ADAMAS UNIVERSITY

SCHOOL OF HEALTH AND MEDICAL SCIENCES

DEPARTMENT OF PSYCHOLOGY

Programme: M.A./M.Sc. in Psychology

Course Structure and Syllabus

2026- 2028

VISION OF THE UNIVERSITY

To be an internationally recognized university through excellence in inter-disciplinary education, research and innovation, preparing socially responsible, well- grounded individuals contributing to nation building.

MISSION OF THE UNIVERSITY

MS 01: Improve employability through futuristic curriculum and progressive pedagogy with cutting edge technology.

MS 02: Foster outcomes based education system for continuous improvement in education, research and all allied activities.

MS 03: Instil the notion of lifelong learning through culture of research and innovation.

MS 04: Collaborate with industries, research centres and professional bodies to stay relevant and up-to-date.

MS 05: Inculcate ethical principles and develop understanding of environmental and social realities.

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VISION OF THE SCHOOL

To be recognized globally as a provider of best quality education in the fields of Pharmacy, Food and Nutrition, Optometry, Psychological sciences and Mental Health while providing firm footings for fundamental and interdisciplinary research

MISSION OF THE SCHOOL

MS 01: To develop solutions for the challenges in human life through value-based scientific education.

MS 02: To conduct research leading to innovation in sciences.

MS 03: To nurture students into scientifically competent professionals in the usage of modern tools.

MS 04: To foster in students, a spirit of inquiry and collaboration to make them ready for career in teaching, research and corporate world.

VISION OF DEPARTMENT

To be an internationally recognized department through excellence in Psychological research, teaching and innovation, thus preparing socially responsible and well-grounded individuals contributing to the welfare of the society.

MISSION OF DEPARTMENT

MS 01: Foster outcome-based education system for ongoing improvement in psychological education and research

MS 02: To instill community-based understanding and application of psychological principles

MS 03: Collaborate with hospitals, research institutes, and professional bodies to stay relevant and produce constructive outcomes

MS 04: Inculcate ethical principles and develop empathetic understanding of Psychological environment.

Name of the Program: MA/MSc in Psychology

Program Educational Objectives (PEO)

PEO 01: Knowledge in Psychology- Post-graduates will develop a solid understanding of core and advanced psychological principles, theories, and methods across various subfields, enabling them to analyse human behaviour scientifically and apply this knowledge in diverse contexts.

PEO 02: Practical Skills and Applications- Post-Graduates will acquire essential practical skills, including psychological assessment, research methodologies, and data interpretation,

preparing them for professional practice, further education, or interdisciplinary collaboration.

PEO 03: Ethical and Inclusive Practice- Post-Graduates will cultivate ethical awareness and sensitivity toward diversity, equipping them to address psychological challenges responsibly and inclusively in multicultural and global contexts while also keeping the indigenous realities in mind.

PEO 04: Lifelong Learning and Personal Growth- Graduates will demonstrate a commitment to lifelong learning, critical thinking, and self reflection, empowering them to adapt to evolving societal needs and contribute to the well-being of individuals and communities.

PEO 05: To Develop a Culture of Research, Innovation and Industry Application such that post-graduates are empowered to develop and become the workforce of tomorrow

Name of the Program: MA/MSc in Psychology

Program Specific Outcomes (PSOs)

PSO 1: Psychological Assessment

Select, administer, and interpret advanced psychometric tests and diagnostic tools to evaluate human behavior across diverse settings.

PSO 2: Research and Data Analytics

Design and execute empirical psychological research using modern methodologies, statistical tools, and data-driven analysis to solve applied behavioral problems.

PSO 3: Community and Intervention Design

Develop and implement evidence-based psychosocial interventions and community programs aligned with global Sustainable Development Goals (SDGs).

PSO 4: Cultural and Indigenous Integration

Synthesize modern psychological principles with the Indian Knowledge System (IKS) to deliver culturally relevant mental health solutions.

PSO 5: Ethical Professional Practice

Apply strict ethical standards, legal guidelines, and multicultural sensitivity in all counseling, testing, and research practices.

PSO 6: Leadership and Workspace Collaboration

Utilize psychological insights and advanced soft skills to lead multidisciplinary teams, resolve conflicts, and drive innovation in the workforce.

PROGRAM OUTCOMES- M.A./M.Sc. PSYCHOLOGY
PO1: Knowledge and Application of Psychological Principles: Demonstrate in-depth knowledge and understanding of Psychological theories and principles and able to integrate and apply the knowledge in more constructive ways
PO2: Problem Analysis and Critical Thinking: Demonstrate ability to conceptualize research problems and use the information to solve applied problems using modern psychological tools and methods
PO3: Community Based Implementation of psychological Principles: Apply the principles and techniques of psychosocial theories in community-based programs for the welfare of the community at large.
PO4: Ethics in psychology: Understand and follow the ethical considerations in dealing with clients and community at large.
PO5: Cultural Sensitivity and Appreciation of Indian Knowledge System: Knowledge of Indian Knowledge Systems and culturally applicable psychological principles to understand and aid the various Indian communities.
PO6: Application of Psychological principles consistent with Sustainable Development Goals
PO7: Leadership and Team work: Developing into leaders and honing their soft-skills that can be applicable in the workspace and aid in their learning
PO8: Life-long learning: Demonstrates a curiosity to continue life-long learning of the theories, modern approaches and application of psychological principles and techniques.

School of Health and Medical Sciences

Post Graduate Programme Structure

Batch 2026-2028

M.A in Psychology (PSY4203)

M.Sc in Psychology (PSY4208)

	1st Year									
	SEMESTER I									
S.No	**Type of Course**	**Code**	**Title of the Course**	**Contact Hours Per Week**				**Remarks**	**Total Credits**
				L	T	P	C		

1	CC	PSY452	Advanced Cognitive Psychology	3	1	0	4		
2	CC	PSY453	Current Directions in Personality Psychology	3	1	0	4		
3	CC	PSY454	Advanced Social Psychology	3	1	0	4		
4	CC	PSY455	Research Methodology in Psychology	3	1	0	4		
5	DSE	PSY456	Introduction to Organizational Behaviour	3	0	1	4	Any one	
	DSE	PSY458	Clinical Psychology	3	0	1	4		
	MDE	To be offered by other department		3	1	0	4		
6	SEC	PSY459	Mental Health and Artificial Intelligence	2	0	0	2		
7	SEC	CLL551	Advanced Soft Skills and Aptitude - I	0	0	1	1		
8	AEC	AEC408	French I	2	0	0	2	Any One	
	AEC	AEC409	German I	2	0	0	2		
	AEC	AEC410	Spanish I	2	0	0	2		
Semester Credits							25		

	SEMESTER II								
1	CC	PSY501	Advanced Statistics and Data Analysis	3	1	0	4		

2	CC	PSY502	Qualitative Methods in Psychology	3	1	0	4		
3	CC	PSY503	Advanced Developmental Psychology	3	1	0	4		
4	DSE	PSY504	Human Resource Management	3	0	1	4	Any One	
	DSE	PSY505	Psychopathology	3	0	1	4		
5	MDE	To be offered by other department		3	1	0	4		
6	SEC	PSY460	Community Psychology and Social Engagement	1	0	1	2		
7	SEC	CLL552	Advanced Soft Skills and Aptitude - II	0	0	1	1		
8	AEC	AEC503	French II	2	0	0	2		
	AEC	AEC504	German II	2	0	0	2		
	AEC	AEC505	Spanish II	2	0	0	2		
Semester Credits							25		
Exit option with Post-Graduate Diploma after the first year or two semesters with the completion of courses equivalent to 50 credits									

PG Curricular Structure with only Coursework

2nd Year									
SEMESTER III									
Sr. No	Type of Course	Code	Title of the Course	Contact Hours Per Week				Remarks	
				L	T	P	C		

1	CC	PSY507	Advanced Health Psychology	3	1	0	4		
2	CC	PSY508	Advanced Guidance and Counselling	3	1	0	4		
3	CC	PSY509	Psychometry and Survey Design	3	0	1	4		
	DSE	PSY510	Organizational Environment and Culture	3	0	1	4		
4	DSE	PSY511	Psychotherapeutic Approaches	3	0	1	4		
5	MDE		To be offered by other department	3	1	0	4		
6	INT	PSY513	Internship	0	0	2	2		
7	SEC	CLL552	Advanced Soft Skills and Aptitude - III	0	0	1	1		
Semester Credits							23		

SEMESTER IV

1	CC	PSY517	Applications of Positive Psychology	3	1	0	4		
2	DSE	PSY518	Neuropsychology	3	0	1	4		
	DSE	PSY519	Consumer Psychology	3	0	1	4		
3	DSE	PSY520	Organization Change and Development	3	0	1	4		
	DSE	PSY521	Advanced Disability and Rehabilitation	3	0	1	4		

4	ENT	PSY522	Psychology and Entrepreneurship	2	0	0	2		
5	Project	PSY523	Academic Project	0	4	4	8		
							22		
Total Credits							44		

2nd Year of PG curricular structure for 2-year PG Programmes

One-year PG Programme after completion of Four-Year UG Programme (4+1)

PG Curricular Structure with Coursework and Research

2nd Year									
SEMESTER III									
Sr. No	Type of Course	Code	Title of the Course	Contact Hours Per Week				Remarks	Total Credits
				L	T	P	C		
1	CC	PSY507	Basics of Health Psychology	3	1	0	4		
2	CC	PSY509	Psychometry and Survey Design	3	0	1	4		
3	DSE	PSY510	Organizational Environment and Culture	3	0	1	4	Any One	
	DSE	PSY511	Psychotherapeutic Approaches	3	0	1	4		
	MDE	To be offered from other department		3	1	0	4		
4	CC	PSY514	Tools and Techniques for Research Writing in Psychology	2	0	0	2		
5	INT	PSY513	Internship	0	0	2	2		
6	SEC	CLL552	Advanced Soft Skills and Aptitude-III	0	0	1	1		
7	PROJECT/RESEARCH	PSY515	Dissertation Part I	0	3	3	6		

Semester Credits							23		
SEMESTER IV									
1	CC	PSY517	Applications of Positive Psychology	3	1	0	4		
2	DSE	PSY519	Consumer Psychology	3	0	1	4	Any One	
	DSE	PSY518	Neuropsychology	3	0	1	4		
3	ENT	PSY522	Psychology and Entrepreneurship	2	0	0	2		
4	Project	PSY524	Dissertation Part II	0	6	6	12		
Semester Credits							22		

PG Curricular Structure with only Research

2nd Year								
SEMESTER III								
S.No	Type of Course	Code	Title of the Course	Contact Hours Per Week				Remarks
				L	T	P	C	
1	CC	PSY509	Psychometry and Survey Design	3	0	1	4	
2	DSE	PSY510	Organizational Environment and Culture	3	0	1	4	
	DSE	PSY511	Psychotherapeutic Approaches	3	0	1	4	
	MDE	To be offered by other depts		3	1	0	4	

3	CC	PSY514	Tools and techniques for research writing in Psychology	2	0	0	2	
4	SEC	CLL502	Advanced Soft Skills and Aptitude III	0	0	1	1	
5	Project	PSY516	Dissertation Part-I	0	6	6	12	
Semester Credits							23	
SEMESTER IV								
1	ENT	PSY522	Psychology and Entrepreneurship	2	0	0	2	Any One
2	Project	PSY525	Dissertation Part-II	0	10	10	20	
Semester Credits							22	
Total Year Credits							45	

Multi-Disciplinary Elective Offered by Psychology for Other Departments

Semester	Type of Course	Code	Title of the Course	Contact hours			
				L	T	P	C
1	MDE	PSY451	Political Psychology	3	1	0	4
2	MDE	PSY506	Applied Forensic Psychology	3	1	0	4
3	MDE	PSY514	Peace and Cultural Psychology	3	1	0	4

SEMESTER 1

PSY452	**Advanced Cognitive Psychology**	**L**	**T**	**P**	**C**
Contact Hours	60 Hours	3	1	0	4
Pre-requisites /Exposure	**Basic knowledge of Psychology**				
Co-requisites					

Course Description:

This course explores the core aspects of cognitive psychology, examining how humans perceive, think, remember, and learn. It covers key cognitive processes like attention, perception, memory, and language, emphasizing modern theories and models. Students will analyse problem-solving, decision-making, creativity, and the cognitive aspects of emotion and motivation. The course also highlights the interdisciplinary nature of cognitive

psychology and its practical applications in fields such as education, healthcare, and technology. By the end, students will gain a thorough understanding of cognitive processes and their relevance to real-world scenarios.

Course Objectives:

1. Provide students with a comprehensive understanding of the foundational principles of cognitive psychology.
2. Enable students to apply cognitive theories to real-world scenarios and practical problems.
3. Develop students' ability to analyze and critique research methodologies in cognitive psychology and neuroscience.
4. Ensure students are familiar with major concepts, theoretical perspectives, and empirical findings in cognitive psychology.
5. Enhance understanding of the relationship between brain, mind, and Behaviour in the context of cognitive processes.

Course Outcome:

By the end of this course, students will:

1. Demonstrate an understanding of the foundational principles of cognitive psychology.
2. Apply cognitive theories to real-world scenarios.
3. Develop the understanding on memory, attention and language.
4. Demonstrate familiarity with major concepts, theoretical perspectives, and empirical findings in cognitive psychology.
5. Understand the relationship between brain, mind, and Behaviour in the context of cognitive processes

Unit 1: Introduction to Cognitive Psychology (12 Hours)

Definition of cognitive psychology, historical developments, relation to structuralism, functionalism and Behaviourism. Interdisciplinary Nature of cognitive psychology: Intersections with neuroscience, linguistics and philosophy, application in field such as education, healthcare and technology. Indian perspectives to cognition, consciousness.

Unit 2: Attention and Perception (12 Hours)

Attention: Attention Processes; Selective Attention, Divided Attention and Sustained Attention, Signal Detection Theory, Theoretical Perspectives: Broadbent, Treisman. Concepts of serial & parallel distributed processing, top-down, and bottom-up processing. Perception: Gestalt Laws of Perceptual Organization, Figure & Ground Phenomenon, Depth Perception, Theoretical Perspectives: Gibson & Gregory.

Unit 3: Memory and Forgetting (12 Hours)

Memory: Introduction; Sensory memory; Short Term Memory, Working Memory. Models of memory- (Modal Model) Atkinson and Shiffrin's model, Craik and Lockhart; Tulving. Long Term Memory- Encoding in LTM; Retrieval in LTM; Declarative and Non-declarative, Autobiographical Memory; Flashbulb Memories, Eye Witness Testimony; Memory Strategies. Forgetting: Theories of Forgetting, Ebbinghaus, Serial Position Curve, Inference Theory

Unit 4: Learning (12 Hours)

Definition, Concepts- latent learning, insight learning, observation learning, classical and instrumental learning. Theoretical Perspectives- Skinner, Pavlov, Tolman.

Unit 5: Thinking & Problem Solving (12 Hours)

Thinking: Types of Thinking, Schema, Concept formation, Jerome Bruner. Problem Solving: Stages of problem solving, steps in problem solving, Obstacles to Problem Solving, Heuristics, Metacognition

Unit 6: Language and Language Acquisition (12 Hours)

Introduction to Language: Properties (generativity, arbitrariness), components of language, language production: phoneme, morphemes, syntax, semantics, pragmatics. Language comprehension, Language Acquisition (Nativist theories, Behaviourist theories, Interactionist theories), Multilingualism and cognitive advantage, language disorders.

Pedagogy:

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

Modes of Examination: Assignment /Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey / / any other method that suits to assess the given course outcome

Examination Scheme:

Components	Continuous Internal Assessment	End Term
Weightage (%)	**50**	**50**

Suggested Reading:

1. Eysenck, M. W., & Keane, M. T. (2015). *Cognitive psychology*: A student's handbook (7th ed.). Psychology Press.
2. Matlin, M. W. (2013). *Cognition* (8th ed.). Wiley.
3. Neisser, U. (2014). *Cognitive psychology: Classic edition.* Psychology Press. (Original work published 1967)
4. Reisberg, D. (Ed.). (2013). *The Oxford handbook of cognitive psychology*. Oxford University Press.
5. Gazzaniga, M. S., Ivry, R. B., & Mangun, G. R. (2018). *Cognitive neuroscience: The biology of the mind* (5th ed.). W. W. Norton & Company.
6. Galotti, K.M. (2008). Cognitive Psychology: In and out of the laboratory (2nd Ed.). Bangalore: Wadsworth, Cengage Learning India Private Limited.
7. Sternberg, R.J. (2009). Applied Cognitive Psychology: Perceiving, Learning and Remembering. Delhi: Cengage Learning India Private Limited.

PSY453	**Current Directions in Personality Theories**	**L**	**T**	**P**	**C**
Contact Hours	60 Hours	3	1	0	4
Pre-requisites /Exposure	Bachelors degree				
Co-requisites					

Course Description

This advanced course explores the structural, dynamic, and developmental processes of human personality. Students will evaluate classical and contemporary Western frameworks—including psychodynamic, trait, social-cognitive, and object relations theories—alongside indigenous Indian perspectives like *Triguna* and *Pancha Kosha*. The curriculum emphasizes cultural synthesis, equipping students to critically analyze identity formation and the complexities of the self across diverse contexts.

Course Outcomes:

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

1. Explain and differentiate the core concepts, determinants, and developmental trajectories of personality.
2. Distinguish between nomothetic and idiographic approaches, analyzing their epistemological foundations, methods, strengths, and limitations.
3. Analyze developmental, object relations, and attachment theories in explaining personality and identity formation.
4. Evaluate trait and learning-based models of personality with reference to their theoretical and empirical foundations.
5. Integrate humanistic–existential and Indian perspectives to develop a culturally informed understanding of personality.

Course Content:

Unit 1: Foundations of Personality and Classical Psychodynamic Theories

1) Defining personality: traits and dynamic processes, Nomothetic vs. idiographic approaches, Personality as structure, process, and development

b. Psychodynamic and Depth Perspectives on Personality:

i. Freud's Psychosexual stages of development, Structure of Personality: Id, Ego, Super-ego. Levels of Consciousness
ii. Jung: Analytical Psychology
iii. Adler: Individual Psychology

Unit 2: Developmental, Object Relations, and Attachment Perspectives

a) Psychosocial Extension of Psychoanalytic Thought – Erikson

b) Object Relations & Attachment-Based Personality Models

i. Klein,
ii. Winnicott
iii. Kernberg
iv. Bowlby

Unit 3: Trait, Learning, and Socio-Cognitive Approaches

a)The Learning Tradition: From Behaviourism to Social-Cognitive Models :

i. Skinner; Social Learning: Dollard and Miller;
ii. Social Cognitive Theorist: Bandura

b) Trait Theories-

i. Allport
ii. Cattell
iii. Eysenck & Costa McCrae

Unit 4: Humanistic–Existential, Cultural

a. Humanistic-Existential Perspective - Agency, Meaning, and the Whole Person

i. Maslow

ii. Rogers

iii. Rollo May

Unit 5: Indigenous Perspectives of Personality and Self

Personality from the Indian Perspective: Ego and Ahamkara - Concepts of self and identity, Vedantic perspectives- Triguna & Pancha Kosha. Comparative Analysis: Critical synthesis of Indian and Western models (e.g., Triguna vs. Big Five).

Pedagogy:

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

Modes of Examination: Assignment /Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey / / any other method that suits to assess the given course outcome

Examination Scheme:

Components	Continuous Internal Assesment	End Term
Weightage (%)	**50**	**50**

Suggested Readings:

1. Arockiasamy, A. (2005). Personality Psychology. Thanjavur: Aranya Publishers.

2. Feist, J., Feist, G.L. and Roberts, T-A. (2018). (Indian Edition). Theories of Personality. McGraw Hill Education (India) Private Limited.
3. Hall, C.S. and Lindzey, G. (1978). Theories of Personality, 3rd edition New York, John Wiley
4. Schultz, D. P., & Schultz, S. E. (2017). Theories of Personality. Cengage Learning
5. McAdams, D. P. (2023). The Person: A New Introduction to Personality Psychology. Wiley

PSY454	**Advanced Social Psychology**	**L**	**T**	**P**	**C**
Contact Hours	60 Hours	3	1	0	4
Pre-requisites /Exposure	**Basic knowledge of Psychology**				
Co-requisites					

Course Objectives:

1. **Foundational & Methodological Expertise:** To develop a critical understanding of core social psychological theories and advanced research methodologies, promoting **inquiry-based learning** and **research aptitude**.
2. **Holistic Understanding of Social Processes:** To analyze complex social cognitive, affective, and self-processes, and their manifestation in interpersonal and group dynamics, fostering a **multidisciplinary perspective** on human Behaviour.
3. **Proficiency in Social Influence & Attitudes:** To comprehend the mechanisms of social influence and attitude formation, enabling **analytical thinking** about their impact on individual and collective Behaviour.
4. **Cultural & Global Competence:** To examine social psychological phenomena within diverse cultural contexts, fostering **global citizenship** and an appreciation for local knowledge systems.
5. **Applied Problem-Solving & Innovation:** To apply advanced social psychological principles to analyze and propose evidence-based solutions for real-world challenges, emphasizing **experiential learning**, **innovation**, and **ethical practice**.

Course Outcomes:

1. **Critically evaluate** diverse social psychological theories and **design/appraise** advanced, ethically sound research methods.
2. **Analyze** the interplay of social cognition, affect, self, and their roles in shaping interpersonal/group dynamics.
3. **Assess** social influence strategies and attitude change processes, and **propose** Behavioural insights.

4. **Contextualize** social phenomena within diverse cultural frameworks, including indigenous perspectives.
5. **Develop and justify** evidence-based social psychological interventions or analyses for real-world problems, demonstrating **innovative thinking** and **ethical reasoning**.

Course Content

Unit 1: Foundations of Social Psychology (10 Hours)

Theoretical perspective: Symbolic interaction theory, Social Construction, Social representation, Social exchange theory, Social Identity theory and self-categorization theory, evolutionary perspective. Use of research methods in studying social phenomena: Experiments, survey design, regression and qualitative methods.

Unit 2: Social Cognition, Affect and The Self (10 Hours)

Social cognition: Dual-Process Models, Schemas, Heuristics and Biases, embodied cognition, implicit social cognition. Attribution theories: Heider and Kelly's model, intuitive sociology and attribution, attributional biases, culture and attribution. Role of affect in social judgment and decision-making. Self in Social context: Self-concept and social identity, self-esteem, self-regulation , self-presentation and impression management

Unit 3: Attitudes, persuasion and Social Influence (6 Hours)

Attitudes: Formation, structure, function, link between attitude-Behaviour, attitude change, cognitive dissonance. Persuasion: Elaboration-likelihood model, source credibility, resistance to attitude change; Conformity and minority influence, compliance techniques, obedience

Unit 4: Interpersonal and Group Processes (14 Hours)

Interpersonal Relations: Attraction, evolutionary perspective, theories of love and intimacy. Aggression: types and theoretical explanations (biological, social-learning, GAS), violence prevention. Prosocial Behaviour: Theories on prosocial Behaviour, bystander and upstander Behaviour

Group Processes: group cohesion, roles, norms, effect of leadership and group performance, social facilitation, social loafing, group decision-making. Intergroup relations: Prejudice, discrimination and stereotypes, intergroup contact. Intergroup conflict: theories of conflict~~, social dominance and system justification theory~~

Unit 5: Applied Social Psychology Domains (12 Hours)

Health: Health Behaviours, stress & coping, health communication, social determinants of health. **Law & Justice:** Eyewitness testimony, jury decision-making, false confessions, restorative justice. **Environment:** Pro-environmental Behaviour, climate change communication. **Organizations & Work:** Leadership, team dynamics. **Politics:** Political attitudes, voting Behaviour, polarization, social movements (digital activism). **Education:** Student motivation, peer influence, stereotype threat, culturally responsive teaching.

Unit 6: Contemporary Issues, Methodological Frontiers & Future Directions (8 Hours)

The Replication Crisis & Open Science movement (causes, solutions, ethical implications). Social robots & Human-AI interaction (psychological effects, ethics). Misinformation & Disinformation (psychological vulnerabilities, spread, mitigation). Digital Social Psychology (online identity, cyber-psychology, virtual reality). Global Social Psychology (decolonizing social psychology, relevance in non-Western contexts).

Pedagogy:

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

Modes of Examination: Assignment /Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey / / any other method that suits to assess the given course outcome

Examination Scheme:

Components	Continuous Internal Assessment	End Term
Weightage (%)	**50**	**50**

Suggested Readings:

Baron, R. A., & Branscombe, N. R. (2009). *Social Psychology (Mumbai University), 12/E (With Cd)*. Pearson Education India.

Bushman,B.J. (2017) Aggression and Violence : A social psychological perspective. Routledge.

DeRidder, R., & Tripathi, R. C. (Eds.). (1992). *Norm violation and intergroup relations.* Clarendon Press/Oxford University Press.

Drury, John. (2020). Recent developments in the psychology of crowds and collective behaviour. Current Opinion in Psychology. 35. 10.1016/j.copsyc.2020.02.005.

Kelman, H.C., Fisher, R.J. (2016). Social-Psychological Dimensions of International Conflict (2007). In: Kelman, H., Fisher, R. (eds) Herbert C. Kelman: A Pioneer in the Social Psychology of Conflict Analysis and Resolution. Pioneers in Arts, Humanities, Science, Engineering, Practice, vol 13. Springer, Cham.

Neuberg, S. L., Kenrick, D. T., & Schaller, M. (2010). Evolutionary social psychology. In S. T. Fiske, D. T. Gilbert, & G. Lindzey (Eds.), *Handbook of social psychology* (5th ed., pp. 761–796). John Wiley & Sons, Inc.

Noor, M., Vollhardt, J. R., Mari, S., & Nadler, A. (2017). The social psychology of collective victimhood. *European Journal of Social Psychology*, *47*(2), 121-134.

Pandey, J., & Singh, P. (2005). Social psychology in India: Social roots and development. *International Journal of Psychology, 40*(4), 239–253.

Schellhaas, F. M., & Dovidio, J. F. (2016). Improving intergroup relations. *Current Opinion in Psychology*, *11*, 10-14.

PSY455	**Research Methodology in Psychology**	**L**	**T**	**P**	**C**
Contact Hours	60 Hours	3	1	0	4
Pre-requisites	Basic Graduation knowledge in psychology or Allied Disciplines				
Co-requisites					

Course Description: This course provides an advanced and in-depth understanding of principles, methods, and applications of research in psychology, covering both quantitative and qualitative research. The course aims to equip students with the knowledge and skills necessary to design, conduct, analyse, and interpret psychological research. Students will gain practical experience in writing research reports in APA format. Through seminars, group discussions, and lectures, the course aims to engage students in contemporary debates in social science and psychology.

Course Objectives

1. Analyze core **research principles** and **ethical issues** in psychology.
2. Distinguish and apply **quantitative, qualitative, and mixed-methods** research approaches.
3. Formulate effective **research problems, hypotheses**, and master **sampling techniques**.
4. Design and evaluate various **experimental and non-experimental research designs**.
5. Systematically conduct and professionally **report psychological research**.

Course Outcomes

1. Articulate fundamental **research concepts** and **ethical considerations**.
2. Select and justify appropriate **research methodologies** for psychological inquiry.
3. Develop well-defined **research questions** and implement suitable **sampling strategies**.
4. Apply diverse **research designs** to address psychological phenomena.

