SYC204A	Clinical Psychology-I (CC)	3	1	1	5	100
5	TSM102A	Ability Enhancement Course -2	1	1		2	100
Total			16	5	1	22	500

Semester 4							
Sl. No.	Code	Course Title	Theory (Hours per week)	Tutorials (Hours per week)	Practical (Hours per week)	Total Credits	Max. Marks
1	SYC205A	Clinical Psychology-II (CC)	3	1	1	5	100
2	SYC209A	Child Psychopathology (CC)	4	1		5	100
3	SYC210A	Positive Psychology (CC)	4	1		5	100
4	SYC201A	Basic Research Methods (CC)	4	1		5	100
5	SYM102A	Skill Enhancement Course - 2	1	1		2	100
6		Open Elective 3	2	1		3	100
Total			18	6	1	25	600

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Semester 5							
Sl. No.	Code	Course Title	Theory (Hours per week)	Tutorials (Hours per week)	Practical (Hours per week)	Total Credits	Max. Marks
1	SYC304A	Media Psychology (cc)	4	1		5	100
2	SYC302A	Community Psychology (cc)	4	1		5	100
3	SYE311A	Organizational Behavior (DSE)	3	1	1	5	100
4	SYE312A	Basic counseling skills (DSE)	4	1		5	100
5	SYE304A	Forensic psychology (DSE)	4	1		5	100
6	SYE305A	Psychological Therapies (DSE)	3	1	1	5	100
Total			22	6	2	20	400

Note: Students must choose two DSE out of four DSEs

Semester 6							
Sl. No.	Code	Course Title	Theory (Hours per week)	Tutorials (Hours per week)	Practical (Hours per week)	Total Credits	Max. Marks
1	SYC303A	Internship (CC)	6				100
2	SYE202A	Cultural and Indigenous Psychology (CC)	4	1		5	100
3	SYE307A	Advanced Practicum (DSE)		1	4	5	100
5	SYE303A	Health Psychology (DSE)	4	1		5	100
6	SYE301A	Foundations of Human Resource Management (DSE)	4	1		5	100
7	SYE313A	Leadership Skill in the 21 st Century (DSE)	4	1		5	100
Total			16	5	4	21	400

Note: Students must choose two DSE out of four DSEs

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Semester 7							
Sl. No.	Code	Course Title	Theory (Hours per week)	Tutorials (Hours per week)	Practical (Hours per week)	Total Credits	Max. Marks
1	SYC401A	Research Writing & Data Analysis (CC)	4	1		5	100
2	SYE401A	Sports Psychology (DSE)	4	1		5	100
3	SYE402A	Group Dynamics and Team Building (DSE)	3	1	1	5	100
4	SYE403A	Rehabilitation Psychology (DSE)	3	1	1	5	100
5	SYE406A	Organizational Structure and Design (DSE)	4	1		5	100
Total			11	3	1	15	300

Note: Students must choose two DSE out of four DSEs

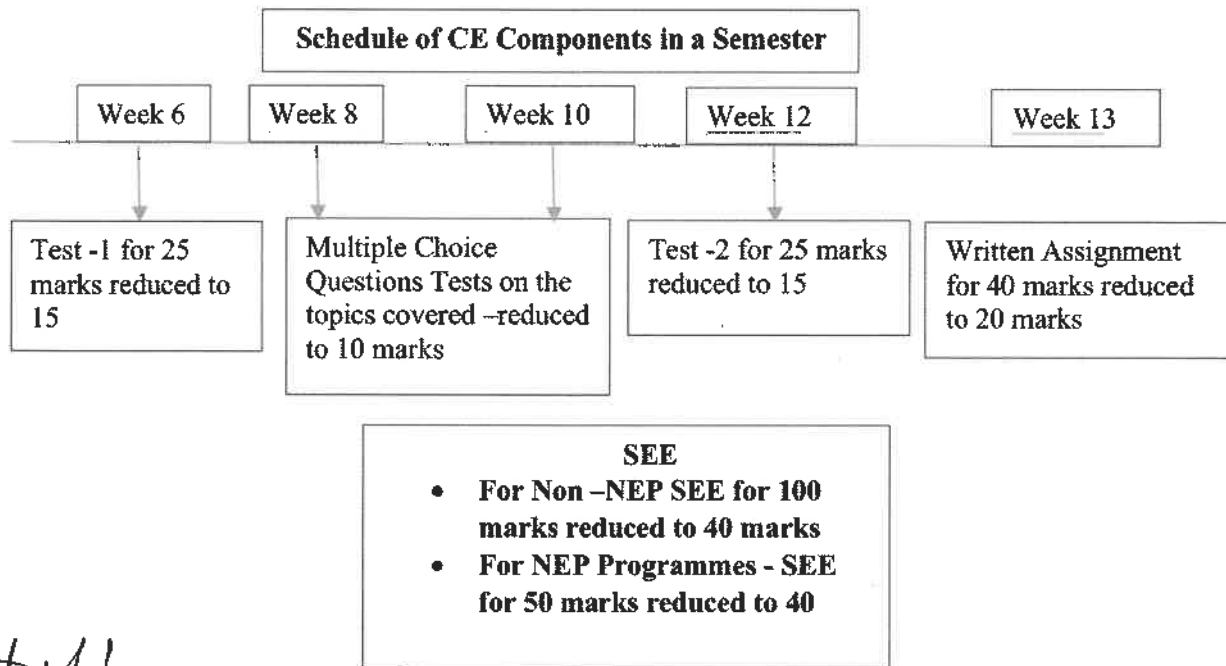
Semester 8							
Sl. No.	Code	Course Title	Theory (Hours per week)	Tutorials (Hours per week)	Practical (Hours per week)	Total Credits	Max. Marks
1	SYC403A	Research and Academic Writing	3	1		4	100
2	SYC404A	Consumer Psychology	3	1		4	100
3	SYC405A	Media Psychology II	3	1		4	100
4	SYI401A	Dissertation		12		12	100
Total				12		12	100

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- Course leaders to declare the assessment components before the commencement of the session and get approval from HoD and Dean



P. T. L.

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[Signature]

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18. Minor Programme

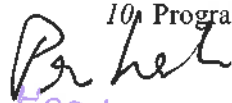
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19. Student Support for Learning

1. Course Notes
2. Reference Books in the Library
3. Magazines and Journals
4. Internet Facility
5. Computing Facility
6. Laboratory Facility
7. Workshop Facility
8. Staff Support
9. Lounges for Discussions
10. Any other support that enhances their learning

20. Quality Control Measures

1. Review of Course Notes
2. Review of Question Papers and Assignment Questions
3. Student Feedback
4. Moderation of Assessed Work
5. Opportunities for students to see their assessed work
6. Review by external examiners and external examiners reports
7. Staff Student Consultative Committee meetings
8. Student exit feedback
9. Subject Assessment Board (SAB)
10. Programme Assessment Board (PAB)


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21. Programme Map (Course-PO-PSO Map)

Sem.	Course Title	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PSO-1	PSO-2	PSO-3
1	Compulsory Foundation Course 1 (CFC 1)	3		2			1				3	1	2
1	Compulsory Foundation Course 1 (CFC 2)	3		2				1		1	3	1	2
1	Introduction to Psychology (CC)	3		2			1				3	1	2
1	Bio Psychology (CC)	3	2						1		3	2	1
1	Generic Elective 1			2		3			2	1	2	3	1
1	Ability Enhancement Course 1	2	3							1	3	2	1
2	Compulsory Foundation Course 3 (CFC 3)	3		2			1				3	1	2
2	Compulsory Foundation Course 4 (CFC 4)	3	2							1	3	2	1
2	Psychology of Individual Differences (CC)	3		2			2				2	3	1
2	Developmental psychology (CC)	2		3		3	3		2		2	3	1
2	Child Development (CC)					3	2			2	2	3	1
2	Social Psychology (CC)	3		2			1				3	1	2
3	Cognitive Psychology (CC)			1		2			3		3	2	1
3	Clinical Psychology-I (CC)	3		2			1				3	1	2
3	Ability Enhancement Course -2	2		3			1				2	3	1
4	Clinical Psychology-II (CC)			3	2			1			2	3	1
4	Child Psychopathology (CC)	3		2			1				3	1	2
4	Positive Psychology (CC)		3	2			1				3	2	1
4	Basic Research Methods (CC)	2					1		3		3	2	1
4	Skill Enhancement Course - 2		3	2						1	3	1	2
4	Open Elective 3	3		2			1				3	1	2
5	Media Psychology (cc)		3	1			2				3	2	1
5	Community Psychology (cc)			3				1	2		2	3	1
5	Organizational Behavior (DSE)				3		2			1	2	3	1
5	Basic counseling skills (DSE)	3		2			1				3	1	2
5	Forensic psychology (DSE)	3	2						1	3	1	2	

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5	Psychological Therapies (DSE)	2		3		3	3		2		2	3	1
6	Internship (CC)	2		3		3	3		2		2	3	1
6	Cultural and Indigenous Psychology (CC)												
6	Advanced Practicum (DSE)				3	3			2		3	1	2
6	Health Psychology (DSE)	3		2			1				3	1	2
6	Foundations of Human Resource Management (DSE)		3	2			1				3	2	1
6	Leadership Skill in the 21 st Century (DSE)	2					1		3		3	2	1
7	Research Writing & Data Analysis (CC)	1		3							3	2	1
7	Sports Psychology (DSE)	1		3							3	2	1
7	Group Dynamics and Team Building (DSE)		3	2					1		3	1	2
7	Rehabilitation Psychology (DSE)	3		2			1				3	1	2
7	Organizational Structure and Design (DSE)	2		3		3	3		2		2	3	1
8	Dissertation/Capston	2		3		3	3		2		2	3	1
3: Very Strong, 2: Strong Contribution, 1: Moderate Contribution													

1. Co-curricular Activities

Students are encouraged to take part in co-curricular activities like seminars, conferences, symposia, paper writing, attending industry exhibitions, project competitions and related activities for enhancing their knowledge and networking.

1. Cultural and Literary Activities

Annual cultural festivals are held to showcase the creative talents in students. They are involved in planning and organizing the activities.

2. Sports and Athletics

Students are encouraged to take part in sports and athletic events regularly. Annual sports meet will be held to demonstrate sportsmanship and competitive spirit.

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Course Specifications

B.SC. (Hons) in Psychology

Programme Code: 416

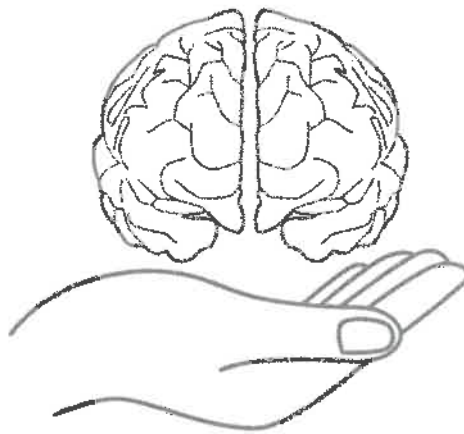
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Department of Psychology
I Semester B.Sc. Psychology (Hons)
Syllabus



**Don't compare yourself with other people; compare yourself
with who you were yesterday.**

R. Laksh

Jordan Peterson

Jordan Peterson

Ramya K.V.

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Course Title	Introduction to Psychology
Course Code	SYC101A
Course Type	Core Theory
Department	Psychology
Faculty	School of Social Sciences

Course Size and Credits

Number of Credits	05
Credit Structure (Lecture: Tutorial: Practical)	4:1:0
Total Hours of Interaction	75
Number of Weeks in a Semester	15
Department Responsible	Psychology
Total Course Marks	100
Pass Criterion	As per the Academic Regulations
Attendance Requirement	As per the Academic Regulations

Course Outcomes (COs)

- CO-1. To enable the students to have a deep understanding of the theoretical framework of Psychology
- CO-2. To help the students to have an in-depth knowledge of introductory Psychology.
- CO-3. To motivate students for research in Psychology.

Course Contents

Unit 1 Introduction: What is psychology? Perspectives on behavior. Methods in psychological science, Schools of Psychology, disciplines of psychology, Psychology in modern India.

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Unit 2 Sensation and Perception:

- Sensation, Concepts of absolute threshold, difference threshold, and subliminal messages. Role of attention, motivation, and sensory adaptation play in perception. Perceptual processing, Role of attention in perception, Perceptual organization, Perceptual sets, Perceptual constancies, depth perception, distance, and movement; Illusions.
- Thinking and Language Theoretical perspectives on thought processes: Gestalt, Information processing, Feature integration model
- Concept formation: Rules, Types, and Strategies; Role of concepts in thinking Types of Reasoning.
- Decision-making: types and models; Problem-Solving: types and strategies, and Creativity: theories of creativity, Relationship between creativity and intelligence
- Language and thought: Nature of language, language development and the use of language.

Unit 3 Learning Principles and applications of Classical conditioning, operant conditioning, and observational learning, latent learning, insightful learning, learning strategies; Learning in a digital world; Self-regulated learning. Recent trends in learning: Neurophysiology of learning

Unit 4 Motivation and Emotions

Basic motivational concepts: Instincts, Needs, Drives, Arousal, Incentives, Motivational Cycle. Perspectives on motivation: Psychoanalytical, Ethological, S-R Cognitive, Humanistic, motivational conflicts. Emotions: Physiological correlates, Theories of Emotions; emotional intelligence and emotional regulation

Unit 5. Memory

Encoding and Storage; Models of memory: Levels of processing, Forgetting, Improving memory

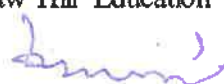
Essential Reading

- Robert S Feldman (2021). Understanding Psychology, 15th edition, McGraw-Hill
- Clifford T. Morgan, Richard A. King, John R. Weisz, John Schopler. (2001). Introduction to Psychology, 7th edition, McGraw Hill Education India



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- Atkinson and Hilgard (2015). Introduction to Psychology, 15th edition, Cengage India
- Baron, R. & Misra. G. (2013). Psychology. Pearson.
- Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
- Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
- Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.

Course Assessment

Focus of COs on each Component or Subcomponent of the Evaluation				
	Component 1: CE (60% Weightage)			Component 2: SEE (40% Weightage)
Subcomponent ►	SC1	SC2	SC3	
Subcomponent Type ►	Term test	Assignment -1	Assignment-2	50 Marks
Maximum Marks ►	20	20	20	



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Course Title	Bio Psychology
Course Code	SYC102A
Course Type	Core Theory
Department	Psychology
Faculty	School of Social Sciences

Course Size and Credits

Number of Credits	05
Credit Structure (Lecture: Tutorial: Practical)	4:1:0
Total Hours of Interaction	75
Number of Weeks in a Semester	15
Department Responsible	Psychology
Total Course Marks	100
Pass Criterion	As per the Academic Regulations
Attendance Requirement	As per the Academic Regulations

Course Outcomes (COs)

CO-1. To explore the biological basis of experience and behavior

CO-2. To develop an understanding of the influence of behavior, cognition, and the environment on bodily systems

CO-3. To develop an appreciation of the neurobiological basis of psychological function and dysfunction.



