



**RAMAIAH
UNIVERSITY**
OF APPLIED SCIENCES

**Programme Structure and Course Details
Of
B.Sc. (Hons) in Psychology
2026 onwards**

**School of Social Sciences
Department of Psychology**

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

Director

School of Social Sciences & School of Law
M.S. Ramaiah University of Applied Sciences
Bangalore – 560054

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

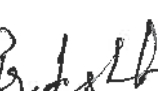
Our purpose is the creation and dissemination of knowledge. We are committed to creativity, innovation and excellence in our teaching and research. We value integrity, quality and teamwork in all our endeavors. We inspire critical thinking, personal development and a passion for lifelong learning. We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


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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
- Date of Programme Specifications:** July 2021; Revision accepted and approved by 38th ACM held on 10th June 2026
- Date of Programme Approval by the Academic Council of MSRUAS:** Revised accepted by 38th ACM held on 10th June 2026
- Next Review Date:**
- Programme Approving Regulating Body and Date of Approval:** Karnataka State Higher Education Council, approved on 18.10.2019; Renewed on 12.04.2023
- 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

14. 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.

1. 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

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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.

2. 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
- 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 Investigations 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

3. Programme Outcomes (POs)

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

PO1 — Disciplinary Knowledge: Demonstrate a sound understanding of the core theories, concepts, and methods of psychology, and apply them to explain human behaviour and mental processes.

PO2 — Research Competence: Design, conduct, and critically evaluate psychological research, using appropriate methods to collect, analyse, and interpret evidence.

PO3 — Interdisciplinary Thinking: Draw on their chosen minor discipline alongside psychological knowledge to analyse real-world human and social problems from more than one perspective.

PO4 — Analytical & Digital Skills: Use quantitative reasoning and digital tools to work with data, and present findings in a clear and organised manner.

PO5 — Communication: Express psychological ideas and research findings clearly and confidently, in writing and orally, to specialist and general audiences alike.

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PO6 — Ethics & Social Awareness: Act with ethical responsibility in research and practice, and remain sensitive to the social and cultural context they work in.

PO7 — Lifelong Learning: Reflect on their own learning and continue to grow professionally as psychology and allied fields evolve.

4. 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.

5. Programme Educational Objectives (PEOs)

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

PEO1 — Professional Advancement

Pursue higher education or employment in psychology-related fields, demonstrating continued professional competence.

PEO2 — Ethical & Social Contribution

Apply psychological knowledge ethically and sensitively to address mental health and wellbeing needs within their communities.

PEO3 — Adaptability & Lifelong Learning

Adapt to evolving professional, academic, or entrepreneurial pathways through continued interdisciplinary learning.

6. Programme Specific Outcomes (PSOs)

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

PSO1 — Research & Assessment Competence

Design and execute basic psychological research (ethics clearance, data collection, statistical analysis, APA 7th reporting) and administer/score/interpret standardized psychological tests.

PSO2 — Foundational Applied Skills

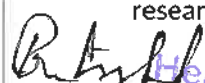
Demonstrate basic counselling micro-skills (active listening, rapport-building, structured intake interviewing) adequate for entry-level roles or further clinical/counselling training — not equivalent to licensure or independent practice.

PSO3 — Interdisciplinary & Digital Application

Apply psychological frameworks alongside their minor discipline to analyze real-world case studies, using digital tools for data analysis and visual presentation.

PSO4 — Professional Communication & Ethics

Communicate psychological findings in APA-format written reports and oral presentations to specialist and general audiences, while applying ethical guidelines (informed consent, confidentiality, IPA/APA codes) in research and practice.



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PSO5 — Career & Lifelong Learning Readiness

Articulate a self-directed plan for further specialization or employment, reflecting on their own learning trajectory within psychology and allied fields.

7. 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

CFC = Compulsory Foundation Course

DSE = Discipline Specific-Elective

CC = Core course

Programmed Structure:

Semester 1							
Sl. No.	Code	Course Title	Theory	Tutorials	Practical	Total Credits	Max. Marks
1	SSF101B	Compulsory Foundation Course 1 (Maths 101)	3	1	-	4	100
2	SSF102B	Compulsory Foundation Course 2 (Stats 101)	3	1	-	4	100
3	SYC101B	Introduction to Psychology (CC)	2	1	-	3	100
4	SYL101A	Practical-I (Foundations of Psychological Practice)	-	-	4	2	100
5	SYV101A	Value Based Course I	2	-	-	2	100
6	TSM101A	Ability Enhancement Course 1 (English 1)	1	1	-	2	100
7	SYC102A	Biopsychology (CC)	3	1	-	4	100
8	DSC102A	Introduction to R (DSSA) for Psychology	3	-	1	4	100

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9	AEC101A	Principles of Microeconomics-I (Eco)	3	1	-	4	100
	MAC101A	Introduction to Public Policy (PP)	3	1	-	4	100
	SCB101A	Introduction to Sociology	3	1	-	4	100
		Total				21	

Semester 2							
Sl. No.	Code	Course Title	Theory	Tutorials	Practical	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	SYC104A	Life Span Development (CC)	2	1	-	3	100
4	SYL102A	Practical II (Human Development Observation lab)	-	-	4	2	100
5	SYV102A	Value Based Course 2	1	1	-	2	100
6	SYM103A	Skill Enhancement Course 1	1	1	-	2	100
7	SYC105A	Introduction to Psychological Thought (CC)	3	1	-	4	100
8	DSC110A	Introduction to Programming (Python) for Psychology	3	-	1	4	100
9	AEC104A	Principles of Macroeconomics I	3	1	-	4	100
10	MAC102A	Idea of Justice and Equality	3	1	-	4	100
11	SCC203A	Gender and Society	3	1	-	4	100
		Total				21	

Semester 3							
Sl. No.	Code	Course Title	Theory	Tutorials	Practical	Total Credits	Max. Marks
1	SYC103B	Psychology of Individual Differences (CC)	2	1	-	3	100
2	SYC204A	Clinical Psychology I (CC)	2	1	-	3	100
3		Open Elective I				3	100
4	SYL201A	Practical III (Individual Differences practicum)	-	-	4	2	100
5	SYV201A	Value Based Course 3	1	1	-	2	100
6	TSM102A	Ability Enhancement Course 2 (AEC)	1	1	-	2	100
7	SYC207B	Social Psychology (CC)	3	1	-	4	100
8	DSC210A	Data Preprocessing for Psychology	3	0	1	4	100
9	AEC201A	Principles of Microeconomics II	3	1	-	4	100
10	MAC201A	Diplomacy, Negotiation &	3	1	-	4	100

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		Decision-Making Psychology					
11	SCC304A	Sociology of Health and Well-Being	3	1	-	4	100
		Total				19	

Semester 4							
Sl. No.	Code	Course Title	Theory	Tutorials	Practical	Total Credits	Max. Marks
1	SYC205A	Clinical Psychology II (CC)	2	1	-	3	100
2	SYC211A	Experimental and Cognitive Psychology (CC)	2	1	-	3	100
3	SYC201A	Basic Research Methods (CC)	2	1	-	3	100
4	SYL202A	Practical IV (Psychophysics lab) (CC)	-	-	4	2	100
5	SYM201A	Skill Enhancement Course 2 (SEC)	1	1	-	2	100
6		Open Elective 2	2	1	-	3	100
7	SYC210A	Positive Psychology (CC)	3	1	-	4	100
8	DSC212A	Operations Research and Optimization Techniques for Psychology	3	0	1	4	100
9	AEC202A	Principles of Microeconomics-II	3	1	-	4	100
10	MAC202A	Propaganda, Persuasion, and Strategic Communication	3	1	-	4	100
11	SCC205A	Migration, Urban Life and Social Change	3	1	-	4	100
		Total				20	

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Semester 5							
Sl. No.	Code	Course Title	Theory	Tutorials	Practical	Total Credits	Max. Marks
1		Open Elective 3	2	1	-	3	100
2	SYE312A	Basic Counseling Skills (CC)	2	1	-	3	100
3	SYL301A	Practical V (Child Assessment lab) (CC)	-	-	4	2	100
4	SYC209A	Child Psychopathology (CC)	2	1	-	3	100
5	SYS301A	Seminar I	-	-	2	2	100

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6	SYE301A	Foundations of Human Resource Management (DSE)	2	1	-	3	100
7	SYE311A	Organizational Behavior (DSE)	2	1	-	3	100
8	SYE304A	Forensic Psychology (DSE)	2	1	-	3	100
9	SYE304A	Psychological Therapies (DSE)	2	1	-	3	100
10	SYC305A	Statistics for Psychology (CC)	2	1	-	4	100
11	DSC311A	Machine Learning for Psychology	3	0	1	4	100
12	AEC301A	Indian Economy	3	1	-	4	100
13	MAC301A	Understanding Human Nature: Mind, Body, and Experience	3	1	-	4	100
14	SCC202A	A Science, Technology and Society	3	1	-	4	100
		Total				23	

Note: Students must choose two DSE out of four DSEs

Semester 6							
Sl. No.	Code	Course Title	Theory	Tutorials	Practical	Total Credits	Max. Marks
1	SYC307A	Advanced Practicum (CC)	-	-	3	3	100
2	SYS302A	Seminar II	-	-	2	2	100
3	SYE308A	Evolutionary Foundations of Behavior (DSE)	3	1	-	4	100
4	SYE307A	Health Psychology (DSE)	3	1	-	4	100
5	SYE309A	Advanced Human Resource Management (DSE)	3	1	-	4	100
6	SYE309A	Leadership Skills in the 21st Century (DSE)	3	1	-	4	100
7	SYC306A	Advanced Research Methods (CC)	3	1	-	4	100
8	DSC115A	Inferential Statistics for Psychology	3	-	1	4	100
9	AEE402A	Behavioural Economics	3	1	-	4	100
10	MAC302A	Education, Wellbeing, and Human Development	3	1	-	4	100

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11	SCC311A	Environment, Climate and Everyday Life	3	1	-	4	100
		Total				17	400

Note: Students must choose two DSE out of four DSEs

Semester 7							
Sl. No.	Code	Course Title	Theory	Tutorials	Practical	Total Credits	Max. Marks
1	SYI401A	Internship (CC)	-	-	12	6	100
2	SY5401A	Synopsis Seminar (CC)	-	-	3	3	100
3		Open Elective IV	2	1	-	3	
4	SYE402A	Group Dynamics and Team Building (CC)	3	1	-	4	100
5	SYE401A	Neuropsychology (DSE)	3	1	-	4	100
6	SYE406A	Organizational Structure and Design (DSE)	3	1	-	4	100
7	SYE403A	Rehabilitation Psychology (CC)	3	1	-	4	100
8	DSL501A	Spread Sheet Analytics for Psychology	2	-	2	4	100
9	AEC206A	Development Economics	3	1	-	4	100
10	MAC401A	Epidemiology in Public Health Practice	3	1	-	4	100
11	SCC409A	Crime, Deviance and Society	3	1	-	4	100
		Total				24	300

Note: Students must choose one DSE out of two DSEs

Semester 8							
Sl. No.	Code	Course Title	Theory	Tutorials	Practical	Total Credits	Max. Marks
1	SYC302A	Community Psychology (for non-dissertation)	3	1	-	4	100
2	SYC404A	Consumer Psychology (for non-dissertation)	3	1	-	4	100
3	SYC406A	Media Psychology (for non-dissertation)	3	1	-	4	100
4	SYC403A	Research and Academic Writing (CC)	3	1	-	4	100
5	DSC121A	Advanced statistics for Psychology	3	1	-	4	100
6	AEE405A	Health Economics	3	1	-	4	100
7	MAC402A	Public health: Policy Perspective on Non-	3	1	-	4	100

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		communicable Diseases					
8	SCC410A	Community Development and Social Intervention	3	1		4	100
9	SYP401A	Dissertation	12	-	-	12	100
		Total				16	

8. Open Elective Courses

A number of Open Elective Courses from the School of Social Sciences are offered as mentioned in the University's website. Students can choose the Open Electives on their own choice.

9. Innovation Courses in Lieu of Open Elective Courses

NA

10. Course Delivery: As per the Timetable

11. Teaching and Learning Methods

1. Face to Face Lectures using Audio-Visuals
2. Workshops, Group Discussions, Debates, Presentations
3. Demonstrations
4. Guest Lectures
5. Laboratory work/Field work/Workshop
6. Industry Visit
7. Seminars
8. Group Exercises
9. Project Work
10. Project
11. Exhibitions
12. Technical Festival

12. Assessment and Grading

12.1 Components of Grading

There shall be **two components** of grading in the assessment of each course:

Component 1, Continuous Evaluation (CE): This component involves multiple subcomponents (SC1, SC2, etc.) of learning assessment. The assessment of the subcomponents of CE is conducted during the semester at regular intervals. This subcomponent represents the formative assessment of students' learning.

Component 2, Semester-end Examination (SEE):

This component represents the summative assessment carried out in the form of an examination conducted at the end of the semester.

Marks obtained CE and SEE components have a weightage of 60:40 (CE: 60% and SEE: 40%) in determining the final marks obtained by a student in a Course.

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The complete details of Grading are given in the Academic Regulations.