5. Produce professional **research proposals** and **reports** following academic standards.

Course Content

Unit 1: Meaning, Purpose, and Paradigms of Research (8 hours)

- Definition and objectives of Research in Psychology. Importance of ethical issues in psychological research. Types of research: Basic, applied, action, non-participatory, longitudinal, cross-sectional, cohort, and pilot studies.

Unit 2: Variables, Research Problems and Hypotheses (10 hours)

- Concepts, constructs, and operational definitions of variables. Types of variables and controlling techniques
- Fundamental concepts of research problems, selection, and formulation of problems. Developing a research question and choosing a problem.
- Nature and criteria of hypotheses – Testability & falsifiability; Hypotheses in relation to fact, theory, and law,

Unit 3: Sampling and Sampling Techniques

- Sampling techniques: Purposes, types, and methods, probability and non-probability; Sample size estimation

Unit 3: Research Designs (10 hours)

Characteristics of a good research design. Basic principles of experimental and quasi-experimental research, correlational. Types of Experimental Designs: Matched group, Randomized, single-subject design, factorial design, Nested design, single-subject and ex-post facto design, Between vs. Within subjects' designs

Unit 4: Research Process and Report Writing (10 hours)

- Components and outline of different phases in the research process. Literature review and data collection using primary and secondary data. Major components of framing a research proposal. Writing a research report, steps involved in reporting research for journal articles, and dissertations using APA format. Synopsis & Abstract

Pedagogy:

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching

- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

Modes of Examination: Assignment /Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey / / any other method that suits to assess the given course outcome

Examination Scheme:

Components	Continuous Internal Assessment	End Term
Weightage (%)	**50**	**50**

Suggested Readings:

Clarke, V., & Braun, V. (2019). Feminist qualitative methods and methodologies in psychology: A review and reflection. *Psychology of Women and Equalities Section Review*, *2*(1), 13-28.

Denzin, N. K. (2008). The new paradigm dialogs and qualitative inquiry. *International journal of qualitative studies in education*, *21*(4), 315-325.

Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.

Woodworth, R. S., & Schlosberg, H. (1954). *Experimental psychology*. Oxford and IBH Publishing.

May, T., & Perry, B. (2022). *Social research: Issues, methods and process*. McGraw-Hill Education (UK).

Neuman, W. L. (2007). *Basics of social research*.

PSY456	**Introduction to Organizational Behaviour**	**L**	**T**	**P**	**C**
Contact Hours	60 Hours	3	0	1	4
Pre-requisites /Exposure	Basic Knowledge of Psychology				
Co-requisites					

Course Description

This course provides an in-depth exploration of organizational Behaviour through the lens of industrial psychology. It focuses on understanding, predicting, and influencing human behaviour in workplace settings by integrating psychological theories and research with practical organizational applications. Students will examine core topics such as motivation, leadership, job satisfaction, organizational culture, communication, decision-making, group dynamics, conflict resolution, and organizational change. Emphasis is placed on the

psychological processes underlying individual and group behaviour and how these processes affect organizational effectiveness.

The course encourages critical thinking and analytical skills by applying theoretical knowledge to real-world organizational challenges. Through case studies, discussions, and applied research, students will develop competencies to assess and enhance workplace functioning, employee well-being, and organizational performance. The course also highlights the role of ethics, diversity, and cultural context in shaping organizational behaviour, preparing students to become effective psychologists and HR professionals in diverse organizational settings.

Course Objectives

1. Analyze core **OB theories** and their relevance to **Indian workplace challenges**.
2. Examine **individual Behaviour** (attitudes, motivation, stress) in organizational settings.
3. Cultivate skills in **group dynamics, teamwork**, and conflict resolution.
4. Develop effective **leadership** and **communication** competencies, including ethical considerations.
5. Understand **organizational systems, culture**, and apply positive psychological interventions.

Course Outcomes

1. Demonstrate a comprehensive understanding of **key OB concepts** in contemporary work environments.
2. Apply **psychological frameworks** to analyze individual Behaviour and well-being at work.
3. Effectively contribute to and manage **team performance** and group decision-making.
4. Exhibit informed and ethical **leadership** and organizational communication.
5. Propose solutions for **organizational development** and employee well-being through ethical practices and interventions.

Course Content:

Unit 1: Overview of Industrial Psychology and Organizational Behavoiur (10 Hours)

Definition, nature, and scope of OB, Historical evolution and multidisciplinary foundations, OB in the context of Industrial Psychology, Contemporary challenges and future trends, Organizational Behaviour: Challenges in the Indian Setting

Unit 2: Individual Behaviour in Organizations (14 Hours)

Employee attitudes: Job satisfaction, Organizational Commitment, Organizational Citizenship Behaviour, Work Engagement, Work-Life Balance, Organizational and Occupational Stress-Concept and definition, Theories of Occupational Stress, Types of stress and Sources of Job stress.

Work Motivation: Early theories: Maslow, McClelland, Two factor; Contemporary theories and applications: Goal setting & MBO, Equity, Expectancy, Job Characteristics Model & Job Redesign and their organizational applications, Emotional intelligence and psychological capital

Unit 3: Group and Team Dynamics (10 Hours)

Types and stages of group development, Team building and high-performing teams, Group decision-making and problem-solving, Conflict management and negotiation skills

Unit 4: Leadership and Communication (10 Hours)

Leadership theories (Trait, Behavioural, Contingency, Transformational, Servant Leadership), Indian Theories of Leadership, Leadership effectiveness and development, Organizational, communication – types, barriers, and strategies, Positive leadership, Feedback and performance conversation, ethical dimensions and leadership.

Unit 5: Organizational System and Culture (8 Hours)

Organizational structure and design, Organizational culture: formation, sustenance, and change, Work climate and job satisfaction, Ethics and corporate social responsibility.

Unit 6: Positive Organizational Behaviour (8 Hours)

Positive Organizational Behaviour: Optimism, Emotional Intelligence and training of Emotional intelligence, motivational training. Positive psychological intervention, Employee counselling, workplace counselling

Practical :

1. Intrinsic Extrinsic Motivation: Agrawal, K.G. (1988). Manual for Work Motivation Questionnaire. Agra: National Psychological Corporation
2. The Organizational Role Stress Scale (ORS), developed by Udai Pareek, is a psychometric instrument used to measure the level of role stress experienced by individuals in organizations

Pedagogy:

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction

- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

Modes of Examination: Assignment /Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey / / any other method that suits to assess the given course outcome

Examination Scheme:

Components	Continuous Internal Assessment	End Term
Weightage (%)	**50**	**50**

Suggested Readings:

Chadha, N.K. (2007). Organizational Behaviour. Galgotia Publishers: New Delhi.

Greenberg, J. & Baron, R.A. (2007).Behaviour in Organizations (9th Ed.). India: Dorling Kindersley.

Griffin, R.W. & Moorhead, G. (2009). Organizational Behaviour: Managing People & Organizations. New Delhi :Biztantra publishers.

Landy, F.J. & Conte,J.M. (2007).Work in the 21st Century: An Introduction to Industrial and Organizational Psychology. New York: Wiley Blackwell.

Luthans, F. (2009).Organizational Behaviour. New Delhi: McGraw Hill. Muchinsky, P. (2006). Psychology applied to work: An introduction to industrial and organizational psychology. NC: Hypergraphic Press.

Pareek, U. (2010). Understanding organizationalbehaviour. Oxford: Oxford University Press.

Prakash, A. (2011). Organizational Behaviour in India: An indigenous perspective. In G. Misra (Ed.), Handbook of Psychology. New Delhi: Oxford University Press.

Robbins, S. P. & Judge, T.A. (2007).Organizational Behaviour (12th Ed). New Delhi: Prentice Hall of India.

Schermerhorn, J.R. , Hunt,J.G. & Osborn,R.N. (2008). Organizational Behaviour (10th Ed.) New Delhi: Wiley India Pvt. Ltd.

Singh, K. (2010). Organizational Behaviour: Texts & Cases. India: Dorling Kindersley Sinha, J.B.P. (2008). Culture and Organizational Behaviour. New Delhi: Sage.

Further Readings

Blum, N.L. & Naylor, J.C.: Industrial Psychology- Its Theoretical and Social Foundation

Schultz, D.P. & Schultz S.E.: Psychology and Work Today: an Introduction to Industrial and Organizational Psychology, Prentice Hall

PSY458	**CLINICAL PSYCHOLOGY**	**L**	**T**	**P**	**C**
Contact Hours	60 Hours	3	1	0	4
Pre-requisites /Exposure	**Basic knowledge of Psychology**				
Co-requisites					

Course Description

This course provides an in-depth exploration of the nature, classification, and theoretical understanding of psychological disorders. Students will examine major diagnostic systems (DSM-5-TR and ICD-11), key concepts of normality and abnormality, and various models of psychopathology including biological, psychodynamic, cognitive, and multicultural perspectives. The course covers symptomatology and etiological factors of a range of mental health conditions including anxiety, mood, obsessive-compulsive, eating, trauma-related, dissociative, neurodevelopmental, and disruptive disorders. Emphasis is placed on critical analysis, diagnostic understanding, and application of theoretical frameworks to clinical conditions.

- **Course Objectives**

1. To introduce students to the foundations, evolutions and contemporary scope of Clinical Psychology and application of major classification systems in psychopathology (DSM-5-TR and ICD-11), and recent development, particularly within the indian context.
2. To explore the definitions of normality and abnormality, and to analyze major theoretical models explaining psychopathology, including dimensional vs. categorical approaches to diagnosis.
3. To identify and explain the symptoms and etiological factors of anxiety disorders, OCD and related disorders, mood disorders including suicide, and eating disorders.

4. To provide an overview of trauma and stress-related disorders and examine the nature, symptoms, and possible causes of dissociative disorders.

5. To explore the concept of various neurodevelopmental disorders and understand the features and underlying mechanisms of disruptive, impulse-control, and conduct disorders.

- **Course Outcomes**

Students will be able to

1. Demonstrate a thorough understanding of the history, critically evaluate the DSM-5-TR and ICD-11 classification systems and ethical or legal boundaries of clinical psychologists, especially within diverse cultural institutional settings
2. differentiate between various theoretical models of psychopathology, apply these frameworks to understand mental disorders, and distinguish between dimensional and categorical approaches to classification.

3. identify and describe the clinical features and etiological factors of anxiety disorders, OCD-related disorders, mood disorders (including suicide), and eating disorders.

4. recognize the symptoms and underlying causes of trauma and stress-related disorders, and explain the clinical presentation and theoretical understanding of dissociative disorders.

5. describe the characteristics of key neurodevelopmental disorders and gain insight into the clinical features and potential causes of disruptive, impulse-control, and conduct disorders.

Course Descriptions

Unit 1: History and Classification system (10 hours)

Clinical Psychology- History and contemporary issues

- Classificatory systems - DSM 5- –TR and ICD 10
- Ethics in Clinical practice and research
- Recent development of clinical Psychology in India.

Unit 2: Concept and Models of Abnormality (14 hours)

- Concept of normality and abnormality in the context of psychopathology, Clinical criteria of "abnormality"; continuity (dimensional) versus discontinuity (categorical).

- Theoretical models of psychopathology - Biological, Psychodynamic, Behavioural, Cognitive, Existential, Humanistic, Biopsychosocial and Multicultural.

Unit 3: Anxiety, Mood, OCD and related disorders, Eating disorders (14 hours)

- Anxiety disorders: symptoms and etiology of GAD, Panic, Phobia, Agoraphobia, & Social anxiety.

- OCD: symptoms and etiology of OCD and related disorders.

- Mood disorders: symptoms and etiology of Unipolar depression and Bipolar disorders. Suicide.

- Symptoms and etiology of Eating disorders: Anorexia Nervosa, Bulimia Nervosa and Binge eating disorders.

Unit 4 : Trauma and Stress Related Disorders and Dissociative Disorders (14 hours)

- Overview of Trauma and stress related disorders - PTSD, Acute stress disorder, Adjustment disorder

- Concept of Dissociative disorders - Dissociative Amnesia, Dissociative fugue, Depersonalization and Derealization disorders, Dissociative Identity disorder.

Unit 5: Neurodevelopmental disorders, Disruptive, Impulse control and conduct disorders(14 hours)

- Concept of intellectual disability, Autism Spectrum disorder, ADHD, and Specific Learning disorder, communication disorders.

- Overview of Oppositional Defiant Disorder, Intermittent Explosive disorder, Conduct disorder.

Pedagogy:

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping

- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

Modes of Examination: Assignment /Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey / / any other method that suits to assess the given course outcome

Examination Scheme:

Components	Continuous Internal Assessment	End Term
Weightage (%)	**50**	**50**

Suggested Readings

American Psychiatric Association (2022). *Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR).* Washington, D.C. APA

Kaplan, I. H & Sadock, J. B., (2007) *Synopsis of Psychiatry, Behavioural Sciences/Clinical Psychiatry* London: Lippincott Williams & Wilkins

Comer, R. J., & Comer, J. S. (2021). *Abnormal psychology* (11th ed.). Worth / Macmillan Learning

Krueger, R. F., and Blaney, P. H. (eds), (2023). *Oxford Textbook of Psychopathology*, 4 edn (New York; online edn, Oxford Academic, 1 Mar. 2023).

Thapar, A., Pine, D. S., Cortese, S., Creswell, C., Ford, T. J., Leckman, J. F., Stringaris, A., Scott, S., Snowling, M. J., & Taylor, E. A. (Eds.). (2025). *Rutter's child and adolescent psychiatry and psychology* (7th ed.). John Wiley & Sons.

World Health Organization. (2019). *International Statistical Classification of Diseases and Related Health Problems* (11th ed.)

Butcher, J. N., & Kendall, P. C. (Eds.). (2018). *APA handbook of psychopathology: Child and adolescent psychopathology.* American Psychological Association

PSY459	**Mental Health and Artificial Intelligence**	**L**	**T**	**P**	**C**
Contact Hours	30 Hours	2	0	0	2
Pre-requisites /Exposure	Basic Knowledge of Psychology				
Co-requisites					

Course Description

This skill enhancement course explores the rapidly evolving intersection of Artificial Intelligence (AI) and mental health. It aims to provide learners with a foundational understanding of AI's potential applications in promoting mental well-being, while critically examining the ethical considerations and challenges involved. Designed to be accessible, the course emphasizes practical understanding and skill development, aligning with the interdisciplinary and holistic learning approach advocated by the National Education Policy (NEP) 2020.

Course Objectives

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

1. **Comprehend** the foundational principles of Artificial Intelligence (AI) and the diverse spectrum of mental health and well-being concepts.
2. **Analyze** the multifaceted applications of AI in various domains of mental health, including assessment, intervention, and support systems.
3. **Evaluate** the profound ethical, privacy, and societal implications associated with the design, development, and deployment of AI-powered mental health solutions.
4. **Formulate** evidence-based strategies for mitigating algorithmic bias and ensuring equitable access and responsible use of AI in sensitive mental healthcare contexts.
5. **Critically assess** the dynamic landscape of AI in mental well-being, discerning its potential benefits while acknowledging and addressing its inherent limitations.

Course Outcomes

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

1. **Define** key AI terminology (e.g., Machine Learning, Natural Language Processing) and fundamental mental health concepts, articulating their interrelationship with clarity.
2. **Categorize** and **illustrate** specific AI applications (e.g., conversational chatbots, virtual reality therapy, predictive analytics) with pertinent examples drawn from mental health contexts.
3. **Debate** and **justify** positions on complex ethical dilemmas concerning AI's role in mental health, rigorously referencing established principles of data privacy, security, and accountability.
4. **Design** a conceptual framework for a novel AI-driven mental health intervention that demonstrably integrates ethical considerations and effectively addresses potential biases.
5. **Propose** actionable and practical recommendations for the responsible development, implementation, and ongoing oversight of AI tools, prioritizing user well-being and adherence to emerging regulatory needs.

Course Content

Unit 1: Fundamentals of AI

What is AI: Introduction to basics of Machine Learning, Natural Language Processing, and Basic AI functionalities. Basics of Mental health: Mental Health, Well-being continuum, common mental health issues.

Unit 2: Artificial Intelligence

Natural Language Processing (NLP) in mental health: Sentiment analysis, linguistic inquiry, topic modelling for detecting mood shifts and other mental health issues. Use of Big Data for rising health challenges (wearable technology).

Unit 3: AI and Therapy

Conversational AI- Delivery of Cognitive Behavioural Therapy, DBT, mindfulness exercises, development of scripts and psychoeducation using AI. Virtual Reality and Augmented Reality: Exposure therapy for phobias,

relaxation environment, stress simulation, social skills training, immersive environment. Using AI as complementary to therapy, challenges of self-diagnosis, spread of misinformation

Unit 4: Ethical Challenges

Data Privacy: Access to sensitive data, informed consent, data governance (Data minimization, data anonymization) and secure storage. Sources of bias: algorithmic bias and representational bias. Impact of bias. Need for transparency in AI models, training AI models to be more creative.

Pedagogy:

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

Modes of Examination: Assignment /Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey / / any other method that suits to assess the given course outcome

Examination Scheme:

Components	Continuous Internal Assessment	End Term
Weightage (%)	**50**	**50**

Suggested Readings

Noyes, A., & Noyes, D. (2020). *The AI Ethics Handbook: Practical Steps to Build a Responsible AI System*. O'Reilly Media.

Dignum, V. (2019). *Responsible Artificial Intelligence: How to Develop and Use AI in a Responsible Way*. Springer. (Chapter 6 on Fairness, Accountability, Transparency)

European Commission. (2019). *Ethics Guidelines for Trustworthy AI*. (Sections on privacy, bias, and accountability).

Ghassemi, M., et al. (2021). The Ethics of AI in Health: A Call for Action. *Harvard Data Science Review*, *3*(2).

Insel, T. R. (2017). Digital Phenotyping: A New Frontier in Mental Health Research. *NPJ Digital Medicine*, *2*(1), 1-3.

Leslie, D. (2019). *Understanding Artificial Intelligence Ethics and Safety: A Guide for the Perplexed*. The Alan Turing Institute.

Miner, A. S., Milstein, A., & Schueller, S. M. (2017). Smartphone-based Conversational Agents and Empathy in Mental Health: A Mixed-Methods Pilot Study. *Translational Behavioural Medicine*, *7*(4), 856-869.

Vallejo, J., et al. (2020). Virtual Reality for the Treatment of Mental Health Disorders: A Systematic Review. *Journal of Clinical Medicine*, *9*(3), 875.

SEMESTER 2

PSY501	**Advanced Statistics and Data Analysis**	**L**	**T**	**P**	**C**
Contact Hours	60 Hours	3	1	0	4
Pre-requisites /Exposure	**Basic knowledge of Psychology**				
Co-requisites					

Course Description

This advanced statistics course equips students with essential skills for data-driven decision-making. You'll master fundamental statistical concepts, moving from descriptive to inferential analysis, and gain hands-on proficiency in **d**ata preparation, cleaning, and transformation. The curriculum covers a wide array of statistical tests, including T-tests, ANOVA, regression, correlation, and cluster analysis, with practical application using SPSS. We will delve into non-parametric methods for diverse data types and introduce foundational machine learning concepts. Crucially, the course emphasizes ethical considerations in data handling and the principles of reproducible research, preparing you for rigorous and responsible data analysis in any field.

Course Objectives

Upon completing this course, students will be able to:

1. **Master Statistical Foundations**
2. **Learn Data Sorting and Organization**
3. **Perform Advanced Analyses using Statistical Software**
4. **Utilize Parametric and Non-Parametric Methods.**

5. **Practice Ethical Data Analysis**

Course Outcomes

Upon completing this course, students will have:

1. The ability to critically assess research and design appropriate statistical investigations.
2. Mastery in preparing and managing complex datasets for rigorous analysis.
3. **T**he capability to apply advanced statistics to derive and communicate meaningful insights from data.
4. The flexibility to choose and implement both parametric and non-parametric approaches based on data characteristics.
5. A strong grasp of ethical data stewardship and foundational knowledge in machine learning for responsible practice.

Course Outline

Unit 1: Foundations of Advanced Statistics (8 Hours)

- Review of Statistical Fundamentals: Descriptive vs. Inferential Statistics. Central tendency and variance, Normal probability;
- Hypothesis testing revisited: Type I and Type II errors, p-values, levels of significance, confidence intervals; Statistical power, concept of effect size, and concept of sample size determination.

Unit 2: Data Preparation and Exploration for Advanced Analysis (6 Hours)

- Data screening, cleaning, and handling missing data: various imputation methods
- Outlier detection and management strategies.

Unit 3: Analysis of Differences (12 Hours)

- Concepts, assumptions and computation: t-test (independent, dependent t-test), ANOVA (one-way, two-way and repeated designs)
- Concept: ANCOVA and MANOVA

Unit 4: Analysis of Relationships and Causation (12 Hours)

- Concepts, assumptions and computation: Correlation (Spearman Rank Difference Correlation and Pearson's Product Moment Correlation)
- Linear Regression: concept, assumptions, interpretation of coefficients.
- Concept: Regression types (simple, and multiple), concept of Factor Analysis

Unit 5: Non-Parametric Methods (10 Hours)

- **Concept of normality in statistics and its violations**.
- Non-Parametric Statistical Tests - I**:** Chi-square test for independence and goodness-of-fit.
- Non-Parametric Statistical Tests - II**:** Mann-Whitney U test, Wilcoxon signed-rank test. Kruskal-Wallis H test

Unit 6: Advanced Data Management, Visualization & Emerging Topics (12 Hours)

- Complex and publication-ready statistical graphics, creation and advanced customization of charts and graphs with computer application
- **Ethical Considerations and Reproducible Research:** Data privacy, anonymization, and confidentiality. Statistical bias in data, models, and algorithms.

Pedagogy:

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

Modes of Examination: Assignment /Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey / / any other method that suits to assess the given course outcome

Examination Scheme:

Components	Continuous Internal Assessment	End Term
Weightage (%)	**50**	**50**

Suggested Readings:

Chadha, N.K. (1991). Statistics for Behavioural and Social Sciences.Reliance Pub. House: New Delhi

Das, D. & Das, A. (2008). Statistics in Biology and Psychology. Academic Publishers, Calcutta, (Latest edition)

Field, A. (2024). *Discovering statistics using IBM SPSS statistics*. Sage publications limited.

Field, A. (2022). An adventure in statistics: The reality enigma.

Gravetter, F.J. &Wallnau, L.B. (2009). Statistics for the Behavioural Sciences (9th Ed.). USA: Cengage Learning.

King, B.M. &Minium, E.W, (2007).Statistical Reasoning in the Behavioural Sciences (5th Ed.). USA: John Wiley & Sons.

Wasserman, L. (2006). *All of nonparametric statistics*. Springer Science & Business Media.

Zhou, Z. H. (2021). *Machine learning*. Springer nature.

PSY502	**Qualitative Methods in Psychology**	**L**	**T**	**P**	**C**
Contact Hours	60 Hours	3	1	0	4
Pre-requisites /Exposure	**Basic knowledge of Psychology**				
Co-requisites					

Course Description

This course provides an in-depth exploration of **qualitative research methodologies**, focusing on their philosophical foundations, data collection techniques, analytical frameworks, and emerging approaches. Students will learn how to **design, conduct, and critically evaluate qualitative research** in interdisciplinary contexts, with an emphasis on ethical considerations and real-world applications. Through a combination of **theoretical learning, fieldwork, and digital tools**, this course will equip students with the necessary skills to conduct **rigorous, context-sensitive research** across multiple disciplines.

Course Objective:

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

1. To understand the philosophical bases of qualitative research, integrating Western and Indian epistemologies.
2. To apply major qualitative research paradigms to diverse inquiry questions.
3. To develop practical skills in varied qualitative data collection methods, with ethical and cultural awareness.
4. To master qualitative data analysis, ensuring methodological rigor and trustworthy interpretations.
5. To effectively communicate qualitative research through written and oral presentations, incorporating innovative and digital tools.

Course Outcome:

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

1. Students will be able compare and contrast Western and Indian epistemologies in qualitative research.
2. Students will be able to design qualitative studies selecting appropriate research paradigms.
3. Students will be able toproficiently execute various qualitative data collection techniques ethically.
4. Students will be able to conduct rigorous qualitative data analysis, ensuring trustworthiness and robust interpretation.
5. Students will be able to produce and present high-quality qualitative research reports, utilizing diverse methods and platforms.

Course Outline:

Unit 1: Issues in qualitative research

Issues of epistemology(Positivism, interpretivism, constructivism, critical realism) and Indian epistemologies such as Pratyaksha, Anumana, Shabda, Upamana, Arthapatti, and Anulabdhi. Ontology (Objective vs subjective realities, social construction) and methodology, subjectivity and objectivity in qualitative research, reflexivity, issue of representation in qualitative psychology, issues of power, axiology, positionality, triangulation

Unit 2: Paradigms of Qualitative Research:

Grounded theory, Narrative inquiry, Discourse analysis, Phenomenological research, Participative Action Research

Unit 3: Techniques of Qualitative data collection

Interview method (structured, unstructured, semi-structured, motivational and relational interview), Focus-group, observation method, Ethnography (field notes, emic and etic perspectives), and auto-ethnography, Digital Ethnography, Arts-Based & Media Research, Visual Analytic Technique and Case Study Method.

Unit 4: Qualitative Data Analysis:

Principles of data analysis (interactive process, inductive reasoning), Thematic Network Analysis, Coding (open, axial, selective coding, developing a codebook), theme development, data visualization, saturation, negative case analysis. **Validity & Reliability in Qualitative Research**: Trustworthiness, Credibility, Triangulation.

Unit 5: Innovative Methods, Digital tools and research dissemination

Creative approaches (Found poetry, Photovoice), Using AI and software for data analysis: introduction to CAQDAS like Nvivo, Atlas.ti, voice transcription tools, Ethical considerations and limitations of AI and software in qualitative research.

Unit 6: Writing, Presenting and Disseminating qualitative research

Writing a qualitative research report, criteria of a good qualitative research, presentation of qualitative research.

Pedagogy:

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation

- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

Modes of Examination: Assignment /Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey / / any other method that suits to assess the given course outcome

Examination Scheme:

Components	Continuous Internal Assessment	End Term
Weightage (%)	**50**	**50**

Suggested Readings:

Bhawuk, D. P. (2010). A perspective on epistemology and ontology of Indian psychology: A synthesis of theory, method and practice. *Psychology and Developing Societies*, *22*(1), 157-190.

Braun, V., & Clarke, V. (2021). *Thematic Analysis: A Practical Guide*. SAGE Publications.

Elwood, S. A., & Martin, D. G. (2000). "Placing" interviews: Location and scales of power in qualitative research. *The professional geographer*, *52*(4), 649-657.

Flick, U. (2019). The concepts of qualitative data: Challenges in neoliberal times for qualitative inquiry. *Qualitative Inquiry*, *25*(8), 713-720.

Flick, U. (Ed.). (2013). *The SAGE handbook of qualitative data analysis*. sage.

Gee, J. P. (2014). *An Introduction to Discourse Analysis: Theory and Method* (4th ed.)Routledge.

Kara, H. (2020). *Creative Research Methods: A Practical Guide.* Eds. Second. Bristol University Press.

Lieblich, A., & Josselson, R. (1997). *The narrative study of lives* (Vol. 5). Sage.

Morgan, D. L., & Nica, A. (2020). Iterative Thematic Inquiry: A New Method for Analyzing Qualitative Data. *International Journal of Qualitative Methods*, 19.

