

PSYCHOLOGY – MDC & MINOR COURSES

SYLLABUS & MODEL QUESTION PAPERS

w.e.f. 2025 admission onwards

(VMFYUGP Regulations 2025)



PSYCHOLOGY – MDC & MINOR COURSES

(VMFYUGP 2025)

GROUPING OF MINOR COURSES IN PSYCHOLOGY

The minor courses given below should not be offered to students who have taken Psychology as the major discipline. They should be offered to students from other major disciplines only

Gro up No.	Sl. No.	Course Code	Title	Seme ster	Total Hrs	Hrs/ Week	Cre dits	Marks		
								Inte rnal	Exte rnal	Total
	*Courses in Group 4 and 5 include Practicum. Colleges may choose for the minor courses with practicum for the respective semesters depending upon the workload									
1		FOUNDATIONS OF BEHAVIOUR								
	1	PSY1MN101	Gateways to Mind and Behaviour	1	60	4	4	30	70	100
	2	PSY2MN101	Understanding Psychological Disorders	2	60	4	4	30	70	100
	3	PSY3MN201	Psychology in Society	3	60	4	4	30	70	100
2		DEVELOPMENT & WELLBEING								
	1	PSY1MN102	Growth and Development	1	60	4	4	30	70	100
	2	PSY2MN102	Life Span Development	2	60	4	4	30	70	100

	3	PSY3MN202	Psychology of Well-being	3	60	4	4	30	70	100
3		AVENUES OF PSYCHOLOGY								
	1	PSY1MN103	Psychology of Media	1	60	4	4	30	70	100
	2	PSY2MN103	Psychology of Advertising	2	60	4	4	30	70	100
	3	PSY3MN203	Psychological First Aid	3	60	4	4	30	70	
4		DYNAMICS OF BEHAVIOUR								
	1	PSY1MN104	Psychology Unveiled: Understanding Human Behaviour (With Practicum)	1	75	5	4	30	70	100
	2	PSY2MN104	Foundations of Abnormal Behaviour (With Practicum)	2	75	5	4	30	70	100
	3	PSY3MN204	Social Behaviour	3	60	4	4	30	70	100
5		RECENT TRENDS IN PSYCHOLOGY								
	1	PSY1MN105	Media Psychology	1	60	4	4	30	70	100
	2	PSY2MN105	Understanding Psychological First Aid (With Practicum)	2	75	5	4	30	70	100
	3	PSY3MN205	Foundations of Psychological Well-being	3	60	4	4	30	70	100

- i. Students in Single Major pathway can choose course/courses from any of the Minor/ Vocational Minor groups offered by a discipline other than their Major discipline.
- ii. Students in Major with Multiple Disciplines pathway can choose as one of the multiple disciplines, all the three courses from any one of the Minor/ Vocational Minor groups offered by any discipline, including their Major discipline. If they choose one of the Minor/ Vocational Minor groups offered by their Major discipline as the first one of the multiple disciplines, then their choice as the second one of the multiple disciplines should be any one of the Minor/ Vocational Minor groups offered by a discipline other than the Major discipline.
- iii. Students in Major with Minor pathway can choose all the courses from any two Minor groups offered by any discipline.

- iv. Students in Major with Vocational Minor pathway can choose all the courses from any two Vocational Minor groups offered by any discipline.

DISTRIBUTION OF GENERAL FOUNDATION COURSES IN PSYCHOLOGY

Seme ster	Course Code	Course Title	Total Hours	Hours/ Week	Credits	Marks		
						Inter nal	Exte rnal	Total
	Multi-Disciplinary Course 1							
1	PSY1FM105(1)	The Art of Stress Management	45	3	3	25	50	75
	PSY1FM105(2)	Life Skill Development	45	3	3	25	50	75
	PSY1FM105(3)	Child and Adolescent Mental Health	45	3	3	25	50	75
	PSY1FM105(4)	Science of Well-being	45	3	3	25	50	75
	Multi-Disciplinary Course 2							
2	PSY2FM106(1)	Comprehensive Sexuality Education	45	3	3	25	50	75
	PSY2FM106(2)	Psychology in Everyday Life	45	3	3	25	50	75
	PSY2FM106(3)	Adulthood and Parenting	45	3	3	25	50	75
	PSY2FM106(4)	Psychology and Personal Growth	45	3	3	25	50	75
	Skill Enhancement Course 2							
5	PSY5FS112	Psychological First Aid and Competencies	45	3	3	25	50	75
	Skill Enhancement Course 3							
6	PSY6FS113	Academic Digital Literacy	45	3	3	25	50	75

EVALUATION SCHEME

- The evaluation scheme for each course contains two parts: internal evaluation (about 30%) and external evaluation (about 70%). Each of the Major and Minor courses is of 4-credits. It is evaluated for 100 marks, out of which 30 marks is from internal evaluation and 70 marks, from external evaluation. Each of the General Foundation course is of 3-credits. It is evaluated for 75 marks, out of which 25 marks is from internal evaluation and 50 marks, from external evaluation.
- The 4-credit courses (Major and Minor courses) are of two types: (i) courses with only theory and (ii) courses with 3-credit theory and 1-credit practical.
 - In 4-credit courses with only theory component, out of the total 5 modules of the syllabus, one open-ended module with 20% content is designed by the

faculty member teaching that course, and it is internally evaluated for 10 marks. The internal evaluation of the remaining 4 theory modules is for 20 marks.

- In 4-credit courses with 3-credit theory and 1-credit practical components, out of the total 5 modules of the syllabus, 4 modules are for theory and the fifth module is for practical. The practical component is internally evaluated for 20 marks. The internal evaluation of the 4 theory modules is for 10 marks.
3. All the 3-credit courses (General Foundational Courses) in Psychology are with only theory component. Out of the total 5 modules of the syllabus, one open-ended module with 20% content is designed by the faculty member teaching that course, and it is internally evaluated for 5 marks. The internal evaluation of the remaining 4 theory modules is for 20 marks.

Sl. No.	Nature of the Course		Internal Evaluation in Marks (about 30% of the total)		External Exam on 4 modules (Marks)	Total Marks
			Open-ended module / Practical	On the other 4 modules		
1	4-credit course	only theory (5 modules)	10	20	70	100
2	4-credit course	Theory (4 modules) + Practical	20	10	70	100
3	3-credit course	only theory (5 modules)	5	20	50	75

1. MAJOR AND MINOR COURSES

1.1. INTERNAL EVALUATION OF THEORY COMPONENT

Sl. No.	Components of Internal Evaluation of Theory Part of a Major / Minor Course	Internal Marks for the Theory Part of a Major / Minor Course of 4-credits			
		Theory Only		Theory + Practical	
		4 Theory Modules	Open-ended Module	4 Theory Modules	Practical
1	Test paper/ Mid-semester Exam	10	4	5	-
2	Seminar/ Viva/ Quiz	6	4	3	-
3	Assignment	4	2	2	-
		20	10	10	20*

Total	30	30
-------	----	----

* Refer the table in section 1.2 for the evaluation of practical component

4. GENERAL FOUNDATION COURSES

All the General Foundation Courses (3-credits) in Psychology are with only theory component.

4.1. INTERNAL EVALUATION

Sl. No.	Components of Internal Evaluation of a General Foundation Course in Psychology	Internal Marks of a General Foundation Course of 3-credits in Psychology	
		4 Theory Modules	Open-ended Module
1	Test paper/ Mid-semester Exam	10	2
2	Seminar/ Viva/ Quiz	6	2
3	Assignment	4	1
Total		20	5
		25	

4.2. EXTERNAL EVALUATION

External evaluation carries about 70% marks. Examinations will be conducted at the end of each semester. Individual questions are evaluated in marks and the total marks are converted into grades by the University based on 10-point grading system (refer section 5).

PATTERN OF QUESTION PAPER FOR GENERAL FOUNDATION COURSES

Duration	Type	Total No. of Questions	No. of Questions to be Answered	Marks for Each Question	Ceiling of Marks
1.5 Hours	Short Answer	10	8 – 10	2	16
	Paragraph/ Problem	5	4 – 5	6	24
	Essay	2	1	10	10
Total Marks					50

MODEL QUESTION PAPER FOR MAJOR AND MINOR COURSE**I Semester B.Sc. (VMFYUGP) Degree Examinations October 2024****PSY1CJ101: Invitation to Psychology****(Credits: 4)****Maximum Time: 2 hours****Maximum Marks: 70****Section A**

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Define Psychology.
2. Name three early pioneers in the field of psychology.
3. Explain functionalism.
4. What are the primary goals of psychology as a scientific discipline?
5. Define absolute threshold.
6. Explain top-down processing.
7. What is perceptual set?
8. Define illusion.
9. What are circadian rhythms, and how do they influence our daily biological functions?
10. What is the primary function of REM sleep?

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Compare and contrast behavioristic and psychodynamic perspectives in psychology.
12. Discuss the importance of scientific temper in maintaining objectivity and accuracy in psychological research.
13. Compare and contrast structured, semi-structured, and unstructured interview methods in psychological research.
14. Explain the concept of perceptual constancies and provide examples for each.
15. Explain the concept of depth perception and discuss how binocular and monocular cues contribute to our perception of depth.
16. Explain different methods used in psychological research.
17. Describe the stages of sleep in the sleep-wake cycle and their characteristics.
18. Summarize the major psychoactive drugs and their influences on consciousness and behavior.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10marks)

19. Summarize the evolution of psychology from its early history to modern times.
20. Explain different theories of Theories of Selective Attention

MODEL QUESTION PAPER FOR GENERAL FOUNDATION COURSE**I Semester B.Sc. (VMFYUGP) Degree Examinations October 2024****PSY1FM105: Adulthood and Parenting****(Credits: 3)****Maximum Time: 1.5 hours****Maximum Marks: 50****Section A****[Answer All. Each question carries 2 marks]****(Ceiling 16 marks)**

1. Define the concept of reciprocal socialization
2. What is Scaffolding
3. Explain myths about parenting
4. Define authoritative parenting
5. Explain parental self efficacy
6. Define intimacy
7. Explain cohabitation
8. Define sexual orientation
9. Explain Fatuous love
10. Explain vocational adjustment

PART B**[Answer All. Each question carries 6 marks] (Ceiling 24 marks)**

11. Explain Baumrind's parenting styles
12. Explain childbearing trends in modern society
13. Discuss the consequences of child neglect on a child's development
14. Discuss the impact of working parent on parent child relationship
15. Discuss some strategies for promoting positive parent child relationship in diverse family structures

PART C**[Answer any one. Each question carries 10 marks] (1x10=10 marks)**

16. Discuss adult life styles
17. Discuss the role of parents in adolescent development

DETAILED SYLLABUS

GENERAL FOUNDATION COURSES**SEMESTER I****MDC COURSES****THE ART OF STRESS MANAGEMENT**

Programme	B. Sc. Psychology				
Course Title	The Art of Stress Management				
Type of Course	MDC 1				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Nil				
Course Summary	The objective of a stress management course is to understand, prevent, and efficiently cope with stress. It aims to equip individuals with the knowledge and skills necessary to navigate life's challenges effectively, ultimately contributing to a healthier and more fulfilling life.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the nature and key definitions of stress and symptoms associated with being stressed.	U	C	Written assessments.
CO 2	Practice stress risk assessment	U& Ap	C	Assessment/ Discussion
CO3	Practice stress management techniques	An	P	Role play

CO4	Identify the stressful situations and demonstrate the stress management techniques.	Ap	M	Develop and present various real-life scenarios / case studies
CO5	Practise stress management in personal and professional life	E	P	Analysis of skills in different life situations
CO6	Create life skill-based interventions for different age groups- child, adolescent, adult and old age.	An	P	Discussion
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs (36+9)	Marks (50)
I	Introduction to Stress		8	10
	1	Stress- Key Definitions	2	
	2	Stressors and its types- (physical, psychological, environmental)	2	
	3	Types of Stress-Eustress, Distress, Acute, Chronic	2	
	4	Symptoms of stress -physical, emotional, psychological, behavioural	2	
II	Sources of Stress		8	10
	5	Sources of stress Frustration and its sources -(internal and external)	2	
	6	Conflict and its types-(Approach- Approach, Avoidance- Avoidance, Approach- Avoidance)	2	
	7	Pressure	2	
	8	Life events- daily hassles	2	
III	Models of Stress		8	15
	9	Flight or fight response , General Adaptation Syndrome	2	
	10	Cognitive appraisal model- Primary and Secondary Appraisal	2	
	11	Diathesis stress model	2	
	12	Stress and immune system	2	

IV	Stress Management Techniques		12	15
	13	Coping mechanisms- Emotion-focused and problem-focused	2	
	14	Relaxation exercises- muscular exercises- breathing-mental relaxation	2	
	15	Meditation and yoga	2	
	16	Mindfulness	2	
	17	Healthy lifestyles	1	
	18	Biofeedback	1	
	19	Cognitive Behaviour Therapy	2	
V	Open Ended Module: Application of stress management.- --Students are expected to submit a report of any two of the following Activities.		9	
		Teachers can choose stress management activities using a combination of direct and indirect methods. Students can actively participate in activities designed by the teacher, with continuous assessment of their performance. An interactive teaching method can be preferred to engage students effectively. • E.g. Encourage students to engage in reflective exercises where they can express their feelings, identify stressors, and explore coping strategies. • Use self-assessment surveys or questionnaires to allow students to reflect on their stress levels and stress management practices. Suggested activities for different modules (Demonstrate any two) Module 1: • Analyzing the signs and symptoms of stress – to identify the physiological and psychological changes in body and mind. The teacher or students can observe self/ others to evaluate the stressful situations that may be positive/negative. Group activities like surveys, interviews to understand the stress level of individuals. Module 2 • Explore the various types of conflict in real life situations /Stories/ Cinema. Categorize them in to each type of conflict. E.g. an approach –approach example is when a person is offered a job that has a good salary and benefits but denies the individual time for		

		oneself and family. Module 3 • Do role play, group activities based on cognitive appraisal theory. • E.g. ask the participants to count backwards from 1000 by reducing 7 like 993,986,979. Consider those who perceive it as threat as first group and who see it as challenging as second group. Find out the physiological responses of both groups in before and after counting. • Make group discussions on cultural influences on cognitive appraisal. • E.g. work – life balance, parent- child interaction patterns. Module 4 • Activities – Practice laughter therapy/Guided imagery. • Identifying and observing one's stressors, stressful situations, and signs, and handling it / Self-evaluation of own stress. • Assign students an assignment where they must conduct a survey of stress among college students /any other group. • How do you manage stress- compare between students- unique ways of managing stress- discussion • Awareness sessions on importance of developing resilience and coping skills with the mix of stress relievers like breathing exercises, time management, connect with others ,sleep, diet and exercise. • Analyse a case study and make a report on it.		
Books and References: Baron, R. A. (2004). Psychology. (5th ed). New Delhi: Prentice Hall of India Pvt Ltd. Ciccarelli, S.K., & Meyer, G. E. (2008). Psychology: South Asian Edition, Pearson Education India. Ghosh, M. (2014). Health Psychology: Concepts in Health and Well-being. Pearson Education India. Sarafino, E. P., & Smith, T. W. (2014). Health psychology: Biopsychosocial interactions. John Wiley & Sons. Taylor, S. E., Sirois, F. M., & Molnar, D. S. (1995). Health psychology (p. 474). New York: McGraw-hill.				