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Course Contents

Unit 1: Introduction to biopsychology: Nature and scope; Methods and ethics in biopsychology; Divisions of biopsychology.

Unit 2: The Functioning brain: Structure and functions of neurons; Neural conduction and synaptic transmission.

Unit 3: Organization of Nervous system: CNS & PNS: Structure and functions. Functional abnormalities of neurotransmitters: dopamine and serotonin hypothesis.

Unit 4: Neuroendocrine system: Structure, functions, and abnormalities of major glands: Thyroid, Adrenal, Gonads, Pituitary.

Essential Reading

- Suzanne Higgs, Alison Cooper & Jonathan Lee, (2020), Biological Psychology, 2nd Edition, Sage Publication. Los Angeles.
- Frederick Toates (2011). Biological Psychology. 3rd Edition, Pearson Education Limited, England.
- Laura A. Freberg. (2016). Discovering Behavioral Neuroscience: An Introduction to Biological Psychology, 4th Edition. Cengage Publication.
- James W Kalat (2016). Biological Psychology. 13th Edition, Cengage Publication

Course Assessment

Focus of COs on each Component or Subcomponent of the Evaluation

Bangalore-560054	Component 1: CE (60% Weightage)			Component 2: SEE (40% Weightage)
Subcomponent ►	SC1	SC2	SC3	
Subcomponent Type ►	Term test	Assignment-1	Assignment-2	50 Marks
Maximum Marks ►	20	20	20	

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Department of Psychology
II Semester B.Sc. Psychology (Hons)
Syllabus



The best years of your life are the ones in which you decide your problems are your own. You do not blame them on your mother, the ecology, or the president. You realize that you control your own destiny. — ALBERT ELLIS



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Course Title	Psychology of Individual Differences
Course Code	SYC103A
Course Type	Core Theory
Department	Psychology
Faculty	School of Social Sciences
Semester	II Semester

Course Outcome

- CO-1 By the end of the course students will be able to understand and differentiate the different basic units of personality, intelligence, motivation, leadership, and creativity as set out in different theoretical approaches discussed in the outline; and be familiar with some of the applications of personality and intelligence theories
- CO-2 Understand development of research and theory into individual differences in personality and intelligence
- CO-3 Demonstrate sound understanding of the concepts, methods & practices in real life and illustrate understanding of the application of the concepts studied.
- CO-4 Critically reflects upon issues and debates related to the study and assessment of individual differences.
- CO-5 Students of this course will also gain through knowledge of subject equipped with live projects and applications

Unit I: Introduction to Individual Differences

- Describing Individuals
- Born Different: Genetic and Environmental determinants

Unit II: Personality

- Personality Traits
- Personality Theories: Psychodynamic, Humanistic, Trait, Social Learning theory
- Personality and Social Behavior, Performance, Health and Happiness

Unit III: Intelligence

- Theories of Intelligence: Cattell, Gardner, Sternberg
- Genetic vs Environmental causes of intelligence
- Intelligence tests
- Emotional Intelligence

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Unit IV: Creativity

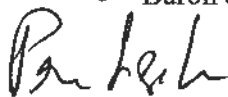
- Creativity across different paradigms
- Approaches to creativity
- Creativity in different fields
- Testing Creativity

Unit V: Leadership Approaches to leadership

- Leadership and Gender
- Leadership Styles
- Gender differences in vocational interest

Reference books

- Personality and Individual Differences, 2nd Ed., Tomas Chamorro-Premuzic
- Theories of Personality, Hall, Lindzey and Campbell, Wiley
- Theories of personality, 9th Ed, Feist, Feist & Roberts, McGraw Hill
- Theories of Personality, Schultz & Schultz, Cengage
- Baron & Misra, Psychology, Pearson



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Course Title	Psychology of Individual Differences
Course Code	SYC103A
Course Type	Practical
Department	Psychology
Faculty	School of Social Sciences
Semester	II Semester

Names of the Experiments

1. Bell's Adjustment Inventory
2. Span of Attention
3. Knox Cube
4. Retroactive Inhibition
5. Creativity

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Course Title	Developmental Psychology
Course Code	SYC104A
Course Type	Core Theory
Department	Psychology
Faculty	School of Social Sciences
Semester	II Semester

Developmental Psychology

This course is designed to help the student gain an understanding of the concept and process of human development with emphasis on physical, cognitive, emotional, social, and moral development throughout the life span. This course will also help students to understand and appreciate similarities and differences among and between human development considering the role of cultures, and societies.

Course outcome:

CO1: Be able to demonstrate a broad working knowledge of developmental psychology by providing an overview of basic principles related to biosocial, cognitive, and psychosocial changes throughout the entire lifespan.

CO 2: Be able to demonstrate an understanding of different stages of development through the lifespan.

CO 3: Identify and apply developmental concepts to everyday life.

CO 4: Address and argue about developmental issues based on sound empirical know-how in developmental psychology.

CO 5: Demonstrate knowledge of the links between developmental processes from infancy to later adulthood within the context of our socio-cultural existence.

Unit No.	Broad area	Sub-Topics
Unit I	History of developmental psychology	- Definition of development - Stages of life - Definition of lifespan - Quantitative vs. qualitative development - Continuous vs. discrete development
	Socio-Cultural Contexts for Human Development	Family; Peers, Media & Schooling; Human Development in the Indian context
	Theoretical and research perspective	A. Research methods Longitudinal design

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		• Cross-sectional design • Sequential design B. Freud's psychoanalytic perspective C. Neo-Freudian perspectives • Erikson • Adler D. Piagetian perspective E. Behavioral perspective • Learning theory • Social learning theory
Unit II	Conception and prenatal development	• Principles of genetic transmission • Genetic abnormalities • Abnormalities of prenatal development
	Infancy	• Sensations and perceptions • Physical skills • Early cognitive skills
	Early childhood	Development through the first year • Principles of physical development • Physical milestones • The development of imitation • Attachment and separation Development in the toddler • Physical changes • The development of language ▪ Cognitive development ▪ Social development • The importance of family and peers Development in the preschool child • Cognitive development • Social development
	Development in the school-age child	• Cognitive development • Social development
	Development in the adolescent	A. Cognitive development • Egocentric thought • Personal mythologies B. Social development • Family influences • Peer influences • Dating C. Identity development D. Physical development

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Unit III	Development in the young adult	A. The choice of a career B. Establishing an intimate relationship 1) The choice of a mate 2) Marriage and divorce C. Early life evaluations
	Development in middle adulthood	A. Mid-life evaluations 1) Career evaluations 2) Relationship evaluations B. Changes in family structure C. Ideas about death
	Late adulthood	A. Sensory changes B. Intellectual changes C. Retirement D. Death and dying E. Contemporary issues related to aging

Readings:

- Rathus, S. (2018). HDEV: Human Lifespan Development, Cengage, 5th Edition
- Berk, E. Berk (2017). Development Through the Lifespan, Pearson, 7th Edition
- Santrock, (2019). Developmental Psychology: A Life-Span Approach, McGraw Hill, 5th Edition

Further reading:

- Rathus, S. (2018). CDEV: Child and Adolescent Development, Cengage, 2nd Edition
- Mitchell, P, & Ziegler, F. (2017). Fundamentals of Developmental Psychology, Psychology Press, 2nd Edition
- Harris, M., & Westermann, G. A. (2015). Student's Guide to Developmental Psychology, Psychology Press, 2nd Edition



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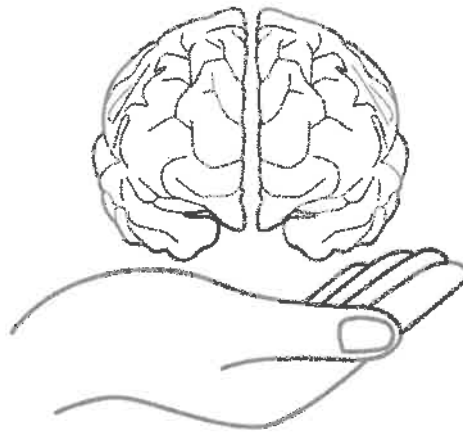


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Department of Psychology
III Semester B.Sc. Psychology (Hons)
Syllabus



“The curious paradox is that when I accept myself just as I am,
then I can change.”

Carl Rogers


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Course Title	Child Development
Course Code	SYC208A
Course Type	Core Course -CC
Department	Psychology
Faculty	School of Social Sciences

Course Size and Credits

Number of Credits	05
Credit Structure (Lecture: Tutorial: Practical)	4:1:0
Total Hours of Interaction	75
Number of Weeks in a Semester	15
Department Responsible	Psychology
Total Course Marks	100
Pass Criterion	As per the Academic Regulations
Attendance Requirement	As per the Academic Regulations

Course Outcomes:

CO1	Understand the development of research and theory into individual differences in personality and intelligence
CO2	Demonstrate a sound understanding of the concepts, methods & practices in real life and illustrate an understanding of the application of the concepts studied.
CO3	Critically reflects upon issues and debates related to the study and assessment of individual differences.
CO4	Students of this course will also gain knowledge of the subject equipped with live projects and applications

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Course Contents

Unit 1: Introduction to Child Psychology

- Introduction to Child Psychology
- Domains of Child Development
- Theories of Child Development
- Research methods in child psychology
- Ethics in Research on Children
- Careers in Child Development

Unit II: Prenatal Development

- Prenatal Development and Birth
- Stages of prenatal development
- Childbirth and its stages
- Prenatal development stages and influences
- Teratogens and their hazards on prenatal development

Unit III: Motor sensory and perceptual Development

- Reflexes
- Sequence of Motor Development: Gross and Fine
- Handedness
- Factors Affecting Physical Growth
- Perceptual Development

Unit IV: Cognitive Development

- Vygotsky's Theory of Cognitive Development
- Information Processing Theory
- Seigler Model of Strategic Choice
- Attention
- Memory

Unit V: Social and Emotional Development

- Importance of early social experiences
- Social Adjustments
- Socialization with Family and Parenting styles and discipline
- Emotional Deprivation

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- Social Orientation and Understanding

- Attachment and Theories

Essential Reading

- Berk, L. E. (2021). *Child Development* (10th Ed.). Pearson.
- Santrock, J. W. (2020). *Child development* (15th ed.). McGraw-Hill Education.
- Siegler, R. S., Saffran, J. R., Eisenberg, N., DeLoache, J. S., Gershoff, E. T., & Leaper, C. (2020). *How children develop* (6th ed.). Worth Publishers.
- Nelson, K. E. (1996). *Language in cognitive development: The emergence of the mediated mind*. Cambridge University Press.

Course Assessment

Focus of COs on each Component or Subcomponent of the Evaluation				
	Component 1: CE (60% Weightage)			Component 2: SEE (40% Weightage)
Subcomponent ►	SC1	SC2	SC3	
Subcomponent Type ►	Term test	Assignment -1	Assignment-2	50 Marks
Maximum Marks ►	20	20	20	

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Course Title	Social Psychology
Course Code	SYC207A
Course Type	Core Course -CC
Department	Psychology
Faculty	School of Social Sciences

Course Size and Credits

Number of Credits	05
Credit Structure (Lecture: Tutorial: Practical)	4:1:0
Total Hours of Interaction	75
Number of Weeks in a Semester	15
Department Responsible	Psychology
Total Course Marks	100
Pass Criterion	As per the Academic Regulations
Attendance Requirement	As per the Academic Regulations

Course Outcomes:

CO1	Understand the major concepts, theories, and empirical findings, within social psychology.
CO2	Critically evaluate the fundamental theories of Social Psychology
CO3	Apply the theories and concepts in understanding real-world issues and experiences

Course Contents

Unit 1: Introduction to Social Psychology

Definition and origins, research methods used in SP

The self-self-presentation, self-knowledge, self-esteem, and social comparison.

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Unit 2: Social Perception, Social Influence, and Pro-social behavior-nonverbal communication.

Attribution, impression formation, and impression management

Social influence-conformity, compliance, and obedience

Prosocial behavior, bystanders' effect, influences, and prosocial acts

Unit 3: Interpersonal attraction, Close relationships, and Love

Internal sources of attraction, external sources of attraction, Factors Based on Social Interaction:

Similarity and Mutual Liking, close relationships.

Unit 4: Groups and Individuals, stereotyping, prejudice and discrimination

Groups-why we join and leave, benefits and social loafing

Stereotyping, prejudice and discrimination-nature and origin of stereotyping, prejudice and

Discrimination and techniques in countering its effects

Essential Reading

- Social Psychology, R. Branscombe Nyla, A. Baron Robert, Kapur Preeti . Pearson, 14th Edition
- Social Psychology David G Myers, Jean M. Twenge McGraw Hill

Course Assessment

Focus of COs on each Component or Subcomponent of Evaluation				
	Component 1: CE (60% Weightage)			Component 2: SEE (40% Weightage)
Subcomponent ►	SC1	SC2	SC3	
Subcomponent Type ►	Term test	Assignment-1	Assignment-2	50 Marks
Maximum Marks ►	20	20	20	

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Course Title	Cognitive Psychology
Course Code	SYC104A
Course Type	Core Course -CC
Department	Psychology
Faculty	School of Social Sciences

Course Size and Credits

Number of Credits	05
Credit Structure (Lecture: Tutorial: Practical)	3:1:1
Total Hours of Interaction	75
Number of Weeks in a Semester	15
Department Responsible	Psychology
Total Course Marks	100
Pass Criterion	As per the Academic Regulations
Attendance Requirement	As per the Academic Regulations

Course Outcomes (COs)

CO-1: Advanced theoretical, empirical, and applied knowledge of basic mental processes from a cognitive perspective.

CO-2: Apply knowledge of cognitive processes to help understand cognitive deficits in certain clinical populations, and to facilitate clinical evaluations and decisions.

CO-3: Analyse and critically reflect on current theory and research within cognitive psychology, be able to place these in a historical context, and be able to apply cognitive psychology to professional reasoning.

CO-4: Apply relevant theoretical and empirical research literature in a practical context, and use

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their research competence to update themselves academically.

