ETERNAL UNIVERSITY

(ESTABLISHED UNDER HIMACHAL PRADESH GOVERNMENT ACT NO.3 OF 2009)

BARU SAHIB
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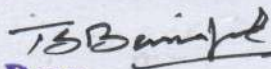

WORLD PEACE THROUGH VALUE BASED EDUCATION
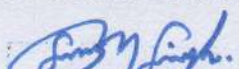
AKAL COLLEGE OF ARTS & SOCIAL SCIENCES

B.Sc. (HONS. WITH RESEARCH) PSYCHOLOGY CURRICULUM (SEMESTER I TO IV)

APPROVED VIDE ANNEXURE 4.4.8 OF 87TH ACADEMIC COUNCIL MEETING HELD ON 25TH JULY, 2025

TO BE IMPLEMENTED FROM THE ACADEMIC SESSION 2025-26

Dean
Academic Affairs
Eternal University
Baru Sahib (H.P.) 173101

Registrar (Officiating)
Eternal University
Baru Sahib (H.P.) 173101

AKAL COLLEGE OF ARTS & SOCIAL SCIENCES (ACASS)

Four Years Undergraduate Program

B.Sc. (Hons. with Research) Psychology

Academic Year 2024-25

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Note: The detailed syllabus for the Semester I and Semester II is incorporated.

1. NATURE AND EXTENT OF THE PROGRAM

The Bachelor of Science (Hons.) in Psychology program stands as a beacon of enlightenment in our modern landscape, offering a comprehensive exploration of the human psyche. It serves as a gateway to profound discoveries about human behavior, nurturing mental wellness, shaping societal policies, igniting innovation, and celebrating the rich tapestry of human experience.

At its core, this program embarks on a journey through the labyrinth of human cognition and emotion, unveiling the intricate mechanisms that drive our thoughts and actions. Through a rigorous curriculum blending theoretical frameworks with hands-on research methodologies, students unlock the mysteries of human perception, memory, and motivation. This not only enriches their personal understanding but also empowers them to address pressing societal issues with empathy and expertise.

Central to its mission is the promotion of mental well-being. In an era marked by escalating mental health challenges, the insights and skills cultivated in the B.Sc. Psychology (Hons) program are indispensable. Graduates emerge as frontline advocates, adept at identifying, assessing, and supporting individuals facing mental health hurdles. Their efforts contribute to a culture of understanding and resilience, dismantling stigma and fostering healing within communities.

Moreover, the program serves as a catalyst for social change. By applying psychological principles to the fabric of society, graduates become agents of transformation, influencing policies and interventions that combat inequality, prejudice, and systemic barriers. Their commitment to evidence-based practices ensures that societal structures are built on a foundation of compassion and equity.

Beyond its societal impact, the B.Sc. Hons. in Psychology opens doors to diverse career pathways. From clinical practice to organizational management, graduates find themselves at the forefront of industries where human understanding is paramount. Equipped with finely-honed analytical skills and a deep appreciation for human diversity, they excel in roles that demand empathy, critical thinking, and adaptability.

Furthermore, the program fuels innovation within the field of psychology. Through groundbreaking research endeavors, graduates push the boundaries of scientific inquiry, unraveling new insights into human behavior and cognition. Their pioneering work not only expands the frontiers of knowledge but also inspires practical solutions to emerging challenges, shaping the future of psychology and its applications.

Lastly, the B.Sc. Hons. in Psychology celebrates cultural diversity as a cornerstone of human experience. By embracing multicultural perspectives and fostering intercultural competency, graduates emerge as ambassadors of inclusivity and understanding. Armed with a deep respect for cultural nuances, they navigate global complexities with grace, forging connections that bridge divides and cultivate unity.

In essence, the Bachelor of Science in Psychology program (Hons.) embodies the spirit of enlightenment and progress. It equips graduates with the tools to navigate the complexities of human existence, champion positive change, and celebrate the rich mosaic of human diversity. Through their endeavors, they leave an indelible mark on society, enriching lives and reshaping the world for generations to come.

The program is embedded with a choice of Multidisciplinary Generic Electives i.e., outside their core discipline, along with choice-based value-added courses (VACs), Skill Enhancement Courses (SECs), Internships, Apprenticeship, Community outreach program, Project (IACP) and Ability Enhancement

Compulsory Courses (AECC) available on the university basket. (Note: This Ordinance shall be aligned with the Ordinance relating to opting for University Umbrella Courses under NEP 2020).

The program offers a diverse array of opportunities for students to broaden their horizons beyond their core discipline. Through a selection of Multidisciplinary Generic Electives, along with choice-based Value-Added Courses (VACs), Skill Enhancement Courses (SECs), Internships, Apprenticeships, Community Outreach Programs, Projects (IACP), and Ability Enhancement Compulsory Courses (AECC), students can tailor their academic journey to align with their interests and career aspirations. This framework is in accordance with the guidelines outlined in the National Education Policy (NEP) 2020, ensuring that students have access to a comprehensive and enriching educational experience.

The course has been designed as per the National Education Policy guidelines and has some specific features including:

1. Option to exit with a Certificate in Psychology (total credit = 44, provided submission of proof of any vocational training received during summer break after end-term exam), Diploma in Psychology (Total credit = 88), three-year Degree (total credit = 132), and four years' honors degree with research (total Credit = 176) after one-, two-, three- and four-year program completed successfully respectively.
2. The curriculum of each year, with two semesters each, has been designed in such a way that after completion of each level, the student can gain a certain level of competency with specific academic components.
3. The emphasis on practical training through meaningfully designed internship courses has been given to skill development.

2. Program Education Objectives (PEO's)

The learning objectives of B.Sc. (Hons) Psychology students are:

PEO No.	Education Objective
PEO 1	A thorough grasp of core principles, theories, and concepts in psychology across multiple subfields.
PEO 2	Attain proficiency in research methodologies, including experimental design, data analysis, and interpretation, along with the ability to conduct independent research projects.
PEO 3	Foster critical thinking skills to analyze, evaluate, and synthesize psychological theories and research findings, enabling evidence-based problem-solving.
PEO 4	Understand ethical principles in psychological research and practice, demonstrating ethical decision-making in interactions with clients and colleagues.
PEO 5	Enhance communication skills to convey psychological concepts, research findings, and interventions professionally and empathetically to diverse audiences.
PEO 6	Gain hands-on experience through internships, practicums, or research projects to apply theoretical knowledge in real-world settings and develop practical counseling and intervention skills.
PEO 7	Engage in activities like attending conferences, workshops, and seminars, joining professional organizations, and seeking mentorship for lifelong learning and growth in psychology.

PEO 8	Develop awareness of cultural diversity's impact on behavior and psychological processes, enabling effective work with individuals from diverse backgrounds and demonstrating cultural sensitivity in professional practice.

3. Graduate Attributes

Sr. No.	Graduate Attribute	Description
1.	Comprehensive Understanding	Graduates should possess a comprehensive understanding of the core principles, theories, and methodologies within psychology, spanning various subfields such as cognitive psychology, developmental psychology, social psychology, and more. This entails a deep knowledge base that enables them to analyze and interpret complex psychological phenomena.
2.	Research Skills	Graduates should demonstrate proficiency in research methodologies, including experimental design, data collection, statistical analysis, and interpretation of findings. They should be capable of critically evaluating existing research literature and conducting independent research projects within the field of psychology.
3.	Critical Thinking and Analysis	Graduates should possess strong critical thinking skills, enabling them to analyze, evaluate, and synthesize psychological theories, research findings, and real-world applications. They should be adept at identifying and solving problems through logical reasoning and evidence-based approaches.
4.	Ethical Awareness	Graduates should have a thorough understanding of ethical principles and guidelines in psychological research and practice. They should be able to identify ethical issues, adhere to professional codes of conduct, and demonstrate ethical decision-making in their interactions with clients, participants, and colleagues.
5.	Effective Communication	Graduates should demonstrate effective communication skills, both orally and in writing, to convey psychological concepts, research findings, and therapeutic interventions to diverse audiences. They should be capable of communicating professionally and empathetically in various professional contexts.
6.	Practical Experience	Graduates should have gained practical experience through internships, practicums, or research projects, allowing them to apply theoretical knowledge in real-world settings. They should have developed practical skills in counseling, assessment, intervention, and consultation under the supervision of experienced professionals.
7.	Professional Development	Graduates should engage in activities that promote personal and professional development, such as attending conferences, workshops, and seminars, participating in professional organizations, and seeking

8.	Global and Cultural Competence	mentorship. They should demonstrate a lifelong commitment to learning and growth in the field of psychology.
		Graduates should develop awareness and appreciation of cultural diversity and its impact on human behavior and psychological processes. They should be able to work effectively with individuals from diverse backgrounds and demonstrate cultural sensitivity and competence in their professional practice.

4. Qualification Descriptor's

After completing the B.Sc. (Hons) Psychology program, students will demonstrate the following knowledge and skills:

- **Foundational Understanding:** Students will comprehend fundamental theories and principles of psychology, integrating knowledge from various sub-branches to address mental health issues in daily life.

- **Advanced Skill Development:** They will develop skills tailored for diverse clinical settings, enabling them to effectively assist individuals in need.

- **Industry-Relevant Skills:** Skills honed to meet industry demands, ensuring graduates are equipped for various career pathways.

- **Field Study Proficiency:** Students will conduct and report on field studies effectively, showcasing their ability to apply theoretical knowledge in practical scenarios.

- **Career Aspiration Fulfillment:** Developed knowledge and skills will align with students' career aspirations, empowering them to pursue their desired professional paths

- **Problem Solving and Decision Making:** Learning psychological principles enhances problem-solving and decision-making by fostering self-awareness, empathy, and rationality, while equipping students with effective strategies to address complex challenges across various domains of life.

- **Adaptability to Employment Opportunities:** Graduates will be capable of modifying their subject-related knowledge and skills to align with specific job requirements, ensuring versatility in employment opportunities.

5. Program Outcome (PO's)

PO No.	Program Outcome	Attributes	Competencies
PO1	Comprehensive Understanding	Deep understanding of psychological principles and theories across subfields	Ability to analyse and synthesize psychological concepts and theories
PO2	Research Proficiency	Proficiency in research methodologies	Conducting independent research projects - Critical evaluation of research literature
PO3	Critical Thinking and Analysis	Strong critical thinking skills	Analytical reasoning - Problem-solving
PO4	Ethical Awareness	Understanding of ethical principles	Ethical decision-making - Adherence to professional codes of conduct
PO5	Effective Communication	Effective oral and written communication	Professional communication skills - Empathetic communication
PO6	Practical Experience and Professional Development	Personal and professional growth/Application of theoretical knowledge in real-world Setting	Engagement in professional activities (e.g., conferences, workshops) - Lifelong learning/Counselling Skills-Assessment and Intervention Techniques
PO7	Global and Cultural Competence	Cultural sensitivity and competence	Ability to work with diverse populations - Cross-cultural communication skills

6. Program Specific Outcome (PSO's)

PSO No	Competency
PSO1	Students will demonstrate advanced knowledge and understanding in specific areas of psychology, such as cognitive psychology, developmental psychology, social psychology, or clinical psychology.
PSO2	Students will be able to design and conduct independent research projects in psychology, including formulating research questions, selecting appropriate methodologies, collecting, and analysing data, and communicating research findings effectively
PSO3	Students will apply psychological theories and concepts to analyse real-world issues, critically assessing their relevance and applicability across diverse contexts. They will engage in ongoing professional development through workshops, conferences, seminars, and continuing education programs, while seeking supervision and mentorship from experienced professionals to enhance their knowledge and skills in psychology.