12.2. Continuous Evaluation Policies

Continuous evaluation depends on the type of course as discussed below:

25.1.1 Theory Courses

For Theory Courses Only				
Focus of COs on each Component or Subcomponent of Evaluation				
	Component 1: CE (60% Weightage)			Component 2: SEE (40% Weightage)
Subcomponent Type	Terms (30)	Tests	Assignment (15)	Assignment (15)
CO-1				
CO-2				
CO-3				
CO-4				
The details of number of tests and assignments to be conducted are presented in the Academic Regulations and Programme Specifications Document.				

- CE components should have a compulsory term test of 30 marks, and two assignments (15 marks each).
- Assignments components will be decided by the course leader.

12.2 Laboratory Course

For a laboratory course, the scheme for determining the CE marks is as under:

For Laboratory Courses Only				
Focus of COs on each Component or Subcomponent of Evaluation				
	Component 1: CE (60% Weightage)			Component 2: SEE (40% Weightage)
Subcomponent Type	Mock practicals (30)	Laboratory Report (20)	Attendance (10)	Laboratory SEE
CO-1				
CO-2				
CO-3				
CO-4				
The details of number of tests and assignments to be conducted are presented in the Academic Regulations and Programme Specifications Document				

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12.4 Ability Enhancement courses

For AECC Only

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Focus of COs on each Component or Subcomponent of Evaluation		
	Component 1: CE (50% Weightage)	Component 2: SEE (50% Weightage)
Subcomponent Type 	Terms Tests or Assignments	
CO-1		
CO-2		
CO-3		
CO-4		
The details of number of tests and assignments to be conducted are presented in the Academic Regulations and Programme Specifications Document.		

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

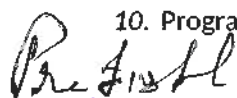
13. Minor Programme

14. 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

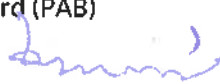
15. Quality Control Measures

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)



Head of Department,

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

Sem.	Course Title	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
1	Foundation Course 1 (Maths 101)	3				2	1		2		3	1	2
1	Foundation Course 2 (Stats 101)	3			3	2	1	1	2		3	1	2
1	Introduction to Psychology	3				2	1		2	1	3	1	2
1	Practical I (Foundations of Psychological Practice)	2		3			1		3	3	3	2	1
1	Value Based Course I						3	2					
1	Ability Enhancement Course 1 (English 1)	2	3					1			3	2	1
1	Biopsychology	3	2	1					2	1	3	2	1
1	Introduction to R	2		3	3		1		1		3	2	1
1	Principles of Microeconomics-I			3	1	2		1	1		2	3	1
1	Introduction to Public Policy			3	1	2		1	1		2	3	1
1	Introduction to Sociology			3	1	2		1	1		2	3	1
2	Foundation Course 3	3				2	1		2		3	1	2
2	Foundation Course 4	3	2		3			1	2		3	2	1
2	Life Span Development	2		3		3	3		2	1	2	3	1
2	Practical II (Human Development Observation Lab)			3			2	2	3	3	2	3	1
2	Value Based Course 2						3	2					
2	Skill Enhancement Course 1		3			2		1			3	1	2
2	Introduction to Psychological Thought	3	1						2	1		1	
2	Introduction to Programming (Python)	2		3	3		1		1		3	2	1
2	Principles of Macroeconomics I			3	1	2		1	1		2	3	1
2	Idea of Justice and Equality			3	1	2		1	1		2	3	1
2	Sociology of Health and Well-Being			3	1	2		1	1		2	3	1
3	Psychology of Individual Differences	3				2	2		2	1	2	3	1
3	Clinical Psychology I	3				2	1		2	3	3	1	2
3	Open Elective I			3	1	2		1			2	3	1
3	Practical III (Individual Differences Practicum)						1		3	3	3	2	1
3	Value Based Course 3 (Wellness)						3	2					
3	Ability Enhancement Course 2	2				3	1				2	3	1
3	Social Psychology	3				2	1		2	1	3	1	2
3	Data Preprocessing	2		3	3		1		3		3	2	1
3	Principles of Microeconomics II			3	1	2		1	1		2	3	1
3	Diplomacy, Negotiation & Decision-Making Psychology			3	1	2		1	1		2	3	1
3	CSR, Community Engagement and Development			2	1	3	1		1		2	3	1
4	Clinical Psychology II		2			3	1		2	3	2	3	1
4	Experimental and Cognitive			3		1			2	1	3	2	1

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	Psychology												
4	Basic Research Methods	2		3	3		1		3	1	3	2	1
4	Practical IV (Psychophysics Lab)	2		3			1		3	3	3	2	1
4	Skill Enhancement Course 2		3			2		1			3	1	2
4	Open Elective 2			3	1	2		1			2	3	1
4	Positive Psychology		3			2	1		2	2	3	2	1
4	Operations Research and Optimisation Techniques	2		3	3		1		3		3	2	1
4	Principles of Macroeconomics II			3	1	2		1	1		2	3	1
4	Propaganda, Persuasion, and Strategic Communication			3	1	2		1	1		2	3	1
4	Gender and Society			3	1	2		1	1		2	3	1
5	Open Elective 3 (Sem V)			3	1	2		1			2	3	1
5	Basic Counseling Skills	3				2	1		2	3	3	1	2
5	Practical V (Child Assessment Lab)	2		3			1		3	3	3	2	1
5	Child Psychopathology	3				2	1		2	2	3	1	2
5	Seminar I	1				3			2		3	2	1
5	Foundations of Human Resource Management		3			2	1		2	1	3	2	1
5	Organizational Behavior		3		2		2	1	2	1	2	3	1
5	Forensic Psychology	3	2	1				3	2	2	1	2	
5	Psychological Therapies	2		3		3	3		2	3	2	3	1
5	Statistics for Psychology		3		3				3	1			
5	Machine Learning	2		3	3		1		3		3	2	1
5	Indian Economy			3	1	2		1	1		2	3	1
5	Understanding Human Nature: Mind, Body, and Experience			3	1	2		1	1		2	3	1
5	Science, Technology and Society			3	1	2		1	1		2	3	1
6	Advanced Practicum		3	3					2	3	3	1	2
6	Seminar II	1				3			2		3	2	1
6	Evolutionary Foundations of Behavior	3				2	1		2	1	3	1	2
6	Health Psychology	3				2	1		2	2	3	1	2
6	Advanced Human Resource Management		3			2	1		2	1	3	2	1
6	Leadership Skills in the 21st Century	2		3			1		2	1	3	2	1
6	Advanced Research Methods	2		3	3		1		3	1	3	2	1
6	Inferential Statistics	2		3	3		1		3		3	2	1
6	Behavioural Economics			3	1	2		1	1		2	3	1
6	Education, Wellbeing, and Human Development			3	1	2		1	1		2	3	1
6	Mobility, Migration and Social Change			3	1	2		1	1		2	3	1
7	Internship	2		3		3	3		2	3	2	3	1
7	Synopsis Seminar	1				3			3		3	2	1
7	Open Elective IV			3	1	2		1			2	3	1
7	Group Dynamics and Team Building		3			2		1	2	2	3	1	2
7	Neuropsychology	3				2	1		2	2	3	1	2

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7	Organizational Structure and Design	2		3		3	3		2	1	2	3	1
7	Rehabilitation Psychology	3				2	1		2	3	3	1	2
7	Spread Sheet Analytics	2		3	3		1		3		3	2	1
7	Development Economics			3	1	2		1	1		2	3	1
7	Epidemiology in Public Health Practice			3	1	2		1	1		2	3	1
7	Environment, Climate and Society			3	1	2		1	1		2	3	1
8	Community Psychology (Non-Dissertation)			2		3	1		3	2	2	3	1
8	Consumer Psychology (Non-Dissertation)	3					1		3	1			
8	Media Psychology (Non-Dissertation)		3			1	2		3	1	3	2	1
8	Research and Academic Writing	1				3			3	1	3	2	1
8	Advanced Statistics	2		3	3		1		3		3	2	1
8	Health Economics			3	1	2		1	1		2	3	1
8	Public Health: Policy Perspective on Non-Communicable Diseases			3	1	2		1	1		2	3	1
8	Crime, Deviance and Society			3	1	2		1	1		2	3	1
8	Dissertation	2		3		3	3		3		2	3	1

3: Very Strong 2: Strong Contribution 1: Moderate Contribution

17. 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.

18. 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.

19. 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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Ramya R.V.
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**RAMAIAH
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OF APPLIED SCIENCES

Course Specifications

B.SC. (Hons) in Psychology

Programme Code: 416

**School of Social Sciences
2026 onwards**

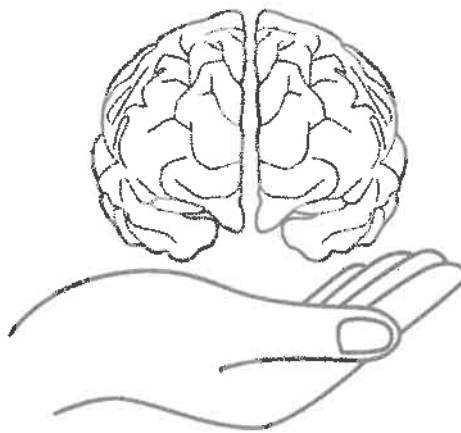
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Department of Psychology
I Semester B.Sc. Psychology (Hons)
Syllabus



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

Jordan Peterson

Prof. S. S.

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Jordan Peterson

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Course Title	Compulsory Foundation Course 1 (Maths 101)
Course Code	SSF101A
Course Type	Compulsory Foundation Course (CFS)
Department	Psychology
Faculty	School of Social Sciences

Course Summary

This course introduces foundational mathematical concepts required for higher education in the behavioural and social sciences. It develops logical reasoning, quantitative thinking, and mathematical modelling skills through the study of number systems, sets, equations, functions, vectors, matrices, determinants, and introductory calculus. Special emphasis is placed on understanding mathematical representations of behavioural processes, psychological change, and data interpretation, enabling students to apply mathematical concepts to real-world and psychological contexts.

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 mathematical structures including number systems, sets, logic, and relations.
- CO2. Solve linear and quadratic equations and interpret linear, quadratic, and exponential functions.
- CO3. Apply vectors, matrices, determinants, and systems of linear equations to solve quantitative problems.

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CO4. Interpret limits and derivatives to understand change and behaviour in mathematical and psychological contexts.

CO5. Use mathematical reasoning and modelling to analyse simple behavioural and real-life problems.

Course Contents

Module I: Mathematical Structures – Numbers, Sets, and Logic

Concept of mathematical abstraction and symbols

Classification of number systems:

O Natural, Integers, Rational, Irrational, Real numbers

O Algebraic vs Transcendental numbers (introductory level)

Properties of real numbers:

O Closure, associativity, commutativity, distributivity

O Order properties and inequalities

Sets and set notation

Types of sets: finite, infinite, countable, uncountable, Subsets, power sets

Set operations: union, intersection, complement, difference

Venn diagrams as logical representations

Cartesian product and ordered pairs

Introduction to relations as subsets of Cartesian products

Module II: Theory of Equations and Functions

Concept of variables and constants

Linear equations (one and two variables)

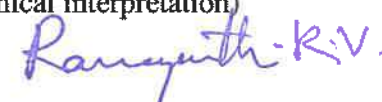
Quadratic equations (nature of roots, graphical interpretation)

Introduction to functions

Types of functions: linear, quadratic, exponential

Simple applications of equations


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Module III: Linear Algebra – Vectors and Basic Concepts

Scalars and vectors

Vector representation and operations

Linear combinations

Introduction to systems of linear equations

Concept of linear independence

Applications in real-life problem solving

Module IV: Matrices and Determinants

Definition and types of matrices

Matrix operations: addition, subtraction, multiplication

Transpose of a matrix

Determinants (2×2 and 3×3)

Inverse of a matrix

Solving systems of linear equations using matrices: Cramer's rule

Module V: Mathematics of Change and Behaviour

Behavioural modelling using functions

Change in psychological processes

Limits and continuity (intuitive and graphical interpretation)

Discontinuity and threshold effects in behaviour

Rate of change and introduction to differentiation

Derivatives of simple functions (linear and polynomial)

Graphical interpretation of derivatives

Peaks, plateaus, saturation, and maxima–minima

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Course Title	Compulsory Foundation Course 2 (Stats 101)
Course Code	SSF102A
Course Type	Compulsory Foundation Course (CFS)
Department	Psychology
Faculty	School of Social Sciences

Course Summary

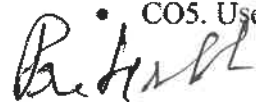
This course introduces the fundamental principles of statistics required for the scientific study of psychology and behavioural sciences. It equips students with the knowledge and skills to collect, organize, analyse, and interpret psychological data using descriptive and inferential statistical techniques. The course emphasizes statistical reasoning, probability, sampling, hypothesis testing, and the interpretation of research findings in psychology. It also familiarizes students with basic statistical software tools, enabling them to critically evaluate behavioural research and apply statistical methods in academic and professional settings.

Course Size and Credits

Credits	4
Lecture : Tutorial : Practical	3 : 1 : 0
Total Contact Hours	60
Semester Duration	15 Weeks
Maximum Marks	100
Assessment	As per University Regulations

Course Outcomes

- CO1. Understand psychological data scientifically.
- CO2. Analyze and interpret behavioral data.
- CO3. Apply appropriate statistical tests.
- CO4. Read and evaluate psychology research papers.
- CO5. Use basic statistical tools confidently.