Note: The course is divided into five modules, with four modules together having total 19 fixed units and one open-ended module with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the 5th module (5 marks) and the first four modules (20 marks). The end-semester examination for the theory part will be based on the 19 units in the first four modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	-	-	-	-	2	-	1	-	-	-	2
CO 2	-	2	-	-	2	-	-	-	-	-	3	-	-
CO 3	-	-	-	3	3	-	-	3	-	-	-	-	-
CO 4	-	3	-	-	-	-	-	-	-	2	-	3	3
CO 5	1	-	3	-	-	3	-	-	-	-	-	-	-
CO 6	-	2	-	-	2	-	-	3	-	-	2	-	-
CO7	2	-	-	-	-	-	-	-	2	3	-	2	2
CO8	-	-	-	-	2	-	-	-	-	-	-	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2		✓		
CO 3		✓		
CO 4	✓	✓		
CO 5	✓			✓
CO 6				
CO 7		✓		✓
CO 8				

LIFE SKILL DEVELOPMENT

Programme	B. Sc. Psychology				
Course Title	Life Skill Development				
Type of Course	MDC -I				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Nil				
Course Summary	The Life Skill Development course equips students with essential tools and strategies to navigate everyday challenges, fostering self-awareness, enhanced interpersonal skills, effective communication, and the confidence to tackle life's challenges with resilience and adaptability for lifelong success				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate a profound understanding of different life skills and its significance in daily life	U	C	Instructor-created exams
CO2	Practise life skills	U & Ap	P	Role-Playing Assessments
CO3	Critically Analyse situations and illustrate the life skills utilized	An	M	Develop and present various real-life scenarios / case studies/ Analysis of skills in different life situations
CO4	Develop effective communication and interpersonal relationship.	Ap	P	Role play

CO5	Compare between problem-focused and emotion-focused coping strategies.	U	C	Written Assessments
CO6	Practise stress management in personal and professional life	Ap	P	Role play
CO7	Create life skill-based interventions in personal and professional life.	C	C	Discussion
CO8	Originate socially sensitive decisions and solve problems through internalization and characterization of life skills.	C	P	Discussion
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs (45)	Marks (50)
I	Introduction to Life Skills		7	10
	1	Life skills- Definition by WHO	2	
	2	10 Core Life Skills	2	
	3	Components of life skill	1	
	4	Significance of Life skills for adolescents and youth	2	
II	Social Skills		7	12
	5	Self-Awareness- Understanding oneself- Importance of Balanced Diet, Exercise, Sleep Hygiene	1	
	6	Empathy	2	
	7	Effective communication and interpersonal relationship	2	
	8	Assertiveness as a type of communication- Passive communication and aggressive communication	2	
III	Cognitive Skills		15	16
	9	Critical Thinking	1	
	10	Creative Thinking Skills - Thinking 'out of the box'	1	
	11	Decision making	1	
	12	Career decision	2	
	13	Conflict and its types-(Approach- Approach, Avoidance- Avoidance, Approach- Avoidance)	2	
	14	Attempts of negotiation	2	
	15	Problem-solving- Individual Level, Problem-solving- Group level	2	

	16	Barriers to problem solving	2	
	17	Goal Setting	2	
IV	Coping skills/ Management skills		7	12
	18	Coping with emotion- Significance of Emotional regulation	1	
	19	Stress- Biological changes associated with stress	2	
	20	Eustress and Distress, Role of Perception in Stress	2	
	21	Coping mechanisms- Emotion-focused and problem-focused Time management	2	
V	Open Ended Module: Application of life skills for various groups		9	
	Teachers can decide the application of life skills to any specific groups or organizations according to the locality or social needs of the college. Students can engage in the activities designed by the teacher and the teacher will do a continuous assessment of the performance of the student. An interactive method of teaching can be preferred. ● Eg.: Encourage students to craft personal narratives that highlight their experiences, values, and goals to relate it to life Skills ● Share and discuss these narratives in a supportive and constructive environment. ● Facilitate activities that allow students to explore their leadership styles and preferences. ● Encourage role-playing scenarios to practice and reinforce interpersonal skills. Suggested activities for different modules(Submit report of any two) ● Analysis of skills in different life situations- to identify the usage of life skills and lack of skills- The teacher or students can select suitable activities to identify and internalize life skill ● Eg. Compare short-term and long-term goals.(Identify life skills used and apply life skills in analysis, and suggest decisions with self awareness- Impulsive decision- habit formation etc. -generate discussion) ● Analyze a story- for example-the Story of Crocodile and Monkey- relationship development- Effective Communication- emotional management- quick decision making- terminating relationship- identified toxicity in relationship etc.- generate discussion ● SWOT analysis- Identify components of toxic relationship quoting examples from cinema or stories- Students’ presentation- Group discussion. ● The teacher presents cases for the identification of a lack of empathy and discusses the need for social inclusion (Eg. Reciprocal relationship between parent and offspring, teacher and students etc.- Need for empathy from both sides) ● Students can identify success stories of social inclusion from their locality and present them as a seminar. ● Develop code of conduct for college/ department- critically analyze based on human right. ● Group discussion of POSH (Prohibition of Sexual Harassment) Act at the workplace- Prevention, Prohibition and Redressal- Equality and Equity-Discussion On Sexual Exploitation and the Need For Assertive Communication. ● Develop a theme dance on inclusion. ● ‘One-day’ activity analysis of a male and female teacher- to discuss in the class based on Social Skills			

- Students write project proposals to the government based on efforts for gender justice/ students can analyze school or nursery textbooks in terms of gender.

Module 3

- Categorise types of conflicts using examples or list conflicts into different types.
- Analyse the difficulty in decision-making according to the complexity of problems- puzzles, social conflict, personal conflicts etc.
- Make group discussions on social problems like causes of population explosion, increased drug abuse- based on life skills, and life skills applications to prevent substance abuse on college campuses. Explore hypothetical scenarios to prompt reflection on the importance of values in decision-making.
- Case study analysis on domestic violence- discuss what a UG Student can do as per their competence.
- Students conducting awareness classes on webaholism and internet addiction for school students
- Students cite examples of intolerance from stories or history to become aware of their cultural biases and assumptions.
- Foster an inclusive environment that values diversity and different perspectives.

Module 4

- Seminar on the students' stress, academic stress, exam fear, study skills, social anxiety, Emotional regulation, etc – along with generating a discussion.
- Adolescents' conflicts with parents and teachers- list out causes.
- How do you manage stress- compare between students- unique ways of managing stress- discussion
- Lifestyle disorders- causes and consequences- collage
- Gender differences in expression of emotions- role play
- Case analysis of self-harming behaviour- suicidal tendency
- Use case studies or simulations to allow students to practice handling challenging interpersonal situations.

Books and References:

- Caproni, P. (2000). Practical coach: management skills for everyday life, the. Prentice Hall Press.
- Davis, M., Eshelman, E.R., & McKay, M. (2000). The Relaxation & Stress Reduction Workbook. New Harbinger Publication, Inc.
- Life Skills Education Toolkit for Orphans & Vulnerable Children in India, India – (October 2007) ISBN 1-933702-19-2
- Schab, L. M. (2022). The Self-esteem Workbook for Teens: Activities to Help You Build Confidence and Achieve Your Goals. New Harbinger Publications.
- Seaward, B.L. (2022). Managing Stress- Skills for Self- care, Personal Resiliency, and Work life Balance in a rapidly changing world. Jones & Bartlett Learning.
- Weiten, W., Dunn, D. S., & Hammer, E. Y. (2018). Psychology applied to modern life- Adjustment in the 21st century, 12th Ed. USA: Cengage learning
- American India Foundation (2018). Handbook of activities on life skills. Pealidezin. https://aif.org/wp-content/uploads/2018/10/Lifeskills-2018a_MAST.pdf
- Ministry of Youth and Sport of the Republic of Azerbaijan. (2019). Basic Life Skills Course Facilitator's Manual.

<https://www.unicef.org/azerbaijan/media/2776/file/Basic%20Life%20Skills%20Course%20Facilitator%E2%80%99s%20Manual.pdf>

Ministry of Youth and Sport of the Republic of Azerbaijan. (2019). Basic Life Skills Course Student Workbook.

<https://www.unicef.org/azerbaijan/media/2796/file/BLS%20Student%60s%20book%20.pdf>

Life skills on adolescent reproductive health: package of lessons and curriculum materials.

<https://unesdoc.unesco.org/ark:/48223/pf0000125112> De Azevedo Hanks, J. (2016). The assertiveness guide for women: How to communicate your needs, set healthy boundaries, and transform your relationships. New Harbinger Publications.

Williams, v., & Williams, R. (1996). Life Skills. New York: Three Rivers Press.

<https://files.peacecorps.gov/multimedia/pdf/library/M0063.pdf>

Websites:

UNESCO - <http://www.unesco.org/>

UNFPA - <http://www.unfpa.org/>

UNICEF - <http://www.unicef.org/>

United Nations - <http://www.un.org/>

WHO - <http://www.who.int/en/>

Additional Reading

Kelly-Plate, J., & Eubanks, E. (2010). Applying life skills. USA: The McGraw-Hill Companies, Inc.

https://aif.org/wp-content/uploads/2018/10/Lifeskills-2018a_MAST.pdf

Note: The course is divided into five modules, with four modules together having total 21 fixed units and one open-ended module with a variable number of units. There are a total of 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 21 units from the fixed modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	-	-	-	2	-	2	3	-	3	-
CO 2	-	2	-	-	2	-	-	-	3	2	-	2
CO 3	-	-	-	-	3	-	3	-	-	-	-	-
CO 4	-	3	-	-	-	-	-	-	-	-	-	-
CO 5	1	-	-	-	-	-	2	-	1	3	-	3
CO 6	-	2	-	-	2	-	-	-	-	-	-	-
CO7	2	-	-	-	-	-	3	-	-	-	2	-
CO8	-	-	-	-	2	-	-	3	2	-	-	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2		✓		
CO 3		✓		
CO 4	✓	✓		
CO 5	✓	✓		✓
CO 6		✓		
CO 7		✓		
CO 8		✓		

CHILD AND ADOLESCENT MENTAL HEALTH

Programme	B. Sc. Psychology				
Course Title	Child and Adolescent Mental Health				
Type of Course	MDC I				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Nil				
Course Summary	This paper explores child and adolescent mental health, covering definitions, developmental stages, social media's impact, and the role of community services. Promoting early intervention and holistic approaches is crucial for positive outcomes.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Make aware the students about mental health and addressing mental health issues in young individuals can have significant positive impacts on their well-being, development, and society as a whole.	U	C	Instructor-created exams / Quiz
CO2	Increased awareness fosters empathy and understanding, creating a more supportive environment for those facing mental health challenges.	U & Ap	C & Cr	Writing assignments

CO3	Identify and prevent risk factors for mental health issues and to explore the role of community organizations and services in mental health	U & Ap	C & E	Create exams & Discuss about the scientific contributions toward the field of child & adolescent mental health
CO4	Students can learn different strategies to improve mental health & can contribute to community mental health	U & Ap	C& P	Instructor created exam and Practical Assignments
CO5	Create awareness of the risks associated to a problematic social media use for the young's health and identify sentinel signs in children as well as prevent negative outcomes in accordance with the family.	U & Ap	C &E	Instructor-created discussions / /Seminars/ ask the students to observe & evaluate ones own social media use
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs (45)	Marks (50)
I	Introduction		9	12
	1	Definition of Mental Health	1	
	2	The importance of studying Mental Health in child and adolescent population	2	
	3	Prevalence of mental health issues	2	
	4	Identification of factors influencing mental health outcomes	2	
	5	Existing policies, programs, and services for child and adolescent mental health in India	2	
II	Child & adolescent development		9	15
	6	Understanding physical, cognitive and socio-emotional development in children & adolescents	1	
	7	Development theory of Eric Erickson: Developmental tasks of child and adolescent.	3	

	8	Anxiety disorders of childhood -Separation Anxiety disorder, Childhood depression and Bipolar Disorders, Learning disorders	3	
	9	Adolescence suicide- Warning signs. Signs and Symptoms of Non suicidal self-injury Suicide Prevention strategies.	2	
III	Social media & mental health		9	15
	10	Introduction to social media use and mental health	2	
	11	Social media and depression, anxiety	2	
	12	Social media and sleep, social media and cyberbullying	2	
	13	Social media and addiction & sex related problems	1	
	14	Online Grooming	1	
	15	Potential benefits and challenges with social media for mental health disorders	1	
IV	Community mental health		9	8
	16	Introduction to community mental health care	2	
	17	Access to mental health services in underserved communities	3	
	18	Role of community organizations in mental health of youth	2	
	19	Mental health prevention and early intervention in youth- Primary, secondary and tertiary prevention in youth mental health	2	
V	Enhancing Mental health		9	
		Activities to improve mental health of children & adolescents: Demonstrate any one of the following Exercise- aerobic and Anaerobic Meditation-Focused, Transcendental Yoga, Games to improve teens to make 'connect with others' etc. can also be practiced	9	

Books and References

Berk, L. E. (2003). Child Development (3rd ed.). New Delhi: Pearson Education Pvt Ltd.

Bozzola, E., Spina, G., Agostiniani, R., Barni, S., Russo, R., Scarpato, E., Di Mauro, A., Di Stefano, A. V., Caruso, C., Corsello, G., & Staiano, A. (2022). The Use of Social Media in Children and Adolescents: Scoping Review on the Potential Risks. International

Hooper, C., Thompson, M., Laver-Bradbury, C., & Gale, C. (2012). Child and Adolescent Mental Health: Theory and Practice. CRC Press.

Books and References:

- Dogra, N., Parkin, A., Frake, C., & Gale, F.(2002). A Multidisciplinary Handbook of Child and Adolescent Mental Health for Front-Line Professionals. Jessica Kingsley Publishers: London.
- Journal of Environmental Research and Public Health, 19(16), 9960.
<https://doi.org/10.3390/ijerph19169960>
- multidisciplinary and trans-diagnostic model for care? International Journal of Mental Health Systems, Naslund, J. A., Bondre, A., Torous, J., & Aschbrenner, K. (2020). Social Media and Mental Health: Benefits, Risks, and Opportunities for Research and Practice. Journal of Technology and Behavioral Science, 5(3), 245–257. <https://doi.org/10.1007/s41347-020-00134-x>
- Prevention and early intervention in youth mental health: Is it time for a
- Santrock, J. W. (2011). Life-Span Development(13th ed.). New Delhi: McGraw-Hill Pvt. Ltd.
- Scharff, C. (2022). Three Activities to Improve Mental Well-being in Youth. Psychology Today.
<https://www.psychologytoday.com/us/blog/> [URL]

Note: The syllabus has five modules. There should be a total 19 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for five modules. Module V is designed to equip students with practical skills through activities. Internal assessments (25 marks) are split between the 5th module (5 marks) and the first four modules (20 marks). The end-semester examination for the theory part will be based on the 19 units in the first four modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	-	2	1	-	3	-	2	-	3	-
CO 2	3	3	-	2	2	-	-	-	-	-	2	-
CO 3	3	3	2	1	3	3	-	2	-	3	-	3
CO 4	3	1	3	2	2	-	-	-	-	-		-
CO 5	3	2	-	-	2	-	2	-	3	-	-	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Assignment/ Quiz/ Discussion / Seminar
- Internal Exam
- Final Exam

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		
CO 5	✓	✓		✓

SCIENCE OF WELL-BEING

Programme	B. Sc. Psychology				
Course Title	Science of Well-being				
Type of Course	MDC I				
Semester	1				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Nil				
Course Summary	This course explores the scientific principles and research behind well-being, happiness, and life satisfaction. Students will examine various psychological, social, and physiological factors that contribute to a fulfilling and meaningful life. Through lectures, readings, discussions, and practical exercises, students will gain insights into the science of well-being and learn strategies to enhance their happiness and life satisfaction.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Students will be aware of science & theories of well-being and what contributes toward well-being and happiness. Explore roots of happiness and build more productive habits	U	C & R	Instructor-created exams / Quiz
CO2	Various facets of well-being can be understood	U & Ap	C	Writing assignments

CO3	Students can explore the role of social relationships in well-being and this awareness inspire them to connect with others	U & Ap	C	Create exams & Discuss about the scientific contributions toward the field of life satisfaction and happiness
CO4	This course help the students to explore the connection between physical health (role of physical activity, nutrition etc.) and well-being, which in turn enhances practice of health behaviours and to create an interest in the research on this area	U & Ap	C & Ap	Instructor created exam and Practical Assignments
CO5	Students will learn and apply specific techniques or skills to improve well-being through some activities and practices. They can apply that skills in their own lives and to help others	P & Ap	P	Assess through seminars & assignments on specific techniques /skills /activities
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs (45)	Marks (50)
I	Overview Well -Being		9	12
	1	Definitions of well-being and happiness	1	
	2	Introduction to positive psychology	2	
	3	Various Facets of Well- being	2	
	4	The broaden-and-build theory of positive emotions	2	
	5	Ryff's model of well-being	2	
II	Exploring Happiness and Well- Being		9	15
	6	The concept of Hedonic and eudaimonic happiness	2	
	7	Determinants of happiness. Adaptation and its impact of happiness	2	
	8	The role of positive emotion & Social relationships in well-being	2	
	9	Economic and cultural influence of happiness	2	
	10	Effects of happiness/positive emotions	1	

III	Holistic Well-being: Integrating Physical and Mental Health for a Fulfilling Life		9	13
	11	The connection between physical health and mental health-	1	
	12	Exercises and its impact on well-being	2	
	13	Nutrition and well-being	2	
	14	Sleep and its role in overall well-being	2	
	15	Physiology of well-being : Hormones, neurotransmitters and Vitamins	2	
IV	Mindfulness Awareness		9	10
	16	Introduction to Mindfulness: what is mindfulness?	2	
	17	Mindfulness and meditation	3	
	18	Mindfulness and its effects on well-being-	2	
	19	Mindfulness and health- Mindfulness-Based Eating Awareness Training-Mindfulness and decision making	2	
V	Strategies to improve well-being		9	
		Learn & practice the following activities an submit the report on the same. 1. Aerobic exercises 2. Yoga 3. Daily meditation practice for 15-25 minutes 4. Mindful Awareness- cultivating positive mind set through mindful gratitude 5. Developing awareness through mindfulness- mindful body scan techniques for increased Awareness-Incorporating mindfulness into daily life	9	

Books and References:

- Biddle, S., & Mutrie, N. (2007). Psychology of Physical Activity: Determinants, Well-being, and Interventions. Routledge.
- Boniwell, I., & Tunariu, A. D. (2019). Positive Psychology: Theory, Research, and Applications. London: Open University Press.
- Carr, A. (2011). Positive Psychology: Science of Happiness and Human Strength (Second Edition). Routledge.
- de Vries, L. P., van de Weijer, M. P., Bartels, M. (2022). The human physiology of well-being: A systematic review on the association between neurotransmitters, hormones, inflammatory markers, the microbiome, and well-being. *Neuroscience & Biobehavioral Reviews*, 139, 104733
- Huppert, F. A., Baylis, N., & Keverne, B. (Eds.). (2005). The Science of Well-Being. Oxford University Press
- Kabat-Zinn, J. (2023). Wherever You Go, There You Are: Mindfulness Meditation in Everyday Life. Hachette UK.
- Lyubomirsky, S. (2007). The How of Happiness: A Scientific Approach to Getting the Life You Want.