Course Contents

Unit 1: Introduction to Cognitive Psychology

- Overview of cognitive psychology
- History and development of the field
- Research methods in cognitive psychology
- Cognitive neuroscience
- Techniques

Unit 2: Attention and perception

- Capacity and mental effort theory
- Schema theory
- Neuro Psychological studies of attention
- Divided attention - dual-task performance
- Attention hypothesis of automatization
- (b) PERCEPTION: Sensory and perceptual process
- Perceiving objects and recognizing the pattern
- Bottom-up processes: Template matching
- Feature analysis
- Prototype matching
- Top-down processes: Perceptual learning
- Change blindness
- Word-perceptions
- Connectionist Model
- Perceptual consistency
- Depth Perception
- Perceptual Bias



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Unit3: Memory

- Models of memory (e.g., Atkinson-Shiffrin model, Working Memory Model)
- Encoding, storage, and retrieval processes
- Types of long-term memory (episodic, semantic, procedural)
- Forgetting
- Mnemonics
- Causes of forgetting
- Tulving
- Meta-memory

Unit 4: Thinking, Creativity and Language

- Categorization: Nature
- Theories
- Problem Solving: Definition
- Process
- Strategies and Heuristics
- Factors influencing problem-solving
- Nature
- Creative Process
- Characteristics of creative individuals
- Assessment of creativity
- Factors affecting creativity
- Structure of Language
- Chomsky's transformational grammar
- Bilingualism
- Speech errors

Unit 5: Reasoning and Decision Making

- Reasoning: Nature
- Types of Reasoning:
- Syllogistic reasoning
- Decision making process
- Heuristics:
- Representative heuristic
- Availability heuristic
- Anchoring and adjustment

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- Analogy
- Framing Effect
- Simulation

Essential Reading

- Eysenck, M. W., & Keane, M. T. (2015). *Cognitive Psychology: A Student's Handbook* (7th Ed.)
- Cognitive Psychology" by E. Bruce Goldstein
- Cognition" by Margaret W. Matlin and Thomas A. Farmer

Course Assessment

The focus of COs on each Component or Subcomponent of the Evaluation				
	Component 1: CE (60% Weightage)			Component 2:
Subcomponent ►	SC1	SC2	SC3	SEE (40% Weightage)
Subcomponent Type ►	Term test	Assignment -1	Assignment-2	50 Marks
Maximum Marks ►	20	20	20	

P. R. Patel

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Course Title	Clinical Psychology
Course Code	SYC204A
Course Type	Core Course -CC
Department	Psychology
Faculty	School of Social Sciences

Course Size and Credits

Number of Credits	05
Credit Structure (Lecture: Tutorial: Practical)	4:1:0
Total Hours of Interaction	75
Number of Weeks in a Semester	15
Department Responsible	Psychology
Total Course Marks	100
Pass Criterion	As per the Academic Regulations
Attendance Requirement	As per the Academic Regulations

Course Outcomes:

CO1	Gain an understanding of the core principles of clinical psychology and identify the manifestations and diagnostic features of various psychological disorders.
CO2	Identify specific methodologies that are used to investigate clinical psychology phenomena
CO3	Analyze and evaluate theories and treatments for various psychological disorders

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Course Content

Unit 1: Abnormal Behavior and Integrative Approach to Psychopathology; Diagnostic DSM and ICD Classification

Psychological Disorders, Biological and Psychological tradition, one-dimensional vs Multidimensional model. Neurosciences, Behavioral and cognitive sciences.

Unit 2: Anxiety disorders :- Generalized Anxiety Disorder, Panic Disorder, Social Phobia, Post-Traumatic Stress Disorder, Obsessive compulsive disorder, Somatoform Disorder

Unit 3: Nature and etiology of Psychotic Disorder: Mood disorders and suicide, Schizophrenia, Depression

Unit 4: Clinical Assessment (Case History Taking & Need for assessment, Ethical Consideration)

Essential Reading

- David Barlow H. & Durand V. Mark, 8th Edition (2018) Abnormal Psychology: An Integrative Approach, Cengage Learning India Edition
- Hecker, J. E., & Thorpe, G. L. (2005). Introduction to Clinical Psychology: Science, Practice and Ethics, New Delhi: Pearson Education. 7
- Pomerantz, A. M. (2008). Clinical Psychology: Science, practice, and Culture. Sage Publications, Inc.
- Hooley, J. M., Butcher, J. N. et al (2018). Abnormal Psychology. Pearson
- Sadock, B. J., Sadock, V. A., and Ruiz, P (2014). Kaplan and Sadock's Synopsis of Psychiatry: Behavioral Sciences/Clinical Psychiatry Lippincott Williams and Wilkins; 11th Edition

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Course Title	Psychology Practical
Course Type	Practical
Department	Psychology
Faculty	School of Social Sciences
Semester	IV Semester

Names of the Experiments

1. 16 Personality Factor
2. Children Personality Questionnaire – CPQ
3. Size Weight Illusion
4. General Mental Ability
5. Span of Attention

Evaluation Component

Focus of COs on each Component or Subcomponent of Evaluation				
	Component 1: CE (60% Weightage)			Component 2: SEE (40% Weightage)
Subcomponent ►	SC1	SC2	SC3	
Subcomponent Type ►	Term test	Assignment - 1	Assignment-2	50 Marks
Maximum Marks ►	20	20	20	
The details of SC1, SC2 or SC3 are presented in the Programme Specifications Document.				

Prasanth

Immin

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Department of Psychology

Rangarath R.V.
Dean Academics
M.S. Ramaiah University of Applied Sciences
Bangalore-560054

Department of Psychology
IV Semester B.Sc. Psychology (Hons)
Syllabus



The best years of your life are the ones in which you decide your problems are your own. You do not blame them on your mother, the ecology, or the president. You realize that you control your own destiny. — ALBERT ELLIS

Rachel

Head of Department
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Course Title	Clinical Psychology
Course Code	SYC205A
Course Type	Core Course
Department	Psychology
Faculty	School of Social Sciences
Semester	IV Semester

Course Outcomes

CO-1: Gain an understanding of the core principles of clinical psychology and identify the manifestations and diagnostic features of various psychological disorders.

CO-2: Identify specific methodologies that are used to investigate clinical psychology phenomena.

CO 3: Analyze and evaluate theories and treatments for various psychological disorders

Unit 1. Eating Disorder

Introduction, Prevalence, Clinical features, Treatment and Therapy

Unit II: Personality Disorder

Introduction, prevalence, Types of Personality Disorder, DSM 5 criteria, Treatment

Unit III: Substance Abuse

Introduction, Alcohol Abuse, Drug Abuse, Gambling, Other Abuses, Treatment

Unit IV: Neurocognitive Disorder

Introduction, Major and Minor Neurocognitive Disorder-Delirium, Dementia, Parkinson Disorder, Alzheimer's Disorder, Huntington Disorder, Vascular Disorder, treatment

Unit V: Childhood Disorder

Introduction, Anxiety Disorder, Tic disorder, Learning Disorder, Depression, ADHD, prevalence, Therapies.

Ramya R.V.
Dear Sir,

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R. H.
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Department of Psychology, School of Social Sciences & School of Law, IV Semester B.Sc Psychology (Hons)

Readings:

- David Barlow H. & Durand V. Mark, 8th Edition (2018) Abnormal Psychology: An Integrative Approach, Cengage Learning India Edition.
- Carson, Robert C., Butcher, James Neal, Mineka, Susan (2001). Abnormal Psychology and Modern Life, Pearson.

Evaluation Component

Focus of COs on each Component or Subcomponent of Evaluation				
	Component 1: CE (60% Weightage)			Component 2: SEE (50% Weightage)
Subcomponent ►	SC1	SC2	SC3	
Subcomponent Type ►	Term Test	Assignment - 1	Assignment- 2	50 Marks
Maximum Marks ►	20	20	20	
The details of SC1, SC2 or SC3 are presented in the Programme Specifications Document.				

Paresh

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Rangith R.V.

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School of Social Sciences

Course Title	Child Psychopathology
Course Code	SYC209A
Course Type	Core Course
Department	Psychology
Faculty	School of Social Sciences

Course Outcomes

After the successful completion of this course, the student will be able to:

CO1: understand normal vs. abnormal child development and can briefly describe major childhood disorders using key theoretical perspectives.

CO2: explain childhood disorders using an integrated view of biological, psychological, social, cultural, and emotional factors.

CO3: use DSM 5 to identify main symptoms, apply diagnostic criteria, and consider basic differential diagnoses in child cases.

CO4: plan and briefly monitor developmentally appropriate counselling and psychosocial interventions for children and their families.

CO5: show awareness of ethics, children's rights, confidentiality, and the need to work with parents, schools, and other professionals.

Course Contents

Unit 1: Introduction

Definition, History, and Clinical Features, Prevalence, Treatment, and Therapy, Theoretical perspectives of child psychopathology

Unit 2: Neurodevelopmental and Disruptive Disorders

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ADHD, Intellectual Disability, Autism spectrum disorders, Learning Disabilities, Global Developmental Delay, Childhood-onset Schizophrenia, Oppositional defiant disorder; intermittent explosive disorder; conduct disorder;

Unit 3: Communication and Motor Disorders

Language disorder, Speech sound disorder, Childhood-onset fluency disorder (Stuttering), Social (Pragmatic) communication disorder. Developmental coordination disorder, Stereotypic movement disorder, Tourette's disorder, Persistent (chronic) motor or vocal tic disorder

Unit 4: Anxiety, Obsessive-compulsive and stress disorders

Separation anxiety disorder; selective mutism; specific phobia; social anxiety disorder (social phobia); panic disorder. Obsessive-compulsive Disorders, Post-traumatic stress disorders, Reactive attachment disorder; disinhibited social engagement disorder, acute stress disorder; adjustment disorders

Unit 5: Mood Disorders and Substance-related Disorders

Major depressive disorder, single episode or recurrent episodes; persistent depressive disorder (dysthymia); Bipolar Disorders (Bipolar I disorder; bipolar II disorder; cyclothymic disorder), Substance use disorders; substance-induced disorders

References

- Child and Adolescent Psychiatry; Third edition. Robert Goodman and Stephen Scott.
- Child and Adolescent Psychopathology; Third edition, Theodore P. Beauchaine, Stephen P. Hinshaw
- Child and Adolescent Psychopathology; Third edition; Eric J. Mash and Russell A. Barkley

Diagnostic and Statistical Manual of Mental Disorders (5th ed., Text Revision)

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School of Social Sciences

Course Assessment

The focus of COs on each Component or Subcomponent of the Evaluation				
	Component 1: CE (60% Weightage)			Component 2:
Subcomponent ►	SC1	SC2	SC3	SEE (40% Weightage)
Subcomponent Type ►	Term test	Assignment -1	Assignment-2	50 Marks
Maximum Marks ►	20	20	20	

P. S. Reddy

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S. S. Ramesh

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Course Title	Positive Psychology
Course Code	SYE201A
Course Type	Discipline Specific Elective
Department	Psychology
Faculty	Social Sciences
Semester	IV Semester

Course Outcomes

CO-1: Be able to comprehend the basic elements behind the science of living better.

CO-2: Be able to have informed choices and understanding when it comes to the context of leading fulfilling, successful, and happier lives.

CO 3: Be able to understand the clinical implications and applications of concepts relevant to the course.

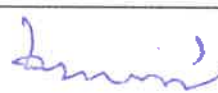
CO4: Integrate and apply core concepts of positive psychology into their own lives and professional practice.

CO5: Develop activities, interventions, and measures to put the concepts of positive psychology, and theories into real-world context.

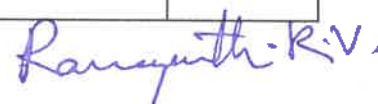
Unit	Sub-Topics	Weeks
1. Introduction to Positive Psychology	Concept, History, Dimension, Scope, and basic themes of Positive Psychology	1 & 2
2. Positive Emotional States and the science of well-being	Emotions, Broaden and build theory, Emotional Intelligence Well-being, Flourishing, and thriving	3, 4, & 5
3. Strengths and Virtues	Identifying Character Strengths and Virtues	6 & 7
Assessments	VIA assessment	
4. Positive Cognitive states	Self-efficacy, Optimism, hope, wisdom, courage, mindfulness, flow	8 & 9
5. Prosocial Behaviours	Altruism, gratitude, forgiveness	10 & 11
6. Living well at every stage of life	Developmental, and clinical perspectives of resilience, Positive aging	12
7. Positive Institutions and Cultural Well-Being	Positive psychology at work, communities; comments on culture and well-being	13 & 14


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IV Semester B.Sc Psychology (Hons)

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Evaluation Component

Focus of COs on each Component or Subcomponent of Evaluation				
	Component 1: CE (60% Weightage)			Component 2: SEE (40% Weightage)
Subcomponent ►	SC1	SC2	SC3	
Subcomponent Type ►	Term test 1	Assignment-1	Assignment 2	50 Marks
Maximum Marks ►	20	20	20	
The details of SC1, SC2 or SC3 are presented in the Programme Specifications Document.				

Readings:

- Snyder, C.R. & Lopez, S. (2007). Positive Psychology. The scientific and Practical explorations of Human Strengths. Sage Publications
- Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University press.
- Carr, A. (2004), Positive Psychology: The Science of Happiness and Human Strengths, New York: Brunner – Routledge.
- Crompton, W.C. (2005), An Introduction to Positive Psychology, Singapore: Thomson.

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School of Social Sciences,
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Bangalore-560054

Department of Psychology



School of Social Sciences

Course Title	Basic Research Methods
Course Code	SYC201A
Course Type	Core Course
Department	Psychology
Faculty	School of Social Sciences

Course Outcomes

After the successful completion of this course, the student will be able to:

CO1: Identify relevant psychology research problems

CO2: Conduct a critical literature review in a systematic way

CO3: Determine the research objectives and identify appropriate research design

CO4: Discuss sampling methodologies relevant to psychological research objectives

CO5: Develop and validate data collection tool relevant to psychological research objectives

CO6: Analyse and interpret the data to develop a research report

Course Contents

Unit 1: Basics of Research in Psychology

Research in Psychology: What is Psychological Research; The Goals of Psychological Research; Principles of Good Research; Ethics in Psychological Research; Types of Research

Language of Research: Concept, Construct, Definition, Variables, Theory, Induction and deduction, Hypotheses; Research Process;

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Unit 2: Defining and Refining the Problem

Literature Review: Source of information; Critical literature review; Ethical Issues

Research Question: Psychological dilemmas; Broader problem area; Preliminary research;
Defining the problem statement; Research Proposal

Unit 3: Design of Psychological Research

Research Design: What is research design? Classification of Designs; Qualitative Research
Quantitative Research; Experimental Research

Unit 4: Sample Selection and Size Estimation

Sampling: Concepts (Population, element, sample, sampling unit, and subject);
Characteristics of Good Sample; Sampling Process; Sampling Techniques

Sample Size: Determining the sample size; Sample size and type II; Statistical and practical
significance; Rules of thumb; Sampling as related to qualitative studies

Unit 5: Constructing an Instrument for Data Collection

Data collection: Collecting data using primary sources (Observation, Interview, Case studies
and Questionnaire); secondary data collection techniques;

Measurement: Measurement of variables, Operational Definition, Scaling, reliability and
validity

Unit 6: Quantitative Research

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Hypotheses framework: Hypotheses development; Type I errors, type II errors, and statistical power; Choosing the appropriate statistical technique

Data analysis: Getting the data ready for analysis; Frequencies; Measures of central tendency and dispersion; standardization; Relationships between variables (Chi square test, t test; ANOVA; correlation; Regression Analysis); Analysis and interpretation of data using SPSS

Unit 7: Experimental Design

Introduction to Experimental; The lab experiment; The field experiment; External and internal validity in experiments; Types of experimental design and validity; Ethical issues

Unit 8: The Research Report

Introduction to research report; Contents of the research report; The written report; Oral presentation

Readings:

Anastasi A (2000) Psychological Testing, New York MacMillan

Chadha, N.K. (2009) Applied Psychometry. Sage Pub: New Delhi.