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Course Content

Module 1: Foundations of Statistics for Psychology

- Role of statistics in psychology and behavioral sciences
- Types of data: nominal, ordinal, interval, ratio
- Scales of measurement in psychological testing
- Population vs sample
- Variables: independent, dependent, confounding variables
- Data collection methods in psychology (surveys, experiments, observations)
- Ethical considerations in psychological data collection

Module 2: Descriptive Statistics and Data Visualization

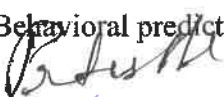
- Tabulation and graphical representation of data
- Frequency distributions
- Measures of central tendency:
 - o Mean, Median, Mode (with psychological interpretation)
- Measures of dispersion:
 - o Range, Variance, Standard Deviation
- Skewness and Kurtosis (behavioral data interpretation)
- Introduction to data visualization tools (Excel / SPSS basics)

Module 3: Probability and Random Variables

- Basic concepts of probability
- Sample space and events
- Conditional probability and independence (psychology examples)
- Random variables (discrete and continuous)
- Mathematical expectation and variance
- Law of total probability and Bayes' theorem (diagnosis & decision-making examples)

Applications:

- Diagnostic accuracy
- Decision-making under uncertainty
- Behavioral predictions



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Module 4: Probability Distributions for Psychological Data

- Binomial distribution (yes/no responses, trials)
- Poisson distribution (rare psychological events)
- Normal distribution and its properties
- Standard normal distribution and z-scores
- Interpretation of z-scores in psychological testing
- Introduction to correlation coefficient

Applications:

- IQ scores
- Anxiety scales
- Performance testing

Module 5: Inferential Statistics and Psychological Research

- Sampling techniques
- Hypothesis formulation in psychology
- Tests of significance:
 - Large sample test for mean
 - Large sample test for proportion
- t-test (one-sample and two-sample – basic understanding)
- Correlation and regression (interpretation-focused)
- Chi-square test for goodness of fit and independence of attributes
- Introduction to statistical decision-making in psychology research

Applications:

- Comparing therapy outcomes
- Studying behavioral differences
- Psychological survey analysis

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

Course Summary

This course offers a broad and foundational introduction to the scientific study of human thought, behaviour, and experience. Taking a conceptual rather than schools-based approach, it introduces students to key psychological ideas alongside both Western and Indian intellectual traditions. Core content areas include the nature and scope of psychology, research methods, sensation and perception, learning, and personality. A short unit on psychology as an art invites students to appreciate the humanistic dimensions of the discipline alongside its scientific foundations.

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



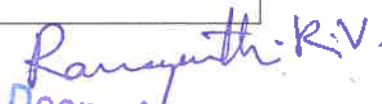
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Course Outcomes (COs)

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

CO1. Describe the scope of psychology and its origins in both Western philosophical traditions and Indian psychological thought, including Sāṅkhya, Yoga, and Advaita Vedānta.

CO2. Explain the scientific method as applied to psychological research and identify key ethical considerations.

CO3. Describe the processes of sensation and perception and apply key principles to real-world examples.

CO4. Distinguish between major theories of learning and personality and relate them to everyday behaviour.

CO5. Reflect on psychology as both a science and a humanistic discipline.

Course Contents

Unit 1: Understanding Psychology — Concepts, Scope, and Traditions

What is Psychology? Definitions and scope. Concept-based introduction — psychology understood thematically rather than as competing schools. Western origins: Plato, Aristotle, Descartes, Locke; Darwin and the nature–nurture question. Indian traditions: Sāṅkhya, Yoga, Advaita Vedānta and their relevance to contemporary psychology. Contemporary perspectives as conceptual lenses: biological, psychodynamic, behavioural, humanistic, cognitive, sociocultural. Brief overview of branches of psychology.

Unit 2: Psychology as an Art

The humanistic and interpretive dimensions of psychology. Empathy, narrative, and subjectivity as modes of understanding human experience. Psychological insight in literature and culture. The scientific and humanistic faces of the discipline.

Unit 3: The Science of Psychology

Goals of scientific inquiry. Non-experimental methods: observation, case study, survey, correlational studies. Experimental method: variables, control, blind procedures. Steps in scientific investigation. Ethics in research: informed consent, confidentiality, debriefing, protection from harm.

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Psychophysics, absolute threshold, JND and Weber's Law, subliminal perception. Top-down vs. bottom-up processing. Gestalt principles. Depth perception — monocular and binocular cues. Perceptual constancies, illusions, and cultural influences on perception.

Unit 5: Learning

Definitions; learning vs. performance. Classical conditioning: Pavlov; extinction, generalisation, discrimination. Operant conditioning: Thorndike, reinforcement and punishment, schedules of reinforcement. Cognitive approaches: Tolman's latent learning, Köhler's insight learning, Seligman's learned helplessness.

Unit 6: Personality

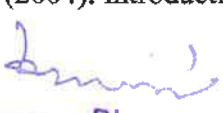
Definitions and determinants. Typologies: the three Gunas (Sattva, Rajas, Tamas), Greek humoral theory. Psychoanalytic approach: Freud — consciousness levels, Id/Ego/Superego, defence mechanisms, psychosexual stages; brief Neo-Freudian perspectives (Jung, Adler, Horney). Trait theories: Allport, Cattell, Eysenck, Big Five. Humanistic theories: Rogers, Maslow. Personality assessment: self-report inventories, projective tests.

Course Resources

Essential Readings

- Ciccarelli, S. K., & Meyer, G. E. (2008). Psychology (South Asian ed.). Pearson.
- Baron, R. A., & Misra, G. (2014). Psychology (5th ed.). Pearson Education.
- Misra, G., Cornelissen, R. M. M., & Verma, S. (2010). Foundations of Indian Psychology, Vol. 1. Pearson Education India.
- Frankl, V. E. (1946/2006). Man's Search for Meaning. Beacon Press.
- Morgan, C. T., King, R. A., & Schopler, J. (2004). Introduction to Psychology. Tata McGraw Hill.


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Attribute	Details
Course Title	Understanding India
Course Type	Value based Course (VAC)
Course Code	SYV101A
Credits	2 Credits
Semester	1st Semester
Contact Hours	2 hours per week × 15 weeks = 30 hours
Total Sessions	24 sessions (2 per week × 12 teaching weeks + 2 weeks for assessment)
Session Duration	60 minutes per session
Mode of Delivery	Lecture, Discussion, Audio-Visual, Quiz, Group Activities
Assessment	End Semester Exam (MCQ-based) — 50 Marks
Language	English / Regional Language (as per institution policy)

COURSE DESCRIPTION

Understanding India is a foundational Value Based Course designed to introduce first-year undergraduate students to the multifaceted story of India — its land, people, history, governance, economy, and culture. The course is intentionally simple, engaging, and accessible, requiring no prior specialization. It aims to cultivate civic awareness, national pride, and a spirit of inquiry among students from all disciplines.

Each two-hour weekly class is structured to be interactive and enjoyable, combining short lectures with discussions, short videos, maps, and quizzes. The course aligns with the NEP 2020 vision of holistic education rooted in Indian knowledge and context.

COURSE OBJECTIVES

- Develop an appreciation of India's geographical, cultural, and linguistic diversity
- Understand the civilizational continuity from ancient to modern India
- Gain basic awareness of India's constitutional values and democratic governance
- Recognize India's economic development trajectory and digital transformation

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Prakash

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- Cultivate pride in India's cultural heritage, arts, and soft power
- Encourage critical and reflective thinking about India's present and future

COURSE OUTCOMES (COs)

CO	Upon completion of this course, students will be able to...
CO1	Describe the geographical and demographic diversity of India
CO2	Narrate key milestones in India's civilizational and historical journey
CO3	Explain the structure and spirit of India's Constitution and governance
CO4	Identify India's economic sectors, digital initiatives, and innovation landscape
CO5	Appreciate the richness of India's art, literature, music, film, and sports culture

DETAILED UNIT-WISE SYLLABUS

UNIT 1: Bharat: The Land and Its People (Sessions 1–6 (Weeks 1–3))

Session 1: Introduction — What is 'India'? Names, Identity, and Diversity

Session 2: Physical Geography — Mountains, Rivers, Plains, Coasts

Session 3: Climate Zones and Monsoon — India's Lifeline

Session 4: Languages of India — Families, Scripts, and Plurality

Session 5: Major Religions and their Coexistence

Session 6: India's Demographics — Population, States, and Union Territories

Unit Outcome: Students can describe India's geographical and socio-cultural diversity.

UNIT 2: Civilizational Roots (Sessions 7–12 (Weeks 4–6))

Session 7: Indus Valley Civilization — Urban Planning & Trade

Session 8: Vedic Period — Society, Knowledge Systems, Gurukul

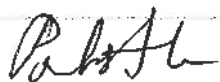
Session 9: Mauryan and Gupta Empires — Golden Ages of India

Session 10: Medieval India — Bhakti & Sufi Movements, Syncretism

Session 11: Arrival of Europeans and the Colonial Impact

Session 12: India's Freedom Movement — Key Events and Leaders

Unit Outcome: Students appreciate India's historical depth and civilizational continuity.



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UNIT 3: Governing India (Sessions 13–18 (Weeks 7–9))

Session 13: The Constitution — Vision, Preamble, and Fundamental Rights

Session 14: Parliamentary Democracy and Federal Structure

Session 15: The Three Organs — Legislature, Executive, Judiciary

Session 16: Panchayati Raj and Local Self-Government

Session 17: Planning and Development — From Five-Year Plans to NITI Aayog

Session 18: India's Foreign Policy and Neighbourhood Relations

Unit Outcome: Students understand India's constitutional framework and governance structure.

UNIT 4: Economy, Society & Culture (Sessions 19–24 (Weeks 10–12))

Session 19: Indian Economy — Agriculture, Industry, Services

Session 20: Digital India — Technology, Startups & Innovation Ecosystem

Session 21: Indian Art, Music, Dance & Classical Traditions

Session 22: Indian Literature, Cinema and Soft Power

Session 23: Sports, Food Culture & Festivals of India

Session 24: India at 2047 — Challenges, Opportunities & the Way Forward

Unit Outcome: Students recognize India's cultural vibrancy and economic potential.

WEEK-BY-WEEK TEACHING PLAN

Week	Sessions	Topics Covered	Unit	Suggested Activity
1	1 & 2	Introduction to India; Physical Geography	Unit 1	Map Quiz
2	3 & 4	Climate & Monsoon; Languages of India	Unit 1	Language Map Activity
3	5 & 6	Religions; Demographics & States	Unit 1	Group Discussion
4	7 & 8	Indus Valley; Vedic Period	Unit 2	Short Video + Q&A

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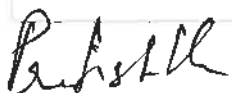
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5	9 & 10	Mauryan & Gupta Empires; Medieval India	Unit 2	Timeline Activity
6	11 & 12	Colonial India; Freedom Movement	Unit 2	Role Play / Gallery Walk
7	13 & 14	Constitution & Fundamental Rights; Democracy	Unit 3	Preamble Recitation
8	15 & 16	Three Organs of Govt; Panchayati Raj	Unit 3	Case Study
9	17 & 18	Planning & Development; Foreign Policy	Unit 3	Current Affairs Quiz
10	19 & 20	Indian Economy; Digital India & Startups	Unit 4	Startup Showcase
11	21 & 22	Art, Music, Dance; Literature & Cinema	Unit 4	Cultural Presentation
12	23 & 24	Sports, Food & Festivals; India @ 2047	Unit 4	Vision Board Activity
13-14	Revision	Recap of all units; Doubt clearing sessions	All Units	Mock MCQ Test
15	Exam	End Semester Examination (MCQ-based, 50 Marks)	All Units	—

ASSESSMENT PATTERN

As per UGC NEP 2020 guidelines for Value based Courses, this course is evaluated through an End Semester Examination (ESE) only — no Continuous Internal Assessment (CIA).

Component	Format	Marks
End Semester Exam (ESE)	50 MCQs × 1 mark each	50 Marks
Duration	1 Hour	—
CIA	Not Applicable	—



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Note: The ESE will consist of 50 objective-type (MCQ) questions covering all four units equally (~12–13 questions per unit). Questions will test basic recall and understanding — no complex analysis required, keeping true to the 'very easy' nature of this VAC.

SUGGESTED LEARNING RESOURCES

Books & Reading Material

- NCERT Class 9 & 10 — Social Science (Geography, History, Political Science) — freely available online
- India: A History by John Keay — accessible overview of Indian history
- The Constitution of India (Bare Act) — Government of India publication
- India 2023: A Reference Annual — Ministry of Information & Broadcasting

Online & Digital Resources

- SWAYAM / NPTEL — 'Introduction to India' related MOOCs
- MyGov.in — India's governance and schemes portal
- Incredible India (incredibleindia.org) — Culture and tourism content
- Doordarshan Archives & Films Division documentaries on YouTube
- National Portal of India (india.gov.in)

PEDAGOGICAL APPROACH

This course is deliberately designed to be light, enjoyable, and confidence-building — ideal for 1st-semester students from all backgrounds and disciplines. Each 2-hour weekly session (or 2 × 1-hour sessions) follows a simple rhythm:

Part	Duration	Activity
Opening	10 min	Fun fact / image / short video clip about India
Core Content	40 min	Lecture with visuals, maps, and stories
Activity / Discussion	30 min	Group discussion, quiz, map exercise, or short presentation
Wrap-Up	10 min	3 key takeaways + preview of next session



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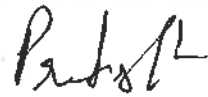
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Faculty are encouraged to use maps, photographs, documentary clips, and current events to make content relatable. No textbook is mandatory — all learning happens in the classroom.