PSO4	Students will uphold ethical guidelines and principles in academic and professional endeavours, displaying integrity, confidentiality, and ethical sensitivity in research, assessment, and intervention. They will exhibit cultural competence, working effectively with diverse populations and integrating cultural considerations into psychological practice.
PSO5	Students will effectively communicate complex psychological concepts, research findings, and therapeutic interventions both orally and in writing to diverse audiences, including clients, colleagues, and the public. They will apply their psychological knowledge and skills in practical settings, demonstrating proficiency in assessment, diagnosis, treatment planning, and intervention.

7. COURSE STRUCTURE

SEMESTER – I

Course Type	Course Code	Course Title	Teaching Hours / Week			Credit
			L	T	P	
DSC-1	0270311011	Foundational Psychology-I	3	0	1	4
DSC-2	0270311021	Social Psychology	3	0	1	4
DSC-3	0270311030	Paradigms of Psychology	3	1	0	4
GE- 1		(one from pool)	3	1	0	4
SEC-1		(one from pool)	1	0	1	2
AEC- 1		(one from pool)	1	0	1	2
VAC- 1		(one from pool)	1	0	1	2
		Total	**15**	**2**	**5**	**22**

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, C: Credits

SEMESTER – II

Course Type	Course Code	Course Title	Teaching Hours / Week			Credit
			L	T	P	
DSC-4	0270321041	Foundational Psychology-II	3	0	1	4
DSC-5	0270321051	Developmental Psychology	3	0	1	4
DSC-6	0270321061	Abnormal Psychology	3	0	1	4
GE- 2		(one from pool)	3	1	0	4
SEC-2		(one from pool)	1	0	1	2
AEC- 2		(one from pool)	1	0	1	2
VAC- 2		(one from pool)	1	0	1	2
		Total	**15**	**1**	**6**	**22**

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, C: Credits

SEMESTER – III

Course Type	Course Code	Course Title	Teaching Hours / Week			Credit
			L	**T**	**P**	
DSC-7	0270331070	Cognitive Psychology	3	1	0	4
DSC-8	0270331081	Theoretical Foundation of Experimental Psychology	3	0	1	4
DSC-9	0270331091	Geriatric Psychology-I	3	0	1	4
DSE-1/	*0270332010/* *0270332020*	*Environmental Psychology/ Indigenous Psychology*	3	1	0	*4*
GE – 3		(one from pool)				
IACP/ SEC-3			1	0	1	2
SEC-3		(one from pool)				
AEC-3		(one from pool)	1	0	1	2
VAC- 3		(one from pool)	1	0	1	2
		Total	**15**	**2**	**5**	**22**

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, C: Credits

SEMESTER – IV

Course Type	Course Code	Course Title	Teaching Hours / Week			Credit
			L	**T**	**P**	
DSC-10	0270341100	Health Psychology	3	1	0	4
DSC-11	0270341110	Psychometrics	3	0	1	4
DSC-12	0270341121	Geriatric Psychology-II	3	0	1	4
DSE-2/	*0270342030/* *0270342040*	*Media Psychology/ Youth Mental Health*	3	1		*4*
GE – 4		(one from pool)				
IACP/			1	0	1	*2*
SEC-4		(one from pool)				
AEC-4		(one from pool)	1	0	1	2
VAC- 4		(one from pool)	1	0	1	2
		Total	**15**	**2**	**5**	**22**

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, C: Credits

SEMESTER – V

Course Type	Course Code	Course Title	Teaching Hours / Week			Credit
			L	T	P	
DSC-13	0270351130	Clinical Psychology	3	0	1	4
DSC-14	0270351141	Basics of Statistics in Psychology	3	0	1	4
DSC-15	0270351150	Bio-Psychology	3	1	0	4
DSE-3	*0270352051 0270352060*	*Gender Psychology/ Applied Psychology*	3	0	1	*4*
GE- 5		(one from pool)	3	1	0	4
IACP			*1*	*0*	*1*	*2*
SEC-5		(one from pool)				
		Total	**16**	**2**	**4**	**22**

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, C: Credits

SEMESTER – VI

Course Type	Course Code	Course Title	Teaching Hours /			Credit
			L	T	P	
DSC-16	0270361161	Counselling Psychology	3	0	1	4
DSC-17	0270361171	Qualitative Methods and Analysis	3	1	0	4
DSC-18	0270361180	Research Methods in Psychology	3	1	0	4
DSE-4	0270362070 0270362080	*Counselling skills & techniques/Rehabilitation Psychology*	3	1	0	*4*
GE- 6		(one from pool)	3	1	0	4
IACP/			*1*	*0*	*1*	*2*
SEC-6		(one from pool)				
		Total	**16**	**4**	**2**	**22**

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, C: Credits

SEMESTER –VII

Course Type	Course Code	Course Title	Teaching Hours / Week			Credit
			L	T	P	
DSC-19	0270371190	Industrial and Organizational Behavior	3	0	1	4
DSE 5	0270372090 0270372100 0270372110	Ethics in Counselling/ Consumer Behavior/ Emotional Resilience	3	1	0	4
DSE 6/	0270372120/ 0270372130	Child adolescent Counselling/ Educational Career Counselling	3	1	0	4
GE 7						
DSE 7/	0270372140/ 0270372150 0270372160	Human Resource Management/ Cross Cultural Psychology/ Positive Psychology	3	1	0	4
GE 8		(one from pool)				
	0270378011	Dissertation on Major/Minor/Academic Project/Entrepreneurship	0	0	6	6
		Total	**12**	**3**	**7**	**22**

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, C: Credits

SEMESTER –VIII

Course Type	Course Code	Course Title	Teaching Hours / Week			Credit
			L	T	P	
DSC-20	0270381201	Health and Well-being	3	1	0	4
DSE 8	0270382171 0270382181	Stress Management/ Forensic Psychology	3	0	1	4
DSE 9/ GE 9	0270382190/ 0270382200	Relationship Psychology/ Personal growth and development	3	1	0	4
DSE 10/ GE 10	0270382210/ 0270382220	Spiritual Psychology/ Psychology of Wellness	3	1	0	4
	0270388021	Dissertation on Major/Minor/Academic Project/Entrepreneurship	0	0	6	6
		Total	**12**	**3**	**7**	**22**

Note – L: Lecture Hour/week, T: Tutorial Hour/week, P: Practical Hour/week, C: Credits

Multidisciplinary Generic Electives (MGE)

Multidisciplinary Generic Electives is credited and choice-based. The students make a choice from pool of MGE offered by the Faculty under the University. (Reference: University Umbrella Multidisciplinary Generic Electives)

Value Added Courses (VAC)

Value Added Courses is credited and choice-based. The students make a choice from pool of VAC offered by the Faculty under the University. (Reference: University Umbrella Value Added Courses)

Ability Enhancement Compulsory Course (AEC)

Ability Enhancement Compulsory Courses is credited and choice-based. The students make a choice from pool of AEC offered by the Faculty under the University. (Reference: University Umbrella Ability Enhancement Compulsory Course)

Skill Enhancement Courses (SEC)

Skill Enhancement Courses is credited and choice-based. The students make a choice from pool of SEC offered by the Faculty under the University.

Internships, Apprenticeship, Community outreach program, Project (IACP)

Internships, Apprenticeship, Community outreach program, Project is credited and choice-based. Students can undergo a 4-credit work- based learning/internship/ community service or project during the summer term.

8. SEMESTER-WISE COURSE DETAILS

SEMESTER – I

Course Type	Course Code	Course Title
DSC-1	0270311011	Foundational Psychology-I
DSC-2	0270311021	Social Psychology
DSC-3	0270311030	Paradigms of Psychology

DSC-1-Foundational Psychology-I

Name of the Department	Psychology
Name of the Program	B.Sc. (Hons. With Research) Psychology
Course Code	**0270311011**
Course Title	**Foundational Psychology-I**
Academic Year	
Semester	I
Number of Credits	4 (3+0+1)
Course Prerequisite	
Course Synopsis	This course will strengthen the foundation and spark interest in psychology as a field. Students will get knowledge about psychology's concept, background, methods and many schools of thought. Additionally, students will learn about the various processes involved in sensation, perception, emotions and motivation. They will also be able to apply these concepts to their own lives and the lives of others.

Course Outcomes:

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

CO1	Learn about the fundamental processes and core psychological concepts, and different methods used in the field of psychology
CO2	Develop an understanding of the different methods of psychology and will able to utilize various methods in the practical world.
CO3	Understand the phenomenon of attention & perception and develop a base in cognitive psychology with the help of relevant examples of everyday life.
CO4	Develop the understanding of theories of motivation & emotions and their influence on individual and social behavior. Critically assess prominent theories of emotions and initiate the importance of positive emotions in day to day life
CO5	Expanded knowledge of various assessment procedures regarding conduction of experiments and develop the Ability to administer, analyse and interpret results from various psychological tools.

Mapping of Course Outcomes (COs) to Program Outcomes (POs)& Program Specific Outcomes:

CO's	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	0	0	2	0	2	1	1	0	1	1	2
CO2	1	1	3	1	1	3	1	1	3	1	2	3
CO3	1	0	3	3	2	2	3	2	0	1	1	1
CO4	1	0	1	2	2	1	3	2	0	3	1	1
Average	**1.5**	**0.25**	**1.75**	**2.0**	**1.25**	**2.0**	**2.0**	**1.5**	**0.75**	**1.5**	**1.25**	**1.75**

1= Weak Correlation	2= Moderate Correlation	3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
3	0	2		5

Units	Content & Competencies
Unit-I: Introduction to Psychology- (Lecture Hours = 10)	Nature, Definition and Goals of Psychology; Psychology- as a Science, Importance of Psychology, Fields of psychology Early Schools of Psychology: Structuralism, Functionalism, Gestalt Psychology, Behaviorism and Psychoanalysis. Historical origin of Psychology
Unit-II: Methods of Assessment in Psychology (Lecture Hours = 10)	Methods of Assessment in Psychology: Goals of Psychological Enquiry, Introspective Method, Observation Method, Experimental Method, Interview Method, Survey Method, Questionnaires, Case Study and Psychological Testing.
Unit-III: Attention & Perception (Lecture Hours = 10)	Definition, Characteristics, Types, Factors/Determinants of Attention. Perception: Brief description of senses, sensation and perception, Principles of Perceptual Organization, Constancies in Perception - Size, Shape & Form, Depth Perception, Illusions.
Unit-IV: Motivation & Emotion (Lecture Hours = 15)	Emotion; Definitions, nature and Characteristics of Emotions, Types of Emotions, Theories of Emotion: James-Lange, Cannon-Bard, Schachter-Singer. Motivation: Definition, Nature, Concept and Types of Motivation. Theories of Motivation: Humanistic (Maslow). Need Theories (McClelland and Murray).
Unit-V: Practical Application (Lecture Hours = 30)	Any 2 practical from above mentioned units. 1. Emotional Intelligence/Motivation scale 2. Span of Attention 3. Self-Regulation Scale 4. Raven's Progressive Matrices/ Standard Progressive Matrices

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	45
Practical	30
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	-
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	75

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	
Viva-voce	
Mid Semester Examination	Class test
Mid Term Practical Examination	
Quiz	Multiple Choice Questions (MCQ)
Seminars/ Presentation	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)
Journal Club	Practical Examination & Viva-voce
Professional Activity	
Assignment	

References:	(List of reference books)
	• Banyard, P., Davies, M. N. O., Norman, C. & Winder, B. (Eds.) (2010). Essential psychology. New Delhi: SAGE Publications. • Baron, R. & Misra, G. (2014). Psychology. New Delhi: Pearson. • Ciccarelli, S. K. & White, J. N. & Misra, G. (2018). Psychology. New Delhi: Pearson Education. • Feldman, R. S. (2006). *Understanding Psychology*. India: Tata McGraw Hill. • Holt, N., Bremner, A., Sutherland, E., Vliek, M. and Passer, M., & Smith, R. (2015). Psychology: The Science of Mind and Behavior. London: Tata McGraw-Hill • Morgan, C. T., & King, R. A. (1966). Introduction to psychology (3rd ed.). McGraw-Hill. • Morgan, C. T., King, R., Weisz, J. & Schopler, J. (2017) .Introduction to Psychology (7th Ed). McGraw Hills.