Kothari, C. R (2004). Research Methodology. New Age International Limited

Cooper, D. R., & Schindler, P. S. (2014). *Business research methods* (Twelfth edition).

McGraw-Hill/Irwin.

Blumberg, B., Cooper, D., & Schindler, P. (2014). *EBOOK: Business Research Methods*.

McGraw Hill

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Dyer, C. (2001) *Research in Psychology: A Practical Guide to Research Methodology and Statistics* (2nd Ed.) Oxford: Blackwell Publishers

Gregory, R.J. (2006). *Psychological Testing: History, Principles, and Applications* (4th Ed.). New Delhi: Pearson Education.

Murphy, K.R. & Davidshofer, C. O. (2004). *Psychological Testing: Principles & Applications* (6th Ed.) New Jersey: Prentice Hall.

Neuman, W.L. (2006). *Social Research Methods: Qualitative and Quantitative Approaches* (6th Ed.) Boston: Pearson Education.

Sekaran, U., & Bougie, R. (2013). *Research Methods for Business: A Skill-Building Approach* (Seventh). John Wiley & Sons Ltd.

Willig, C. (2001). *Introducing qualitative research in psychology: Adventures in theory and method*. Philadelphia: Open University Press.

Course Assessment

The focus of COs on each Component or Subcomponent of the Evaluation				
	Component 1: CE (60% Weightage)			Component 2: SEE (40% Weightage)
Subcomponent ▶	SC1	SC2	SC3	
Subcomponent Type ▶	Term test	Assignment -1	Assignment-2	
Maximum Marks ▶	20	20	20	50 Marks

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Course Title	Psychology Practical
Course Type	Practical
Department	Psychology
Faculty	School of Social Sciences
Semester	IV Semester

Names of the Experiments

1. 16 Personality Factor
2. Children Personality Questionnaire – CPQ
3. Size Weight Illusion
4. General Mental Ability
5. Span of Attention

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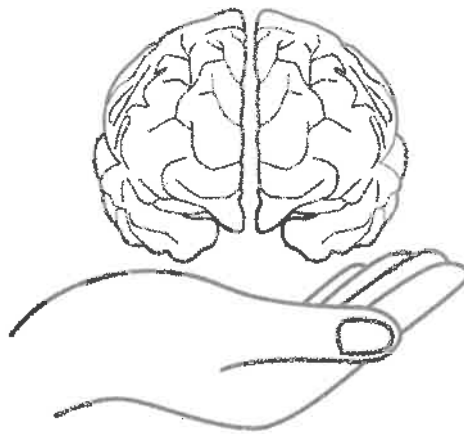
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Department of Psychology

Department of Psychology
V Semester B.Sc. Psychology (Hons)
Syllabus



Ramya R.V.
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**The Capacity to learn is a gift; the ability to learn is a skill;
the willingness to learn is a choice.**

Brian Herbert

Brian Herbert

Director

P. M.
Head of Department,
Department of Psychology,
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School of Social Sciences & School of Law
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Course Title	Media Psychology
Course Code	SYC304A
Course Type	Core Course
Department	Psychology
Faculty	School of Social Sciences

Course Overview

This course examines how media influences human thoughts, emotions, and behavior through a psychological lens. It covers the foundations and history of media psychology, key theories, and research methods. Students explore media's impact on prosocial behavior, violence, mental health, and self-concept, with special attention to children and adolescents. The course also addresses critical issues like media's role in social change, representation of marginalized groups, and ethical considerations, providing a broad yet focused understanding of media's role in society.

Course Outcomes:

1. To explain the foundations of media psychology, including its definition, historical development, and interdisciplinary nature.
2. To apply key psychological theories and research methods to analyze media content and its effects.
3. To evaluate the psychological impact of various forms of media, including prosocial content, media violence, and social media use.
4. To critically assess media's role in shaping social and political narratives, representing social groups, and addressing ethical challenges.

Course Contents

UNIT I: Media Psychology in context

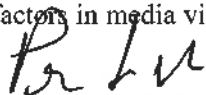
Definition; Brief history; Dimensions of media psychology; The need for media psychology; Psychology and media relationship; Media psychology and kindred disciplines; Practicing media psychology.

UNIT II: THEORETICAL ISSUES AND RESEARCH METHODS

Theoretical issues - early approaches to media, postmodernism, developmental issues in media research, the effect tradition, cultivation research and the active audience. Research Methods - experimental tradition, survey methods, interviewing and qualitative analysis, ethnography and observation, analysis of media texts, discourse analysis.

UNIT III: PSYCHOLOGICAL EFFECTS AND INFLUENCES OF MEDIA

Pro-social effects of media – media and prosocial behavior, the effects of “Prosocial Media” on audience; The effects of media violence – immediate effects, characteristics of the users of violent media, cognitive factors in media violence, cultural and ideological aspects of the media violence debate; Pornography and



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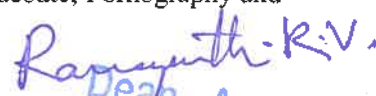


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its effect on different age groups. Mental Health Benefits from Social Media; Social media and change in self-concept; Psychological motivations for social media posts

Unit IV DEVELOPMENTAL ISSUES IN MEDIA PSYCHOLOGY

Young children and television – fantasy versus reality, script and schema explanations, children's socialization through media, imagination, pretense, and theory of mind; Children and advertising- impact, stage theory of consumer development, food advertisements and childhood obesity, law on children's advertisements; Media and adolescents - media use in adolescence, the role of media figures during adolescence, cultural functions of media use, media influences on adolescent body image.

Unit V: CRITICAL ISSUES IN MEDIA PSYCHOLOGY

Media as a tool for social and political change (Social Media movements, Propaganda); Representations of social groups in media (Gender and sexuality, religious minorities, disability); Ethics and Media.

References

- Giles. D, (2003). Media Psychology, Lawrence Erlbaum Associates & Publishers: London.
- Gahlowt, R. (2016). Introduction to Media Psychology (1st Edition). Mumbai: Himalaya Publishing House Pvt. Ltd.
- Cull, N. J., Culburt, D. H. & Welsh, D. (2003). Propaganda and Mass Persuasion: A historical encyclopedia. Santa Barbara, California: ABC-CLIO.
- Dill- Shackleford, K. (2009). How Fantasy becomes Reality: seeing through media influence. New York; Oxford: Oxford University Press.
- Batra, R., Aaker, D. A., and Myers, J. G. (2006). Advertising management. New Delhi Dorling Kindersley (India).
- Cill, J.C., Culbert, D.H., & Welsh, D. (2003) Propaganda and mass persuasion: A Historical Encyclopedia, Santa Barbara: ABC-CLIO, Inc.
- Dill, K. E. (2009). How fantasy becomes reality: Seeing through media influence. Oxford University Press.
- Dill, K. (Ed.). (2013). Oxford handbook of media psychology. New York: Oxford University Press.
- Gayle, S.S., Giles, D.C., Cohen, D., & Meyers, M.E. (2021). Understanding Media Psychology. Routledge.

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Course Title	Community Psychology
Course Code	SYC302A
Course Type	Core Course
Department	Psychology
Faculty	School of Social Sciences

Course Contents

Unit 1: Introduction to Community Psychology

Definition of Community Psychology; Principles of Community Psychology; Structural perspectives: first order change and second order change. Ecological Level of Analysis in Community Psychology. Core values of Community Psychology. Role of community Psychologists. Qualitative and quantitative methods of community Research

Unit 2: Understanding Communities

Types of Community, Sense of Community, Importance of Community, Building Communities.

Unit 3: Understanding Stress and Coping Context

Stress and Stressor Events, Acute stress Vs. Chronic Stress, Stress as a Process, Stress Reaction, Coping with Stress. Social Support: Types of Social Support, Resilience.

Unit 4: Social Change

Reasons for social change, Types of Social Change, Difficulties bringing about change, creating a planned change, Citizen Participation. Networking and Collaborations

Unit 5: Understanding prevention and promotion

Prevention: Types, Prevention of Disorder, and promotion of wellness and competence,



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Implementing Programs: Issues in implementation,

Essential Readings

- Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., & Dalton, J. H. (2012). **Community psychology: Linking individuals and communities.** Wadsworth Cengage Learning.
- Moritsugu, J., Vera, E., Wong, F. Y., & Duffy, K. G. (2014). **Community psychology.** Routledge.
- Scott, V. C., & Wolf, S. M. (2015). **Community psychology: Foundations for practice.** SAGE Publications, Inc.
- Rappaport, J. & Seidman, E. (Eds.). (2000). **Handbook of community psychology.** Plenum Publishers.

Course Assessment

The focus of COs on each Component or Subcomponent of the Evaluation				
	Component 1: CE (60% Weightage)			Component 2: SEE (40% Weightage)
Subcomponent ►	SC1	SC2	SC3	
Subcomponent Type ►	Term test	Assignment -1	Assignment-2	50 Marks
Maximum Marks ►	20	20	20	

P. L. S.

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Organizational Behaviour-

Course Title	Organizational Behaviour-
Course Code	SYE311A
Course Type	Discipline Specific Elective
Department	Psychology
Faculty	School of Social Sciences

Course Size and Credits

Number of Credits	05
Credit Structure (Lecture: Tutorial: Practical)	3:1:1
Total Hours of Interaction	75
Number of Weeks in a Semester	15
Department Responsible	Psychology
Total Course Marks	100
Pass Criterion	As per the Academic Regulations
Attendance Requirement	As per the Academic Regulations

Course Outcomes (COs)

CO-1. Understand the fundamental concepts of OB

CO-2. Apply the fundamental concepts of OB in analysing business problems

CO-3. Use OB concepts in analysing and evaluating applications of information technology

Course Contents

Four units, sequenced to build from individual-level psychological foundations (perception, personality, attitudes) that BSc Psychology students already know, into their specific application in organizational settings.

Unit 1: Introduction to OB, Diversity & Ethics at Work

- What is Organizational Behaviour, and why it matters for psychology students moving from theory to workplace application
- Major forms of workplace diversity, and how prejudice and discrimination undermine organizational effectiveness
- Theoretical perspectives on workplace diversity and how organizations manage it effectively
- Right vs. wrong: ethics and performance

Unit 2: Individual Differences: Perception, Personality & Decision-Making at Work

- Factors that shape perception at work; attribution theory
- The link between perception and decision-making
- Rational decision-making model vs. bounded rationality and intuition
- How individual differences and organizational constraints affect decisions; three ethical decision-making criteria
- Person-job fit and person-organization fit

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- Core self-evaluation (CSE), self-monitoring, and proactive personality
- How the situation affects whether personality actually predicts behaviour

Unit 3: Attitudes, Emotions & Motivation at Work

- Attitudes and behaviour; major job attitudes, with emphasis on job satisfaction and its organizational consequences
- Emotions and mood at work; emotional labor; emotional intelligence and emotional regulation
- Early theories of motivation and their limits
- Self-determination theory and goal-setting theory
- Self-efficacy theory, reinforcement theory, and expectancy theory
- Organizational justice: distributive and procedural justice
- Job characteristics model and alternative work arrangements

Unit 4: Leadership & Positive Organizational Behaviour

- Leadership theories
- The leader's role in building ethical organizations and trust
- Psychological capital
- Positive organizational climate

Essential Reading

- Robbins, S. P., Judge, T. A., & Vohra, N. (18th ed.). Organizational Behavior. Pearson.
- Kinicki, A. Organizational Behavior: A Practical, Problem-Solving Approach.
- Nelson, D. L., Quick, J. C., & Khandelwal, P. ORGB: A South-Asian Perspective.

Pr. Lsh

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Course Title	Basic Counselling Skills
Course Code	21BSPC402A
Course Type	Core Course
Department	Psychology
Faculty	School of Social Sciences

Course Outcomes

CO1: To provide conceptual knowledge on different counseling models and professional issues in counseling

CO2: To train students in acquiring counseling skills through classroom learning and supervised role-plays

Intentional Interviewing:

Ethics in Counselling, Multicultural Competence, Positive Psychology and Wellness Approach.

Attending Behaviour:

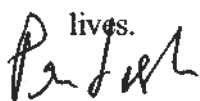
Micro skills of SOLER. Observation Skills. Basic Listening Sequence. Organizing a Session: Questions: Opening Communication. Encouraging, Paraphrasing, and summarizing: Key Skills of Active Listening.

Observing and Reflecting Feelings:

Basic Empathy as a communication skill. Stages of Counselling, Conducting a Well-informed Session. Focusing: Exploring the Story from Multiple Perspectives.

Empathic Confrontation:

Identifying and Challenging Client Conflict. Interpersonal Influencing Skills for Creative Change: Reflection of Meaning & Interpretation/Reframe: Helping clients restore their lives.



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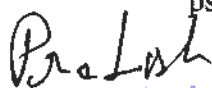
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Skills of Self-Disclosure and Feedback:

Immediacy and Genuineness. Concrete Action Strategies for Client Change: Logical consequences, Instruction/Psychoeducation, Stress Management & Therapeutic Lifestyle Changes. Skill Integration Treatment Planning, Using Micro Skills in a Five Stage Model ,Determining Personal Style.

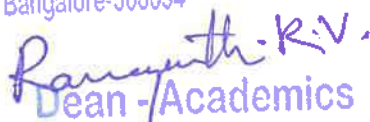
References

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- Cormier, S. & Cormier, B (1998). Interviewing strategies for helpers (4th ed.). Pacific Grove: Brooks/Cole.
- Culley, Sue (1994). Integrative counseling skills in action. New Delhi: Sage
- Egan, G. (2002). The skilled helper (7th ed.). Chicago: Brooks/Cole.
- Egan, G. (1994). The skilled helper: A problem-management approach to helping (5th ed.). Belmont: Brooks/Cole Publishing company.
- Ivey, A. & Ivey, M. (2003). Intentional interviewing and counseling (8th ed.). Singapore: Brooks/Cole.
- Kottler, J. & Shepard, D. (2008). Counseling theories and practices (India ed.). New Delhi: Brooks/Cole.
- McLeod, J. (1998). An introduction to counselling (2nd ed.). Buckingham: Open University.
- Nelson-Jones, Richard (1988). Practical helping skills (2nd ed.). London: Cassel Educational Limited.
- Nelson-Jones, R. (1991). The theory and practice of counselling psychology. London: Holt, Rinehart & Winston Ltd.
- Neukrug, E. & Schweitzer, A. (2006). Skills and tools for today's counsellors and psychotherapists. Singapore: Thomson Brooks/Cole.

