Department of Psychology

B.Sc. (Hons.) Psychology
Curriculum and Syllabus
(Applicable to the students admitted during AY: 2022-23)

Easwari School of Liberal Arts
SRM University *AP*, Andhra Pradesh

Department Vision

To be recognized as a premier centre of excellence committed to imparting high-quality education and conducting cutting-edge research in psychological sciences.

Department Mission

1. Enable a comprehensive understanding of the interaction between human beings and the environment through mind, body, and behaviour.
2. Provide a nurturing environment to develop future psychologists capable of dealing with evolving mental health challenges and real-world problems.
3. Provide the best platform to fine-tune research acumen to impart skills for practice, in creating a better society.

Program Educational Objectives (PEO)

1. Cultivate the development of individuals who are sensitive to the changing needs of their context and use their knowledge of psychology to assist adaptation.
2. Enable young psychologists to apply theory into practice.
3. Equip young psychologists to work with fine skills and high ethical standards.

Mission of the Department to Program Educational Objectives (PEO) Mapping

	PEO 1	PEO 2	PEO 3
Mission Statement 1	3	2	1
Mission Statement 2	2	3	2
Mission Statement 3	1	2	3

Program Specific Outcomes (PSO)

1. Exhibt mastery of the theories and concepts in the field of psychology in a professional setting.
2. Apply psychological competencies in the practice of psychology.
3. Showcase research acumen and critical thinking capability in psychological problem solving.

Mapping Program Educational Objectives (PEO) to Program Learning Outcomes (PLO)

PEOs	Program Learning Outcomes (PLO)														
	POs												PSOs		
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
PEO 1	3	-	2	2	-	-	-	2	-	-	-	2	3	1	1
PEO 2	-	1	-	1	3	2	-	3	-	-	2	-	1	3	2
PEO 3	2	2	2	3	-	-	2	-	2	2	1	2	1	2	3

Category Wise Credit Distribution (B.Sc. Hons.)			
Course Sub-Category	Sub-Category Credits	Category Credits	Learning Hours
Ability Enhancement Courses (AEC)		4	120
University AEC	0		
School AEC	4		
Value Added Courses (VAC)		4	120
University VAC	4		
School VAC	0		
Skill Enhancement Courses (SEC)		14	420
School SEC	4		
Department SEC	5		
SEC Elective	5		
Foundation / Interdisciplinary Courses (FIC)		24	720
School FIC	24		
Department FIC	0		
Core + Core Elective including Specialization (CC)		96	2880
Core	80		
Core Elective (Inc Specialization)	16		
Minor (MC) + Open Elective (OE)	12	12	360
Research / Design / Internship/ Project (RDIP)		8	240
Internship / Design Project / Startup / NGO	4		
Internship / Research / Thesis	4		
Total		162	4860

Category Wise Credit Distribution (B.Sc. Hons. with Research)			
Course Sub-Category	Sub-Category Credits	Category Credits	Learning Hours
Ability Enhancement Courses (AEC)		4	
University AEC	0		120
School AEC	4		
Value Added Courses (VAC)		4	
University VAC	4		120
School VAC	0		
Skill Enhancement Courses (SEC)		14	
School SEC	4		
Department SEC	5		420
SEC Elective	5		
Foundation / Interdisciplinary Courses (FIC)		24	
School FIC	24		720
Department FIC	0		
Core + Core Elective including Specialization (CC)		96	
Core	80		2880
Core Elective (Inc Specialization)	16		
Minor (MC) + Open Elective (OE)	12	12	360
Research / Design / Internship/ Project (RDIP)		8	
Internship / Design Project / Startup / NGO	0		240
Internship / Research / Thesis	8		
Total		162	4860

Semester wise Course Credit Distribution Under Various Categories (B.Sc. Hons.)

Category	Semester								Total	%
	I	II	III	IV	V	VI	VII	VIII		
Ability Enhancement Courses - AEC	0	0	2	2	0	0	0	0	4	2
Value Added Courses - VAC	0	0	0	0	0	4	0	0	4	2
Skill Enhancement Courses - SEC	3	1	2	2	3	3	0	0	14	9
Foundation / Interdisciplinary Courses - FIC	16	8	0	0	0	0	0	0	24	15
CC / SE / CE / TE / DE / HSS	0	16	16	16	16	16	12	4	96	59
Minor / Open Elective - OE	0	0	3	3	3	3	0	0	12	7
(Research / Design / Industrial Practice / Project / Thesis / Internship) - RDIP	0	0	0	0	4	0	0	4	8	5
Grand Total	19	25	23	23	26	26	12	8	162	100

Semester wise Course Credit Distribution Under Various Categories (B.Sc. Hons with Research)

Category	Semester								Total	%
	I	II	III	IV	V	VI	VII	VIII		
Ability Enhancement Courses - AEC	0	0	2	2	0	0	0	0	4	2
Value Added Courses - VAC	0	0	0	0	0	4	0	0	4	2
Skill Enhancement Courses - SEC	3	1	2	2	3	3	0	0	14	9
Foundation / Interdisciplinary Courses - FIC	16	8	0	0	0	0	0	0	24	15
CC / SE / CE / TE / DE / HSS	0	16	16	16	16	16	12	0	92	57
Minor / Open Elective - OE	0	0	3	3	3	3	0	0	12	7
(Research / Design / Industrial Practice / Project / Thesis / Internship) - RDIP	0	0	0	0	4	0	0	8	12	7
Grand Total	19	25	23	23	26	26	12	8	162	100

Note: L-T/D-P/Pr and the class allocation is as follows.

a) Learning Hours   : 30 learning hours are equal to 1 credit.

b) Lecture/Tutorial : 15 contact hours (60 minutes each) per semester are equal to 1 credit.

c) Discussion   : 30 contact hours (60 minutes each) per semester are equal to 1 credit.

d) Practical   : 30 contact hours (60 minutes each) per semester are equal to 1 credit.

e) Project   : 30 project hours (60 minutes each) per semester are equal to 1 credit.

SEMESTER - I

S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	SEC	S SEC	ISES 101	Industry Specific Employability Skills - I	3	0	0	1
2	SEC	S SEC	IRH 101	Orientation on Internationalization	1	0	0	1
3	SEC	S SEC	ENTR 100	Exploratory Learning and Discover	0	0	1	1
4	FIC	S FIC	ENV 100	Introduction to Environmental Sciences	4	0	0	4
5	FIC	S FIC	PSY 101	Introduction to Psychology	4	0	0	4
6	FIC	S FIC	LBA 101	Liberal Arts: Perspectives and Approaches	4	0	0	4
7	FIC	S FIC	HIS 105	Understanding the Indian Constitution	4	0	0	4
				Semester Total	**20**	**0**	**1**	**19**

SEMESTER - II

S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	SEC	S SEC	ISES 102	Industry Specific Employability Skills - II	3	0	0	1
2	FIC	S FIC	EGL 100	Introduction to Communicative English	4	0	0	4
3	FIC	S FIC	ECO 151	Understanding Economy and Markets	4	0	0	4
4	Core	CC	PSY 102	Abnormal Psychology - I	3	1	0	4
5	Core	CC	PSY 103	Biological Psychology	3	1	0	4
6	Core	CC	PSY 104	Developmental Psychology - I	3	1	0	4
7	Core	CC	PSY 105	Social Psychology	4	0	0	4
				Semester Total	**24**	**3**	**0**	**25**

SEMESTER - III

S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	AEC	U AEC	AEC 104	Creativity and Critical Thinking Skills	1	0	1	2
2	VAC	U VAC	VAC 103	Co-curricular activities	0	0	2*	2*
3	VAC	U VAC	VAC 104	Community Service and Social Responsibility	0	0	2*	2*
4	SEC	E SEC	SEC 102	Digital Literacy	1	1	0	2
5	Core	CC	PSY 201	Theories of Personality	3	0	1	4
6	Core	CC	PSY 202	Developmental Psychology - II	3	1	0	4
7	Core	CC	PSY 203	Abnormal Psychology - II	3	1	0	4
8	Core	CC	PSY 204	Cognitive Psychology	3	1	0	4
9	Elective	OE		Open Elective / Minor	3	0	0	3
				Semester Total	**17**	**4**	**2**	**23**

SEMESTER - IV

S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	AEC	U AEC	AEC 102	Leadership and Teamwork	1	0	1	2
2	VAC	U VAC	VAC 103	Co-curricular activities	0	0	2*	2*
3	VAC	U VAC	VAC 104	Community Service and Social Responsibility	0	0	2*	2*
4	SEC	D SEC	SEC 108	Social Entrepreneurship	2	0	0	2
5	Core	CC	PSY 205	Psychology Practicals	3	0	1	4
6	Core	CC	PSY 206	Statistics for Social Sciences	3	1	0	4
7	Core	CC	PSY 208	Research Methodology	3	1	0	4
8	Elective	CE	PSY 207	Positive Psychology	3	1	0	4
9	Elective	OE		Open Elective / Minor	3	0	0	3
				Semester Total	**18**	**3**	**2**	**23**

SEMESTER - V

S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	VAC	U VAC	VAC 103	Co-Curricular activities	0	0	2*	2*
2	VAC	UVAC	VAC 104	Community Service and Social Responsibility	0	0	2*	2*
3	SEC	D SEC	SEC 141	Colonialism and Tradition	3	0	0	3
4	Core	CC	PSY 301	Guidance and Counselling	3	1	0	4
5	Core	CC	PSY 302	Organizational Behaviour and Human Resource Management.	3	1	0	4
6	Elective	CE	PSY 422	Forensic Psychology	3	1	0	4
7	Elective	CE	PSY 423	Sports Psychology	3	1	0	4
8	Elective	OE		Open Elective / Minor	3	0	0	3
9	RDIP	RDIP	PSY 305	Field Project / Internship	0	0	4	4
				Semester Total	**18**	**4**	**4**	**26**

SEMESTER - VI

S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	VAC	U VAC	VAC 103	Co-curricular activities	0	0	2*	2*
2	VAC	U VAC	VAC 104	Community Service and Social Responsibility	0	0	2*	2*
3	SEC	E SEC		Career skills - II	3	0	0	3
4	Core	CC	PSY 306	Educational Psychology	3	1	0	4
5	Core	CC	PSY 307	Health Psychology	3	1	0	4
6	Core	CC	PSY 308	Psychological Assessment	3	1	0	4
7	Elective	OE		Open Elective / Minor	3	0	0	3
8	RDIP	RDIP	PSY 309	Research Project	0	0	4	4
				Semester Total	**15**	**3**	**4**	**22**

SEMESTER – VII (B.Sc. Hons.)

S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	Core	CC	PSY 401	Advanced Quantitative Research Methodology	3	1	0	4
2	Core	CC	PSY 402	Advanced Qualitative Research Methodology	3	1	0	4
3	Core	CC	PSY 403	Academic Writing for Psychology	3	1	0	4
				Semester Total	**9**	**3**	**0**	**12**

SEMESTER – VII (B.Sc. Hons. with Research)

S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	Core	CC	PSY 401	Advanced Quantitative Research Methodology	3	1	0	4
2	Core	CC	PSY 402	Advanced Qualitative Research Methodology	3	1	0	4
3	Core	CC	PSY 403	Academic Writing for Psychology	3	1	0	4
				Semester Total	**9**	**3**	**0**	**12**

SEMESTER – VIII (B.sc Hons.)