DSC-2-Social Psychology

Name of the Department	Psychology
Name of the Program	B.Sc. (Hons. With Research) Psychology
Course Code	**0270311021**
Course Title	**Social Psychology**
Academic Year	
Semester	I
Number of Credits	4 (3+0+1)
Course Prerequisite	
Course Synopsis	Social Psychology is designed to introduce students to the fundamental theories, concepts, and methodologies in the field of social psychology. This course explores various topics such as social cognition, social influence, interpersonal relationships, group dynamics, and attitudes. Through lectures, discussions, readings, and practical exercises, students will gain insights into how individuals think, feel, and behave in social contexts. Additionally, students will examine the application of social psychological principles to real-world issues and phenomena.

Course Outcomes:

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

CO1	Students will demonstrate an understanding of the definition, scope, and historical roots of social psychology.
CO2	Students will develop proficiency in research methods commonly used in social psychology, enabling them to critically evaluate social psychological research.
CO3	Students will analyse the complexities of social cognition, including self-concept, self-serving bias, impression formation, and attribution theories.
CO4	Students will grasp attitude formation, types, and change, alongside the factors influencing persuasion. They will be able to apply persuasion models to analyse real-world scenarios and gauge their impact on attitudes and behaviours.
CO5	Expanded knowledge of various assessment procedures regarding conduction of experiments and develop the Ability to administer, analyse and interpret results from various psychological tools.

Mapping of Course Outcomes (COs) to Program Outcomes (POs)& Program Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	1	3	2	3	3	2	2	3	3	2
CO2	1	3	2	2	0	1	3	2	3	1	2	2
CO3	3	0	2	2	3	3	3	1	2	2	3	3

CO4	2	0	2	3	1	3	3	1	3	2	3	2
Average	**2.25**	**1**	**1.75**	**2.5**	**1.5**	**2.5**	**3.0**	**1.5**	**2.5**	**2.0**	**2.75**	**2.25**

1= Weak Correlation   2= Moderate Correlation   3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
3	0	2		5

Units	Content & Competencies
Unit-I: Introduction to Social Psychology- (Lecture Hours = 10)	Definition and Scope, Methods of Research in Social Psychology; Historical Roots; Social Cognition: Self-concept, Perceived Self-control, Self-Serving Bias, Self-Presentation, Impression Formation; Attribution: theories, attribution errors, Attitudes: Types, Formation and Change of attitudes; Persuasion: Factors affecting Persuasion, Models and Techniques
Unit-II: Social Influence and Group Processes (Lecture Hours = 10)	Conformity, Compliance and Obedience: Factors influencing, Research on Obedience and Conformity, Techniques of Compliance; Ethical considerations in social psychology research; Group Dynamics: The formation, structure, and functioning of groups, including topics such as group polarization, groupthink, and leadership styles
Unit- III: Interpersonal Relations and Communication (Lecture Hours = 10)	Interpersonal Attraction: Theories, factors influencing interpersonal attraction and relationship formation; Interpersonal Communication: Verbal and nonverbal communication, communication styles; Prejudice and Discrimination: Origins of prejudice, stereotypes, discrimination, and strategies for reducing prejudice and promoting social justice
Unit-IV: Applied Social Psychology and Contemporary Issues (Lecture Hours = 15)	Applied Social Psychology: Application of social psychological principles to real-world problems and settings; Social Identity and Diversity: Social identity theory, in group-outgroup dynamics, and the influence of social identity on behavior and attitudes; Contemporary Issues in Social Psychology: social media, globalization, cultural diversity, social change
Unit-V: Practical Application (Lecture Hours = 30)	Any 2 practical from above mentioned units. 1. Attitude Scale 2. Attribution Style 3. Aggression Scale 4. Leadership Styles

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	45
Practical	30
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	-
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	75

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	
Viva-voce	
Mid Semester Examination	Class Test
Mid Term Practical Examination	
Quiz	Multiple Choice Questions (MCQ)
Seminars/ Presentation	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)
Journal Club	Practical Examination & Viva-voce
Professional Activity	
Assignment	

References:	(List of reference books)
	- Branscombe, N. R., & Baron, R. A. (2023). *Social psychology* (15th ed.). Pearson. - Buunk, B. P., & Van Vugt, M. (2013). *Applying social psychology: From problems to solutions* (2nd ed.). Sage Publications. - Cohen, A. B. (2014). *Culture, religion, and ethnicity in social psychology*. Psychology Press. - Dickerson, P. (2024). *Social psychology: Traditional and critical perspectives* (2nded.).SAGE - Hogg, M. A., & Vaughan, G. M. (2024). *Social psychology* (9th ed.). Pearson. - Kassin, S., Fein, S., & Markus, H. R. (2023). *Social psychology* (12th ed.).SAGE - Kimble, G. A., Garmezy, N., & Zigler, E. (Eds.). (1974). *Readings in social psychology* (3rd ed.). Holt, Rinehart and Winston. - Myers, D. G., & Twenge, J. M. (2025). *Social psychology* (15th ed.). McGraw-Hill.

DSC-3-Paradigms of Psychology

Name of the Department	Psychology
Name of the Program	B.Sc. (Hons. With Research) Psychology
Course Code	**0270311030**
Course Title	**Paradigms of Psychology**
Academic Year	
Semester	I
Number of Credits	4 (3+1+0)
Course Prerequisite	
Course Synopsis	This course provides an introduction to the fundamental paradigms of psychology, exploring various theoretical frameworks and their applications in understanding human behavior. Through interactive lectures, discussions, and practical tutorials, students will gain a comprehensive understanding of different psychological perspectives and their significance in the Indian context.

Course Outcomes:

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

CO1	Understanding of the major paradigms in Psychology, including Behaviourism, Psychoanalysis, Humanistic Psychology, and socio-cultural perspective.
CO2	Analyse and evaluate the strengths and limitations of each Psychological paradigm in explaining human behaviour.
CO3	Apply Psychological theories and concepts to real-world scenarios, particularly within the Indian cultural context.
CO4	Develop Critical thinking and research skills through practical tutorials and hands-on activities.
CO5	Expanded knowledge through various activities regarding the practical application of different paradigms of psychology and their application in real world.

Mapping of Course Outcomes (COs) to Program Outcomes (POs)& Program Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	3	3	0	2	3	3	0	3	2	1
CO2	3	1	2	3	0	1	3	2	1	2	3	2
CO3	1	3	0	3	0	3	3	1	1	2	3	2
CO4	1	3	3	1	0	3	0	1	3	1	2	3
CO5	0	0	0	0	0	0	0	0	0	0	0	0
Average	2.0	2.0	2.0	2.5	0.0	2.25	2.25	1.75	1.25	2.0	2.5	2.0

1= Weak Correlation	2= Moderate Correlation	3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/ Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
3	1	0		4

Units	Content & Competencies
Unit-I: Introduction to Psychology Paradigms (Lecture Hours = 10)	Overview of Major paradigms: Behaviorism, Psychoanalysis, Humanistic Psychology, and Socio-cultural Perspectives. Historical development and key figures in each paradigm.
Unit-II: Behaviorism: Understanding Observable Behavior (Lecture Hours = 10)	Basic principles of behaviorism and Classical conditioning, Application of behaviorism in learning theories and behavior modification, Critique of behaviorism and its implications for understanding complex human behavior.
Unit-III: Psychoanalysis: Exploring the Unconscious Mind (Lecture Hours = 10)	Freudian theory: the structure of personality, defense mechanism, and stages of psychosexual development, Contemporary perspectives on psychoanalytic theory and practice.
Unit-IV: Humanistic Psychology: Self-Actualization and Personal Growth (Lecture Hours = 15)	Core concepts of humanistic psychology, include self-actualization, unconditional positive regard, and hierarchy of needs—the contribution of Carl Rogers and Abraham Maslow to Humanistic Psychology.
Unit-V: Tutorial Activities (Lecture Hours = 15)	Practical tutorials and case studies exploring the integration of multiple psychological perspectives, Group discussions, and presentations on applying diverse paradigms to understand complex human behavior. Hands-on activities to develop critical thinking and research skills in Psychology.

Note: The course plan included as an annexure has the details of each unit with the number of hours' mode of delivery and pedagogical approach.

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	45
Practical	-
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-

Total Number of Contact Hours	60

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	
Viva-voce	
Mid Semester Examination	Class Test
Mid Term Practical Examination	
Quiz	Multiple Choice Questions (MCQ)
Seminars/ Presentation	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)
Journal Club	Practical Examination & Viva-voce
Professional Activity	
Assignment	

References:	(List of reference books)
	- Arnett, J. J. (2019). *Human development: A cultural approach*. Pearson. - Berk, L. E. (2018). *Development through the lifespan*. Pearson. - Boyd, D., & Bee, H. (2018). *Lifespan development*. Pearson. - Papalia, D. E., Feldman, R. D., & Martorell, G. (2018). *Experience human development*. McGraw-Hill Education. - Santrock, J. W. (2017). *Life-span development*. McGraw-Hill Education.

SEMESTER – II

Course Type	Course Code	Course Title
DSC-4	0270321041	Foundational Psychology-II
DSC-5	0270321051	Developmental Psychology
DSC-6	0270321061	Abnormal Psychology

DSC-4-Foundational Psychology-II

Name of the Department	Psychology
Name of the Program	B.Sc. (Hons. With Research) Psychology
Course Code	**0270321041**
Course Title	**Foundational Psychology-II**
Academic Year	
Semester	II
Number of Credits	4 (3+0+1)
Course Prerequisite	
Course Synopsis	The students will gain knowledge of the basic procedures and essential psychological ideas, models, traditional theories, and other viewpoints. They will able to learn about the fundamental processes and core psychological concepts, models, classical theories, varied perspectives, and will be able to apply them in their own and in others' lives. It will also give the learner a clear understanding of the concepts like intelligence, personality, learning memory and forgetting.

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

CO1	Students will understand the concept of intelligence and its importance
CO2	Developing an understanding of the concept of individual differences and various approaches to personality and appreciating the diverse frameworks
CO3	Gain knowledge and appreciate various theories of learning and other aspects of human behaviour in the practical world.
CO4	Identify the importance of experiments in the field of memory and how it shapes cognitive functions at large and their impact on human psychology
CO5	Expanded knowledge of various assessment procedures regarding conduction of experiments and develop the Ability to administer, analyse and interpret results from various psychological tools.