Parker, I. (2004). Criteria for qualitative research in psychology. *Qualitative research in psychology*, *1*(2), 95-106.

Tracy, S. J., & Hinrichs, M. M. (2017). Big tent criteria for qualitative quality. *The international encyclopedia of communication research methods*, 1-10.

Wa-Mbaleka, S., & Rosario, A. (Eds.). (2022). *The SAGE handbook of qualitative research in the Asian context*. Sage.

Watt, D. (2007). On becoming a qualitative researcher: the value of reflexivity. *Qualitative Report*, *12*(1), 82-101.

PSY503	**Advanced Developmental Psychology**	L	T	P	C
	Contact Hours – 60	3	1	0	4
Pre-requisites/Exposure	10+2 Knowledge				
Co-requisites	-				

Course Description

This course explores the fascinating journey of human growth and change from conception through old age. We will delve into the biological, psychological, and sociocultural factors that shape development at each stage, from prenatal influences and infancy to the complexities of childhood, adolescence, and the challenges of adulthood and aging. The course also addresses ethical considerations and diverse research methods used in studying human development, including unique approaches for children. This comprehensive overview will equip students with a deep understanding of the continuous process of human development.

Course Objectives:

1. To understand major theories, principles, and factors influencing human development across the lifespan.
2. To identify key developmental milestones and processes from prenatal stages through old age.
3. To explore the ethical considerations and various research methodologies used in developmental psychology.
4. To analyze the interplay of biological, psychological, and socio-cultural factors in shaping development.
5. To comprehend the unique developmental tasks, challenges, and transitions associated with each life stage.

Course Outcomes:

1. Students will be able to articulate a comprehensive understanding of human developmental processes throughout the lifespan.
2. Students will be able to critically evaluate research findings and ethical practices in developmental psychology, particularly concerning children.
3. Students will be able to describe and differentiate the physical, cognitive, social, and emotional changes characteristic of different age groups.
4. Students will be able to explain the impact of genetic, environmental, and cultural influences on individual development.
5. Students will be able to apply developmental concepts to understand real-world scenarios and human Behaviour at various life stages.

Course Outline

Unit 1: INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY

Life-Span Approach; Development Processes- Nature, Principles of Development, Maturity; Biogenic, Psychogenic and Sociogenic factors in Development; determination of sex, multiple birth, cultural variations to childhood, Samaskaras (rites and rituals of Indian development)

Unit 2: RESEARCH ON CHILDREN

Ethical Issues while researching on children, research methods in developmental psychology, alternate methods such as play and art based methods, discourse analysis, child's voice in research.

Unit 3: PRENATAL AND INFANCY

- Prenatal development stages- Germinal stage, Embryonic stage, Fetal stage , Factors influencing prenatal development, Stages of Labor, Birth Injuries, Infancy: Biological and Physiological Changes; Brain Development; Sensorimotor development; factors influencing period of infancy

Unit 4: CHILDHOOD

Early Childhood: Motor development, Social Development; Influence of Family and school; Sex- Role Identification; Play; Childhood Emotions; Cognitive development; Language development. Middle Childhood: Physical development; Social Development; Emotional development, attachment styles development.

Unit 5: ADOLESCENCE AND YOUTH

Physical and Psychological development; Cognitive development, Social Development; Emotional development; Moral development; Personality Development and Identity Formation.

Unit 6: ADULTHOOD, MIDDLE AGE AND OLD AGE

Achievement of Independence and Responsibility in Emotional , Social and Occupational sphere; Self Concept; Stabilization of Identity; Marital Adjustment; Parenthood. Middle Age: Life Stressors and Social Supports. Physiological and Behavioural changes; Self- Concept and Personality Changes; Bereavement; Death and Dying

Pedagogy:

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

Modes of Examination: Assignment /Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey / / any other method that suits to assess the given course outcome

Examination Scheme:

Components	Continuous Internal Assessment	End Term
Weightage (%)	**50**	**50**

Suggested Readings:

Baron, R. A. (2002). Psychology (5th Edition), New Delhi, Pearson Education.

Berk, L. E. (2010). Child Development (8th Ed.). New Delhi: Prentice Hall.

Bornstein, M. H., & Lamb, M. E. (Eds.). (2010). *Developmental science: An advanced textbook.* Psychology Press.

Burman, E. (2016). *Deconstructing developmental psychology.* Taylor & Francis

Delhi: Tata McGraw Hill

Kakar, S. (1968). The human life cycle: The traditional Hindu view and the psychology of Erik Erikson. *Philosophy east and west*, 18(3), 127-136.

Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.

Papalia, Diane E., Sally Wendos Olds (2006). Human Development. 9th Edition. New

PSY504	**Human Resource Management**	**L**	**T**	**P**	**C**
Contact Hours	60 Hours	3	0	1	4
Pre-requisites /Exposure	Undergraduate in Psychology				
Co-requisites					

Course Description

This course offers an in-depth exploration of the principles, practices, and strategic importance of Human Resource Management and Development (HRMD) in contemporary organizations. Designed for postgraduate students, the course integrates theoretical foundations with practical applications, enabling learners to critically analyze and implement HR strategies that align with organizational goals and foster sustainable growth.

Key areas covered include talent acquisition and retention, performance management, employee training and development, strategic HR planning, labor laws, compensation management, and the evolving role of HR in a globalized and digital economy. Special emphasis is placed on ethical practices, diversity and inclusion, employee well-being, and the use of technology and data analytics in HR decision-making.

Through case studies, group projects, and simulations, students will develop strategic thinking, leadership, and analytical skills required for effective HR management and organizational development. The course also encourages reflective learning and continuous professional development in line with current industry trends and challenges.

Course Objectives

1. **Master Core HRM & HRD:** Understand the strategic role, key concepts, and essential practices of Human Resource Management and Development, including recruitment, training, compensation, and employee relations.
2. **Develop HR Analytical Skills:** Cultivate analytical and decision-making skills to address complex HR issues like workforce planning and talent management, leveraging technology, data analytics, and digital platforms.
3. **Grasp International HR Foundations:** Gain an in-depth understanding of HRM and HRD practices within international and multicultural contexts.
4. **Analyze Global HR Influences:** Examine how global trends, international labor standards, and cross-cultural dynamics shape HR strategies across borders.
5. **Manage Global HR Operations:** Explore practical aspects of international staffing, expatriate management, and talent mobility in multinational organizations.

Course Outcomes

1. **Apply Foundational HR Principles:** Critically understand and apply core HRM and HRD theories and tools in real-world scenarios, from recruitment to performance management.
2. **Navigate Complex HR Challenges:** Evaluate legal, ethical, and cultural factors in HR, and demonstrate collaboration, leadership, and conflict resolution skills in diverse environments.
3. **Comprehend Global HR Practices:** Demonstrate a comprehensive understanding of international HRM and HRD theories and models across varied cultural settings.
4. **Assess International HR Strategies:** Compare and contrast global HR and labor practices, evaluating their impact on talent management and organizational effectiveness worldwide.
5. **Design Global HR Programs:** Create and manage international HR programs, including expatriate assignments, cross-cultural training, and global leadership development.

Course Content:

Unit-1 Fundamentals of Human Resource Management and Planning (18 Hours)

Human Resource Management – Definition, Objective, Functions, Scope, Importance - HRM in India. Job Analysis, Job Description and Job Satisfaction; Quality of a good Human Resource Managers- Human Resource Planning.

Unit-2: Employee Acquisition, Design and Orientation and Training and Development(14 Hours)

Recruitment and selection: Sources of recruitment, selection process- test types, interview types. Placement and Induction. Job Design, Job Enlargement and Empowerment.Training: Needs assessment, different methods of training, mentoring and coaching, s, Career Planning, Man Power Planning and succession Planning, executive development.

Unit 3: Performance Management and Compensation (8 Hours)

Performance Appraisal: Methods of performance appraisal, Transfers, promotions. Wage and Salary Administration: Wage boards and pay commission, wage incentive and fringe benefits. Employees Welfare: Safety and Health Measure, Grievance Procedures, and Redressal of Grievances.

Unit 4: Training and Development (8 Hours)

Training - Methods of Training , Mentoring, Executive Development – Performance Appraisal - Methods of Performance Appraisal, Transfers, Promotion – Wage & Salary Administration - Wage Boards and Pay Commission - Wage Incentive, Fringe Benefits.

Unit 5: Employee Relations, Welfare, Safety & Health (10 Hours)

Employees Welfare: Safety and Health Measures, Grievance Procedures, Redressal of Grievances. Human Engineering: Concept of Human Engineering, Cognitive Ergonomics, Work-Space Design, Accident and Safety measures.

Unit 6: International Human Resource Management (IHRM) (10 Hours)

International Human Resource management, context of globalization, cultural competence, cultural difference (Barry's model of accultural, Hofstede's cultural mode.)

Practical :

1. Intrinsic Extrinsic Motivation: Agrawal, K.G. (1988). Manual for Work Motivation Questionnaire. Agra: National Psychological Corporation
2. The Organizational Role Stress Scale (ORS), developed by Udai Pareek, is a psychometric instrument used to measure the level of role stress experienced by individuals in organizations

Pedagogy:

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

Modes of Examination: Assignment /Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey / / any other method that suits to assess the given course outcome

Examination Scheme:

Components	Continuous Internal Assessment	End Term
Weightage (%)	**50**	**50**

Suggested Readings:

Brewster, C., Houldsworth, E., Sparrow, P., & Vernon, G. (2016). *International human resource management*. Kogan Page Publishers.

Chadha, N.K. (2007). Organizational Behaviour. Galgotia Publishers: New Delhi.

Farndale, E., Raghuram, S., Gully, S., Liu, X., Phillips, J. M., & Vidović, M. (2017). A vision of international HRM research. *The International Journal of Human Resource Management*, *28*(12), 1625-1639.

Greenberg, J. & Baron, R.A. (2007).Behaviour in Organizations (9th Ed.). India: Dorling Kindersley.

Griffin, R.W. & Moorhead, G. (2009). Organizational Behaviour: Managing People & Organizations. New Delhi :Biztantra publishers.

Landy, F.J. & Conte,J.M. (2007).Work in the 21st Century: An Introduction to Industrial and Organizational Psychology. New York: Wiley Blackwell.

Luthans, F. (2009).Organizational Behaviour. New Delhi: McGraw Hill. Muchinsky, P. (2006). Psychology applied to work: An introduction to industrial and organizational psychology. NC: Hypergraphic Press.

Pareek, U. (2010). Understanding organizational behaviour. Oxford: Oxford University Press.

Prakash, A. (2011). Organizational Behaviour in India: An indigenous perspective. In G. Misra (Ed.), Handbook of Psychology. New Delhi: Oxford University Press.

Robbins, S. P. & Judge, T.A. (2007).Organizational Behaviour (12th Ed). New Delhi: Prentice Hall of India.

Schermerhorn, J.R. , Hunt,J.G. & Osborn,R.N. (2008). Organizational Behaviour (10th Ed.) New Delhi: Wiley India Pvt. Ltd.

Singh, K. (2010). Organizational Behaviour: Texts & Cases. India: Dorling Kindersley Sinha, J.B.P. (2008). Culture and Organizational Behaviour. New Delhi: Sage.

Further Readings

Blum, N.L. & Naylor, J.C.: Industrial Psychology- Its Theoretical and Social Foundation

Schultz, D.P. & Schultz S.E.: Psychology and Work Today: an Introduction to Industrial and Organizational Psychology, Prentice Hall

PSY505	**Psychopathology**	**L**	**T**	**P**	**C**
Contact Hours	60 Hours	3	0	1	4
Pre-requisites /Exposure	B.Sc (H) in Psychology or Allied disciplines				
Co-requisites					

Course Description:

This course offers a comprehensive exploration of clinical methods, diagnostic systems, and major mental health disorders across the lifespan. It begins with foundational training in clinical interviewing, case formulation, and diagnostic reasoning using contemporary classificatory systems. Students will critically engage with psychotic disorders, somatic symptom disorders, sleep and sexual dysfunctions, substance use disorders, and personality disorders through examination of their symptoms, etiologies, and clinical manifestations. The course also addresses developmental and aging-related disorders, fostering an understanding of mental health across different life stages. In the final unit, students will explore indigenous Indian perspectives on mental health, cultural syndromes, and the importance of decolonizing psychiatric knowledge in pursuit of social justice and culturally sensitive care.

Course Objectives

1. Upon successful completion of this course, students will be able to:
2. To enable students to critically analyze and evaluate various clinical methods, diagnostic systems, interviewing techniques, and case formulation approaches in psychopathology, alongside understanding the role of assessment in clinical psychology.
3. To facilitate students' comprehensive understanding of the clinical features, subtypes, and etiological factors of schizophrenia and related psychotic disorders, enabling them to differentiate thought and perceptual disturbances.
4. To equip students with the ability to examine and critically assess the clinical characteristics and underlying causes of somatic symptom disorders, sexual dysfunctions, sleep-wake disorders, and substance use disorders, including emerging Behavioural addictions.
5. To guide students in applying diagnostic criteria and theoretical models to explore the clinical presentation and etiological theories of personality disorders across Clusters A, B, and C, thereby enhancing their diagnostic insight.
6. To provide students with a foundational understanding of the nature, symptoms, and etiology of developmental, emotional, and Behavioural disorders in children and adolescents, and to enable them to recognize cognitive disorders like dementia and delirium in older adults.

Course Outcomes

1. Effectively apply clinical methods for assessment and diagnosis, conduct mental status examinations and case histories, and critically evaluate diagnostic systems and their practical implications.
2. Differentiate among psychotic disorders, explain their clinical features and etiological theories, and recognize specific disorders of thought and perception.
3. Describe the symptoms and analyze the causes of somatic symptom disorders, sleep-wake disorders, sexual dysfunctions, and substance use disorders, including Behavioural addictions like gambling.
4. Classify and explain the features, causes, and theoretical models of personality disorders across all three DSM-5 clusters (A, B, and C).
5. Identify and describe developmental, emotional, and Behavioural disorders in children and adolescents, and comprehend cognitive and functional impairments in older adults, including dementia and delirium.

UNIT 1: METHODS IN CLINICAL PSYCHOLOGY AND DIAGNOSTIC FIRMULATION (14 hours)

- Clinical methods in studying psychopathology ; "Mad" Studies.
- Classification and taxonomies – reliability and utility
- Clinical interviewing, Case history, Mental status examination, Differential and Provisional diagnosis, organization and presentation of psychiatric information, Diagnostic formulation.
- Indian Concept of mental health and illness, Nosology and taxonomy of mental illness, culture-specific disorders
-

UNIT 2:PRINCIPAL CLINICAL DISORDERS AND CONDITIONS 2: SCHIZOPHRENIA AND OTHER PSYCHOTIC DISORDERS (14 hours)

Clinical characteristics and etiology of

- Schizophrenia and its spectrum: Paranoid, Hebephrenic, catatonic, undifferentiated and Residual Schizophrenia.
- Delusional, Brief psychotic disorders, Schizophreniform disorder, Schizoaffective disorders, Shared psychotic disorders.
- Disorders of thought and perception.

UNIT 3: PRINCIPAL CLINICAL DISORDERS AND CONDITIONS 1: DISORDERS OF SOMATIC ORIGIN, SLEEP DISORDERS, (14 Hours)

- Clinical characteristics and etiology of Somatic symptom and related disorders : Somatic Symptoms disorder, Illness Anxiety disorder, Conversion disorder, Factitious Disorder, Manchausen syndrome by Proxy ; Psychophysiological Disorders.

- Normal sleep ; Sleep- Wake disorders: Insomnia, Narcolepsy, REM and Non REM sleep disorders, Breathing related sleep disorders.

UNIT 4: Sexual Dysfunction and Substance Abuse Disorder

- Clinical characteristics and etiology of sexual dysfunctions: Disorders of desire, excitement, orgasm and sexual pain ; Paraphilic disorders.
- Clinical characteristics and etiology of Substance abuse disorders : Alcohol, Cannabis, Hallucinogen, Opioid, tobacco, and caffeine related disorders. Gambling disorders.

UNIT 4 5: PRINCIPLE CLINICAL DISORDERS AND CONDITIONS 3: PERSONALITY DISORDERS (14 Hours)

Clinical characteristics, etiology and theories of Personality disorders :

- Cluster A Personality disorders : Paranoid Personality disorder, Schizoid personality disorder, Schizotypal personality disorder.
- Cluster B Personality disorders: Antisocial Personality disorder, Borderline personality disorder, Histrionic personality disorder, Narcissistic Personality disorder.
- Cluster C Personality disorders: Avoidant Personality disorders, Dependent personality disorders, Obsessive Compulsive personality disorder.

UNIT 6: PRINCIPAL CLINICAL DISORDERS AND CONDITION: DISORDERS OF INFANCY, CHILDHOOD, ADOLESCENCE AND OLD AGE (10 Hours)

Clinical characteristics and etiology of

- specific developmental disorder of scholastic skills, Pervasive developmental disorders.
- Behavioural and emotional disorders.
- Disorders of social functioning.
- Neurocognitive disorders: Dementia, delirium

Practical

2 Practical based on above units

Pedagogy:

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction

- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

Modes of Examination: Assignment /Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey / / any other method that suits to assess the given course outcome

Examination Scheme:

Components	Continuous Internal Assessment	End Term
Weightage (%)	**50**	**50**

Suggested Readings:

Achenback, T.M. (1974). *Developmental Psychopathology*. New York: Ronald Press.

Brislin, R. W. (1990). *Applied Cross cultural psychology*. New Delhi: Sage publications.

Buss, A.H. (1966). *Psychopathology*. NY: John Wiley & Sons.

Carson, R.C, Butcher, T.N, Mureka, S. & Hooley, J.M. (2007). *Abnormal Psychology* (13th ed.). New Delhi: Dorling Kindersley Pvt Ltd.

Millon, T., Millon, C. M., Meagher, S. E., Grossman, S. D., & Ramnath, R. (2012). *Personality disorders in modern life* (2nd ed.). John Wiley & Sons.

Cole, J.O. & Barrett, J.E. (1980). *Psychopathology in the aged*. New York: Raven Press.

Fish, F, & Hamilton, M (1979). *Fish's Clinical Psychopathology.* Bristol:John Wright & Sons.

Irallagher, B. J. (1995). *The sociology of mental illness* (3rd ed.). New York: Prentice hall.

Kakar, S. (1981). *The Inner world: a psychoanalytic study of childhood and society in India.* New Delhi: Oxford University Press.

Kapur, M. (1995). *Mental Health of Indian Children*. New Delhi: Sage publications.

Klein, D.M. & White, J.M. (1996). *Family theories – An introduction*. New Delhi: Sage Publications.

Krahe, B. (1992). *Personality and Social Psychology: Towards a synthesis*. New Delhi: Sage Publications.

Kuppuswamy, B. (1965). *An Introduction to Social Psychology* (2nd ed.). New Delhi: 18Konark Publishers.

Kuppuswamy, B. (1990). *Elements of ancient Indian Psychology* (1st ed.). New Delhi: Konark Publishers.

Lindzey, G., & Aronson, E. (1975). *Handbook of Social Psychology* (Vols. 1 & 5). New Delhi: Amerind Publishing.

Madan, G.R (2003). *Indian Social Problems* (Vols. 1-2). New Delhi: Allied Publishers Pvt. Ltd

Mash, E.J & Wolfe, D.A. (1999). *Abnormal Child Psychology*. New York: Wadsworth Publishing

Millon, T., Blaney, P.H. & Davis, R.D. (1999). *Oxford Textbook of Psychopathology*. New York: Oxford University.

Pfeiffer, S.I. (1985). *Clinical Child Psychology*. New York: Grune & Stratton.

Radley, A. (1994). *Making sense of illness: The social psychology of health and disease*. New Delhi: Sage Publications.

Rao, H.S.R & Sinha D. (1997). *Asian perspectives in Psychology* (*Vol.* 19). New Delhi: Sage publications:

Saraswathi, T.S (1999). *Culture, Socialization and human development*. New Delhi: Sage publications.

Walker, C.E & Roberts, M.C. (2001). *Handbook of Clinical Child Psychology* (3rd ed.). Canada: John Wiley & Sons.

PSY460	**Community Psychology and Social Engagement**	L	T	P	C
	Contact Hours – 60	1	0	1	2
Pre-requisites/Exposure	10+2 Knowledge				
Co-requisites	-				

Course description:

This course critically engages with the interface between psychology, community, culture, and social systems, with particular emphasis on the Indian socio-cultural context. Moving beyond individualized understandings of mental health, the course introduces students to community psychology as a transformative and socially engaged discipline concerned with empowerment, participation, social justice, inclusion, and collective well-being.

The course explores how caste, class, gender, religion, disability, sexuality, migration, globalization, violence, poverty, and other socio-political realities shape psychological experiences and access to mental health care. It critically examines community-based mental health systems, rights-based approaches, public mental health policies, and grassroots interventions in India.

A major focus of the paper is on praxis-oriented learning through community engagement, participatory observation, field-based inquiry, advocacy initiatives, and socially responsive mental health interventions.

Students will be introduced to community-engaged and participatory research approaches that challenge hierarchical knowledge production and promote ethical, context-sensitive practice.

The course ultimately aims to equip students with the theoretical understanding, reflexive awareness, and practical skills necessary for working within communities, institutions, and public mental health systems in culturally meaningful and socially responsible ways.

Course Objectives:

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

1. Critically understand the theoretical foundations, values, and principles of community psychology and social engagement.
2. Examine the socio-cultural, political, and structural determinants influencing mental health and psychological well-being in India.
3. Analyze the experiences of marginalized and vulnerable populations through intersectional and rights-based perspectives.
4. Evaluate community-based mental health programmes, public policies, and psychosocial interventions.
5. Develop skills in participatory engagement, advocacy, community-based assessment, and ethical field practice.
6. Apply community-engaged and culturally sensitive research approaches in addressing real-world psychosocial concerns.

Course Outcomes:

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

1. Explain and critically apply the principles of community psychology in understanding mental health and social realities.
2. Analyze the role of socio-political structures, cultural practices, and systemic inequalities in shaping mental health outcomes.
3. Demonstrate sensitivity toward marginalized communities and evaluate psychosocial challenges using intersectional frameworks.
4. Design and critically assess community-based mental health interventions and advocacy programmes.
5. Apply participatory, ethical, and culturally grounded approaches in community engagement and mental health research.

6. Develop practical competencies in field-based assessment, documentation, stakeholder engagement, and social action initiatives.

Course Content

UNIT 1: Foundations of Community Psychology and Social Engagement (Lecture Hours: 10)

- Historical evolution of Community Psychology: Global and Indian perspectives
- Core values and principles:
  - Empowerment
  - Social justice
  - Participation
  - Inclusion
  - Prevention and promotion
  - Collective well-being
- Understanding community, identity, belonging, and social responsibility
- Mental health as a socio-cultural and political construct
- Critique of individualistic and biomedical models of mental health
- Indigenous and culturally rooted understandings of mental health and healing in India
- Community psychology and the role of psychologists in social transformation

UNIT 2: Mental Health, Marginalization, and Structural Realities in India (Lecture Hours: 10)

- Social determinants of mental health:
  - Poverty
  - Unemployment
  - Urbanization
  - Migration
  - Digitalization and globalization
- Intersectionality and mental health
- Psychological impact of caste, patriarchy, communalism, discrimination, and social exclusion
- Mental health concerns among:
  - Women
  - LGBTQIA+ communities
  - Persons with disabilities
  - Tribal and indigenous populations
  - Older adults
  - Refugees and displaced populations
- Gender-based violence, trauma, and community responses
- Stigma, labeling, and community attitudes toward mental health conditions
- Epidemiology and public mental health concerns in India

- Media, culture, and the construction of psychological distress

UNIT 3: Community Mental Health Systems, Advocacy, and Participatory Practice (Lecture Hours: 10)

- Community mental health services in India:
  - District Mental Health Programme (DMHP)
  - National Mental Health Programme (NMHP)
  - Community outreach models
  - Suicide prevention initiatives
- Role of NGOs, social movements, peer-support systems, and grassroots organizations
- Rights-based approaches and recovery-oriented practice
- Mental Healthcare Act (2017): Implications, challenges, and critical perspectives
- Ethics in community mental health practice
- Stakeholder engagement and intersectoral collaboration
- Mental health advocacy and public awareness campaigns
- Introduction to community-engaged and participatory research:
  - Participatory Action Research (PAR)
  - Reflexivity and positionality
  - Ethics of representation and knowledge production
- Knowledge mobilization and policy engagement

UNIT 4: Practical / Field Engagement Component (Practical Hours: 25)

Students will undertake supervised community-based practical work focusing on psychosocial engagement, observation, advocacy, and participatory learning.

The practical component may include:

A. Field Exposure and Community Engagement

- Visits to:
  - Community mental health centres
  - NGOs
  - Rehabilitation centres
  - Schools
  - Shelter homes
  - Public health institutions
- Interaction with mental health professionals, social workers, peer-support groups, and community stakeholders

B. Community-Based Assessment

Students may conduct:

- Community needs assessment
- Mental health awareness mapping
- Observation and documentation of psychosocial concerns
- Informal interviews/focus group discussions
- Stakeholder analysis

C. Advocacy and Social Engagement Activities

Students will design or participate in:

- Mental health awareness campaigns
- Psychoeducational workshops
- Community outreach activities
- Social media advocacy initiatives
- Campus/community engagement programmes

D. Participatory Research Mini-Project

Students will undertake a small field-based project individually or in groups involving:

- Identification of a community psychosocial issue
- Development of research/problem statement
- Ethical engagement with participants/community
- Data collection and reflective analysis
- Submission of field report/project portfolio
- Development of Grant proposal, policy document.

Practical Record Components

Students shall maintain:

- Reflective field diary/journal
- Observation notes
- Case reflections
- Stakeholder interaction reports
- Advocacy materials/documentation
- Final project report and presentation

Suggested Transaction Methods

- Dialogic lectures
- Case-based discussions
- Reflective exercises

- Community immersion
- Participatory workshops
- Film/documentary analysis
- Group presentations
- Field engagement and supervision

Modes of Examination: Assignment /Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey / / any other method that suits to assess the given course outcome

Examination Scheme:

Components	Continuous Internal Assessment (50)			End Term (50)	
Weightage (%)	20 (Mid Term)	25 (Internals)	5 (Attendance)	25 (Theory)	25 (Practical)

Suggested Readings:

Funk M, Drew N, Ansong J, Chisholm D, Murko M, Nato J. Strategies to achieve a rights based approach through WHO QualityRights. In: Stein MA, Mahomed F, Sunkel C, Patel V, editors. Mental health, human rights and legal capacity. Cambridge: Cambridge University Press; (in press).

International Covenant on Civil and Political Rights, adopted and opened for signature, ratification and accession by General Assembly resolution 2200A (XXI) of 16 December 1966. Geneva: United Nations, General Assembly; 1976 (http://www.ohchr.org/en/professionalinterest/pages/ccpr.aspx, accessed 18 May 2025).

International Covenant on Economic, Social and Cultural Rights, adopted and opened for signature, ratification and accession by General Assembly resolution 2200A (XXI) of 16 December 1966. Geneva: United Nations, General Assembly; 1976 (https://www.ohchr.org/EN/ProfessionalInterest/ Pages/CESCR.aspx, accessed 8 May 2025).