S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	Core	CC	PSY 407	Psychological Interventions	3	1	0	4
2	RDIP	RDIP	PSY 406	Applied Psychology Internship	0	0	4	4
				Semester Total	**3**	**1**	**4**	**8**

SEMESTER – VIII (B.Sc. Hons. with Research)

S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	RDIP	RDIP	PSY 406	Applied Psychology Internship	0	0	4	4
2	RDIP	RDIP	PSY 408	Dissertation	0	0	4	4
				Semester Total	**0**	**0**	**8**	**8**

				Open Electives				
S. No	**Category**	**Sub-Category**	**Course Code**	**Course Title**	**L**	**T/D**	**P/Pr**	**C**
1	OE	OE	PSY 241	Psychology for Everyday Living	3	0	0	3
2	OE	OE	PSY 242	Psychology for Interpersonal Relationships	3	0	0	3
3	OE	OE	PSY 243	Stress Management and Strategies	3	0	0	3
4	OE	OE	PSY 244	Positive Psychology	3	0	0	3
5	OE	OE	PSY 245	Sports Psychology	3	0	0	3
6	OE	OE	PSY 246	Health Psychology	3	0	0	3
7	OE	OE	MOOC 310	Psychology of Emotion: Theory and Applications	3	0	0	3
8	OE	OE	MOOC 101	Psychology of Stress Health and Well-being	3	0	0	3
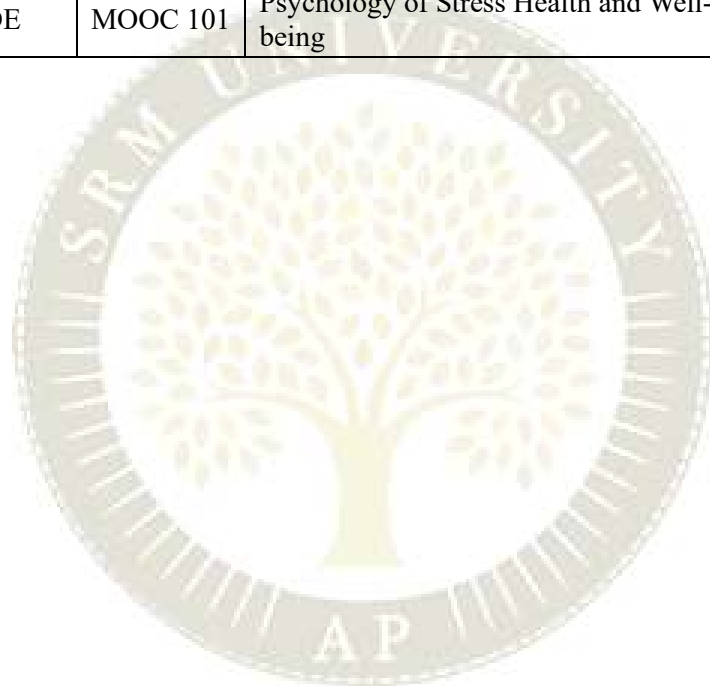
Industry Standard Employability Skills – I

Course Code	ISES 101	Course Category	Ability Enhancement Course (AEC)		L	T	P	C
					3	0	0	1
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	CDC	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

➢ Gain the ability to work in a team and learn leadership skills.
➢ Gain the ability to be a leader who can cope up with the challenges, risks, and change management.
➢ Gain the ability to understand and be professionals with idealistic practical and moral values.
➢ Gain ability to acquire decision making skills in different situations.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Recognise the leadership skills for teamwork.	1	70%	60%
Outcome 2	Demonstrate the ability to cope up with changes and challenges.	3	80%	70%
Outcome 3	Manage stress and control emotions.	3	70%	60%
Outcome 4	Apply decision making and problem-solving skills to given scenarios.	3	90%	80%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1								1			2				
Outcome 2	2					1							2		
Outcome 3					2		2								
Outcome 4	2		1					2		1			2		1
Average	2.0		1.0		2.0	1.0	2.0	1.5		1.0	2.0		2.0		1.0

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	COs Addressed	References Used
Unit No. 1	**Interpersonal skills**	**9**		
	Understanding the relationship between Leadership Networking and Teamwork, Realizing Ones Skills in Leadership	3	1,2	1,2
	Networking & Teamwork and Assessing Interpersonal Skills Situation description of Interpersonal Skill.	3	1,4	1,3
	Teamwork Necessity of Team Work Personally, Socially and Educationally.	3	1,4	1,3
Unit No. 2	**Leadership**	**9**		
	Skills for a good Leader, Assessment of Leadership Skills	3	1,2	1,2
	Change Management, Exploring Challenges	3	1,3	1,2
	Risking Comfort Zone, Managing Change	3	1,3	1,3
Unit No. 3	**Stress management**	**9**		
	Causes of Stress and its impact, how to manage & distress, Understanding the circle of control, Stress Busters.	3	2,3	3,4
	Emotional Intelligence What is Emotional Intelligence, emotional quotient	3	2,3	3,4
	why Emotional Intelligence matters, Emotion Scales. Managing Emotions.	3	2,3	3,4
Unit No. 4	**Conflict resolution**	**9**		
	Conflicts in Human Relations	3	1,4	2,3
	Reasons Case Studies	3	4	2,3
	Approaches to conflict resolution	3	1,4	2,3
Unit No. 5	**Decision making**	**9**		
	Importance and necessity of Decision Making	3	1,4	1,4
	process of Decision Making	3	1,4	1,4
	Practical way of Decision Making, Weighing Positives & Negatives.	3	2,4	1,4
Total Contact Hours		**45**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50 %)								End Semester Exam (50 %)	
		CLA-1 (15 %)		CLA-2 (15 %)		CLA-3 (__%)		Mid Term (20 %)			
		Th	Prac	Th	Prac	Th	Prac	Th	Prac	Th	Prac
Level 1	Remember	60%		40%				40%		30%	
	Understand										
Level 2	Apply	40%		60%				60%		70%	
	Analyse										
Level 3	Evaluate										
	Create										
Total		**100%**		**100%**				**100%**		**100%**	

Recommended Resources

1. Covey Sean, Seven Habit of Highly Effective Teens, New York, Fireside Publishers, 1998.
2. Carnegie Dale, How to Win Friends and Influence People, New York: Simon& Schuster, 1998.
3. Thomas A Harris, I am ok, you are ok, New York-Harper and Row, 1972
4. Daniel Coleman, Emotional Intelligence, Bantam Book, 2006.

Orientation on Internationalization

Course Code	IRH 101	Course Category	Open Elective	L	T	P	C
				1	0	0	1
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department		Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

➢ To Understand the need and Importance of Internationalization as per the New Education Policy and to make student aware about the different pathways of Internationalization, which will help them to achieve their International Goals

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Understand the Need and importance of internationalization in Indian Higher Education system and Comparison with the global standards			
Outcome 2	Know the guidelines issued by the University grant commission for the internationalization of institutions and the importance in New Education Policy			
Outcome 3	Know the Different Pathways of Internationalization, Efforts of SRM University AP for various Pathways, available opportunities and application process.			

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1															
Outcome 2															
Outcome 3						No Data									
Outcome 4															
Average															

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**INTERNATIONALISATION OF HIGHER EDUCATION**	**3**		
	Internationalization, Global Trends and Indian Initiatives	1		
	Internationalization and Indian higher education	1		
	Internationalization as the pathway to the Future universities	1		
Unit 2	**GUIDELINES FOR INTERNATIONALIZATION OF HIGHER EDUCATION**	**3**		
	NEP and Internationalization	1		
	Strategic Programs and Initiatives - I	1		
	Strategic Programs and Initiatives – II and Role of Institutions	1		
Unit 3	**INTENATIONALIZATION PATHWAYS**	**10**		
	International Partnerships, Need and Importance, Key for Internationalization goals, Type, Process and Current status	1		
	Pathway -1: International Internships, its role in internationalization, Need, Scope and Benefits, Comparison with global institutions1	1		
	Opportunities, Process and Policy guidelines	1		
	Languages, Centre of Excellences for Languages, Purpose and Scope	1		
	Pathway -2: Immersion Programs (Inbound and Outbound), its role in internationalization, Need, Scope and Benefits, Comparison with global institutions, how it is different from Internships	1		
	Opportunities, Process and Policy guidelines	1		
	Pathway -3: Semester Abroad and Exchange Program, Its role in Internationalization, Scope and Benefits, Process and Guidelines	1		
	Pathway -4: International Transfer Program Program, Its role in Internationalization, Scope and Benefits, Process and Guidelines, Credit Transfer	1		
	Pathway -5: Higher Studies (India or Abroad), Importance, Need and Scope, Process and Component of Higher Studies abroad, Benefits, Training and Support	1		
	Other Pathways of Internationalizations, SRM University AP Goals and Vision for Internationalizations, Intranet Portal a tool.	1		
	Total contact hours	**16**		

Learning Assessment

Course Nature			Theory	
Assessment Method – Theory Component (Weightage 100%)				
In-semester	**Assessment tool**	Mid Term I	Mid Term II	**Total**
	Weightage	**15%**	**15%**	**30%**
End semester examination Weightage: 70%				**70%**

Other Resources

1. https://drive.google.com/drive/u/1/folders/1uUiQV30enEAuU3Ov6Gx0R0EGSaha4rzl
2. https://drive.google.com/file/d/1yTO36ezB8x2kDIh-RtEfg6J-W3SxEai_/view?usp=sharing
3. https://drive.google.com/file/d/1AYeCeGaGb4pQ4a7VvEAbmooywRJHDZVY/view?usp=sharing

Course Designers

1. Directorate of International Relations and Higher Studies

Introduction to Environmental Science

Course Code	ENV 100	Course Category	AECC / FC		L	T	P	C
					4	0	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Environmental Science	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

➢ To study the scope of Environmental Science and the idea of sustainability.
➢ To acquire basic knowledge of environmental ethics, critical environmental laws, and policies.
➢ To explore various sources and challenges in the renewable energy sector in replacing conventional energy.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Recognise the scope and purview of Environmental Science, the Idea of sustainability, environmental ethics, and global efforts to overcome the hindrance for sustainability.	2	80%	70%
Outcome 2	Interpret the environmental laws and policies.	3	80%	70%
Outcome 3	Investigate climate change, the way it affects life at different scales (global, regional, and local scales), and various mitigation strategies.	2	70%	60%
Outcome 4	Analyse the extent of environmental pollution and pollution reduction strategies through and resource optimization, renewable energy, and waste management.	3	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	1	-	-	-	1	-	3	1	1	-	1	1	-	-	-
Outcome 2	1	-	1	-	1	-	3	-	1	-	1	1	-	-	-
Outcome 3	1	-	-	-	1	-	3	-	1	-	1	1	-	-	-
Outcome 4	1	-	-	-	1	-	3	-	1	-	1	1	-	-	-
Average	1	-	1	-	1	-	3	1	1	-	1	1	-	-	-

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
Unit No. 1	**Fundamental Concepts in Environmental Science**	**12**	1	1, 2, 3, 4, 5, 6, 7, 8, 10
	Human population and environment	1		
	Environmental education and awareness Environmental ethics Evolution of Environmental ethics – Leopold's land ethics, Silent Spring	2		
	Population growth, Ecological overshoot, and Ecological Footprint	2		
	Defining global sustainability, Garret Hardin's "Tragedy of the Commons', Brundtland commission report, Principles of sustainable development, Sustainable Development Goals (SDGs), Triple bottom line of sustainable development	2		
	Technology and Society: Information Technology - Human health & Environmental health, Environmental misconception	2		
	Sustainable ethics: Overcoming the obstacles of sustainability Individualizing Responsibility for a sustainable future - Consumption and its impact on sustainable development	3		
Unit No. 2	**Social issues and Environment**	**10**	4	1, 3, 9
	Fronterism, Biological Imperialism, and Natural rights, Significance of Human rights; Human rights and environment	3		
	Wastewater reclamation, Water conservation, Rainwater harvesting, Watershed management, Urban problems related to energy, Nuclear accidents	3		
	Global Environmental Policy, Environmental acts and laws, Water Act 1974, Environmental Protection Act 1986	4		
Unit No. 3	**Global Climate Change**	**14**	3	10, 3
	Differentiating Climate and Weather, Interconnection of Earth systems (Hydrosphere, Geosphere, Cryosphere, Atmosphere, and Biosphere)	2		
	Climate change through data (global temperature, and CO_2 – Mauna Lao Earth observatory)	3		
	Climate change: Impacts - Extreme weather events, Sea-level rise, Food and water security, and Human health & well-being, Biodiversity loss	4		
	Climate change: Adaptation – local to global scales, Synthesis	2		
	Disaster management – landslides, Tsunamis floods, earthquakes, anthropogenic disasters, Bhopal tragedy	2		
	Communicating climate change	1		
Unit No. 4	**Energy and Environment**	**8**	4	3, 4
	Renewable Energy: Global Status and trends	2		
	Global Renewable Energy Applications	2		
	Technical Issues, Challenges & Opportunities Solar, tidal, hydropower, Bioenergy, nuclear	2		
	Renewable Energy Markets	2		
Unit No. 5	**Environmental Pollution and Management**	**16**	2, 4	3, 11
	Pollution: Air pollution, Noise pollution, Water pollution, Soil pollution	4		
	Solid waste management: Collection, Handling, and solid waste management rules	4		
	E-waste and hazardous waste management, biomedical waste management	4		
	Wastewater treatment systems: Industrial and sewage treatment	4		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)								End Semester Exam (50%)	
		CLA-1 (10%)		Mid-1 (15%)		CLA-2 (10%)		Mid-2 (15%)			
		Th	Prac	Th	Prac	Th	Prac	Th	Prac	Th	Prac
Level 1	Remember	70%		70%		30%		30%		70%	
	Understand										
Level 2	Apply	30%		30%		70%		70%		30%	
	Analyse										
Level 3	Evaluate										
	Create										
Total		100%		100%		100%		100%		100%	

Recommended Resources

1. Daniel D. Chiras (2012), Environmental Science 9th Edition. Jones & Barlet Publishers
2. Carson, R. (2002). Silent spring. Houghton Mifflin Harcourt.
3. Rajagopalan, R (2015). Environmental Science – from crisis to cure, 3rd Edition. Oxford Higher Education.
4. Walter K Dodds (2018). Humanity's Footprint: Momentum, Impact, and Our Global Environment. Columbia University Press
5. Hayley Stevenson (2018). Global Environmental Politics Problems, Policy and Practice. Cambridge University Press
6. Garette Hardin (1968). The Tragedy of the Commons. Science 162 (3859), 1243-1248. DOI: 10.1126/science.162.3859.1243
7. Brutland Commission Report, 1987. Oxford University Press
8. TRANSFORMING OUR WORLD: The 2030 Agenda for Sustainable Development
9. Shastri, S.C. (2015) Environmental Law by 5th edition, EBC Publications.
10. Intergovernmental Panel on Climate Change (IPCC) Synthesis Report, 2014.
11. C.S. Rao (2018) Environmental Pollution Control Engineering, New Age International Publishers.