Mapping of Course Outcomes (COs) to Program Outcomes (POs)& Program Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5

CO1	3	0	3	3	2	3	3	1	1	2	2	2
CO2	2	0	2	2	0	2	2	1	1	2	1	1
CO3	2	0	2	2	1	3	2	2	1	3	3	2
CO4	1	1	2	2	2	2	2	2	0	1	1	1
Average	**2.0**	**0.25**	**2.25**	**2.25**	**1.25**	**2.5**	**2.25**	**1.5**	**0.75**	**2.0**	**1.75**	**1.5**

1= Weak Correlation   2= Moderate Correlation   3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
3	0	2		5

Unit	Content & Competencies
Unit-I: Intelligence- (Lecture Hours = 10)	Intelligence: Concept, Definition, Theories of Intelligence, Intelligence and Aptitude, Intelligence and Creativity Distribution of Intelligence, Classification of Mental Retardation , Biological Bases of Intelligence, Measurement of Intelligence (Verbal and Non Verbal Test; Individual and Group Tests).
Unit-II: Personality- (Lecture Hours = 10)	Definition and Nature of Personality; Personality Theories –Trait Theories, Type Theories, Psychoanalytic - Neo - Freudian - Jung, Adler, Sullivan, Karen Horney; Humanistic Theories. Assessment of Personality (Self Report, Projective Techniques and Behavioural Assessment)
Unit-III: Learning- (Lecture Hours = 10)	Nature, Definition and Factors; Types of Learning and Applications, Cognitive Learning, Observational Learning, Skill Learning, Transfer of Learning & Theories of Learning, Classical Conditioning – Principles and Applications, Operant Conditioning – Principles and Applications
Unit-IV: Memory and Forgetting (Lecture Hours = 15)	Stages in Memory, Human Memory – the Modal of Memory: Sensory Memory, Short - Term Memory, Long- Term Memory; Improving memory; Brain Damage, Drugs and Memory. Forgetting: Theories of Forgetting- Retrieval Failure, Decay, Interference Theory, Motivated Forgetting; Memory Disorders

Unit-V: Practical Application (Lecture Hours = 30)	Any 2 practical from above mentioned units. Report writing in the APA style.
	  1. Intelligence scale
	  2. Personality
	  3. Learning
	  4. Memory & forgetting
	Seminar and Discussion about the applications of knowledge

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	45
Practical	30
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	-
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	75

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	
Viva-voce	
Mid Semester Examination	Class Test
Mid Term Practical Examination	
Quiz	Multiple Choice Questions (MCQ)
Seminars/ Presentation	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)
Journal Club	Practical Examination & Viva-voce
Professional Activity	
Assignment	

References:	(List of reference books)
	• Baron, R. & Misra, G. (2016). *Psychology* (5th edition). New Delhi: Pearson. • Feldman, R. S. (2006). *Understanding Psychology*. India: Tata McGraw Hill. • Mishra, G. (Edited) (2019). Personality in Indigenous Tradition. In ICSSR Research Surveys & explorations Psychology (Vol.2): Individual and the Social Processes & Issues. New Delhi: Oxford University Press. • Morgan, C. T., King, R. A., Weiss, J. R. and Schopler, J. (2012). (Latest Edition).Introduction to Psychology. Tata McGraw Hill Education Pvt. New Delhi

DSC-5-Developmental Psychology

Name of the Department	Psychology
Name of the Program	B.Sc. (Hons. With Research) Psychology
Course Code	0270321051
Course Title	**Developmental Psychology**
Academic Year	
Semester	II
Number of Credits	4 (3+0+1)
Course Prerequisite	
Course Synopsis	This course provides an overview of the Psychological processes that occur throughout the lifespan, from infancy to old age. Emphasis is placed on understanding the physical, cognitive, emotional, and social changes that individuals experience as they age. The course explores various theories of development and examines how genetics, environment, and culture influence growth and behavior.

Course Outcomes:

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

CO1	Understand the major theories and concepts in developmental psychology.
CO2	Identify and analyse the physical, cognitive, emotional, and social changes that occur across the lifespan.
CO3	Evaluate the influence of genetics, environment, and culture on development.
CO4	Examine the role of family, peers, and society in shaping individual's development.
CO5	Expanded knowledge of various assessment procedures regarding conduction of experiments and develop the Ability to administer, analyse and interpret results from various psychological tools.

Mapping of Course Outcomes (COs) to Program Outcomes (POs)& Program Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	0	1	1	0	3	0	3	1	2	3	2
CO2	2	1	1	1	1	3	2	0	2	3	0	1
CO3	1	1	2	1	1	3	3	0	1	1	2	2
CO4	1	1	2	2	1	3	3	0	0	3	2	3
CO5	0	0	0	0	0	0	0	0	0	0	0	0
Average	**1.75**	**0.75**	**1.5**	**1.25**	**0.75**	**3.0**	**2.0**	**0.75**	**1.0**	**2.25**	**1.75**	**2.0**

1= Weak Correlation	2= Moderate Correlation	3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
3	0	2		5

Unit	Content & Competencies
Unit-I: Introduction to Development Psychology- (Lecture Hours = 10)	Overview: Growth and Development; Nature, Scope, Historical Perspectives in Developmental Psychology; Principles of Growth and Development; Stages of Human Development (Infancy, childhood, adolescence, adulthood, and old); Key Research Methods in Developmental Psychology; Ethical considerations in developmental research; Applications of Developmental Psychology
Unit-II: Biological Foundation of Development (Lecture Hours = 10)	Overview: Genetic inheritance; principles of genetics; Heredity vs. environment; Genetic disorders: Environmental factors influencing genetic expression, Experimental studies in understanding genetic basis of development; Stages of prenatal development; Birth and the Transition to Infancy; Physical Development in Infancy, Childhood, Adolescence, Adulthood, and old Age.
Unit-III: Cognitive Development (Lecture Hours = 10)	Cognitive Development Cognitive Processes; Jean Piaget's Theory of Cognitive Development; Cognitive biases; Metacognition and Cognitive Development; Memory Development: stages, Developmental changes in Memory; False memory and memory distortion; Language development: Stages, Critical Period Hypothesis; Language disorders; Reasoning and Problem Solving: Types, Problem-solving strategies.
Unit-IV: Socioemotional Development (Lecture Hours = 15)	Overview of Socioemotional Development; Interaction of emotions, social relationships, and cognitive processes; Social Development Theories (Erikson, Bandura, Vygotsky, Bowlby); Emotional and Social development in adolescence and adulthood; Cultural Influences on Socioemotional Development; Socioemotional Development and Mental Health
Unit-V: Practical Application (Lecture Hours = 30)	Observation in childcare institutions, Service- learning projects, Developmental screening Assessments, Advocacy; Developmental Case Studies; Observational Study; Genetic Disorder Case Study; Twin Study Research Presentation Memory Recall Experiment

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	45
Practical	30
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	-
Problem-Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-

Others If any:	-
Total Number of Contact Hours	75

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	
Viva-voce	
Mid Semester Examination	Class Test
Mid Term Practical Examination	
Quiz	Multiple Choice Questions (MCQ)
Seminars/ Presentation	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)
Journal Club	Practical Examination & Viva-voce
Professional Activity	
Assignment	

References:	(List of reference books)
	• Arnett, J. J. (2019). *Human development: A cultural approach*. Pearson. • Berk, L. E. (2018). *Development through the lifespan*. Pearson. • Boyd, D., & Bee, H. (2018). *Lifespan development*. Pearson. • Papalia, D. E., Feldman, R. D., & Martorell, G. (2018). *Experience human development.* McGraw-Hill Education. • Santrock, J. W. (2017). *Life-span development*. McGraw-Hill Education.

DSC-6-Abnormal Psychology

Name of the Department	Psychology
Name of the Program	B.Sc. (Hons. With Research) Psychology
Course Code	**0270321061**
Course Title	**Abnormal Psychology**
Academic Year	
Semester	II
Number of Credits	4 (3+0+1)
Course Prerequisite	
Course Synopsis	This course will provide an overview of the scientific study of mental illness (also known as psychopathology). The course will cover basic concepts and definitions, historical perspectives on abnormal behavior, different theoretical models, the assessment and diagnosis of mental illness. The course also focus on the leading categories of mental disorders among adults, children and adolescents, including the description and classification of these disorders and some of the treatments for these disorders.

Course Outcomes:

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

CO1	Understand the definition and criteria of abnormal behaviour, incorporating historical perspectives and contemporary views to analyse the evolution of thought on abnormal psychology.
CO2	Develop the sensitivity towards individual diversity and various approaches to the diagnosis and treatment of psychological disorders.
CO3	Enhance personal and social interactions by using the knowledge of the history and major theories of abnormal behaviour.
CO4	Understand criteria of abnormality and one's own behavior and behavior of others.
CO5	Demonstrate the application of theoretical insights acquired during the course through active participation in practical sessions, allowing for the practical application of concepts covered in the units.

Mapping of Course Outcomes (COs) to Program Outcomes (POs)& Program Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	1	1	2	2	3	2	0	0	2	2
CO2	3	1	3	3	1	2	3	1	0	1	3	3
CO3	3	0	3	2	3	3	2	1	0	2	2	3
CO4	2	0	2	2	1	3	1	0	1	1	1	2
Average	**2.75**	**0.5**	**2.25**	**2.0**	**1.75**	**2.5**	**2.25**	**1.0**	**0.25**	**0.75**	**2.0**	**2.5**

1= Weak Correlation	2= Moderate Correlation	3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
3	0	2		5

Unit	Content & Competencies
Unit-I: Introduction of Abnormal Psychology (Lecture Hours = 10)	Understanding Abnormality: Definition, criteria of abnormality, background and modern approaches, Classification of psychological Disorders (latest edition of DSM & ICD) and Historical background, Biological factors, Psychological, Socio-cultural factors and Pathogenic societal influence
Unit-II: Psychological Disorders-I (Lecture Hours = 10)	Anxiety Disorders: Nature, Causes, Diagnostic Criteria and treatment of Generalized Anxiety Disorder, Panic Disorder, Phobias, Obsessive Compulsive Disorder, Post Traumatic Stress Disorder Mood Disorders: Nature, Causes and epidemiology, treatment of Bipolar I, Bipolar II, Suicide and Prevention
Unit-III: Psychological Disorders -II (Lecture Hours = 13)	Somatoform Disorders: Pain Disorders, Somatisation Disorders, Conversion Disorders, Hypochondriasis, and Body Dysmorphic Disorders (Nature, Causes, Diagnostic Criteria, Types and treatment) Personality Disorders: Nature, Causes, Diagnostic Criteria, Types and treatment. Eating Disorder: Nature, Causes, Diagnostic Criteria, Types and treatment.
Unit-IV: Psychological Disorders-III (Lecture Hours = 12)	Substance Use Disorders: Nature, Causes, Diagnostic Criteria, Types and treatment; Sexual Disorder: Nature, Causes, Diagnostic Criteria, Types and treatment; Schizophrenia: Nature, Causes, Diagnostic Criteria, Types and treatment
Unit-V: Practical Component (Lecture Hours = 30)	Any 2 practical from above mentioned units. Report writing in the APA style. 1. Mental Health Assessment (Anxiety, Depression, Stress) 2. Personality 3. Anxiety Scale 4. Depression Scale

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	45
Practical	30
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	-
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	75

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	
Viva-voce	
Mid Semester Examination	Class Test
Mid Term Practical Examination	
Quiz	Multiple Choice Questions (MCQ)
Seminars/ Presentation	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)
Journal Club	Practical Examination & Viva-voce
Professional Activity	
Assignment	
References:	(List of reference books)

| | Barlow D. H. & Durand V. M, & Stewart, S. H. (2009). *Abnormal Psychology*. New Delhi: Cengage Learning. Bennett, P. (2006). *Abnormal and Clinical Psychology: An introductory textbook*. New York: Open University Press. Brewer, K. (2001). *Clinical Psychology*. Oxford: Heinemann Educational Publishers Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2008). *Abnormal Psychology*. New Delhi: Pearson. Kearney, C. A. & Trull, T. J. (2012). Abnormal Psychology and Life: A dimensional approach. New Delhi: Cengage learning. Kring, A.M., Johnson, S.L., Davison G.C. & Neale J.M. (2010). Abnormal Psychology (11th Ed.). NY: John Wiley. |

SEMESTER – III

Course Type	Course Code	Course Title
DSC-7	0270331071	Cognitive Psychology
DSC-8	0270331081	Theoretical Foundation of Experimental Psychology
DSC-9	0270331091	Geriatric Psychology-I
DSE-1/	*0270332010/* *0270332020*	*Environmental Psychology/* *Indigenous Psychology*

DSC-7-Cognitive Psychology

Name of the Department	Psychology
Name of the Program	B.Sc. (Hons. With Research) Psychology
Course Code	**0270331071**
Course Title	**Cognitive Psychology**
Academic Year	
Semester	III
Number of Credits	4 (3+0+1)
Course Prerequisite	
Course Synopsis	This course offers a comprehensive overview of the fundamental cognitive processes involved in perception, attention, memory, language, problem-solving, decision-making, and intelligence. It introduces key theories, concepts, and research findings in cognitive psychology, emphasizing scientific methods and real-world applications. Through interactive lectures, discussions, and practical activities, students will gain insights into how people think, learn, and remember, while developing critical thinking skills and an understanding of how cognition shapes everyday behavior.