Investing in mental health: evidence for action. Geneva: World Health Organization; 2013

Isaac, M., Murthy, R. S., & Wig, N. N. *Mental Health Problems in India: Epidemiological Perspectives.*

Jason, L. A., Glantsman, O., O'Brien, J. F., &Ramian, K. N. (Eds.). (2019). *Introduction to community psychology: Becoming an agent of change*. Rebus Community.

Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., & Dalton, J. H. (2012). *Community psychology: Linking individuals and communities* (3rd ed.). Wadsworth/Cengage Learning.

Mental health action plan 2013-2020. Geneva: World Health Organization; 2013 (https://www.who.

Mental health and development: targeting people with mental health conditions as a vulnerable group. Geneva: World Health Organization; 2010 (https://www.who.int/publications/i/ item/9789241563949, accessed 4 September 2020).

Mental health atlas 2017. Geneva: World Health Organization; 2018 (Licence: CC BY-NC-SA 3.0;https://apps.who.int/iris/bitstream/handle/10665/272735/9789241514019-eng.pdf?ua=1,accessed 21 December 2024).

Mental health, human rights and standards of care. Assessment of the quality of institutional care for adults with psychosocial and intellectual disabilities in the WHO European Region.Copenhagen: WHO Regional Office for

Europe; 2018 (https://www.euro.who.int/__data/assets/pdf_file/0017/373202/mental-health-programme-eng.pdf, accessed 1 September 2020).

Nelson, G., &Prilleltensky, I. (2010). *Community psychology: In pursuit of liberation and well-being* (2nd ed.). Palgrave Macmillan.

Orford, J. (2008). *Community psychology: Challenges, controversies, and emerging consensus*. John Wiley & Sons.pdf, accessed 21 December 2020).

Political Declaration of the High-Level Meeting on Universal Health Coverage "Universal health

Rappaport, J. (1977). *Community psychology: Values, research, and action*. Holt, Rinehart, and Winston.

The Universal Declaration of Human Rights (Resolution 217A (III)), 10 December 1948. New York: United Nations, General Assembly; 1948 (http://www.un.org/en/universal-declaration-human- rights/, accessed 18 January 2025).

Trickett, E. J., & Kelly, J. G. (1985). The ecology of prevention: Illustrating mental health consultation in a community setting. In A. R. Dokecki& R. F. Slife (Eds.), *Rethinking human development* (pp. 153-172). University of Rochester Press.

WHO QualityRights tool kit to assess and improve quality and human rights in mental health

www.un.org/pga/73/wp-content/uploads/sites/53/2019/07/FINAL-draft-UHC-Political-Declaration. pdf, accessed 21 December 2020).

SEMESTER III

PSY507	**Advanced Health Psychology**	L	T	P	C
	Contact Hours – 60	3	1	0	4
Pre-requisites/Exposure	10+2 Knowledge				
Co-requisites	-				

Course description:

This course provides an advanced introduction to Health Psychology, examining the dynamic interaction among psychological, biological, behavioural, social, cultural, and environmental determinants of health and illness. Moving beyond biomedical understandings, the course critically engages with contemporary biopsychosocial and holistic perspectives on health within both global and Indian contexts.

Students will explore the psychophysiological foundations of health, including the functioning of major physiological systems, psychoneuroimmunology, stress pathways, and mind–body interactions. The course also examines health-related behaviours, behavioural change models, chronic and lifestyle-related diseases, and psychological interventions for health promotion and illness prevention.

Special emphasis is placed on Indian systems and indigenous approaches to health and well-being, including yoga, meditation, mindfulness, Ayurveda-informed lifestyle principles, and integrative health practices. Contemporary issues such as digital health, pandemic mental health, workplace well-being, climate anxiety, migration, and health inequities are also discussed.

The course aims to equip students with conceptual clarity, critical analytical skills, and applied understanding necessary for research, clinical practice, public health engagement, and interdisciplinary work in health psychology.

Course Objectives:

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

1. Understand foundational and contemporary perspectives in health psychology and mind–body interactions.
2. Analyze the biological, psychological, social, cultural, and behavioural determinants of health and illness.
3. Evaluate major theories and models of health behaviour and behavioural change.
4. Examine psychological dimensions of chronic illnesses, lifestyle diseases, and health-risk behaviours.
5. Explore positive health, resilience, well-being, and integrative approaches to healing including Indian traditions.
6. Critically understand stress, coping, psychophysiological processes, and emerging issues in health psychology.

Course Outcomes:

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

1. Explain the interaction between psychological processes, physiological systems, and health outcomes using biopsychosocial and psychoneuroimmunological frameworks.
2. Critically apply health behaviour theories and models in understanding preventive, promotive, and risk-related health behaviours.
3. Evaluate the role of behavioural, emotional, cultural, and social factors in chronic illnesses and lifestyle-related disorders.
4. Analyze concepts of well-being, resilience, and positive health using both Western and Indian perspectives.

5. Assess the impact of stress and psychosocial factors on physical and mental health and identify evidence-based coping and intervention strategies.
6. Critically engage with contemporary and emerging issues in health psychology including digital health, pandemics, workplace health, and integrative wellness practices.

COURSE CONTENT

UNIT I: Foundations of Health Psychology and Holistic Health (10 Hours)

- Introduction to Health Psychology: Nature, scope, and historical development
- Western and Indian perspectives on health and illness
- Concept of health, illness, disease, wellness, and holistic health
- Biopsychosocial model and holistic models of health
- Mind–body relationship and behavioural medicine
- Determinants of health:
    - Biological
    - Psychological
    - Social
    - Cultural
    - Environmental
- Health inequities and social determinants of health
- Health-risk behaviours and health-promoting behaviours
- Public health and mental health interface in India

UNIT II: Health Behaviour and Behaviour Change Models (10 Hours)

- Preventive health behaviour and illness behaviour
- Health behaviour theories and models:
    - Biomedical Model
    - Biopsychosocial Model
    - Health Belief Model
    - Theory of Planned Behaviour
    - Protection Motivation Theory
    - Transtheoretical Model
    - Self-Determination Theory
    - Social Cognitive Theory
- Behavioural change and habit formation
- Adherence, compliance, and health communication
- Psychological interventions for behaviour modification
- Health literacy and patient empowerment
- Digital health behaviour and technology-assisted interventions
- Theories of Well-Being, Martin Seligman, Carol Ryff Resilience, Post Traumatic Growth.

UNIT III: Biological Foundations of Health and Psychophysiology (10 Hours)

- Overview of psychophysiology and mind–body interaction
- Nervous system and health
- Endocrine system and hormonal regulation
- Cardiovascular system
- Respiratory system
- Digestive and metabolic systems
- Immune system and psychoneuroimmunology
- Neuroplasticity and health
- Physiological pathways of emotions and stress- Alcoholism, addiction – the vicious cycle
- Sleep, circadian rhythms, and psychological health
- Lifestyle medicine and preventive health approaches

UNIT IV: Chronic Illness, Lifestyle Disorders, and Health Challenges (10 Hours)

- Psychological aspects of chronic illness
- Lifestyle-related disorders:
    - Diabetes
    - Hypertension
    - Cardiovascular diseases
    - Obesity
    - Stroke
    - Arthritis
    - Cancer
- HIV/AIDS and psychosocial dimensions of infectious diseases
- Eating disorders and body image concerns
- Addiction, alcoholism, substance use, and behavioural addictions
- Pain, disability, rehabilitation, and quality of life
- Psychological adjustment to illness and caregiving burden
- Cultural beliefs, stigma, and healthcare-seeking behaviour in India

UNIT V: Positive Health, Well-being, and Integrative Healing (10 Hours)

- Positive health and strengths-based approaches
- Theories of well-being:
    - Hedonic and Eudaimonic well-being
    - Martin Seligman's PERMA Model
    - Carol Ryff's Psychological Well-being
- Resilience and post-traumatic growth
- Meaning-making, spirituality, and health
- Yoga and mental health:
    - Yogic lifestyle

    - Pranayama
    - Meditation
    - Relaxation practices
- Mindfulness-based interventions
- Indian approaches to holistic health:
    - Ayurveda-informed lifestyle concepts
    - Sattva, Rajas, Tamas and mental balance
- Integrative and complementary health approaches
- Community and culturally rooted healing practices

UNIT VI: Stress, Coping, and Emerging Issues in Health Psychology (10 Hours)

- Nature and types of stress
- Physiological responses to stress:
    - HPA Axis
    - SAM System
    - General Adaptation Syndrome
- Stress and immune functioning
- Autoimmune disorders and psychosomatic conditions
- Coping strategies and resilience-building
- Biofeedback and relaxation techniques
- Mindfulness meditation and stress reduction
- Workplace stress, burnout, and work-life balance
- Pandemic psychology and public health crises
- Migration, displacement, and health
- Climate anxiety and eco-psychology
- Digital fatigue, cyber health, and technological stress
- Future directions in health psychology

Modes of Examination: Assignment /Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey / / any other method that suits to assess the given course outcome

Examination Scheme:

Components	Continuous Internal Assessment (50)			End Term (50)
Weightage (%)	20 (Mid Term)	25 (Internals)	5 (Attendance)	50 (Theory Written)

Suggested Readings :

Brannon, L., Updegraff, J. A., & Feist, J. *Health Psychology: An Introduction to Behaviour and Health.*

Taylor, S. E. *Health Psychology.*

Ogden, J. *Health Psychology: A Textbook.*

Hariharan, M. *Health Psychology.* Sage Publications.

Hariharan, M. *The Textbook of Health Psychology.* Routledge.

Misra, G. *Stress and Health.*

Marks, D. F., Murray, M., Evans, B., & Estacio, E. V. *Health Psychology: Theory, Research and Practice.*

Seligman, M. E. P. *Flourish.*

Ryff, C. D. *Psychological Well-being Revisited.*

Kabat-Zinn, J. *Full Catastrophe Living.*

Pert, C. B. *Molecules of Emotion.*

Government of India publications on Mental Health, AYUSH, and Public Health.

WHO reports on Health Promotion and Behavioural Health.

PSY508	**Advanced Guidance and Counselling (Coursework only)**	L	T	P	C
	Contact Hours –60 Hours	3	1	0	4
Pre-requisites/Exposure	Graduate in Psychology or Allied Discipline				
Co-requisites	-				

Course Description

The counselling is a planned, structured interaction between a counselor and a client. It is a cooperative process in which a trained professional helps a person called the client to identify sources of difficulties or concerns that he or she is experiencing. The approach of counseling is both developmental and welfare in nature. Developmental counseling focuses on holistic development for desired quality of life with adequate understanding and responsibility for development of proper competency and skill of the individual for advancement and higher order achievement of life of human being in community and different organizational system. At the same time, welfare approach focuses on both curative and preventive measures for wellbeing of individual human being and community people. In this context, assessment is the process by which counselors gather the information they need to form a holistic view of their clients and the problems with which they present. As a counselor, one should regularly assess the clients throughout the counseling process, especially in the early stages. By using different types of tests like projective, non projective, interviews, etc. With the help of all types of information counseling aims at helping the clients understand and accept themselves ―as they are‖, And counseling is to help the client to help himself. The main objective of counseling is to bring voluntary change in the client. The goal of counseling is to help individuals overcome their immediate problems and also to equip them to meet future problems.

OBJECTIVES:

1. To examine the basic concept, needs and importance of counseling psychology
2. To familiarize with the historical foundation of Indian approaches of counseling and different theoretical approaches to counseling
3. To understand the professional and ethical issues of counseling
4. To appraise students with different psychological assessment techniques and non testing appraisal techniques of counseling
5. To develop the knowledge and skills of the students regarding appraisal techniques for cognitive, intelligence, interest, aptitude, etc.
6. To develop the knowledge and application of different areas of development issues and in special cases.

COURSE OUTCOME:

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

1. Discuss the fundamentals of counselling.
2. Explain the theoretical approaches of counselling.
3. Develop the understanding of psychological assessment and non testing appraisal techniques in counselling .
4. Utilize the knowledge regarding psychological assessment .
5. Outline the skills regarding interest, aptitude test and health status.
6. Utilize the knowledge of counselling in special settings.

UNIT 1: Introduction to Counselling ***(6 Hours)***

- Basic concepts, purpose, need, and importance of counselling
- Counselling in the Indian context
- Professional and ethical issues in counselling
- Emerging trends in counselling practice in a digital world

Unit 2: Theoretical Approaches of Counselling ***(10 Hours)***

- The Psychodynamic Approach
- Humanistic Approach
- Cognitive Behavioural Approach
- Existential Approach
- Gestalt Approach

- Spiritual Approach

Unit 3: Psychological Assessment and Non-Testing Appraisal Techniques in Counselling *(10 Hours)*

- Case History Taking
- Mental State Examination
- Prerequisite factors for testing
- Behavioural observation and report preparation
- Non-testing information: Interview and observation in counselling
- Introduction to digital record keeping and online assessment platforms

Unit 4: Counselling in Developmental Issues and Special Cases *(10 Hours)*

- Educational and career counselling for children and young people
- Employee counselling
- Family and marital counselling
- Counselling for the elderly
- Counselling for trauma victims
- Counselling in terminal illness and chronic disease (e.g., cancer and HIV)

Unit 5: Use of Tests for Assessment of Interest, Aptitude, and Health Status *(10 hours)*

- Aptitude and Interest: Differential Aptitude Tests (DAT), Strong Vocational Interest Blank
- Health Status Examination: GHQ, STAI, MMPI, STAXI, Beck Depression Inventory
- Use of mobile apps for mood and stress tracking
- Introduction to web-based career guidance and interest profiling tools

Unit 6: Artificial Intelligence and Modern Technologies in Counselling *(6 hours)*

- Introduction to AI in counselling: AI-based chatbots, virtual assistants, emotion recognition systems
- Digital mental health platforms (e.g., Talkspace, Woebot, Wysa)
- Teletherapy and tele-counselling practices and ethics
- Mobile Health (mHealth) applications and self-help tools
- Use of Virtual Reality (VR) and Augmented Reality (AR) in exposure and trauma therapy
- Ethical considerations in using AI and digital tools in counselli**ng**

Pedagogy:

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching

- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

Modes of Examination: Assignment /Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey / / any other method that suits to assess the given course outcome

Examination Scheme:

Components	Continuous Internal Assessment	End Term
Weightage (%)	**50**	**50**

Suggested Readings:

- Berdie, R.F. & others. (1963). Testing in Guidance and Counseling. McGraw Hill.
- Dryden, W. (1994). Developing the Practice of Counseling.
- Gelso, C.L. &Fretz, B.R. (1997). Counselling Psychology. Prism Book.
- Rosenthal, H. (1993). Encyclopedia of Counseling. Accelerated Development.

PSY509	Psychometry and Survey Design	L	T	P	C
	Contact Hours –60 Hours	3	0	1	4
Pre-requisites/Exposure	Graduate in Psychology or Allied Discipline				
Co-requisites	-				

Course Description

This course provides a comprehensive introduction to psychometry and psychological measurement, covering the fundamental principles, historical context, and ethical considerations in psychological testing. Students will delve into various scales of measurement, understand sources of measurement error, and explore concepts of reliability and validity. The curriculum also details the stages of test construction, including item analysis and principles of item writing. Furthermore, it equips students with the skills for effective survey design, covering question wording, response scales, and sampling techniques, while emphasizing ethical administration and data management practices.

Course Objectives

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

1. **To comprehend and categorize** the fundamental principles of psychometry and psychological measurement, including the history, role in psychology, and different scales of measurement, while recognizing ethical implications in testing.
2. **To analyze and distinguish** various types of reliability (internal consistency, temporal consistency) and validity, evaluating the factors that influence them, and understanding their interrelationship in psychological assessment.
3. **To apply and evaluate** the systematic stages of test development, including operationalizing constructs, item writing, pilot testing, item analysis, and standardization, utilizing principles of item response theory.
4. **To design and construct** effective surveys and questionnaires by applying principles of question wording, selecting appropriate response scales, and understanding the importance of pre-testing and pilot testing.
5. **To assess and implement** various modes of survey administration and sampling techniques (probability vs. non-probability), and to identify strategies for minimizing error and bias in survey research.

Course Outcomes

Students will be able to:

1. **Explain** the core concepts of psychometry, **differentiate** between scales of measurement, and **discuss** the ethical considerations pertinent to psychological testing.
2. **Evaluate** the reliability and validity of psychological tests, and **justify** the appropriate application of different reliability and validity measures.
3. **Construct** test items according to established principles, **perform** basic item analysis (discrimination, difficulty, distractor analysis), and **interpret** item characteristic curves.
4. **Develop** well-structured questionnaires, **formulate** effective question wording, and **select** suitable response scales for different survey objectives.

5. **Identify** and **compare** various sampling techniques and administration modes, and **propose** methods to mitigate non-response bias, social desirability, and interviewer effects in research.

Course Outline

Unit I: Introduction to Psychometry and Measurement

Definition of Psychometry, history and its role in psychology, scales of measurement: nominal, ordinal, Interval, ratio, implications of data analysis; Measurement error: true score and observed score, sources of error in psychological measurement. Ethics of testing: Informed consent, confidentiality, beneficence, non-maleficence.

Unit II: Reliability and Validity

Definitions of reliability, types of reliability (internal consistency and temporal consistency), factors affecting reliability: Test length, item homogeneity, administration procedures. Validity: definition of validity, types of validity, relationship between validity and reliability.

Unit III: Test Construction and Item Analysis

Stages of test development: Operationalizing, item writing, pilot testing, item analysis, revision and standardization. Principles of item writing. Item Analysis: Item discrimination, item difficulty and distractor analysis. Item response theory: Latent trait, Item characteristic curves. Introduction to Factor Analysis: PCA and CFA, types of rotation. Translation and Adaptation of scales.

Unit IV: Survey Designing Fundamentals

Introduction to surveys: Purpose, advantages and types of surveys. Questionnaire designing: Question wording (Open-ended vs closed-ended, avoiding leading questions, double barrelled questions, double negatives, jargon; response scales: Rating scales, Likert scales, semantic differential scales, multiple choice. Importance of pre-testing and pilot testing.

Unit V: Administration, sampling and data management

Modes of administration: face-to-face; telephone, mail, online surveys. Sampling techniques: probability vs non-probability sampling, minimizing error and bias in surveys: Non-response bias: Non-response bias, social desirability, interviewer effects.

Unit VI: Practicum

Designing a scale

Designing a survey

Pedagogy:

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning

- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

Modes of Examination: Assignment /Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey / / any other method that suits to assess the given course outcome

Examination Scheme:

Components	Continuous Internal Assessment	End Term
Weightage (%)	**50**	**50**

Suggested Readings:

Creswell, J. W., & Creswell, J. (2003). *Research design* (pp. 155-179). Thousand Oaks, CA: Sage publications.

Embretson, S. E. (Ed.). (2013). *Test design: Developments in psychology and psychometrics*. Academic Press.

Kline, P. (2015). *A handbook of test construction (psychology revivals): introduction to psychometric design*. Routledge.

Krosnick, J. A. (2017). Questionnaire design. In *The Palgrave handbook of survey research* (pp. 439-455). Cham: Springer International Publishing.

Kumar Chadha, N. (2009). *Applied psychometry*. SAGE Publications India Pvt Ltd.

Kyriazos, T. A., & Stalikas, A. (2018). Applied psychometrics: The steps of scale development and standardization process. *Psychology*, *9*(11), 2531-2560.

Miller, L. A., McIntire, S. A., & Lovler, R. L. (Eds.). (2011). *Foundations of psychological testing: A practical approach*. Sage.

Urbina, S. (2014). *Essentials of psychological testing*. John Wiley & Sons.

PSY510	**Organizational Environment and Culture**	**L**	**T**	**P**	**C**
Contact Hours	60 Hours	3	0	1	4
Pre-requisites /Exposure	B.Sc/ B.A Psychology				
Co-requisites					

Course Description

Industrial Environmental Psychology is an interdisciplinary course that explores the dynamic relationship between individuals, organizations, and their physical work environments. This course examines how environmental factors—such as noise, lighting, temperature, architecture, spatial arrangement, and ergonomic design—impact human Behaviour, motivation, productivity, well-being, and in industrial and organizational settings. Drawing from both environmental psychology and industrial-organizational psychology, the course investigates how workplaces can be designed or modified to promote psychological health, enhance employee performance, reduce stress, and encourage sustainable practices.

Students will critically engage with theories, empirical research, and practical applications concerning the psychological implications of workplace environments. Special emphasis is placed on environmental stressors, sustainable design, human factors, occupational health, and the psychological dimensions of safety and environmental responsibility in industrial settings.

Course Objectives

1. **To introduce the foundational concepts and scope of industrial environmental psychology**, highlighting its relevance in modern organizational and industrial settings.
2. **To examine the psychological impact of physical and built environments** (e.g., lighting, noise, temperature, air quality, and spatial design) on employee Behaviour, productivity, satisfaction, and well-being.
3. **To analyze environmental stressors in the workplace**—such as crowding, shift work, noise pollution, and poor ergonomics—and their effects on mental health and performance.
4. **To explore the principles of human factors and ergonomics** in designing user-centered industrial environments that optimize safety, comfort, and efficiency.
5. **To evaluate the role of sustainable and eco-friendly workplace design** in promoting environmental responsibility and psychological engagement among workers.
6. **To investigate the influence of organizational climate and psychosocial environment** on employee motivation, morale, and group dynamics.
7. **To develop skills in assessing and intervening in environmental issues** that affect workplace functioning, using both qualitative and quantitative methods.
8. **To encourage the application of psychological research** to create healthier, more adaptive, and productive industrial environments.

Course Outcome

1. **Demonstrate a clear understanding of key concepts, theories, and research** in industrial environmental psychology and their relevance to workplace design and functioning.
2. **Identify and evaluate the effects of various environmental factors** (e.g., noise, lighting, temperature, crowding) on employee Behaviour, health, and productivity.

3. **Analyze the psychological implications of workplace design** and apply ergonomic principles to enhance safety, comfort, and performance in industrial settings.
4. **Assess environmental stressors in work environments** and propose evidence-based strategies to mitigate their negative impact on employee well-being.
5. **Critically examine the role of organizational climate and physical space** in shaping group dynamics, motivation, and employee engagement.
6. **Design and recommend psychologically informed workplace interventions** that promote mental health, job satisfaction, and sustainable practices
7. **Conduct basic environmental assessments using psychological tools and methods**, including observational studies, surveys, and environmental audits.
8. **Collaborate on interdisciplinary solutions** involving psychology, design, and management to create healthier and more productive industrial environments.

Course Content:

Unit 1: Foundations of Industrial Environmental Psychology (10 Hours)

Definition, nature, and scope**,** Historical development and interdisciplinary relevance**,** : The role of the psychologist in industry, the field of occupational Psychology: Study of behaviour in work situation and applications of Psychological principles to problems of selection, Placement, Counselling and training, Applications in industrial and organizational settings

Unit 2: Physical Environmental Factors (10 Hours)

Impact of noise, lighting, temperature, air quality, color, and ventilation, Workplace architecture and spatial layout, Open vs. closed offices; crowding and privacy issues, Efficiency at work, the concept of efficiency, the work curve, its characteristics, the work methods; hours of work, nature of work, fatigue and boredom, rest pauses.

The personal factors, increasing efficiency at work; Iimproving the work methods, Time and motion study, its contribution and failure resistance to time and motion studies, need for allowances in time and motion study.

Unit 3: Psychosocial and Organizational Environment and Stressors (10 Hours)

Organizational climate and its psychological effects, Role of leadership, culture, and team dynamics, Social support, communication, and job satisfaction. Sources of environmental stress in industry, Stress, fatigue, burnout, and mental health, Coping strategies and resilience mechanisms in employees

Unit 4: Ergonomics and Human Factors Psychology (10 Hours)

Principles of ergonomic design, Human-machine interaction and interface design, Designing for safety, comfort, and productivity

Unit 5: Sustainable and Healthy Workplace Design (10 Hours)

Green and eco-friendly buildings, Biophilic design and nature-integrated workspaces, promoting sustainability and pro-environmental Behaviour in organizations, Accident and Safety: The human and economic costs of accidents, accident record and statistics, the causes of accidents situational and individual factors related to accident reduction.

Unit 6: Research and Assessment Methods (10 Hours)

Environmental audits and workplace observation, Survey methods and psychological measurement tools, Designing and evaluating workplace interventions

Practical:

Any one survey and field work according to the above topics.

Case study about accident and safety.

Pedagogy:

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

Modes of Examination: Assignment /Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey / / any other method that suits to assess the given course outcome

Examination Scheme:

Components	Continuous Internal Assessment	End Term
Weightage (%)	**50**	**50**

Suggested Readings:

Evans, G. W. (2003). *Environmental Stress*. Cambridge University Press.

Ghiselli & Brown, Personnel and Industrial Psychology. 6. Myer, Industrial Psychology. Dunnete, M.D., Handbook of Industrial and Organizational Psychology. 8. Blum & Taylor, Industrial Psychology

Gifford, R. (2014). *Environmental Psychology: Principles and Practice*. Optimal Books.

Helander, M. (2006). *A Guide to Human Factors and Ergonomics*. CRC Press.

Mair, N.R.F., Principles of Human relations 4. Gilmer, Industrial Psychology

McCormic E.J., Human Factors Engineering and Design, McGraw Hill, 4th Edn.,1976.

Sundstrom, E., Bell, P. A., & Cassady, S. (1996). *Environmental Psychology for Design*. Oxford University Press.

Tiffin, J and McCormic E.J., Industrial Psychology, Prentice Hall, 6th Edn., 1975.

Vischer, J. C. (2007). *The Effects of the Physical Environment on Job Performance*. Journal of Environmental Psychology.

PSY511	**Psychotherapeutic Approaches**	**L**	**T**	**P**	**C**
Contact Hours	60 Hours	3	0	1	4
Pre-requisites /Exposure	Graduate in Psychology or Allied Fields				
Co-requisites					

Course Description

This course will provide a comprehensive overview of major psychotherapeutic approaches used in the treatment of psychological disorders. It explores the theoretical foundations, core techniques, and practical applications of various schools of therapy, including psychoanalytic, humanistic, cognitive-behavioural, and contemporary integrative approaches. Emphasis is placed on understanding the therapeutic process, the client-therapist relationship, and cultural considerations in psychotherapy. The unit encourages critical reflection on the effectiveness and ethical implications of different therapeutic modalities across diverse populations. Students will also be introduced to key research methodologies evaluating the efficacy and evidence base of different psychotherapeutic approaches

Course Objectives

1. **Demonstrate familiarity** with major schools of thought in psychology and their contemporary relevance.

2. **Apply psychological principles** to real-life scenarios involving attention, learning, and emotion regulation.
3. **Evaluate personality theories** and interpret psychological assessment tools ethically.
4. **Identify key developmental milestones** and factors influencing growth at various life stages.
5. **Recognize symptoms and classifications** of common psychological disorders and outline basic therapeutic interventions.
6. **Design and critique research studies** using appropriate psychological methods and ethical guidelines.

Course Outcome

1. **Understand foundational concepts** in psychology and the historical development of the discipline.
2. **Explore key psychological processes** such as perception, learning, memory, and motivation.
3. **Examine theories of personality** and psychological assessment methods.
4. **Analyze developmental stages** across the lifespan with a focus on cognitive and socio-emotional growth.
5. **Understand abnormal Behaviour patterns** and basic principles of diagnosis and treatment.
6. **Introduce research methodology** in psychology, including both qualitative and quantitative approaches.