Designed in accordance with UGC Curriculum & Credit Framework for Undergraduate Programmes (CCFUP) — NEP 2020

Value based Course | 2 Credits | No CIA | ESE: 50 MCQs × 1 Mark



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

Course Summary

This course provides a comprehensive introduction to the biological foundations of behaviour, exploring the relationship between the brain, nervous system, hormones, and human cognition, emotion, and behaviour. Students are introduced to the structure and functioning of the nervous system, neurophysiology, sensory and motor systems, and the biological basis of psychological processes such as learning, memory, motivation, emotion, sleep, and consciousness. The course also examines the role of genetics, endocrinology, and neuroplasticity in shaping behaviour, while familiarizing students with research methods and contemporary developments in biological psychology. By integrating concepts from neuroscience and psychology, the course enables students to develop a scientific understanding of behaviour from a biopsychological perspective.

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)

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

CO1: Describe the nature, scope, and historical development of biopsychology, its divisions, and the methods and ethical principles used in biopsychological research.

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CO2: Apply knowledge of the organization of the human nervous system to analyze the structural and functional relationship between the Central and Peripheral Nervous Systems (including the Somatic and Autonomic divisions) and the brain-spinal cord organization.

CO3: Evaluate the process of neural communication, including neuronal structure, action potential, synaptic transmission, and neurotransmitter function, to assess the behavioural consequences of dopamine and serotonin abnormalities.

CO4: Formulate explanations linking neuroendocrine regulation and hormonal function/dysfunction (pituitary, thyroid, adrenal, gonads) to behavioural outcomes, by integrating nervous and endocrine system perspectives.

Course Contents

Unit 1: Introduction to Biopsychology

- Nature and scope of biopsychology
- Historical development of biopsychology
- Divisions of biopsychology
- Methods and ethics in biopsychological research

Unit 2: Organization of the Nervous System

- Overview of the human nervous system
- Central Nervous System (CNS): Structure and functions
- Peripheral Nervous System (PNS): Somatic and Autonomic Nervous Systems
- Functional organization of the brain and spinal cord

Unit 3: The Neuron and Neural Communication

- Structure and functions of neurons
- Types of neurons and glial cells
- Neural conduction (action potential)
- Synaptic transmission
- Neurotransmitters: Introduction and functions
- Functional abnormalities of dopamine and serotonin

Unit 4: Neuroendocrine System



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- Relationship between the nervous and endocrine systems
- Neuroendocrine regulation
- Structure and functions of major endocrine glands:
- Pituitary
- Thyroid
- Adrenal
- Gonads
- Hormonal abnormalities and their behavioural implications

Course Resources

Essential Readings

- Pinel, J. P. J., & Barnes, S. J. (2021). *Biopsychology* (11th global ed.). Pearson.
- 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.

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Minors Offered
Department of Data Science
Course Specifications
Introduction to R for Psychology

Course Title	Introduction to R for Psychology
Course Credit	4 (L-T-P: 3:0:1)
Course Type	Minor Course
Course Code:	DSC102A
Department	Psychology
Faculty	School of Social Sciences

1. Course Summary

This is a basic, hands-on introduction to R for first-semester psychology students with no prior programming experience. The course builds foundational skills in using R and RStudio to organize, clean, summarize, and visualize psychological data, preparing students for later coursework in statistics and research methods. Emphasis is on practical, lab-based learning rather than programming theory.

2. Course Size and Credits:

Number of Credits	04
Credit Structure (Lecture: Tutorial: Practical)	3:0:1
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 (COs)

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

CO-1: Describe the basic R/RStudio environment and run simple R commands

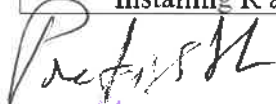
CO-2: Import and organize a simple psychological dataset in R

CO-3: Compute basic descriptive statistics for psychological variables using R

CO-4: Produce simple, clearly labelled visualizations of psychological data

CO-5: Interpret and report basic R output in plain language appropriate to a psychology audience

Topic	Coverage
Unit 1: Getting Started with R and RStudio - Why R for psychology: data handling, reproducibility, free & open-source - Installing R and RStudio; orientation to the RStudio interface	Hands-on lab: installing R and RStudio; first script

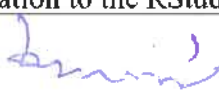

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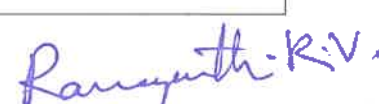
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(Console, Script, Environment, Plots panes) • R as a calculator: arithmetic, objects, assignment (<-) • Basic data types: numeric, character, logical, factor • Writing and running a simple R script; saving work; add-on packages and library()	
Unit 2: Working with Psychological Data in R • Vectors and data frames: the basic building blocks of a dataset • Importing data: CSV and Excel files into R (read.csv, readxl) • Viewing and inspecting data: head(), str(), summary(), View() • Understanding variable types in psychological data (nominal, ordinal/Likert, continuous) and how R represents them • Naming, labelling, and organizing variables/columns	Lab: importing a sample dataset (e.g., mock survey data)
Unit 3: Basic Data Handling and Descriptive Statistics • Selecting, filtering, and subsetting data (base R and dplyr basics: select, filter, mutate) • Identifying and handling missing data (NA) at an introductory level • Descriptive statistics: mean, median, mode, standard deviation, range • Frequency tables and cross-tabulations for categorical variables • Grouped summaries (e.g., descriptives by gender or condition)	Lab: cleaning and summarizing a small dataset
Unit 4: Basic Data Visualization and Reporting • Introduction to base R plotting and a first look at ggplot2 • Bar charts and histograms for categorical and continuous variables • Boxplots and scatterplots for comparing groups and relationships • Labelling and titling plots for a psychology report • Exporting plots and output; writing up simple R results in plain language	Lab: producing and exporting simple plots

4. Course Resources

Essential Readings:

- Learning Statistics with R — Danielle Navarro (open access)

Reference: R for Data Science — Hadley Wickham & Garrett Grolemund (introductory chapters only)

5. Course Assessment and Reassessment

The details of the components and subcomponents of course assessment are presented in the Programme Specifications document. As this is a lab-based skills course, assessment should weight practical/hands-on tasks (e.g., a data-import-and-summarize exercise, a short visualization assignment) alongside a term test, per the standard CE (60%) / SEE (40%) structure.

6. Achieving COs

Curriculum and Capabilities Skills	How Imparted During the Course
Knowledge	Lab demonstrations, lectures

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Understanding	Lectures, guided practice
Practical Skills	Hands-on lab exercises
Problem Solving Skills	Data tasks, assignment
Self-Learning	Independent practice with R scripts
Written Communication Skills	Assignment write-up

7. Course Organization

Course Code	DSC102A
Course Title	Introduction to R for Psychology
Course Leader's Name	As per the Time Table
Course Leader's Contact Details	Phone / E-mail: _____
Course Specifications Approval Date	_____
Next Course Specifications Review Date	_____

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Department of Economics**Course Specifications****Principles of Microeconomics-I****Marks: 100****Credit: 4****Course Objective****Course code AEC101A**

This course is designed to expose the students to the basic principles of microeconomic theory. The emphasis will be on thinking like an economist and the course will illustrate how microeconomic concepts can be applied to analyze real-life situations.

Course Outcome

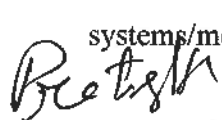
The students will be able to

1. know the basic concepts and subject-matter of microeconomics;
2. learn about how price is determined through interactions between buyers and sellers
3. apprehend the consumer's choice under various conditions;
4. understand different concepts of costs and production and their role in determining the producer's behavior.

Course Content

Unit 1: Exploring the subject matter of Economics (brief introduction)

1. Scope and method of economics; scarcity, choice and market; what to produce, how to produce and how to distribute output; scarcity of resources, opportunity cost and trade off; efficient product combination; positive vs. normative issues; partial equilibrium (ceteris paribus assumption) vs. general equilibrium (inter-dependence of markets); microeconomic issues vs. macroeconomic issues; economic systems/models

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2. Concept of Market and prices: self-interested agents; competition as basic driving force; price as an invisible hand; price and value: value paradox; real and nominal prices

3. Market Regulation and government intervention: why and when should government intervene – Case of market failure (externality; public good); equity vs. efficiency (the issue of distribution); rationing; employment generation.

Unit 2: Demand and Supply Analysis in a Competitive Market

1. Perfectly competitive market – Features: atomistic agents, anonymity, homogeneous products, and perfect information

2. Demand: schedule and curve; law of demand and its exceptions; determinants of individual demand; shifts v/s movements along the demand curve; elasticity – own price elasticity and slope of demand curve; factors influencing own-price elasticity; cross-price elasticity; substitutes and complements; income elasticity; normal and inferior goods; derivation of market demand curve from individual demand curve.

3. Supply: schedule and curve (implication as marginal cost curve); determinants; shifts v/s movements along the curve; elasticity - price elasticity of supply and slope of supply curves; Marshall's time period analysis; Market supply from individual supply;

4. Equilibrium in a Competitive market: Concept of equilibrium; price adjustments under excess demand or excess supply; comparative statics: changes in demand; changes in supply.

5. Markets and Welfare - consumer surplus; producer surplus, social welfare.

Unit 3: The Consumer Theory

1. The consumption decision/choice problem - budget constraint and budget set.

2. Consumer preferences: Concept and properties of indifference curves; nature of commodities: good vs. bad (pollution); perfect substitutes, perfect complements; cardinal v/s ordinal utility

3. Consumer's optimum choice; marginal rate of substitution, tangency condition.

4. Effect of change in price; derivation of demand curve; decomposition into income and substitution effects.

5. Effect of change in income: income consumption curve, Engel curve.



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Unit 4: Production, Technology and Firm's Input Choices

1. Technology and production: concept of production function and cost minimising choice of inputs.
2. Iso-product curve/isoquant and properties; production technology v/s production technique.
3. Short-run and law of variable proportions (TP, AP, MP curves); long run and returns to scale (IRS, CRS, DRS).
4. Cost of production and Firm's input choices: Cost structure – explicit v/s implicit or opportunity cost; economic and accounting costs.
5. Cost equation, isocost line; Cost minimization and choice of technique; long run and short run expansion path

Unit 5: Cost Functions/cost curves

1. Concepts of different types of costs curves – fixed, sunk, variable costs; total, average, and marginal costs; short-run total, average, fixed cost curves, short run marginal cost curve. Relation between these curves with the product curves
2. Long-run cost functions; economies and diseconomies of scale and shape of the long-run average cost curve, derivation of LAC as envelope to SACs, long run marginal cost curve.
3. Product transformation curve, joint production, economies and diseconomies of scope.

Basic texts to follow:

1. Principles of Micro Economics - Gregory Mankiw
2. Microeconomics - Pindyck and Rubinfeld



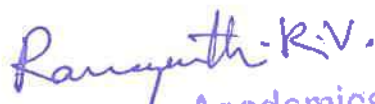
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Department of Public Policy

Course Specifications

Introduction to Public Policy

Credits-4

Course Title	Introduction to Public Policy
Course Code	MAC101A
Course Type	Minor
Department	Public Policy
Faculty	School of Social Sciences

1. 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	Public Policy
Total Course Marks	100
Pass Criterion	As per the Academic Regulations
Attendance Requirement	As per the Academic Regulations

2.Course Overview

This course introduces students to the world of public policy. It explores how policies are made, who shapes them, and how they affect everyday life in India. The course is co-taught by three faculty members and combines foundational concepts, political and institutional perspectives, and applied case material

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from various policies. The final unit is a hands-on workshop in which students learn to write policy briefs on issues of their choice.

3. Course Outcomes

After undergoing this course, students will be able to:

CO-1. Explain key concepts of public policy and the institutional context in which policies are made.

CO-2. Identify the major actors, processes, and stages involved in policy making and implementation.

CO-3. Analyse a contemporary policy issue using applied examples from sectors such as health.

CO-4. Write a structured policy brief on a public issue of personal or disciplinary interest.

4. Course Contents

Unit 1: Foundations of Public Policy

- What is public policy: meaning, scope, and importance
- Why governments are different from other organisations
- Public goods, public interest
- The Indian context: legal, institutional, social, and political setting
- Reading policy: laws, rules, government orders, and policy documents
- Why public policy matters for data, society, and behaviour

Unit 2: The State, Politics, and Policy

- Definition of State
- Understanding politics and governance

Unit 3: The Policy Process

- Stages of the policy cycle: agenda-setting, formulation, adoption, implementation, evaluation
- How issues reach the policy agenda

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- Top-down and bottom-up approaches to policy making
- Policy implementation: gaps, challenges, and feedback loops
- Policy evaluation: basic concepts and approaches
- Values in policy: equity, efficiency, accountability, transparency

Unit 4: Policy in Practice

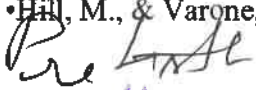
- Introduction to Health Policy and System
- Health Policy Formulation and Design
- Policy Implementation in Practice
- Monitoring, Evaluation, and Policy Impact

Unit 5: Workshop on Writing Policy Briefs

- What is a policy brief and how it differs from an academic paper
- Identifying audience, purpose, and the policy ask
- Structure of a brief: problem, evidence, options, recommendation
- Using data and evidence: making numbers and stories work together
- Writing clearly for non-specialist readers

5.Essential Readings

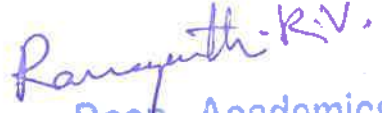
- Birkland, T. A. (2019). An Introduction to the Policy Process: Theories, Concepts, and Models of Public Policy Making (5th ed.). Routledge.
- Kraft, M. E., & Furlong, S. R. (2019). Public Policy: Politics, Analysis, and Alternatives (7th ed.). Sage and CQ Press.
- Weimer, D. L., & Vining, A. R. (2017). Policy Analysis: Concepts and Practice (6th ed.). Routledge.
- Dente, B. (2014). Understanding Policy Decisions. Springer.
- Hill, M., & Varone, F. (2021). The Public Policy Process (8th ed.). Routledge.