Other Resources

1. W. Cunningham, M. Cunningham (2016). Principles of Environmental Science (8th Edition), McGraw-Hill
2. Divan Shyam (2002). Environmental Law and Policy in India, OUP India
3. Jonathan Cowie, (2002). Climate change: Biological and Human Aspects, 2nd Edition. Cambridge University Press
4. Hanjalic, Kemo, Roel Van de Krol, and Alija Lekic, eds. (2017). Sustainable energy technologies: options and prospects. Springer Science & Business Media

Course Designers

1.

Introduction to Psychology

Course Code	PSY 101	Course Category	Foundation Course (FC)	L	T	P	C
				4	0	0	4
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)	NA	Progressive Course(s)		NA	
Course Offering Department	Psychology	Professional / Licensing Standards	NA				

Course Objectives / Course Learning Rationales (CLRs)

- ➢ To gain a comprehensive understanding of the various approaches in the study of psychology
- ➢ To comprehend the basic mechanisms driving human behavior
- ➢ To apply various psychological concepts in practical settings

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Define psychology and articulate its goals	2	80%	70%
Outcome 2	Describe and understand how sensation and Perception affect consciousness	2	70%	65%
Outcome 3	Analyze motivational processes and emotions in human beings	2	75%	60%
Outcome 4	Describe and compare various forms of intelligence and its measurements	2	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	1	1	2			2				1	3		
Outcome 2	2	2	1	3		1		1				1		3	
Outcome 3	2	2	2	2			2	2	1	2	2	3		3	3
Outcome 4	3	3	1	1	1	2		1	2	2	2	2			3
Average	3	2	1	2	2	2	2	2	2	2	2	2	3	3	3

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Nature of Psychology**	**12**	1	1,2,3
	Definition and goals of psychology	3		
	Nature of Psychology: art or science	3		
	Traditional & contemporary schools of thought in psychology	6		
Unit 2	**Sensation and Perception**	**12**	1, 2	1,2,3
	Definitions	1		
	Absolute and differential threshold, Signal detection theory	3		
	Perception: Understanding perception	2		
	Gestalt laws of organization	3		
	Perceptual constancy - depth perception, size perception, perception of movement.	3		
Unit 3	**Motivation**	**12**	1, 3	1,2,3
	Definition and types of motivation	1		
	Psychological aspects of various forms of motivation (hunger and thirst)	2		
	Theories of motivation: drive theory, arousal theory, expectancy theory, goal-setting theory	5		
	Sexual, aggressive, and achievement motivation	4		
Unit 4	**Emotion**	**12**	1,3	1,2,3
	Definition and nature of emotions	2		
	Biological basis of emotions	2		
	Expression of emotions	2		
	Emotional intelligence	3		
	Correlates of emotions: cognition, culture and subjective wellbeing	3		
Unit 5	**Intelligence**	**12**	1, 4	1,2,3
	Definitions and nature of intelligence	2		
	Theories of intelligence: Cattell's theory of intelligence, Thurstone's mental ability, Sternberg's triarchic theory, Gardner's theory of multiple intelligences,	6		
	Measuring intelligence and tests of intelligence	4		
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 15%	Mid-1 15%	CLA-2 10%	CLA-3 10%	
Level 1	Remember	100%	100%	100%	100%	100%
	Understand					
Level 2	Apply					
	Analyse					
Level 3	Evaluate					
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Baron, R. A. (2001). Psychology. 5th Ed. New Delhi: Pearson Education India.
2. Nolen-Hoeksema, S., Fredrickson, B.L. & Loftus, G.R. (2014). Atkinson &Hilgard's Introduction to Psychology.16th Ed. United Kingdom: Cengage Learning.
3. Morgan, C. T., King, R. A., & Schopler, J. (2004). Introduction to Psychology. New Delhi: Tata McGraw Hill.

Course Designers

1. Internal (Institutional) Subject Matter Experts:
2. Dr. Salome Divya Joseph, Assistant Professor, Department of Psychology, SRM University-AP.
3. Ms. Ayesha Parveen Haroon, Lecturer, Department of Psychology, SRM University-AP.
4. Expert Reviewers from Institutes of National Importance / Institutes of International Repute:
5. Prof. Akbar Hussain, Prof. and Head, Department of Psychology, Aligarh Muslim University.
6. Prof. H.S. Ashok, Prof. and Head, Department of Psychology, Bangalore University

Liberal Arts: Approaches and Perspectives

Course Code	LBA 101	Course Category	School FC		L	T	P	C
					4	0	0	4
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)	NA	Progressive Course(s)	NA			
Course Offering Department	Liberal Arts	Professional / Licensing Standards	NA					

Course Objectives / Course Learning Rationales (CLRs)

➢ To explain different literary forms to depict human experiences.
➢ To explore and understand the socio-cultural context of human experiences.
➢ To demonstrate various methods that can be used to derive knowledge and meaning from experiences.
➢ To explore various political perspectives about a just human world.
➢ To discuss the importance of media in representing knowledge.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Discuss some literary genres like poetry, novels and plays	1	70%	80%
Outcome 2	Examine socio-cultural groups and discuss the nature of those groups.	2	70%	70%
Outcome 3	Discuss different philosophical methods used to create knowledge	3	60%	70%
Outcome 4	Demonstrate various views on politics and compare them.	4	60%	60%
Outcome 5	Examine the importance of medium in representing knowledge.	5	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3		3		2	3	2	2	2	3	3	2	3
Outcome 2	2	2	2		2		2	2	2	3	2	2	2	2	3
Outcome 3	3	2	3		2		2	2	2	2	3	3	3	2	2
Outcome 4	2	2	2		2		2	2	2	3	2	2	2	2	3
Outcome 5	2	2	2		2		2	2	2	2	2	2	2	2	3
Average	2.4	2	2		2.2		2	2.2	2	2	2.4	2.4	2.4	2	2.8

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**All Roads Do Not Lead To Rome**	12	1	
	Literature as a liberal discipline	4		1
	The interdisciplinary features of Literature	4		1
	Examples from the literary works that reflect the spirit of liberalism	4		1,2,3
Unit 2	**Individual, Community and Society**	12	2	
	M Hierarchy and Difference	4		5
	Ethnocentrism	4		5
	Cultural Relativism and Beyond	4		2.3
Unit 3	**Understanding Meaning**	12	3	
	Existential meaning	4		7
	Phenomenological Meaning	4		7
	The limits of Phenomenology: What we can't know	4		
Unit 4	**Understanding Politics from Different Perspectives**	12	4	11
	Socialism	4		
	Conservatism	4		
	Anarchism	4		
	Liberalism			
Unit 5	**The Politics of Representation and making of Spectacles in the Media.**	12	5	12,13
	Introduction to semiotics, Sign: Signifier and signified.	4		
	What is representation: Stuart Hall's two systems of representation	4		
	Media and capitalist spectacle	4		
	Total contact hours	60		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 15%	Mid-1 15%	CLA-2 10%	CLA-3 10%	
Level 1	Remember	40%	40%	40%	40%	40%
	Understand					
Level 2	Apply	50%	50%	50%	50%	50%
	Analyse					
Level 3	Evaluate	10%	10%	10%	10%	10%
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Dickens, C. (2009). A Tale of Two Cities: Abridge Edition. UK : Penguin.
2. Palgrave, F. (2002). Palgrave's Golden Treasury. OUP. Oxford..
3. Brown, M. F (2008). Cultural Relativism 2.0, Current Anthropology , 49 (3): 363-383.
4. Darnell, R. (2009). Anthropological Approaches to Human Nature, Cultural Relativism and Ethnocentrism. Anthropologica, 51(1):187-194.
5. Gardner, M. (1950). Beyond Cultural Relativism, Ethics, 61(1):38-45.
6. Gupta, D. (Ed.,). (1993). Social Stratification, Delhi ; New York : Oxford University Press.
7. Johnson, T. H. (2007). Cultural Relativism: Interpretations of a Concept. Anthropological Quarterly, 80(3):791-802.
8. Camus, A. (1942). The Stranger.New York: Vintage International
9. Young, I. (1980). Throwing like a Girl: A Phenomenology of Feminine Body Comportment Motility and Spaciality. Human Studies 3: 137-156.
10. Fricker, M. (2007). Epistemic Injustice: Power and the Ethics of Knowing. Oxford University Press.
11. Heywood, A. (2017). Political Ideologies: An Introduction. UK: Macmillan.
12. Fiske, J. (2011). Introduction to Communication Studies. New York: Routledge.
13. Hall, S. (2003). Representation. New Delhi: Sage Publication.

Course Designers

1. Dr. Srabani Basu, Dr. Ipsita Pradhan, Dr. Bikku R, Dr, Anasuya A, Dr. Chandana Deka, Dr. Idris Hassan Bhat, Dr. Ugen Bhutia- Department of Liberal Arts, SLASS, SRM University-AP
2. Course Coordinator : Dr. Anasuya A, Dr. Chandana Deka

Understanding the Indian Constitution

Course Code	HIS 105	Course Category	Core Course (CC)	L	T	P	C
				4	0	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	History	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

1. To locate the plurality of ideas in the Indian constitution
2. To appreciate the importance of dialogue in the making and the extension of Indian constitution.
3. To develop a multidisciplinary approach in understanding functioning of Indian democracy.
4. To critically interrogate the concepts of equality, liberty, justice, and non- discrimination.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe the need of having a constitution.	2	80%	70%
Outcome 2	Define the concept of liberty and non-discrimination.	1	90%	80%
Outcome 3	Review key institutions of Indian democracy.	2	80%	70%
Outcome 4	Examine the tradition of consensus and discontent in Indian democracy.	4	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	2	1	2	1	2	1		2	2	2	2	2	2	2	2
Outcome 2	2	1	2	1	1	1		3	2	2	2	2	3	2	3
Outcome 3	2	2	2	1	2	1		2	2	2	2	3	2	2	2
Outcome 4	2	2	3	2	3	1		3	2	2	2	3	3	2	3
Course Average	2	2	2	1	2	1		3	2	2	2	3	3	2	3

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
Unit No. 1	**Making of the Indian Constitution**	**14**	1,2	
	Why do we need a constitution?	2		**1,2**
	Beginning of constitutionalism in India: Colonial and Anti-colonial legacies	2		**2,7**
	Locating constituent Assembly debate: Consensus and Discontent.	3		**2,3**
	Reading the preamble of the Indian constitution.	2		**2,6**
Unit No. 2	**Fundamental Rights and Directive Principles-Ideas of Equality, Justice and Liberty**	**13**	2,3	
	Right to Equality	2		**1,7**
	Six Freedoms	2		**1,5,7**
	Religious Freedom	3		**4,7**
	Minority Rights	2		**3,4**
	Directive Principles: Gaols to establish a social and economic Democracy	2		**4,5**
	Primacy of Rights over Directive Principles	2		**4,7**
Unit No. 3	**Asymmetrical Federalism: Centre-State Relations**	**13**	3,4	
	What is federalism?	1		**3,6**
	Constitutional provisions related to federalism	2		**3,7**
	Relationship between State and Centre	3		**3,7**
	Deliberative ambiguities of Indian Federalism	2		**1,7**
	Special Provisions for Jammu and Kashmir, Himachal Pradesh, Northeastern states, and tribal areas.	3		**3,7**
	AFSPA and suspension of Indian democracy	2		**3,7**
Unit No. 4	**Foundation of Governance**	**11**	3	
	Division of Power: Legislative, Executive, and Judiciary	3		**3,7**
	Parliamentary form of government in India	2		**3,7**
	Government of the Union and Government of the State	3		**1,6**
	Role of Supreme Court and Judicial Activism in India	3		**1,2**
Unit No. 5	**Constitution as a living document**	**9**	1,4	
	Constitution as a dialogue	2		**3,4**
	Constitutional Amendments and the basic structure of the Indian constitution	3		**1,3,7**
	Insertion of the 9th schedule in the constitution	2		**1,5**
	The role of the judiciary and citizens in defending, negotiating and interpreting the constitution	2		**3,7**

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (__%)								End Semester Exam (50%)	
		CLA-1 (10%)		CLA-2 (10%)		CLA-3 (10%)		Mid Term (20%)			
		Th	Prac	Th	Prac	Th	Pr.	Th	Prac	Th	Prac
Level 1	Remember	30%		20%				40%		20%	
	Understand	70%		80%				60%		60%	
Level 2	Apply										
	Analyse						100%			20%	
Level 3	Evaluate										
	Create										
	Total	**100%**		**100%**			**100%**	**100%**		**100%**	

Recommended Resources

1. Austin, G. (1996). The Indian Constitution: Cornerstone of a Nation, Oxford: OUP.
2. Bhargava, R. (ed) (2008), Ethics and Politics of the Indian Constitution, New Delhi: OUP.
3. Choudhry, S. et al. (2017). The Oxford Handbook of the Indian Constitution, New Delhi: OUP
4. Hassan, Z., Sridharan, E. & Sudarshan, R. (eds). (2002). India's Living Constitution: Ideas Practices, Controversies. New Delhi: Permanent Black.
5. Kannabiran, K. (2012). Tools of Justice: Non- discrimination and the Indian Constitution, Routledge,
6. Kashyap, C.S. (2011). Our Constitution, New Delhi: National Book Trust.
7. Thiruvengadam, K.A. (2017). The Constitution of India: A Contextual Analysis, India: Hart Publishing.