Course Content:

UNIT 1: MODELS OF PSYCHOTHERAPY I

Psycho Dynamic Therapies,

Behavioural Therapies,

Cognitive Behavioural Therapies, ACT, DBT

UNIT 2: MODELS OF PSYCHOTHERAPY II

Existential-Humanistic,

Experiential Psycho Therapy,

Systemic Therapy,

Integrative Psychotherapies

UNIT 3: PSYCHOTHERAPY BY MODALITIES AND POPULATION

Group Therapy, Family Therapy, Psychotherapy With GSM, Ethnic Minority and Immigrants, Psychotherapy in Clinical Emergency

UNIT 4: DISCOURSE OF INDIGENOUS PSYCHOTHERAPEUTIC APPROACHES

Paradigmatic and Methodological Perspectives,

Decolonizing psychotherapy

Indigenisation in Clinical And Counselling Psychology,

Various therapeutic Modalities

UNIT 5: ETHICS AND LEGAL MATTERS IN PSYCHOTHERAPY

The Training And Development Of Psychotherapists

Ethical Decision-Making Models

Treatment Relationship, Therapist's Obligations, Reporting Mandates

Multiple – Patient therapies

UNIT6:RESEARCH METHODS AND NEW DIRECTIONS IN PSYCHOTHERAPY

Assessments in psychotherapy

Outcome Research

Research Methods

Randomised Clinical Trials In Psychotherapy

Practicals:

Two Practical based on above units

Pedagogy:

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

Modes of Examination: Assignment /Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey / / any other method that suits to assess the given course outcome

Examination Scheme:

Components	Continuous Internal Assessment	End Term
Weightage (%)	**50**	**50**

Suggested Readings:

American Psychological Association, Presidential Task

American Psychological Association. (2003). *Guidelines on multicultural education, training, research, practice, and organizational change for psychologists*. American Psychologist, 58(5), 377– 402

APA Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients: http:// www.apa.org/ pi/lgbt/ resources/ guidelines.aspx

Association for Behavioural and Cognitive Therapies website: www.abct.org.

Beck, J. S. (2020). *Cognitive Behaviour therapy* (3rd ed.). Guilford Press

Benjamin, L. S. (1974). Structural analysis of social behaviour. *Psychological Review*, *81*(5), 392–425. https://doi.org/10.1037/h0037024

Consoli, A., Beutler, L. E., & Bongar, B. M. (2017). *Comprehensive textbook of psychotherapy: Theory and practice*. Oxford University Press.

Cooper, H. (Ed.). (2012). *APA handbook of research methods in psychology*. Washington, DC: American Psychological Association.

Force on Immigration. (2012). Crossroads: *The psychology of immigration in the new century*.Retrieved February 2016, from http:// www.apa.org/topics/ immigration/ report.aspx

International Society for Mental Health Online: http://www.ismho.org

Journal of Systemic Therapies: http:// www.guilford-journals.com/ loi/ jsyt

Linehan, M. M. (1993). *Cognitive-Behavioural treatment of borderline personality disorder.* . Guilford Press.

Lutz, W., & Knox, S. (Eds.). (2014). *Quantitative and qualitative methods in psychotherapy research.* Abingdon, UK: Routledge.

McWilliams, N. (2008). *Psychoanalytic therapy*. Washington, DC: American Psychological Associa tion

Mehl-Madrona, L. (2016). Indigenous knowledge approach to successful psychotherapies with Aboriginal Suicide Attempters. *The Canadian Journal of Psychiatry*, *61*(11), 696–699. https://doi.org/10.1177/0706743716659247

Mitchell, S., & Black, M. (1995). *Freud and beyond*. New York, NY: Basic Books

Norcross, J. C., & Goldfried, M. R. (Eds.). (2005).*Handbook of psychotherapy integration* (2nd ed.).New York, NY: Oxford University Press.

Watson, J. C., Greenberg, L. S., & Goldman, R. N. (2007). *Case studies in emotion- focused therapy for depression: A comparison of good and poor out-come.* Washington, DC: American Psychological Association.

Worell, J., & Goodheart, C. D. (Eds.). (2006). *Handbook of girls' and women's psychological health: Gender and well- being across the lifespan.* New York, ny: Oxford University Press.

Yalom, I. D., & Leszcz, M. (2005). The theory and practice of group psychotherapy (5th ed.). New York, NY: Basic Books.

PSY514	**Tools and Techniques of Research Writing in Psychology**	**L**	**T**	**P**	**C**
Contact Hours	30 Hours	2	0	0	2
Pre-requisites /Exposure	B.Sc/ B.A Psychology				
Co-requisites					

Course Description

This hands-on, 2-credit course introduces students to the fundamental techniques and essential tools for effective scientific writing in psychology. Aligned with the National Education Policy (NEP), it fosters critical thinking, digital literacy, and ethical research practices crucial for multidisciplinary learning. Through practical exercises and guided workshops, students will master APA style, structure psychological papers, enhance clarity and conciseness, and learn to communicate complex ideas to diverse audiences. The course emphasizes experiential learning, equipping students with the indispensable writing skills required for academic success and broader societal impact in psychology.

Course Objectives

1. **Analyze** the foundational principles and ethical guidelines of scientific writing in psychology, ensuring integrity in research communication.
2. **Construct** well-structured and coherent sections of psychological research papers (Introduction, Method, Results, Discussion) adhering to APA style.

3. **Utilize** various digital tools and effective writing techniques to enhance the clarity, precision, and overall quality of academic writing.
4. **Evaluate** and revise their own and peers' written work, incorporating constructive feedback and refining arguments for greater impact.
5. **Communicate** psychological concepts and research findings effectively across a range of academic and public-facing formats.

Course Outcomes

1. **Distinguish** between ethical and unethical practices in psychological writing, applying principles of academic integrity in all written work.
2. **Draft** concise and accurate introductions, methods, results (textual representation), and discussion sections for empirical psychological studies.
3. **Employ** citation management software, grammar checkers, and other digital resources to produce polished and properly formatted psychological documents.
4. **Provide and incorporate** critical peer feedback, leading to measurable improvements in the structure, clarity, and argumentation of written assignments.
5. **Develop** clear and impactful abstracts, research proposals, and brief summaries of psychological research tailored for varied audiences.

Course Content

Unit 1: Basics of Writing

Argumentation theory, Nature of writing, introduction to APA style, understanding strong argument vs weak argument.

Unit 2: Structuring Empirical Papers and Argumentation

Outline of a psychological paper: Overview of introduction, methods, results and discussion section. Crafting Effective Introductions:Background, literature review synthesis, theoretical framework, stating research questions. Describing Methodologies: writing about epistemology, ontology, axiology, participants, materials/ tools and procedure

Unit 3: Writing Discussion and Results

Demonstrating Results and interpreting findings, linking to literature, discussing strengths, limitations and suggestions for future research. Ethical Use of AI in writing.

Unit 4: Revision and Editing

Utilizing citation managers, utilizing grammar and style checkers. Key points: Avoiding passive voice, wordiness. Basic copy-editing and drafting a research proposal.

Pedagogy:

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

Modes of Examination: Assignment /Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey / / any other method that suits to assess the given course outcome

Examination Scheme:

Components	Continuous Internal Assessment	End Term
Weightage (%)	**50**	**50**

Suggested Readings

Oshima, A., & Hogue, A. (2007). *Introduction to academic writing* (p. 3). London: Pearson/Longman.

Toulmin, S. E. (2003). *The uses of argument*. Cambridge university press.

Zimmerman, B. J., & Kitsantas, A. (2007). A writer's discipline: The development of self-regulatory skill. *Studies in writing*, *19*, 51.

Butcher, J., Drake, C., & Leach, M. (2006). *Butcher's copy-editing: the Cambridge handbook for editors, copy-editors and proofreaders*. Cambridge University Press.

Hayot, E. (2014). *The elements of academic style: Writing for the humanities*. Columbia University Press.

Van Eemeren, F. H., van Eemeren, F. H., Jackson, S., & Jacobs, S. (2015). Argumentation. *Reasonableness and effectiveness in argumentative discourse: Fifty contributions to the development of Pragma-dialectics*, 3-25.

Graff, G., Birkenstein, C., & Maxwell, C. (2014). *They say, I say: The moves that matter in academic writing* (p. 245). New York: WW Norton.

Becker, H. S. (2008). *Writing for social scientists: How to start and finish your thesis, book, or article*. University of Chicago Press.

PSY513	**Internship**	**L**	**T**	**P**	**C**
Contact Hours	2-4 Weeks	0	0	2	2
Pre-requisites /Exposure	Graduate in Psychology or Allied Fields				
Co-requisites					

PSY515	**Dissertation Part I (PG with coursework and Research)**	**L**	**T**	**P**	**C**
Contact Hours		0	4	4	8
Pre-requisites /Exposure	Graduate in Psychology or Allied Fields				
Co-requisites					

The following **four** outcomes must be achieved by the end of III Semester:

- **i.** Research Problem identification
- **ii.** Review of literature
- **iii.** Research design formulation
- **iv.** Commencement of experimentation, fieldwork, or similar tasks

PSY516	**Dissertation Part-I (PG with only Research)**	**L**	**T**	**P**	**C**
Contact Hours			6	6	12

Pre-requisites /Exposure	Graduate in Psychology or Allied Fields
Co-requisites	

Learning outcomes of semester III of the PG Course Structure 3 focussed on "Research"

The following **four** outcomes must be achieved by the end of III Semester

1) Research Problem identification
2) Review of literature
3) Research design formulation
4) **Phase I** of research (for e.g. Initial phase of research experimentation, completion of pilot project etc.)

SEMESTER IV

PSY517	**Applications of Positive Psychology**	**L**	**T**	**P**	**C**
Contact Hours	60 Hours	3	1	0	4
Pre-requisites /Exposure	Graduate in Psychology or Allied Fields				
Co-requisites					

Course description:

This course offers an in-depth exploration of Positive Psychology, a scientific study of human strengths, well-being, and optimal functioning. It traces the emergence and evolution of the field, comparing perspectives from Western theorists like Martin Seligman and Paul T. Wong with insights from Eastern traditions. Students will examine the nature and science of happiness, including its cultural and spiritual dimensions as reflected in Indian scriptures such as the Gita, Ramcharitmanas, and Vedas. The course delves into key cognitive and emotional processes like resilience, wisdom, self-efficacy, mindfulness, gratitude, and empathy. Concepts such as flow, peace psychology, and theories of well-being—including Seligman's PERMA model and Carol Ryff's psychological well-being—are discussed in detail. Emphasis is placed on cultivating positive emotions and applying positive psychology in everyday life, including education, workplace, and health settings. Through both theoretical and practical lenses, students will gain tools to enhance personal growth, emotional balance, and social harmony.

Course Objectives:

1. To introduce the origin, development, and theoretical foundations of Positive Psychology from both Eastern and Western perspectives.
2. To explore the scientific study of happiness and its connection with prosocial Behaviour and cultural-religious frameworks, especially Indian scriptures.

3. To examine key positive cognitive states and processes such as flow, wisdom, resilience, optimism, and self-efficacy.
4. To understand the concepts and practices of mindfulness, forgiveness, gratitude, empathy, and peace from psychological and spiritual perspectives.
5. To familiarize students with theories of well-being, including the PERMA model and Carol Ryff's framework, and their role in positive emotional experiences.
6. To equip students with practical applications of Positive Psychology in various life domains like education, workplace, and health to enhance overall life satisfaction and well-being.

Course Outcomes:

1. By the end of this course, students will be able to:
2. Explain the emergence and development of Positive Psychology, including key contributions from Martin Seligman and Paul T. Wong, and distinguish between Positive Psychology 1 and 2.
3. Analyze scientific and cultural perspectives on happiness, including Indian philosophical insights from texts like the Geeta, Ramcharitmanas, and Vedas.
4. Evaluate positive cognitive processes, such as flow, wisdom, self-efficacy, resilience, and optimism, and their role in personal development.
5. Demonstrate understanding and practice of mindfulness and emotional states like gratitude, forgiveness, empathy, and compassion in promoting peace and well-being.
6. Compare and apply different models of well-being, including the PERMA model and Carol Ryff's theory, in assessing psychological and subjective well-being.
7. Apply principles of Positive Psychology in practical domains such as education, workplace, and healthcare to foster positive environments and improve life satisfaction.

UNIT 1: Introduction

Emergence of Positive Psychology, Perspective on positive psychology: Eastern and Western, Aim and scope of Martin Seligman's (Positive Psychology 1) and Paul T Wong's (Positive Psychology 2) outlook on Positive Psychology, comparison between positive psychology 1(focusing on flow and happiness, optimism and hope) and positive psychology 2 (post-traumatic growth, meaningful life, role of negative emotions).

UNIT 2: Happiness

Introduction to the science of happiness, Approaches of happiness, relation between positive psychology and happiness, Authentic Happiness, types of happiness, happiness and prosocial behaviour, Indian concepts of happiness as given in Gita, Ramcharitmanas, and Vedas.

UNIT 3: Positive Cognitive State & Processes

Flow state, Wisdom (Theories of Wisdom, difference between intelligence & wisdom), Resilience (concept of physiological & psychological resilience), Self-efficacy, Optimism; Human Strengths and Weakness (VIA classification and virtues).

UNIT 4: Mindfulness & Peace Psychology

Concept of mindfulness (Buddhism, Practice of mindfulness); Science of Forgiveness, Gratitude, Empathy & Compassion; Peace & non-violence (Gautam Buddha, Sri Aurobindo)

Unit 5: Positive Emotional States & Processes

Definition, Cultivation Positive Emotion, Broaden & Build theory of Positive Emotions; Concepts of well-being in positive psychology, theories of well-being (PERMA model, Carol-Riff), Psychological and Subjective well-being (Savouring, & Florishing)

Unit 6: Applications of Positive Psychology

Satisfaction with Life Scale; Positive Psychology at Workplace: Positive coaching, Positive schooling, Health, Education.

Pedagogy:

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model

- Enriched Virtual Model

Modes of Examination: Assignment /Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey / / any other method that suits to assess the given course outcome

Examination Scheme:

Components	Continuous Internal Assessment	End Term
Weightage (%)	**50**	**50**

Suggested Readings

Dutta, G., Misra, G., & Gupta, S. (Eds.). (2025). *Handbook of Positive Psychology and Indian Thought Systems: Transforming Education for Well-being and Happiness*. Springer Nature.

Herman, P. (2018). Integral psychology. *International Journal of Transpersonal Studies*, *37*(1), 14.

Linley, P. A., Harrington, S., & Garcea, N. (Eds.). (2010). *Oxford handbook of positive psychology and work*. Oxford University Press.

Mehrotra, S., & Tripathi, R. (2011). Positive psychology research in India: A review and critique. *Journal of the Indian Academy of Applied Psychology*, *37*(1), 9-26.

Snyder, C. R., Lopez, S. J., Edwards, L. M., & Marques, S. C. (Eds.). (2020). *The Oxford handbook of positive psychology*. Oxford university press.

PSY519	**Consumer Psychology**	**L**	**T**	**P**	**C**
Contact Hours	60 Hours	3	0	1	4
Pre-requisites /Exposure	B.Sc/ B.A Psychology				

Course Description:

This advanced post-graduate course provides a rigorous exploration of consumer behavior through the lens of modern psychological theory, integrated with the powerful tools of Artificial Intelligence (AI) and Machine Learning (ML). Students will delve into complex psychological phenomena influencing consumer choices, while simultaneously learning how computational methods are revolutionizing consumer insights, market research, and personalized marketing. The curriculum emphasizes a critical understanding of how AI/ML models can detect patterns in consumer data, predict behavior, and influence decision-making, coupled with an essential focus on ethical implications, data privacy, and societal impact. This interdisciplinary approach aims to

equip psychology students with cutting-edge analytical skills and a nuanced understanding of the future of consumer engagement in a data-driven world, fostering research and innovation as per NEP 2020.

Course Objectives

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

1. **Analyze** consumer psychology foundations, including cognitive and emotional influences on decision-making.
2. **Evaluate** attitude formation, persuasion, and the role of consumer identity in behavior.
3. **Apply** behavioral economic principles to interpret consumer biases and digital influence.
4. **Utilize** market research methods and data analysis techniques for consumer insights.
5. **Assess** ethical implications of consumer psychology techniques, promoting responsible branding.

Course Outcomes

Students will be able to:

1. **Explain** consumer psychology's interdisciplinary nature and its cognitive/emotional drivers.
2. **Analyze** attitude change and **relate** consumer identity to consumption patterns.
3. **Illustrate** decision-making anomalies and **apply** nudges in consumer choice.
4. **Formulate** research questions, **select** data types, and **interpret** analytical results for consumer segmentation.
5. **Evaluate** ethical practices in consumer psychology and **advocate** for socially responsible branding.

Course Content:

Unit 1: Foundation of Consumer Psychology (10 Hours)

Nature of consumer psychology: Evolution of the field, interdisciplinary nature (Psychology, economics, Marketing etc.). Cognition in Consumer decisions, information processing models, attention, perception, memory, schema theory, categorization in branding. Motivation and emotion whiling buying: Hedonic vs utilitarian consumption, role of affect in decision making and emotional branding.

Unit 2: Attitude and Persuasion and Consumer Identity (10 Hours)

Formation and change of attitudes, narrative storytelling in consumer behavior, implicit vs explicit attitudes, cognitive dissonance, reactance, social judgment theory. Self-brand connection, personality traits in consumption, symbolic consumption, consumer identity connection and formation.

Unit 3: Behavioral Economics and Digital Influence (10 Hours)

Bounded rationality: Heuristics, prospect theory. Decision making anomalies: Endowment effect, Sunk cost fallacy, choice overload, paradox of choice, present bias, status-quo bias. Influence such as nudges and choice

architecture, social norms, priming. Use of scarcity, fear and urgency. Gamification of consumption (See Reddit, Duolingo).

Unit 4: Introduction to Research methods, AI and Machine Learning for Consumer Data (16 Hours)

Data fundamentals for psychology: types of consumer data (demographic, behavioral, psychographic), structured vs unstructured data. Use of Market research tools: Focus group discussion, Market research survey design, sentiment analysis. Designing regression model: predictive spending, customer lifetime value, purchase intent. Use of clustering for customer segmentation, market basket analysis. Use of NLP basics: Sentiment analysis, topic modelling, word embeddings.

Unit 5: Ethics in Consumer Psychology (4 Hours)

Use of implicit measures and priming research, use of consumer neuroscience and neuromarketing to develop products, use of 'sad'vertizing, Algorithmic bias and fairness, data privacy and governance. Creating socially responsible brands

Practical:

1. Deigning Market Survey research
2. Using Social media to understand product engagement

Suggested Reading

Cialdini, R. B. (2004). The science of persuasion. *Scientific American Mind*, *14*(1), 70-77.

Hague, P. N., Hague, N., & Morgan, C. A. (2004). *Market research in practice: a guide to the basics*. Kogan Page Publishers.

Júnior, J. R. D. O., Limongi, R., Lim, W. M., Eastman, J. K., & Kumar, S. (2023). A story to sell: The influence of storytelling on consumers' purchasing behavior. *Psychology & Marketing*, *40*(2), 239-261.

Kemp, E., Chapa, S., & Kopp, S. W. (2013). Regulating emotions in advertising: Examining the effects of sadness and anxiety on hedonic product advertisements. *Journal of Current Issues & Research in Advertising*, *34*(1), 135-150.

Martin, B. A. (2003). The influence of gender on mood effects in advertising. *Psychology & Marketing*, *20*(3), 249-273.

Marzilli Ericson, K. M., & Fuster, A. (2014). The endowment effect. *Annu. Rev. Econ.*, *6*(1), 555-579.

McCracken, G. (1990). Culture and consumer behaviour: An anthropological perspective. *Journal of the Market research Society*.

Mooi, E., Sarstedt, M., & Mooi-Reci, I. (2018). *Market research*. Springer Nature Singapore Pte Ltd.

Van Basshuysen, P. (2023). Markets, market algorithms, and algorithmic bias. *Journal of Economic Methodology*, *30*(4), 310-321.

Voramontri, D., & Klieb, L. (2019). Impact of social media on consumer behaviour. *International Journal of Information and Decision Sciences*, *11*(3), 209-233.

PSY 518	**Neuropsychology**	**L**	**T**	**P**	**C**
Contact Hours	60 Hours	3	0	1	4

Pre-requisites /Exposure	**Basic knowledge of Psychology**
Co-requisites	

Course Objectives:

To understand the neuropsychology of cognitive functions, neuropsychology of arousal, motivation and emotion along with select psychiatric conditions.

Course Outcomes:

CO1: Develop the knowledge of neuropsychology of cognitive functions.

CO2: Determine the neuropsychology of sleep and arousal.

CO3: Elaborate on the neuropsychology ofmotivation and primitive functions.

CO4: Apply the knowledge of neuropsychology to understand psychopathology**.**

CO5: Discuss the implications and applications of neuropsychology to understand cognitive impairment.

CO6: Assess cognitive functioning through standard tools

Course Description:

This Course intends to familiarize students with an introductory knowledge of the topics and methods of biological psychology to create an understanding of the underlying biological foundations of human behaviour. This course is an extension of biological foundations of behaviour taught in the first semester

Course Content:

UNIT I:Neuropsychology of Cognitive Functions (15 Lecture Hours)

- **Learning:** Synaptic transmission and long-term potentiation (LTP)
- **Memory:** Neurological basis of memory, Brain damage and dysfunction of memory
- **Language:**Neurobiology of language comprehension and articulation Disorders of reading writing: aphasia, alexia & dyslexia.

UNIT II: Neuropsychology of Sleep and Arousal: (15 Lecture Hours)

- Neurobiology of Arousal and Consciousness
- Neurobiology of Sleep: Sleep stages, Sleep cycle, Brain waves
- Sleep disorders

UNIT III: Neuropsychology of Motivation (15 Lecture Hours)

- Neurobiology of Thirst
- Neurobiology of Hunger
- Neurobiology of Sexual functioning

UNIT IV: Neuropsychology of Psychiatric Disorders (15 Lecture Hours)

- Eating Disorders
- Schizophrenia Spectrum Disorders
- Substance abuse disorders

- Panic Disorder
- Obsessive and Compulsive Disorder

UNIT V: Cognitive Impairment (15 Lecture Hours)

- Normal Aging
- Brain injury, traumatic brain injury
- Epilepsy
- Delirium

UNIT VI:Practicum(15 Lecture Hours)

- Administration of necessary neuropsychological screening tools to provide an estimate of the subject's overall cognitive functioning and specific functioning in these domains:
    - Executive Functions
    - Attention
    - Memory

Essential Reading:

- Carlson, N.R. (2004). Physiological of behaviour (8th.ed.). Boston:Allyn& Bacon.
- Kalat, J.W. (2004). Biological psychology (8th.ed.). Belmont:Wadsworth/Thomson learning.
- Blackmore, S. (2003). Consciousness: An introduction. London: Hodder &Stoughton.
- Garrett, B. (2003). Brain and Behavior. Wadsworth, Thomson Learning Inc, USA
- Freberg, L A. Discovering Biological Psychology (2nded.)(2006), Wardsworth, Belmont: USA
- Wagner, H., & Silber, K. (2004),Physiological Psychlogy, Garland Science, Abingdon: UK.
- Rosenweig, M.R., Leiman, A.L. & Breedlove, S.M. (1999). Biological psychology: An introduction to behavioral, cognitive, clinical neuroscience. (2nded.). USA:SinauerAssociates, Inc.Wallace, B. & Fisher, L.E. (1991). Consciousness and Behavior (3rd ed.). USA: Allyn &
- Bacon.Pinel, J.P.J. (2000). Biopsychology (4th.ed.). Boston: Allyn & Bacon.
- Kandel, E.R. Schwartz, J.H. & Jessel, T.M. (2000). Principles of neural science (4th.ed.).New york: McGraw-Hill.
- Leukel, F. (1985). Introduction to physiological psychology (3rd. ed.). New Delhi: CPS Publisher

Pedagogy:

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning

- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	**Class Assessment**	**End Term**
Weightage (%)	**50**	**50**

PSY522	**Psychology and Entrepreneurship**	**L**	**T**	**P**	**C**
Contact Hours	30 Hours	2	0	0	2
Pre-requisites /Exposure	**Graduate in psychology or allied subjects**				
Co-requisites					

Course Description: This 2-credit course explores the dynamic intersection of psychological principles and entrepreneurial ventures. Designed for psychology students, it illuminates how insights into human Behaviour, cognition, and emotion can be leveraged to identify market needs, innovate solutions, and build sustainable businesses. Students will delve into entrepreneurial mindsets, explore diverse avenues from private practice to tech development, and acquire foundational skills in market research, business modeling, and ethical practice. The course fosters an innovative spirit, empowering students to translate psychological knowledge into impactful products, services, or social initiatives, aligning with the National Education Policy's emphasis on skill development and self-reliance.

Course Objectives:

1. **Analyze** the fundamental psychological theories and concepts relevant to entrepreneurial success and consumer Behaviour.
2. **Identify** and evaluate various entrepreneurial avenues and business models suitable for psychology graduates.

3. **Apply** core entrepreneurial skills, including market research, business planning, and effective communication, to develop a venture concept.
4. **Formulate** ethical considerations and professional boundaries essential for psychologists operating in entrepreneurial settings.
5. **Create** a preliminary business concept or pitch deck that integrates psychological insights with a viable market solution.

Course Outcomes:

1. **Comprehend** the unique value proposition of a psychology background in the entrepreneurial landscape.
2. **Differentiate** between various entrepreneurial mindsets and cultivate traits essential for innovation and resilience.
3. **Construct** a basic framework for a psychologically informed business idea, from problem identification to value proposition.
4. **Evaluate** the legal, regulatory, and financial considerations involved in setting up a private practice or a psychological firm.
5. **Develop** a strategic approach to marketing and networking for entrepreneurial ventures rooted in psychological expertise.

Course Content

Unit 1: Introduction to Psychology and Entrepreneurship (6 Hours)

Definition of entrepreneurship, types of entrepreneurs, the steps of designing a business. Psychologists as entrepreneur: Soft skills such as empathy, active listening, understanding of decision-making skills. Developing a Market driven psychologist: Translational skills from academia to the market.

Unit 2: The Entrepreneurial Mindset (10 Hours)

Building of psychological capital and other concepts such as resilience, grit, self-efficacy, locus of control, risk taking and tolerance. The development of Growth mindset. Using techniques like Brainstorming, SCAMPER, mind mapping, design thinking for decision making. Exploring case studies of psychologists as content creators and entrepreneurs. Crafting an elevator pitch, negotiation, effective presentation skills, improving story-telling skills. Basic financial literacy: Understanding costs, revenue generation, introduction to funding sources. Importance of mentorship and branding.

Unit 3: Identifying Opportunities Through a Psychological Lens (10 Hours)

Needs assessment of the problems, conducting market research, framing problems as solvable business opportunities, root cause analysis of the issues. Developing Business models- key partners, activities, resources, value proposition, customer relation channels, cluster of customers, customer archetypes, value proposition, product features and value mapping.

Unit 4: Ethical Consideration (4 Hours)

Dual role of therapist and business person, confidentiality, responsible marketing, importance of evidence-based research, informed consent.

Suggested Readings:

Ries, E. (2011). *The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses.* Crown Business.

Osterwalder, A., & Pigneur, Y. (2010). *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers.* Wiley.

Dweck, C. S. (2006). *Mindset: The New Psychology of Success.* Random House.