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- Brugha, R., & Varvasovszky, Z. (2000). Stakeholder analysis: a review. *Health Policy and Planning*, 15(3), 239–246.
- Walt, G., & Gilson, L. (1994). Reforming the health sector in developing countries: the central role of policy analysis. *Health Policy and Planning*, 9(4), 353–370.
- Mathur, K. (2013). *Public Policy and Politics in India: How Institutions Matter*. Oxford University Press.
- Jenkins-Smith, H., Nohrstedt, D., Weible, C. M., & Sabatier, P. A. (2014). *The Advocacy Coalition Framework: Foundations, Evolution, and Ongoing Challenges*. In *Theories of the Policy Process*. Westview Press.
- Government of India publications: NITI Aayog reports, Economic Survey, sectoral policy documents.
- PRS Legislative Research briefs (<https://prsindia.org>).
- Health Policy and Systems Research – World Health Organization
- Introduction to Health Policy – Leiyu Shi
- National Health Policy (India)
- World Health Organization – Health System Frameworks
- Ministry of Health and Family Welfare – National Health Mission
- Health Policy and Planning
- The Lancet Public Health



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SEMESTER II(2025-2026 Batch)

INTRODUCTION TO SOCIOLOGY

Course Title	Introduction to Sociology
Course Code	SCB101A
Course Type	Foundational Course
Department	Sociology
Faculty	School of Social Sciences

Course Summary

The objective of this course is to lay a solid foundation for understanding the vital role Sociology plays in addressing the complexities of contemporary society. The curriculum is thoughtfully designed to provide insights into key sociological theories and concepts, and open up an ample scope for applying these theories and concepts for comprehending the real-life experiences of people from different walks of life. Students will engage in a critical dialogue on social institutions, such as family, education, government, and religion, to understand their functions and the influence they have on our lives. Additionally, the course explores the nature of social inequalities, focusing on issues related to class, race, gender and rural-urban disparities, enabling students to recognize and critically assess the systems that create and reinforce these inequalities. The course also examines the impact of digital technology on society, investigating how advancements in communication and social media have transformed interpersonal relationships, cultural norms, and social structures.

Course Size and Credit

Number of Credits	03
Credit Structure (Lecture, Tutorial, Practical)	3:1:0
Total Hours of Interaction	45
Number of weeks in a Semester	15
Department Responsible	Sociology
Total Course Marks	100
Pass Criterion	As per the Academic Regulations

Attendance Requirement	As per the Academic Regulations
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Course Outcomes

After the successful completion of the course the students will be able to:

CO1- Examine the contemporary challenges, and cultivate a comprehensive understanding of the world around them.

CO2 – Understand the significance of research in sociology and cultivate valuable skills to critically analyse societal issues, formulate thoughtful inquiries and contribute to meaningful discussions and solutions.

CO3- Explore the transformative impact of digital technology on society, and discern how digital communication, social media, and technological advancements shape interactions, alter cultural practices, and redefine social relationships.

CO4- Develop an understanding of the tools needed to navigate the complexities of modern life.

Course Contents

Unit-1. Fundamentals of Sociology

- Thinking Sociologically: Sociology and Common Sense
- Evolution of Sociological Thought: Classical, Modern and Post-Modern
- Cultivating the Sociological Imagination: Individual vs. Societal Structure
- Applying sociological knowledge for problem solving-The role of Public Sociology
- **Basic Concepts:**
Society, Community, Institution, Social Group
Norms, Values, Sanctions, Customs, Folkways, Mores
Culture, Cultural Lag, Socialization, Social Processes

Unit-2. Social Institutions- Evolution and Progress

- Family, Marriage and Kinship : Functions, typologies and recent changes
- Economy: Functions, typologies and recent changes
- Polity: Governance, State and Civil Society
- Religion: Forms, Religion in contemporary times
- Education: Changing role of education in contemporary society

Unit-3 Social Inequality

- Understanding Social Stratification and Inequality: Caste, Class, Gender, Race and Ethnicity
- Spatial Inequality: Rural-Urban divide
- Sociology and Social Inclusion: The Inter-connection

Unit 4 Sociology in Digital Era

- Democratization of social space on digital platforms
- Impact of digital technology on social institutions, online communities
- Risk Society: Cyber-crime, Cyber culture and Digital identity

Suggested Readings

1. Beck, Ulrich(1992). *Risk Society: Toward a New Modernity*, Sage Publications.
2. B  teille, Andr  (2002). *Sociology : Essays on Approach and Method*, Oxford University Press.
3. Dube, S.C.(1992). *Understanding Change: Anthropological Sociological Perspectives*, Vikas Publication House.
4. Giddens, Anthony(2009). *Sociology*, Polity Press.
5. Haralambos, M. (1998). *Sociology : Themes and Perspectives* , Oxford University Press.
6. Harari, Yuval Noah (2024). *Nexus: A Brief History of Information Networks from the Stone Age to AI*, Random House.
7. Jayaram , N. (1998). *Introductory Sociology* , Macmillan India
8. Karve, Irawati (1953). *Kinship Organization in India*, Deccan College.
9. Macionis, John and Ken Plummer (2011), *Sociology: A Global Introduction*, Pearson.
10. Mills, Charles Wright(1959). *Sociological Imagination*, Oxford University Press.
11. Shah A.M.(2014). *The Writings of A,M, Shah: Household and Family in India*, Orient BlackSwan.
12. Uberoi, Patricia (1997).*Family, Kinship and Marriage in India*, Oxford University Press.

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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Ramaiah University of Applied Sciences
School of Social Sciences
Department of Data Sciences & Analytics

Semester II

CFC: Data Science for Psychology

Course Code SSF103A

Hours: 60

Credits: 4

Lecture: 04 per week

Course Objective:

The course is designed to cover the fundamentals of data science and explore its applications in specific domains.

Course Outcomes (COs):

At the end of the course, students will be able to:

- Understand data science fundamentals and their applications in social sciences.
- Learn methods for collecting and sampling quantitative and qualitative data.
- Analyze human behavior and systems using social network analysis techniques.
- Apply descriptive and inferential techniques and explore applications of data science in various psychology sub-disciplines.

Course Contents:

Unit 1: Fundamentals of Data Science (09 hours)

Evolution of data science, Types of data - Structured, unstructured, and semi-structured, Key concepts in data science – variables and measurements, Data formats- CSV, JSON, XML, databases, Big data and its characteristics, Role of data in decision making, Ethics and data privacy considerations, Data science in social sciences, AI paradigms- overview of machine learning and deep learning, Ethical and social implications of AI, Emerging trends in data science.

Unit 2: Data Collection Techniques (12 hours)

Data sources – primary and secondary, Quantitative, and qualitative data and their characteristics, Methods of data collection- surveys, interviews, experiments, observations, Sampling- Concept of Population, Sample, Target Population, Sampling Frame, Sampling Unit and Sample Size, Sampling techniques - Probability and Non-Probability Sampling.

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Unit 3: Social Network Analysis (12 hours)

Social Network Analysis and its significance, Role of SNA in understanding human behavior, interactions, and systems, Concepts in SNA – nodes, edges, network structure, degree centrality, clusters and communities, Types of networks – undirected, directed, weighted, Overview of the methods of SNA – Graph theory, Clustering and Community Detection, Network Visualization.

Unit 4: Statistical Analysis for Psychology (15 hours)

Descriptive statistics for psychological research, Visualizing data through suitable diagrammatic representations, Identifying patterns and relationships in data, Effective Storytelling with data, Introduction to statistical significance, Applications of z-test, chi-square, and tests of correlation for experimental data.

Unit 5: Domain-specific Applications (12 hours)

Overview of key sub-disciplines of psychology – Cognitive, Developmental, Clinical, Health, Organizational Psychology; Data Science Use Cases in Psychology related to Predictive Modeling, Behavioral data science of Prediction and Personalization, Mining the social web and Sentiment Analysis, Network Analysis, Generative AI in Psychological Simulation, Designing the Data analytics workflow for the use-cases.

Select Readings:

- Cady, Field. *The Data Science Handbook: Advice and Insights from 25 Amazing Data Scientists*. Wiley, 2017.
- Castro Ruiz, L., & Mordkoff, J. T. (2023). *Data Analysis in the Psychological Sciences: A Practical, Applied, Multimedia Approach*. University of Iowa Libraries. <https://doi.org/10.25820/work.006216>.
- Leavy, Patricia. *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Approaches*. 1st ed., Guilford Press, 2017.
- Scott, John. *Social Network Analysis: A Handbook*. 4th ed., SAGE Publications, 2017.
- Chapter 4. Ethical Considerations for Data Science and Artificial Intelligence in Psychology, : <https://oercommons.org/courseware/lesson/116289/student/?section=4>.
- Adams, J., Khan, H. T. A., Raeside, R., & White, D. (2022). *Research methods for graduate business and social science students* (3rd ed.). SAGE Publications.



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**School of Social Sciences
Department of Psychology**

Syllabus

BSc. (H) Psychology	SEMESTER II	SESSIONS – 60 Hours (4credits)
COURSE CODE -SSF104A	COURSE TITLE – Introduction to Computer Science	
Course Leader		

Lecture: 4
Tutorial:
Practical:

Course Objective:

This comprehensive course explores computer science in a structured progression. Beginning with the foundational elements, students learn about the history and societal impact of computing, followed by an in-depth understanding of number systems. The course advances in hardware components, operating systems, web development, and computer networks, providing both theoretical knowledge and practical skills. Additionally, the course introduces key concepts in algorithms and ethical considerations in computing, equipping students for diverse roles in the field.

Course Outcomes (COs):

At the end of the course, students will be able to:

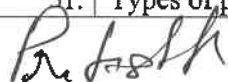
Course Outcomes	Learning Objectives
CO1	Understanding the basic concepts of computing, number systems, hardware, and online tools, and fundamental programming skills using Python.
CO2	Establishing a strong foundation for integrating technology into psychological research.
CO3	Analyzing the role of Human-Computer Interaction (HCI) and Human-Robot Interaction (HRI) in psychological research
CO4	Evaluate the ethical implications of emerging technologies like AI and quantum computing, considering their impact on privacy, security, and psychological studies.

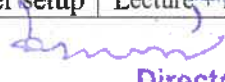
Class Delivery Plan:

Session No.	TOPICS	PEDAGOGY
	Week 1	
1.	Module 1: Introduction to Computing and Online Tools Overview of computer science and its relevance to psychology	Lecture with real-life illustrations; discussion on use of computing in psychological research
2.	Binary number system – concept & usage, Decimal to binary	Lecture + guided numerical practice; stepwise conversion exercises
3.	Binary arithmetic – addition, subtraction, multiplication,	Demonstration + problem-solving session

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	division	
4.	Floating-point representation, 1's complement, and 2's complement	Lecture + worked examples; error-identification activity
	Week 2	
5.	Hexadecimal number system -Conversions	Lecture + conversion drills; comparison chart activity
6.	Octal Number Systems and Conversions (<i>Beyond the syllabus</i>)	Demonstration-based learning; hands-on file sharing task
7.	Introduction to Online Tools: Google Drive: File sharing and management	Demonstration-based learning; hands-on file sharing task
8.	Google Forms: Creating surveys and feedback forms	Group Activity-based learning; students design a short survey
	Week 3	
9.	Meeting setup: Google Meet and Outlook integration	Group Activity
10.	Feedback form exercise: Google sheets	Hands-on lab
11.	Microsoft Office Tools: Analyzing and Reflecting on Feedback using Excel charts.	Visualization of feedback data
12.	Revision + Assessment (Module 1)	
	Week 4	
13.	<u>Module 2: Human-Computer Interaction Essentials</u> Introduction to MS Excel & Its Applications in Data Handling	Lecture + class discussion using real-life datasets
14.	Excel Interface, Workbook Structure, Data Entry & Formatting, Conditional Formatting, Sorting, Filtering	Demonstration-based learning
15.	Basic Formulas & Common Functions (SUM, AVERAGE, COUNT, MIN, MAX)	Guided exploration
16.	Logical Functions (IF, AND, OR), Relative & Absolute Cell Referencing, UNIQUE, XLOOKUP	Practice-oriented problem solving
	Week 5	
17.	Complex Functions: RAND, 2-WAY XLOOKUP, CHOOSE, SWITCH, DATA VALIDATION	Lecture+ Hands-on lab
18.	INDEX, MATCH, MEDIAN, MODE, RANK	Lecture+ Hands-on lab
19.	ROUNDUP, MROUND, AGGREGATE	Lecture+ Hands-on lab
20.	Charts & Data Visualization (Bar, Line, Pie)	Lecture+ Hands-on lab
	Week 6	
21.	Pivot Table, Pivot Charts	Lecture+ Hands-on lab
22.	What-if-analysis, Correlation, Regression	Lecture+ Hands-on lab
23.	VLOOKUP, Date-Time, ABS, POWER, MOD	Lecture+ Hands-on lab
24.	Matlab Essentials , Operators, Matrices, Mathematical Functions	Demonstration-based learning
	Week 7	
25.	Matlab- Graphics fundamentals, Importing/ Exporting Data	Hands-on lab activity
26.	Flow control in Matlab, Programming in Matlab	Hands-on lab activity
27.	Case Study: Use of eye-tracking technology to study reading behavior and attention patterns.	Case study discussion with visual demonstrations
28.	Revision + Assessment (Module 2)	
	Week 8	
29.	<u>Module 3: Fundamentals of Hardware and Networking</u> Introduction to Computer Hardware, Input-Output Devices and Ports	Lecture + identification activity
30.	LAN and Networking Basics	Lecture + diagram-based explanation
31.	Types of printers: USB vs network printers: Printer setup	Lecture + identification & setup activity