Ricard, M. (2007). Happiness: A Guide to Developing Life's Most Important Skill. Contributor: Goleman, D. Ryff, C. D., & Singer, B. H. (2008). Know Thyself and Become What You Are: A Eudaimonic Approach to Psychological Well-Being. Journal of Happiness Studies.

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

Note: The syllabus has five modules. There should be a total 19 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for five modules. Module V is designed to equip students with practical skills through activities. Internal assessments (25 marks) are split between the 5th module (5 marks) and the first four modules (20 marks). The end-semester examination for the theory part will be based on the 19 units in the first four modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	2	2	-	2	-	-	-	3	-	-
CO 2	2	3	2	3	-	-	-	3	-	2	3	2
CO 3	2	2	3	1	3	-	2	-	-	-	-	-
CO 4	1	3	2	1	2	-	-	-	2	-	-	-
CO 5	2	2	1	-	3	-	-	3	-	3	3	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Assignment/ Quiz/ Discussion / Seminar
- Internal Exam
- Final Exam

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment/ seminar	Project Evaluation	End Semester Examinations
CO1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓	✓		

COMPREHENSIVE SEXUALITY EDUCATION

Programme	B. Sc. Psychology				
Course Title	Comprehensive Sexuality Education				
Type of Course	MDC 2				
Semester	11				
Academic Level	100 -199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	NIL				
Course Summary	This sexuality education course aims to provide comprehensive knowledge and skills related to various aspects of human sexuality, relationships, and reproductive health. It covers topics ranging from puberty and pregnancy to gender roles and norms, sexual behaviours, and skills for well-being. The course is designed to equip individuals with the necessary information and tools to make informed decisions about their sexual health and relationships, navigate societal norms and expectations, and advocate for gender equality and bodily autonomy.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To understand anatomical and physiological aspects of human sexuality	U	C	Instructor-created exams
CO2	To explore various aspects of reproductive health	U	C	Assignments
CO3	To provide knowledge in building healthy relationships	An	M	Instructor-created exams
CO4	To understand the importance of inclusion	U	p	Instructor-created exams
CO5	Discuss the emotional and psychological aspects of sexual health	U	C	Instructor-created exams Written Assessments

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
 # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)
 Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs 45	Marks 50
I	Body, Sex and Gender		12	10
	1	Puberty and pregnancy-sex determination, hormones; distinguishing the biological and social aspects of sex, gender and reproduction;	3	
	2	Gender roles, Gender norms, and Gender Biases;	3	
	3	Feelings about body and unrealistic standards about bodily appearance; LGBTQIA+; Sexual coercion,	3	
	4	Sexual orientation, Difference between reproductive functions and sexual feelings; infertility	3	
II	Values, rights and violence		12	12
	5	Knows one's own values, beliefs and attitudes	2	
	6	Human rights and its violations- sexual abuse, sexual assault, intimate partner violence, and bullying; different forms of violence;	2	
	7	privacy, consent and bodily integrity	2	
	8	Prevention of child sexual abuse	2	
	9	Sources of unwanted sexual attention, Sexually explicit media	2	
	10	Media and cyber security	2	
III	Relationships		12	16
	11	Families; friends-positive and negative influence	3	
	12	Healthy and unhealthy relationships	3	
	13	stigma and discrimination; Inclusive education	3	
	14	Marriage and long-term commitments	3	
IV	Sexual Behaviours & Sexual and Reproductive Health		12	12
	15	Biological dimensions of sexuality	2	
	16	Social, Psychological, Spiritual, Ethical and Cultural dimensions of sexuality	2	
	17	Sexual behaviours- myths and facts;	2	
	18	Ways to minimize risk of sexual behaviours	1	
	19	Transactional sexual activity	1	
	20	Different forms of contraception; adoption	1	

	21	Prenatal Practices; abortion	1	
	22	STIs including HIV	2	
V	Skills for Well-being		12	
	1.Strategies for challenging negative peer influence; making rational decisions about sexual behaviors and its consequences; 2.Good communication for relationships; Expressing personal needs and limits 3.Learning sexuality education in a developmental perspective 4.Gender Equality; finding help and support 5Conduct workshops on effective communication, active listening, and conflict resolution.			
Books and References: Corrêa, S., Petchesky, R., & Parker, R. (2008). Sexuality, health and human rights. London: Routledge. Wingood, G. M., & DiClemente, R. J. (2002). Handbook of women’s sexual and reproductive health. Springer. https://www.frontiersin.org/articles/10.3389/fpsy.2019.00864/full Caproni, P. (2000). Practical coach: management skills for everyday life, the. Prentice Hall Press. Baldry, A. C., & Winkel, F. W. (2008). Intimate partner violence prevention and intervention: The risk assessment and management approach. Nova Science Publishers Kassin, S., Fein, S., & Markus, H. R. (2008). Social Psychology. (7th ed.). New York: Houghton Mifflin company Bijlmakers, L., de Haas, B., & Peters, A. (2018). The political dimension of sexual rights. Reproductive Health, 15(1), 18. https://reproductive-healthjournal.biomedcentral.com/articles/10.1186/s12978-018-0458-y https://www.un.org/sustainabledevelopment/gender-equality/ https://www.ripublication.com/ijhss17/ijhssv7n1_02.pdf https://www.sciencedirect.com/science/article/pii/S1054139X21003475				

Note: The syllabus has five modules. There should be a total 19 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for five modules. Module V is designed to equip students with practical skills through activities. Internal assessments (25 marks) are split between the 5th module (5 marks) and the first four modules (20 marks). The end-semester examination for the theory part will be based on the 19 units in the first four modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	--	-	-	-	-	-	-	-	-	3	2
CO 2	3	-	-	3	-	2	-	-	3	-	--	-
CO 3	2	3	-	-	3	3	2	-	-	-	2	3
CO 4	2	-	-	-	-	-	-	-	-	-	-	-
CO 5	-	-	2	-	-	-	-	3	-	2	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓	✓		

PSYCHOLOGY IN EVERYDAY LIFE

Programme	B. Sc. Psychology				
Course Title	Psychology In Everyday Life				
Type of Course	MDC 2				
Semester	II				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Course Summary	The aim of this course is to enrich students' understanding of themselves and others by nurturing a foundation in basic psychology concepts, empowering them to navigate the diverse aspects of everyday life.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Develop a foundational understanding of psychology, applying it to enhance everyday life by navigating challenges, fostering character strengths and making informed decisions for personal growth and well-being.	U	C,A,B	Instructor-created exams / Quiz

CO2	Analyse genetic and environmental factors shaping behaviour, master cognitive processes, employ memory enhancement techniques and apply strategies for overcoming biases.	Ap	C	Assignment/created exams
CO3	Apply psychological principles to cultivate emotional intelligence, comprehend motivations, role in daily life, master goal-setting. explore social dynamics and implement strategies for building and maintaining healthy relationships.	Ap	C	Seminar Presentation / Group Tutorial Work
CO4	Analyse Challenges to healthy living, identify sources of stress apply coping techniques, recognize the mental-physical health model, and employ skills for enhancing interpersonal relationships, advancing cognitive understanding in healthy living.	An	C	Instructor-created exams / Home Assignments
CO5	Student will be able to apply psychology in their every day life.	Ap	C,A,B	
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # Cognitive component ©, Affective component (A), Behavioural component (B) Metacogni				

Detailed Syllabus:

Module	Unit	Content	Hrs (45)	50 Marks
I	Introduction		8	10
	1	Concept and meaning of Psychology, relevance of Psychology.	2	
	2	Psychology in everyday life: formation and challenges.	2	
	3	Character strength and virtues.	2	
	4	Practice of everyday living.	2	
II	Understanding of Human Behaviour		10	14
	5	Exploration of genetics and environmental influences on behaviour.	2	
	6	How we think, learn and remember information.	2	
	7	Memory improvement techniques.	2	
	8	Perception and interpretation of the world around us.	2	
	9	Common cognitive biases affecting decision-making, strategies to overcome cognitive biases.	2	

III	Emotion, motivation and Social Psychology.		10	14
	10	Understanding emotions and their impact.	2	
	11	Developing emotional intelligence.	1	
	12	Type of motivation and their role in everyday life.	2	
	13	Goal-setting strategies.	1	
	14	Exploring social dynamics, conformity and obedience.	2	
	15	Building and maintaining healthy relationships.	2	
IV	Role of Psychology in Health		8	12
	16	Challenges to healthy living, Health behaviour: Diet-Exercise, Sleep and Rest.	2	
	17	Sources of stress in everyday life, coping mechanisms and stress reduction techniques.	2	
	18	Model linking to psychology and physical health.	2	
	19	Psychological skills for enhancing interpersonal skills.	2	
V	Conduct activity based on Psychology in everyday life		9	
	20	Conduct group discussion based on present life style and psychological health.		
	21	Observing yourself, family members and friends social interaction style and submit report.		
Books and References Compton, W. C., & Hoffman, E. (2013). <i>Positive Psychology The Science of Happiness and Flourishing</i> (2nd ed.). Belmont, CA Wadsworth. DeWall, C. N., & Myers, D. G. (2023). <i>Psychology in everyday life</i> (6th ed.). New York, NY: Worth. Goleman, D. (1995). <i>Emotional Intelligence: Why It Can Matter More Than IQ</i> . Bantam Books. Peterson, C., & Seligman, M. (2004). <i>Character strengths and virtues</i> . Oxford University Press. Plomin, R., DeFries, J. C., Knopik, V. S., & Neiderhiser, J. M. (2016). <i>Behavioral Genetics</i> (7th ed.). Worth Publishers. Sarafino, E. P., & Smith, T. W. (2016). <i>Health Psychology: Biopsychosocial Interactions</i> . Wiley. Sternberg, R. J., & Sternberg, K. (2016). <i>Cognitive Psychology</i> (7th ed.). Cengage Learning. Suzanne C., de Janasz., Karen O., Dowd., Beth Z., & Schneider. (2015). <i>Interpersonal Skills in Organizations</i> .(5 th ed.). New York , McGraw-Hill Education. Weiten, W. (1998). <i>Psychology: Themes and variations</i> (4th ed.). Thomson Brooks/Cole Publishing Co.				

Note: The course is divided into five modules, with four modules together having total 19 fixed units and one open-ended module with a variable number of units. There are a total 36

instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 21 units from the fixed modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	3	3	3	-	-	2	-	-	3	3
CO 2	2	3	2	2	2	-	3	-	2	-	-	-
CO 3	1	3	1	1	2	-	-	-	-	3	-	-
CO 4	1	2	2	2	2	-	3	-	-	-	3	3
CO 5	-	1	-	-	-	-	-	-	2	-	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6				

ADULTHOOD AND PARENTING

Programme	Bsc Psychology				
Course Title	Adulthood And Parenting				
Type of Course	MDC 2				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Course Summary	This course delves into the complexities of adulthood and parenting, exploring psychological facets of vocational adjustments, and the intricate dynamics within parent-child relationships. It addresses various parenting styles and their impact on child development, fostering a nuanced understanding of both adult psychology and effective parenting strategies. Through this exploration, students gain insights applicable to personal and professional aspects of life.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Develop understanding on various concepts related to adulthood	U	C,A,B	Instructor-created exams / Quiz
CO2	Determine vocational development and family adjustment in adulthood	An	C	Assignment/created exams
CO3	The student will be able to understand the concept of parenting.	An	C	Seminar Presentation / Group Tutorial Work
CO4	The student will be differentiating types of parenting and child care.	Ap	C,A,B	Instructor-created exams / Home Assignments
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)				

Cognitive component ©, Affective component (A), Behavioural component (B) Metacogni

Detailed Syllabus:

Module	Unit	Content	Hours 45	Marks 50
I	Introduction to Adulthood		8	10
	1	Becoming an adult: Features of adulthood, physical development. Health, Eating and weight, Exercise, Substance abuse.	2	
	2	Vocational and family adjustment: Factors making vocational choice difficult.	2	
	3	Conditions Influencing vocational satisfaction, Men's adjustment, women's adjustment.	2	
	4	Relationship Adjustment: Sexual adjustment , Financial adjustment, In law adjustment , Adjustment to parenthood.	2	
II	Adult life		10	10
	5	The faces of love: Intimacy, friendship, Romantic love, Companionate love, Fatuous love, Consummate love	4	
	6	Adult life styles: Single adults, Cohabiting adults, married adults, Divorced adults, Remarried adults, Gay and lesbian adults.	3	
	7	Sexual activity in emerging adulthood: Sexual orientation.	3	
	9	Parenting: myths and reality, trends in childbearing- Vaginal, Assisted vaginal, C-section, VBAC	1	
	10	Becoming a parent: Concept of parenting.	2	
	11	Types of Parenting: Baumarind's parenting style, impact of parenting styles on child development.	2	
	12	Impact of parenting styles on child development.	1	
	13	Child care: The transition to parenthood, Reciprocal Socialization, Scaffolding.	2	
	14	Maternal and Paternal Care giving, Parental love, variations in child care.	2	
IV	Parenting Dynamics		8	11
	15	Parenthood as a developmental experiences	1	
	16	Types of Child maltreatment: physical social and emotional abuse, child neglect.	1	
	17	Developmental consequences of abuse.	1	
	18	Developmental changes in parent-child relationships:	2	

		Parent as managers, step families. Working parent, children in divorced families.		
	19	Gay and Lesbian Parents, Parental culture, ethnic and socio-economic variations.(single parent)	1	
	20	Role of parents in adolescent development: Parental monitoring, autonomy and attachment, parent adolescent conflict. Parent & adolescent conflict.	2	
V	Open Ended Module: Application of Adult Psychology and Parenting		9	8
	1	Students can engage in the activities designed by the teacher and the teacher will do a continuous assessment of the performance of the student. An interactive method of teaching can be preferred. 1)-Present case studies depicting various parenting styles and challenges faced by parents in different cultural and socioeconomic contexts 2)-Conduct a group discussion on “ gender stereotypes in job among young, adults ” 3)-Conduct a survey based on current vocational interest among early adults		
Books and References: Berk, L.E (2003) <i>Child Development</i> (3rd de). New Delhi: Pearson Education Pvt Ltd. Hurlock, E.B (1996) <i>Developmental Psychology-A Life span Approach</i> . New Delhi: Tata McGraw Hill Publishing Company. Papalia, D.E et.al (2004) <i>Human Development</i> (9th Ed). New Delhi: Tata McGraw Hill Publishing Company. Santrock, J.E (2007) <i>Child Development</i> (2nd end) New Delhi: Tata McGraw Hill Publishing Company.				