Course Outcomes:

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

CO1	Understand and explain the core concepts, theories, and research findings in cognitive psychology.
CO2	Analyse cognitive processes such as perception, attention, memory, language, and problem-solving using scientific approaches.
CO3	Apply cognitive principles to real-life situations, including learning, decision-making, and behaviour.
CO4	Critically evaluate classic and contemporary experiments in cognitive psychology and cognitive neuroscience.
CO5	Demonstrate critical thinking skills through discussions, practical activities, and reflective learning on how cognition influences everyday life.

Mapping of Course Outcomes (COs) to Program Outcomes (POs)& Program Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO 2	PSO3	PSO4	PSO 5
CO1	3	3	2	2	1	2	2	3	2	2	2	2
CO2	3	3	3	2	2	2	2	3	3	3	2	2
CO3	2	3	3	3	3	2	2	3	3	2	3	3
CO4	3	2	2	3	2	2	2	3	2	3	2	2
CO5	3	2	3	3	3	3	2	3	3	3	3	3
Average	2.5	2.6	2.6	2.6	2.2	2.2	2.0	3.0	2.6	2.6	2.4	2.5

1= Weak Correlation   2= Moderate Correlation   3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
3	0	2		5

Unit	Content & Competencies
Unit-I: Introduction to Cognitive Psychology- (Lecture Hours = 10)	Definition, nature, and scope of cognitive psychology, Historical development and key assumptions and approaches, Key methods of research in cognitive psychology, Overview of the brain and cognitive neuroscience.
Unit-II: Perception and Attention- (Lecture Hours = 10)	Nature of perception: bottom-up and top-down processing, Theories of visual and auditory perception, Pattern recognition and perceptual organization, Attention and its types; Theories and models of attention.
Unit-III: Memory, Language, and Thinking- (Lecture Hours = 10)	Types, stages and processes, models of memory; Forgetting: causes and major theories, Strategies for memory improvement. Language: Structure and functions of language; language acquisition and comprehension, Problem-solving methods and cognitive barriers; Decision-making processes; Creativity and critical thinking in cognitive tasks.
Unit-IV: Intelligence and Applications of Cognitive Psychology- (Lecture Hours = 15)	Intelligence: Types and theories, Emotional intelligence and cognitive flexibility, Cognitive development across the lifespan, Applications in education, technology, and mental health, Emerging trends in cognitive science and artificial intelligence.
Unit-V: Practical (Lecture Hours = 30)	**Memory and attention:** memory span tests, mnemonics, Stroop test, visual search tasks. **Thinking and language tasks:** problem-solving puzzles, case studies on biases, sentence ambiguity tasks, speech error analysis. **Real-world applications:** mini research projects, group presentations on cognitive principles, designing memory enhancement plans.

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	45
Practical	30
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	-
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	75

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	
Viva-voce	
Mid Semester Examination	Class Test
Mid Term Practical Examination	
Quiz	Multiple Choice Questions (MCQ)
Seminars/ Presentation	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)
Journal Club	Practical Examination & Viva-voce
Professional Activity	
Assignment	

References:	(List of reference books)
	• Anderson, J. R. (2015). *Cognitive psychology and its implications* (8th ed.). Worth Publishers. • Chadha, N. K. (2005). *Applied cognitive psychology*. Sage Publications India. • Eysenck, M. W., & Keane, M. T. (2015). *Cognitive psychology: A student's handbook* (7th ed.). Psychology Press. • Galotti, K. M. (2013). *Cognitive psychology in and out of the laboratory* (5th ed.). Sage Publications. • Goldstein, E. B. (2019). *Cognitive psychology: Connecting mind, research, and everyday experience* (5th ed.). Cengage Learning. • Kellogg, R. T. (2011). *Fundamentals of cognitive psychology* (2nd ed.). Sage Publications. • Matlin, M. W. (2012). *Cognition* (8th ed.). Wiley. • Revlin, R. (2012). *Cognition: Theory and practice*. Worth Publishers. • Sternberg, R. J., & Sternberg, K. (2020). *Cognitive psychology* (7th ed.). Cengage Learning.

DSC-8-Theoretical Foundation of Experimental Psychology

Name of the Department	Psychology
Name of the Program	B.Sc. (Hons. With Research) Psychology
Course Code	**0270331081**
Course Title	**Theoretical Foundation of Experimental Psychology**
Academic Year	
Semester	III
Number of Credits	4 (3+0+1)
Course Prerequisite	Basic knowledge of psychology and research methods, including familiarity with experimental design and statistical analysis.
Course Synopsis	This course examines the theoretical foundations of experimental psychology. It explores how psychological theories guide research and experimental design. Key topics include perception, learning, memory, and cognition. Students will engage with philosophical and scientific principles underlying psychology. Emphasis is placed on critical analysis of theory-driven empirical research.

Course Outcomes:

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

CO1	Understands the nature, history, and ethical foundations of experimental psychology.
CO2	Describe theories of sensation, perception, and attention with reference to key models and phenomena.
CO3	Analyze major theories of learning, memory, and cognition to experimental contexts.
CO4	Apply experimental design, research validity, and ethical use of AI tools in psychology.
CO5	Evaluate basic psychological experiments using theoretical principles.

Mapping of Course Outcomes (COs) to Program Outcomes (POs)& Program Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	0	1	1	0	3	0	3	1	2	3	2
CO2	2	1	1	1	1	3	2	0	2	3	0	1
CO3	1	1	2	1	1	3	3	0	1	1	2	2
CO4	1	1	2	2	1	3	3	0	0	3	2	3
CO5	0	0	0	0	0	0	0	0	0	0	0	0
Average	**1.75**	**0.75**	**1.5**	**1.25**	**0.75**	**2.4**	**2.0**	**0.75**	**1.0**	**2.6**	**1.75**	**2.0**

1= Weak Correlation   2= Moderate Correlation   3= Strong Correlation

Course Content:				
L (Hours/Week)	**T (Hours/Week)**	**P (Hours/Week)**	**CL (Hours/Week)**	**Total Hour/Week**
3	0	2		5
Unit	**Content & Competencies**			
UNIT-1: Introduction to Experimental Psychology (Lecture Hours = 10)	Definition, nature, and goals of experimental psychology; Historical development and philosophical foundations; Characteristics of the experimental method; Role of theory and hypothesis in psychological research; Variables: Types and control; Ethics in experimentation			
Unit-II: Theoretical Foundations of Experimental Psychology-I (Lecture Hours = 10)	Sensation, Perception, and Attention: Sensory processes: Vision, audition, olfaction, gustation, touch; Psychophysical approaches: Thresholds, Weber's Law, Signal Detection Theory; Perceptual organization: Gestalt principles; Theories of attention: Filter theory, capacity models, spotlight model; Illusions and constancies: Theoretical explanations			
Unit-III: Theoretical Foundations of Experimental Psychology-II (Lecture Hours = 10)	Learning, Memory, and Cognition: Classical and operant conditioning: Pavlov, Skinner; Cognitive theories of learning: Insight, latent learning, observational learning; Models of memory: Atkinson-Shiffrin, Working Memory, Levels of Processing; Theories of forgetting: Decay, interference, retrieval failure; Theoretical perspectives on thinking, problem-solving, and decision making			
Unit-IV: Experimental Design and Theoretical Application (Lecture Hours = 15)	Theoretical basis of experimental design; Types of designs: Between-subjects, within-subjects, mixed designs; Validity and reliability in theoretical context; Theory-driven vs. exploratory research; Role of theoretical integration in experimental studies; Use of AI tools in data analysis and its ethical considerations. APA Guidelines for research writing			
Unit-V: Practical Application (Lecture Hours = 30)	**Any 3 practical on the following** Distraction of Attention; Division of Attention; Span of Attention; Muller Lyer Illusion; Tweezer Dexterity; Insight and Trial & Error Learning; Mirror Drawing; Transfer of Learning - Habit Interference Maze Learning; Concept Formation; Problem Solving; Bhatia's Battery; Color Preference			

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	45
Practical	30
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	-
Problem-Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-

Others If any:	-
Total Number of Contact Hours	75

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	
Viva-voce	
Mid Semester Examination	University Examination
Mid Term Practical Examination	
Quiz	Multiple Choice Questions (MCQ)
Seminars/ Presentation	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)
Journal Club	Practical Examination & Viva-voce
Professional Activity	
Assignment	

References:	(List of reference books)
	• American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000 • Anderson, J. R. (2020). *Cognitive psychology and its implications* (9th ed.). Worth Publishers. • D'Amato, M.R. (2009). Experimental psychology: Methodology, psychophysics and learning. N.D.: Tata McGraw-Hill. • Dandekar, W. N. (2024). Fundamentals of Experimental Psychology. Proficient Publishers. • Elsevier. (2024). Advances in Experimental Social Psychology (Vol. 70). Elsevier. • Eysenck, M. W., & Keane, M. T. (2015). *Cognitive psychology: A student's handbook* (7th ed.). Psychology Press. • Feldman, R. S. (2020). Understanding Psychology (15th ed.). McGraw-Hill Education. • Goldstein, E. B. (2019). *Sensation and perception* (10th ed.). Cengage Learning. • Myers, D. G., & DeWall, C. N. (2021). *Psychology* (13th ed.). Worth Publishers. • Kantowitz, B. H. (2019). Experimental Psychology (8th ed.). Cengage Learning. • Rodrigues, M. (2024). Experimental Psychology. Discovery Publishing.

DSC-9-Geriatric Psychology-I

Akal College of Arts & Social Sciences	
Name of the Department	Department of Psychology
Name of the Program	B.Sc. (Hons. With Research) Psychology
Course Code	**0270331091**
Course Title	**Geriatric Psychology-I**
Academic Year	
Semester	III
Number of Credits	4 (3+0+1)
Course Prerequisite	Students taking *Geriatric Psychology – I* should have basic knowledge of general and developmental psychology, especially related to aging. Familiarity with biological and psychosocial changes in human behavior will be helpful. Empathy and good communication skills are also encouraged, as the course includes field visits and interactions with elderly individuals.
Course Synopsis	This course introduces students to the fundamentals of aging, focusing on the biological, psychological, and social changes in elderly individuals. It emphasizes the importance of understanding and supporting the well-being of older adults through theoretical knowledge and practical engagement, including field visits and interactions with the elderly.

Course Outcomes:

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

CO1	Understand the psychological theories and concepts related to the aging process. Students will explore key theories and models that explain psychological development in old age.
CO2	Learn how cognitive, emotional, and behavioral changes affect older adults. They will explore common challenges like memory decline and emotional shifts.
CO3	Analyze how social roles, relationships, and environment influence aging. They will examine the impact of retirement, family, and community on well-being.
CO4	Evaluate to identify and challenge ageism and negative stereotypes.
CO5	Apply how such biases affect the dignity and self-esteem of the elderly.