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Nystul, M. (2003). Introduction to counseling: an art and science perspective (2nd ed.). Boston: Allyn & Bacon.

Palmer, S. (Ed.). (1997). Handbook of counseling (2nd ed.). London: Routledge.

Peterson, J. & Nisenholz, B. (1995). Orientation to counseling (3rd ed.). Boston: Allyn & Bacon.

Woolfe, R. & Dryden, W. (Ed.). (1996). Handbook of counseling psychology. New Delhi

Evaluation Component

The focus of COs on each Component or Subcomponent of the Evaluation				
	Component 1: CE (60% Weightage)			Component 2: SEE (40% Weightage)
Subcomponent ►	SC1	SC2	SC3	
Subcomponent Type ►	Term Test	Assignment - 1	Assignment- 2	100 Marks

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Course Title	Forensic Psychology
Course Code	SYE303A
Course Type	Discipline Specific Elective (DSE)
Department	Psychology
Faculty	School of Social Sciences

Course Outcome

- CO1:** Understand the basics of forensic psychology, crime and criminal behavior.
- CO2:** Appreciate the role of a forensic psychologist in crime scene analysis, offender profiling and eyewitness testimony.
- CO3:** Understand the concept of deception and demonstrate techniques in deception detection.
- CO4:** Explain various crime scene theories that might lead to a profile
- CO5:** Construct the profile of sexual predators and serial killers

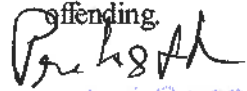
Course Contents

Unit 1: Introduction to Forensic Psychology

History of Forensic Psychology, Biological, sociological, and psychological theories of crime
Forensic Psychology today, other forensic discipline, psychological experts in courts, myths associated with the field of forensic psychology, Role of Forensic Psychology

Unit II: Developmental Approaches to Understanding Crime

Criminal offending across the life span, the nature of adolescents, Evolutionary perspective, Risk & protective factors-Individual risk factors, family risk, social, Developmental theories of offending.


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Unit III: Deception and Eye Witness Testimony

The Polygraph technique, Narco-Analysis, Forensic Hypothesis, FMRI, Brain Electrical oscillation, signature profiling, voice stress Analysis, Verbal and Nonverbal behavior cues to Lying, Forensic hypnosis, voice stress analysis

Eyewitness Testimony: The role of memory, study Eye witness issues, Police interview eyewitness, the cognitive interview, Recall of the perpetrator, Recognition, Public Policy Issues and Guidelines

Unit IV: Risk Assessment

Assessment and treatment of young offenders, Risk assessment Instruments, Intimate partner violence, sexual offenders, Homicide offenders

Unit V: The Role of Mental Illness in Court, Rehabilitation and Reintegration:

Mental illness and the court, Fitness instruments, Treatment decisions, defendants with mental disorders.

Rehabilitation: Risk assessment and re-offending, Nature of Rehabilitation, Approaches to Rehabilitation-educational and work-based programs.

Models of offender rehabilitation-the risk need-responsively model, the good times model

Course Assessment

The focus of COs on each Component or Subcomponent of the Evaluation				
	Component 1: CE (60% Weightage)			Component 2:
Subcomponent ►	SC1	SC2	SC3	SEE (40% Weightage)
Subcomponent Type ►	Term test	Assignment -1	Assignment-2	50 Marks
Maximum Marks ►	20	20	20	

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Course Title	Psychological Therapies
Course Code	SYE305A
Course Type	Discipline Specific Electives
Department	Psychology
Faculty	School of Social Sciences

Course Outcomes (CO)

- Co1: Gain knowledge of various psychological therapies, such as cognitive-behavioral therapy (CBT), psychodynamic therapy, humanistic therapy, and others.
- Co2: Understand and apply ethical guidelines and professional standards in therapeutic practice.
- Co3: Learn and apply specific techniques used in different therapies to address mental health issues.

Course Contents

Unit 1: Introduction

Meaning, Nature, Definition and Scope of Counselling and Psychotherapy; Historical perspectives; counselling settings; Counselling and Psychotherapy in India – development and current status.

Unit 2: Therapeutic relationship:

Qualities of a helping relationship. Some theoretical models of therapy – Carl Rogers, Truax and Carkhuff, Eagan

Unit 3: Psychotherapy Schools:

Psychoanalysis, Adlerian Psychotherapy (Adler), Existential Therapy (May) Cognitive-Behaviour Therapy (Aron Beck), REBT (Ellis), Solution Focused Brief Therapy, Feminist Therapy, Integrative therapy

Unit 4: Process of Counselling and psychotherapy

Pre counselling issues – interview, assessment (standardized and non-standardized measures), setting goals, contracting, informed consent, formulation, conceptualization, referrals, issues of confidentiality, verbatim recording and analysis, interpretation, terminations, reporting

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Unit 5: Ethical Issues in Counseling/Psychotherapeutic Practice

Definition of ethics; ethics and counseling; Professional code of ethics and standards; Limitations of ethical codes; Legal status of mental health in India; Mental Health Act

Required Textbook and Reference Material

Corey, G. (2009) *Counselling and Psychotherapy; Theory and Practice*.(7th Ed.) New Delhi: Cengage Learning.

Corey, G. (2012). *Theory and practice of counselling and psychotherapy* (9th ed.). Belmont, CA: Brooks/Cole.

Egan, G. (1994). *The Skilled Helper - A Problem Management Approach to Helping*.. Brooks/Cole

Ivey, Ivey, Simek-Morgan (1997) *Counseling and Psychotherapy: A multicultural perspective* (4th Ed.) Allyn and Bacon

Richard S Sharf, 2011, *Theories of Psychotherapy and Counseling: Concepts and Cases* (Cengage Books)

Samuel T Gladding (2007) *Counselling: a comprehensive profession* (5th Ed.) Upper Saddle River NJ: Pearson/ Merrill/ Prentice Hall

Seligman.L., Reichdenberg.L.W., *Theories of counselling and Psychotherapy: Systems, Strategies and Skills*, , Fourth Edition, Eastern Economy Edition, 2014

Terry Hanley, Laura Anne Winter, 2023, *The SAGE Handbook of Counselling and Psychotherapy*, Fifth Edition, Sage Pub.

Welfel, E.R., & Patterson, L.E. (2009). *The Counseling process: a multimodal intergrative approach*. New Delhi: Cengage Learning India Private Limited.



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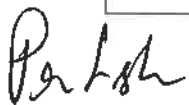
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Evaluation Scheme:

Evaluation Scheme for NEP Batch 2022				
	Component 1: Continuous Evaluation (60% Weightage)			Component 2: SEE (40% Weightage)
Subcomponent (SC) ►	SC1	SC2	SC3	
Subcomponent Type ►	Term test	Assignment - 1	Assignment- 2	50 Marks
Marks	2 in number of 25 marks each.	1 in number of 20 marks	1 in number of 20 marks	
Weightage►	20	20	20	
A student has to pass all the evaluation components separately which includes passing both the continuous evaluation and semester-end examination segments. The pass percentage for CE and SEE is 40 (%).				


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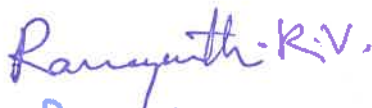
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Department of Psychology
VI Semester B.Sc. Psychology (Hons)
Syllabus



The best years of your life are the ones in which you decide your problems are your own. You do not blame them on your mother, the ecology, or the president. You realize that you control your

own destiny. — ALBERT ELLIS


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Course Title	Internship
Course Code	SYC303A
Course Type	Core course
Department	Psychology
Faculty	School of Social Sciences

Course Summary

This internship opportunity is designed to empower students pursuing a Bachelor of Psychological Science to develop and put into practice essential career readiness skills. Through this program, students will engage in work placements within relevant workplace settings, including hospitals, mental health institutions, businesses, not-for-profit organizations, government agencies, scientific institutions, or community-based entities. These internships will be granted to students based on their merits, following a competitive application process.

Before commencing the internship, a specific project or set of activities will be defined and agreed upon collaboratively by the host organization, the student, and the university. The course structure will encompass the integration of on-site placement attendance, along with university-based preparatory work and assessments. This combination will typically amount to a commitment of a few days per week, ensuring that students gain both practical experience and academic support throughout their internship journey.

Course Size and Credits:

Number of Credits	05
Credit Structure (Lecture: Tutorial: Practical)	
Total Hours of Interaction	
Number of Weeks in a Semester	15
Department Responsible	Psychology
Total Course Marks	100
Pass Criterion	As per the Academic Regulations
Attendance Requirement	As per the Academic Regulations

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VI Semester B.Sc Psychology (Hons)
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Course Outcomes (COs)

CO-1: Students will be proficient in identifying and articulating the skills and competencies gained through their academic curriculum, co-curricular engagements, and extracurricular pursuits that align effectively with the demands of the industry.

CO-2: They will develop an understanding of how their educational background complements industry/field requirements.

CO-3: Students will demonstrate their capacity to apply their knowledge of psychology, relevant theories, and practical skills in a workplace environment.

CO-4: Students will engage in reflective learning practices to assess and derive insights from their internship experiences.

Course Contents

- **Professionally Deliver Psychological Services:** During their internship placements, students are expected to proficiently practice offering a spectrum of psychological services based on hypothetical or real cases under the supervision of mental health professionals. This encompasses conducting assessments, planning supervised mock interventions, and providing mock consultations, all while adhering to the legal requirements, professional standards of clinical psychology, and the ethical principles and standards set by the APA. This ensures that their practice is both lawful and ethically sound.
- **Embrace a Scientific Approach in Clinical Practice:** In their clinical settings, students are encouraged to adopt the scientist-practitioner model. This involves integrating a deep understanding of the scientific underpinnings that support the theories and techniques used in psychological assessment and therapy. Furthermore, it's essential that students employ evidence-based procedures, ensuring that their clinical practice is rooted in the latest empirical research and established as effective by scientific standards. This commitment to evidence-based practice helps guarantee the quality and efficacy of the services they provide. The entire delivery of the services from the students will be based on solving cases real or imagined under guided supervision.

○ **At the end of each semester, students are required to complete two reports:**

1. **Practicum Competency Development Report:** This report is intended for students to reflect on their internship training experiences during the past semester. It serves as a self-assessment of their progress in developing foundational skills aligned with the competencies outlined by the American Psychological Association (APA). For students participating in multiple practicum experiences within a semester, they can consolidate their reflections into a single submission or report.

Department of Psychology

Prakash

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2. **Practicum Activity Report:** This report should outline the clinical activities and hours completed during the semester, ensuring compliance with the credit-hour requirement. These reports are valuable tools to assess and document the students' progress and activities during their practicum experiences.

For industrial psychology students-

Scheduled Learning Activities and Topics:

The specific topics covered during the course may vary depending on each student's unique placement.

Methods for Assessing Course Learning Objectives:

The assessment of course learning objectives will be conducted through a combination of methods, including an evaluation of the student's performance by their site supervisor. Additionally, it will involve the assessment of assignments, such as maintaining a weekly log, reflecting on the application of major theories, and submitting a final paper. These assignments will be reviewed and graded by the designated course instructor.

Students are required to select a client organization and a qualified faculty advisor who consents to oversee their Internship. Following this, students must outline a Scope of Work that enables them to employ principles derived from the curriculum in order to execute a project that is of mutual interest to both the student and the client. Within this Scope of Work, it is essential to incorporate relevant readings from the curriculum that contribute to the successful completion of the project.

Evaluation Component

Focus of COs on each Component or Subcomponent of Evaluation				
	Component 1: CE (50% Weightage)			Component 2: SEE (50% Weightage)
Subcomponent ▶	SC1	SC2	SC3	
Subcomponent Type ▶	Presentation	Report -1	Report-2	100 Marks
Maximum Marks ▶	10	20	20	

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VI Semester B.Sc Psychology (Hons)

Course Title	Cultural and Indigenous Psychology
Course Code	SYE202A
Course Type	Discipline Specific Elective
Department	Psychology
Faculty	Social Sciences
Semester	IV Semester

Course Outcomes

CO1: Be able to demonstrate the implications of dominant psychological theories and research in comprehending how culture impacts human behavior.

CO2: Identify how individuals' function in the context of culture and how it impacts their social dynamics/reality.

CO3: Identify and relate to the underpinnings of indigenous psychology with special reference to India.

Unit 1: Cultural processes and Cross Cultural Psychology in a changing world

- Toward an Inclusive definition of culture; characteristics of culture; Culture Vs. Ethnicity and Race;
- Behavior as Culture specific or universal
- The ETIC and EMIC Approaches
- Cross Cultural psychology and Indigenous Psychology; Understanding Cross cultural psychology in a changing world; Major objectives of cross cultural psychology

Unit 2: Culture, Self and others

- Human development as an incorporation of culture; Socialization or Enculturation
- Creating the climate of home: Cultural and cross cultural studies; sleeping arrangements of children, attachment in childhood, relationships with siblings, influence of extended family and peers; comparative studies in child rearing behaviors; Authoritative Vs Authoritarian child rearing approaches and cultural differences
- The self: Cultural, Social and Cross cultural dimensions
- Gradual process of self-awareness; knowing about the self; meaning of self-esteem; culture as the source of self-concept; multicultural self-identity
- Social self: role of socialization, role of gender in the formation of social self
- Assignment: The path to experiencing well-being

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IV Semester B.Sc Psychology (Hons)

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Unit 3: Indigenous Psychology – Indian Psychology

- Indigenous Psychology - Definition and Principles
- Indian Psychology – Implications and applications; Indian perspective on emotions; self and identity; Healing and counselling in a traditional spiritual setting

Unit 4: Cultural Values in Organizational and Social behavior

- Globalization and cultural values; Cultural differences in work-related values; Cultural values of Autonomy, egalitarianism and harmony
- Cultural differences on the five values: Inequality and Power distance, Individualism and collectivism, seeking security by uncertainty avoidance, Gender differences – the masculinity/ Femininity value dimension, having the Authoritative Vs Authoritarian child rearing approaches and cultural differences; having the long view or seeking immediate gratification.

Evaluation Component

Focus of COs on each Component or Subcomponent of Evaluation				
	Component 1: CE (60% Weightage)			Component 2: SEE (40% Weightage)
Subcomponent ►	SC1	SC2	SC3	
Subcomponent Type ►	Term test 1	Assignment -1	Assignment 2	50 Marks
Maximum Marks ►	20	20	20	
The details of SC1, SC2 or SC3 are presented in the Programme Specifications Document.				

Readings

- Kuo-Shu Yang, Kwang-Kuo Hwang, Uichol Kim. (2006). Indigenous and Cultural Psychology: Understanding People in Context (International and Cultural Psychology). Springer-Verlag.
- Auluck, S. (2002). Self and identity. In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 374-398. New Delhi: Concept Publishing Company.
- Chiu, C., & Hong, Y. (2006). Social Psychology of Culture. New York: Psychology Press
- Jain, U. (2002). An Indian perspective on emotions. In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 281-291. New Delhi: Concept Publishing Company.
- Rao, K. R. (2011). Indian psychology: Implications and applications. In Cornelissen, R.M. M., Misra, G., Varma, S. (Eds.), Foundation of Indian Psychology: Theories and concepts, Vol. 1. New Delhi: Pearson.