PSY520	**Organization Change and Development**	**L**	**T**	**P**	**C**
Contact Hours	60 Hours	3	0	1	4
Pre-requisites /Exposure	**Graduate in psychology or allied subjects**				
Co-requisites					

Course Description:

This course explores the dynamic field of organizational change and developmen, equipping students with theoretical frameworks and practical tools to navigate and lead transformational initiatives. We will examine various models of change, analyze the forces driving and resisting organizational evolution, and delve into strategies for effective intervention. Topics include diagnosis, intervention techniques, managing resistance, fostering a culture of change, and evaluating change efforts. Through case studies and discussions, students will develop critical thinking skills essential for addressing complex organizational challenges in today's rapidly evolving global landscape. The course emphasizes both the human and systemic aspects of planned change.

Course Objectives:

1. To understand foundational theories and models of organizational change and development.
2. To develop skills in diagnosing organizational issues and identifying appropriate change interventions.
3. To analyze the drivers and resistors of change within various organizational contexts.
4. To learn strategies for effectively planning, implementing, and managing change processes.
5. To explore ethical considerations and the role of the change agent in organizational development.

Course Outcomes:

1. Students will be able to critically evaluate different approaches to organizational change and their applicability.

2. Students will be able to design and propose relevant interventions for specific organizational problems.
3. Students will be able to identify and mitigate potential resistance to change initiatives.
4. Students will be able to articulate the key steps involved in a successful change management process.
5. Students will be able to reflect on their own roles and responsibilities as potential change agents within organizations.

Unit I: Introduction to organizational change and Development:

- Definition of change and development, factors of change, resistance to change
- Nature of organizational development, history of OD.

Unit II: Models of Organizational Change:

- Force-field theory, Kotter's 8 steps model Burke-Litwin Model
- Falletta's organizational intelligence and Nadler-Cushman Congruence Model

Unit III: Methods & Applications of Organizational Development:

- Grid Organizational Development (Blake and Mouton)
- Process Consultation
- Gestalt and Comprehensive Intervention
- Designing Learning Organization

Unit IV: Interpersonal Communication and Team Building

- Difference between Groups and Teams
- Indian Perspectives and Concepts (Mudita, Karuna) to Understand Interpersonal Communication
- Virtual Teams and Project Team Management.

Unit V: Organizational culture and mergers:

- Types of organizational culture and climate
- Models of organizational culture, subculture, assessing organizational culture,
- Assessing new organizational culture; Mergers and acquisitions concepts and types - Role of leadership in mergers

Practicum:

2 Practical based on above units

Suggested Readings:

Beckhard, R. (1969). *Organization Development: Strategies and Models*. Addison-Wesley.

Beer, M., & Nohria, N. (2000). Cracking the code of change. *Harvard Business Review, 78*(3), 133-141.

Blake, R. R., & Mouton, J. S. (1985). *The Managerial Grid III: The Key to Leadership Excellence*. Gulf Publishing Company.

Burke, W. W., & Litwin, G. H. (1992). A causal model of organizational performance and change. *Journal of Management, 18*(3), 523-545.

Cameron, K. S., & Quinn, R. E. (2011). *Diagnosing and Changing Organizational Culture: Based on the Competing Values Framework* (3rd ed.). Jossey-Bass.

Cummings, T. G., & Worley, C. G. (2018). *Organization Development and Change*. Cengage Learning.

Denison, D. R. (1990). *Corporate Culture and Organizational Effectiveness*. John Wiley & Sons.

Falletta, S. V. (2014). The organizational intelligence model: A framework for strategic change and performance improvement. In C. E. E. Schlegelmilch (Ed.), *Organizational Development and Change Management* (pp. 57-79). Springer.

French, W. L., & Bell, C. H. Jr. (Latest Edition). *Organization Development: Behavioral Science Interventions for Organization Improvement*. Pearson Education.

Fritz, S. (2018). Gestalt Therapy and Organization Development. In R. F. Popp (Ed.), *Organization Development & Change Management* (pp. 209-224). Business Expert Press.

Gelfand, M. J., Erez, M., & Aycan, Z. (2007). Cross-cultural organizational behavior. *Annual Review of Psychology, 58*, 479-514.

Gibson, C. B., & Cohen, S. G. (2003). Virtual teams revisited: An assessment of what we know and where we need to go. *Organizational Dynamics, 31*(4), 390-400.

Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and Organizations: Software of the Mind* (3rd ed.). McGraw-Hill.

Katzenbach, J. R., & Smith, D. K. (1993). *The Wisdom of Teams: Creating the High-Performance Organization*. Harvard Business School Press.

Kotter, J. P. (1996). *Leading Change*. Harvard Business Review Press.

Lewin, K. (1947). Frontiers in group dynamics: Concept, method, and reality in social science; social equilibria and social change. *Human Relations, 1*(1), 5-41.

Marks, M. L., & Mirvis, P. H. (1998). *Joining Forces: Making One Plus One Equal Three in Mergers, Acquisitions, and Alliances*. Jossey-Bass.

Martin, J. (2002). *Organizational Culture: Mapping the Terrain*. Sage Publications.

Nadler, D. A. (1998). *Champions of Change: How CEOs and Their Companies are Mastering the Skills of Radical Change*. Jossey-Bass.

Nadler, D. A., & Tushman, M. L. (1980). A congruence model for diagnosing organizational behavior. *Organizational Dynamics, 9*(2), 35-51.

Poonamallee, L., & Srinivas, S. (2013). Integrating Indian wisdom into management education: An exploration. *Journal of Management Development, 32*(4), 405-420.

Raghuram, S., & Garud, R. (2019). The Role of Compassion (Karuna) and Sympathetic Joy (Mudita) in Building Resilient Organizations. *Journal of Business Ethics*. (Forthcoming or recently published – search for recent works by these authors on related topics).

Schein, E. H. (1999). *Process Consultation Revisited: Building the Helping Relationship*. Addison-Wesley.

Schein, E. H. (2017). *Organizational Culture and Leadership* (5th ed.). Jossey-Bass.

Senge, P. M. (1990). *The Fifth Discipline: The Art & Practice of The Learning Organization*. Doubleday.

Srivastava, S. K., & Sharma, M. K. (2014). Leadership and Communication in Virtual Teams: An Indian Perspective. *Journal of Management Research, 14*(4), 211-224.

PSY521	**Advanced Disability and Rehabilitation**	**L**	**T**	**P**	**C**
Contact Hours	60 Hours	3	0	1	4
Pre-requisites /Exposure	B.Sc/ B.A Psychology				
Co-requisites					

Course Description

This course provides a foundational understanding of disability and rehabilitation, encompassing historical concepts, definitions of impairment, disability, and handicap, alongside ethical considerations. It explores various types of disabilities, including those linked to chromosomal aberrations and neurodevelopmental disorders like ASD, ADHD, and learning disabilities. The curriculum also covers typical and atypical motor development, emphasizing reflexes and fine motor skills. Furthermore, students will delve into community mental health principles and critically examine key Indian legislative frameworks and

policies impacting persons with disabilities. Practical application of assessment concepts will enhance comprehension of rehabilitation principles.

Course Objectives

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

1. **To analyze** the concepts of impairment, disability, and handicap, **differentiating** various types of disabilities and their incidence while recognizing ethical considerations in rehabilitation.
2. **To differentiate** between key neurodevelopmental disorders such as Autism Spectrum Disorder, ADHD, Intellectual Developmental Disorder, and Learning Disabilities, **comprehending** their core characteristics and impact.
3. **To explain** the principles of gross and fine motor development, including the function of various reflexes, developmental milestones, and the importance of trunk and head control.
4. **To evaluate** the foundational principles of community mental health and **critically examine** the major legislative acts and policies relevant to persons with disabilities in the Indian context.
5. **To apply** theoretical knowledge of disability and motor development to conceptualize practical assessment scenarios in rehabilitation psychology.

Course Outcomes

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

1. **Explain** the distinctions between impairment, disability, and handicap, and **classify** various types of disabilities including those related to chromosomal aberrations.
2. **Identify** the core diagnostic criteria and key features of major neurodevelopmental disorders such as Autism Spectrum Disorder, ADHD, Intellectual Developmental Disorder, and specific Learning Disabilities.
3. **Demonstrate** an understanding of developmental milestones, **distinguish** between different types of reflexes (e.g., righting, equilibrium), and **describe** the various types of grasps.
4. **Critique** the role of community mental health in disability rehabilitation and **evaluate** the provisions and implications of major Indian legislative frameworks (e.g., Mental Health Act, Persons with Disabilities Act).
5. **Utilize** basic principles of motor development and assessment to **analyze** and **interpret** simple practical scenarios related to disability and rehabilitation.

Course Content

Unit I: Foundations of Disability, Rehabilitation, and Quality of Life (12 Hours)

Disability & Rehabilitation (Concept and definition, Historical background, Types of Disability: Visual, hearing, locomotor, neurological and psychological, ;Ethical issues.

Quality of life: Definition, domains, assessment, global and specific indicators, factors affecting QOL.

Unit 2: Developmental Disabilities and Motor Development (12 Hours)

Neurodevelopmental Disorder: Autism Spectrum Disorder (ASD), ADHD, Intellectual Development Disorder (IDD), Learning Disabilties (Dyslexia, Dysgraphia, Dyscalculia). Motor Development: Gross motor development, Fine Motor development developmental milestone, reflex and autonomic response, righting and equilibrium reflexes, development of mature reflexes, and voluntary control. Types of grasp.

Unit 3: Disability Social and Family Perspective (12 Hours)

Disability and Society: Social attitudes towards disabilities, reducing stigma, social competence, participation and integration. Impact of disability on family, caregiving, family care, role of family in coping, Psychological tools for care of PwD, Social networks and support, disabling factors in social environment: Stereotypes and prejudice.

Unit 4: Behavioural Management and Vocational Rehabilitation (12 Hours)

Behaviour therapy and modifications: types of therapy, Behaviour modification technology, role of reinforcement. Techniques to decrease undesirable Behaviours and increase desirable Behaviours. Vocational Rehabilitation: Vocational assessment and training, work Behaviour. Employment models: Open, competitive, supported, sheltered, self-employment

Unit 5: Community Mental Health and Legal Frameworks (12 Hours)

Community Mental Health: Community awareness and participation, definitions of community mental health, primary, secondary, and tertiary prevention. Legislative Acts (Indian Context): Mental Health Act, Persons with Disabilities Act, National Trust Act, Rehabilitation Council of India Act.

Practicum:

Any two from below:

DST (Developmental Screening Test)

CARS/ ISAA

BKT (Bender-Gestalt Test for Children)

VSMS (Vineland Social Maturity Scale)

BASIC MR (Behavioural Assessment Scale for Indian Children with Mental Retardation)/ SFB

Pedagogy:

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring

- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

Modes of Examination: Assignment /Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey / / any other method that suits to assess the given course outcome

Examination Scheme:

Components	Continuous Internal Assessment	End Term
Weightage (%)	**50**	**50**

Suggested Readings:

Aarons, M., & Glittens, T. (1992). *The handbook of Autism: A guide for parents and professionals*. Routledge.

Albrecht, G. L. (Ed.). (2006). *Encyclopedia of Disability* (Vols. 1–5). Sage Publications.

Brown, R. I. (Ed.). (1997). *Quality of life for people with disabilities: Models, research and practice* (2nd ed.). Stanley Thornes.

Capute, A. J., & Accardo, P. J. (1996). *Developmental disabilities in infancy and childhood: Neurodevelopmental diagnosis and treatment* (Vol. 1). Brookes Publishing.

Corrigan, J. D., & Schmidt, L. D. (2021). *Behavioural interventions for rehabilitation and recovery: A guide for clinicians*. Guilford Press.

Dell Orto, A. E., & Marinelli, R. P. (Eds.). (1995). *Encyclopedia of disability and rehabilitation*. Simon & Schuster Macmillan.

Eisenberg, M. G., Glueckauf, R. L., & Zaretsky, H. H. (Eds.). (1999). *Medical aspects of disability: A handbook for the rehabilitation professional* (2nd ed.). Springer.

Hammell, K. W. (2006). *Perspectives on Disability and Rehabilitation: Contesting Assumptions, Challenging Practice*. Churchill Livingstone.

Jena, S. P. K. (2013). *Learning Disabilities: Theory to Practice*. Sage Publication.

Lewish. (2003). *Development and Disability*. Blackwell Publishers.

Lipkin, P. H., & Macias, M. M. (Eds.). (2020). *Developmental-Behavioural pediatrics* (5th ed.). Elsevier.

Ministry of Social Justice & Empowerment, Government of India. (2016). *The Persons of Persons with Disabilities Act*.

Oliver, M. (1996). *Understanding disability: From theory to practice*. Macmillan Education.

Rehabilitation Council of India. (2012). *Status of Disability in India – 2012*.

Sagar, R. (Ed.). (2014). *Specific Learning Disorder: Indian Scenario*. Department of Science and Technology, Govt. of India.

Skinner, B. F. (2019). *The Behaviour of organisms: An experimental analysis* (Reprint ed.). B.F. Skinner Foundation.

Smith, C. R. (2004). *Learning Disabilities: The interaction of students and their environments*. Allyn and Bacon.

Strauser, D. R. (2013). *Career development, employment, and disability in rehabilitation: From theory to practice* (2nd ed.). Springer Publishing Company.

The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, Government of India. (1999).

Yuker, H. E. (Ed.). (1988). *Attitudes Toward Persons with Disabilities*. Springer Publishing Company.

Zarit, S. H., & Zarit, J. M. (2015). *Family caregiving: Research, practice, policy*. Springer Publishing Company.

PSY523 (Course Work only)	**Academic Project**	**L**	**T**	**P**	**C**
Contact Hours			4	4	8
Pre-requisites /Exposure	Graduate in Psychology or Allied Fields				
Co-requisites					

The following three outcomes must be achieved by the end of IV Semester:

i. Completion of the experimentation, fieldwork or similar task.

ii. Submission of project report

iii. Research output in the form of **any one** of the following –

- Prototype or product development or patent
- Any other scholastic work as recommended by the BRS and approved by the Research Council
- Publication in a reputed Journals such as Scopus indexed journals or other similar quality journals
- Draft policy formulation and submission to the concerned Ministry
- Book or Book Chapter in a publication by a reputed publisher
- Book translation (for Language departments)

PSY524	**Dissertation Part II (PG with coursework and Research)**	**L**	**T**	**P**	**C**
Contact Hours			6	6	12
Pre-requisites /Exposure	Graduate in Psychology or Allied Fields				
Co-requisites					

The following **three** outcomes must be achieved by the end of IV Semester:

i. Completion of experimentation/ fieldwork

ii. Submission of dissertation

iii. Research output in the form of **any one** of the following –

- Prototype or product development/ patent
- Any other scholastic work as recommended by the BRS and approved by the Research Council
- Publication in a reputed Journals such as Scopus indexed journals or other similar quality journals
- Book or Book Chapter in a publication by a reputed publisher

PSY525	**Dissertation Part-II (PG with only Research)**	**L**	**T**	**P**	**C**
Contact Hours			10	10	20
Pre-requisites /Exposure	Graduate in Psychology or Allied Fields				
Co-requisites					

The following **three** outcomes must be achieved by the end of IV Semester

1) **Phase II** of research - Final phase of experimentation/ fieldwork
2) Dissertation/ project report submission
3) Attain **at least one** of the following outcomes:
   - **a.** Developed a prototype or product which meets the **Technology Readiness Level 3/4** (TRL-3 or TRL-4) as defined by CSIR
   - **b.** Publication in Scopus indexed journals #

c. Patent

d. Any other scholastic work as recommended by the BRS and approved by the Research Council

e. Publication of a book by a reputed publisher (National/International) as recommended by the BRS and approved by the Research Council.

LIST OF MDE COURSE

PSY451 (MDE)	**Political Psychology**	L	T	P	C
	Contact Hours – 60	3	1	0	4
Pre-requisites/Exposure	10+2 Knowledge				
Co-requisites	-				

Course Description:

This course offers a comprehensive exploration of Political Psychology, integrating insights from psychology, political science, sociology, and other relevant disciplines to understand the complex interplay between human Behaviour and political processes. It fosters critical thinking, interdisciplinary understanding, and an ethical approach to analyzing political phenomena, with a special focus on contemporary challenges and the Indian context.

Course Objectives

1. Develop an interdisciplinary understanding of Political Psychology's core theories.
2. Critically analyze individual psychological processes influencing political Behaviour.
3. Examine group and collective dynamics in shaping political action and movements.
4. Apply political psychological frameworks to understand real-world political issues.
5. Foster ethical and contextual engagement with diverse political challenges, including the Indian context.

Course Outcomes

1. Demonstrate integrated knowledge of Political Psychology concepts and interdisciplinary connections.
2. Analyze individual political decision-making and attitude formation using psychological theories.
3. Evaluate the impact of group processes on political outcomes and social change.
4. Critically analyze contemporary political phenomena using political psychological frameworks.
5. Communicate insights on political issues ethically and contextually, considering cultural specifics.

Course Content

Unit 1: Foundations of Political Psychology (10 Hours)

Definition, scope, and historical development of Political Psychology. Key theoretical paradigms: Social Construction, Positivism. Interdisciplinary nature of Political Psychology. Indian concepts to understand political Behaviour (e.g., Dharma, Artha, Kama, Moksha, Sanatana Dharma, Danda Niti). Ethical considerations in political psychological research and application.

Unit 2: Individual Political Cognition and Behaviour (12 Hours)

Political socialization and attitude formation. Perception, attribution, and cognitive biases in political judgment. Emotion and political decision-making. Personality traits and political engagement. Political ideologies and their psychological underpinnings and political identities.

Unit 3: Group Dynamics, Identity, and Political Action (12 Hours)

Social identity theory and intergroup relations in politics. Group polarization, conformity, and obedience in political contexts. Psychology of collective action, protest, and social movements. National identity, patriotism and nationalism, Voting Behaviour, political participation, and voter turnout. Psychology of populism and mass movements and politicized collective identity.

Unit 4: Leadership, Power, and Public Opinion (10 Hours)

Psychological theories of leadership (e.g., charismatic, transactional, transformational).The effect of Authoritarianism, Dynamics of power, authority, and influence in political systems. Formation and measurement of public opinion. Role of media, propaganda, and disinformation in shaping political perceptions. Conspiracy theories, Psychological aspects of political communication and persuasion.

Unit 5: Political Violence, Conflict, and Peacebuilding (8 Hours)

Psychological roots of aggression, political violence, and terrorism. Dehumanization, moral disengagement, and intergroup hatred. Psychology of conflict resolution, negotiation, and reconciliation. Building peace: Trust, empathy, and forgiveness in post-conflict societies. Role of trauma and memory in political landscapes.

Unit 6: Political Psychology in the Indian Context & Contemporary Global Issues (8 Hours)

Application of political psychological theories to Indian political phenomena (e.g., electoral Behaviour, identity politics, social movements, public policy perception). Psychology of protest and protest movements, prefigurative politics. Addressing contemporary global challenges through a political psychological lens: Climate change politics, misinformation, vaccine hesitancy, digital democracy.

Pedagogy:

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

Modes of Examination: Assignment /Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey / / any other method that suits to assess the given course outcome

Examination Scheme:

Components	Continuous Internal Assessment	End Term
Weightage (%)	**50**	**50**

Suggested Readings

Cottam, M. L., Mastors, E., & Preston, T. (2022). *Introduction to political psychology*. Routledge.

Haslam, S. A., Reicher, S., & Platow, M. J. (2020). *The new psychology of leadership: Identity, influence and power*. Routledge.

Hill, J., & Wilson, T. (2003). Identity politics and the politics of identities. *Identities: global studies in culture and power*, *10*(1), 1-8.

Jost, J. T., & Sidanius, J. (Eds.). (2004). *Political psychology: Key readings*. Psychology Press.

Brown, R., & Pehrson, S. (2019). *Group processes: Dynamics within and between groups*. John Wiley & Sons.

Obradović, S., Power, S. A., & Sheehy-Skeffington, J. (2020). Understanding the psychological appeal of populism. *Current opinion in psychology*, *35*, 125-131.

Douglas, K. M., Uscinski, J. E., Sutton, R. M., Cichocka, A., Nefes, T., Ang, C. S., & Deravi, F. (2019). Understanding conspiracy theories. *Political psychology*, *40*, 3-35.

Moreira Fians, G. (2022). Prefigurative politics. *The Cambridge Encyclopedia of Anthropology*.

Brewer, M. B., & Brown, R. J. (2010). Intergroup relations. *Advanced social psychology: The state of the science*, *1*, 531-56

PSY506	**Applied Forensic Psychology**	L	T	P	C
	Contact Hours – 60	3	1	0	4
Pre-requisites/Exposure	10+2 Knowledge				
Co-requisites	-				

Course Description:

This course introduces students to the foundational principles, theories, and applications of forensic psychology within the criminal justice system. It emphasizes the psychological understanding of criminal Behaviour, assessment, legal processes, and the role of psychologists in courtrooms, correctional facilities, and investigative settings. The paper also explores ethical and cultural considerations, research methods, and psychological interventions for offenders and victims.

Course Objectives:

1. To introduce core concepts and scope of forensic psychology.
2. To examine psychological theories related to criminal Behaviour.
3. To explore psychological assessment techniques used in forensic settings.
4. To familiarize students with the roles of forensic psychologists in the legal and correctional system.
5. To build critical understanding of psychological profiling, interviewing, and expert testimony.
6. To sensitize students to ethical and cultural issues in forensic practice.

Course Outcomes (COs):

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

- **CO1**: Explain the fundamental principles and domains of forensic psychology.
- **CO2**: Analyze various psychological theories explaining criminal Behaviour.
- **CO3**: Demonstrate knowledge of psychological assessments in legal contexts.
- **CO4**: Evaluate the psychological roles in courtroom procedures and correctional environments.
- **CO5**: Apply psychological concepts in profiling, interviewing, and reporting.

- **CO6**: Critically assess ethical, legal, and cultural issues in forensic settings.

Course Structure (Unit-wise):

Unit 1: Introduction to Forensic Psychology (10 Hours)

- Definition, nature, and scope of forensic psychology
- Historical development of forensic psychology
- Subfields and professional roles
- Forensic psychology vs. criminology and criminal psychology
- Interface with law enforcement, legal systems, and correctional settings

Unit 2: Psychological Theories of Crime (10 Hours)

- Biological, psychological, and sociological theories of criminal Behaviour
- Personality traits and antisocial Behaviour
- Mental illness and crime
- Developmental and environmental influences
- Aggression, impulsivity, and psychopathy

Unit 3: Psychological Assessment in Forensic Settings (10 Hours)

- Forensic interviewing and report writing
- Risk assessment and prediction of violence
- Competency evaluations (insanity defense, fitness to stand trial)
- Use of psychometric tests in forensic settings
- Evaluation of malingering and deception

Unit 4: Criminal Investigation and Profiling (10 Hours)

- Role of forensic psychologists in investigations
- Criminal profiling: techniques and effectiveness
- Interviewing suspects, victims, and witnesses
- Detecting deception (verbal and non-verbal cues, polygraph)
- Case studies and real-world applications

Unit 5: Forensic Psychology in Legal and Correctional Systems (10 Hours)

- Role of psychologists in courts (expert witness, jury selection, sentencing)
- Psychological services in prisons and correctional facilities
- Rehabilitation and treatment programs for offenders
- Juvenile delinquency and the juvenile justice system
- Gender and forensic psychology

Unit 6: Ethics and Contemporary Issues in Forensic Psychology (10 Hours)

- Ethical standards and dilemmas in forensic practice
- Confidentiality, informed consent, and dual roles
- Cultural sensitivity and bias in forensic contexts
- Emerging trends: cybercrime, terrorism, digital forensics

- Global perspectives in forensic psychology

Pedagogy:

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

Modes of Examination: Assignment /Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey / / any other method that suits to assess the given course outcome

Examination Scheme:

Components	Continuous Internal Assessment	End Term
Weightage (%)	**50**	**50**

Suggested Readings:

Bartol, C. R., & Bartol, A. M. (2019). *Introduction to Forensic Psychology: Research and Application*. Sage.

Pozzulo, J., Bennell, C., & Forth, A. (2020). *Forensic Psychology*. Pearson.

Wrightsman, L. S. (2010). *Forensic Psychology*. Wadsworth.

Gudjonsson, G. H. (2003). *The Psychology of Interrogations and Confessions*. Wiley.

Kapardis, A. (2014). *Psychology and Law: A Critical Introduction*. Cambridge University Press.

PSY512	Peace and Culture Psychology (MDE)	L	T	P	C

Contact Hours	60 Hours	3	1	0	4
Pre-requisites /Exposure					
Co-requisites					

Course Description:

1. This course provides an advanced exploration of how culture profoundly shapes human psyche, identities, and systemic structures in an interconnected world. Beginning with foundational concepts in cultural psychology—including emic/etic dynamics, cross-cultural taxonomies, and cultural transmission—the curriculum progresses to analyze the formation of the self, intersectional identities, and gender as a cultural construct.
2. As the course navigates the psychological complexities of globalization, it addresses the challenges of multiculturalism and equips students with applied frameworks of cultural intelligence (CQ) and humility across educational, therapeutic, and corporate settings.
3. Crucially, the latter half of the course anchors these frameworks in conflict transformation and peacebuilding. Students will examine structural, relational, and non-violent communication models to resolve intergroup conflict and facilitate trauma healing. Finally, the course uniquely synthesizes indigenous Indian philosophical traditions—such as *Dharma*, *Vasudhaiva Kutumbakam*, and Gandhian philosophy—with modern psychological practices, offering an integrated approach to sustainable inner peace and global harmony.

Course Objectives

The primary objectives of this course are to:

1. **Analyze** the theoretical foundations of cultural psychology, including the cognitive, evolutionary, and systemic mechanisms through which culture shapes human behavior and self-construal.
2. **Deconstruct** how social identities, gender norms, and intersectional positions are culturally negotiated, represented, and impacted by globalization.
3. **Cultivate** professional competencies in Cultural Intelligence (CQ), cultural humility, and culturally responsive practices across educational, therapeutic, and corporate domains.
4. **Evaluate** diverse conflict transformation strategies, non-violent communication techniques, and structural policies aimed at post-conflict healing and reconciliation.
5. **Integrate** traditional Indian perspectives on pluralism, non-violence, and mindfulness with contemporary psychological frameworks to foster intergroup harmony and inner well-being.

Course Outcomes (COs)

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

1. **CO1: Evaluate Theoretical and Bio-Cultural Dimensions of Culture** Critically analyze foundational perspectives in cultural psychology—including emic/etic approaches, Hofstede's dimensions, and epigenetic mechanisms—to explain variations in human behavior and cultural transmission.

2. **CO2: Analyze the Cultural Construction of Self, Intersectionality, and Gender** Deconstruct how independent/interdependent self-construals, media representations, and socio-cultural norms shape intersectional identities, gender roles, and queer experiences across distinct cultural contexts.
3. **CO3: Formulate Applied Interventions for Global and Diverse Ecosystems** Synthesize models of multiculturalism and Cultural Intelligence (CQ) to design evidence-based strategies for culturally responsive pedagogy, culturally humble therapy, global virtual team management, and corporate DEI initiatives.
4. **CO4: Synthesize Frameworks for Structural Conflict Transformation and Justice** Appraise structural conflict resolution mechanisms (such as Kelman's classification, arbitration, and restorative justice policy) to design institutional and community-based education programs for peace.
5. **CO5: Implement Relational Communication and Reconciliation Strategies** Apply psychological techniques of non-violent communication, perspective-taking, and intergroup contact to address historical trauma, build trust, and facilitate collective healing and reconciliation.
6. **CO6: Integrate Indian Philosophical Traditions with Modern Pluralism** Synthesize indigenous Indian concepts (*Vasudhaiva Kutumbakam*, Gandhian non-violence, and Buddhist *Metta/Karuna*) with mindfulness and yoga practices to construct holistic frameworks for inner peace and intergroup harmony.