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Department of Psychology**

32.	Types of networks: PAN, LAN, WAN	Demonstration + comparative discussion
Week 9		
33.	Network Topologies: Bus, Star, Ring, Mesh topologies	Lecture + classification task
34.	Routers, switches, and modems – roles and differences	Lecture + Comparison table activity
35.	Primary and Secondary Memory	Lecture + real-world implication
36.	Cache and Virtual Memory	Lecture + real-world implication
Week 10		
37.	Storage devices – HDDs, SSDs & RAID concepts	Lecture + Comparison table activity
38.	Revision + Assessment (Module 3)	
39.	<u>Module 4: Programming and Web Development</u> Introduction to Web Development and Python Basics	Demonstration + Environment setup
40.	Python data types	Guided coding practice
Week 11		
41.	Python flow control structures	Guided coding practice
42.	Python Libraries	Practice + Use-case driven demonstration
43.	Python Functions	Lecture + Guided coding practice
44.	HTML structure & syntax	Lecture + Guided coding practice
Week 12		
45.	HTML tags & elements	Lecture + Guided coding practice
46.	HTML attributes & links	Lecture + Guided coding practice
47.	Introduction to CSS and its properties	Lecture + Guided coding practice
48.	Cascading & Layouts	Lecture + Guided coding practice
Week 13		
49.	Responsive design – media queries	Hands-on webpage creation
50.	CSS transitions & animations	Activity-based learning
51.	Building static web pages	Activity-based learning
52.	Revision + Assessment (Module 4)	
Week 14		
53.	<u>Module 5: Advanced Topics in CS</u> Introduction to Databases & Their Real-World Importance	Demonstration + hands-on database tasks
54.	CRUD Operations & Practical Database Interaction	Hands-on database tasks
55.	Ethical Considerations in Computing	Ethical dilemma analysis
56.	Emerging Technologies – Edge & Quantum Computing	Conceptual lecture + future-scope discussion
Week 15		
57.	Role of Bioinformatics in Psychology	Case study discussion
58.	Cybersecurity in Psychology & Career Applications	Case-based learning+ discussion on data protection
59.	Project work – Case study	Group activity-based learning
60.	Project presentation & course wrap-up	Guided project mentoring + presentation

Module 1: Introduction to Computing
Mandatory Reading

- Introduction to Computing
<https://computingbook.org/FullText.pdf>
- Computer Science One
<https://cse.unl.edu/~cbourke/ComputerScienceOne.pdf>

Suggested Reading

- Beginner's Guide to Computer Science
<https://medium.com/readers-writers-digest/beginners-guide-to-computer-science-engineering-361ae1682f5c>

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Module 2: Excel & MATLAB

Mandatory Reading

- Beginner's Guide to MATLAB
https://math.loyola.edu/~loberbro/matlab/Beginners_guide_to_MATLAB.pdf

Suggested Reading

- Nielsen, J. *Usability Engineering*
<https://www.nngroup.com/articles/usability-engineering/>
- Dix et al. *Human-Computer Interaction* (Open summaries)
<https://www.interaction-design.org/literature>
- *Excel functions (A-Z)* (every formula explained)
<https://support.microsoft.com/en-us/office/excel-functions-by-category-5f91f4e9-7b42-46d2-9bd1-e4c6a6fc7323>
- *Khan Academy – Computing: Spreadsheets*
<https://www.khanacademy.org/computing>

Module 3: Hardware & Networking

Mandatory Reading

- System Software vs Application Software
<https://medium.com/@icodewithben/operating-systems-application-software-and-system-software-and-closed-vs-open-software-ec58efd9c053>

Suggested Reading

- Computer Networking Basics (Cisco)
<https://www.cisco.com/c/en/us/solutions/small-business/resource-center/networking/networking-basics.html>

Module 4: Programming & Web Development

Mandatory Reading

- Introduction to Python
https://assets.openstax.org/oscms-prodcms/media/documents/Introduction_to_Python_Programming_-_WEB.pdf
- Beginner's Guide to HTML
<https://dlib.hust.edu.vn/server/api/core/bitstreams/e23f26b8-4ef6-4bc5-a4a5-4b5503e1a269/content>

Suggested Reading

- MDN Web Docs
<https://developer.mozilla.org>

Module 5: Advanced Topics

Mandatory Reading

- Emerging Technologies in Software Development
<https://medium.com/@hassanshahbaz7/emerging-technologies-in-software-development-ee10cc625bf2>

Suggested Reading

- Ethics in Computing (ACM Code)
<https://www.acm.org/code-of-ethics>
- Cybersecurity & Psychology
<https://www.ncsc.gov.uk/collection/top-tips-for-staying-secure-online>

Case Studies with Academic References

Topic	Case Study	Reference
HCI	Usability testing of digital interfaces	Nielsen (1994), <i>Usability Engineering</i>
HCI	Eye-tracking in reading behavior	Rayner (1998), <i>Psychological Bulletin</i>
HRI	Emotion recognition using AI	Ekman & Friesen (1971)
Databases	Managing psychological survey data	APA Research Methods
Ethics	Facebook-Cambridge Analytica case	https://www.theguardian.com/news/series/cambridge-analytica-files

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Topic	Case Study	Reference
Cybersecurity	Data breach in healthcare psychology	https://www.hhs.gov/hipaa/for-professionals/breach-notification

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Department of Psychology**

Assessment Plan

Component	Description	Unit Coverage	Bloom's Level	CO Coverage	Marks conducted	Weightage
Test 1	Introduction to Computing and Online Tools	1	Understand + Evaluate	CO1	30	10
Test 2	Human-Computer Interaction Essentials	2	Apply	CO3	20	10
Test 3	Fundamentals of Hardware and Networking	3	Understand	CO1	20	10
Test 4	Programming and Web Development	4	Apply	CO1 CO2 CO3	20	10
Test 5	Database Operations	5	Apply	CO4	20	10
Activity	Case Study	6	Analyze	CO2	10	10
					Total	60

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Course Specifications:

Course Title	Life Span Development
Course Code	SYC104A
Course Type	Core Course
Semester	III and IV (year-long course)
Department	Psychology
Faculty	School of Social Sciences

1. Course Summary

Lifespan development studies the systematic psychological changes that occur in human beings from conception to death, examining physical, cognitive, and socio-emotional growth as an integrated, continuous process shaped by biological, familial, cultural, and contextual influences.

This course traces development across the complete lifespan: prenatal development, infancy, early and middle childhood, adolescence, emerging adulthood, early and middle adulthood, and late adulthood, concluding with death, dying, and bereavement. Given the department's applied and research focus on geriatric psychology, particular emphasis is placed on theories of ageing, successful and positive ageing, and the psychosocial needs of older adults, including those in institutional care settings.

2. Course Size and Credits

Number of Credits	04
Credit Structure (Lecture: Tutorial: Practical)	3:1:0
Total Hours of Interaction	75
Number of Weeks in a Semester	15 (30 across both semesters)
Department Responsible	Psychology
Total Course Marks	100
Pass Criterion	As per the Academic Regulations
Attendance Requirement	As per the Academic Regulations

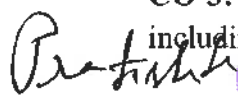
3. Course Outcomes (COs)

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

CO-1: Explain the major theoretical perspectives and research methods used in lifespan developmental psychology

CO-2: Describe physical, cognitive, and socio-emotional development across every stage of the lifespan, from the prenatal period to old age

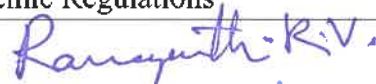
CO-3: Apply developmental theories and milestones to analyse behaviour at each life stage, including in applied contexts such as parenting, education, and workplace settings


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CO-4: Evaluate theories and evidence on successful and positive ageing, and their application to the psychosocial care of older adults, including institutionalised populations

CO-5: Analyse the psychology of death, dying, and bereavement, and situate lifespan development within the Indian socio-cultural context

4. Course Contents

Unit	Topics
Unit I	Foundations of Lifespan Development • Concepts and historical perspective; nature vs. nurture, continuity vs. discontinuity, stability vs. change • Theoretical perspectives: Psychoanalytic (Freud, Erikson), Behavioural & Social Learning, Piagetian & Vygotskian, Bio-ecological (Bronfenbrenner) • Research methods in developmental psychology: cross-sectional, longitudinal, sequential designs; ethical issues
Unit II	Prenatal Development, Infancy, and Early Childhood • Prenatal development and birth: stages of prenatal growth, teratogens, childbirth and the neonate • Infancy: physical, motor, sensory, and perceptual development; cognitive development (Piaget's sensorimotor stage) and early language acquisition • Infancy: temperament and attachment (Bowlby; Ainsworth's Strange Situation) • Early childhood: physical growth, motor skills, and cognitive development (preoperational stage); language, play, socio-emotional development, and parenting styles (Baumrind)
Unit III	Middle Childhood, Adolescence, and Emerging Adulthood • Middle childhood: physical and cognitive development (concrete operational stage), schooling and intelligence; peer relationships, self-concept, and moral development (Kohlberg) • Atypical development across childhood and adolescence: an overview of developmental delays and disorders • Adolescence: puberty, cognitive development (formal operational stage), identity formation (Erikson, Marcia), peer and family relationships, risk behaviour • Emerging adulthood (Arnett): the transition from adolescence to adulthood, identity exploration, and instability
Unit IV	Early and Middle Adulthood • Early adulthood: physical development, health and lifestyle, cognitive development (post-formal thought) • Career development, intimate relationships, marriage and family formation • Theories of adult development: Levinson's seasons of life; Erikson's intimacy vs. isolation • Middle adulthood: physical changes and health, cognitive functioning, midlife transitions

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Unit	Topics
	• Middle adulthood: socio-emotional development, generativity vs. stagnation, career and family reassessment
Unit V	Late Adulthood, Geriatric Psychology, and End of Life • Theoretical perspectives on ageing: biological, psychosocial (Erikson, activity, disengagement, continuity theories) • Late adulthood: physical and health changes, sensory decline, longevity; cognitive changes, memory, and dementia • Late adulthood: retirement, social support, and living arrangements • Successful and positive ageing: wellbeing, resilience, and positive psychology interventions • Institutionalised elderly and care contexts: psychosocial needs and quality of life in old age homes • Death, dying, and bereavement (Kübler-Ross); end-of-life and palliative care; lifespan development in the Indian socio-cultural context

5. Course Resources

a. Essential Readings

- Berk, L. E. Development Through the Lifespan. Pearson.
- Santrock, J. W. Life-Span Development. McGraw-Hill.
- Cavanaugh, J. C., & Blanchard-Fields, F. Adult Development and Aging. Cengage.
- Elizabeth B. Hurlock. Developmental Psychology: A Life-Span Approach. McGraw-Hill.

b. Additional Readings

- Papalia, D. E., & Martorell, G. Experience Human Development. McGraw-Hill.
- Bowlby, J. Attachment and Loss (Vol. 1). Basic Books.
- Kübler-Ross, E. On Death and Dying. Routledge.

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ENVIRONMENTAL SCIENCE

Value based Course (VAC) | 2nd Semester | 2 Credits

As per UGC Curriculum & Credit Framework for UG Programmes (NEP 2020)

COURSE AT A GLANCE

Course Title	Environmental Science
Course Type	Value based Course (VAC)
Credits	2 Credits
Semester	2 nd Semester
Contact Hours	2 hours per week × 15 weeks = 30 hours
Total Sessions	24 sessions (2 per week × 12 teaching weeks + 2 weeks for revision/exam)
Session Duration	60 minutes per session
Mode of Delivery	Lecture, Discussions, Videos, Field Observations, Quizzes, Activities
Assessment	End Semester Exam (MCQ-based) — 50 Marks
Language	English / Regional Language (as per institution policy)
Course Code	SYV102A

COURSE DESCRIPTION

Environmental Science is a Value based Course designed to make every undergraduate student — regardless of their discipline — aware of the natural world, the environmental challenges we face, and the actions we can take. The course is simple, visual, and rooted in everyday experiences. No prior science background is needed.

From the air we breathe to the food we eat, from the rivers near our campuses to the climate patterns shifting across the globe, this course connects environmental concepts to real life in India and the world. The goal is not to produce scientists but to create environmentally conscious, responsible citizens.