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IV Semester B.Sc Psychology (Hons)

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Course Title	Advanced Practicum
Course Code	SYE307A
Course Type	Core course
Department	Psychology
Faculty	School of Social Sciences

Course Size and Credits:

Number of Credits	05
Number of Weeks in a Semester	15
Department Responsible	Psychology
Total Course Marks	100
Pass Criterion	As per the Academic Regulations
Attendance Requirement	As per the Academic Regulations

Course Outcomes (COs)

CO-1: upon course completion, students will be adept at applying psychological assessment techniques in a culturally sensitive manner, especially when working with Aboriginal and Torres Strait Islander cultures, within various organizational assessment scenarios.

CO-2: Students will demonstrate proficiency in the selection, proper administration, and accurate scoring of assessment tools, ensuring the reliability and validity of assessment results.

CO-3: Graduates will showcase the ability to interpret assessment data within a structured framework, encompassing both hypothesis generation and hypothesis testing, enhancing their analytical and decision-making skills.

CO-4: Students will be skilled in producing professional-grade reports that effectively communicate assessment findings, catering to the needs of diverse stakeholders in organizational contexts

Course Contents

Unit 1: Introduction to Psychological Testing and Assessment

Historical, Cultural, and Legal/Ethical Considerations

Unit 2: Historical, Cultural, and Legal/Ethical Foundations of Assessment Statistics Refresher

Unit 3: -Tests and Testing Reliability; Understanding Test Reliability

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VI Semester B.Sc Psychology (Hons)

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Unit 4: The Concept of Validity in Psychological Testing

Unit 5: Developing Psychological Tests

Unit 6: Intelligence: Concepts and Measurement; Assessing Intelligence with Specific Tests; Assessment in Educational Contexts

Unit 7: Introduction to Personality Assessment;

Unit 8: Psychological Assessment in Clinical and Counseling Settings

Unit 9: Neuropsychological Assessment: Principles and Applications

Advanced Practicum

• **Clinical**

- 1) Wechsler's Memory Scale –WMS
- 2) David's Battery of Differential Ability –DBDA
- 3) Children Apperception Test –CAT
- 4) Tower of London
- 5) Thematic Apperception Test- TAT
- 6) Minnesota Multiphasic Personality Test -MMPI

• **Human Resource Management- HRM**

1. Fundamental Interpersonal Response Orientation Behavior –FIRO-B
2. Myer Brigg's Type Indicator –MBTI
3. Strong Interest Inventory
4. Career Assessment Inventory
5. Career Decision Making System- Revised

Evaluation Component

Focus of COs on each Component or Subcomponent of Evaluation				
	Component 1: CE (50% Weightage)			Component 2: SEE (50% Weightage)
Subcomponent ►	SC1	SC2	SC3	
Subcomponent Type ►	Presentation	Report -1	Report-2	100 Marks
Maximum Marks ►	10	20	20	

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VI Semester B.Sc Psychology (Hons)

School of Social Sciences

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Course Title	Health Psychology
Course Code	SYE303A
Course Type	Discipline Specific Elective (DSE)
Department	Psychology
Faculty	School of Social Sciences

Course Outcome

CO1: Students will be able to develop a basic understanding of what drives health behaviors and general health. Perspectives, empirical findings, and historical trends in psychology

CO2: Students will demonstrate knowledge of the theoretical base of health psychology and gain practical know-how about significant issues such as stress and coping, and various factors related to health and diseases.

CO3: Students will demonstrate knowledge of behaviors that promote and hampers health.

CO4: Students will be able to assess and critically evaluate the information and arguments available on popular media platforms to enhance their scientific ability.

Course Contents

Introduction to Health Psychology

- What is Health Psychology? (Definition, Nature, and Aim)
- The Systems of the Body
- Bio-psychosocial Model of Health

2. Stress and Coping

- Stress: measurement and models
- Stress moderators (social support, personality).
- Stress moderators (social support)

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3. Chronic Health Problems and Its Management

- Pain and Discomfort; placebo effect
- Smoking
- Major Chronic Health Problems- Heart Disease, Hypertension, Stroke, Cancer, Type II Diabetes & AIDS
- Eating and Obesity
- Alcohol Use

4. Primary Prevention and health promotion

- Health Compromising Behaviours
- Health Promoting Behavior

5. End-of-life care

- Geriatric care
- Palliative care

Course Assessment

The focus of COs on each Component or Subcomponent of the Evaluation				
	Component 1: CE (60% Weightage)			Component 2: SEE (40% Weightage)
Subcomponent ►	SC1	SC2	SC3	
Subcomponent Type ►	Term test	Assignment -1	Assignment-2	50 Marks
Maximum Marks ►	20	20	20	

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Course Title	Foundations of Human Resource Management
Course Code	SYE301A
Course Type	Discipline Specific Elective
Department	Psychology
Faculty	School of Social Sciences

Course Size and Credits:

Number of Credits	05
Credit Structure (Lecture: Tutorial: Practical)	3:1:1
Total Hours of Interaction	75
Number of Weeks in a Semester	15
Department Responsible	Psychology
Total Course Marks	100
Pass Criterion	As per the Academic Regulations
Attendance Requirement	As per the Academic Regulations

Course Outcomes (COs)

After the successful completion of this course, the student will be able to:

CO-1: To demonstrate an understanding of the basic function of human resource management

CO-2: Demonstrate skills relevant to HRM in business scenarios.

CO-3: Problem-solve issues relevant to HRM

CO-4: Demonstrate personal competencies essential for professional growth in the context of

HR.
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Course Contents**Unit I: Introduction to HRM**

Definition of HR, Basic Human Resource functions, Structure of the HR, History of HR, Goals of HRM

Unit II: Human Resource Planning; Recruitment and Selection

HR planning process, Methods of HR planning, Job analysis process, Purpose of recruitment, recruiting employees, recruiting a diverse workforce, the selection process & techniques, laws related to recruitment, interviewing candidates.

Unit III: Training and Development

Orienting and onboarding new employees, an overview of the training process, and implementation of the training programs.

Unit IV: Total Rewards Management

Developing a compensation strategy, determining what to pay, wages and salary, laws & compensation, incentives and performance-based rewards, benefits and services, contemporary issues in compensation and benefits

Unit V: Performance appraisal

The basics of performance management and appraisal, the performance management process, techniques for appraising performance,

Unit VII: Industrial Relations

Theoretical perspective, Collective bargaining process, dealing with disputes and grievances.

Essential Readings

- HR: Human Resource Management by Denisi, Griffin, & Sarkar (Cengage pub.)
- Human Resource Management by Gary Dessler, & Biju Varkey (Pearson, Fourteenth Edition).

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Course Title	Leadership Skill in the 21st Century
Course Code	SYE313A
Course Type	Discipline Specific Elective
Department	Psychology
Faculty	School of Social Sciences

Course Size and Credits

Number of Credits	05
Credit Structure (Lecture: Tutorial: Practical)	4:1:0
Total Hours of Interaction	75
Number of Weeks in a Semester	15
Department Responsible	Psychology
Total Course Marks	100
Pass Criterion	As per the Academic Regulations
Attendance Requirement	As per the Academic Regulations

Course Outcomes (COs)

- CO-1. Explain modern leadership models and competencies
- CO-2. Analyze leadership challenges in digital and global contexts
- CO-3. Analyze leadership skills through projects and case studies
- CO-4. Diagnose leadership challenges in digital, hybrid, and multicultural work settings and propose context-appropriate leadership strategies.
- CO-5. Assess and reflect on their own leadership style, strengths, and development needs using self-assessment tools, peer feedback, and reflective journals.

Course Contents
Unit 1 VUCA & BANI as Leadership Contexts:

• Overview of VUCA and BANI frameworks

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- Why traditional leadership models are insufficient
- Implications for leadership decision-making and control

Unit 2 Emerging Leadership Styles in the 21st Century:

- Adaptive Leadership – responding to complex, evolving problems
- Authentic Leadership – self-awareness and transparency
- Servant Leadership – prioritizing people and well-being
- Inclusive Leadership – managing diversity and belonging
- Digital / E-Leadership – leading virtual and AI-enabled teams
- Compassionate Leadership – addressing anxiety and emotional strain

Unit 3 Contemporary Leadership Challenges:

- Leading in digital, remote, and hybrid workplaces
- Managing employee anxiety, burnout, and disengagement
- Ethical dilemmas and responsible decision-making
- Speed vs accuracy in decision-making
- Maintaining trust and psychological safety
- Leading across cultures and generations

Unit 2 Self-Leadership and Reflection:

- Self-leadership as a differentiator in agile, project-based, and hybrid organizations
- Emotional Regulation and Leadership Composure: Performance reviews, restructuring decisions, crisis communication, stakeholder negotiations
- Reflective leadership practice: Reflection-in-action vs reflection-on-action; Developing executive judgment and learning agility
- Preparing for future leadership roles: Future leadership competencies (digital fluency, ethical judgment, adaptability); Navigating career transitions and leadership identity

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Essential Reading

- Leadership: Theory and Practice — Peter G. Northouse

Course Assessment

Focus of COs on each Component or Subcomponent of the Evaluation				
	Component 1: CE (60% Weightage)			Component 2: SEE (40% Weightage)
Subcomponent ►	SC1	SC2	SC3	
Subcomponent Type ►	Term test	Assignment -1	Assignment-2	50 Marks
Maximum Marks ►	30	15	15	

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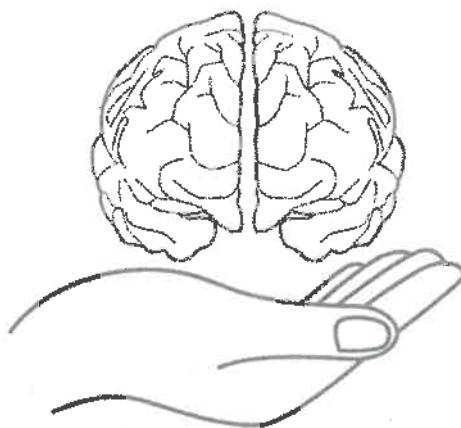
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Department of Psychology
VII Semester B.Sc. Psychology (Hons)
Syllabus



**Don't compare yourself with other people; compare yourself
with who you were yesterday.**

Jordan Peterson



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Course Title	Research Writing & Data Analysis (CC)
Course Code	SYC401A
Course Type	Core Course
Department	Psychology
Faculty	School of Social Sciences

Course Size and Credits

Number of Credits	05
Credit Structure (Lecture: Tutorial: Practical)	4:1:0
Total Hours of Interaction	75
Number of Weeks in a Semester	15
Department Responsible	Psychology
Total Course Marks	100
Pass Criterion	As per the Academic Regulations
Attendance Requirement	As per the Academic Regulations

COURSE DESCRIPTION & RATIONALE

This course is designed specifically for final-year undergraduate students concurrently engaged in their dissertation project. The course equips students with a foundational yet practical understanding of both qualitative and quantitative research traditions, preparing them to make informed methodological decisions for their own research.

The curriculum is organised into four progressive modules: (1) Foundations of Research, (2) Qualitative Research Methods and Techniques, (3) Quantitative Research Methods and Techniques, and (4) Mixed Methods, Digital Tools, and Research Communication. By the end of the course, students will be able to design a defensible study, collect and analyse data using appropriate methods, and present well-argued research.

COURSE OBJECTIVES

Upon successful completion of this course, students will be able to:

- Distinguish between qualitative, quantitative, and mixed-methods research paradigms and select the appropriate approach for a given research problem.
- Formulate research problems, objectives, and questions in alignment with their dissertation topic.
- Apply core qualitative techniques including interviews, focus groups, observation, and thematic analysis.
- Design and administer quantitative instruments and perform descriptive and inferential statistical analyses.

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- Critically evaluate research literature and apply ethical standards in research practice.
- Write a structured research proposal that integrates learning from the course with dissertation requirements.

MODULE I Foundations of Research

Unit Topics

Unit	Topic
1.1	Nature and Purpose of Research — Definition, Characteristics, and Objectives
1.2	Types of Research: Basic vs. Applied, Exploratory vs. Conclusive
1.3	Research Paradigms: Positivism, Interpretivism, and Pragmatism
1.4	The Research Process: Steps from Problem Identification to Reporting
1.5	Formulating a Research Problem and Writing Research Objectives/Questions
1.6	Literature Review: Purpose, Process, and Citation Practices
1.7	Research Ethics: Informed Consent, Plagiarism, and Data Privacy

Key Learning Outcomes

- Explain the philosophical underpinnings of different research paradigms.
- Articulate a clear research problem with objectives, research questions, and significance.
- Conduct and write a structured literature review with proper citation.
- Identify ethical issues in research and describe mitigation strategies.

Suggested Activities

- Workshop: Students draft a research problem statement linked to their dissertation topic.
- Peer review of literature review paragraphs for relevance and citation accuracy.

MODULE II Qualitative Research Methods and Techniques

Unit Topics

Unit	Topic
2.1	Introduction to Qualitative Research — Philosophy and Assumptions
2.2	Key Qualitative Designs: Phenomenology, Grounded Theory, Ethnography, Case Study
2.3	Sampling in Qualitative Research: Purposive, Snowball, and Theoretical Sampling
2.4	In-depth Interviews: Design, Conduct, and Probing Techniques

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- 2.5 Focus Group Discussion: Planning, Facilitation, and Analysis
- 2.6 Observation and Field Notes; Document and Content Analysis
- 2.7 Thematic Analysis: Coding, Theme Development, and Interpretation
- 2.8 Ensuring Rigour: Credibility, Transferability, Dependability, Confirmability

Key Learning Outcomes

- Select an appropriate qualitative design and justify its suitability for a given research question.
- Design a semi-structured interview guide with probing questions.
- Conduct thematic analysis by developing codes and themes from raw data.
- Apply trustworthiness criteria (Lincoln & Guba) to evaluate qualitative rigour.

Suggested Activities

- Role-play: Pairs conduct a 10-minute interview and debrief on technique.
- In-class coding exercise: Students code a short interview transcript and compare themes.
- Mini focus group (6 students) on a social issue, followed by group debrief and field notes.

MODULE III Quantitative Research Methods and Techniques

Duration 8 Hours

Objective Develop competence in quantitative research design, sampling, questionnaire construction, and statistical analysis covering descriptive statistics and key inferential tests used in social science and applied research.