Mapping of Course Outcomes (COs) to Program Outcomes (POs) & Program Specific Outcomes:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO 5
CO1	3	2	2	2	1	2	2	3	1	2	2	2

CO2	2	2	3	2	2	2	3	2	2	2	2		2
CO3	2	2	3	3	3	3	3	3	2	2	3		2
CO4	2	2	2	2	2	2	2	2	2	2	2		2
CO5	3	2	2	2	2	3	2	2	2	2	2		2
Average	2.4	2.0	2.4	2.2	2.0	2.4	2.4	2.4	1.8	2.0	2.2		2.0

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
3	0	2		5

Unit	Content & Competencies
Unit 1: Introduction to Aging – (Lecture Hours = 10)	Definition and Meaning of Aging, Historical Perspectives on Aging, Importance of Studying Aging in Modern Society, Scope of Geriatric Psychology and Gerontology, Characteristics and Phases of Old Age, Myths and Facts about Aging, Changing Roles and Status of the Elderly in Society.
Unit-II: Biological Transformations - (Lecture Hours = 10)	Overview of Aging Process, Cellular Aging and Telomere Shortening, Cardiovascular System Changes with Aging, Skeletal and Muscular System Changes, Nervous System and Cognitive Decline, Endocrine System and Metabolic Changes, Immune System Changes in Older Adults, Implications of Biological Changes for Health and Well-being, Strategies for Healthy Aging.
Unit-III: Psychosocial Aspects of Aging- (Lecture Hours = 10)	Introduction to Psychosocial Aspects of Aging, Psychological Theories of Aging (Erikson's Psychosocial Stages of Development, Theories of successful aging), Cognitive and Emotional Changes in Aging, Social Role and Relationships in Old Age, Work and Retirement in Later Life, Health, Coping, and Well-being in Aging, Strategies for Promoting Psychosocial Health in Older Adults.
Unit-IV: Cognitive and Sensory Problems in Old Age (Lecture Hours = 15)	Common cognitive impairments: memory loss, dementia, and Alzheimer's disease, Sensory impairments: vision and hearing loss, Effects of sensory loss on mental health and communication, Assessment tools for cognitive and sensory functions, Strategies and interventions for sensory and cognitive support
Unit-V: Practical Application (Lecture Hours = 30)	Field Visit (Interaction with old people), Case Study Analysis Interview, Organizing Workshops or Seminars and Report Writing and file Maintain.

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	45
Practical	30
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	-
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	75

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	
Viva-voce	
Mid Semester Examination	Class Test
Mid Term Practical Examination	
Quiz	Multiple Choice Questions (MCQ)
Seminars/ Presentation	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)
Journal Club	Practical Examination & Viva-voce
Professional Activity	
Assignment	

References:	(List of reference books)
	• Hurlock, E. B. (1981). *Developmental psychology: A lifespan approach* (5th ed.). McGraw-Hill Education. • John W Santrock; Life Span Development. NewYork. The McGraw- Hill Companies; 1999 Malcom L.Johnson; The Cambridge Handbook of Age and Ageing, New York, Cambridge University Press; 2005. • McInnis-Dittrich, K. (2009). Social work with older adults: A biopsychosocial approach to assessment and intervention. Boston: Allyn & Bacon. • Nageswari, S. S. (2011). *Handbook of geriatric care*. Paras Medical Books • Sugar, J. A., & Harootyan, R. J. (2012). *Gerontology: Perspectives and issues* (4th ed.). Springer Publishing Company.

DSE-1-Environmental Psychology

Name of the Department	Psychology
Name of the Program	B.Sc. (Hons. With Research) Psychology
Course Code	**0270332010**
Course Title	**Environmental Psychology**
Academic Year	
Semester	III
Number of Credits	4 (3+1+0)
Course Prerequisite	
Course Synopsis	This course explores the interaction between human behavior and the physical environment, focusing on how spaces—natural and built—affect perception, well-being, and behavior. Topics include environmental stress, place attachment, sustainable behavior, and urban design. Through case studies and practical activities, students will develop insights into promoting environmental awareness and sustainable living.

Course Outcomes:

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

CO1	Explain key concepts and theories related to the relationship between environment and human behaviour.
CO2	Analyze the psychological impact of natural and built environments on individuals and communities.
CO3	Identify environmental stressors and their influence on mental health and well-being.
CO4	Evaluate strategies to promote sustainable and pro-environmental behaviour.
CO5	Apply environmental psychology principles to real-life settings through case studies and field-based learning.

Mapping of Course Outcomes (COs) to Program Outcomes (POs)& Program Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO 5
CO1	2	2	2	2	2	2	2	2	2	2	2	2
CO2	2	2	2	2	2	2	2	2	2	2	2	2
CO3	2	2	2	2	2	2	2	2	2	2	2	2
CO4	2	2	2	2	2	2	2	2	2	2	2	2
CO5	2	2	2	2	2	2	2	2	2	2	2	2
Average	**2.0**	**2.0**	**2.0**	**2.0**	**2.0**	**2.0**	**2.0**	**2.0**	**2.0**	**2.0**	**2.0**	**2.0**

1= Weak Correlation   2= Moderate Correlation   3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
3	1	0		4

Unit	Content & Competencies
Unit-I: Introduction to Environmental Psychology- (Lecture Hours = 10)	Definition, nature, and scope of environmental psychology, Historical background and interdisciplinary approaches, Human-environment interaction models, Research methods in environmental psychology.
Unit-II: Environmental Perception and Cognition- (Lecture Hours = 10)	Perception of physical space and place, Cognitive mapping and spatial behaviour, Place attachment and place identity. Personal space, territoriality, and crowding.
Unit-III: Environmental Stress and Well-being- (Lecture Hours = 10)	Noise, pollution, and climate as stressors, Effects of natural disasters and urban crowding, Environmental influences on mental health, Role of restorative environments (green spaces).
Unit-IV: Pro-Environmental Behavior and Sustainability- (Lecture Hours = 15)	Attitudes, values, and behavior toward the environment, Promoting sustainable behavior through education and design, Environmental policy and behavior change strategies, Role of culture and community in sustainability
Unit-V: Practical Application (Lecture Hours = 15)	Observation of public spaces and behavior mapping, Case studies on urban design and well-being, Survey on environmental attitudes and awareness, Field visit to a green or sustainable space (eco-park, smart city), Group project: Design a behavior change campaign for sustainability

Note: The course plan included as an annexure has the details of each unit with the number of hours' mode of delivery and pedagogical approach.

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	45
Practical	-
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	60

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	
Viva-voce	
Mid Semester Examination	Class Test
Mid Term Practical Examination	
Quiz	Multiple Choice Questions (MCQ)
Seminars/ Presentation	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)
Journal Club	Practical Examination & Viva-voce
Professional Activity	
Assignment	

References:	(List of reference books)
	• Gifford, R. (2014). *Environmental psychology: Principles and practice* (5th ed.). Optimal Books. • Steg, L., van den Berg, A. E., & de Groot, J. I. M. (Eds.). (2019). *Environmental psychology: An introduction* (2nd ed.). Wiley-Blackwell. • Bell, P. A., Greene, T. C., Fisher, J. D., & Baum, A. (2001). *Environmental psychology* (5th ed.). Routledge. • Jain, U. (1987). *Environmental psychology*. New Delhi: Concept Publishing Company. • Bonnes, M., & Secchiaroli, G. (1995). *Environmental psychology: A psycho-social introduction*. Sage Publications. • Clayton, S. (Ed.). (2012). *The Oxford handbook of environmental and conservation psychology*. Oxford University Press. • Bechtel, R. B., & Churchman, A. (Eds.). (2002). *Handbook of environmental psychology*. John Wiley & Sons. • Gifford, R. (Ed.). (2007). *Environmental psychology: Volume 1–4* (SAGE Benchmarks in Psychology series). Sage Publications. • Kaiser, F. G. (2021). *Environmental psychology and behavioral sustainability*. Routledge. • Srivastava, A. K. (2005). *Environment and psychology*. Commonwealth Publishers (India).

DSE-1-Indigenous Psychology

Name of the Department	Psychology
Name of the Program	B.Sc. (Hons. With Research) Psychology
Course Code	**0270332020**
Course Title	**Indigenous Psychology**
Academic Year	
Semester	III
Number of Credits	4 (3+1+0)
Course Prerequisite	
Course Synopsis	This course explores culturally rooted approaches to understanding human behavior through Indigenous worldviews, values, and practices. It emphasizes the role of community, spirituality, and tradition in shaping psychological knowledge, while promoting critical reflection on Western psychological models. Students will learn to appreciate diverse knowledge systems and engage with decolonizing perspectives in psychology.

Course Outcomes:

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

CO1	Understand key concepts and perspectives in Indigenous Psychology and their cultural foundations.
CO2	Critically analyse the limitations of Western psychological models from an indigenous viewpoint.
CO3	Explore indigenous knowledge systems related to self, well-being, healing, and community.
CO4	Recognize the role of culture, tradition, and spirituality in shaping psychological experiences.
CO5	Engage respectfully with indigenous perspectives through reflective learning and field-based activities.

Mapping of Course Outcomes (COs) to Program Outcomes (POs)& Program Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	0	1	1	0	3	0	3	1	2	3	2
CO2	2	1	1	1	1	3	2	0	2	3	0	1
CO3	1	1	2	1	1	3	3	0	1	1	2	2
CO4	1	1	2	2	1	3	3	0	0	3	2	3
CO5	0	0	0	0	0	0	0	0	0	0	0	0
Average	1.4	0.6	1.2	1.2	0.6	2.4	1.6	0.6	1.0	2.25	1.75	2.0

1= Weak Correlation	2= Moderate Correlation	3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
3	1	0		4

Unit	Content & Competencies
Unit-I: Foundations of Indigenous and Indian Psychology- (Lecture Hours = 10)	Definition, scope, and significance of Indigenous Psychology; Overview of Indian Psychology: roots in Indian philosophy and spiritual traditions; Key distinctions between Western, Indigenous, and Indian psychological frameworks; Role of culture, language, and worldview in shaping psychology.
Unit-II: Concepts of Self and Consciousness- (Lecture Hours = 10)	Indigenous views of self as relational and communal; Indian perspectives on self (Ātman, Puruṣa) and consciousness; Panchakosha (five layers of self) and Triguna theory (Sattva, Rajas, Tamas); Role of family, community, and cosmos in self-identity.
Unit-III: Well-being, Healing, and Mental Health- (Lecture Hours = 10)	Holistic approaches to well-being in Indigenous and Indian traditions; Traditional healing systems: Ayurveda, Yoga, and tribal practices; The role of spirituality, rituals, and meditation in mental health; Indigenous and Indian responses to stress, trauma, and emotional regulation.
Unit-IV: Knowledge Systems and Decolonizing Psychology- (Lecture Hours = 15)	Indian epistemology: Pramāṇa (sources of knowledge); Indigenous research methods and community-based approaches; Critique of Western psychological constructs from indigenous/Indian viewpoints; Movements for decolonizing knowledge and reclaiming psychological heritage.
Unit-V: Practical and Experiential Learning- (Lecture Hours = 15)	Field visits to indigenous or traditional healing communities; Observation and documentation of rituals, healing practices, or yoga sessions; Reflective journaling on spiritual and cultural experiences; Group project: Comparative analysis of Western vs. Indigenous/Indian psychological approaches; Student presentations on local traditions or Indian philosophical contributions to psychology,

*Note: The course plan included as an annexure has the details of each unit with the number of hours'
mode of delivery and pedagogical approach.*

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	45
Practical	-
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-

Others If any:	-
Total Number of Contact Hours	60

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	
Viva-voce	
Mid Semester Examination	Class Test
Mid Term Practical Examination	
Quiz	Multiple Choice Questions (MCQ)
Seminars/ Presentation	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)
Journal Club	Practical Examination & Viva-voce
Professional Activity	
Assignment	

References:	(List of reference books)
	• Misra, G. (Ed.). (2011). *Handbook of Indian psychology*. Cambridge University Press India. • Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (2008). *Handbook of Indian psychology*. Cambridge University Press India. • Sinha, D. (1986). *Psychology in a Third World country: The Indian experience*. Sage Publications. • Cornelissen, R. M. M., Misra, G., & Varma, S. (2014). *Foundations and applications of Indian psychology* (Vols. 1–2). Pearson Education India. • Kim, U., Yang, K.-S., & Hwang, K.-K. (Eds.). (2006). *Indigenous and cultural psychology: Understanding people in context*. Springer. • Smith, L. T. (2021). *Decolonizing methodologies: Research and Indigenous peoples* (3rd ed.). Zed Books. • Pe-Pua, R. (2006). From decolonizing psychology to cross-indigenous perspectives. In U. Kim et al. (Eds.), *Indigenous and cultural psychology* (pp. 109–137). Springer. • Duran, E. (2006). *Healing the soul wound: Counseling with American Indians and other Native peoples*. Teachers College Press. • Paranjpe, A. C. (1998). *Self and identity in modern psychology and Indian thought*. Springer. • Neki, J. S. (1973). Guru-Chela relationship: The possibility of a therapeutic paradigm. *American Journal of Psychotherapy, 27*(1), 103–113.