Note: The course is divided into five modules, with four modules together having total 19 fixed units and one open-ended module with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 12 units from the fixed modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	1	-	-	-	-	-	-	3	-	2	3
CO 2	2	3	1	2	2	3	3	2	-	3	-	-
CO 3	3	3	-	-	-	-	-	-	-	-	-	3
CO 4	3	3	-	-	-	-	-	3	-	-	3	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3				✓
CO 4		✓		✓
CO 5		✓		✓
CO 6				✓
CO 7		✓		
CO 8				✓

PSYCHOLOGY AND PERSONAL GROWTH

Programme	B.Sc. Psychology				
Course Title	Psychology and Personal Growth				
Type of Course	MDC 2				
Semester	II				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Course Summary	To understand the basic concept in psychology, knowledge about positive psychology, and to understand the concept self and personality.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	The students will able to explain the basic concept in psychology and the concepts related to personality and self.	U	C,A,B	Instructor-created exams / Quiz
CO2	The student will be able to comprehend the process of self-discovery	An	A,B	Assignment/created exams
CO3	The student will be able to understand emotional, cognitive and interpersonal concept for personal growth	Ap,An	A,B	Seminar Presentation / Group Tutorial Work
CO4	The students will able to understand theoretical aspects in personal growth	An	C	Instructor-created exams / Home Assignments
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)				
# Cognitive component ©, Affective component (A), Behavioural component (B) Metacogni				

Detailed syllabus

Module	Unit	Content	Hrs (45)	50 Marks
I	Introduction		8	10
	1	Understanding Psychology: Definition, goals of psychology.	1	
	2	Themes related to psychology as a field of study, Common themes related to subject matter of psychology	1	
	3	Application of psychology: Application of psychology in personal and social life.	2	
	4	Branches of psychology.	1	
	5	Positive Psychology: definition, assumption, and goals.	2	
	6	Well-being: Definition, subjective well-being.	1	
II	Understanding Self		10	14
	7	Understanding the self: self -esteem, self-concept, self-efficacy.	3	
	8	Facilitating self-awareness: Facilitating self-awareness through reflective exercises, JOHARI window, personal SWOT analysis.	4	
	9	Self-awareness questionnaires/inventories :	3	
III	Persona: Empirical and philosophical approaches		10	14
	10	Foundation of human development: stages of personality development.	2	
	11	Nature of personality: Definition, personality traits, five factor model, ABCD personality types.	2	
	12	Personality and Self in the Indian thought: Contribution of Indian thought to the understanding of personality and self.	2	
	13	Empirical approaches to personality: Renewed interest in narcissism, Terror management.	2	
	14	Barriers to Personality Development: Managing anxiety shyness and fear, understanding shyness, self-blame, tolerating failure, persisting and celebrating success, mistakes and self-talk.	2	
IV	Competencies of personality		8	12
	15	Emotional Competence: Understanding and expressing emotions.	1	
	16	Managing difficult emotions; Applying emotional Intelligence, emotional regulation.	2	

	17	Cognitive Competence: Setting and achieving goals, Metacognitive strategies	2	
	18	Interpersonal Competence: Effective Interpersonal Communication (Conversational Skills, Listening Skills, Reading Non-Verbal Messages, Improving Communication Climates).	2	
	19	Intimacy and Self-Disclosure in Close Relationships; Managing Interpersonal Conflicts.	1	
V	Conduct activity based on Personal growth		9	
	20	Conduct group discussion based on the factors affecting and hindering self development of a person		
	21	Student should do a study on the self awareness and various techniques associated with it and submit report		

Books and References:

Adler, R. B., & Proctor II, R.F. (2012). *Looking out/Looking in* (14th ed.). Boston, USA:

B.Kuppuswamy. (1990). *Elements of Ancient Indian Psychology*. Konark publishers Pvt. Ltd, India.

Weiten, W. (1998). *Psychology: Themes and variations (4th ed.)*. Thomson books/colepublishing co.

Misra, B.K. (2008). *Psychology : the study of human behaviour*. New Delhi: prentice Hall of India Wadsworth Cengage Learning

Waters, S. H. & Schneider, W. (2010). *Metacognition: Strategy Use and Instruction*. New York: Guilford Press.

Suggested Readings

Alan Carr (2011). *Positive Psychology: The Science of Happiness & Human strengths* (II edition). Routledge, London & New York.

Baron, R.A. (2004). *Psychology*, 5th ed. New Delhi: Pearson education Carr, Alan (2011). *Positive Psychology* (2nd Edn), New York: Routledge Taylor and Francis Group.

Ciccarelli, S.K. & Meyer, G.E. (2010). *Psychology South Asian Edition*. New Delhi: Person Education.

Weiten, W. & Lloyd, M.A. (2006). *Psychology Applied to Modern Life: Adjustment in the 21st Century* (8th ed.). Belmont, CA: Thomson Wadsworth.

Sanghi, S. (2008). *Towards personal excellence*. New Delhi: Response books.

Note: The course is divided into five modules, with four modules together having total 19 fixed units and one open-ended module with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 19 units from the fixed

modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	3	0	1	-	32	-	-	-	3	2
CO 2	3	3	-	1	-	-	-	-	3	-	-	-
CO 3	3	3	-	0	-	3	-	3	-	-	-	3
CO 4	3	2	-	1	-	-	-	-	-	-	3	-
CO 5	-	-	2	-	3	-	2	3	-	2	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6				

SEC COURSES

PSYCHOLOGICAL FIRST AID AND COMPETENCIES

Programme	B. Sc. Psychology				
Course Title	Psychological First Aid and Competencies				
Type of Course	SEC				
Semester	V				
Academic Level	100 -199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	NIL				
Course Summary	The goal of courses like Compassionate Communication and Psychological First Aid (PFA) is to provide people the information and abilities they need to help those who have experienced trauma or upsetting events right away.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the Fundamentals of Psychological First Aid (PFA) and Nonviolent Communication (NVC)	U	F	Test paper/ quiz/ assignment/ seminar
CO2	Develop Active Listening and Reflective Listening Skills	Ap	P	Practical sessions/ test paper
CO3	Evaluate the impact of diversity and culture on crisis response and recovery when administering psychological first aid	E	C	Group discussions/ assignments/ case studies
CO4	Establish Rapport and Trust through Compassionate Communication	A	C	Assignment/ test paper

CO5	Demonstrate Crisis Intervention Skills	Ap	P	Viva voce
CO6	Analyze Ethical Considerations in Crisis Intervention	An	C	Assignment, critical discussions, seminars and test papers
* - Remember I, Understand (U), Apply (Ap), Analyse (An), Evaluate I, Create I # - Factual Knowledge(F) Conceptual Knowledge I Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs (36 +9)	Marks (50)
I	Introduction to psychological first aid(PFA)		12	15
	1	Definition of PFA what is PFA and what not Objectives of PFA	2	
	2	The characteristics of people who need PFA	2	
	3	RAPID model	2	
	4	How to provide PFA-Prepare, Look, Listen, Link, Rest and Reflect	2	
	5	Definition of PFA what is PFA and what not Objectives of PFA	2	
	6	The characteristics of people who need PFA	2	
II	Psychological first aid for children and groups		6	10
	7	PFA for children-different reactions to trauma(emotional, mental, physical and behavioural),different reactions of children based on age.	2	
	8	PFA for groups-Look, listen and link pattern in groups	2	
	9	Ethical considerations-Dos and Don'ts of PFA Self-care after providing PFA	2	
III	Non-violent communication(NVC)		9	10
	10	NVC process, applying NVC in our lives and the world	3	
	11	Communication that blocks compassion-moralistic judgments, making comparisons, denial of responsibility,	2	
	12	Other forms of life alienating communication	2	
	13	The power of empathy	2	
IV	The processes of NVC		9	15
	14	Observation without evaluation and judgment	2	
	15	Identifying and expressing feelings	2	
	16	Taking responsibility for our feelings	2	

	17	Requesting in a NVC way	1	
	18	Receiving empathetically	1	
	19	How to express gratitude in NVC way	1	
V	Open Ended Module: PFA and Non-violent communication in practice		9	
		1. Give the students case studies of people in upsetting circumstances and ask them to evaluate and suggest a Psychological First Aid strategy. 2. Students should participate in role-playing activities where they alternate between being a distressed person and a PFA provider. 3. Make a list of the local community services to provide assistance for those who are experiencing a crisis. 4. Analyse the day to day conversation style and find the ways to convert to NVC way		

Books and References:

A short introduction to psychological first aid For Red Cross and Red Crescent Societies, Psychosocial center, International Federation of Red cross and Red Crescent societies

Psychological First Aid Field Worker's Guide Dr. Vinod Singaravelu

Jr., G. S., & Lating, J. M. (2022). *The Johns Hopkins guide to psychological first aid*. JHU Press.

Rosenberg, M. B., & Chopra, D. (2015). *Nonviolent communication: A language of life: life-changing tools for healthy relationships*. PuddleDancer Press.

<https://pscentre.org/wp-content/uploads/2019/05/PFA-Guide-low-res.pdf>

Suggested Readings

Trainers' guide: Psychological First Aid (PFA) and Mental Health and Psychosocial Support (MHPSS) Training Module for Sub-national Social Service Workforce in Lao PDR, UNICEF

Note: The course is divided into five modules, with four modules together having total 19 fixed units and one open-ended module with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 19 units from the fixed modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	-	2	2	-	-	3	-	-	-	-	-	-
CO 2	-	3	-	-	3	3	-	2	-	-	-	-
CO 3	-	-	-	-	3	-	-	-	-	-	-	-
CO 4	-	-	-	-	3	-	-	-	-	-	-	-
CO 5	2	-	1	-	-	3	-	-	-	-	-	-
CO 6	-	-	-	3	-	-	-	-	-	-	3	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2				✓
CO 3		✓		
CO 4	✓	✓		✓
CO 5				
CO 6	✓	✓		✓

ACADEMIC DIGITAL LITERACY

Programme	B. Sc. Psychology				
Course Title	Academic Digital Literacy				
Type of Course	SEC III				
Semester	VI				
Academic Level	100 -199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	NIL				
Course Summary	This syllabus covers key aspects of academic writing including plagiarism, APA referencing, citation management software, online data collection and management, and presentation skills. Students engage in practical activities such as summarizing articles with proper headings and references, designing surveys, creating presentation slides, and preparing posters for seminars based on existing studies.				

Course Outcomes (CO): .

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Exhibit basic understanding in academic writing, Online survey design and management, and requirements for effective presentation	U	F	Test paper/ quiz/ assignment/ seminar
CO2	Demonstrate skills in applying Citation management software	Ap	P	Practical sessions/ Assignment
CO3	Exhibit skills in designing an online survey	Ap	P	Practical sessions/ Assignment

CO4	Demonstrate skills in handling survey data	Ap	P	Practical sessions/ Assignment
CO5	Exhibit knowledge in preparing presentation slides for an effective presentation	Ap	P	Practical sessions/ Seminar
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs (36 +9)	Marks (50)
I	Academic writing		6	15
	1	Scientific writing characteristics: Accuracy, Objectivity, Values, Pronouns	2	
	2	<i>Writing styles:</i> Scholarly style, Usage of new words, Flaws in usage, Formality, Writing Vs Speech, Text books, Expressions, Individual preferences. Polish, Conventions, Editorial Style, Psychology Style	2	
	3	Plagiarism: Copying, Paraphrasing, defending plagiarism, detecting plagiarism, Avoiding plagiarism, Public domain. AI Plagiarism (<i>Note.</i> General reading. Emphasis on exposure)	1	
	4	Academic Dishonesty: Joined work, Getting help, having another write paper, falsifying data, Citing sources.	1	
II	Writing Using Software		10	10
	5	Levels of Heading in APA writing <i>Activity:</i> Structuring heading with 'Styles' in 'Word'	2	
	6	APA Referencing: Intext citation and Referencing rules: Books, Journal, Newspapers, Websites; One author, Multiple authors. <i>Activity:</i> Using 'References' function of Word.	2	
	7	Citation Management Software: Mendeley, Zotero (<i>Note.</i> General reading. Emphasis on exposure)	2	
	8	Table and Figures in APA presentations. Table of contents, List of tables, List of figures (<i>Note.</i> General reading. Emphasis on exposure)	2	
	9	<i>Academic Writing and AI:</i> Consensus ai, Elicit ai etc. (<i>Note.</i> General reading. Emphasis on exposure)	2	
III	Online Data Collection and Management of Data		10	10
	10	<i>Steps in development of an online survey:</i> Contact copy, Survey development, Pre test and revisions, Launch, Monitor.	1	
	11	<i>Conducting Online Surveys:</i> Coverage Error, Sampling Error,	1	

		Nonresponse Error, Measurement Error.		
	12	Online survey platforms: Survey Monkey, Qualtrics (<i>Note. General reading. Emphasis on exposure</i>)	2	
	13	Handing Data sheet: Components of worksheet: Cell, Worksheet, Workbook (<i>Note. General reading. Emphasis on exposure</i>)	2	
	14	Basic functions in worksheet: Sum, Count, Count IF, Average, Standard deviation; Auto filling, Sort, Filter (<i>Note. General reading. Emphasis on exposure</i>)	2	
	15	Graphical presentations: Bar diagram, Pie chart, Line diagram (<i>Note. General reading. Emphasis on exposure</i>)	2	
IV	Art of presentation		10	15
	16	<i>Effective presentations</i> , Characteristics: Careful planning and preparation, Good time management, Relevant and interesting content Clear structure, Good communication skills, Appropriate use of technologies, Clear supporting documentation, Suitable audience participation	2	
	17	<i>Verbal</i> : Voice, Silence, Listening to voices. <i>Non-Verbal</i> : Cultural setting, Non-verbal communication at start, Middle and end	2	
	18	<i>Body language</i> during presentation.	2	
	19	<i>Guidelines in preparation</i> : Content, Audience Factors, Diagram, Images	2	
	20	<i>Presentation Layout (APA)</i> : Scientific oral presentation, Poster presentation	2	
V	Suggested Activities		9	15
		Students are expected to submit a report of any one activity. 1. Type a summary based on a set of articles given by the instructor (5 – 6 journal articles based on a theme) in a word file. Consider, levels of heading using styles and Reference functions; Prepare table of content (Group activity. Max students in a group is 4). 2. Design a survey using any online platform. Prepare a report including frequency, percentage, Mean, standard deviation, and at least one diagrammatic representation. 3. Prepare presentation slides for a study available online 4. Prepare a poster for a hypothetical seminar based on an existing available study.		
Books and References American Psychological Association (2019). <i>Publication Manual (7th ed)</i> . DC: American Psychological Association Smyth, T. (2004). <i>The principles of writing in psychology</i> . N.Y. : Palgrave Macmillan Chivers, B. & Shoolbred, M. (2007). <i>A student's guide to presentations: Making your</i>				

presentations count. California. Sage Publications Inc.

Emden, J.V., & Becker, L. (2004). *Presentation Skills for Students*. NY: Palgrave Macmillan.

Gosling, S. D., & Johnson, J. A. (Eds.). (2010). *Advanced Methods for Conducting Online Behavioral Research*. American Psychological Association.

Suggested Reading

Silvia, P. J. (2018). *How to Write a Lot a Practical Guide to Productive Academic Writing*(2nd ed.). DC: American Psychological Association.