Unit Topics

Unit	Topic
3.1	Introduction to Quantitative Research — Assumptions and Scope
3.2	Research Designs: Descriptive, Correlational, Quasi-experimental, Experimental
3.3	Measurement: Scales (Nominal–Ratio), Validity, and Reliability
3.4	Sampling Methods: Probability (SRS, Stratified, Cluster) and Non-probability
3.5	Questionnaire Design: Item Writing, Likert Scales, Piloting
3.6	Descriptive Statistics: Measures of Central Tendency, Dispersion, and Graphical Display
3.7	Inferential Statistics I — Hypothesis Testing, t-test, Chi-square, ANOVA

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3.8 Inferential Statistics II — Correlation and Simple Linear Regression

Key Learning Outcomes

- Design a valid and reliable quantitative instrument appropriate to the research objective.
- Calculate and interpret descriptive statistics and identify appropriate graphs for data types.
- Perform and interpret hypothesis tests: t-test, chi-square, one-way ANOVA.
- Interpret correlation coefficients and simple regression outputs in context.

Suggested Activities

- Lab session: Analyse a pre-cleaned dataset (Excel/SPSS) using descriptive statistics and produce a summary report.
- Questionnaire critique: Students evaluate a published survey for reliability and scale appropriateness.
- Problem sets: Paired t-test and chi-square problems with interpretation of outputs.

MODULE IV Mixed Methods, Digital Tools & Research Communication

Unit Topics

Unit	Topic
4.1	Mixed-Methods Research: Rationale, Designs (Convergent, Explanatory, Exploratory)
4.2	Integrating Qual and Quant Findings: Joint Display and Triangulation
4.3	Survey Research and Online Data Collection Tools (Google Forms, Qualtrics)
4.4	Introduction to Statistical Software: SPSS / Excel / R for Data Analysis
4.5	Introduction to NVivo / Atlas.ti Concepts for Qualitative Coding
4.6	Research Proposal Writing: Structure, Components, and Evaluation Criteria
4.7	Dissertation Alignment: Connecting Course Learning to Final-Year Project Work

Key Learning Outcomes

- Distinguish between convergent, explanatory, and exploratory mixed-methods designs.
- Create and deploy an online survey using Google Forms or Qualtrics.
- Perform basic data operations in SPSS/Excel/R and interpret key outputs.
- Write a complete, structured research proposal aligned with their dissertation.

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Key Learning Outcomes

- Distinguish between convergent, explanatory, and exploratory mixed-methods designs.
- Create and deploy an online survey using Google Forms or Qualtrics.
- Perform basic data operations in SPSS/Excel/R and interpret key outputs.
- Write a complete, structured research proposal aligned with their dissertation.

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Suggested Activities

- Tool lab: Students create a short online survey and export responses for analysis.
- NVivo/Atlas.ti demo: Instructor-led walkthrough of qualitative coding in software.
- Proposal presentation: Each student presents a 5-minute synopsis of their research proposal for peer and instructor feedback.

RECOMMENDED TEXTS & REFERENCES**Core Textbooks**

- Creswell, J. W., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (5th ed.). SAGE Publications.
- Bryman, A. (2016). Social Research Methods (5th ed.). Oxford University Press.
- Field, A. (2018). Discovering Statistics Using IBM SPSS Statistics (5th ed.). SAGE Publications.

Supplementary References

- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77–101.
- Lincoln, Y. S., & Guba, E. G. (1985). Naturalistic Inquiry. SAGE Publications.
- Kumar, R. (2019). Research Methodology: A Step-by-Step Guide for Beginners (5th ed.). SAGE Publications.
- Patton, M. Q. (2015). Qualitative Research & Evaluation Methods (4th ed.). SAGE Publications.



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Course Title	Sports Psychology
Course Code	SYE401A
Course Type	Discipline Specific Elective
Department	Psychology
Faculty	School of Social Sciences

Course Summary

Sports Psychology is an applied discipline that examines how psychological principles influence sport performance, exercise behaviour, and athlete well-being. This course introduces students to foundational concepts including motivation, arousal and anxiety, attention and concentration, mental imagery, goal-setting, team dynamics, and psychological skills training. Emphasis is placed on both theoretical frameworks and evidence-based applied strategies used by practitioners working with athletes, coaches, and organisations. As a discipline-specific elective for the seventh semester, the course builds on students' background in general psychology and equips them with knowledge and competencies relevant to applied sport contexts.

Course Size and Credits

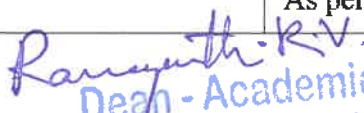
Number of Credits	04
Credit Structure (Lecture : Tutorial : Practical)	4 : 0 : 0
Total Hours of Interaction	60
Number of Weeks in a Semester	15
Department Responsible	Psychology
Total Course Marks	100
Pass Criterion	As per the Academic Regulations
Attendance Requirement	As per the Academic Regulations

Course Outcomes (COs)

After the successful completion of this course, the student will be able to:



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CO-1: Demonstrate a foundational understanding of core theoretical frameworks and principles in sports psychology.

CO-2: Identify and explain psychological factors that influence athletic performance and exercise behaviour.

CO-3: Apply psychological skills training techniques (e.g., goal-setting, imagery, self-talk, relaxation) to sport scenarios.

CO-4: Analyse individual and group dynamics in sport and exercise contexts using psychological principles.

Course Contents

Unit I: Introduction to Sports Psychology

History and scope of sports psychology; relationship between psychology and sport performance; research methods in sports psychology; role of the sports psychologist — ethical and professional considerations; overview of major theoretical perspectives.

Unit II: Motivation and Goal-Setting

Theories of motivation — achievement goal theory, self-determination theory, attribution theory; intrinsic and extrinsic motivation; goal-setting principles (SMART goals); goal-setting in practice with athletes; self-efficacy and confidence in sport.

Unit III: Arousal, Anxiety, and Stress

Arousal and performance — drive theory, inverted-U hypothesis, catastrophe theory, zones of optimal functioning; cognitive and somatic anxiety; competitive anxiety measurement; stress and burnout in athletes; coping strategies and stress management techniques.

Unit IV: Psychological Skills Training (PST)

Principles of PST; mental imagery and visualisation; self-talk and cognitive restructuring; attentional focus and concentration training; relaxation techniques (progressive muscle relaxation, diaphragmatic breathing); pre-competition routines; mental toughness.

Unit V: Group Dynamics, Well-being, and Special Topics

Team cohesion — task and social cohesion; leadership in sport; communication and conflict resolution; athlete identity and career transitions; exercise psychology and mental health; injury, rehabilitation psychology; sports psychology with youth athletes.

Course Resources

Essential Readings

- Weinberg, R. S., & Gould, D. (2023). Foundations of Sport and Exercise Psychology (8th ed.). Human Kinetics.
- Cox, R. H. (2012). Sport Psychology: Concepts and Applications (7th ed.). McGraw-Hill.
- Horn, T. S. (Ed.). (2008). Advances in Sport Psychology (3rd ed.). Human Kinetics.

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Supplementary Readings

School Of Social Sciences

- Vealey, R. S. (2005). Coaching for the Inner Edge. Fitness Information Technology.
- Morris, T., Spittle, M., & Watt, A. P. (2005). Imagery in Sport. Human Kinetics.
- Selected peer-reviewed articles from the Journal of Sport & Exercise Psychology, The Sport Psychologist, and Psychology of Sport and Exercise.

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Course Specification: Group Dynamics and Team Building

Course Title	Group Dynamics and Team Building
Course Code	SYE402A
Semester	7 th
Course Type	Discipline Specific Elective
Department	Psychology
Faculty	School of Social Sciences

1. Course Description

This course covers the psychological study of groups (via Forsyth) and their applied extension into work teams (via Levi & Askay). Unit sequencing follows each text's own logic: Forsyth for the classical social-psychological foundations of groups, Levi & Askay for team-specific processes, challenges, and organisational context. Students move from "what is a group" to "how do teams succeed at work," with practicum components drawn from both texts' built-in activities and surveys.

2. Course Size and Credits:

Number of Credits	05
Credit Structure (Lecture: Tutorial: Practical)	3:1:1
Total Hours of Interaction	75
Number of Weeks in a Semester	15
Department Responsible	Psychology
Total Course Marks	100
Pass Criterion	As per the Academic Regulations
Attendance Requirement	As per the Academic Regulations

3. Course Outcomes

Upon completion of this course, students will be able to:

- CO1** Explain the defining features of groups and trace the historical development of group dynamics as a field of study
- CO2** Analyse structural and developmental group processes — cohesion, norms, roles, and stages of development — and distinguish influence, power, and leadership processes in groups versus teams

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- CO3** Evaluate group and team performance, decision-making processes, and conflict management strategies
- CO4** Apply organisational-context concepts — culture, virtuality, diversity, and evaluation systems — to real or simulated teams
- CO5** Design and evaluate a team-building intervention grounded in course theory

4. Course Content

Unit I: Foundations — What Is a Group, What Is a Team

- Defining "group": criteria, types, the "are groups real?" debate
- Research methods in group dynamics (observation, experiment, sociometry)
- Social identity, inclusion, and belonging in groups
- Group formation: propinquity, social exchange, need-based models
- Why organisations use teams; conditions and characteristics of team success

Unit II: Structure, Cohesion, and Development

- Stages of group/team development (Tuckman and critiques; Levi & Askay's treatment of team beginnings)
- Norms, roles, and status hierarchies
- Cohesion: task vs. social cohesion, antecedents and measurement
- Basic team processes: goal-setting, task interdependence

Unit III: Influence, Power, Leadership, Cooperation, and Communication

- Conformity (Asch, Sherif), compliance, and social influence tactics
- Bases and dynamics of power; power in virtual contexts
- Leadership emergence, styles, and followership in teams
- Cooperation vs. competition; communication and boundary objects in teams

Unit IV: Performance, Decision-Making, and Conflict

- Group performance models; social loafing and the Ringelmann effect
- Decision-making processes, groupthink (Janis), group polarization
- Task, process, and relational conflict; conflict management strategies
- Problem-solving approaches; creativity and design thinking in teams

Unit V: Intergroup Relations, Diversity, and Teams in Organisational Context

- Intergroup conflict (Realistic Conflict Theory, Social Identity Theory); contact hypothesis
- Diversity and inclusion in teams; cultural intelligence
- Organisational and international culture; virtual/hybrid teams
- Evaluating and rewarding team performance; team-building interventions as applied synthesis

4. Reference List

Primary:

1. Forsyth, D. R. (2019). Group Dynamics (7th ed.). Cengage Learning.
2. Levi, D., & Askay, D. A. (2020). Group Dynamics for Teams (6th ed.). SAGE Publications.

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Supplementary:

3. Janis, I. L. (1982). Groupthink: Psychological Studies of Policy Decisions and Fiascos. Houghton Mifflin.
4. Tuckman, B. W., & Jensen, M. A. C. (1977). Stages of small-group development revisited. Group & Organization Studies.
5. Katzenbach, J. R., & Smith, D. K. (1993). The Wisdom of Teams. Harvard Business School Press.



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Course Title	Organizational Structure and Design
Course Code	SYL502A
Course Type	Discipline Specific Elective
Department	Psychology
Faculty	School of Social Sciences

Course Size and Credits

Number of Credits	05
Credit Structure (Lecture: Tutorial: Practical)	4:1:0
Total Hours of Interaction	75
Number of Weeks in a Semester	15
Department Responsible	Psychology
Total Course Marks	100
Pass Criterion	As per the Academic Regulations
Attendance Requirement	As per the Academic Regulations

Course Outcomes (COs)

CO-1. Identify and describe the key components of organizational structure and design

CO-2. Explain how different types of structures affect communication, coordination, and efficiency

CO-3. Apply basic organizational models to analyze simple workplace scenarios

CO-4. Recognize how external factors like environment and size influence organizational structure

Course Contents
Unit 1 Introduction to Organizations and Structure:

- What is an organization?
- Purpose of organizational structure

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- Elements of structure: hierarchy, division of labor, centralization
- Types of organizations (functional, divisional, matrix – basic overview)

Unit 2 Environment and Organizational Context :

- Internal vs. external environment
- Why organizations adapt to their environment
- Basic tools: PESTLE, SWOT (simplified)
- Concept of structure following strategy (introduction to contingency theory and Open Systems view of Organizations)

Unit 3 Basics of Job Design

- What is job design and why it matters
- Key terms: job enlargement, enrichment, rotation (introductory level)
- Introduction to motivation at work (Maslow, Herzberg)
- Linking job design with productivity (Hackman & Oldham Model)

Unit 4 Organizational Growth and Change

- Organizational size and structure: small vs. large organizations
- Growth phases (basic version of Greiner's model)
- Introduction to change: why organizations restructure
- Basic models: Lewin's change model
- Real-world examples: startups vs. large firms (e.g., Zomato vs. Infosys)

Unit 5 Conflict and Communication in Organizations

- Types of conflict: interpersonal, intergroup
- Conflict in team settings: communication breakdowns
- Thomas-Kilmann Conflict Styles (brief overview)
- Role of structure in creating/reducing conflict

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Essential Reading

- Stephen P. Robbins & Mary Coulter – Management (13th or newer ed.)
- Stephen P. Robbins & Timothy A. Judge – Essentials of Organizational Behavior (14th or 15th ed.)
- Richard L. Daft – Understanding the Theory and Design of Organizations (any UG edition)
- Gareth R. Jones – Organizational Theory, Design, and Change (for optional enrichment)

Course Assessment

Focus of COs on each Component or Subcomponent of the Evaluation				
	Component 1: CE (60% Weightage)			Component 2: SEE (40% Weightage)
Subcomponent ►	SC1	SC2	SC3	
Subcomponent Type ►	Term test	Assignment -1	Assignment-2	50 Marks

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Rangith R.V.

Dean - Academics

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Course Title	Rehabilitation Psychology
Course Code	SYE403A
Course Type	Core Theory
Department	Psychology
Faculty	School of Social Sciences

Course Size and Credits

Number of Credits	04
Credit Structure (Lecture: Tutorial: Practical)	3:1:0
Total Hours of Interaction	60
Number of Weeks in a Semester	15
Department Responsible	Psychology
Total Course Marks	100
Pass Criterion	As per the Academic Regulations
Attendance Requirement	As per the Academic Regulations

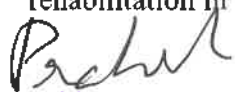
Course Outcomes (COs)

CO1: Explain the concepts, scope, and theoretical models of rehabilitation psychology.

CO2: Differentiate various types of disabilities and evaluate their psychosocial implications.

CO3: Examine the roles of rehabilitation psychologists and multidisciplinary rehabilitation services in promoting rehabilitation and inclusion.

CO4: Analyze the major disability legislations, policies, and government schemes related to rehabilitation in India.



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Course Contents

Unit 1: Introduction to Rehabilitation Psychology (12 Hours)

Meaning, definition, scope, and objectives of rehabilitation psychology, Historical development of rehabilitation psychology, Concepts of impairment, disability, handicap, and functioning, Models of disability: Medical, Social, and Biopsychosocial.