Unit 1: Foundations of Cultural Psychology

- Core concepts of culture: Definitions and perspectives on culture, Emic and Etic perspectives
- Hofstede's criteria of cultural differences, cultural transmissions and epigenetics.

Unit 2: Cultural Self, Identity, and Development

- Independent vs interdependent self-construal, relational selves, collective identity and social identity theory of understanding culture, the intersectionality of identities.
- Gender and sexuality: Sex, gender, identity, sexuality as cultural constructs, queer identities, cultural influences on gender roles and expectations, sex scripts and norms, media representation of gender across cultures.

Unit 3: Globalization and Understanding psyche in a connected world

- Issues of globalization and diversity: cultural hybridity, models of multiculturalism, challenges of multiculturalism
- Developing Cultural Competence:
    - In education: Culturally responsive pedagogy, Global Citizenship Education;
    - In therapeutic settings: Culturally Competent Therapy, cultural humility;
    - In the workplace: Global leadership, Cultural Intelligence, Managing global Virtual teams; Diversity, Equity & Inclusion (DEI) initiatives and training

Unit 4: Strategies for Conflict Resolution and Transformation (10 Hours)

- Kelman's classification of conflict resolution;
- Negotiation and arbitration,
- Justice and restorative justice, conflict transformation.
- Role of Law and Policy for peace, community-based peacebuilding initiatives, education for peace.

Unit 5: Communication and Reconciliation (10 Hours)

- Effective Communication in conflict (non-violent communication)
- Perspective giving and perspective taking, intergroup contact;
- Ttruth and reconciliation, building trust and forgiveness; Healing from Trauma

Unit 6: Indian Perspectives to Intergroup Harmony (10 Hours)

- Concept of Dharma and Vasudhaiva Kutumbakam
- Gandhian principles of peace and non-violence
- Buddhist principles of Metta and Karuna.
- The ideal of diversity and pluralism.
- Inner peace through mindfulness and yoga.

Pedagogy:

The faculty may choose pedagogies suitable to the nature of course from following:

- Student Lecture and Presentation
- Case Study Analysis
- Teaching-learning Strategy using Multimedia
- Mind Mapping
- Chunking strategy
- Z to A Approach
- Collaborative and cooperative learning
- Anchored Instruction
- Peer Tutoring
- Microteaching and Simulated Teaching
- Blended learning
- Problem Based Learning (PBL)
- Rotation Model
- Flex Model
- Enriched Virtual Model

Modes of Examination: Assignment /Quiz / Project / Presentation / Course Work / Article reviews / Book Reviews / Reports / Written Exam / Jury / Survey / / any other method that suits to assess the given course outcome

Examination Scheme:

Components	Continuous Internal Assessment	End Term
Weightage (%)	**50**	**50**

Suggested Readings:

Berry, J. W. (2002). *Cross-cultural psychology: Research and applications*. Cambridge University Press.

Castillo, R. J. (2001). Lessons from folk healing practices. *Culture and psychotherapy: A guide to clinical practice*, 81-101.

Keith, K. D. (Ed.). (2019). *Cross-cultural psychology: Contemporary themes and perspectives*. John Wiley & Sons.\

Kirmayer, L. J. (2012). Rethinking cultural competence. *Transcultural psychiatry*, *49*(2), 149-164.

Markus, H. R., & Kitayama, S. (2010). Cultures and selves: A cycle of mutual constitution. *Perspectives on psychological science*, *5*(4), 420-430.

Ott, M. J. (2004). Mindfulness meditation: a path of transformation & healing. *Journal of psychosocial nursing and mental health services*, *42*(7), 22-29.

Phillips, A. (2010). *Gender and culture*. Polity.

Scheff, T. J. (2003). Shame in self and society. *Symbolic interaction*, *26*(2), 239-262.

Simon, W., & Gagnon, J. H. (2003). Sexual scripts: Origins, influences and changes. *Qualitative sociology*, *26*(4), 491-497.

Wu, M. (2006). Hofstede's cultural dimensions 30 years later: A study of Taiwan and the United States. *Intercultural communication studies*, *15*(1), 33.

Kelman, H.C., Fisher, R.J. (2016). Social-Psychological Dimensions of International Conflict (2007). In: Kelman, H., Fisher, R. (eds) Herbert C. Kelman: A Pioneer in the Social Psychology of Conflict Analysis and Resolution. Pioneers in Arts, Humanities, Science, Engineering, Practice, vol 13. Springer, Cham.

Brewer, M. B., & Brown, R. J. (Eds.). (1995). *Intergroup relations: An overview*. Sage.

Deutsch, M., Coleman, P. T., & Marcus, E. C. (Eds.). (2011). *The handbook of conflict resolution: Theory and practice*. John Wiley & Sons.

Allport, G. W. (1954). *The nature of prejudice*. Addison-Wesley.

CLL COURSES:

ADVANCED SOFT SKILLS & APTITUDE FOR ALL M.A. AND M.SC PROGRAMS

SEMESTER I: Advanced Soft Skills & Aptitude – I **Course Code:**

CLL551 Contact Hours: 30 Hours

SOFT SKILLS

Module 1: Academic, Technical & Professional Communication (5 Hours)

1. Academic, technical and professional communication fundamentals
2. Scholarly and technical writing practices
3. Critical reading and information analysis
4. Academic presentations and technical demonstrations
5. Professional documentation and referencing practices

Module 2: Personal Effectiveness & Professional Identity (5 Hours)

1. Self-awareness and professional growth
2. Goal setting and career planning
3. Academic ethics and professional integrity
4. Time management and productivity enhancement
5. Professional conduct in academic and workplace environments

Module 3: Critical Thinking & Collaborative Learning (5 Hours)

1. Critical thinking and analytical reasoning
2. Evidence-based argumentation
3. Interdisciplinary teamwork and collaboration

4. Problem-solving in professional and social contexts
5. Professional networking and stakeholder engagement

Course Outcomes -

CO1: Demonstrate effective academic, technical and professional communication skills in higher education and workplace environments.

CO2: Apply professional ethics, self-management and career development strategies effectively.

CO3: Develop critical thinking, teamwork and collaborative problem-solving competencies.

APTITUDE

Module 1: Quantitative & Analytical Foundations (5 Hours)

1. Numerical reasoning fundamentals
2. Percentages, ratios and proportional reasoning
3. Quantitative comparison techniques
4. Data interpretation basics
5. Analytical problem-solving approaches

Module 2: Logical Reasoning Fundamentals (5 Hours)

1. Verbal reasoning techniques
2. Analytical reasoning methods
3. Logical deduction approaches
4. Pattern recognition and series analysis
5. Decision-making fundamentals

Module 3: Research Aptitude Foundations (5 Hours)

1. Observation and interpretation techniques
2. Critical evaluation of information
3. Evidence-based reasoning
4. Research-oriented analytical thinking
5. Academic aptitude fundamentals

Course Outcomes -

CO1: Apply quantitative and analytical reasoning techniques to solve academic and workplace problems.

CO2: Demonstrate logical reasoning and structured decision-making abilities.

CO3: Develop foundational research aptitude and analytical thinking skills.

SEMESTER II: Advanced Soft Skills & Aptitude – II **Course Code:**

CLL552 Contact Hours: 30 Hours

SOFT SKILLS

Module 1: Professional, Institutional & Technical Communication (5 Hours)

1. Professional communication in organizational environments
2. Technical and project documentation practices
3. Professional report and proposal writing
4. Presentation and stakeholder communication
5. Communication in institutional and technology-driven workplaces

Module 2: Leadership & Professional Competencies (5 Hours)

1. Leadership and team management
2. Stakeholder engagement and relationship management
3. Conflict resolution and negotiation skills
4. Ethical decision-making and professional responsibility
5. Cross-functional collaboration and coordination

Module 3: Research, Innovation & Project Management (5 Hours)

1. Research project planning and execution
2. Innovation and design thinking
3. Project management fundamentals
4. Interdisciplinary collaboration techniques
5. Professional project implementation strategies

Course Outcomes -

CO1: Demonstrate effective communication in institutional, organizational and technical contexts.

CO2: Apply leadership, negotiation and stakeholder management skills in professional settings.

CO3: Develop research, innovation and project management competencies.

APTITUDE

Module 1: Intermediate Quantitative Aptitude (5 Hours)

1. Applied quantitative reasoning
2. Averages and analytical calculations
3. Quantitative data interpretation
4. Statistical reasoning fundamentals
5. Applied problem-solving techniques

Module 2: Advanced Logical Reasoning (5 Hours)

1. Critical reasoning approaches
2. Logical deduction techniques
3. Analytical decision-making
4. Data sufficiency concepts
5. Structured interpretation methodologies

Module 3: Applied Research Aptitude (5 Hours)

1. Research methodology aptitude
2. Analytical interpretation techniques
3. Case analysis and evaluation
4. Evidence-based decision-making
5. Applied research reasoning

Course Outcomes -

CO1: Apply intermediate quantitative and analytical reasoning techniques to solve complex problems.

CO2: Demonstrate advanced logical and critical reasoning abilities.

CO3: Develop applied research aptitude for academic and professional contexts.

SEMESTER III: Advanced Soft Skills & Aptitude – III **Course Code:**

CLL651 Contact Hours -30 Hours

SOFT SKILLS

Module 1: Advanced Academic, Technical & Professional Communication (5 Hours)

1. Research publication and scholarly writing
2. Conference, seminar and professional presentations
3. Academic and professional networking
4. Professional branding and digital visibility
5. Advanced communication for leadership roles

Module 2: Strategic Leadership, Innovation & Organizational Effectiveness (5 Hours)

1. Strategic leadership and influence
2. Organizational communication and effectiveness
3. Innovation and change management
4. Institutional development strategies
5. Career advancement and professional growth

Module 3: Research, Innovation & Professional Readiness (5 Hours)

1. NET/SET/JRF and higher education readiness
2. Research communication and publication practices
3. Industry and organizational readiness
4. Innovation, consultancy and entrepreneurship
5. Lifelong learning and professional development

Course Outcomes -

CO1: Demonstrate advanced academic, technical and professional communication competencies.

CO2: Apply strategic leadership, innovation and organizational effectiveness skills.

CO3: Develop readiness for higher education, research, entrepreneurship and professional careers.

APTITUDE

Module 1: Advanced Quantitative Aptitude

(5 Hours)

1. Advanced numerical reasoning
2. Statistical interpretation techniques
3. Quantitative data evaluation
4. Strategic quantitative decision-making
5. Advanced analytical problem-solving

Module 2: Advanced Analytical & Critical Reasoning

(5 Hours)

1. Complex reasoning techniques
2. Critical evaluation methodologies
3. Decision-making under uncertainty
4. Policy and organizational analysis
5. Strategic analytical thinking

Module 3: Competitive, Placement & Research Aptitude Readiness

(5 Hours)

1. Competitive examination aptitude

2. Research aptitude enhancement
3. Placement-oriented aptitude preparation
4. Interview-linked analytical reasoning
5. Professional assessment readiness

Course Outcomes -

CO1: Apply advanced quantitative and analytical reasoning skills in academic and professional environments.

CO2: Demonstrate critical evaluation, strategic thinking and decision-making competencies.

CO3: Develop readiness for competitive examinations, research, placement and professional advancement.

FOREIGN LANGUAGE COURSES

	CLL Foreign Language French PG Semester 1	L	T	P	C
Version 1.0	**Contact Hours - 30**	2	0	0	2
Course Codes	AEC408 (2 credits), CLL10001 (Non-Credit), CLL12002N (Non-Credit)				
Pre-requisites/Exposure	-				
Co-requisites	-				
Academic Year	2026-2027				

Programme Educational Objectives (PEO)

The French Programme aims to equip students with fundamental linguistic, cultural and communicative competencies for practical applications. The educational objectives are:

PEO1 – Equip students with essential French language skills for basic communication in everyday contexts

PEO2 – Strengthen linguistic competence through a structured progression of vocabulary, grammar and writing skills

PEO3 – Foster an appreciation of Francophone cultures, enhancing intercultural sensitivity and global perspectives

Course Description

This beginner-level course is designed to introduce students to the fundamentals of the French language while fostering an appreciation for Francophone culture. Through a communicative and immersive approach, students will develop essential skills in listening, speaking, reading and writing, along with a foundational understanding of French grammar and cultural nuances.

Course Content

Module 1 : Bonjour, World! — Your First Peek into the Land of the French [2 hours]

- Overview of the Indo-European Family of Languages
- Concept of Germanic, Romance and Slavic Languages
- Countries where French is spoken: Canada, Monaco, Belgium, Switzerland, Luxembourg etc.
- French Colonies in India: Chandernagor, Pondicherry

Module 2 : A-B-C, Très Fancy! — The Alphabet That Wears Accents [2 hours]

- Alphabet Adventures – Once upon a Letter….
  - A Fun Intro to French Letters
- The five special French characters – accents (é,è,ô,ç,ë) and their significance
- French Pronunciation Rules

  Activities: Pronouncing unknown French words

  Reading unknown French texts with correct pronunciation

Module 3: Colours, Cousins & Croissants — Everyday French Words Made Fun!
[4 hours]

- Noir, Rouge & everything in between – A Colourful Dive into French!
  - Making colours fun
- From Père to Oncle – Who's Who in the Family Tree?
  -Navigating Family Vocabulary
- From Kitchen to Chambre– A Tour of Your House in French
  -Essential Home Vocabulary
- Food menu in French: From Breakfast to Dinner
  Petit-Déjuener, Déjuener, Pain, Chocolat, Croissant

Module 4 : Salut & Smiles — French Greetings for Every Mood [2 hours]

- Basic expressions of greetings, expressions of politeness:
  - Bonjour, Salut, Comment allez-vous?, Comment ça va?, Je vais bien, Merci, Au revoir

Module 5: Un, Deux, Trois… Voilà! — Counting the French Way
[3 hours]

- High-Five to French!

  -Un, Deux, Trois of French numbers: counting from 1 to 100
- Telling the time in French
  Activities: Listening Exercises on Numbers
  Telling the time by looking at pictures of clocks

Module 6: Speak Up, Mon Ami! Your First Steps into French Conversations
[2 Hours]

- Self-introduction (First Name, Surname, Age, Nationality, Profession etc)
- Introducing someone else (talk about your friend, brother, mother, father etc.)

Module 7 : Grammar Glamour — Chic Rules for Speaking Like a Parisian: [7 hours]

- Definite and Indefinite Articles
- Common Nouns & Adjectives
- Singular and Plural Forms of Nouns
- Subject Pronouns
- Regular Verbs: ER & IR group
- Irregular Verbs: RE Group
- Construction of Negative Sentences

Module 6: Cheese, Culture & Oh Là Là— A French Lifestyle Tour

[6 hours]

- French Gastronomy: French cheese and wines
  Roquefort, Camembert, Brie, Vin Rouge, Vin Blanc etc.
- Famous French perfumes:
  Dior, Chanel etc.
- French cities and tourist places:
  Paris, Lyon, Lille etc.
- Francophone countries
  La Belgique, La Suisse, Le Canada etc.
- Renowned French personalities:
  Jeanne d'Arc, Marie Curie, Molière etc.
- Significance of the French Flag and Currency

Module 9: Compréhension des écrits — Honing Your Reading Skills

[2 hours]

Activity: Students will read short and simple unseen texts and answer questions based on these texts

Course Outcomes (CO):

On completion of this first-semester course, the students will be able to

CO1 - Understand the historical and linguistic background of French within the Indo-European language family

CO2 - Master basic pronunciation rules and apply them to pronounce French words

CO3 - Build essential vocabulary for colours, family, colours, parts of the house and food items

CO4 - Learn basic French greetings and expressions and practice speaking

CO5 - Learn to count and tell time in French

CO6 - Introduce themselves and others in French

CO7 - Develop a foundation in elementary French grammar, in articles, personal Pronouns and verbs

CO8 - Gain insights into French cultural norms, traditions and etiquette, helping them blend into native conversations

CO9 - Read simple, unseen French texts and answer questions

Programme Outcomes (PO):

Upon successful completion of this two-semester programme, students will develop the following competencies:

PO1 - Know about the origin of the French language vis-à-vis other European languages

PO2 - Develop French pronunciation skills

PO3 - Learn to count and tell time in French

PO4 - Understand and apply elementary French Grammar

PO5 - Speak in basic French

PO6 - Demonstrate familiarity with French culture

PO7 - Fill up Forms in French and write short French sentences and messages

PO8 - Gain knowledge of basic French vocabulary

Programme Specific Outcomes (PSO):

PSO1 – Learn about French as a Germanic language and its place in the Indo-European School of Languages

PSO2 – Recognize French diphthongs, accents, sounds and phonetic patterns for accurate pronunciation.

PSO3 – Understand formal and informal time and cardinal and ordinal numbers in French

PSO4 – Grasp key grammatical concepts involving definite and indefinite articles, subject pronouns, adjectives, regular, irregular and pronomial verbs, interrogative adjectives and prepositions

PSO5 – Speak and respond confidently in daily communication scenarios and understand

and apply common greetings, expressions and conversational starters

PSO6 – Get acquainted with aspects of French culture, like food and dining etiquette, festivals and media

PSO7 – Fill up forms in French by providing personal information and communicate in French through short e-mails and messages and use conventional French salutations and valedictions

PSO8 – Acquire knowledge of vocabulary related to areas like colours, family, parts of the house, food and drinks, public places, transport, weather and clothes

Correlation Matrix between CO and PO and CO and PSO:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3								3							
CO2		3	2	2	2	2	2	2	2	3	2	2	2	2	2	2
CO3		2			2		2	3		2			2		2	3
CO4		2			3			1		2			3			1
CO5			3								3					
CO6		2		2	3			1		2		2	3			1
CO7				3	2		2					3	2		2	
CO8						3								3		
CO9		2		2			3	2		2		2			3	2

Degree of Correlation: 1 – low, 2 – medium, 3 – high

	CLL Foreign Language French PG Semester 2	L	T	P	C
Version 1.0	**Contact Hours - 30**	2	0	0	2
Course Codes	AEC503 (2 credits), CLL10004 (Non-Credit), CLL22002N (Non-Credit)				
Pre-requisites/Exposure	-				

Co-requisites	-
Academic Year	2026-2027

Programme Educational Objectives (PEO)

The French Programme aims to equip students with fundamental linguistic, cultural and communicative competencies for practical applications. The educational objectives are:

PEO1 – Equip students with essential French language skills for basic communication in everyday contexts

PEO2 – Strengthen linguistic competence through a structured progression of vocabulary, grammar and writing skills

PEO3 – Foster an appreciation of Francophone cultures, enhancing intercultural sensitivity and global perspectives

Course Description

This second-semester course builds upon foundational knowledge to deepen students' linguistic competence in the French language and awareness of French culture. Designed for learners with prior exposure to elementary French, the course reinforces everyday communication, introduces nuanced grammatical structures and expands students' confidence in both oral and written expression.

Module 1: French on the Go: Talk, Order, Buy, Repeat! [6 hours]

- The Art of Introducing Yourself in French
  Speaking Topics: Personal / Family / Studies / Food / Hobbies and Spare Time/Discussing phone numbers
  Activity: Pair Work - Students pair up for casual dialogues and switch partners every 3 minutes
- Visualising someone's daily life
  Activity: Students speak about their daily life

- Ordering Food at a Restaurant

  Activity: Students practice ordering different items using a mock menu
- Buying items & asking Price

  Activity: Simulated Shopping - "Customer and Store Attendant" practice

Module 2: From "Chat" to "Château": Your French Word Treasures

[4 hours]

- Different Public Places:

  École, Église , Gare etc.
- Transport:

  Bus, Train, Vélo, Voiture
- The Weather:

  Il fait beau, Il fait Mauvais, Il fait chaud, Il fait froid etc.
- Food & Drinks:

  Baguette, Pain , Chocolat, Poulet, Poisson, Vin, Lait, Café, Thé etc.
- Clothes:

  T-shirt, Pantalon, Jupe, Robe etc.
- Family Members:

  Père, Mère, Parents etc.

Module 3: Unlocking the Grammar Vault of 'la Belle Langue'

[10 hours]

- How to frame Interrogative Sentences
- Near future
- Recent past
- Possessive adjectives
- Pronominal verbs
- Everyday verbs in present tense:

  Regular -er ending verbs (Porter, Manger, Acheter, Jouer, Donner, Commencer etc.)

  Irregular verbs: Faire, Venir, Boire, Pouvoir, Vouloir
- Prepositions before Countries & Places
- Quizzes and Worksheets

Module 4: Pen, Paper, Paris: Writing the French Way

[5 hours]

- Writing brief e-mails or messages comprising of 20-25 words:

  - Greetings and Salutations: Salut/ Cher/ Chère

  - Valedictory Address: Au Revoir / À Bientôt

  Activity: Students write a short email based on a given scenario like a Birthday Invitation.

- Passage on seen topic

  Activity: Students read the passage and they will answer questions

- How to fill a form in French

  Activity: Students fill different forms in French

Module 5: The Art of "Joie de Vivre": Celebrating French Culture

[3 hours]

- French Greetings on Occasions and Holidays:

  Joyeux Noël , Bonne Année etc.

- French Festivals:

  Noël , Le 14 Juillet etc.

- French Newspapers and Magazine:

  Newspapers – Le Monde, 20 Minutes, Le Figaro , Les Echos , Le Matin, L'Express etc.

  Magazines – Lire , Le Point , Paris Match, Numérique, Biba, Elle, Vogue etc.

- French Television Channels :

  TV5 Monde, Canal+, M6, France 2, France 3, France 4, France 5, Arte etc.

Module 6: Communication en Action — Speak with Confidence [2 hours]

- Monologue Practice

  – Describing daily life, likes and dislikes, best friends, the university etc.

  Activity: Role-play & speaking activities

Course Outcomes (CO):

On completion of this second-semester course, the students will be able to

CO1 - Introduce themselves, express personal preferences and participate in casual dialogues

CO2 - Order food and handle shopping interactions in French

CO3 - Get acquainted with basic French vocabulary for public places, transport, weather, food and drinks, clothes and family members

CO4 - Understand and apply French grammatical structures, including possessive adjectives, pronominal verbs, interrogative adverbs, near future and recent past

CO5 - Fill out forms in French and compose short messages and emails, using appropriate salutations and valedictions

CO6 - Evaluate aspects of French culture such as common French greetings, festivals and media

CO7 - Demonstrate basic oral communication skills in French by delivering short monologues

Programme Outcomes (PO):

Upon successful completion of this two-semester programme, students will develop the following competencies:

PO1 - Know about the origin of the French language vis-à-vis other European languages

PO2 - Develop French pronunciation skills

PO3 - Learn to count and tell time in French

PO4 - Understand and apply elementary French Grammar

PO5 - Speak in basic French

PO6 - Demonstrate familiarity with French culture

PO7 - Fill up Forms in French and write short French sentences and messages

PO8 - Gain knowledge of basic French vocabulary

Programme Specific Outcomes (PSO):

PSO1 – Learn about French as a Germanic language and its place in the Indo-European School of Languages

PSO2 – Recognize French diphthongs, accents, sounds and phonetic patterns for accurate pronunciation.

PSO3 – Understand formal and informal time and cardinal and ordinal numbers in French

PSO4 – Grasp key grammatical concepts involving definite and indefinite articles, subject pronouns, adjectives, regular, irregular and pronomial verbs, interrogative adjectives and prepositions

PSO5 – Speak and respond confidently in daily communication scenarios and understand and apply common greetings, expressions and conversational starters

PSO6 – Get acquainted with aspects of French culture, like food and dining etiquette, festivals and media

PSO7 – Fill up forms in French by providing personal information and communicate in French through short e-mails and messages and use conventional French salutations and valedictions

PSO8 – Acquire knowledge of vocabulary related to areas like colours, family, parts of the house, food and drinks, public places, transport, weather and clothes

Correlation Matrix between CO and PO and CO and PSO:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1		2		2	3					2		2	3			
CO2		2		2	3	1				2		2	3	1		
CO3		2			2		3	3		2			2		3	3
CO4				3	3		3					3	3		3	
CO5				3			3	2				3			3	2
CO6					2	3							2	3		

CO7		2		2	3			2		2		2	3			2

Degree of Correlation: 1 – low, 2 – medium, 3 – high

	CLL Foreign Language German PG Semester 1	L	T	P	C
Version 1.0	**Contact Hours - 30**	2	0	0	2
Course Codes	AEC409 (2 credits), CLL10002 (Non-Credit), CLL12003N (Non-Credit)				
Pre-requisites/Exposure	-				
Co-requisites	-				
Academic Year	2026-2027				

Programme Educational Objectives (PEO)

The German Programme aims to equip students with fundamental linguistic, cultural and communicative competencies for practical applications. The educational objectives are:

PEO1 – Develop foundational skills in speaking, reading, writing, and listening, enabling effective communication in German

PEO2 – Gain insight into German cultural practices, traditions and social etiquette

PEO3 – Acquire the ability to use German in real-life contexts, such as introducing oneself, in restaurant interactions, in supermarkets, in commuting and in formal writing

PEO4 – Develop competence in German grammar, understanding articles, pronouns, conjunctions, verb conjugations and sentence structures

Course Description

This beginner-friendly first-semester course is designed to introduce students to the fundamentals of German while immersing them in the rich cultural and linguistic landscape of German-speaking countries. This course will lay a strong foundation for communication, comprehension and cultural knowledge. Through interactive lessons, pronunciation drills, vocabulary-building exercises and cultural insights, students will gain the confidence to speak, listen and understand the basics of German in everyday scenarios.

Course Content

Module 1: Introduction [2 hours]

- Overview of the Indo-European Family of Languages
- Concept of Germanic, Romance and Slavic Languages

- European Countries where German is spoken:
  Germany, Austria, Switzerland, Luxembourg, Lichtenstein et. al.
- Variation of German accents across Germany, Austria and Switzerland
  Hochdeutsch, Österreichisches Deutsch and Schweizerdeutsch

Module 2: The German Alphabet [2 hours]

- Letter by Letter – Building Blocks of a New Language
  - A Fun Intro to German Letters
- The four special German characters – ä, ö, ü, ß and their significance
  Activity: Pronounce the Letters shown

Module 3: Pronunciation Rules (From Bahnhof to Brötchen – Speaking Like a Local) [8 hours]

- Rules for Vowels: a, o, e
- Rules for Special characters: ä, ö, ü
- Rules for Diphthongs: ie, ei, ai, au, aü, eu
- Rules for Consonants: b/d/g, h, j, r, s, v, y, z
- Rules for Consonant Clusters: ch, sch, tsch, chs, sp/st, pf, ck, tz, ng
- Rule for ig
  Activities: Pronouncing unknown German words from a Word Montage
  Reading elementary, unknown German texts with correct pronunciation

Module 4: German Numbers (Cardinal, Ordinal, Fractions) [3 hours]

- High-Five to German!
  - The eins, zwei, drei of German numbers: counting from 1 to 100
- Ordinal Numbers
- Fractions
  Activity: Listening Exercises on Numbers

Module 5: Reading the Clock like a Native German – Tick-Tock auf Deutsch [3 hours]

Wie spät ist es? /Wie viel Uhr ist es?