Recommended Online Resources

1. Armed Forces (Special Powers) Acts 1958
   (https://www.mha.gov.in/sites/default/files/armed_forces_special_powers_act1958.pdf)
2. Dr. Ambedkar's Last Speech in the Constituent Assembly on Adoption of the Constitution (November)
   (https://main.sci.gov.in/AMB/pdf/Closing%20speech%2025%20Nov%201949.pdf)

Other Resources

1. Enter Data

Course Designers

1. Dr. Maanvender Singh, Assistant Professor, Dept. of History, SRM University-AP.
2. Dr. Aqsa Agha, Assistant Professor, Dept. of History, SRM University-AP.

Industry Standard Employability Skills -II

Course Code	ISES 102	Course Category	Ability Enhancement Course (AEC)		L	T	P	C
					3	0	0	1
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	CDC	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

1. Develop interpersonal skills to be a good team player.
2. Develop socialization skills, positive attitude, and behavioural skills
3. Eliminate the barriers of communication and make conscious efforts to improve skill sets.
4. Recognise practice and acquire the skills necessary to deliver effective presentation with clarity and impact.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Recognise the intrinsic motivating factors.	1	70%	60%
Outcome 2	Demonstrate the ability to conceptualize an original idea.	3	80%	70%
Outcome 3	Solve the given problems using lateral thinking techniques	3	70%	60%
Outcome 4	Apply interpersonal skills to be a team player	3	90%	80%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1					1			2		2		1			
Outcome 2		2			3			3	3						
Outcome 3		3							2			2			
Outcome 4								2	3			2			
Average		2.5			2			2.3	2.7	2		1.7			

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	COs Addressed	References Used
Unit No. 1	**Motivation**	**9**		
	Soldiers' walk (Activity on factors of motivation)	3	1,4	1,4
	The Japanese fan (An activity on factors 1of motivation)	3	1,4	1,4
	Steps to ward off demotivation.	3	1,4	1,4
Unit No. 2	**Creativity and innovation**	**9**		
	Short film: (Students are encouraged to make a ten-minute documentary on various topics to enhance the power of aesthetics and precision)	3	1,2	1,4
	Creative short film (This activity is aimed at creating an interest on research and think out of the box)	3	1,2	1,4
Unit No. 3	**Critical and lateral thinking**	3		
	Fill me up, stimulating lateral thinking	**9**	1,2	2,4
	The curious case of Mary and Kevin (Activity triggering the different types of thinking)	3	2,3	2,4
	The creative college	3	2	2,4
Unit No. 4	**Team dynamics**	3		
	Story boarding, Frenzy, come to my island.	**9**	1,2,3	2,3
	Striking cars	3	1,2	2,3
	Defend the egg, tallest tower (Activities on the different stages of team building, team communication, coordination, and collaboration.	3	1,2,3	2,3
Unit No. 5	**Mini project**	3		
	Concept 1: Mini project presentation	**9**	1,2,3,4	1,4
	Concept 2: Mini project presentation	3	1,2,3,4	1,4
	Concept 3: Mini project presentation	3	1,2,3,4	1,4
Total Contact Hours		**45**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)								End Semester Exam (50%)	
		CLA-1 (10%)		Mid-1 (15%)		CLA-2 (10%)		Mid-2 (15%)			
		Th	Prac	Th	Prac	Th	Prac	Th	Prac	Th	Prac
Level 1	Remember	40%		50%		40%		50%		50%	
	Understand										
Level 2	Apply	60%		50%		60%		50%		50%	
	Analyse										
Level 3	Evaluate										
	Create										
Total		**100%**		**100%**		**100%**		**100%**		**100%**	

Recommended Resources

1. Personality development and soft skills – Braun K. Mitra
2. Key to success in workplace and life – Meenakshi Roman, Shalini Upadhyay.
3. Mastering soft skills – Julian Vyner
4. The Accidental Creative – How to be brilliant at a moment's notice – Todd

Course Designers

Introduction to Communicative English

Course Code	EGL 100	Course Category	Foundation Course	L	T	P	C
				4	0	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	English	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

➢ To Introduce the Principles and Practices of Effective Communication Skills in various contexts.
➢ To understand the purpose and differentiate various types of audience.
➢ To encourage self-evaluation while collaborating with peers during learning.
➢ To prepare the students to produce Language in various contexts be it Oral or Written form.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Employ all four skills (listening/speaking/ reading/writing) to express themselves using production skills (Speak and Write)	3	90%	90%
Outcome 2	Illustrate views using Power Point and Word.	3	70%	80%
Outcome 3	Express with proper grammar.	2	60%	50%
Outcome 4	Apply listening skills to practice.	3	80%	80%
Outcome 5	Employ reading skills to read the given text.	4	60%	50%
Outcome 6	Demonstrate the forms of writings	3	70%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
								Program Learning Outcomes (PLO)							
Outcome 1			2	2	3			3	3	3		3			
Outcome 2				3		3		3	3	3		3			
Outcome 3								3	2	3		3			
Outcome 4										3		3			
Outcome 5								2	3	3		3			
Outcome 6								3	3	3		3			
Average			2	2	3	3		2.8	2.8	3		3			

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	COs Addressed	References Used
Unit No. 1		**7**		
	Course Introduction and Overview	1	**1,2,3**	
	Parts of Speech	1		**1,2**
	Tenses	1		**1,2**
	Vocabulary (Etymology, Prefixes, Suffix)	2		**1,2**
	Capitalization & Punctuations	1		**1,2**
	Principles of Sentence Structure & Paragraph Writing (*S+V+O*)	1		**1,2,3**
Unit No. 2		**6**		
	The Fundamentals of Speech (*Ethos, Pathos & Logos*)	1	**1,2**	**1,2**
	How to give a good Speech? (*Rhetoric & Speech Delivery*)	1		**1,2**
	Verbal Communication (Turn taking strategies, Questioning, Types of Qs)	2		**1,2**
	Nonverbal Communication (Cultural Contexts, Importance and Types)	1		**1,2**
	Fundamentals of Personal, Informative, and Scientific Speech	1		**1,2**
Unit No. 3		**10**		
	Listening Skills: Definition, Barriers, Steps to Overcome	2	**4**	**2**
	Listening Comprehension	3		**2**
	Listening to Influence, Negotiate	2		**2**
	Listening to Specific Information	1		**2**
	Note taking & Making while Listening	2		**2**
Unit No. 4		**10**		
	Read to Skim, and Scan	2	**5**	**1,2**
	Read to Comprehend (Predict, Answer Questions & Summarize)	2		**1,2**
	Read to Appreciate, Compose and Present	3		**1,2**
	Read to Understand Referencing Skills for Academic Report Writing and Plagiarism (APA 6th Ed)	3		**1,2**
Unit No. 5		**12**		
	Write to Interpret Data (Flow charts, Bar Diagrams)	2	**6**	**4**
	Write to Inform (News, Emails, Notice, Agenda & Minutes)	2		**4**
	Write to Define (Definitions & Essays)	2		**4**
	Resume and Cover Letter	2		**4**
	Write an Effective Abstract and a Comprehensive Summary	2		**4**
	Write Project Proposal	2		**4**
Total Contact Hours		**45**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50 %)									End Semester Exam (50 %)	
		CLA-1 (10 %)		CLA-2 (15 %)		CLA-3 (10%)		Mid Term (15%)				End Semester Exam (50 %)
		Th	Prac	Th	Prac	Th	Prac	Th	Prac	Th	Prac	
Level 1	Remember	40%		50%		30%		40%		50%		
	Understand											
Level 2	Apply	60%		50%		70%		60%		50%		
	Analyse											
Level 3	Evaluate											
	Create											
Total		100%		100%		100%		100%		100%		

Recommended Resources

1. Shoba, Lourdes. (2017). Communicative English: A Workbook. U.K: Cambridge University Press.
2. Steven, Susan, Diana. (2015). Communication: Principles for a Life Time. U.S.A: Pearson 6th Ed.
3. Publication Manual of the American Psychological Association, (2010). 6th Ed.
4. Kosslyn, S.M. "Understanding Charts and Graphs", Applied Cognitive Psychology, vol. 3, pp. 185-226, 1989.

Course Designers

1.

Understanding Economy and Markets

Course Code	ECO 151	Course Category	FC		L	T	P	C
					4	0	0	4
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)	NA	Progressive Course(s)	NA			
Course Offering Department	Economics	Professional / Licensing Standards	NA					

Course Objectives / Course Learning Rationales (CLRs)

➢ To educate students on the fundamental concepts of an economy.
➢ The aim is to introduce the concept of individual decision making and consumer behaviour.
➢ To understand the organization of an economy.
➢ What is the value of the agricultural sector to the Indian economy?
➢ To acquire knowledge of the fundamental principles of money and banking in India

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Analyze real-life situations by thinking rationally and demonstrating how economic concepts can be applied.	2		
Outcome 2	In the given situation, students will be able to comprehend how consumers maximize their satisfaction.	2	80%	70%
Outcome 3	It will help to understand the categories of all activities in three sectors of the economy and their importance.	3	80%	70%
Outcome 4	Familiarize students with the functioning of money and the functioning of the banking sectors in an economy.	2	80%	70

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	3	2	1							2	3	1	2
Outcome 2	3	3	3	3	3	1			2			2	3	2	2
Outcome 3	3	3	3	3	2				2			3	3	1	3
Outcome 4	3	3	3	3	2	1			3			2	3	2	2
Outcome 5	3	2	3	3	2				2			2	3	1	3
Average	3	3	3	3	2	1			2			2	3	2	2

Course Unitization Plan

Unit No.		Required Contact Hours	CLOs Addressed	References
Unit I	**Introduction**		10	
	Introduction to Economics	2	1,2	1
	Central Problem of Economics	3	1,2	1
	Trade-off, Opportunity Cost	3	1,2	1
	Circular Flow of Income	2	1,2	1
Unit II	**Market**		12	
	Households, Corporates and Government	3	2	1
	Law of Demand	4	2	1
	Law of Supply	3	2	1
	Market Equilibrium	2	2	1
UNIT III	**Economy**		14	
	Composition of an economy	3	1, 3	4,5
	Five years planning	2	1, 3	4,5
	Economic reforms	3	1, 3	4,5
	Public sector and disinvestment	2	1, 3	4,5
	Labour reforms	2	1, 3	4,5
	Industrial Sickness and Remedial Measures	2	1, 3	4,5
UNIT IV	**Agrarian Economy**		17	
	Nature and Characteristics	2	4	4,5
	Cropping Patterns	1	4	4,5
	Inputs and Output	1	4	4,5
	Land Reforms	2	4	4,5
	Green Revolution	2	4	4,5
	Agricultural Investment	1	4	4,5
	Agricultural Prices and Subsidies	2	4	4,5
	Food Security in India	2	4	4,5
	Agricultural Labour	1	4	4,5
	WTO and Indian	2	4	4,5
	Recent Agricultural Policies	1	4	4,5
Unit V	**Money and Banking**		7	
	Indian Banking Sector and Inflation	2	5	4,5
	Commercial Banking in India	1	5	4,5
	Reserve Bank of India	1	5	4,5
	Money and capital market	2	5	4,5
	Price trends in India	1	5	4,5
	Total		60	

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 10%	Mid-1 15%	CLA-2 10%	CLA-3 15%	
Level 1	Remember	60%	60%	60%	60%	60%
	Understand					
Level 2	Apply	40%	40%	40%	40%	40%
	Analyse					
Level 3	Evaluate					
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. N. Gregory Mankiw (2015), Principles of Economics, 7th Edition, Cengage Learning India.
2. Karl E. Case, Ray C. Fair and E. Oster Sharon (2017), Principles of Economics, 12th Edition,
3. Pearson Education.
4. Robert S. Pindyk and D.L. Rubinfeld, (2017), Microeconomics, 8th Edition, Pearson Education.
5. V.K Puri and S.K Misra (2022), Indian Economy, 39th Revised Edition, Himalaya Publishing House.
6. Ramesh Singh (2022), Indian Economy, 14th Edition, McGraw Hill India.