SEMESTER – IV

Course Type	Course Code	Course Title
DSC-10	0270341100	Health Psychology
DSC-11	0270341111	Psychometrics
DSC-12	0270341121	Geriatric Psychology-II
DSE-2/	*0270342030/* *0270342040*	*Media Psychology/* *Youth Mental Health*

DSC-10-Health Psychology

Name of the Department	Psychology
Name of the Program	B.Sc. (Hons. With Research) Psychology
Course Code	**0270341100**
Course Title	**Health Psychology**
Academic Year	
Semester	IV
Number of Credits	4
Course Prerequisite	Students enrolling in Health Psychology are expected to have completed an introductory course in psychology. A foundational understanding of basic psychological concepts and research methods will be essential for engaging with the course material.
Course Synopsis	Health Psychology focuses on understanding how our thoughts, emotions, and behaviors influence physical health and well-being. This course delves into the psychological and social factors that contribute to the prevention and management of illness, as well as the promotion of healthier lifestyles. Students will explore topics such as stress and its impact on the body, health behavior change, coping with chronic illness, and the role of personality, culture, and social support in health outcomes. The course also examines how psychological principles are applied in healthcare settings, including effective communication between patients and providers, and designing interventions to encourage positive health behaviors.

Course Outcomes:

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

CO1	Understand & recognize how mental and emotional states, as well as behaviors, contribute to overall health and the development of illnesses.
CO2	Gain the skills to use psychological theories and models to address real-world health problems, focusing on prevention and intervention strategies.

	CO3	Analyse how stress affects physical health and explore the importance of coping mechanisms and social support systems in maintaining well-being.
CO4		Design practical strategies and programs to encourage healthier lifestyle choices and reduce the risk of chronic diseases.
CO5		Develop the ability to evaluate current research in health psychology and consider how these findings can be applied to improve patient care and health policies.

Mapping of Course Outcomes (COs) to Program Outcomes (POs)& Program Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	1	1	2	2	3	2	0	0	2	2
CO2	3	1	3	3	1	2	3	1	0	1	3	3
CO3	3	0	3	2	2	3	2	1	0	2	2	3
CO4	2	0	2	2	1	3	1	0	1	1	1	2
CO5												
Average	**2.75**	**0.5**	**2.25**	**2.0**	**1.75**	**2.5**	**2.2**	**1.0**	**0.25**	**1.0**	**2.0**	**2.5**

1= Weak Correlation   2= Moderate Correlation   3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
3	1	0		4

Unit	Content & Competencies
Unit-I: Introduction (Lecture Hours = 10)	Concept of Health Psychology, Goals of Health Psychology, Biopsychosocial model of health and illness, Basic nature of stress, Cognitive appraisal of stressors, Some major causes of stress, Management of stress
Unit-II: Health and Illness (Lecture Hours = 10)	Behavioral and psychological correlates of illness, Approaches to promoting wellness, Some common health beliefs and their implications, Models of health- The cognition models- The health belief model, The protection motivation model, Leventhal's self-regulatory model.
Unit-III: Health and Coping (Lecture Hours = 15)	Individual differences in symptom perception, coping with the crises of illness; Compliance behavior and improving compliance. Health & Hygiene, Health enhancing behavior- Diet management, Yoga and Exercise.
Unit-IV: Health Issues (Lecture Hours = 10)	Children health issues- Malnutrition, Immunization, Autism, ADHD, Health issues of women and elderly: PCOS/PCOD Diabetes, Osteoporosis, Alzheimer's Disease, Depression
Unit-V: Tutorial Activities (Lecture Hours = 15)	Community outreach Activities; Awareness programme, Case studies, and discussions to explore health behaviours through psychological perspectives; Debate, Street play, Hygiene demonstration and role-play interventions,

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	45
Practical	-
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	60

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	
Viva-voce	
Mid Semester Examination	Class Test
Mid Term Practical Examination	
Quiz	Multiple Choice Questions (MCQ)
Seminars/ Presentation	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)
Journal Club	Practical Examination & Viva-voce
Professional Activity	
Assignment	

References:	(List of reference books)
	• Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, Divya Prakashani, Samantarapur, Bhubaneswar. • Ogden, J. (2007). Essentials of Health Psychology. McGraw Hill. • Schneider man, N., Revenson, T.A., & Smith, T.W. (Eds.). (2024). *APA Handbook of Health Psychology* (3-Volume Set). American Psychological Association, Washington, D.C. • Taylor, S.E. (2006). Health Psychology (6th Ed.). New York: Tata McGraw Hill Brannon and Feist. Health Psychology. Taylor, S.E. (2018). *Health Psychology* (10th ed.). McGraw-Hill Education, New York.

DSC-11-Psychometrics

Name of the Department	Psychology
Name of the Program	B.Sc. (Hons. With Research) Psychology
Course Code	**0270341111**
Course Title	**Psychometrics**
Academic Year	
Semester	III
Number of Credits	4 (3+0+1)
Course Prerequisite	
Course Synopsis	This course introduces the principles of psychological measurement, focusing on test construction, reliability, validity, and standardization. Students will learn to administer, score, and interpret various psychological tests and develop skills in item analysis and test evaluation. Emphasis is placed on both theoretical understanding and practical application in real-world contexts.

Course Outcomes:

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

CO1	Understand fundamental concepts of psychometric theory, including reliability, validity, and standardization.
CO2	Develop and evaluate psychological tests using appropriate item analysis techniques.
CO3	Administer and score various psychological tests with accuracy and ethical responsibility.
CO4	Interpret test results using basic statistical and psychometric principles.
CO5	Apply psychometric tools in educational, clinical, and organizational settings effectively and ethically.

Mapping of Course Outcomes (COs) to Program Outcomes (POs)& Program Specific Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	0	1	1	0	3	0	3	1	2	3	2
CO2	2	1	1	1	1	3	2	0	2	3	0	1
CO3	1	1	2	1	1	3	3	0	1	1	2	2
CO4	1	1	2	2	1	3	3	0	0	3	2	3
CO5	0	0	0	0	0	0	0	0	0	0	0	0
Average	1.75	0.6	1.2	1.0	0.6	2.4	1.6	0.6	1	2.25	1.75	2

1= Weak Correlation	2= Moderate Correlation	3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
3	0	2		5

Unit	Content & Competencies
Unit-I: Introduction to Psychometrics- (Lecture Hours = 10)	Definition, nature, and scope of psychometrics; Historical development and importance in psychology; Levels of measurement: nominal, ordinal, interval, ratio; Characteristics of a good psychological test
Unit-II: Reliability and Validity- (Lecture Hours = 10)	Concept and types of reliability: test-retest, split-half, parallel forms, internal consistency; Concept and types of validity: content, construct, criterion-related validity; Factors affecting reliability and validity; Standardization and norms
Unit-III: Test Construction and Item Analysis- (Lecture Hours = 10)	Steps in test development; Types of test items: objective vs. subjective; Item writing and scaling methods; Item analysis: difficulty index and discrimination index
Unit-IV: Types of Psychological Tests- (Lecture Hours = 15)	Intelligence tests (individual and group); Personality tests (projective and objective); Aptitude and achievement tests; Interest and attitude scales
Unit-V: Practical and Applied Psychometrics- (Lecture Hours = 30)	Administration and scoring of selected standardized tests; Conducting item analysis using sample data; Preparing a simple psychological test (e.g., attitude or interest scale); Interpreting test scores and report writing; Ethical considerations in psychological testing

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach.

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	45
Practical	30
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	-
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	75

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	
Viva-voce	
Mid Semester Examination	Class Test
Mid Term Practical Examination	
Quiz	Multiple Choice Questions (MCQ)
Seminars/ Presentation	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)
Journal Club	Practical Examination & Viva-voce
Professional Activity	
Assignment	

References:	(List of reference books)
	- Anastasi, A., & Urbina, S. (1997). *Psychological testing* (7th ed.). Prentice Hall. - Cohen, R. J., & Swerdlik, M. E. (2018). *Psychological testing and assessment: An introduction to tests and measurement* (9th ed.). McGraw-Hill Education. - Gregory, R. J. (2018). *Psychological testing: History, principles, and applications* (8th ed.). Pearson. - Guilford, J. P. (1954). *Psychometric methods* (2nd ed.). McGraw-Hill. - Kaplan, R. M., & Saccuzzo, D. P. (2018). *Psychological testing: Principles, applications, and issues* (9th ed.). Cengage Learning. - Kline, P. (2000). *A psychometrics primer*. Free Association Books. - Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric theory* (3rd ed.). McGraw-Hill.

DSC-12-Geriatric Psychology-II

Akal College of Arts & Social Sciences	
Name of the Department	Department of Psychology
Name of the Program	B.Sc. (Hons. With Research) Psychology
Course Code	**0270341121**
Course Title	**Geriatric Psychology-II**
Academic Year	
Semester	IV
Number of Credits	4 (3+0+1)
Course Prerequisite	Students should have acquired a foundational understanding of the aging process, including its biological, psychological, and social aspects. Familiarity with age-related health issues, coping mechanisms, and prior fieldwork experience with the elderly will enhance comprehension of the course content.
Course Synopsis	This course focuses on the physical, psychological, and social implications of aging, with an emphasis on understanding common health conditions and adjustment challenges faced by the elderly. It equips students with knowledge and skills related to geriatric care, intervention strategies, and support systems. Through practical engagement and field-based activities, students learn to assess, plan, and implement appropriate interventions to enhance the well-being of older adults.

Course Outcomes:

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

CO1	Identify common physical and mental health issues prevalent in old age and understand their impact on the elderly.
CO2	Analyze psychosocial challenges such as loneliness, dependency, and adjustment problems faced by aging individuals.
CO3	Evaluate the role of support systems, including family, community, and healthcare services, in geriatric care.
CO4	Capable of demonstrate knowledge of intervention techniques used to address the psychological and emotional needs of the elderly.
CO5	Apply assessment tools and field-based learning to understand and respond effectively to real-life geriatric concerns.

Mapping of Course Outcomes (COs) to Program Outcomes (POs) & Program Specific Outcomes:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	0	1	2	1	1	1	1	0	1	2	1

CO2	2	0	1	1	1	3	3	2	0	3	0	1
CO3	1	0	3	2	1	1	1	1	1	0	1	1
CO4	1	0	1	2	1	2	2	2	1	3	1	1
CO5	1	2	1	2	1	3	1	1	1	2	1	1
Average	**1.2**	**0.4**	**1.4**	**1.8**	**1.0**	**2.0**	**1.6**	**1.4**	**0.6**	**1.8**	**1.0**	**1.0**

1= Weak Correlation   2= Moderate Correlation   3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
3	**0**	**2**		**5**

Unit	Content & Competencies
Unit-I: Health Implications in Old Age– (Lecture Hours = 10)	Overview of age-related physical and mental health issues, Common diseases in the elderly: diabetes, arthritis, cardiovascular issues, sensory and motor problems, psychological concerns: stress, depression, anxiety, dementia, and Alzheimer's.
Unit-II: Psychosocial Challenges and Adjustment- (Lecture Hours = 10)	Socio-economic and emotional challenges in aging, Generation gap, loneliness, isolation, fear of death, Coping mechanisms and resilience in old age.
Unit-III: Geriatric Care and Support Systems- (Lecture Hours = 10)	Principles and practices of geriatric care, Role of family, community, and institutions in elder care, Healthcare needs, economic support, social services, and policy frameworks.
Unit-IV: Legal, Ethical and Policy Perspectives in Geriatric Psychology (Lecture Hours = 15)	Rights of older adults: legal protections and elder abuse, Ethical issues in geriatric care and consent, Government policies and welfare schemes for the elderly in India, Role of NGOs and community-based organizations, Advocacy and empowerment for elderly populations
Unit-V: Intervention Strategies and Field Practice- (Lecture Hours = 30)	Assessment tools and techniques in geriatric psychology, psychological interventions: CBT, counseling, behavioral strategies, Field visits, case studies, and care planning for the elderly.