Note: The course is divided into five modules, with four modules together having total 20 fixed units and one open-ended module with a variable number of units. There are total 45 instructional hours. 36 hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 20 units from the fixed modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	-	-	-	3	-	-	-	-	-	-
CO 2	-	2	3	-	-	-	3	-	3	-	-	-
CO 3	-	-	3	-	-	-	-	-	3	-	-	1
CO 4	-	-	3	-	-	-	-	-	3	-	-	2
CO 5	-	3	3	-	-	-	-	-	3	-	-	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Seminar/ Midterm Exam (10%)
- Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Quiz	Seminar	Mid semester	Assignments	External Examination
CO 1	✓		✓		✓
CO 2				✓	
CO 3				✓	
CO 4				✓	
CO 5		✓			

MINOR COURSES

GROUP 1-FOUNDATIONS OF BEHAVIOR GATEWAYS TO MIND AND BEHAVIOUR

Programme	B. Sc. Psychology				
Course Title	Gateways to Mind and Behaviour				
Type of Course	Minor without Practicum				
Semester	I				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	4	4	-	-	60
Pre-requisites	Nil				
Course Summary	The course provides insights to understand the meaning of behaviour, and various perspectives of psychology. The students can have a comprehensive understanding of various aspects influencing human behaviour.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	The students will be able to develop an understanding on foundations of Psychology and research methods in Psychology	U	F	Quiz
CO2	The students will be able to describe the basic concepts of sensation and perception	U	F,C	Assignment/ created exams
CO3	The students will be able to explain the memory processes, types of memory and theoretical perspectives of memory	U	F,C	Assignment/ Quiz

CO4	The students will be able to explain the theoretical perspectives of learning and personality	A	F,C	Assignments/ Quiz/ Group discussions
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs 48	Marks 70
I	Introduction to Psychology		10	15
	1	Psychology-Definition .	1	
	2	Goals of Psychology	1	
	3	A brief history of Psychology	1	
	4	Schools of Psychology- Structuralism, Functionalism, Behaviourism, Gestalt Psychology, Psychoanalytic psychology, Cognitive perspective, Humanistic perspective.	3	
	5	Methods in Psychology-Observation method, Interview method, Case study, Surveys, Correlation method ,Experimental Method	4	
II	Memory		11	15
	6	Key processes in memory-Encoding, Storage and Retrieval.	2	
	7	Atkinson Shiffrin models of memory -Sensory memory, STM, Working memory and LTM,	2	
	8	Types of memory-Declarative versus procedural memory,	2	
	9	Retrospective versus prospective memory, Semantic versus Episodic memory, Flashbulb memories.,Chunking	2	
	10	Forgetting-Encoding Fails, Retrieval fails, Memory storage fails, Interference, State Dependent learning, Strategies of remembering, Mnemonics	3	
111	Motivation and Emotion		12	20
	11	Motivation- Definition, Model of motivation	1	
	12	Types of motives-Biological, Psychosocial	2	
	13	Theories of Motivation- Drive theory, Incentive theory, Evolutionary theory	2	
	14	Hierarchy of needs theory	1	

	15	Emotion- definition, Nature of emotions, Physiology of emotion	2	
	16	Theories of emotion-James Lange theory, Cannon Bard theory, Schachter's theory, Evolutional theory, Emotional Appraisal theory and Facial feedback hypotheses, Assessment of emotion	4	
IV	Learning and Personality		15	20
	17	Learning-Definition , Nature and Determinants of learning	2	
	18	Associative learning-Classical conditioning-Basics of classical conditioning- Pavlov's experiment-	2	
	19	Principles of classical conditioning-Extinction, Acquisition, Generalisation, Discrimination and Spontaneous recovery	3	
	20	Operant conditioning- Basics of Operant Conditioning-Reinforcement and Punishment.	3	
	21	Social learning-Observational learning	1	
	22	Personality-Definition, Psychoanalytic theory and Humanistic theories of personality	4	
V	Assessment of Personality & Intelligence		12	
	1	Critically analyse different theories of personality		
	2	Examine the Personality Assessment techniques and discuss its applications		
	3	Analyse the Theories of Intelligence		
	4	Describe the Assessment of Intelligence and discuss its applications		
Books and References Baron, R.A. (2018). Psychology, 5th ed. Pearson education. Bootzin, R., & Bower, G.H. (1991). Psychology today- An Introduction. 7th ed. Mc Graw HillInc. Coon,D.& Mitterer,J.O.(2013). Introduction to Psychology: Gateways to Mind and Behavior, 13th ed.Wadsworth, Cengage Learning Feldman, R. (2011). Understanding Psychology,10th edition. Tata McGraw Hill. Weiten, W. (1998). <i>Psychology: Themes and variations</i> (4th ed.). Thomson Brooks/Cole Publishing Co.				

Note: The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

		PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	CO 1	2	2	1	1	1	3	1	2	1	3	3	-
CO 2	CO 2	3	3	2	2	2	3	2	2	2	2	-	3
CO 3	CO 3	3	2	2	2	1	2	1	2	1	2	-	-
CO 4	CO 4	3	2	2	2	1	2	2	3	2	2	2	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4	✓	✓		✓

UNDERSTANDING PSYCHOLOGICAL DISORDERS

Programme	B. Sc. Psychology				
Course Title	Understanding Psychological Disorders				
Type of Course	Minor without Practicum				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	NIL				
Course Summary	This course aims to provide students with a comprehensive understanding of abnormal behaviour and various psychological disorders.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the meaning of Abnormal Behaviour.	U	F,C	Instructor-created exams / Quiz
CO2	Explain the clinical characteristics of Schizophrenia and Mood Disorders.	U	F,C	Assignment /Quiz
CO3	Recognize the symptoms associated with Somatic and Dissociative	U	F,C	Group discussion/test

	Disorders.			paper
CO4	Define and distinguish anxiety, obsessions, stress, and their respective disorders.	U	F,C	Seminar presentation
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs (48 +12)	Marks (70)
I	Abnormality and Schizophrenia 15 Hours		12	17
	1	Meaning of Abnormality	2	
	2	DSM V and Definition of mental disorder.	2	
	3	Schizophrenia. Clinical Picture: Delusions, Hallucinations, Disorganized Speech and Behaviour,	2	
	4	Positive and Negative Symptoms	2	
	5	Schizoaffective Disorder	1	
	6	Schizophreniform Disorder	1	
	7	Delusional Disorder.	2	
II	Mood Disorder		12	18
	8	Unipolar disorder	1	
	9	Major depressive disorder, persistent depressive disorder,	3	
	10	Specifiers of MDD.	2	
	11	Bipolar disorders: mania, bipolar 1 and 2 disorders, cyclothymia	2	
	12	Suicidal behaviours: Suicidal ideation, warning signs, non-suicidal self-injury	4	
III	Anxiety, obsession, stress and their disorders		13	20
	13	Anxiety disorder: fear and anxiety.	1	
	14	Phobias: Specific phobia, social phobias, agoraphobia Generalized Anxiety disorder, Panic disorder.	2	
	15	Obsessive, compulsive and related disorders	2	
	16	Body dysmorphic disorder, OCD, Hoarding, Trichotilomania, excoriation.	4	
	17	Stress and stressors- Coping strategies, stress disorders: Adjustment disorder-Post traumatic stress disorder; acute stress disorder.	4	
IV	Somatic Symptoms and Dissociative disorders		11	15
	18	Somatic Symptom and related disorders: somatic symptom disorder	2	

	19	Conversion disorder, illness anxiety disorder,	3	
	20	Factitious disorder	2	
	21	Dissociative Disorders - Depersonalization/ Derealisation Disorder,	2	
	22	Dissociative Amnesia/Fugue, Dissociative Identity Disorder (DID)..	2	
V	Mental Health Stigma: Historical Misconceptions and Contemporary Challenges		12	
	1	Examine historical perspectives on abnormality, highlighting prevalent misconceptions in society.		
	2	Explore sensitive topics concerning mental health, including recent news updates from social media platforms.		
	3	Encourage students to critically evaluate research studies, identify gaps in knowledge, and propose future directions for research in the field.		
	4	Explore how cultural, religious, and philosophical beliefs have shaped perceptions of abnormal behaviour throughout history, leading to stigmatization and discrimination against individuals with mental health conditions.		
Books and References: Barlow, D.H. & Durand, V.M. (2015). (2015). Abnormal Psychology: An Integrative Approach (7th ed.). Cengage Learning , Canada. Butcher, J. N.,Hooley, J. M.,&Mineka, S. (2014). Abnormal Psychology (16th ed.).U.S.A :Pearson Education, Inc. Carson, R. C., Butcher, J. N., &Mineka, S. (1996). Abnormal Psychology and Modern life (10thed.). Newyork :Harper Collins College Publishers. Seligman, M. E. P., Walker, E. P.,&Rosenhan , D. L. (2001). Abnormal Psychology (4thed.). New york: W. W. Norton & Company, Inc.				

Note: The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	1	-	1	1	2	-	1	-	1	1	1
CO 2	2	1	-	-	1	2	-	1	-	-	1	1
CO 3	2	1	-	-	1	2	-	1	-	-	1	1
CO 4	2	1	-	-	1	2	-	1	-	-	1	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓

PSYCHOLOGY IN SOCIETY

Programme	B. Sc. Psychology				
Course Title	Psychology in Society				
Type of Course	Minor Without Practicum				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Nil				
Course Summary	Understanding the fundamentals of social psychology, exploring the concept of social perception and influence, group behaviour, and learning social experiments.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the basics actions and responsibilities of psychologist in social setting	U	C	Instructor-created exams / Quiz
CO2	Understand the influence of society on human behaviour	U	F	Discussion/Writing reflective journals/Assignments
CO3	Understand the psychological components of social phenomena	U	C	Assignment / Observation of social events
CO4	Demonstrate a few social experiments and conduct group and individual presentations on social issues	Ap, An	F, P	Discussion /Assignments/internal examination

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
 # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)
 Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs (48+12)	Marks (70)
I	Basics of social psychology		10	17
	1	What is social Psychology: Definition and nature Scope of social psychology	4	
	2	Applying social psychology to education (teacher-student interaction, improving student performances)	3	
	3	Applying social psychology to health(Promoting health, preventing illness and changing health behaviour)	3	
II	Understanding of the fundamentals of social perception and influence		14	18
	4	Introduction to social perception	1	
	5	Basics of attribution. Theories of attribution: correspondence inference theory, Kelly's theory	3	
	6	Attribution biases(fundamental attribution error, actor-observer effect, self-serving bias)	2	
	7	Formation of attitudes	1	
	8	Forms and channels of communication Impression formation and management	4	
	9	Types of social influences: compliance, conformity, obedience (obedience to authority), destructive obedience	3	
III	Group behaviour and marginalization		14	20
	10	Role of groups in our social life	2	
	11	Different types of groups (primary, secondary, in-groups, out-groups)	2	
	12	Effects of being in a crowd	1	
	13	Leadership styles (Autocratic, democratic, laissez-faire) Leadership theories- Great man theory, trait theory, transformational theory, contingency theory	4	
	14	How stereotypes, prejudice, and discrimination are developed	2	
	15	Techniques to counter prejudice and discrimination	2	
	16	Social facilitation and social loafing	1	

IV	Interpersonal attraction and helping behaviour		10	15
	17	Why do people help each other	1	
	18	Responding to emergencies/crises	1	
	19	Theories of prosocial behaviour(Empathy altruism model, negative state relief model, empathic joy hypothesis, genetic determinism)	3	
	20	Types of interpersonal relationships: Family, friendship, marriage, romantic relationships, work relationship	2	
	21	Factors contributing to interpersonal attraction (proximity, physical attractiveness, exposure effect, reciprocal liking)	2	
	22	Love- Triangular Model of Love.	1	
V	Demonstration of social experiments and facilitation of individual and group interaction		12	
	1	Conduct any two of the following: Conduct any social experiments and write a field report (any type of social influence, attribution, social loafing, or social facilitation)		
	2	Conduct group interaction on the impact of artificial intelligence on social behaviour		
	3	Presentation on social psychology in solving social problems (poverty, child abuse, communal violence, corruption, discrimination based on caste, religion, race, and gender)		
	4	Any activities based on any principles of social psychology		
Books and References: Baron, R.A., Branscombe, N.R., Byrne, D., & Bhardwaj, G. (2009). <i>Social Psychology</i> (12th ed.). Pearson Education. Baron, R.A., & Byrne, D. (2002). <i>Social Psychology</i>(10th ed.). Pearson Education. Chaube, S.P., & Chaube, A. (2006). <i>Groundwork for Social Psychology</i> (Vol.1). Neelkamal Publications Pvt.Ltd. Feldman, R.S. (2001). <i>Social Psychology</i>(3rd ed.). Pearson Education. Lepore S.J. (2012). Crowding: Effects on Health and Behavior. In: V.S. Ramachandran (ed.) <i>The Encyclopedia of Human Behavior</i>(pp. 638-643). Academic Press. https://doi.org/10.1016/B978-0-12-375000-6.00117-8. Michener, H. A., Delamater, J.D., & Myers, D.J. (2004). <i>Social Psychology</i>. Thomson Wadsworth Publication. Myers, D.G. (1999). <i>Social Psychology</i>(7th ed.). Pearson Education Schneider, F. W., Gruman, J. A., & Coutts, L. M. (Eds.). (2005). <i>Applied social</i>				

psychology: Understanding and addressing social and practical problems. Sage Publications, Inc.

Note: The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the fifth module. Internal assessments (30 marks) are split between the fifth module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	-	2	-	3	-	-	-	-	-	-
CO 2	3	2	-	-			2	-	-	2	-	-
CO 3	3	-		-	2		2	-	-	2	-	-
CO 4	3	2	2	-	2		2	2	-	2	2	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Discussion / Seminar
- Internal Exam
- Project/practical viva valuation (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment/quiz/seminar	Discussion/Observation	Project/Practical viva	End Semester Examinations
CO 1	✓	✓			✓
CO 2		✓	✓		✓
CO 3		✓	✓		✓
CO 4	✓	✓	✓		

MINOR GROUP 2-DEVELOPMENT AND WELL-BEING**GROWTH AND DEVELOPMENT**

Programme	B. Sc. Psychology				
Course Title	Growth and Development				
Type of Course	Minor without practicum				
Semester	I				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Nil				
Course Summary	This course titled Life span Development outlines the characteristic of lifespan perspective and nature of development It analyses various theories of development, stages of prenatal period, birth processes etc				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	The students will be able to understand the importance of life span development	U	F	Instructor-created exams / assignment/Quiz/seminar
CO2	The students will be able to explain the nature of development	U	F	Practical Assignment / Observation of Practical Skills/seminar
CO3	The students will be able to describe the theories of development	Ap	C	Viva/practical exam Report writing

CO4	The students will be able to explain the birth process, stages and hazards of prenatal period	An	F	Seminar/debate
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs 60	Marks 70
I	Introduction to Life Span perspective		12	10
	1	Human Development, Importance of studying life span development.	2	
	2	Characteristics of life span perspective	2	
	3	Domains of Development	2	
	4	Characteristics of Life span perspective	2	
	5	Influences on Development-Hereditry, Environment and Maturation	2	
	6	Contexts of Development, Normative and Nonnormative influences	2	
II	Nature of Development		10	15
	7	Biological Development	2	
	8	Cognitive Development	2	
	9	Socioemotional Processes	2	
	10	Periods of Development.	2	
	11	Developmental tasks of each stage, The Significance of Age, Developmental Issues.	2	
III	Theories of Development		16	25
	12	Psychoanalytic theory	3	
	13	Behaviourist theory	3	
	14	Psychosocial theory	2	
	15	Cognitive theory-Piaget, Vygotsky Sociocultural cognitive theory	3	
	16	Information Processing theory	2	
	17	Ethological theory	1	
	18	Ecological theory	2	
IV	Course of Prenatal period		10	20
	19	Stages of Prenatal period, Prenatal diagnostic tests	3	

	20	Hazards to Prenatal development, Prenatal care	3	
	21	Birth Process	2	
	22	Post partum period	2	
	V	Scope of Life span Development		
		Discuss the scope of studying life span development Critically analyse different theories of development Discuss the different traditional beliefs associated with prenatal period and birth Discuss how conception naturally occurs and what causes multiple births Discuss nature and nurture issue on development	12	

Books and References:

Berk, L.E (2016) exploring lifespan development. New Delhi: Pearson Education Pvt Ltd
 Hurlock, E.B (1996) Developmental Psychology-A Life span Approach. New Delhi: Tata McGraw Hill Publishing Company
 Papalia, D.E et.al (2004) Human Development (9th Ed). New Delhi: Tata McGraw Hill Publishing Company
 Santrock, J.E (2011) life span development (13th Ed) New Delhi: Tata McGraw Hill Publishing Company.