Course Designers

1. Dr Ghanshyam Pandey, Assistant Professor, Department of Economics, SRM University AP

Abnormal Psychology I

Course Code	PSY 102	Course Category	Core Course (CC)	L	T	P	C
				3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Psychology	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

➢ To acquire knowledge for differentiating normal and abnormal behaviour
➢ To develop familiarity with DSM-V (Diagnostic and Statistical Manual of Mental Disorders)
➢ To gain knowledge about Anxiety disorders, Somatoform-dissociative disorders, Mood disorders, and disorders of childhood

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Identify psychological disorders pertaining to DSM-5 and ICD-10	1	80%	70%
Outcome 2	Categorize the types of psychological disorders and their symptoms	2	75%	70%
Outcome 3	Distinguish abnormal behaviour from normal behaviour	2	75%	60%
Outcome 4	Predict how neurosis leads to psychosis	3	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	2	1		1											
Outcome 2	2			1									1		
Outcome 3	2	2	2	1									1	2	
Outcome 4	2			1									2		3
Average	2	2	2	1									1	2	3

Course Unitization Plan

Unit No.	Unit Name		Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction to Abnormal Psychology**		**12**	1,2,3	1, 2
	Abnormal behaviour		2		
	Classification and causal factors		4		
	Clinical assessment –DSM-5 and ICD-10		6		
Unit 2	**Stress and Anxiety Disorders**		**12**	1, 2, 4	1, 2, 3
	Clinical symptoms of Stress, post-traumatic stress disorder.		4		
	Generalized Anxiety Disorder		4		
	Phobia and OCD (obsessive compulsive disorder)		4		
Unit 3	**Mood Disorders**		**12**	1, 2, 4	1, 2, 3
	Clinical Symptoms of mood disorders		4		
	Depressive disorder		4		
	Bipolar disorder		4		
Unit 4	**Somatic and Dissociative Disorders**		**12**	1, 2, 4	1, 2, 3
	Somatic symptoms and related disorders		6		
	Conversion disorder		3		
	Dissociative identity disorder		3		
Unit 5	**Common Disorders of Childhood**		**12**	1, 2, 4	1, 2, 3
	Specific Learning disability		4		
	Autism spectrum disorder		4		
	Attention deficit hyperactivity disorder		4		
Total Contact Hours			**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 15%	Mid-1 15%	CLA-2 10%	CLA-3 10%	
Level 1	Remember	50%	60%	60%	30%	50%
	Understand					
Level 2	Apply	50%	40%	40%	70%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Barlow H. & Durand V. Mark (2014). Abnormal Psychology: An Integrative Approach. Delhi: Cengage Learning India.
2. Bennett, P. (2006). Abnormal and Clinical Psychology: An Introductory Textbook. New York: Open University Press.
3. American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.)

Course Designers

1. Internal (Institutional) Subject Matter Experts:
2. Dr. Salome Divya Joseph, Assistant Professor, Department of Psychology, SRM University-AP.
3. Ms. Ayesha Parveen Haroon, Lecturer, Department of Psychology, SRM University-AP.
4. Expert Reviewers from Institutes of National Importance / Institutes of International Repute:
5. Prof. Akbar Hussain, Prof. and Head, Department of Psychology, Aligarh Muslim University.
6. Prof. H.S. Ashok, Prof. and Head, Department of Psychology, Bangalore University

Biological Psychology

Course Code	PSY 103	Course Category	Core Course (CC)	L	T	P	C
				3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Psychology	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

➢ To understand the biological bases of human behaviour, its nature and scope
➢ To discern the use of scientific techniques in biological psychology
➢ To impart knowledge about the structure and function of the nervous system.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Explain how biological processes influence behaviour	2	80%	70%
Outcome 2	Describe the scientific techniques in biological psychology	2	75%	70%
Outcome 3	Examine association and implications of the structure and function of the nervous system	2	75%	60%
Outcome 4	Summarize the neural underpinnings of mental health disorders	2	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	2	1		1									1		
Outcome 2	2		2	1	2			2					1		
Outcome 3	2	2											2	3	3
Outcome 4	2	1											3		
Average	**2**	**1**	**2**	**1**	**2**			**2**					**2**	**3**	**3**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction to Biopsychology**	**12**	2	1, 2, 3
	Introduction to Biopsychology	2		
	Philosophical issues in Biopsychology	4		
	Methods and Ethics in Biopsychology; Comparative studies	3		
	Divisions of Biopsychology	3		
Unit 2	**The Functioning Brain**	**12**	1, 2, 3, 4	1, 2, 3
	Types of Neurons	3		
	Structure and Functions of Neurons	3		
	Neural Conduction	3		
	Synaptic Transmission	3		
Unit 3	**Organization of Central Nervous System**	**12**	1, 2, 3, 4	1, 2, 3
	Brain: Structure and Function; Role in psychology	6		
	Spinal Cord: Structure and Function	3		
	Neuroplasticity of The Brain	3		
Unit 4	**Organization of Peripheral Nervous System**	**12**	1, 2, 3, 4	2
	PNS: Structure and Functions	4		
	Somatic Nervous System and psychological implications	4		
	Autonomic Nervous System and psychological implications	4		
Unit 5	**Endocrine System**	**12**	1	1, 2, 3
	Structure and function of Endocrine System	6		
	Major Glands and their psychological functions	6		
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 15%	Mid-1 15%	CLA-2 10%	CLA-3 10%	
Level 1	Remember	50%	60%	60%	30%	50%
	Understand					
Level 2	Apply	50%	40%	40%	70%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Kalat, J. (2019). Biological Psychology. 13th Ed. Boston: Cengage Learning.
2. Carlson, N. R. (2009). Foundations of Physiological Psychology. 8th Ed. New Delhi: Pearson Education.
3. Pinel, J. P. J. (2011). Biopsychology, 8th Edition. New Delhi: Pearson Education.

Course Designers

1. Internal (Institutional) Subject Matter Experts:
2. Dr. Salome Divya Joseph, Assistant Professor, Department of Psychology, SRM University-AP.
3. Ms. Ayesha Parveen Haroon, Lecturer, Department of Psychology, SRM University-AP.
4. Expert Reviewers from Institutes of National Importance / Institutes of International Repute:
5. Prof. Akbar Hussain, Prof. and Head, Department of Psychology, Aligarh Muslim University.
6. Prof. H.S. Ashok, Prof. and Head, Department of Psychology, Bangalore University

Developmental Psychology-I

Course Code	PSY 104	Course Category	Core Course (CC)	L	T	P	C
				3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Psychology	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

➢ To understand basic concepts of development psychology from infancy to adolescence
➢ To understand and explore diverse theoretical perspectives of human development
➢ To develop comprehensive understanding of physical development until puberty

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Interpreting the various concepts and evolution in developmental psychology	2	80%	70%
Outcome 2	Classify the theoretical development viewpoints	2	70%	65%
Outcome 3	Develop an understanding of the intricacies of prenatal development and childbirth	4	75%	60%
Outcome 4	Discuss the course of physical development from infancy up to adolescence	2	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	1	1	1					1				1	3		
Outcome 2	3	2	2	1		1		1			1	2		3	
Outcome 3	3	1	1	2				3				2		2	2
Outcome 4	3	2	1	1	1	2		1		2	1	2			3
Average	3	2	2	2	2	2	2	2	2	2	1	2	3	3	3

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction to Developmental Psychology**	**12**	1	1,2,3
	Definitions and concepts of human development	2		
	Domains and periods of lifespan development	3		
	Themes in the study of human development	3		
	Heredity, environment, and behaviour	2		
	History of developmental psychology	2		
Unit 2	**Theories of development**	**12**	1, 2	1,2,3
	The psychoanalytic viewpoint	3		
	The learning viewpoint	3		
	The cognitive-development viewpoint	3		
	Ecosystems and ethological approach	3		
Unit 3	**Prenatal development and birth**	**12**	1,3	1,3
	Basic genetics and conception	3		
	Prenatal developmental milestones	3		
	Psychological implications during the prenatal period;	3		
	Child birth and complications	3		
Unit 4	**Physical development: infancy and childhood**	**12**	1, 4	1,3
	Newborn's readiness for life	3		
	Development of the brain	3		
	Sensory development in infancy and childhood	3		
	Motor development in infancy and childhood	3		
Unit 5	**Physical development: Puberty**	**12**	1,4	1,3
	Physical transition into adolescence	2		
	Gender differences in puberty	2		
	Psychological impact during puberty	3		
	Sexuality in adolescents and its consequences	3		
	Correlates of physical development	2		
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 15%	Mid-1 15%	CLA-2 10%	CLA-3 10%	
Level 1	Remember	50%	60%	60%	30%	50%
	Understand					
Level 2	Apply	50%	40%	40%	70%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Berk, L.C. (2013). Child Development. 9th Ed. New Delhi: Prentice Hall of India (Pvt) Ltd.
2. Shaffer, D.R. & Kipp, K. (2000). Developmental Psychology: Childhood and Adolescence, 8th Ed., Belmont, USA: Cengage Learning.
3. Rathus, S. A. (2017). Human Development - HDEV, 3rd ed. Belmont.

Other Resources

1. Feldman, R.S. (2016). Development across the Life Span. 8th Ed, New Delhi: Pearson

Course Designers

1. Internal (Institutional) Subject Matter Experts:
2. Dr. Salome Divya Joseph, Assistant Professor, Department of Psychology, SRM University-AP.
3. Ms. Ayesha Parveen Haroon, Lecturer, Department of Psychology, SRM University-AP.
4. Expert Reviewers from Institutes of National Importance / Institutes of International Repute:
5. Prof. Akbar Hussain, Prof. and Head, Department of Psychology, Aligarh Muslim University.
6. Prof. H.S. Ashok, Prof. and Head, Department of Psychology, Bangalore University.

Social Psychology

Course Code	PSY 105	Course Category	Core Course (CC)	L	T	P	C
				4	0	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Psychology	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

➢ Course Objectives / Course Learning Rationales (CLRs)
➢ To develop an understanding of the relationship between individual and the social world.
➢ To understand concepts of social influence and behaviour, the way individuals think, feel and behave in social situations
➢ To understand the dynamics of interpersonal attraction, prosocial behaviour, group processes, attitude formation in a social context.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Explain the social psychology concepts	2	75%	70%
Outcome 2	Demonstrate the social influence concepts	3	80%	70%
Outcome 3	Differentiate the group dynamics and their uses	4	70%	60%
Outcome 4	Justify the social situation with social psychology theories	5	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	2			1	1	1	2	1	3	2	3	1	2	2	
Outcome 2	1			1			2	2	3	2		2		3	
Outcome 3	2	1	1				2	3	3	2	2	1		2	
Outcome 4	2			3	2		1					1			3
Average	2	1	1	2	2	1	2	2	3	2	3	1	2	2	3

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction to Social Psychology**	**12**	1, 4	1
	Nature and scope of Social Psychology	2		
	History of Social Psychology	4		
	Social behaviour and thought	3		
	Social Psychology research	3		
Unit 2	**Understanding the social world**	**12**	1, 2	1
	Self-concept	3		
	Self-esteem	2		
	Social identity	2		
	Social perceptions	3		
	Social cognition	2		
Unit 3	**Social Influence**	**12**	3	1, 2
	Prosocial behaviour	3		
	Interpersonal Attraction	3		
	Social influence processes- Conformity, Compliance and Obedience	6		
Unit 4	**Group Dynamics**	**12**	2, 3	3
	Nature of Group, Types of groups	3		
	Stages of group formation	3		
	Group decision making	3		
	Social facilitation and loafing	3		
	Leadership and its styles			
Unit 5	**Attitude and Prejudice**	**12**	2, 4	1
	Attitude formation and Attitude change	4		
	Nature of prejudice, stereotypes, and stigma	5		
	Addressing prejudice in society	3		
Total Contact Hours			**60**	

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 15%	Mid-1 15%	CLA-2 10%	CLA-3 10%	
Level 1	Remember	50%	60%	60%	30%	50%
	Understand					
Level 2	Apply	50%	40%	40%	70%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Baron and Branscombe (2017) Social Psychology (14th Ed). New Delhi: Pearson.
2. Baumeister.R.F. and Bushman, B.J. (2014) Social Psychology and Human nature 3rd Ed. Wadsworth Cengage learning.
3. Myers, D.G. (2013). Social psychology 11th Ed New Delhi: Tata McGraw-Hill.