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	45
Practical	30
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	-
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	75

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	
Viva-voce	
Mid Semester Examination	Class Test
Mid Term Practical Examination	
Quiz	Multiple Choice Questions (MCQ)
Seminars/ Presentation	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)
Journal Club	Practical Examination & Viva-voce
Professional Activity	
Assignment	

References:	List of reference books)
	• Agronin, M. E. (2004). *Geriatric mental health care: A treatment guide for health professionals*. Haworth Press. • Attix, D. K., & Welsh-Bohmer, K. A. (Eds.). (2006). *Geriatric neuropsychology: Assessment and intervention*. The Guilford Press. • Cohen, D., & Eisdorfer, C. (2001). *Integrated textbook of geriatric mental health*. Johns Hopkins University Press. • Tampi, R. R., Tampi, D. J., & Young, J. (2018). *Practical strategies in geriatric mental health: Cases and approaches*. American Psychiatric Publishing. Woods, R. T., & Clare, L. (Eds.). (2015). *Handbook of the clinical psychology of ageing* (2nd ed.). Wiley-Blackwell.

DSE-1-Media Psychology

Akal College of Arts & Social Sciences	
Name of the Department	Department of Psychology
Name of the Program	B.Sc. (Hons. With Research) Psychology
Course Code	**0270342030**
Course Title	**Media Psychology**
Academic Year	
Semester	IV
Number of Credits	4 (3+1+0)
Course Prerequisite	Students should have a foundational understanding of psychological principles and human behavior. They should familiar with basic concepts of communication, perception, and social influence will enhance the comprehension of the course content.
Course Synopsis	This course explores the interaction between human psychology and various forms of media, including digital, social, and mass media. It examines how media affects individuals' cognition, emotions, and behavior. Students will critically evaluate media content and its psychological implications across different age groups, with an emphasis on contemporary issues such as media addiction, misinformation, and identity formation in digital spaces.

Course Outcomes:

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

CO1	Understand key concepts, theories, and research methods relevant to the field of media psychology.
CO2	Students can explain the role of digital media in shaping interpersonal relationships and psychological well-being.
CO3	Analyze how various forms of media influence cognitive processes such as attention, memory, and learning.
CO4	Evaluate the psychological effects of media on identity development, body image, aggression, and prosocial behavior.
CO5	Critically assess media messages and apply principles of media literacy, ethical awareness and responsible engagement with media content and platforms.

Mapping of Course Outcomes (COs) to Program Outcomes (POs) & Program Specific Outcomes:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	1	2	1	2	3	2	2	2	2	2
CO2	2	0	3	2	1	1	0	2	0	2	2	1

CO3	1	0	1	1	1	0	2	1	0	0	1	1
CO4	2	0	1	1	3	1	2	2	0	1	1	2
CO5	2	3	3	1	1	2	2	1	1	3	1	1
Average	**1.8**	**1.2**	**1.8**	**1.4**	**1.4**	**1.2**	**1.8**	**1.6**	**0.6**	**1.6**	**1.4**	**1.4**

1= Weak Correlation 2= Moderate Correlation 3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
3	1	0		4

Unit	Content & Competencies
Unit-I: Foundations of Media Psychology – (Lecture Hours = 10)	Introduction of Media Psychology. Historical Background of Media, Types, scope, and key theories (Social learning theory, uses and gratifications) in media psychology.
Unit-II: Media and Mental Health– (Lecture Hours = 10)	Impact of excessive screen time on attention and mental fatigue, social media and its effects on anxiety, depression, and sleep, Media multitasking and its cognitive consequences, Comparison of digital and traditional media effects on psychology, Preventive strategies and digital detox practices
Unit-III: Media and Social Identity (Lecture Hours = 10)	Social, Para social Relationships and Identity Confusion, Media and Self-Concept Development, Body Image and Unrealistic Beauty Standards, Fear of Missing Out (FOMO) and Influencer Culture and Peer Pressure, Media's Role in Shaping Social Norms and Expectations.
Unit- IV: Psychology of Media Consumption and Behavior (Lecture Hours = 15)	Patterns of media consumption across age groups and demographics, Binge-watching behavior and its psychological effects, comparison Media-Induced Aggression and Desensitization to Violence, Gamification and user engagement psychology, Impact of influencers and virality: psychological triggers.
Unit-V: Tutorial Activities (Lecture Hours = 15)	Analyze real vs. fake News; News Persecution, Dramatization, Voice Modulation/posts, Group discussion or survey analysis on screen time and its effects, Case study discussion or short role-play, Debate or open discussion, Short Project

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	45
Practical	-
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	60

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	
Viva-voce	
Mid Semester Examination	Class Test
Mid Term Practical Examination	
Quiz	Multiple Choice Questions (MCQ)
Seminars/ Presentation	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)
Journal Club	Practical Examination & Viva-voce
Professional Activity	
Assignment	

References:	(List of reference books)
	- Anderson, C. A., & Bushman, B. J. (2002). *Media violence and the American public: Scientific facts versus media misinformation.* American Psychologist. - Bryant, J., & Zillmann, D. (2002). *Media Effects: Advances in Theory and Research.* Lawrence Erlbaum. - Giles, D. (2010). *Psychology of the Media.* Palgrave Macmillan. - Nabi, R. L., & Oliver, M. B. (2009). *The SAGE Handbook of Media Processes and Effects.* SAGE Publications. - Valkenburg, P. M., & Peter, J. (2011). *Online communication and adolescent well-being: Testing the stimulation versus the displacement hypothesis.* JCMC.

DSE-1-Youth Mental Health

Akal College of Arts & Social Sciences	
Name of the Department	Department of Psychology
Name of the Program	B.Sc. (Hons. With Research) Psychology
Course Code	**0270342040**
Course Title	**Youth Mental Health**
Academic Year	
Semester	IV
Number of Credits	4 (3+1+0)
Course Prerequisite	Students should have basic knowledge of developmental psychology and general mental health concepts. Understanding of adolescent behavior and awareness of socio-cultural challenges faced by Indian youth will help in grasping the course content effectively.
Course Synopsis	This course focuses on the mental health concerns of Indian youth in the context of rapid social, academic, familial, and digital changes. It equips students with the understanding of common mental disorders among youth, sources of stress, and culturally sensitive prevention and intervention strategies. The course highlights the role of family, school, media, and government in fostering youth mental well-being.

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

CO1	Understand the Course psychological, social, and academic pressures faced by Indian youth.
CO2	Identify common mental health disorders among adolescents and young adults, such as exam stress, anxiety, depression, and substance use.
CO3	Analyze the impact of Indian family structures, parenting styles, and education system on youth mental health.
CO4	Evaluate the role of peer pressure, digital media, gender expectations, and cultural stigma in shaping mental well-being.
CO5	Apply basic psychological first aid, listening skills, and culturally sensitive approaches to youth mental health support.

Mapping of Course Outcomes (COs) to Program Outcomes (POs) & Program Specific Outcomes:

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	0	0	1	2	3	1	1	1	0	1	1	1

CO2	1	0	2	2	1	0	3	1	0	2	2	1
CO3	2	1	3	2	1	1	3	1	1	1	1	2
CO4	2	0	2	2	1	1	3	1	0	1	1	1
CO5	2	0	2	1	1	2	1	1	0	3	2	1
Average	**1.4**	**0.2**	**2.0**	**1.8**	**1.4**	**1.0**	**2.2**	**1.0**	**0.2**	**1.6**	**1.4**	**1.2**

1= Weak Correlation   2= Moderate Correlation   3= Strong Correlation

Course Content:

L (Hours/Week)	T (Hours/Week)	P (Hours/Week)	CL (Hours/Week)	Total Hour/Week
3	**1**	**0**		**4**

Unit	Content & Competencies
Unit-I: Understanding Indian Youth – (Lecture Hours = 10)	Concept of Youth Health, Characteristics of adolescence and young adulthood in India; impact of education pressure and competitive examinations, family expectations, peer relationships, and urban-rural differences.
Unit-II: Common Mental Health Issues (Lecture Hours = 10)	Anxiety, depression, suicide ideation, digital addiction, self-harm, body image issues, and academic burnout among Indian students. Schools/colleges, Socio-Cultural Determinants (family, gender roles, religion, caste, stigma, and Indian parenting on emotional well-being. Bullying, discrimination, and loneliness).
Unit-III: Emerging Psychosocial Issues Among Youth (Lecture Hours = 10)	Identity confusion and role conflict, Gender identity and sexual orientation concerns, Interpersonal relationship struggles (family, peers, romantic), Migration, displacement, and adjustment issues (e.g., hostel life, job relocation), Unemployment and career uncertainty, Youth involvement in risky behaviors (substance use, rebellion, truancy)
Unit-IV: Mental Health Interventions and Support Systems – (Lecture Hours = 15)	Strength-based approach to youth mental health, Enhancing emotional intelligence, self-esteem, and decision-making, supportive relationships, school environment, mentoring, introduction to counseling, helplines, yoga and mindfulness, peer counseling, and role of UGC/CBSE/NCERT initiatives.
Unit-V: Tutorial Activities-	Role-play, Group Discussion, Poster-Making, Case Analysis, Debate, Reflection Writing, Peer Counseling Simulation, Street Play or Skit, Feedback Session

(Lecture Hours = 15)	

Note: The course plan included as an annexure has the details of each unit with the number of hours and mode of delivery and pedagogical approach

Learning Strategies and Contact Hours

Learning Strategies	Contact Hours
Lecture	45
Practical	-
Seminar/Journal Club	-
Small group discussion (SGD)	-
Self-directed learning (SDL) / Tutorial	15
Problem Based Learning (PBL)	-
Case/Project Based Learning (CBL)	-
Revision	-
Others If any:	-
Total Number of Contact Hours	60

Assessment Methods:

Formative	Summative
Multiple Choice Questions (MCQ)	
Viva-voce	
Mid Semester Examination	Class Test
Mid Term Practical Examination	
Quiz	Multiple Choice Questions (MCQ)
Seminars/ Presentation	Short Answer Questions (SAQ)
Problem Based Learning (PBL)	Long Answer Question (LAQ)
Journal Club	Practical Examination & Viva-voce
Professional Activity	
Assignment	

References:	(List of reference books)
	• Central Board of Secondary Education (CBSE) & National Council of Educational Research and Training (NCERT). (2020). *Manual on adolescent education and life skills*. https://ncert.nic.inKapur, M. (2019). *Mental Health in Indian Youth: Emerging Perspectives.* NIMHANS Publications. • Kumar, K. (2018). *Youth in India: Aspirations, attitudes, and anxieties*. Orient Blackswan. • Verma, S., & Saraswathi, T. S. (2002). Rich resource for understanding research trends and psychological concerns of Indian adolescents. *Adolescence in India: An Annotated Bibliography.* UNESCO. Rao, T. S. S., & Avasthi, A. (Eds.). (2016). *Clinical practice guidelines for child and adolescent psychiatry*. Indian Psychiatric Society. • World Health Organization. (2021). *Adolescent mental health toolkit for South Asia*. https://www.who.int/publications/i/item/9789240035172