Note: The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-		3	-	3	-	-	-	2	3	2
CO 2		3	-	-	-	-	2	-	-	-	-	-
CO 3	2	-	3		-	-	-	-	3	-	-	3
CO 4	2	-			-	--	3	3	-	-	3	-
CO 5		3	3	2	3	-	-	-	2	-	-	2
CO 6	-	-			3	-	-	-	-	3	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Minor project/experiments/Report writing / Practicals (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	Project/ Practical Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓			✓
CO 4	✓	✓		✓
CO 5	✓	✓		
CO 6	✓			

LIFE SPAN DEVELOPMENT

Programme	B. Sc. Psychology				
Course Title	Life Span Development				
Type of Course	Minor Without Practicum				
Semester	II				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic ideas on theories of development				
Course Summary	The course provides insights to understand the details of developmental psychology The course helps the students to explore the different aspects of development throughout the lifespan				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	The students will be able to develop an understanding on physical development from infancy to adolescence	U	F	Assignment/ Quiz
CO 2	The students will be able to describe the motor, sensory, perceptual and cognitive development throughout the lifespan	U	F,C	Assignment/ created exams
CO 3	The students will be able to explain the development of language, socioemotional processes and sexual behavior	U	F,C	Assignment/ Quiz
CO 4	The students will be able to explain the development of moral values and the different perspectives on of death and dying	A	F,C	Assignments /Quiz/Group discussions
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs 60	Marks 70
I	Physical Development from Infancy to Late adulthood		10	18
	1	Patterns of Growth	1	
	2	Infancy	1	
	3	Early and Late childhood	2	
	4	Puberty	1	
	5	Early adulthood, Middle adulthood and Late adulthood	3	
	6	Biological theories of ageing	2	
II	Motor, Sensory, Perceptual and Cognitive Development		10	18
	7	Motor Development-Dynamic systems view, Reflexes, Gross motor skills, Fine Motor Skills	3	
	8	Sensory and Perceptual Development-Visual Perception-Infancy, Childhood and Adulthood, Intermodal perception	3	
	9	Cognitive changes in Adulthood-Piaget's views, Realistic and pragmatic thinking , Reflective and Realistic thinking	3	
	10	Cognition and Emotion	1	
III	Language Development, Socioemotional processes and Development		15	18
	11	Development of emotion- Infancy, Childhood and Adulthood	2	
	12	Temperament-Classifying temperament	2	
	13	Attachment and love- Infancy, Childhood and Adulthood	2	
	14	Career Development, Work and Retirement	3	
	15	Sexuality through Life span-Childhood, Adolescence and emerging adulthood, Adult Development and Aging	2	
	16	Peer relations in childhood and Adolescence	2	
	17	Role of friendships through the life span	2	
IV	Moral Development, Death, Dying and Grieving		13	16
	18	Moral thought, Moral behaviour, Moral feeling	3	
	19	Moral personality	1	
	20	Death Systems and its cultural variations, Issues in determining death	3	
	21	Developmental Perspectives on death, Facing one's own death	3	
	22	Coping with death of someone else	3	
V	Families, Life styles and Parenting		12	
		Describe some important family processes. Discuss the diversity of adult lifestyles and how they influence people's lives. Characterize parenting and how it affects children's	12	

		development. Discuss the main ways the self and understanding others are conceptualized and how they develop.		
Books and References Berk, L.E (2016) Exploring lifespan development. New Delhi: Pearson Education Pvt Ltd Hurlock, E.B (1996) Developmental Psychology-A Life span Approach. New Delhi: Tata McGraw Hill Publishing Company Papalia, D.E et.al (2004) Human Development (9th Ed). New Delhi: Tata McGraw Hill Publishing Company Santrock, J.E (2011) life span development (13 th Ed) New Delhi: Tata McGraw Hill Publishing Company.				

Note: The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	2	1	1	1	3	1	2	1	3	2	2
CO 2	3	3	2	2	2	3	2	2	2	2	1	-
CO 3	3	2	2	2	1	2	1	2	1	2	1	3
CO 4	3	2	2	2	1	2	2	3	2	2	1	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Internal examExam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓

PSYCHOLOGY OF WELL-BEING

Programme	B. Sc. Psychology				
Course Title	Psychology of Well-being				
Type of Course	Minor Without Practicum				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Nil				
Course Summary	Understanding the basics of wellbeing, happiness, gratitude, humour, its resilience aspects and how to enhance wellbeing through mindfulness, stress management, and emotional regulation.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the concept of well-being	U	C	Instructor-created exams / Quiz
CO2	Understand different virtues for the psychological wellbeing	U	C	Discussion/ Seminar/Assignments
CO3	Understand the role of happiness in well-being	U	F,C	Assignment /Discussion/Debate
CO4	Apply the concept of well-being in tackling daily life problems	Ap, An	F, P	Discussion /Assignments/internal examination/infographics
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs (48+12)	Marks (70)
I	Basics of psychology of well -being		14	20
	1	Basic principle of positive psychology	2	
	2	What is well-being? Definition	1	
	3	Components of well -being- Subjective, psychological, emotional, and social well-being	3	
	4	Factors influencing well-being	3	
	5	Significance of well-being	1	
	6	Key theories of well-being: Hedonism, desire theories, objective list theories	3	
	7	Well-being and life satisfaction	1	
II	Concept of happiness		11	18
	8	Happiness: Significance	1	
	9	Happiness: causes of happiness	2	
	10	Happiness over the life span	2	
	11	Gender and happiness	1	
	12	Relationships and happiness: marriage, kinship, friendship, acquaintances	2	
	13	Happiness and life satisfaction	1	
	14	Happiness and culture	2	
III	Understanding the concepts of gratitude, forgiveness, mindfulness, and intervention to enhance well -being		15	20
	15	Gratitude- meaning Nonviolent way of expressing gratitude	3	
	16	How to express gratitude around the world? Why gratitude is important	4	
	17	Mental health through forgiveness.	3	
	18	Benefits of mindfulness	2	
	19	Interventions and exercises to increase well-being	3	
IV	Understanding the concepts of humour and resilience		8	12
	20	Humour and well -being Humour and anger management	3	
	21	Emotion regulations	2	
	22	Resilience: components and significance	3	

V	Developing well-being through mindfulness, stress management, and emotional regulation	12	
	1. Find out the practical methods of emotional regulations and present them through infographics or video presentations. 2. Observe in natural settings and report the relevance of emotional intelligence in day-to-day life 3. Drawing of a gratitude tree to express appreciation of certain things and peoples in our life. 4. Demonstration of any two stress management techniques (breathing exercise, yoga, meditation, or mindfulness exercises)		

Books and References:

- Carr, A. (2011). *Positive Psychology: The Science of Happiness & Human strengths* (2nd Ed.). Routledge.
- Floyd, S., Rossi, G., Baranova, J., Blythe, J., Dingemanse, M., Kendrick, K. H., ... & Enfield, N. J. (2018). Universals and cultural diversity in the expression of gratitude. *Royal Society open science*, 5(5), 180391. <https://doi.org/10.1098/rsos.180391>
- Hupper, F. A., Baylis, N., & Keverne, B. (2005). *The science of well-being*. Oxford Scholarship.
- Raj, P., Elizabeth, C. S., & Padmakumari, P. (2016). Mental health through forgiveness: Exploring the roots and benefits. *Cogent Psychology*, 3(1). <https://doi.org/10.1080/23311908.2016.1153817>
- Rosenberg, M. B., & Chopra, D. (2015). *Nonviolent communication: A language of life: life-changing tools for healthy relationships*. Puddle Dancer Press.
- Maddux, J. E. (2018). *Subjective Wellbeing and Life Satisfaction*. New York: Routledge.
- Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2011). *Positive psychology: The scientific and practical explorations of human strengths*. SAGE.
- Torres-Marín, J., Navarro-Carrillo, G., & Carretero-Dios, H. (2018). Is the use of humor associated with anger management? The assessment of individual differences in humor styles in Spain. *Personality and Individual Differences*, 120, 193-201. <https://doi.org/10.1016/j.paid.2017.08.040>
- Watkins, P. C. (2013). *Gratitude and the good life: Toward a psychology of appreciation*. Springer Science & Business Media.

Suggested reading:

- Buss, D. M. (2000). The evolution of happiness. *American Psychologist*, 55(1), 15-23. <https://doi.org/10.1037/0003-066X.55.1.15>
- Ghosh, M. (2014). *Health Psychology: Concepts in Health and Well-being*. Pearson Education India.

Note: The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the fifth module. Internal assessments (30 marks) are split between the fifth module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	-	-	-	3	-	-	-	-	-	-
CO 2	2	2	-	2		3	2	-	-	2	2	-
CO 3	2	-	-	-	-	3	-	-	-	2	-	-
CO 4	3	3	2	-	-		-	3	-	2	2	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Discussion / Seminar
- Internal Exam
- Project/practical viva valuation (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment/ quiz/seminar	Discussion/ Observation	Project/ Practical viva	End Semester Examinations
CO 1	✓	✓			✓
CO 2	✓	✓	✓		✓
CO 3	✓	✓	✓		✓
CO 4	✓	✓	✓		

MINOR GROUP 3-AVENUES OF PSYCHOLOGY**PSYCHOLOGY OF MEDIA**

Programme	B. Sc. Psychology				
Course Title	Psychology of Media				
Type of Course	Minor Without Practicum				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	0	60
Pre-requisites	Nil				
Course Summary	It highlights the relevance of media psychology, the effects of media on diverse individual and group behaviour, and the role of media psychologists for social benefits.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the basic principles and theories of media psychology	U	C	Instructor-created exams / Quiz
CO2	Understand the psychological effects of media	U	C	Discussion/Writing reflective journals
CO3	Understand the techniques involved in media to get public attention	U	C	Assignment / Observation of social events
CO4	Propose the benefits of social media for the social cause	Ap	C	Discussion /Assignments

CO5	Initiate discussions and debates regarding the role of media psychologists in post-truth era	An	F, C	Discussion/assignment
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs (48+12)	Marks (70)
I	Basics of media psychology		12	20
	1	What is media: types and characteristics	2	
	2	Development of the field of media Psychology	2	
	3	Need for media Psychology	2	
	4	Practicing media psychology	2	
	5	Research methods in media psychology	2	
	6	Media psychology and related disciplines	2	
II	Media on human behaviour		12	15
	7	Media Violence and Consequences	2	
	8	Effects of Pornography	2	
	9	Media and prosocial behaviour	2	
	10	Social networking sites: pros and cons	2	
	11	Social media addiction: symptoms and effects	2	
	12	Social media and mental health: Benefits and risks	2	
III	Media in group behaviour		11	20
	13	Representation of different social groups in media-minority groups, disabled, gender, persons with mental illness	5	
	14	Psychology of the media audiences	2	
	15	Impact of entertainment industries: Understanding the basics of fan culture	2	
	16	Mass media and political campaign: exit poll, paid news	2	
IV	Media and Advertising		13	15
	17	Media and culture(cultural diversity)	2	
	18	Media and social norms	2	

	19	Media in marketing	2	
	20	Role of psychology in advertising	2	
	21	Cognitive and behavioural effects of advertisement (consumer behaviour, lifestyle, awareness, and attitude)	3	
	22	Use of psychological techniques in advertisements	2	
V	Open Ended Module: Role of media psychologist for the social benefits		12	
	1	Writing a report on the use of social media for the social benefits		
	2	suggesting the ways, strategies, and diverse applications of media psychology in social media		
	3	Practical solutions for social media addiction		
	4	Conduct discussion and debate on the role of media psychologists in post-truth era		

Books and References:

- Dill, K. E.(2012). The Oxford Handbook of Media Psychology. New York: Oxford University Press.
- Duffett, M. (2013). *Understanding fandom: An introduction to the study of media fan culture*. Bloomsbury Publishing USA.
- Giles, D. (2003). Media Psychology. London: Lawrence Erlbaum Associates, Publishers.
- Harris, R. J., & Sanborn, F. W. (2014). A cognitive psychology of mass communication (6th ed.). Routledge/Taylor & Francis Group.
- Lauzen, M.M., Dozier, D.M., Horan, N.(2008).Constructing Gender Stereotypes Through Social Roles in Prime-Time Television. *Journal of Broadcasting & Electronic Media*, 52(2), 200- 214.
- Logan, R.K.(2010). Understanding New Media. Extending Marshall McLuhan. New York: Peter Lang Publishing
- Naslund, J. A., Bondre, A., Torous, J., & Aschbrenner, K. A. (2020). Social media and mental health: benefits, risks, and opportunities for research and practice. *Journal of technology in behavioral science*, 5, 245-257.<https://doi.org/10.1007/s41347-020-00134-x>
- Schneider, F. W., Gruman, J. A., & Coutts, L. M. (Eds.). (2005). *Applied social psychology: Understanding and addressing social and practical problems*. Sage Publications, Inc.

Suggested readings

- Bhatia, T. K. (2007). *Advertising & marketing in rural India: Language, culture, and communication*. Macmillan.

Note: The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	2	-	-	3	-	-	2	-	-	-
CO 2	2	-	-	-	2	3	-	-	-	-	-	-
CO 3	3	2	1	-	2	2	-	-	-	-	-	-
CO 4	3	-	-	-	3		-	-	-	3	3	-
CO 5	2	-	-	2	3	3	-	-	-	2	1	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Discussion / Seminar
- internal Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment/Quiz	Discussion/ Observation	End Semester Examination
CO 1	✓	✓		✓
CO 2		✓	✓	✓
CO 3		✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5		✓	✓	

PSYCHOLOGY OF ADVERTISING

Programme	B. Sc. Psychology				
Course Title	Psychology of Advertising				
Type of Course	Minor without Practicum				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Nil				
Course Summary	The course will address advertising from the perspective of the psychology seeking to understand it better through the lens of several classic and contemporary theories. This course helps to understand the basic psychological processes of advertising.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Articulate the Origin and Fundamentals of Advertising.	U	F	Instructor-created exams / Quiz
CO2	Develop the skills to evaluate the effectiveness of advertisements from psychological perspectives.	An	P	Practical Assignment
CO3	Analyze the role of attitudes in consumer behavior and their susceptibility to change through exposure to advertisements, considering cognitive, affective, and behavioral components.	An	C	Group discussion/test paper
CO4	Demonstrate knowledge and understanding of social psychological theories of persuasion in domain of advertising.	Ap	C	Seminar presentation

CO5	Understand the historical development and evolution of international advertising.	U	F	Test paper
CO6	Understand ethical issues and dilemmas faced by advertisers.	U	C	Test paper/Quiz
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs (48 +12)	Marks (70)
I	Introduction to Advertisement Psychology 15 Hours		14	20
	1	Definition of advertising.	1	
	2	Advertising's Basic Functions.	1	
	3	Key Components of Advertising.	2	
	4	Common Types of Advertising.	3	
	5	Changes in the Practice of Advertising.	2	
	6	The origins of modern day advertising.	2	
	7	Classic and contemporary approaches of conceptualizing advertising effectiveness.	3	
II	Psychological Processes in Advertising		12	15
	8	The effects of advertising: A psychological perspective	2	
	9	Dynamics of Attention, Comprehension, and Reasoning for advertisements,	3	
	10	Perceptual factors in Advertising.	3	
	11	Role of emotion and in advertising.	2	
	12	Role of motivation in advertising.	2	
III	Changing Consumer Attitudes with Advertising		12	20
	13	Attitudes and attitude changes with the influence of advertisements.	2	
	14	The attitude-behaviour relationship	1	
	15	Role of compliance; social influence and compliance without pressure	2	
	16	Principles of Reciprocity, Commitment, Social Validation, Liking, Authority, Scarcity and Confusion	3	
	17	Theories of persuasion: Yale reinforcement approach, McGuire's information processing model, Cognitive response model, Dual process theories of persuasion	4	

IV	International Advertising and Creating Brand		10	15
	18	Emergence of International Advertising	2	
	19	New media of advertising	2	
	20	Advertising in Multicultural Environment	2	
	21	Ethics in Advertising	2	
	22	Integrated marketing communication and marketing mix.	2	
V	Exploring the Dynamics of Advertising		12	
		4. Advertising Analysis: Select a recent advertisement from various media platforms (e.g., television, print, digital, social media) and conduct a comprehensive analysis. Evaluate the use of psychological principles such as persuasion, attention, and emotion. Identify the target audience, message strategy, and effectiveness of the advertisement in achieving its objectives. 5. Consumer Behavior Case Study: Choose a brand and investigate its advertising strategies over time. Analyze how these strategies influence consumer behavior, attitudes, and perceptions. Discuss the role of advertising in shaping brand identity and consumer loyalty. 6. Critical Review of Advertising Literature: Select academic articles or books on the psychology of advertising and critically review their key arguments, methodologies, and findings. Synthesize insights from multiple sources to deepen the understanding of advertising psychology.		