Course Designers

1. Internal (Institutional) Subject Matter Experts:
2. Dr. Salome Divya Joseph, Assistant Professor, Department of Psychology, SRM University-AP.
3. Ms. Ayesha Parveen Haroon, Lecturer, Department of Psychology, SRM University-AP.
4. Expert Reviewers from Institutes of National Importance / Institutes of International Repute:
5. Prof. Akbar Hussain, Prof. and Head, Department of Psychology, Aligarh Muslim University.
6. Prof. H.S. Ashok, Prof. and Head, Department of Psychology, Bangalore University.

Creativity and Critical Thinking Skills

Course Code	AEC 104	Course Category	Ability Enhancement Course (AEC)	L	T	P	C
				1	0	1	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Literature & Languages	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

➢ Identify key concepts associated with creative problem-solving and critical analysis.
➢ Interpret and summarize various models and frameworks used in fostering creative and critical thinking skills
➢ Apply divergent thinking methods to generate innovative solutions to multifaceted problems.
➢ Assess and compare the strengths and weaknesses of various critical thinking approaches in decision-making.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Define and describe fundamental concepts and theories related to creativity and critical thinking.	1	80%	80%
Outcome 2	Explain the significance of creativity and critical thinking in problem-solving and decision-making processes.	2	80%	60%
Outcome 3	Implement critical thinking strategies to analyse and evaluate information and arguments effectively.	3	80%	70%
Outcome 4	Analyse and assess the effectiveness of specific creative thinking methods in addressing real-world problems.	4	80%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	3	3	3			3		3		3	3	3	1
Outcome 2	3	3	3	3	3			3		3		3	3	3	1
Outcome 3	3	3	3	3	3			3		3		3	3	3	1
Outcome 4	3	3	3	3	3			3		3		3	3	3	1
Average	3	3	3	3	3			3		3		3	3	3	1

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction to Creativity and Critical Thinking**	**6**		
	Introduction to key concepts	2	1,3	1
	Importance in personal and professional contexts	2	1,3	1,2
	Understanding the differences	1	2,3	1,4
	Real-world applications	1	1,3	1,3
Unit 2	**Overcoming Mental Blocks**	**6**		
	Identifying and addressing barriers	3	1	14
	Exercises for mental flexibility	3	4	1,2
Unit 3	**Critical Thinking Skills**	**6**		
	Recognizing common pitfalls	1	1,3	1,2
	Examples and group discussion	1	2,3	1,2
	Techniques for assessing information credibility	2	1,3	1
	Case studies and research exercises	2	1,3	3
Unit 4	**Application of Creative Solutions**	**6**		
	Practical problem-solving exercises	1	1,3	1,4
	Group projects and case studies	2	2,3	2,3
	Integrating ethics into creative and critical thinking	1	1,3	1
	Discussions on ethical dilemmas and decision-making	2	1,3	3
Unit 5	**Application of Creative Solutions**	**6**		
	Quizzes on concepts and techniques	1	1,3	1,2
	Individual and group assignments	1	2,3	1,2
	Applying creativity and critical thinking to a real-world scenario	2	1,3	1
	Presentation and peer evaluation	2	1,3	3
Total Contact Hours		**30**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (75%)			
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (20%)	Project Work (45%)
Level 1	Remember	30%		10%	
	Understand				
Level 2	Apply	70%	100%	90%	100%
	Analyse				
Level 3	Evaluate				
	Create				
Total		**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Creative Confidence: Unleashing the Creative Potential Within Us All by Tom Kelley and David Kelley
2. Critical Thinking: An Introduction by Alec Fisher
3. Think Like a Freak: The Authors of Freakonomics Offer to Retrain Your Brain by Steven D. Levitt and Stephen J. Dubner
4. Creative Intelligence: Harnessing the Power to Create, Connect, and Inspire by Bruce Nussbaum

Course Designers

1. Dr. Sayantan Thakur, Assistant Professor, Department of Literature and Languages, SRM University-AP

Digital Literacy

Course Code	SEC 102	Course Category	SEC		L	T	P	C
					1	0	1	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	ITKM	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

1. Introduce basic digital skills that are needed in today's 21st century work environment.
2. develop the skills that they need to effectively integrate technology into their respective professional practices.
3. Learn practical-oriented and will have a lot of hands-on exercises.
4. Understand basic and practical digital skills.
5. learn and use software and hardware systems, including the basic troubleshooting.
6. Learn issues pertaining to emerging technologies and creating digital identity in various platforms.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Discuss the importance of Digital Literacy	2	75%	80%
Outcome 2	Compare and Contrast collaborative features in digital platforms	3	70%	70%
Outcome 3	Create digital identity profile on LinkedIn	3	75%	75%
Outcome 4	Demonstrate best practices of digitally managed workspace on MS office 365 and G Suite	3	70%	75%
Outcome 5	Identify relevant information from authentic data sources	3	70%	75%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1					3	3		1	2	3		3			
Outcome 2					3	3		1	2	3		3			
Outcome 3					3	3		1	2	3		3			
Outcome 4					3	3		1	2	3		3			
Average					3	3		1	2	3		3			

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	COs Addressed	References Used
Unit No. 1	**Introduction - Digital Literacy**	**2**	**1**	1,2,3
	About Digital Literacy	0.5	1	1,2,3
	Importance of digital literacy	0.5	1	1,2,3
	Overview of Computing Systems and Platforms	0.5	1	1,2,3
	Digital Proficiency for Career prospects and Everyday living	0.5	1	1,2,3
Unit No. 2	**Know your computer**	**3**	**1**	1,2,3
	Types of computing	0.5	1	1,2,3
	Accessories & peripherals	0.5	1	1,2,3
	System upkeep & maintenance	0.5	1	1,2,3
	Basic Troubleshooting	0.5	1	1,2,3
	Operating Systems	1	1	1,2,3
Unit No. 3	**Microsoft Office Automation software**	**5**	**4**	1,2,3
	Word Processing	1	4	1,2,3
	Excel - Data Analysis	1	4	1,2,3
	PowerPoint Presentations	1	4	1,2,3
	Digital software tools	1	4	1,2,3
	Best practices	1	4	1,2,3
Unit No. 4	**Google Automation Software**	**3.5**	**4**	1,2,3
	Word Processing	1	4	1,2,3
	Spreadsheet	1	4	1,2,3
	Presentations	1	4	1,2,3
	Best practices	0.5	4	1,2,3
Unit 5	**Digital Communication tools**	**4**	**2**	1,2,3
	Emails Systems - Gmail, MS Outlook, Zimbra, etc	0.5	2	1,2,3
	Calendar Functionality	0.5	2	1,2,3
	Drive - Access Permissions - Best practices	1	2	1,2,3
	Chat functionality and Use	1	2	1,2,3
	Zoom, MS Teams, Google meet, Jiomeet,	1	2	1,2,3
Unit No. 6	**Network and Internet**	**3**	**1**	1,2,3
	Basics of Network	1	1	1,2,3
	Types of browsers, Safety measures, bookmarks	1	1	1,2,3
	Search engines	1	1	1,2,3
Unit No. 7	**Digital Identity for Professional Connect activities**	**5**	**3**	1,2,3
	Social media	1	3	1,2,3
	Dos and Don'ts handling Social Media Accounts	2	3	1,2,3
	Digital Profile	3	3	1,2,3
Unit No. 8	**Cybersecurity**	**1.5**	**1**	1,2,3
	Introduction to Cybersecurity	0.5	1	1,2,3
	Strategies to project the personal and professional data	0.5	1	1,2,3
	Awareness on various Cyber Attacks		1	1,2,3
	Security measures for Email, Personal computing systems	0.5	1	1,2,3
Unit No. 9	**Information and Data Literacy**	**4**	**5**	1,2,3
	Information & Data Mining Strategies	1	5	1,2,3
	Online resources	2	5	1,2,3
	Understanding on Plagiarism	1	5	1,2,3
Total Contact Hours		**30**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Exam (40%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	CLA-3 (15%)	
Level 1	Remember	70%	40%	30%	30%	30%
	Understand					
Level 2	Apply	30%	60%	70%	70%	70%
	Analyse					
Level 3	Evaluate					
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Digital Literacy (20210401) Kindle Edition by Mandy Reininger (Author), Darrel Karbginsky (Author) Format: Kindle Edition
2. Digital Literacies: Concepts, Policies and Practices (New Literacies and Digital Epistemologies) New Edition by Colin Lankshear (Editor), Michele Knobel (Editor
3. Read the World: Rethinking Literacy for Empathy and Action in a Digital Age Illustrated Edition by Kristin Ziemke (Author), Katie Muhtaris (Author)

Course Designers

Theories of Personality

Course Code	PSY 201	Course Category			L	T	P	C
					3	0	1	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Psychology	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

➢ To understand the various theories of personality
➢ To gain exposure to personality assessment
➢ To understand and appreciate human diversity

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe the factors influencing personality	2	80%	70%
Outcome 2	Discuss the approaches to personality theories	2	75%	70%
Outcome 3	Solve the given issue based on behavioural and trait theories	3	70%	60%
Outcome 4	Compare and contrast the theories of personality	4	75%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	2	1	1	1					1				3		
Outcome 2	2	2	2	2									1	1	1
Outcome 3	2	2	2	2										3	2
Outcome 4	2	1		1	2	2		2	2	2	1	2	2	2	1
Average	2	2	2	2	2	2		2	2	2	1	2	2	2	1

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction to Personality**	**12**	1, 4	1, 2
	Introduction to personality: Definition and concepts	4		
	Factors influencing personality	4		
	Assessment and methods of research in personality	4		
Unit 2	**Psychodynamic Theories**	**12**	1, 2, 3, 4	1, 2
	Classical psychoanalysis: Freud	4		
	Neo-Freudian theories: Jung, Adler, Erickson and Horney	4		
	Personality Assessment: Myers-Briggs Type Indicator	4		
Unit 3	**Behavioural and Trait Theories**	**12**	1, 2, 3, 4	1, 2
	Hippocrates and Sheldon	3		
	Behaviourisms: Skinner	3		
	Social Learning: Bandura	3		
	Trait theories: Allport and Cattell	3		
Unit 4	**Existential and Humanistic Theories**	**12**	1, 2, 3, 4	1, 2
	Existential theories: Rollo May and Victor Frankl	6		
	Humanistic theories: Abraham Maslow and Carl Rogers	6		
Unit 5	**Theories on Specific Facets of personality**	**12**	1, 2, 4	1
	Psychology of reversals: Smith and Alter	3		
	Rotter's Locus of control	3		
	Seligman: Learned helplessness, explanatory style	3		
	Zukerman: Sensation-seeking	3		
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 15%	Mid-1 15%	CLA-2 10%	CLA-3 10%	
Level 1	Remember	50%	60%	60%	30%	50%
	Understand					
Level 2	Apply	50%	40%	40%	70%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Schultz, D.P. & Schultz, S.E. (2013). Theories of Personality (10 Ed.). New Delhi: Cengage Learning.
2. Hall, C.S., Lindzey, G. & Campbell, J.B. (2007). Theory of personality (4th ed.). New York: John Wiley

Other Resources

1. Cornelissen, R.M.M., Misra, G &Varma, S (2014). Foundations and Applications of Indian Psychology. Pearson Education.

Course Designers

1. Internal (Institutional) Subject Matter Experts:
2. Dr. Salome Divya Joseph, Assistant Professor, Department of Psychology, SRM University-AP.
3. Ms. Ayesha Parveen Haroon, Lecturer, Department of Psychology, SRM University-AP.
4. Expert Reviewers from Institutes of National Importance / Institutes of International Repute:
5. Prof. Akbar Hussain, Prof. and Head, Department of Psychology, Aligarh Muslim University.
6. Prof. H.S. Ashok, Prof. and Head, Department of Psychology, Bangalore University.