COURSE OBJECTIVES

- Build basic awareness of the natural environment and its components
- Help students understand the causes and effects of major environmental problems
- Develop an understanding of climate change and India's environmental challenges
- Introduce the concept of sustainable development and green living
- Familiarize students with India's key environmental laws and policies
- Inspire everyday eco-friendly actions through awareness and reflection

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CO1	Describe the components of the environment and the structure of ecosystems
CO2	Identify the major types of pollution, their sources, and their impact on health and nature
CO3	Explain climate change, its causes, consequences, and global response mechanisms
CO4	Apply principles of sustainable development and waste management in daily life
CO5	Demonstrate awareness of environmental laws, movements, and career opportunities in India

DETAILED UNIT-WISE SYLLABUS

UNIT 1: Our Environment: An Introduction (Sessions 1–6 (Weeks 1–3))

Session 1: What is Environment? — Natural and Man-Made Environments

Session 2: Components of Environment — Lithosphere, Hydrosphere, Atmosphere, Biosphere

Session 3: Ecosystems — Structure, Function, Food Chains and Food Webs

Session 4: Biodiversity — Types, Importance and Hotspots of India

Session 5: Natural Resources — Renewable and Non-Renewable Resources

Session 6: Human Relationship with Nature — Traditional and Modern Perspectives

Unit Outcome: Students can explain the structure of the environment, ecosystems, and the significance of biodiversity.

UNIT 2: Environmental Pollution (Sessions 7–12 (Weeks 4–6))

Session 7: Air Pollution — Causes, Effects and the Air We Breathe

Session 8: Water Pollution — Sources, Impact on Health and Rivers of India

Session 9: Soil/Land Pollution — Causes, Degradation and Remedies

Session 10: Noise and Light Pollution — Hidden Hazards of Modern Life

Session 11: Plastic Pollution — The Global Crisis and India's Response

Session 12: Indoor Pollution and E-Waste — The Pollution in Our Homes

Unit Outcome: Students identify major types of environmental pollution and their everyday causes and effects.

UNIT 3: Climate Change & Global Issues (Sessions 13–18 (Weeks 7–9))

Session 13: Greenhouse Effect and Global Warming — Basics Explained Simply

Session 14: Climate Change — Causes, Evidence and Impacts on India

Session 15: Ozone Layer Depletion and Acid Rain

Session 16: Deforestation and Desertification — Losing Green Cover

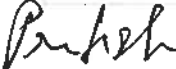
Session 17: Natural Disasters — Floods, Droughts, Cyclones and Earthquakes

Session 18: Global Environmental Agreements — Kyoto, Paris Accord, SDGs

Unit Outcome: Students understand climate change, its causes, and India's role in global environmental efforts.

UNIT 4: Sustainable Living & Environmental Action (Sessions 19–24 (Weeks 10–12))

Session 19: Sustainable Development — Concept and the 3 Pillars (Economy, Society, Environment)

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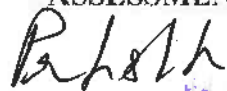
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Session 20: Waste Management — Reduce, Reuse, Recycle and Composting
 Session 21: Renewable Energy — Solar, Wind, Hydro and India's Green Mission
 Session 22: Environmental Laws in India — EPA, Wildlife Protection Act, Forest Rights Act
 Session 23: Green Careers and Environmental Movements — Chipko to Fridays for Future
 Session 24: You and the Planet — Individual Actions, Ecological Footprint and Green Pledges
Unit Outcome: Students adopt a sustainability mindset and identify practical actions for environmental stewardship.

WEEK-BY-WEEK TEACHING PLAN

Wee k	Sessions	Topics Covered	Unit	Suggested Activity
1	1 & 2	What is Environment; Components of Environment	Unit 1	Campus Nature Walk
2	3 & 4	Ecosystems & Food Webs; Biodiversity of India	Unit 1	Food Chain Drawing
3	5 & 6	Natural Resources; Human-Nature Relationship	Unit 1	Resource Audit Activity
4	7 & 8	Air Pollution; Water Pollution & Indian Rivers	Unit 2	Water Quality Discussion
5	9 & 10	Soil Pollution; Noise & Light Pollution	Unit 2	Pollution Source Mapping
6	11 & 12	Plastic Pollution; Indoor Pollution & E-Waste	Unit 2	Plastic Count Challenge
7	13 & 14	Greenhouse Effect & Global Warming; Climate Change	Unit 3	Climate Video + Debate
8	15 & 16	Ozone Depletion & Acid Rain; Deforestation	Unit 3	Satellite Image Analysis
9	17 & 18	Natural Disasters; Global Agreements & SDGs	Unit 3	SDG Poster Activity
10	19 & 20	Sustainable Development; Waste Management & 3Rs	Unit 4	Composting Demo
11	21 & 22	Renewable Energy & India's Green Mission; Env. Laws	Unit 4	Solar Energy Quiz
12	23 & 24	Green Movements; Ecological Footprint & Green Pledge	Unit 4	Footprint Calculator
13–14	Revision	Recap of all units; Doubt clearing & Mock Test	All Units	Mock MCQ Test
15	Exam	End Semester Examination (MCQ-based, 50 Marks)	All Units	—

ASSESSMENT PATTERN


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As per UGC NEP 2020 guidelines for Value based Courses, this course is evaluated through an End Semester Examination (ESE) only — no Continuous Internal Assessment (CIA).

Component	Format	Marks
End Semester Exam (ESE)	50 MCQs × 1 mark each	50 Marks
Duration	1 Hour	—
CIA	Not Applicable	—

Note: The ESE will have 50 objective-type (MCQ) questions — approximately 12–13 per unit. Questions test basic awareness and understanding only. No complex calculations, derivations, or technical depth — keeping it truly accessible to all students from any stream.

SUGGESTED LEARNING RESOURCES

Books & Reading Material

- NCERT Class 11 & 12 — Environmental Science chapters (freely available at ncert.nic.in)
- Environmental Studies by Erach Bharucha — UGC recommended textbook
- Down to Earth Magazine — fortnightly environmental magazine (downtoearth.org.in)
- State of India's Environment Report — Centre for Science and Environment (CSE)

Online & Digital Resources

- SWAYAM / NPTEL — Environmental Science MOOCs for UG students
- Ministry of Environment, Forest & Climate Change — moef.gov.in
- NASA Climate Kids — climate.nasa.gov (simple, visual explanations)
- UNEP — unep.org (global environmental updates and SDG progress)
- WWF India — wwfindia.org (biodiversity and conservation resources)

PEDAGOGICAL APPROACH

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This course is designed for students of all streams — arts, commerce, science, and engineering alike. Each 2-hour weekly class (or 2 × 1-hour sessions) is kept engaging through a consistent, simple format:

Part	Duration	Activity
Hook / Opener	10 min	A news headline, image, video clip, or local environmental observation
Core Content	40 min	Simple lecture with visuals, infographics, and relatable Indian examples
Activity / Discussion	30 min	Group discussion, hands-on activity, quiz, campus observation, or case study

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School Of Social Sciences

Faculty are encouraged to use local environmental examples — the river near campus, air quality data of the city, waste practices in the hostel — to make learning immediate and personal. No lab or equipment is needed. The campus itself is the learning environment.

Designed in accordance with UGC Curriculum & Credit Framework for Undergraduate Programmes (CCFUP) — NEP 2020

Value based Course | 2 Credits | No CIA | ESE: 50 MCQs × 1 Mark



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Course Title	Introduction to Psychological Thought
Course Code	SYC105A
Semester/Year	Semester II / Year I
Credits	4
Department	Psychology
Faculty	School of Social Sciences

Course Description

This course is designed to help students develop a conceptual and thematic understanding of how psychological ideas have evolved across time and cultures. Rather than surveying psychology through the lens of competing schools, the course traces the development of psychological thought through key concepts and intellectual turning points. Special emphasis is placed on Indian psychological traditions alongside Western thought, ensuring a culturally inclusive and contemporary understanding of the discipline.

Learning Objectives

1. Understand the development of psychological thought through a concept-based, thematic framework rather than a schools-of-psychology survey.
2. Explore the origins and evolution of both Western and Indian psychological traditions and situate them within their historical, cultural, and philosophical contexts.
3. Examine contemporary developments in psychology and critically evaluate their relationship to foundational ideas.
4. Develop the ability to analyse and debate key psychological concepts across historical and cultural contexts.
5. Situate psychology within its global, social, and political dimensions, and assess its relevance to contemporary academic and professional life.

Course Outcomes

CO1. Demonstrate understanding of key psychological concepts and their thematic development over time.

CO2. Critically compare Indian and Western psychological traditions, including frameworks such as Sāṅkhya and Advaita alongside Western philosophical and scientific origins.

CO3. Identify and discuss contemporary developments in psychology and their conceptual roots.

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CO4. Distinguish this course from Introduction to Psychology (Semester I) by focusing on the development of ideas rather than their introductory survey.

CO5. Apply critical thinking skills to evaluate the relevance of historical psychological frameworks in contemporary contexts.

Course Content

Unit 1

Conceptual Foundations of Psychological Thought: What is psychological thought? Moving beyond schools — a concept-based introduction. Origins of Western psychological thought: contributions of Pythagoras, Plato, and Aristotle. Mind–body debates and the roots of mentalism.

Unit 2

Indian Psychological Traditions: Overview of Indian philosophical traditions as psychological frameworks. Sāṅkhya: the nature of mind, self, and consciousness. Advaita Vedānta: non-dual perspectives on mind and reality. Yoga and the psychology of mental discipline. Relevance of Indian traditions to contemporary psychological understanding.

Unit 3

The Scientific Turn in Western Psychology: 19th-century transformation — Fechner and psychophysics, Helmholtz and perception, Galton and hereditary genius, William James and functionalism. The emergence of psychology as a scientific discipline.

Unit 4

Concept-Based Development of Psychological Ideas: The concept of behaviour and its study: from Pavlov and Watson to radical behaviourism (Skinner) and cognitive behaviourism (Tolman). The concept of the unconscious: Freudian psychoanalysis, Jungian analytical psychology, and the shift toward social and cultural psychoanalysis. The concept of the self and human potential: humanistic and existential psychology. The cognitive revolution as a conceptual paradigm shift.

Unit 5

Contemporary Developments in Psychology: Emergence of new sub-disciplines: political psychology, psychology of gender, cultural psychology, and positive psychology. Digital and technological

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influences on psychological thought. Interdisciplinary directions: neuroscience, AI, and the evolving boundaries of psychology. Revisiting Indian thought in contemporary research contexts.

Readings

- Schultz, D. P., & Schultz, S. E. A History of Modern Psychology. Cengage (10th Edition).
- Leahey, T. H. (2017). History of Psychology: From Antiquity to Modernity. Routledge (7th Edition).
- Misra, G., Cornelissen, R. M. M., & Verma, S. (2010). Foundations of Indian Psychology, Volume 1. Pearson Education India.
- Paranjpe, A. C. (1998). Self and Identity in Modern Psychology and Indian Thought. Springer.

Changes Made as per BoS Recommendations

- Renamed from "Development of Psychological Thought" to "Introduction to Psychological Thought".
- Replaced the schools-of-psychology framework with a concept-based approach (Units 1 and 4).
- Expanded Indian psychological traditions into a dedicated unit (Unit 2) covering Sāṅkhya and Advaita.
- Added contemporary developments in psychology as a full unit (Unit 5).
- Course description and outcomes revised to avoid duplication with Semester I's Introduction to Psychology.
- Added one supplementary reading (Paranjpe) to support the Indian thought unit.

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Minors Offered
Department of Data Science
Course Specifications
Introduction to Programming (Python) for Psychology

Course Title	Introduction to Programming (Python) for Psychology
Course Credit	4 (L-T-P: 3:0:1)
Course Type	Minor Course
Course Code:	DSC110A
Department	Psychology
Faculty	School of Social Sciences

1. Course Summary

This is a basic, hands-on introduction to Python for second-semester psychology students, offered as a minor course and open to students without prior programming experience, including those outside the Psychology department. The course builds foundational programming skills — variables, control structures, functions, and data handling with pandas — and applies them to organizing, summarizing, and visualizing psychological data. Emphasis is on practical, lab-based learning rather than programming theory, and the course assumes no prior exposure to R, Python, or any other programming language.