Books and References:

Fennis, B. M., & Stroebe, W. (2015). *The Psychology of Advertising*. New York: Psychology Press.

Andrew, A. Mitchell. (1993). *Advertising Exposure, Memory and Choice*. Lawrence Erlbaum Associates. Hillsdale, NJ.

Linda, F. Alwitt & Andrew, A. Mitchell. (1985). *Psychological Processes and Advertising Effects: Theory, Research, and Applications*. Lawrence Erlbaum Associates. Hillsdale, NJ. London.

Suggested Readings

Roloph, M.E. & Miller, G.R. (Eds) (1980). *Persuasion: New Directions in Theory and Research*. Sage. N.Y.

Eddie. M. Clark, Timothy.C. Brock, & David W. Stewart. (1994). *Attention, Attitude and Affect in Response to Advertising*. Lawrence Erlbaum Associates. Hillsdale, NJ.

Pospisil, Jan. (2009). Advertising and New Media. *Information, Communication & Society*. 12.

Note: The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal

assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	1	-	-	-	-	3	-	-	-	-	-	-
CO 2	2	2	1	-	1	2	-	-	-	1	1	-
CO 3	2	-	1	-	1	2	-	1	1	2	-	1
CO 4	2	-	1	-	3	2	1	2	-	-	-	-
CO 5	1	-	-	1	-	3	1	1	1	-	-	1
CO 6	-	-	-	3	-	1	-	-	-	-	3	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓			✓
CO 6	✓			✓

PSYCHOLOGICAL FIRST AID

Programme	B. Sc. Psychology				
Course Title	Psychological First Aid				
Type of Course	Minor Without Practicum				
Semester	III				
Academic Level	200 - 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	4	4	-	-	60
Pre-requisites	NIL				
Course Summary	The course explains the set of skills and knowledge that can be used to help people who are in distress. It also describes self care practices which help the students to apply in their own lives.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	The students will be able to understand key concepts related to PFA	U	F,C	Assignments/Quiz
CO2	The students will be able to understand the psychological consequences of trauma	U	F, C	Assignments/Quiz
CO3	The students will be able to understand the reactions of disasters	U	F,C,P	Assignments/Quiz/Internal Exams
CO4	The students will be able to learn and apply psychological first aid	Ap	F,C,P	Assignments/Quiz/Internal Exams
CO5	The students will be able to apply self-care strategies	Ap	F,C,P	Assignments/Quiz/Internal Exams
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs 60	Ma rks 70
I	Introduction to Psychological first aid		10	18
	1	Defining Psychological first aid	2	
	2	Core competencies of psychological first aid	3	
	3	Community Based Psychological first Aid	3	
	4	Art of Helping-Characteristics of helpers	2	
II	Psychological consequences of trauma and reactions to disasters		12	18
	5	Post-Traumatic Stress disorder	2	
	6	Substance abuse, Depression, Panic disorder, GAD	2	
	7	Types of disasters-Natural disasters,	2	
	8	Human made disasters	2	
	9	Technological disasters	2	
	10	War related syndromes	2	
III	RAPID Model		15	18
	11	When and how to refer- RAPID Model- Reflective Listening	3	
	12	Assessment	3	
	13	Psychological Triage.	3	
	14	Intervention Tactics to Stabilize and Mitigate Acute Distress	3	
	15	Disposition and Facilitating Access to Continued Care.	3	
IV	Self-Care		11	16
	16	Need for self-care- Vicarious Traumatization,	2	
	17	Secondary Traumatic Stress, Burn Out	2	
	18	Compassion Fatigue	1	
	19	Self-Care Practises-Organisational Practices	1	
	20	Basic Self-Care Behavioural Elements	1	
	21	Spiritual/Religious Care	1	
	22	Other Self-care Strategies	3	
V	Self-care Practices		12	
		Develop different plans for self-care Develop a module of psychological first aid in case of various emergencies with reference to Kerala context	12	
Books and References Everly G.S., Jr., & Lating, J.M (2017). The Johns Hopkins Guide to Psychological First Aid. Johns Hopkins University Press. Baltimore.				

Jacobs, G. A. (2016). Community-based Psychological First aid -A Practical Guide to Helping Individuals and Communities During Difficult Times. Butterworth-Heinemann ,Oxford OX5 1GB, UK

World Health Organisation(2013). Psychological first aid: Facilitator's manual for orienting field worker

Note: The syllabus has five modules. There should be a total 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 48 instructional hours for the first four modules and 12 hrs for the final one. Module V is designed for practical exposure. The 20 marks for the evaluation of practicum will be based on Module V. Internal assessments (30 marks) are split between the 5th module (10 marks) and the first four modules (20 marks). The end-semester examination for the theory part will be based on the 22 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	1	3	1	1	3	3	1	2	1	3	2	2
CO 2	3	3	2	2	2	3	2	2	2	2	1	-
CO 3	3	2	2	2	1	2	1	2	1	2	1	3
CO 4	3	2	2	2	1	2	2	3	2	2	1	-
CO5	2	1	2	1	3	2	1	2	1	2	1	

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Internal exam Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓

MINOR GROUP 4 -DYNAMICS OF BEHAVIOUR**PSYCHOLOGY UNVEILED: UNDERSTANDING HUMAN BEHAVIOUR (WITH PRACTICUUM)**

Programme	B. Sc. Psychology				
Course Title	Psychology Unveiled: Understanding Human Behaviour(with practicum)				
Type of Course	Minor with Practicum				
Semester	I				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	4	3	-	2	75
Pre-requisites	Nil				
Course Summary	The course provides insights to understand the meaning of behaviour, and various perspectives of psychology. The students can have a comprehensive understanding of various aspects influencing human behaviour.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	The students will be able to develop an understanding on foundations of Psychology and research methods in Psychology	U	F	Quiz
CO2	The students will be able to describe the memory processes, types of memory and theoretical perspectives of memory	U	F,C	Assignment/ created exams
CO3	The students will be able to explain the basic principles of motivation and emotion	U	F,C	Assignment/ Quiz
CO4	The students will be able to explain the theoretical perspectives of learning	A	F,C	Assignments/ Quiz/Group discussions
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs (45 +30)	Marks 70
I	Introduction to Psychology		10	15
	1	Psychology-Definition .	1	
	2	Goals of Psychology	1	
	3	A brief history of Psychology	1	
	4	Schools of Psychology- Structuralism, Functionalism, Behaviourism, Gestalt Psychology, Psychoanalytic psychology, Cognitive perspective, Humanistic perspective.	3	
	5	Methods in Psychology-Observation method, Interview method, Case study, Surveys, Correlation method Experimental Method	4	
II	Memory		10	15
	6	Key processes in memory-Encoding, Storage and Retrieval.	2	
	7	Atkinson Shiffrin models of memory -Sensory memory, STM, Working memory and LTM,	2	
	8	Types of memory-Declarative versus procedural memory,	2	
	9	Retrospective versus prospective memory, Semantic versus Episodic memory, Flashbulb memories, Chunking	2	
	10	Forgetting-Encoding Fails, Retrieval fails, Memory storage fails, Interference, State Dependent learning,	2	
III	Motivation and Emotion		10	20
	11	Motivation- Definition, Model of motivation	1	
	12	Types of motives-Biological, Psychosocial	2	
	13	Theories of Motivation-Drive theory, Incentive theory, Evolutionary theory	2	
	14	Hierarchy of needs theory	1	
	15	Emotion- definition, Nature of emotions	1	
	16	Theories of emotion-James Lange theory, Cannon Bard theory, Schachter's theory, Evolutional theory, Emotional Appraisal theory and Facial feedback hypotheses	3	
IV	Learning and Personality		15	20
	17	Learning-Definition , Nature and Determinants of learning	2	
	18	Associative learning-Classical conditioning-Basics of classical conditioning- Pavlov's experiment-	2	
	19	Principles of classical conditioning-Extinction, Acquisition, Generalisation, Discrimination and Spontaneous recovery	3	

	20	Operant conditioning- Basics of Operant Conditioning- Reinforcement and Punishment.	3	
	21	Social learning-Observational learning	1	
	22	Personality-Definition, Psychoanalytic theory and Humanistic theories of personality	4	
		Practicum	30	
	1	Conduct an experiment to measure the effect of knowledge of result	2	
	2	Ask the students to identify their emotions during various situations and list out the different physiological changes experienced during these emotions. Ask them to prepare an introspective report	2	
	3	Determine the level of aspiration of the subject	2	
	4	Each student is assigned to develop a mnemonic strategy to enhance memory	4	
	5	Conduct an experiment to measure Immediate memory span	2	
	6	Applications of learning principles: Instruct the students to analyse the practical applications of learning principles and submit a report.	6	
	7	Submit a report based on Research methods in Psychology: Assign the students to carry out any two or three research methods in psychology and submit reports	8	
	8	Discuss some of the Motivation enhancement strategies. Analyse the concept of self-actualisation and write a report on the biography of self actualized personalities	4	

Books and References

Baron, R.A. (2018). Psychology, 5th ed. Pearson education.

Bootzin, R., & Bower, G.H. (1991). Psychology today- An Introduction. 7th ed. Mc Graw Hill Inc.

Coon, D. & Mitterer, J.O. (2013). Introduction to Psychology: Gateways to Mind and Behavior, 13th ed. Wadsworth, Cengage Learning

Feldman, R. (2011). Understanding Psychology, 10th edition. Tata McGraw Hill.

Weiten, W. (1998). *Psychology: Themes and variations* (4th ed.). Thomson Brooks/Cole Publishing Co.

Note: The syllabus has five modules. There should be a total 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for the first four modules and 30 hrs for the final one. Module V is designed for practical exposure. Internal assessments (30 marks) are split between the practicum module (20 marks) and the first four modules (10 marks). The end-semester examination for the theory part will be based on the 22 units in the first four

modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	2	1	1	1	3	1	2	1	3	2	-
CO 2	3	3	2	2	2	3	2	2	2	2	-	-
CO 3	3	2	2	2	1	2	1	2	1	2	3	3
CO 4	3	2	2	2	1	2	2	3	2	2	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4	✓	✓		✓

FUNCTIONS OF ABNORMAL BEHAVIOUR

Programme	B. Sc. Psychology				
Course Title	Foundations of Abnormal Behaviour				
Type of Course	Minor with Practicum				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	4	3	-	2	75
Pre-requisites	NIL				
Course Summary	This course aims to provide students with a comprehensive understanding of abnormal behavior and various psychological disorders.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the meaning of Abnormal Behaviour.	U	F,C	Instructor-created exams / Quiz
CO2	Explain the clinical characteristics of Schizophrenia and Mood Disorders.	U	F,C	Assignment /Quiz
CO3	Recognize the symptoms associated with Somatic and Dissociative Disorders.	U	F,C	Group discussion/test paper
CO4	Define and distinguish anxiety, obsessions, stress, and their respective disorders.	U	F,C	Seminar presentation
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)				

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)
Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs (45 +30)	Marks (70)
I	Abnormality and Schizophrenia		11	17
	1	Meaning of Abnormality	2	
	2	DSM V and Definition of mental disorder.	2	
	3	Schizophrenia. Clinical Picture: Delusions, Hallucinations, Disorganized Speech and Behaviour,	2	
	4	Positive and Negative Symptoms	1	
	5	Schizoaffective Disorder	1	
	6	Schizophreniform Disorder	1	
	7	Delusional Disorder.	2	
II	Mood Disorder		12	18
	8	Unipolar disorder	1	
	9	Major depressive disorder, persistent depressant disorder,	3	
	10	Specifiers of MDD.	2	
	11	Bipolar disorders: mania, bipolar 1 and 2 disorders, cyclothymia	2	
	12	Suicidal behaviours: Suicidal ideation, warning signs, non-suicidal self-injury	4	
III	Anxiety, obsession, stress and their disorders		11	20
	13	Anxiety disorder: fear and anxiety.	1	
	14	Phobias: Specific phobia, social phobias, agoraphobia Generalized Anxiety disorder, Panic disorder.	2	
	15	Obsessive, compulsive and related disorders	2	
	16	Body dysmorphic disorder, OCD, Hoarding, Trichotilomania, excoriation.	3	
	17	Stress and stressors- Coping strategies, stress disorders: Adjustment disorder-Post traumatic stress disorder; acute stress disorder.	3	
IV	Somatic Symptoms and Dissociative disorders		11	15
	18	Somatic Symptom and related disorders: somatic symptom disorder	2	
	19	Conversion disorder, illness anxiety disorder,	3	
	20	Factitious disorder Conversion Disorder	2	
	21	Dissociative Disorders - Depersonalization/ Derealisation Disorder,	2	
	22	Dissociative Amnesia/Fugue, Dissociative Identity Disorder (DID)..	2	
V	Practicum		30	

1	Case Study Analysis: Provide students with a case study depicting an individual exhibiting symptoms of a specific psychological disorder (e.g., depression, anxiety disorder, schizophrenia).	8	
2	Encourage students to collaborate on a community outreach project aimed at raising awareness about mental health issues and reducing stigma associated with psychological disorders.	6	
3	Design and implement an awareness campaign focused on destigmatizing mental health issues related to abnormal psychology. This could include creating posters, informational brochures, social media campaigns, or organizing events such as panel discussions or guest speakers.	6	
4	Students can select and discuss movies, documentaries, or literature that portray characters dealing with mental health issues.	6	
5	Assessment of Anxiety of a subject	2	
6	Assess the personality type of a student	2	

Books and References:

Barlow, D.H. & Durand, V.M. (2015). (2015). Abnormal Psychology: An Integrative Approach (7th ed.). Cengage Learning , Canada.

Butcher, J. N., Hooley, J. M., & Mineka, S. (2014). Abnormal Psychology (16th ed.). U.S.A : Pearson Education, Inc.

Carson, R. C., Butcher, J. N., & Mineka, S. (1996). Abnormal Psychology and Modern life (10th ed.). Newyork : Harper Collins College Publishers.

Seligman, M. E. P., Walker, E. P., & Rosenhan, D. L. (2001). Abnormal Psychology (4th ed.). Newyork : W. W. Norton & Company, Inc.