Developmental Psychology II

Course Code	PSY 202	Course Category	Departmental Core (DC)	L	T	P	C
				3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Psychology	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

➢ To understand basic concepts and issues in individual development
➢ To understand and integrate various domains of human development
➢ To comprehend human development as progressing through different stages.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Discuss Piaget's approach and information processing approach to cognitive development	2	70%	60%
Outcome 2	Classify stages and components of language development	2	70%	65%
Outcome 3	Differentiate theories of moral development and psychosocial development	4	80%	70%
Outcome 4	Classify the developmental milestones and tasks of adulthood and old age	2	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	2	1						1	1			1			
Outcome 2			2	1		1		1				1		1	1
Outcome 3		2	2	1	1			3	1	1	1	2	3	1	
Outcome 4	1	2	2			1	1	3	2	2		2		2	2
Average	2	2	2	1	1	1	1	2	1	2	1	2	3	1	2

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**COGNITIVE DEVELOPMENT**	**12**	1	1,3
	Cognitive development in infancy	4		
	Piaget's approach to cognitive development	4		
	Information processing approaches to cognitive development	4		
Unit 2	**LANGUAGE & MORAL DEVELOPMENT**	**12**	2,3	1,3
	Beginnings of language, stages of language development	3		
	Components of language, Language Acquisition device	3		
	Theories of moral development: Kohlberg's model, Piaget's theory, Damon's view of moral identity, Gilligan's theory of women's moral development, Rest's neo-Kolbergian approach.	6		
Unit 3	**PSYCHOSOCIAL DEVELOPMENT**	**12**	3,4	2, 3
	Emotional development in infancy and childhood	3		
	Theories of attachment	3		
	Theory of psychosocial development	3		
	Theory of mind	3		
Unit 4	**ADULTHOOD**	**12**	3, 4	1, 2, 3
	Developmental milestones in adulthood	4		
	Mid-life crises and empty-nest syndrome	4		
	Parenting and parenting styles	4		
Unit 5	**OLD AGE, DEATH AND DYING**	**12**	4	3,1
	Challenges of old-age	3		
	Retirement: stages and challenges	3		
	Facing existential questions and nearing death	3		
	Dealing with grief and loss	3		
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 15%	Mid-1 15%	CLA-2 10%	CLA-3 10%	
Level 1	Remember	40%	60%	60%	40%	40%
	Understand					
Level 2	Apply	60%	40%	40%	60%	60%
	Analyse					
Level 3	Evaluate					
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Berk, L.C. (2013). Child Development. 9th Ed. New Delhi: Prentice Hall of India (Pvt) Ltd.
2. Rathus, S. A. (2017). Human Development - HDEV, 3rd ed. Belmont,
3. Feldman, R.S. (2016). Development across the Life Span. 8th Ed, New Delhi: Pearson.

Course Designers

1. Internal (Institutional) Subject Matter Experts:
2. Dr. Salome Divya Joseph, Assistant Professor, Department of Psychology, SRM University-AP.
3. Ms. Ayesha Parveen Haroon, Lecturer, Department of Psychology, SRM University-AP.
4. Expert Reviewers from Institutes of National Importance / Institutes of International Repute:
5. Prof. Akbar Hussain, Prof. and Head, Department of Psychology, Aligarh Muslim University.
6. Prof. H.S. Ashok, Prof. and Head, Department of Psychology, Bangalore University.

Abnormal Psychology II

Course Code	PSY 203	Course Category	Core Course (CC)	L	T	P	C
				3	1	0	4
Pre-Requisite Course(s)	PSY 102	Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Psychology	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

➢ To gain knowledge about psychotic disorders, substance-use and related disorders, personality disorders, and sexual dysfunction and paraphilic disorders
➢ To understand the biological interventions for the various psychological disorders
➢ To understand the psychosocial interventions for the various psychological disorders

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Identify the symptoms of psychological disorders	2	80%	70%
Outcome 2	Categorize the schizophrenia spectrum disorders	2	75%	70%
Outcome 3	Examine biopsychosocial interventions for given psychological disorders	3	75%	60%
Outcome 4	Summarize the etiology of psychological disorders	2	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	2	1		1									1	2	
Outcome 2	2			1									1		
Outcome 3	2	2	2	1									3		3
Outcome 4	2			1									1		
Average	2	2	2	1									2	2	3

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction to Schizophrenia Spectrum and Psychotic Disorders**	**12**	1, 2, 4	1, 2, 3
	Clinical symptoms of schizophrenia spectrum disorder	6		
	Clinical Symptoms of psychotic disorders	6		
Unit 2	**Substance Use and Related Disorders**	**12**	1, 4	1, 2, 3
	Alcohol related disorders	6		
	Drug abuse and addiction	6		
Unit 3	**Personality Disorders**	**12**	1,4	1, 2, 3
	Antisocial personality disorder	6		
	Borderline personality disorder	6		
Unit 4	**Sexual Dysfunction and Paraphilic Disorders**	**12**	1,4	1, 2, 3
	Sexual dysfunction	6		
	Paraphilic Disorders	6		
Unit 5	**Interventions in Abnormal Psychology**	**12**	3	1, 2
	Psychological intervention	3		
	Rehabilitation and psychotherapy	5		
	Biological intervention: pharmacological therapy and convulsive therapy	4		
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 15%	Mid-1 15%	CLA-2 10%	CLA-3 10%	
Level 1	Remember	50%	60%	60%	30%	50%
	Understand					
Level 2	Apply	50%	40%	40%	70%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Barlow H. & Durand V. Mark (2014). Abnormal Psychology: An Integrative Approach. Delhi: Cengage Learning India.
2. Butcher, J.N., Hooley, J.M., & Mineka, S. (2014). Abnormal Psychology (16th Ed). New York: Pearson
3. American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.)

Course Designers

1. Internal (Institutional) Subject Matter Experts:
2. Dr. Salome Divya Joseph, Assistant Professor, Department of Psychology, SRM University-AP.
3. Ms. Ayesha Parveen Haroon, Lecturer, Department of Psychology, SRM University-AP.
4. Expert Reviewers from Institutes of National Importance / Institutes of International Repute:
5. Prof. Akbar Hussain, Prof. and Head, Department of Psychology, Aligarh Muslim University.
6. Prof. H.S. Ashok, Prof. and Head, Department of Psychology, Bangalore University.

Cognitive Psychology

Course Code	PSY 204	Course Category	Departmental Elective (DE)	L	T	P	C
				3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Psychology	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

➢ To understand the history of cognitive psychology and its concepts
➢ To understand the research in cognitive and neuro-psychological fields and its methods.
➢ To understand various important cognitive processes.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe the history of cognitive psychology	2	80%	70%
Outcome 2	Discuss the cognitive processes	2	75%	70%
Outcome 3	Examine the neurocognitive research methods	4	75%	60%
Outcome 4	Compare and contrast the problem solving and decision-making techniques in cognitive psychology	4	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	2												2		
Outcome 2	2	2	2	1	2	1			1	1			3		
Outcome 3	2	2	1	2	2	1		2							2
Outcome 4	2	2	2	2					2	1	1	2	2	2	
Average	**2**	**2**	**2**	**2**	**2**	**1**		**2**	**2**	**1**	**1**	**2**	**2**	**2**	**2**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction to Cognitive Psychology**	12	1,3	1,2,3
	History of cognitive psychology	4		
	Cognitive Approach and Neurosciences approach	4		
	Methods of Cognitive Psychology and Neurosciences	4		
Unit 2	**Attention**	12	2,3	1,2,3
	Attention: Nature and its concepts, theories	4		
	Types of attention, practice -Stroop task	4		
	Adaption and Habituation	4		
Unit 3	**Memory and its processes**	12	2,3	1,2,3
	Short-term, long-term memory, semantic and episodic memory, autobiographical memory, flashbulb memory and prospective memory	4		
	Eyewitness testimony, suggestibility	2		
	Process and models of memory: Atkinson-Shiffrin model, Level of processing model, Tulving's model of memory and parallel distributed processing, Baddeley's working memory	3		
	Memory enhancing strategies, surface, and deep learning.	3		
Unit 4	**Language, Problem Solving and Decision Making**	12	2,3,4	1,2,3
	Language: components, cognitive factors, bilingualism and multilingualism	4		
	Concept of problem solving and its methods	4		
	Decision making models: Rational, Administrative and Retrospective	4		
Unit 5	**Cognitive Neuroscience**	12	2,3	1,3
	Emergence of cognitive neuroscience; cognitive revolution	3		
	Localization and aggregate field view	3		
	Brain mapping	3		
	Recent trends in cognitive neuroscience	3		
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 15%	Mid-1 15%	CLA-2 10%	CLA-3 10%	
Level 1	Remember	50%	60%	60%	30%	50%
	Understand					
Level 2	Apply	50%	40%	40%	70%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Galotti, K.M. (2017). Cognitive Psychology: In and Out of the Laboratory (6th Edition). SAGE Publications
2. Smith. E.E. & Kosslyn, S.M. (2013). Cognitive Psychology: Mind and Brain. Upper Saddle River, N.J.: Pearson/Prentice Hall
3. Sternberg, R.J. & Sternberg, K. (2016). Cognitive Psychology (6th Edition). Wadsworth: Cengage Learning

Course Designers

1. Internal (Institutional) Subject Matter Experts:
2. Dr. Salome Divya Joseph, Assistant Professor Department of Psychology, SRM University-AP.
3. Ms. Ayesha Parveen Haroon, Lecturer Department of Psychology, SRM University-AP.
4. Expert Reviewers from Institutes of National Importance / Institutes of International Repute:
5. Prof. Akbar Hussain, Prof. and Head, Department of Psychology, Aligarh Muslim University.
6. Prof. H.S. Ashok, Prof. and Head, Department of Psychology, Bangalore University

Leadership & Teamwork

Course Code	**AEC 102**	Course Category	AEC		L	T	P	C
					2	0	0	2
Pre-Requisite Course(s)	Basic Communication skills	**Co-Requisite Course(s)**		**Progressive Course(s)**				
Course Offering Department	Literature & Languages	**Professional / Licensing Standards**						

Course Objectives / Course Learning Rationales (CLRs)

- ➢ Comprehend Leadership Skills.
- ➢ Develop Practical Leadership Skills.
- ➢ Foster Collaborative Teamwork.
- ➢ Bridge Theory with Application

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Demonstrate improved leadership competencies	1	75%	85%
Outcome 2	Exhibit the ability to work collaboratively	2	75%	80%
Outcome 3	Lead teams and resolve conflicts	2	70%	80%
Outcome 4	Apply leadership and collaborative skills	3	75%	85%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1		2	2	2	2	2		2	3	3	3	3	1		
Outcome 2		2	2	2	2	2		2	3	3	3	3	1		
Outcome 3		2	2	2	2	2		2	3	3	3	3	1		
Outcome 4		2	2	2	2	2		2	3	3	3	3	1		
Course Average		2	2	2	2	2		2	3	3	3	3	1		

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction To Leadership & Teamwork**	9		
	Activity: Canvas	3	2	
	Bruce Tuckman's Model	1	2	2,3
	Activity: Leadership Challenge	2	1	
	Difference between leaders & managers	4	1	1
Unit 2	**The Art of Collaboration**	8		
	Activity: Building a Tower	2	1	
	Debrief & the 6 C's of Collaboration	4	2	2,4
	Activities: Jigsaw puzzles & Defend an Egg	4	2	
Unit 3	**Leadership Styles**	6		
	Self-Diagnostic Assessment	1	3	1,3
	The 7 Styles of Leadership	2	3,4	1
	Activity: Lost at Sea	2	3,4	
Unit 4	**Interpersonal Communication & Conflict Management**	10		
	Role Play & debrief	3		
	Types of Conflict & Conflict Resolution	4	3	5
	Activity: Striking Cars & Debrief	2	3.4	
Unit 5	**Project**	12	3,4	
			1,2,3,4	
	Total Hours	45		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (100%)			
		CLA-1 (20%)	**CLA-2 (20%)**	**CLA-3 (20%)**	**Project (40%)**
Level 1	Remember	50%	30%	20%	10%
	Understand				
Level 2	Apply	50%	70%	80%	80%
	Analyse				
Level 3	Evaluate				10%
	Create				
Total		**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Northouse, P. G. (2021). Leadership: Theory and practice (9th ed.). Sage Publications.
2. Lencioni, P. (2002). The five dysfunctions of a team: A leadership fable. Jossey-Bass.
3. Katzenbach, J. R., & Smith, D. K. (2015). The wisdom of teams: Creating the high-performance organization. Harvard Business Review Press.
4. West, M. A. (2012). Effective teamwork: Practical lessons from organizational research (3rd ed.). BPS Blackwell.
5. Fisher, R., Ury, W., & Patton, B. (2011). Getting to yes: Negotiating agreement without giving in (3rd ed.). Penguin Books.