2. Course Size and Credits:

Number of Credits	04
Credit Structure (Lecture: Tutorial: Practical)	3:0:1
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 (COs)

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

CO-1: Describe basic programming concepts and run simple Python commands

CO-2: Write simple Python scripts using conditionals, loops, and functions

CO-3: Import and organize a simple psychological dataset in Python using pandas

CO-4: Compute basic descriptive statistics and produce simple, clearly labelled visualizations of psychological data

CO-5: Interpret and report basic Python output in plain language appropriate to a psychology audience

Topic	Coverage
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Praveen

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Unit 1: Getting Started with Python and Programming Fundamentals - Why programming for psychology: automation, reproducibility, handling data at scale - Installing Python and Anaconda; orientation to Jupyter Notebook / IDE - Python as a calculator: arithmetic, variables, assignment - Basic data types: integers, floats, strings, booleans - print() and input(); comments; writing and running a first script	Hands-on lab: installing Python/Anaconda; first script
Unit 2: Control Structures, Data Collections, and Functions - Conditional statements: if / elif / else (e.g., simple screening or scoring logic) - Loops: for and while loops for repetitive tasks - Lists, tuples, and dictionaries for organizing psychological data - Writing and calling simple functions - Debugging basics: reading error messages, common beginner mistakes	Lab: writing a simple scoring/logic script
Unit 3: Working with Psychological Data using Pandas - Introduction to the pandas library; Series and DataFrames - Importing data: CSV and Excel files into Python - Viewing and inspecting data: head(), info(), describe() - Selecting, filtering, and subsetting data; handling missing values (NaN) at an introductory level - Basic descriptive statistics: mean, median, mode, standard deviation, frequency counts	Lab: importing and summarizing a sample dataset
Unit 4: Basic Data Visualization and Reporting - Introduction to matplotlib and a first look at seaborn - Bar charts and histograms for categorical and continuous variables - Boxplots and scatterplots for comparing groups and relationships - Labelling and titling plots for a psychology report - Writing a simple, reproducible analysis script; exporting output and plots	Lab: producing and exporting simple plots

4. Course Resources

Essential Readings:

- Python for Everybody — Charles Severance (open access)

Reference: Python for Data Analysis — Wes McKinney (introductory chapters only)

5. Course Teaching and Learning Methods

Face-to-Face Lectures	45
Computer Laboratory / Hands-on Practicals	24
Demonstrations (in-lab, using Python/Jupyter live)	04
In-class Exercises / Guided	02

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Data Tasks	
Total Duration in Hours	75

6. Course Assessment and Reassessment

The details of the components and subcomponents of course assessment are presented in the Programme Specifications document. As this is a lab-based skills course offered as a minor, assessment should weight practical/hands-on tasks (e.g., a short scripting exercise, a data-import-and-summarize assignment) alongside a term test, per the standard CE (60%) / SEE (40%) structure.

7. Achieving COs

Curriculum and Capabilities Skills	How Imparted During the Course
Knowledge	Lab demonstrations, lectures
Understanding	Lectures, guided practice
Practical Skills	Hands-on lab exercises
Problem Solving Skills	Data tasks, assignment
Self-Learning	Independent practice with Python scripts/notebooks
Written Communication Skills	Assignment write-up

8. Course Organization

Course Code	DSC110A
Course Title	Introduction to Programming (Python) for Psychology
Course Leader's Name	As per the Time Table
Course Leader's Contact Details	Phone / E-mail: _____
Course Specifications Approval Date	_____
Next Course Specifications Review Date	_____

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Department of Economics**Course Specifications****Principles of Macroeconomics-I****Marks: 100****Credit: 4****Objective:****Course Code AEC104A**

This course aims to introduce the students to the basic concepts of Macroeconomics. Macroeconomics deals with the aggregate economy. This course discusses the preliminary concepts associated with the determination and measurement of aggregate macroeconomic variable like savings, investment, GDP, money, inflation, and the balance of payments. The emphasis will be on thinking like an economist and the course will illustrate how macroeconomic concepts can be applied to analyze real-life situations.

Course Outcome:

The students will be able to

- CO 1. Know the basic concepts and subject-matter of macroeconomics;
- CO 2. Measure and analyze the income and employment determination under classical and Keynesian economics;
- CO 3. Conceptualize the various terminologies used in national income, consumption and investment;
- CO 4. Understand the concepts of consumption, investment and evaluate its determining factors;
- CO 5. Learn the concepts of multiplier and accelerator, government expenditure and tax multipliers.

Course Contents**Unit 1:** Introduction to concepts of Macroeconomics

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Unit 2: National Income Accounting: Basic concepts of National Income accounting; The circular flow; Concepts of GNP, GDP, NNP, and NDP; The measurement of National Income; expenditure and the circular flow; real versus nominal GDP; price indices; national income accounting for an open economy; balance of payments: current and capital accounts. The role of Government; Determinates of Saving-Investment; National Income accounting and cost of living. Inflation and Measurements; Basic idea of India's national income.

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Unit 3: The Classical system: Income and Output Determination: Basic ideas of Classical

Macroeconomics; Say's Law and Quantity Theory of Money, Loanable fund theory; the Classical Theory of Income and Employment determination; full Employment and wage-price flexibility; Classical Dichotomy and Neutrality of Money.

Unit 4: Simple Keynesian Model (SKM): Income and Output Determination-The SKM in a Closed Economy without Government; Consumption Function; the Keynesian Saving Function; Income and Output determination; stability of equilibrium; the concept of effective demand- the concept of demand-determined output ; the Simple Keynesian Multiplier; the paradox of thrift; the SKM in a Closed Economy with Government; government expenditure and tax; the government expenditure multiplier and the tax rate multiplier; the balanced budget multiplier; the budget surplus; effects of tax changes and government purchases on budget surplus; the full employment budget surplus.

Textbooks for reference:

- 1.Dornbusch & Fischer. Macroeconomics. McGraw Hill. 11th edition, 2010.
- 2.N. Gregory Mankiw. Macroeconomics, Worth Publishers, 7th edition, 2010.
- 3.Richard T. Froyen, Macroeconomics, Pearson Education Asia, 2nd edition, 2005.
- 4.Ackley Gardner. Macroeconomics. Macmillan.
- 5.Andrew B. Abel and Ben S. Bernanke, Macroeconomics, Pearson Education, Inc., 7th edition, 2011.

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Department of Public Policy

Course Specifications

Idea of Justice and Equality

Course Title	Idea of Justice and Equality
Course Code	MAC102A
Course Type	Minor Course
Programme	B.Sc. (Hons.) Psychology
Semester	Semester II
Department	Public Policy
Faculty	School of Social Sciences

Course Overview

This course introduces students to foundational and contemporary debates on justice and equality, with a focus on their relevance to public policy and human behavior. Drawing from political philosophy, psychology, and economics, the course examines how concepts such as fairness, rights, redistribution, and recognition shape institutions and social outcomes. It also explores how individuals perceive justice, how biases influence these perceptions, and how policies attempt to operationalize fairness in diverse societies like India.

The course is particularly designed for psychology students to connect normative theories with empirical insights—such as moral cognition, social identity, and behavioral biases—thereby enabling a nuanced understanding of justice in real-world policy contexts.

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	Public Policy
Total Course Marks	100

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Pass Criterion	As per the Academic Regulations
Attendance Requirement	As per the Academic Regulations

Course Outcomes (COs)

CO1. Understand key philosophical theories of justice and equality.

CO2. Analyze how psychological processes shape perceptions of fairness and inequality.

CO3. Evaluate public policies through different frameworks of justice.

CO4. Distinguish between distributive, procedural, and recognitional justice.

CO5. Apply interdisciplinary approaches to contemporary issues such as poverty, gender inequality, and social exclusion.

Course Contents

Unit 1: Foundations of Justice and Equality

- Meaning and scope of justice and equality
- Types of equality: formal vs substantive
- Distributive, procedural, and restorative justice
- Justice in everyday life: fairness perceptions

(Key Thinkers: Plato, Aristotle)

Unit 2: Classical and Liberal Theories of Justice

- Social contract tradition
- Justice as fairness
- Liberty vs equality debate

(Key Thinkers: Thomas Hobbes, John Locke, Jean-Jacques Rousseau, John Rawls – Veil of Ignorance)

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Unit 3: Equality and Its Critics

- Marxist critique of inequality
- Capability approach
- Equality of opportunity vs outcome

(Key Thinkers: Karl Marx, Amartya Sen, Martha Nussbaum)

Unit 4: Justice in Public Policy

- Welfare state and redistribution
- Affirmative action and social justice in India
- Gender justice and intersectionality
- Health, education, and environmental justice

(Indian Context: Reservation policies, Rights-based legislations (education, food, employment))

Unit 5: Contemporary Debates and Global Perspectives

- Global inequality and justice
- Climate justice
- Digital inequality and algorithmic bias
- Human rights and cosmopolitan justice

Essential Readings

- A Theory of Justice – John Rawls
- Anarchy, State, and Utopia – Robert Nozick
- The Idea of Justice – Amartya Sen

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OF APPLIED SCIENCES

School Of Social Sciences

- Women and Human Development – Martha Nussbaum

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Gender & Society

Course Title	Gender and Society
Course Code	SCC203A
Course Type	Core Course
Department	Sociology
Faculty	School of Social Sciences

1. Course Summary

The course intends to familiarize learners with the concept and practice of gender from an interdisciplinary and intersectionality perspective and create an understanding of the ways by which patriarchy functions in all social institutions. It integrates theoretical discourses on gender with lived-in-experiences of the three genders and critically analyses everyday life from a gender lens. Since gender is a sociocultural construct and is to be understood only by analysing lived experiences of people in multi-group settings, field studies become an important component of the curriculum. Visiting neighborhood groups, schools, work places and generating gender segregated data on day-day-events, analysing Public Policies and Reports of Studies focusing on gender issues from a gender perspective.

2. Course Size and Credits:

Number of Credits	4
Credit Structure (Lecture: Tutorial)	3:1
Total Course Marks	100
Pass Criterion	As per the Academic Regulations
Attendance Requirement	As per the Academic Regulations

3. Course Outcomes (COs)

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

- CO1. Understanding the socio-cultural basis of gender-based inequalities and establishment of gender as an analytical category.
- CO2. Examining and critique gender assumptions underlying socio-economic-political-cultural life.
- CO3. Questioning subtle and open gender prejudices inherent in all social institutions and their day-today functioning.
- CO4. Obtaining knowledge of gender just laws and creating a community of gender sensitive students, faculty and administrators.
- CO5. Analyzing various aspects of Gender as situated in the Sustainable Development Goals (SDGs) in the Indian Context and with specific reference to Karnataka

4. Course Contents:

Unit 1: Obtaining a Conceptual Understanding of Gender

- Sex, Gender and Genders, Patriarchy, Femininity and Masculinity

- Gender Bias, Gender Stereotypes, Gender Inequality, Gender Division of Labour, Sexuality, LGBTQ+, Gender Inclusivity, Gender Justice, Gender Sensitisation
- Shift from Welfare to Development to Empowerment Women's Movements

Unit 2: Feminism

- Feminism-The Concept and Practice
- Major Feminist Theoretical Discourses- Liberal feminism, Radical Feminism, Marxist Feminism, Socialist Postmodern Feminism, Eco Feminism, New Feminism-Feminist Studies
- Gender Studies & Women's Studies

Unit 3: Manifestations of Gender Inequality in Social Institutions: Cultural Construction of Gender Images and Identities

- Gender based Socialisation in Family, Peer group and Neighbourhood
- Gendering Religion, Caste and Ethnicity
- Gender in Educational Content and Practices
- Gender and Economy- Gender Division of Labour, Invisibility of Women's Work, Wage Discrimination
- Gender, Power and Governance- Marginalisation of Women in Political Decision Making
- Gender and Media

Unit 4: Gender-based Violence

- Violence within the Family (Domestic Violence), Sexual Abuse of Children, Female Foeticide, Female Infanticide, Child Marriage, Dowry related Violence,
- Killings in the name of Honour, Violence against the Female Body, Rape and Acid attack
- Female Genital Mutilation. Violence against the Elderly, Disabled, Dalit and Tribal Women

Unit 5: Towards Creating a Gender Just Society: National and International Interventions

- The Constitution of India- Laying the foundation for creating a Gender Just Society
- Initial Efforts at locating the space for Gender Responsive Policy-The Five- Year Plans, National Policy for Empowerment of Women-2000, National and State Commissions for Women
- Gender Just Laws: Major Initiatives- Laws against Sex-selective abortions, Dowry and Domestic Violence, Discrimination in Property Inheritance, Sexual Harassment at Workplace & Ill treatment of Elderly, Disabled and LGBTQ+ community
- The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)-1979, International Women's Decade-1975-1985
- Locating Gender in the Context of Sustainable Development Goals in the Indian Context with specific reference to Karnataka- Targets, Indicators, Challenges and Emergence of the importance of datadriven policy formulation in the State
- The Autonomous Women's Movement in India- Beginnings, Shifts in Goals and Strategies, Struggles, Achievements and Contemporary and Future Challenges. The NGO Sector and gender issues.

Mandatory Readings:

- o Bhasin, K. (2000). Understanding Gender. Kali for Women, New Delhi.

- o Flavia Agnes. (2016). Women and Law in India, Oxford.
- o Geetha, V. (2007), Patriarchy, Stree Publications, Calcutta.
- o Glover, D. & C. Kaplan. (2009). Genders. Routledge. New York.
- o Jane Pilcher and Imelda Whelehan (2016). Key Concepts in Gender Studies, Sage.
- o Sarkar, Sumita(ed). (2021). Gender Inequality and Discrimination in India: Discourse and Dilemmas, Rawat Publications, Jaipur.
- o Sharmila Rege (2006). Writing Caste/Writing Gender: Narrating Dalit Women's Testimonios. Zubaan, India.
- o Shila Shaver (ed), (2018). Handbook on Gender and Social Policy. EE Elgar Publishing.
- o Soma Kundu. (2021). 'Gender Budgeting for Sustainable Development in India'. Economic Political Weekly. Vol. 55, Issue No. 16 pp- 43-57.
- o Sylvia Walby (1986). Patriarchy at Work. University of Minnesota Press, Minneapolis.

Mandatory Portals:

- o The National and State Indicator Frameworks on SDGs at www.niti.gov.in & <https://planning.karnataka.gov.in/english>
- o Sustainable Development Goals – Karnataka @ https://www.karnataka.gov.in/karnataka_hub/Sustainable%20Development%20Goals/en
- o UNDP- India – Sustainable Development Goals @ <https://www.undp.org/india/sustainabledevelopment-goals>