Unit 2 : Rehabilitation Approaches and Professional Practice (12 Hours)

Models and approaches to rehabilitation, Role of rehabilitation psychologist, Multidisciplinary rehabilitation team, Rehabilitation settings (hospital, school, community, NGOs), Community-Based Rehabilitation (CBR) and vocational rehabilitation.

Unit 3: Types of Disabilities (12 Hours)

Definition and classification of disabilities, Intellectual disability, Learning disability, Autism Spectrum Disorder, Visual, hearing and speech disabilities, Locomotor disability, cerebral palsy, multiple disabilities, Psychological impact of disability.

Unit 4 : Psychological Assessment and Rehabilitation (12 Hours)

Screening and early identification, Psychological assessment in rehabilitation, Rehabilitation planning and goal setting, Adjustment to chronic illness and disability, Psychological interventions and family support.

Unit 5 : Disability Laws, Policies and Rehabilitation in India (12 Hours)

Rights of Persons with Disabilities (RPwD) Act, 2016, Rehabilitation Council of India (RCI) Act, National Trust Act, Mental Healthcare Act, 2017, Government schemes and welfare services for persons with disabilities, Ethical issues in rehabilitation psychology.

Essential Reading

- Brenner, L. A., Reid-Arndt, S. A., Elliott, T. R., Frank, R. G., & Caplan, B. (2019). Handbook of Rehabilitation Psychology (3rd ed.). APA.
- Kennedy, P. (Ed.). (2012). The Oxford Handbook of Rehabilitation Psychology. Oxford University Press.
- Vash, C. L., & Crewe, N. M. (2004). Psychology of Disability (2nd ed.). Springer Publishing.
- Rehabilitation Council of India. RCI Act.
- Rights of Persons with Disabilities Act, 2016.

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Course Assessment

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Focus of COs on each Component or Subcomponent of the Evaluation				
	Component 1: CE (60% Weightage)			Component 2: SE (40% Weightage) 50 Marks
Subcomponent ►	SC1	SC2	SC3	
Subcomponent Type ►	Term test	Assignment -1	Assignment-2	
Maximum Marks ►	20	20	20	

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Department of Psychology
VIII Semester B.Sc. Psychology (Hons)

Syllabus



The best years of your life are the ones in which you decide your problems are your own. You do not blame them on your mother, the ecology, or the president. You realize that you control your

own destiny. — ALBERT ELLIS

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Ramaguthi R.V.

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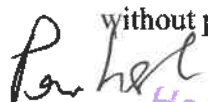
Course Title	Research and Academic Writing
Course Code	SYC403A
Course Type	Core course
Department	Psychology
Faculty	School of Social Sciences

Course Size and Credits

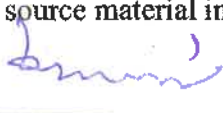
Number of Credits	
Credit Structure (Lecture: Tutorial: Practical)	4:1:0
Total Hours of Interaction	75
Number of Weeks in a Semester	15
Department Responsible	Psychology
Total Course Marks	100
Pass Criterion	As per the Academic Regulations
Attendance Requirement	As per the Academic Regulations

Course Outcomes (COs)

- CO-1. Distinguish academic writing from everyday writing in terms of tone, structure, and use of evidence.
- CO-2. Write a clear, well-organized short essay or report with an introduction, body, and conclusion.
- CO-3. Use basic APA-style in-text citations and construct a simple reference list.
- CO-4. Recognize common forms of plagiarism and apply strategies to avoid them.
- CO-5. Summarize and paraphrase source material in students' own words without plagiarizing.

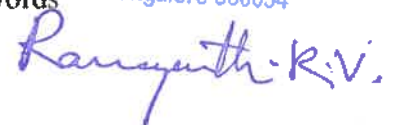


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Course Contents

Module 1: What Is Academic Writing? (15 hours)

- Academic vs. casual writing (tone, clarity, evidence-based claims).
- Objectivity and avoiding personal bias in writing
- Basic structure of a psychology paper (Intro–Method–Results–Discussion, simplified)
- Common beginner mistakes (vague claims, overly casual language, unsupported statements)

Module 2 Finding and Reading Research Literature (15 hours)

- What counts as a credible source (journal articles, textbooks vs. websites/blogs)
- Using library databases (e.g., PsycINFO, Google Scholar) at a basic level.
- Reading strategies for research articles (skimming abstracts, identifying the research question and main findings)
- Basic note-taking and avoiding accidental plagiarism

Module 3: Learning to Write a Short Academic/Research Report (15 hours)

- Writing a short Introduction (why the study matters, what question it asks)
- Describing a simple Method section (who, what, how — without advanced design language)
- Presenting basic Results in plain language with simple tables/graphs
- Writing a short Discussion (what the findings might mean, in simple terms)
- Practice exercise — turning a set of given data/results into a short-written report.

Module 4: Citing Sources and Academic Integrity (Intro to APA) (15 hours)

- Why citation matters (giving credit, avoiding plagiarism)
- Basic in-text citation (author, year)
- Building a simple reference list for common source types (journal article, book, website)
- What plagiarism is and how to avoid it (including accidental plagiarism)
- Brief intro to formatting a paper (title page, headings, font/spacing).

Core readings:

- Graff, G., & Birkenstein, C. (2014). *They say, I say: The moves that matter in academic writing* New York: WW Norton & Company.

Rosnow, R.L., & Rosnow, M. (2012). *Writing Papers in Psychology: Proposals, Research Papers,*

Literature Reviews, Poster Presentations and Concise Reports.

- Miller, P. C., Ruegg, R., Araki, N., Agnello, M. F., & Boer, M. (2017). *The Concise APA Handbook*. IAP.
- APA Style website (apastyle.apa.org)

Course Assessment

Focus of COs on each Component or Subcomponent of the Evaluation				
	Component 1: CE (60% Weightage)			Component 2: SEE (40% Weightage)
Subcomponent ►	SC1	SC2	SC3	
Subcomponent Type ►	Term test	Assignment -1	Assignment-2	50 Marks

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Course Title	Consumer Psychology
Course Code	SYC404A
Course Type	Core Course
Department	Psychology
Faculty	School of Social Sciences

Course Description:

This course delves into the intricate realm of consumer psychology, exploring the cognitive, emotional, and behavioral aspects that drive individuals' purchasing decisions. Through a blend of theoretical foundations, empirical research, and engaging activities, students will gain a profound understanding of the psychological underpinnings shaping consumer behavior.

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

CO_1: Define and Explain Core Concepts:

Understand and articulate the fundamental concepts and theories in consumer psychology, including perception, learning, memory, motivation, emotion, and decision-making.

CO_2: Analyze Consumer Behavior:

Analyze and interpret consumer behavior by considering psychological factors, recognizing the impact of sensory processes, attention, and memory on product perception, and understanding the emotional and motivational aspects influencing consumer choices.

CO_3: Apply Psychological Principles to Marketing:

Apply psychological principles to marketing strategies, including the design of advertisements, product packaging, and brand positioning that align with consumer perception, emotion, and motivation.

CO_4: Evaluate Persuasion and Decision-Making:

Examine persuasion techniques, social influence, and decision-making models (including heuristics and cognitive biases) as they apply to consumer behavior and marketing.

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CO_5: Communicate Effectively:

Communicate consumer psychology concepts effectively through presentations, discussions, and written assignments, demonstrating an ability to convey complex ideas to audiences.

Course content

Unit 1: Introduction to Consumer

- Definition and scope of consumer psychology
- Historical perspectives and key theories
- The relevance of Consumer Behavior in marketing

Unit 2: Perception and Attention in Consumer Behavior

- Sensory processes and their impact on product perception
- Attention and selective attention in consumer decision-making
- The role of perception in product design

Unit 3: Emotional influences on consumer choices

- Emotional branding and advertising
- Managing emotions in the consumer experience

Unit 4: Motivation and Consumer Behavior

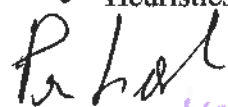
- Maslow's hierarchy of needs and its application in marketing
- Intrinsic and extrinsic motivation
- Attribution and expectancy theory
- Consumer motivation

Unit 5: Persuasion and Influence in Consumer Psychology

- Social influence and conformity
- Persuasion techniques in advertising
- The role of influencers and opinion leaders

Unit 6: Consumer Decision-Making Models

- Rational decision-making models
- Heuristics and biases in decision-making



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School Of Social Sciences

Readings:

- Consumer Behavior, 12/e by Kumar Leon G., Schiffman; Joe, Wisenblit; S. Ramesh, Pearson Education; Twelfth edition.
- Consumer Behaviour: Text and Cases by Satish Batra and S. H. H. Kazmi. Excel Books; 2nd Revised edition (31 May 2008)
- Consumer Psychology Consumer Behavior How Humans Think, Feel, and Act in the Marketplace 5 Eds. by Avery, Kozinets, et al. ONE MENTIS; Standard Edition (1 January 2021)

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Course Title	Media Psychology II
Course Code	SYC405A
Course Type	Discipline Specific Elective
Department	Psychology
Faculty	School of Social Sciences

Course Size and Credits

Number of Credits	04
Credit Structure (Lecture: Tutorial: Practical)	3:1:0
Total Hours of Interaction	60
Number of Weeks in a Semester	15
Department Responsible	Psychology
Total Course Marks	100
Pass Criterion	As per the Academic Regulations
Attendance Requirement	As per the Academic Regulations

Course Description

Media Psychology examines the psychological processes underlying how people engage with, are affected by, and make sense of media — from legacy mass media to digital platforms, social media, gaming, and AI-mediated communication. The course balances psychological theory with contemporary media realities, and includes grounding in media ethics, big data, and the cognitive and emotional dimensions of advertising. It is directly relevant to students from communication, sociology, computer science, business, education, design, and the arts.

Course Outcomes

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

CO1. Explain foundational theories of media effects and identify key ethical responsibilities of media producers and consumers.

CO2. Analyse how media consumption shapes attention, emotion, memory, and cognition, including in the context of advertising.

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CO3. Critically evaluate the psychological dimensions of social media use, including identity, well-being, and social influence.

CO4. Apply psychological frameworks to understand digital media, big data, gaming, and emerging technologies.

CO5. Demonstrate media literacy by critically evaluating media content and their own media habits.

Syllabus

Unit	Content
Unit I: Introduction to Media Psychology and Media Ethics	What is Media Psychology? Scope, definition, and relevance. History and evolution of media: oral to digital. Foundational theories: Hypodermic Needle Theory, Two-Step Flow (Lazarsfeld), Uses and Gratifications (Katz & Blumler), Agenda-Setting (McCombs & Shaw), Framing Theory, Cultivation Theory (Gerbner), Social Cognitive Theory (Bandura). <i>Media Ethics (integrated):</i> Ethical responsibilities of media producers and platform designers; responsible representation of mental health,
	suicide reporting guidelines (WHO/APA); privacy, algorithmic manipulation, and audience rights.
Unit II: Attention, Cognition, Memory, and Advertising	Limited capacity model of media processing (Lang); selective attention; multitasking and cognitive costs; the attention economy. Elaboration Likelihood Model (Petty & Cacioppo); dual-process models applied to media; cognitive load and media design. Memory and media: encoding, retrieval, misinformation and the continued influence effect. <i>Cognitive and emotional correlates of advertising:</i> emotional appeals, fear appeals, humour, and celebrity endorsements; how advertising influences memory and decision-making; consumer responses to digital and targeted advertising. Digital cognition: the Google Effect; hyperlink vs. deep reading; screen time and cognitive development.
Unit III: Media, Emotion, and Well-Being	Media and emotional responses: empathy, parasocial relationships, emotional contagion. Social media and well-being: social comparison (Festinger), FoMO, loneliness, body image, and problematic social media use. Media, stress, and coping: escapism, binge-watching, doomscrolling. Screen time and mental health in adolescents: evidence and debates.
Unit IV: Media, Identity, and Social Influence	Identity and self-presentation: Goffman's dramaturgical model applied to social media; online disinhibition effect (Suler); avatar identity and the Proteus effect. Persuasion and attitude change: source credibility, targeted advertising, and psychological profiling. Media and prosocial behaviour: narrative persuasion, entertainment-education approach. Media and antisocial behaviour: aggression and violent media (Bandura, General Aggression Model); cyberbullying — prevalence, profiles, and consequences.

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Unit V: Big Data, Digital Media, and Emerging Technologies	<i>Big Data and Media (new)</i> : What is big data? How media platforms collect and use psychological data; algorithmic personalisation and recommendation systems; filter bubbles and echo chambers; variable reward schedules and dark UX patterns. Psychology of gaming: motivations (Self-Determination Theory); cognitive benefits; gaming disorder (ICD-11). Psychology of AI and HCI: anthropomorphism of AI; deepfakes and trust; VR for therapy and empathy.
Unit VI: Applied Media Psychology and Media Literacy	Mental health representation in media: stigma and responsible portrayal. Media psychology in health communication and public health messaging. Children and media: parental mediation and regulatory frameworks. Critical media literacy: evaluating sources, detecting misinformation and deepfakes; mindful media use. Contemporary debates: social media and narcissism; the metaverse; AI-generated media and the future of attention.

Assessment Note

Where Unit content risks overloading the syllabus — particularly in Units II and V — faculty may assign selected topics (e.g., detailed advertising case studies, specific big data applications) as coursework rather than covering them in full within class sessions.

Readings

Core:

- Nabi, R. L., & Oliver, M. B. (Eds.) (2009). *The SAGE Handbook of Media Processes and Effects*. Sage.
- Bryant, J., & Oliver, M. B. (Eds.) (2009). *Media Effects: Advances in Theory and Research* (3rd ed.). Routledge.
- Giles, D. (2003). *Media Psychology*. Lawrence Erlbaum Associates.

Supplementary:

- Kahneman, D. (2011). *Thinking, Fast and Slow*. Farrar, Straus and Giroux. (Selected chapters.)
- Pariser, E. (2011). *The Filter Bubble*. Penguin Press. (Excerpts.)
- WHO (2017). *Preventing Suicide: A Resource for Media Professionals*. Geneva: WHO.

Notes for Faculty

- Current Indian media contexts — Bollywood and identity, regional social media trends, political communication — should be integrated throughout.
- Ethics discussions should be woven across all units, not confined to Unit I alone.
- Given the rapidly evolving media landscape, supplement readings with current empirical studies, especially in Units II, V, and VI.
- The media audit assignment — where students track and reflect on their own media consumption — is particularly effective for making theory personally meaningful.



- **Media Ethics** integrated into Unit I as a core component rather than a standalone topic
- **Cognitive and emotional correlates of advertising** added to Unit II, connecting media psychology with consumer behaviour
- **Big Data and Media** added as a dedicated section in Unit V, supporting the interdisciplinary link with the Data Science Minor
- Overall content streamlined and load reduced — overly detailed sub-sections condensed throughout
- **Assessment note added** flagging that overloaded content may be moved to coursework/assignments
- Course outcomes reduced from 6 to 5 and simplified

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