Note: The syllabus has five modules. There should be a total 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for the first four modules and 30 hrs for the final one.. The 20 marks for the evaluation of practicum will be based on Module V. Internal assessments (30 marks) are split between the practicum module (20 marks) and the first four modules (10 marks). The end-semester examination for the theory part will be based on the 22 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	1	-	1	1	2	-	1	-	1	1	1
CO 2	2	1	-	-	1	2	-	1	-	-	1	1
CO 3	2	1	-	-	1	2	-	1	-	-	1	1
CO 4	2	1	-	-	1	2	-	1	-	-	1	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓

SOCIAL BEHAVIOUR

Programme	B. Sc. Psychology				
Course Title	Social Behaviour				
Type of Course	Minor without practicum				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Nil				
Course Summary	Understanding the fundamentals of social psychology, exploring the concept of social perception and influence, group behaviour, and learning social experiments.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the basic actions and responsibilities of psychologist in social setting	U	C	Instructor-created exams / Quiz
CO2	Understand the influence of society on human behaviour	U	F	Discussion/ Writing reflective journals/ Assignments
CO3	Understand the psychological components of social phenomena	U	C	Assignment / Observation of social events
CO4	Demonstrate a few social experiments and conduct group and individual presentations on social issues	Ap, An	F, P	Discussion / Assignments/ internal examination
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
--------	------	---------	-----	-------

			(48+12)	(70)
I	Basics of social psychology		10	17
	1	What is social Psychology: Definition and nature Scope of social psychology	4	
	2	Applying social psychology to education (teacher-student interaction, improving student performances)	3	
	3	Applying social psychology to health(Promoting health, preventing illness and changing health behaviour)	3	
II	Understanding of the fundamentals of social perception and influence		14	18
	4	Introduction to social perception	1	
	5	Basics of attribution. Theories of attribution: correspondence inference theory, Kelly's theory	3	
	6	Attribution biases(fundamental attribution error, actor-observer effect, self-serving bias)	2	
	7	Formation of attitudes	1	
	8	Forms and channels of communication Impression formation and management	4	
	9	Types of social influences: compliance, conformity, obedience (obedience to authority), destructive obedience	3	
III	Group behaviour and marginalization		14	20
	10	Role of groups in our social life	2	
	11	Different types of groups (primary, secondary, in-groups, out-groups)	2	
	12	Effects of being in a crowd	1	
	13	Leadership styles (Autocratic, democratic, laissez-faire) Leadership theories- Great man theory, trait theory, transformational theory, contingency theory	4	
	14	How stereotypes, prejudice, and discrimination are developed	2	
	15	Techniques to counter prejudice and discrimination	2	
	16	Social facilitation and social loafing	1	
IV	Interpersonal attraction and helping behaviour		10	15
	17	Why do people help each other	1	
	18	Responding to emergencies/crises	1	
	19	Theories of prosocial behaviour(Empathy altruism model, negative state relief model, empathic joy	3	

		hypothesis, genetic determinism		
	20	Types of interpersonal relationships: Family, friendship, marriage, romantic relationships, work relationship	2	
	21	Factors contributing to interpersonal attraction (proximity, physical attractiveness, exposure effect, reciprocal liking)	2	
	22	Love- Triangular Model of Love.	1	
V	Demonstration of social experiments and facilitation of individual and group interaction		12	
		Conduct any two of the following: 1. Conduct any social experiments and write a field report (any type of social influence, attribution, social loafing, or social facilitation) 2. Conduct group interaction on the impact of artificial intelligence on social behaviour 3. Presentation on social psychology in solving social problems (poverty, child abuse, communal violence, corruption, discrimination based on caste, religion, race, and gender) 4. Any activities based on any principles of social psychology can also be carried out by the respective teaching faculties		
Books and References: Baron, R.A., Branscombe, N.R., Byrne, D., & Bhardwaj, G. (2009). <i>Social Psychology</i> (12th ed.). Pearson Education. Baron, R.A., & Byrne, D. (2002). <i>Social Psychology</i> (10th ed.). Pearson Education. Chaube, S.P., & Chaube, A. (2006). <i>Groundwork for Social Psychology</i> (Vol.1). Neelkamal Publications Pvt.Ltd. Feldman, R.S. (2001). <i>Social Psychology</i> (3rd ed.). Pearson Education. Lepore S.J. (2012). Crowding: Effects on Health and Behavior. In: V.S. Ramachandran (ed.) <i>The Encyclopedia of Human Behavior</i> (pp. 638-643). Academic Press. https://doi.org/10.1016/B978-0-12-375000-6.00117-8. Michener, H. A., Delamater, J.D., & Myers, D.J. (2004). <i>Social Psychology</i>. Thomson Wadsworth Publication. Myers, D.G. (1999). <i>Social Psychology</i> (7th ed.). Pearson Education Schneider, F. W., Gruman, J. A., & Coutts, L. M. (Eds.). (2005). <i>Applied social psychology: Understanding and addressing social and practical problems</i>. Sage Publications, Inc.				

Note: The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the fifth module. Internal assessments (30 marks) are split between the fifth module (10 marks) and the fixed modules

(20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	-	2	-	3	-	-	-	-	-	-
CO 2	3	2	-	-			2	-	-	2	-	-
CO 3	3	-		-	2		2	-	-	2	-	-
CO 4	3	2	2	-	2		2	2	-	2	2	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Discussion / Seminar
- Internal Exam
- Project/practical viva valuation (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment/ quiz/ seminar	Discussion/ Observation	Project/ Practical viva	End Semester Examinations
CO 1	✓	✓			✓
CO 2		✓	✓		✓
CO 3		✓	✓		✓
CO 4	✓	✓	✓		

MINOR GROUP 5- RECENT TRENDS IN PSYCHOLOGY**MEDIA PSYCHOLOGY**

Programme	B. Sc. Psychology				
Course Title	Media Psychology				
Type of Course	Minor Without Practicum				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	0	60
Pre-requisites	Nil				
Course Summary	It highlights the relevance of media psychology, the effects of media on diverse individual and group behaviour, and the role of media psychologists for social benefits.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the basic principles and theories of media psychology	U	C	Instructor-created exams / Quiz
CO2	Understand the psychological effects of media	U	C	Discussion/Writing reflective journals
CO3	Understand the techniques involved in media to get public attention	U	C	Assignment / Observation of social events
CO4	Propose the benefits of social media for the social cause	Ap	C	Discussion /Assignments

CO5	Initiate discussions and debates regarding the role of media psychologists in post-truth era	An	F, C	Discussion/assignment
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs (48+12)	Marks (70)
I	Basics of media psychology		12	20
	1	What is media: types and characteristics	2	
	2	Development of the field of media Psychology	2	
	3	Need for media Psychology	2	
	4	Practicing media psychology	2	
	5	Research methods in media psychology	2	
	6	Media psychology and related disciplines	2	
II	Media on human behaviour		12	15
	7	Media Violence and Consequences	2	
	8	Effects of Pornography	2	
	9	Media and prosocial behaviour	2	
	10	Social networking sites: pros and cons	2	
	11	Social media addiction: symptoms and effects	2	
	12	Social media and mental health: Benefits and risks	2	
III	Media in group behaviour		11	20
	13	Representation of different social groups in media-minority groups, disabled, gender, persons with mental illness	5	
	14	Psychology of the media audiences	2	
	15	Impact of entertainment industries: Understanding the basics of fan culture	2	
	16	Mass media and political campaign: exit poll, paid news	2	
IV	Media and Advertising		13	15
	17	Media and culture(cultural diversity)	2	

	18	Media and social norms	2	
	19	Media in marketing	2	
	20	Role of psychology in advertising	2	
	21	Cognitive and behavioural effects of advertisement (consumer behaviour, lifestyle, awareness, and attitude)	3	
	22	Use of psychological techniques in advertisements	2	
V	Open Ended Module: Role of media psychologist for the social benefits		12	
		1. Writing a report on the use of social media for the social benefits 2. suggesting the ways, strategies, and diverse applications of media psychology in social media 3. Practical solutions for social media addiction 4. Conduct discussion and debate on the role of media psychologists in post-truth era		

Books and References:

- Dill, K. E.(2012). The Oxford Handbook of Media Psychology. New York: Oxford University Press.
- Duffett, M. (2013). *Understanding fandom: An introduction to the study of media fan culture*. Bloomsbury Publishing USA.
- Giles, D. (2003). Media Psychology. London: Lawrence Erlbaum Associates, Publishers.
- Harris, R. J., & Sanborn, F. W. (2014). A cognitive psychology of mass communication (6th ed.). Routledge/Taylor & Francis Group.
- Lauzen, M.M., Dozier, D.M., Horan, N.(2008).Constructing Gender Stereotypes Through Social Roles in Prime-Time Television. *Journal of Broadcasting & Electronic Media*, 52(2), 200- 214.
- Logan, R.K.(2010). Understanding New Media. Extending Marshall McLuhan. New York: Peter Lang Publishing
- Naslund, J. A., Bondre, A., Torous, J., & Aschbrenner, K. A. (2020). Social media and mental health: benefits, risks, and opportunities for research and practice. *Journal of technology in behavioral science*, 5, 245-257.<https://doi.org/10.1007/s41347-020-00134-x>
- Schneider, F. W., Gruman, J. A., & Coutts, L. M. (Eds.). (2005). *Applied social psychology: Understanding and addressing social and practical problems*. Sage Publications, Inc.

Suggested readings

- Bhatia, T. K. (2007). *Advertising & marketing in rural India: Language, culture, and communication*. Macmillan.

Note: The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed

modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	2	-	-	3	-	-	2	-	-	-
CO 2	2	-	-	-	2	3	-	-	-	-	-	-
CO 3	3	2	1	-	2	2	-	-	-	-	-	-
CO 4	3	-	-	-	3		-	-	-	3	3	-
CO 5	2	-	-	2	3	3	-	-	-	2	1	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Discussion / Seminar
- internal Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment/Quiz	Discussion/ Observation	End Semester Examination
CO 1	✓	✓		✓
CO 2		✓	✓	✓
CO 3		✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5		✓	✓	

UNDERSTANDING PSYCHOLOGICAL FIRST AID

Programme	B. Sc. Psychology				
Course Title	Understanding Psychological First Aid				
Type of Course	Minor with Practicum				
Semester	II				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	4	3	-	2	75
Pre-requisites	Nil				
Course Summary	The course explains the set of skills and knowledge that can be used to help people who are in distress. It also describes self-care practices which help the students to apply in their own lives..				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	The students will be able to understand key concepts related to PFA	U	F,C	Assignments/ Quiz
CO2	The students will be able to understand the psychological consequences of trauma	U	F,C	Assignments/ Quiz
CO3	The students will be able to understand the reactions of disasters	U	F,C,P	Assignments/ Quiz/Internal Exams
CO4	The students will be able to learn and apply psychological first aid	Ap	F,C,P	Assignments/ Quiz/Internal Exams
CO5	The students will be able to apply self-	Ap	F,C,P	Assignments/ Quiz/Internal

	care strategies			Exams
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs (45 +30)	Marks 70
I	Introduction to Psychological first aid		10	18
	1	Defining Psychological first aid	2	
	2	Core competencies of psychological first aid	3	
	3	Community Based Psychological first Aid	3	
	4	Art of Helping-Characteristics of helpers	2	
II	Psychological consequences of trauma and reactions to disasters		12	18
	5	Post Traumatic Stress disorder	2	
	6	Substance abuse, Depression, Panic disorder, GAD	2	
	7	Types of disasters-Natural disasters,	2	
	8	Human made disasters	2	
	9	Technological disasters	2	
	10	War related syndromes	2	
III	RAPID Model		15	18
	11	When and how to refer- RAPID Model- Reflective Listening	3	
	12	Assessment	3	
	13	Psychological Triage	3	
	14	Intervention Tactics to Stabilize and Mitigate Acute Distress	3	
	15	Disposition and Facilitating Access to Continued Care.	3	
IV	Self-Care		8	16
	16	Need for self-care- Vicarious Traumatization,	2	
	17	Secondary Traumatic Stress	1	
	18	Burn out	1	
	19	Compassion Fatigue	1	
	20	Self-Care Practises-Organisational Practices	1	
	21	Basic Self-Care Behavioural Elements,	1	
	22	Spiritual/Religious Care	1	
V	Practicum		30	

		Demonstration of breathing technique, Demonstration of PFA (Relevant videos and practical session) RAPID model (Relevant videos and practical sessions) and prepare a self-report based on both PFA Develop different plans for self-care	18	
		Develop a module of psychological first aid in case of various emergencies with reference to Kerala context	12	

Books and References

Everly G.S., Jr., & Lating, J.M (2017). The Johns Hopkins Guide to Psychological First Aid. Johns Hopkins University Press. Baltimore.

Jacobs, G. A. (2016). Community-based Psychological First aid -A Practical Guide to Helping Individuals and Communities During Difficult Times. Butterworth-Heinemann, Oxford OX5 1GB, UK

World Health Organisation (2013). Psychological first aid: Facilitator's manual for orienting field worker.

Note: The syllabus has five modules. There should be a total 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for the first four modules and 30 hrs for the final one.. The 20 marks for the evaluation of practicum will be based on Module V. Internal assessments (30 marks) are split between the practicum module (20 marks) and the first four modules (10 marks). The end-semester examination for the theory part will be based on the 22 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	1	3	1	1	3	3	1	2	1	3	2	2
CO 2	3	3	2	2	2	3	2	2	2	2	1	-
CO 3	3	2	2	2	1	2	1	2	1	2	1	3
CO 4	3	2	2	2	1	2	2	3	2	2	1	-
CO5	2	1	2	1	3	2	1	2	1	2	1	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Internal exam Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓

FOUNDATIONS OF PSYCHOLOGICAL WELL-BEING

Programme	B. Sc. Psychology				
Course Title	Foundations of Psychological Well-being				
Type of Course	Minor Without Practicum				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Nil				
Course Summary	Understanding the basics of wellbeing, happiness, gratitude, humour, its resilience aspects and how to enhance wellbeing through mindfulness, stress management, and emotional regulation.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the concept of well- being	U	C	Instructor-created exams / Quiz
CO2	Understand different virtues for the psychological wellbeing	U	C	Discussion/ Seminar/Assignments
CO3	Understand the role of happiness in well-being	U	F,C	Assignment /Discussion/Debate
CO4	Apply the concept of well-being in tackling daily life problems	Ap, An	F, P	Discussion /Assignments /internal examination / infographics
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs (48+12)	Marks (70)
I	Basics of psychology of well- being		14	22
	1	Basic principle of positive psychology	2	
	2	What is well-being? Definition	1	
	3	Components of well -being- Subjective, psychological, emotional, and social well-being	3	
	4	Factors influencing well-being	3	
	5	Significance of well-being	1	
	6	Key theories of well -being:Hedonism, desire theories, objective list theories	3	
	7	Well-being and life satisfaction	1	
II	Concept of happiness		11	18
	8	Happiness: Significance	1	
	9	Happiness: causes of happiness	2	
	10	Happiness over the life span	2	
	11	Gender and happiness	1	
	12	Relationships and happiness: marriage, kinship, friendship, acquaintances	2	
	13	Happiness and life satisfaction	1	
	14	Happiness and culture	2	
III	Understanding the concepts of gratitude, forgiveness, mindfulness, and intervention to enhance well -being		15	20
	15	Gratitude- meaning Nonviolent way of expressing gratitude	3	
	16	How to express gratitude around the world? Why gratitude is important	4	
	17	Mental health through forgiveness.	3	
	18	Benefits of mindfulness	2	
	19	Interventions and exercises to increase well-being	3	
IV	Understanding the concepts of humour and resilience		8	12
	20	Humour and well -being Humour and anger management	3	
	21	Emotion regulations	2	
	22	Resilience: components and significance	3	

V	Developing well-being through mindfulness, stress management, and emotional regulation		12	
		1. Find out the practical methods of emotional regulations and present them through infographics or video presentations. 2. Observe in natural settings and report the relevance of emotional intelligence in day-to-day life 3. Drawing of a gratitude tree to express appreciation of certain things and peoples in our life. 4. Demonstration of any two stress management techniques (breathing exercise, yoga, meditation, or mindfulness exercises)		
Books and References: Carr, A. (2011). <i>Positive Psychology: The Science of Happiness & Human strengths</i> (2nd Ed.). Routledge. Floyd, S., Rossi, G., Baranova, J., Blythe, J., Dingemanse, M., Kendrick, K. H., ... & Enfield, N. J. (2018). Universals and cultural diversity in the expression of gratitude. <i>Royal Society open science</i>, 5(5), 180391. https://doi.org/10.1098/rsos.180391 Hupper, F. A., Baylis, N., & Keverne, B. (2005). <i>The science of well-being</i>. Oxford Scholarship. Raj, P., Elizabeth, C. S., & Padmakumari, P. (2016). Mental health through forgiveness: Exploring the roots and benefits. <i>Cogent Psychology</i>, 3(1). https://doi.org/10.1080/23311908.2016.1153817 Rosenberg, M. B., & Chopra, D. (2015). <i>Nonviolent communication: A language of life: life-changing tools for healthy relationships</i>. Puddle Dancer Press. Maddux, J. E. (2018). <i>Subjective Wellbeing and Life Satisfaction</i>. New York: Routledge. Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2011). <i>Positive psychology: The scientific and practical explorations of human strengths</i>. SAGE. Torres-Marín, J., Navarro-Carrillo, G., & Carretero-Dios, H. (2018). Is the use of humor associated with anger management? The assessment of individual differences in humor styles in Spain. <i>Personality and Individual Differences</i>, 120, 193-201. https://doi.org/10.1016/j.paid.2017.08.040 Watkins, P. C. (2013). <i>Gratitude and the good life: Toward a psychology of appreciation</i>. Springer Science & Business Media. Suggested reading: Buss, D. M. (2000). The evolution of happiness. <i>American Psychologist</i>, 55(1), 15-23. https://doi.org/10.1037/0003-066X.55.1.15 Ghosh, M. (2014). <i>Health Psychology: Concepts in Health and Well-being</i>. Pearson Education India.				

Note: The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the fifth module. Internal assessments (30 marks) are split between the fifth module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	-	-	-	3	-	-	-	-	-	
CO 2	2	2	-	2		3	2	-	-	2	2	-
CO 3	2	-	-	-	-	3	-	-	3	2	-	3
CO 4	3	3	2	-	-		-	3	-	2	2	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Discussion / Seminar
- Internal Exam
- Project/practical viva valuation (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment /quiz/seminar	Discussion/ Observation	Project/ Practical viva	End Semester Examinations
CO 1	✓	✓			✓
CO 2	✓	✓	✓		✓
CO 3	✓	✓	✓		✓
CO 4	✓	✓	✓		