- Formal Time
- Informal Time
- Exercise: Telling the time by looking at pictures of clocks

Module 6: Speaking German – Basic German Greetings and Expressions: [3 hours]

- Hallo or Guten Tag?
  Navigating the Art of First Impressions - Mastering German Greetings
- From Tschüss to Bis Bald! – Saying Goodbye
  Farewell in German

- Wie Geht's? – How are you?
  Conversational Starters
- Danke, Bitte, Entschuldigung – The Magic Words You'll Use Every Day
  Essential German Politeness
- Ja, Nein, Vielleicht – Yes, No, Perhaps
  Common Responses & Reactions
- Jawohl! Ach So! – Expressions That Make You Sound Like a Local
  Authentic German Exclamations
  Activity: Role Play - Students exchange greetings

Module 7: German Culture
[3 hours]

- Why Germans Love Punctuality – And How to Never Be 'Zu Spät!' Again!
  (Understanding Social Etiquette)
- Dining Etiquette: How to say "Guten Appetit!" and "Prost!" correctly
- The 'Feierabend' Philosophy – How Germans Unwind After Work
  Work-Life Balance & Leisure Culture
- "Kuchen und Kaffee" – What Germans eat and drink
  Traditional German Food and Everyday Eating Habits
- Karneval , Oktoberfest, Ostern, Christmas Markets & Silvester
  German Festivals and Seasonal Events

Module 8: Grammar - Mission: Grammatik Possible
[2 hours]

- Definite and Indefinite Articles in the Nominativ
- Personal Pronouns in the Nominativ
  Activities: Students become Grammar Detectives and solve the Case by adding
  der/die/das in front of Nouns shown on Flashcards
  Students identify themselves and others by using Personal Pronouns

Module 9: Elementary Vocabulary
[4 hours]

- From Montag Blues to Winter Views
  - Weekdays, Months, and Seasons in German
- Schwarz, Weiss & everything in between – A Colourful Dive into German!
  - Making colours fun
- From Oma to Onkel – Who's Who in the Family Tree?
  -Navigating Family Vocabulary
- From Küche to Keller – A Tour of Your House in German
  -Essential Home Vocabulary
- Hop On, Hop Off – Mastering German Transport Without Missing Your Bus
  - Understanding Transport Terms
  Activities: Audio Comprehensions

Identification of Objects from Pictures shown

Course Outcomes (CO):
On completion of this first-semester course, the students will be able to

CO1 - Understand the historical and linguistic background of German within the Indo-European language family
CO2 - Master basic pronunciation rules and apply them to pronounce German words
CO3 - Learn to count and tell time in German
CO4 – Learn basic German greetings and expressions and practice speaking
CO5 - Gain insights into German cultural norms, traditions and etiquette, helping them blend into native conversations
CO6 - Develop a foundation in elementary German grammar, in articles and personal pronouns
CO7 - Build essential vocabulary for greetings, family, colours, transport and daily interactions

Programme Outcomes (PO):
Upon successful completion of this two-semester programme, students will develop the following competencies:

PO1 - Know about the origin of the German language vis-à-vis other European languages
PO2 - Develop German pronunciation skills
PO3 - Learn to count and tell time in German
PO4 - Understand and apply elementary German Grammar
PO5 - Speak in basic German
PO6 - Demonstrate familiarity with German culture
PO7 - Fill up Forms in German and write short German sentences and messages
PO8 - Gain knowledge of basic German vocabulary and answer questions based on unseen German texts

Programme Specific Outcomes (PSO):
PSO1 – Learn about German as a Germanic language and its place in the Indo-European School of Languages
PSO2 – Recognize German diphthongs, consonant clusters, sounds and phonetic patterns for accurate pronunciation.
PSO3 – Understand formal and informal time and cardinal numbers, ordinal numbers and fractions in German
PSO4 – Grasp key grammatical concepts involving main verbs, modal verbs, conjunctions and articles and personal pronouns as subjects and direct objects
PSO5 – Speak and respond confidently in daily communication scenarios and understand and apply common greetings, expressions and conversational starters
PSO6 – Get acquainted with aspects of German culture, like food and dining etiquette, punctuality, festivals, media, football craze and cars
PSO7 – Fill up forms in German by providing personal information and communicate in German through short e-mails and messages and use conventional German salutations and

valedictions

PSO8 – Acquire knowledge of vocabulary related to areas like colours, family, home, clothes, transport, cities, weather and parts of the body and read simple, unseen German texts and answer questions based on these texts

Correlation Matrix between CO and PO and CO and PSO:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO1	3								3							
CO2		3	2	2	2	2	2	2	2	2	2	2	2	2	2	2
CO3			3								3					
CO4					3	2	1						3	2	1	
CO5						3		2						3		2
CO6				3	3		3	3				3	3		3	3
CO7			1		2	2	3	3			1		2	2	3	3

Degree of Correlation: 1 – low, 2 – medium, 3 – high

	CLL Foreign Language German PG Semester 2	L	T	P	C
Version 1.0	**Contact Hours - 30**	2	0	0	2
Course Codes	AEC504 (2 credits), CLL10005 (Non-Credit), CLL22003N (Non-Credit)				
Pre-requisites/Exposure	-				
Co-requisites	-				
Academic Year	2026-2027				

Programme Educational Objectives (PEO)

The German Programme aims to equip students with fundamental linguistic, cultural and communicative competencies for practical applications. The educational objectives are:

PEO1 – Develop foundational skills in speaking, reading, writing, and listening, enabling effective communication in German

PEO2 – Gain insight into German cultural practices, traditions and social etiquette

PEO3 – Acquire the ability to use German in real-life contexts, such as introducing oneself, in restaurant interactions, in supermarkets, in commuting and in formal writing

PEO4 – Develop competence in German grammar, understanding articles, pronouns, conjunctions, verb conjugations and sentence structures

Course Description

The Second Semester of the German Language Course is designed to equip students with fundamental grammar, vocabulary, conversational skills and cultural insights essential for effective communication. Students will gain practical exposure to real-life scenarios, including introductions, ordering food, shopping and navigating public transport. Through structured

activities such as role-playing, writing exercises and interactive simulations, learners will develop confidence in expressing themselves in German while understanding key aspects of German culture.

Course Content

Module 1: Grammar - Mission: Grammatik Possible
[9 hours]

- Everyday Verbs in the Present Tense
  Verbs of type: kaufen / antworten / fahren / essen / geben / lesen / haben / sein
  and similar verbs
- The Power of German Modal Verbs - From “Ich kann nicht!” to “Ich muss doch!”
  Modal Verbs: sollen / wollen / können / dürfen / mögen / müssen / möchten
- Hast du eine Frage?--Make interrogative sentence using the verb.
- Coordinate Conjunctions: und / oder / aber / sondern / denn
- Quizzes and Worksheets

Module 2: Speaking German – Real Life Scenarios in Germany:
[8 hours]

- Wie alt bist du?—W-Frage (Wie, Wer, Woher, Wo, Was, Wann, Was)
- The Art of Introducing Yourself in German - "Ich heiße... und du?”
  Speaking Topics: Personal / Family / Studies / Food / Hobbies and Spare Time
  Activity: Pair Work -
  Students pair up for casual dialogues and switch partners every 3 minutes
- Essential Ordering Phrases in a German Restaurant
  " Von Schnitzel bis Erdbeerkuchen mit Sahne”
  Activity: Restaurant Simulation -
  Students practice ordering different items using a mock menu
- Lost in the Aisles? Navigating a German Supermarkt Without Panic
  Shopping Conversations: Prices, Discounts, Preferences
  Activity: Simulated Shopping - "Customer and Store Attendant / Cashier" practice
- Asking for Directions and using Public Transport
  Navigating bus stops and train stations
  Buying tickets and asking about timetables
  Activity: Role Play -
  Students ask for directions to famous places in Germany
  Students buy train tickets at a railway station

Module 3: German Culture
[2 hours]

- Mastering German Greetings on Occasions and Holidays:
  Alles Gute!
  Gesundheit!
  Herzlichen Glückwunsch zum Geburtstag! / zur Hochzeit!
  Alles Gute zum Jahrestag!
  Viel Glück für die Zukunft!

Frohe / Fröhliche Weihnachten!
Frohes neues Jahr! / Prosit Neujahr! / Guten Rutsch ins neue Jahr!
Frohe Ostern!

- German Media: Brief Overview
  Newspapers – Die Zeit / Frankfurter Allgemeine / Süddeutsche Zeitung / Bild
  Magazines: Spiegel / Stern / Focus / Kicker
  Television: Deutsche Welle (DW) / ZDF / ARD / RTL
  Popular talk shows (Markus Lanz, Anne Will)
- Tor! German Football: Snapshot
  Bundesliga – The top-tier football league
  German Football Clubs – FC Bayern München, Borussia Dortmund, RB Leipzig, Bayer 04 Leverkusen
- German Car Industry: Brief Overview
  Brands – Mercedes Benz, Audi, BMW, Volkswagen, Porsche

Module 4: Writing Skills
[3 hours]

- Fill out a form with detailed personal information in German.
  - Vorname, Nachname, Alter…..
- Writing 20-25 word brief e-mails or messages on instant messaging apps
  Formal e-mails -
  Greetings and Salutations: Sehr geehrte / Sehr geehrter
  Valedictory Address: Mit freundlichen Grüßen / Mit freundlichem Gruß
  Informal e-mails -
  Greetings and Salutations: Hallo / Liebe / Lieber
  Valedictory Address: Tschüss / Bis bald!
  Activity: Students write a short email / message based on a given scenario like fixing up or cancelling an appointment, then peer-review each other's work

Module 5: Elementary Vocabulary
[4 hours]

- Surviving in a German City Without Getting Lost
  Urban Vocabulary for Everyday Use: From Bahnhof to Brücke
- Dressing the German Way
  Essential Clothing Vocabulary: From Mantel to Mütze
- Talking About the Weather Like a True German
  Mastering Weather Terms: Regen oder Schnee?
- Learning about parts of the body without losing your head
  Requisite Vocabulary for Anatomy: Von Kopf bis Fuß

- Audio Comprehensions

Module 6: Advanced Grammar
[2 hours]

- Akkusativ: Definite and Indefinite Articles
- Ich liebe dich!—Personal Pronouns in the Akkusativ

Module 7: Reading Ability: Unseen Comprehension
[2 hours]

Activity: Students will read short and simple unseen texts and answer questions based on these texts
Comprehension Gym – a workout for the brain, lifting sentences instead of weights.

Course Outcomes (CO):
On completion of this second-semester course, the students will be able to

CO1 - Use essential verbs, modal verbs and conjunctions to form sentences and question words to frame questions and answer them. Acquaint themselves with the Akkusativ.
CO2 - Introduce themselves, express personal preferences and participate in casual dialogues
CO3 - Order food, handle shopping interactions and ask for directions in German
CO4 - Learn common German greetings, football culture and about German media and German car brands
CO5– Fill out forms in German and compose short messages and emails, using appropriate salutations and valedictions
CO6 - Recognize essential words for urban navigation, clothing, weather and parts of the body
CO7 – Read simple, unseen German texts and answer questions

Programme Outcomes (PO):
Upon successful completion of this two-semester programme, students will develop the following competencies:

PO1 - Know about the origin of the German language vis-à-vis other European languages
PO2 - Develop German pronunciation skills
PO3 - Learn to count and tell time in German
PO4 - Understand and apply elementary German Grammar
PO5 - Speak in basic German
PO6 - Demonstrate familiarity with German culture
PO7 - Write short German sentences and messages
PO8 - Gain knowledge of basic German vocabulary

Programme Specific Outcomes (PSO):
PSO1 – Learn about German as a Germanic language and its place in the Indo-European School of Languages
PSO2 – Recognize German diphthongs, consonant clusters, sounds and phonetic patterns for accurate pronunciation

PSO3 – Understand formal and informal time and cardinal numbers in German
PSO4 – Grasp key grammatical concepts involving main verbs, modal verbs, conjunctions and articles and personal pronouns as subjects and direct objects
PSO5 – Speak and respond confidently in daily communication scenarios and understand and apply common greetings, expressions and conversational starters
PSO6 – Get acquainted with aspects of German culture, like food and dining etiquette, punctuality, festivals, media, football craze and cars
PSO7 – Communicate in German through short e-mails and messages and use conventional German salutations and valedictions.
PSO8 – Acquire knowledge of vocabulary related to areas like colours, family, home, clothes, transport, cities, weather and parts of the body

Correlation Matrix between CO and PO and CO and PSO:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO1				3	3		3	2				3	3		3	2
CO2		2		3	3			2		2		3	3			2
CO3		2		3	3			1		2		3	3			1
CO4		2			1	3				2			1	3		
CO5		1		2	1		3	2		1		2	1		3	2
CO6					2	1	2	3					2	1	2	3
C07		1		3				3		1		3				3

Degree of Correlation: 1 – low, 2 – medium, 3 – high

	CLL Foreign Language Spanish PG Semester 1	L	T	P	C
Version 1.0	**Contact Hours - 30**	2	0	0	2
Course Codes	AEC410 (2 credits), CLL10003 (Non-Credit), CLL12004N (Non-Credit)				
Pre-requisites/Exposure	-				
Co-requisites	-				
Academic Year	2026-2027				

Programme Educational Objectives (PEO)
The Spanish Programme aims to equip students with fundamental linguistic, cultural and communicative competencies for practical applications. The educational objectives are:

PEO1 – Equip students with the ability to communicate effectively in basic spoken and written
Spanish in familiar contexts
PEO2 – Provide a strong foundation in Spanish grammar, vocabulary and pronunciation
PEO3 – Develop cross-cultural awareness and appreciation of Hispanic cultures and global diversity
PEO4 – Enable students to engage in real-life situations using Spanish through listening, speaking,

reading and writing practice

Course Description

This first-semester course offers a lively introduction to the Spanish language. Beginning with the Spanish alphabet and fundamental pronunciation, students will explore practical expressions used in greetings, introductions and everyday conversations. With a blend of situational vocabulary and grammar, learners will acquire useful words related to daily life—covering topics such as food, travel, time and the classroom. Simultaneously, students will master basic grammar concepts including verb conjugation, personal pronouns and articles.

Course Content

Module 1: Introduction [2 hours]

- Overview of the Indo-European Family of Languages
- Concept of Germanic, Romance and Slavic Languages
- Countries where Spanish is spoken: Spain, Latin America (Mexico, Colombia, Argentina, Peru, Chile) and others
- Spanish Colonies: Territories formerly controlled by Spain in Latin America, Asia and Africa
- Español vis-à-vis Catalán and Euskera

Module 2: From A to Ñ –A Flamenco of Spanish Letters and Sounds [4 hours]

- Alphabet and Pronunciation
- Understanding special alphabets like ll and ch
- Key consonant sounds: h (silent), j, r/rr, c (before e/i), g (before e/i), ñ
  Activity: Reading short Spanish texts with correct pronunciation

Module 3: Uno, Dos, Cha-Cha-Cha! – Dancing with Spanish Numbers [3 hours]

- Counting from 1 to 100
- Basic arithmetic expressions like mas y menos
  Activity on numbers: (saying phone numbers and age)

Module 4: From Taco to Techo: Everyday Spanish Words you'll use: [4 hours]

- Colours and Shapes
- Food and Drinks
- Travel and Directions
- Classroom and University

Activity**:** Audio Comprehensions

Module 5: Grammar Fiesta
[7 hours]

- Regular verb conjugations in the present tense (ar, er, ir)
- Verb "ser" and nationalities
- Verb "estar" and location
- Personal Pronouns
- Articles (Definite / Indefinite)

Module 6: Gramática avanzada - Advanced Spanish Grammar
[2 hours]

- Prepositions: en — (in, on, at), a — (to, at), o — (or), con — (with), sin — (without), de — (of, from), para — (for), por — (by, through, because of)

Module 7: Saludos y Despedidas – The art of first impressions
[3 hours]

- Hola, buenos días, buenas tardes, buenas noches
- Farewell expressions: Adiós, hasta luego, nos vemos
- Introducing yourself: name, nationality, profession
- Introductions: Me llamo…, soy de…, estudio
  Activity**:** Rotating Pair Dialogues (Switch Partners every 3 minutes)

Module 8: Tick-Tock en Español – ¿Qué hora es?
[3 hours]

- Telling time
- Reading clocks and expressing dates
- Days, months and seasons
  Activity**:** Identify time using images of clocks, telling date of birth and favourite seasons.

Module 9: Hispanic Culture
[2 hours]

- Spanish and Latin American food culture: Paella, Tapas, Mate, Tortillas, Empanadas
- Everyday lifestyle: Siesta, Meal Schedules (Comida, Tapas, Meriendas, Sobremesa), “Mi casa es tu casa"
- Major festivals: La Tomatina (Buñol), Día de los Muertos, San Fermín (Pamplona), La Feria de Abril (Seville), Fallas de Valencia, La Mercè (Barcelona)

Course Outcomes (CO):
On completion of this first-semester course, the students will be able to

CO1 - Understand the historical and linguistic background of Spanish within the

Indo-European language family
CO2 - Master the Spanish alphabet and build a foundation in pronunciation
CO3 - Count in Spanish, tell time and express dates, days, months and seasons
CO4 - Identify and use common vocabulary related to colours, food, directions and classroom settings to support communication in relevant contexts
CO5 - Demonstrate understanding of elementary grammar, including personal pronouns, articles and present tense conjugation of regular and essential irregular verbs.
Acquaint themselves with a bit of advanced grammer in the form of prepositions
CO6 - Use basic expressions to greet others and introduce themselves
CO7 - Gain insights into Spanish cultural norms, traditions and etiquette, helping them blend into native conversations

Programme Outcomes (PO):

Upon successful completion of this two-semester programme, students will develop the following competencies:

PO1 – Know about the origin and global spread of the Spanish language across continents
PO2 – Develop accurate Spanish pronunciation skills
PO3 – Learn to count and tell time in Spanish
PO4 – Understand and apply elementary Spanish grammar
PO5 – Speak in basic Spanish in everyday situations
PO6 – Demonstrate familiarity with Spanish and Latin American cultures
PO7 – Write short Spanish sentences and messages
PO8 – Gain knowledge of basic Spanish vocabulary across everyday themes

Programme Specific Outcomes (PSO):

PSO1 – Learn about Spanish as a Romance language and its place in the Indo-European School of
Languages
PSO2 – Recognize Spanish vowel sounds, diphthongs, consonant combinations and phonetic patterns
for accurate pronunciation
PSO3 – Understand formal and informal time, numbers and basic quantifiers in Spanish
PSO4 – Grasp key grammatical concepts involving regular and irregular verbs, modal verbs, conjunctions, articles, personal pronouns, reflexive verbs and object pronouns
PSO5 – Speak and respond confidently in everyday communication scenarios using greetings,
expressions and conversational starters
PSO6 – Get acquainted with Hispanic cultural elements such as food habits, dining etiquette, festivals, media, football culture and traditions across Spain & Latin America
PSO7 – Communicate in Spanish through short emails and messages using conventional Spanish
salutations and valediction. Fill up forms in Spanish.

PSO8 – Acquire vocabulary related to areas such as colours and shapes, food and drinks, travel and
direction, classroom and university, family members, navigating a city, clothing and accessories, expressions related to weather weather and parts of the body

Correlation Matrix between CO and PO and CO and PSO:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8
CO1	3								3							
CO2		3	2	2	2	2	2	2	2	3	2	2	2	2	2	2
CO3			3		1		1				3		1		1	
CO4					2	2	3	3					2	2	3	3
CO5				3	3		3					3	3		3	
CO6		2			3	2	1			2			3	2	1	
CO7					2	3		1					2	3		1

Degree of Correlation: 1 – low, 2 – medium, 3 – high

	CLL Foreign Language Spanish PG Semester 2	L	T	P	C
Version 1.0	**Contact Hours - 30**	2	0	0	2
Course Codes	AEC505 (2 credits), CLL10006 (Non-Credit), CLL22004N (Non-Credit)				
Pre-requisites/Exposure	-				
Co-requisites	-				
Academic Year	2026-2027				

Programme Educational Objectives (PEO)

The Spanish Programme aims to equip learners with essential linguistic, cultural and communicative abilities for practical everyday use.

PEO1 – Develop foundational speaking, reading, writing and listening skills for effective communication in Spanish
PEO2 – Understand key aspects of Hispanic cultures, traditions and social behaviour
PEO3 – Use Spanish confidently in real-life contexts such as introductions, shopping, directions and restaurant conversations
PEO4 – Build accuracy in Spanish grammar: verbs, pronouns, articles, possessives, reflexives and everyday sentence structures

Course Description

The Second Semester of the Spanish Language Course enhances students' linguistic competence by introducing practical grammar, thematic vocabulary and conversational fluency. Learners engage with real-life scenarios such as dining in a restaurant, shopping, asking for directions and describing daily routines. Through pair-work, simulations, audio–visual inputs and presentations, students build confidence in expressing themselves effectively in Spanish. Cultural elements from Spain and Latin America—festivals, food, media and traditions—are woven into classroom activities to enrich intercultural understanding.

Course Content

Module 1: Grammar - Misión: Gramática Posible
[10 hours]

- Everyday Spanish Verbs in the Present Tense:
  - Verbs like hablar, vivir, comer, escribir, comprar
  - Irregular Verbs: ser, estar, tener, ir, hacer, poner, decir
  - Stem - changing Verbs: pensar, pedir, poder, jugar
  - Reflexive Verbs with reflexive pronoun: levantarse, ducharse, ponerse, vestirse, acostarse
  - Vocabulary: Routines
- Conjunctions:
  y / o / pero / porque / aunque
- Introduction to indirect object pronouns: me, te, le, nos, os, les
- Structure of gustar: me gusta / me gustan / te gusta / le gusta
- Using emphasis: A mí me gusta…, A ella le gusta…

Activities: Grammar Quizzes, Gap-fill Worksheets, Verb conjugation challenges

Module 2: Elementary Vocabulary
[4 hours]

- Family Members: padre, madre, hijo, hija, Hermano, hermana, primo, prima, tio, tia, abuelo, Abuela etc.
- Navigating a City: aeropuerto, estación, calle, farmacia, banco etc.
- Clothing & Accessories: camisa, camiseta, pantalón o pantalones, falda, zapatos, gorro etc.
- Weather Expressions: hace frío, hace sol, hace Viento etc.
- Parts of the Body: cabeza, pierna, corazón, ojo, oreja, mano etc.
  Activity: Audio Comprehension

Module 3: Speaking Spanish – Real Life Situations in the Hispanic World:
[8 hours]

- Talking about likes and preferences for food, hobbies, people, activities
  Activities: Pair conversation: "¿Qué te gusta hacer?"
  Students create 5 sentences about their likes/dislikes or quick class survey using gustar (food, sports, music)

- Shopping Without Panic – Spanish Markets

Useful phrases: ¿Cuánto cuesta?, ¿Tiene otra …..(talla)?, Busco…
Numbers from 100 - 1000
Activity: Market Roleplay – "Cliente y dependiente"

- Public Transport & Asking for Basic Directions
  Phrases for bus stops, metro stations and travel
  Expresiones: ¿Dónde está…?, ¿Cómo llego a…?
  Activities: Role Play – Asking for directions to famous cities/landmarks
  Buying tickets at a metro station

Module 4: Writing Skills and Form Filling in Spanish
[3 hours]

- Essential form vocabulary:
  nombre, apellido, dirección, fecha de nacimiento, correo electrónico, número de teléfono, firma
  Activity: Fill a brief personal information form or complete a short hotel/registration form based on a given scenario.
- Writing short (20–25 word) E-mails or messages
  Informal: Greetings- Hola / Querido / Querida and Closings- Un abrazo / Nos vemos pronto
  Activity: Students write a short message or email based on a given scenario

Module 5: Spanish Culture [3 hours]

- Mastering Greetings for Festivals & Social Occasions:
  ¡Feliz cumpleaños! / ¡Buena suerte! / ¡Felices fiestas! / ¡Feliz Año Nuevo!

- Spanish & Latin American Media:
  Newspapers: El País, La Vanguardia
  TV/Channels: RTVE, Univisión, Telemundo
  Popular Spanish podcasts

- Football Fever – A Spanish Passion
  La Liga Overview
  Famous Clubs: FC Barcelona, Real Madrid, Atlético de Madrid

Module 6: Reading Comprehension and Translation [2 Hours]

Activity: Students will read short and simple unseen texts and answer questions based on these texts
Comprehension Gym – a workout for the brain, lifting sentences instead of weights.

Course Outcomes (CO):
By the end of the course, students will be able to:

CO1 – Use essential Spanish regular verbs, irregular verbs, conjunctions and indirect object pronouns
to form meaningful sentences.
CO2 – Recognize essential Spanish vocabulary related to family members, city navigation, clothing,
weather and parts of the body
CO3 – Introduce themselves, express personal preferences (including gustar) and participate in
casual dialogues and use numbers from 100 – 1000.
CO4 – Order food, handle shopping interactions and ask for directions in Spanish.
CO5 – Compose short messages or emails using appropriate Spanish salutations, understand and
formulate dialogues and fillup forms in Spanish.
CO6 – Learn common Spanish greetings and gain insight into Hispanic festivals, football culture and
Spanish/Latin American media.
CO7 – Read simple, unseen Spanish texts and answer questions

Programme Outcomes (PO):

Upon successful completion of this two-semester programme, students will develop the following competencies:

PO1 – Know about the origin and global spread of the Spanish language across continents
PO2 – Develop accurate Spanish pronunciation skills
PO3 – Learn to count and tell time in Spanish
PO4 – Understand and apply elementary Spanish grammar
PO5 – Speak in basic Spanish in everyday situations
PO6 – Demonstrate familiarity with Spanish and Latin American cultures
PO7 – Write short Spanish sentences and messages
PO8 – Gain knowledge of basic Spanish vocabulary across everyday themes

Programme Specific Outcomes (PSO):

PSO1 – Learn about Spanish as a Romance language and its place in the Indo-European School of
Languages
PSO2 – Recognize Spanish vowel sounds, diphthongs, consonant combinations and phonetic patterns
for accurate pronunciation
PSO3 – Understand formal and informal time, numbers and basic quantifiers in Spanish
PSO4 – Grasp key grammatical concepts involving regular and irregular verbs, modal verbs,
conjunctions, articles, personal pronouns, reflexive verbs and object pronouns
PSO5 – Speak and respond confidently in everyday communication scenarios using greetings,
expressions and conversational starters
PSO6 – Get acquainted with Hispanic cultural elements such as food habits, dining etiquette,

festivals, media, football culture and traditions across Spain & Latin America

PSO7 – Communicate in Spanish through short emails and messages using conventional Spanish

salutations and valediction. Fill up forms in Spanish.

PSO8 – Acquire vocabulary related to areas such as colours and shapes, food and drinks, travel and

direction, classroom and university, family members, navigating a city, clothing and accessories, expressions related to weather weather and parts of the body

Correlation Matrix between CO and PO and CO and PSO:

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CO1				3	3		3					3	3		3	
CO2		2			2		2	3		2			2		2	3
CO3		2	3	2	2					2	3	2	2			
CO4		2		3	3					2		3	3			
CO5				2			3	2				2			3	2
CO6				2	1	3						2	1	3		
CO7		2		3			3	2		2		3			3	2

Degree of Correlation: 1 – low, 2 – medium, 3 – high