Other Resources

1. Enter Data

Course Designers

1. Dr. Srabani Basu, Associate Professor, Department of English, SRM University – AP

Social Entrepreneurship

Course Code	SEC 108	Course Category	SEC		L	T	P	C
					2	0	0	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Management	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

➢ To Equip Students with the Knowledge and Skills to Address Social Challenges through Entrepreneurial Solutions
➢ To Foster Practical Experience and Ethical Leadership in Social Entrepreneurship

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Discuss the Concept and Importance of Social Entrepreneurship	2	90%	80%
Outcome 2	Identify social problems and entrepreneurial opportunities	3	80%	80%
Outcome 3	Develop the Business Model for a Social Enterprise	3	70%	70%
Outcome 4	Prepare a plan to Manage and Scale Social Enterprises for Sustainable Impact	4	60%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1		2					2	2				2			
Outcome 2		2	3				2	2	3		3	3			
Outcome 3		3	3				2	2	3		3	3			
Outcome 3		3	3				3	2	3		3	3			
Average		2.5	2.25				2.25	2	2.25		2.25	2.75			

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
UNIT-1	**Introduction to Social Entrepreneurship**	2		
	Define social entrepreneurship and its importance	0.25	1	1,2
	Identify key challenges in addressing social issues	0.5	1	1,2
	Explore historical context and evolution of the field	0.25	1	1,2
	Analyze root causes of social issues	0.5	1	1,2
	Explore ethical considerations in social innovation	0.25	1	1,2
	Understand the importance of sustainability	0.25	1	1,2
UNIT-2	**Identifying Social Problems and Opportunities**	4		
	Identify pressing social problems and Methods for assessing community needs	1	2	1,2
	Techniques for spotting opportunities for social change	2	2	1,2
	Analyzing existing solutions and gaps in the market	1	2	1,2
UNIT-3	**Developing a Social Enterprise Concept**	10		
	Understand the role of empathy in social entrepreneurship	1	1,2	1,2
	Conduct needs assessments and market research	2	2	1,2
	Define a clear social mission and vision	1	2	1,2
	Business Model Canvas	6	2	1,2
UNIT-4	**Managing Social Entrepreneurship**	6		
	Role of leadership in driving social change	1	3	1,2
	Building a values-driven organization	1	3	1,2
	Explore legal structures for social enterprises	1	3	1,2
	Develop a marketing plan for social enterprises	1	2	1,2
	Understand the role of storytelling in impact	1	2,3	1,2
	Ethical marketing practices	1	1,2	1,2
UNIT-5	**Funding & Scaling of Social Entrepreneurship**	6		
	Explore investment options for social enterprises	1	3,4	1,2
	Identify funding sources and strategies	1	3,4	1,2
	Develop a fundraising strategy	1	3,4	1,2
	Importance of adaptability and learning	1	3,4	1,2
	Pitching for Social Impact	1	3,4	1,2
	Strategies for scaling social enterprises	1	3,4	1,2
UNIT-6	**Challenges and Future Trends in Social Entrepreneurship**	2	1	1,2
	Total Hours	30		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (70%)			End Semester Exam (30%)
		Mid Term Exam (20%)	CLA-1 (20%)	CLA 2 (30%)	
Level 1	Remember	80%	60%	70%	40%
	Understand				
Level 2	Apply	20%	40%	30%	60%
	Analyse				
Level 3	Evaluate				
	Create				
Total		**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Social Entrepreneurship: What Everyone Needs to Know" by David Bornstein and Susan Davis
2. "Social Entrepreneurship: Theory and Practice" by Ryszard Praszkier and Andrzej Nowak
3. "Lean Impact: How to Innovate for Radically Greater Social Good" by Ann Mei Chang

Other Resources

1. https://www.coursera.org/specializations/social-entrepreneurship-cbs

Course Designers

1. Dr. Aftab Alam, Assistant Professor, Paari School of Business, SRM University-AP

Psychology Practicals

Course Code	PSY 205	Course Category	Core Course (CC)	L	T	P	C
				3	0	1	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Psychology	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

➢ To gain exposure to various experiments in psychology
➢ To acquire skills of rapport building and conduction
➢ To learn how to write an experimental report

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe the types of motivation tests	2	80%	70%
Outcome 2	Classify the methods of experiments	2	70%	65%
Outcome 3	Use the cognitive functions tests for given scenario	3	75%	60%
Outcome 4	Justify the assessment results and discussions for given case	5	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	2				1			1					2		
Outcome 2		1		1	2	1		1	1	3		1		3	
Outcome 3	2	2	2	2	1	2		1	2	1		1		3	2
Outcome 4	2	2	3	2	2	2		1	2			1			2
Average	2	2	2	2	1	2		1	2	2		1	2	3	2

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction to Experimental Psychology**	**16**	1	1
	Definition and types of motivation	8		
	Psychological aspects of various forms of motivation (hunger and thirst)	8		
Unit 2	**Methods of Experimentation**	**24**	2	2
	The experimental research method	8		
	Experiment conduction skills	6		
	Types of experiments	10		
Unit 3	**Measuring Cognitive Functions (any 2)**	**30**	1,3,4	2
	Memory testing	12		
	Intelligence Testing	12		
	Reasoning	6		
Unit 4	**Measuring Psychophysiological Variables (any 2)**	**25**	1,4	2
	Sensation	10		
	Perception	10		
	Illusion	5		
Unit 5	**Measuring Performance Variables (any 1)**	**25**	1, 4	2
	Vigilance	12		
	Mental rotation	13		
Total Contact Hours		**120**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 15%	Mid-1 15%	CLA-2 10%	CLA-3 10%	
Level 1	Remember	50%	60%	60%	30%	50%
	Understand					
Level 2	Apply	50%	40%	40%	70%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Myers, A., & Hansen, C. (2006). Experimental psychology (6th ed.). Belmont, CA,US: Thomson Wadsworth.
2. Manuals of various experiments

Course Designers

1. Internal (Institutional) Subject Matter Experts:
2. Dr. Salome Divya Joseph, Assistant Professor, Department of Psychology, SRM University-AP.
3. Ms. Ayesha Parveen Haroon, Lecturer, Department of Psychology, SRM University-AP.
4. Expert Reviewers from Institutes of National Importance / Institutes of International Repute:
5. Prof. Akbar Hussain, Prof. and Head, Department of Psychology, Aligarh Muslim University.
6. Prof. H.S. Ashok, Prof. and Head, Department of Psychology, Bangalore University.

Statistics for Social Sciences

Course Code	PSY 206	Course Category	Core Course (CC)	L	T	P	C
				3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Psychology	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

➢ To familiarize students with the use of statistical methods in social science research
➢ To foster an understanding of the techniques of descriptive and basic inferential statistics for quantitative research.
➢ To teach the application of the statistics in the field of Psychology

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Demonstrate the use of statistical methods in social science research	2	85%	75%
Outcome 2	Demonstrate inferential statistical techniques for quantitative research	2	70%	65%
Outcome 3	Examine the statistical methods for empirical research in Psychology	4	80%	70%
Outcome 4	Solve the given problem based on descriptive and inferential statistics.	3	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3				2			1					3		
Outcome 2	3		2		2	1	2	3			2	3	2	3	2
Outcome 3	2	2	2	2	3	2						2		2	3
Outcome 4	2	2	2	2	3	2		1		2		1		1	3
Course Average	2	2	2	2	2	2	2	2		2	2	2	2	2	3

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction to Statistics**	**12**	1,3	1,2,3
	Statistics in social science research	2		
	Relevance of Statistics in Psychological Research	2		
	Variables and constants	3		
	Determination of size of the sample	3		
	Scales of measurement	2		
Unit 2	**Measurement, Descriptive Statistics and Normal Distribution**	**12**	1	1,2,3
	Central tendency: mean, median, mode	4		
	Variability: range, variance, standard deviation	4		
	Graphical representation: histogram, bar chart, frequency polygon, ogive	4		
	Frequency distributions/ (Normal distribution)	3		
	z-scores and standardization	3		
Unit 3	**Hypotheses and Levels of Significance**	**12**	1	1,2,3
	Hypothesis testing; levels of significance	3		
	Errors in hypothesis testing: type I & type I	3		
Unit 4	**Correlation & Regression**	**12**	2,4	1,2,3
	Correlation: nature, measurement, significance	4		
	Pearson's product moment and Spearman's Rho	4		
	Regression: linear equation, significance of regression equation, predictability	4		
Unit 5	**Basic Inferential Statistics**	**12**	2,3,4	1,2,3
	Parametric and non-parametric tests, assumptions	3		
	Use of parametric tests: t test, ANOVA	3		
	Use of non-parametric tests: Chi-square: test of association, Wilcoxon signed ranks; Mann-Whitney U test.	3		
	Software for statistical analysis	3		
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 10%	Mid-1 15%	CLA-2 10%	CLA-3 15%	
Level 1	Remember	50%	60%	40%	30%	40%
	Understand					
Level 2	Apply	50%	40%	60%	70%	60%
	Analyse					
Level 3	Evaluate					
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Gravetter, F. J., & Forzana, L. A. B. (2009). Research methods for behavioral sciences . Wordsworth: Cengage Learning.
2. Singh, A.K. (2010). Test, measurements and research methods in behavioural sciences. 5th Ed. Patna: Bharathi Bhavan Publishers and Distributors.
3. Aron, A., Aron, E.N., & Coups, E.J. (2007). Statistics for Psychology (4th Ed.). Delhi: Prentice Hall of India

Course Designers

1. Internal (Institutional) Subject Matter Experts:
2. Dr. Salome Divya Joseph, Assistant Professor Department of Psychology, SRM University-AP.
3. Ms. Ayesha Parveen Haroon, Lecturer Department of Psychology, SRM University-AP.
4. Expert Reviewers from Institutes of National Importance / Institutes of International Repute:
5. Prof. Akbar Hussain, Prof. and Head, Department of Psychology, Aligarh Muslim University.
6. Prof. H.S. Ashok, Prof. and Head, Department of Psychology, Bangalore University

Research Methodology

Course Code	PSY 208	Course Category	Core Course (CC)	L	T	P	C
				3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Psychology	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

➢ To understand the various types of research carried out with human beings
➢ To understand the importance of ethical constraints and moral integrity in conducting research
➢ To equip students with the knowledge of qualitative and quantitative research

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe the methods of research	2	80%	70%
Outcome 2	Illustrate the concepts of quantitative and qualitative research methods	2	70%	65%
Outcome 3	Choose the sample based on research methods	3	75%	60%
Outcome 4	Compare and contrast the research techniques	4	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3				2			1					3		
Outcome 2			2		2	1	2	3			2	3	2	3	2
Outcome 3	2	2	2	2	3	2						2		2	3
Outcome 4	2	2	2	2	3	2		1		2		1			3
Course Average	2	2	2	2	2	2	2	2		2	2	2	2	2	3

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Basics of Research in Psychology**	**12**	1, 2	1
	The purpose of psychological research	3		
	Types of quantitative research- fundamental, action, exploratory, descriptive, and experimental.	3		
	Nature of qualitative research	3		
	Ethics in psychological research	3		
Unit 2	**Qualitative and Quantitative Research**	**12**	1, 3	1
	Comparison of qualitative and quantitative research	3		
	Variables -Nature and types	3		
	Problem formation	3		
	Hypothesis – meaning and types	3		
Unit 3	**Sampling Techniques**	**12**	3	1
	Probability sampling techniques	6		
	Non-probability sampling techniques	6		
Unit 4	**Data Collection Methods**	**12**	3	1, 2
	Primary data and secondary data	4		
	Case study, observation, interview, group discussion, survey	4		
	Characteristics of a good test	4		
Unit 5	**Basic Research Designs**	**12**	3, 4	1, 2
	Exploratory research design	4		
	Common qualitative research designs	4		
	Descriptive research design	4		
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 10%	Mid-1 15%	CLA-2 10%	CLA-3 15%	
Level 1	Remember	50%	60%	60%	30%	50%
	Understand					
Level 2	Apply	50%	40%	40%	70%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Bordens, K.S., & Abbott, B.B. (2018). Research and design methods: A process approach 10th ed.). New Delhi: Tata McGraw-Hill Company Limited
2. Coolican H. (2004). Research methods and Statistics in Psychology London: Hoddes Arnold. Bryman, A. (2007) Sage Benchmarks in social science research methods, Vol.I, Vol.II, Vol.III, and Vol. IV. New Delhi Sage Publications

Course Designers

1. Internal (Institutional) Subject Matter Experts:
2. Dr. Salome Divya Joseph, Assistant Professor, Department of Psychology, SRM University-AP.
3. Ms. Ayesha Parveen Haroon, Lecturer, Department of Psychology, SRM University-AP.
4. Expert Reviewers from Institutes of National Importance / Institutes of International Repute:
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6. Prof. H.S. Ashok, Prof. and Head, Department of Psychology, Bangalore University.

Positive Psychology

Course Code	PSY 207	Course Category	Core Course (CC)	L	T	P	C
				3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Psychology	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

➢ To understand basic concepts related to positive psychology
➢ To relate positive psychology concepts to individual and collective growth and development
➢ To understand the applications of positive psychology in different settings

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe the history and current status of positive psychology	2	80%	70%
Outcome 2	Discuss the concepts and theories of positive psychology	2	75%	70%
Outcome 3	Compare and contrast mindfulness, self- compassion, flow, gratitude and forgiveness	4	75%	60%
Outcome 4	Use positive psychology concepts in given scenario	3	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	2	1											1	2	2
Outcome 2	2	2	2	2			1						3	1	1
Outcome 3	2	3	2	2	2				1				1	2	3
Outcome 4	2	2	1	2		2	2	1	2	1	1	2	1	3	2
Course Average	2	2	2	2	2	2	2	1	2	1	1	2	2	2	2

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction to Positive Psychology**	**12**	1	1, 3, 4
	Definitions and nature of positive psychology	3		
	Emergence of positive psychology	3		
	Theoretical background of positive psychology: eastern and western perspectives	3		
	Critical psychology, challenges, and scope of positive psychology	3		
Unit 2	**Happiness and Well-being**	**12**	2, 3	1, 2, 3, 4
	Positive emotions, happiness: theories	3		
	Subjective well-being	3		
	Optimism and hope: antecedents, theories, and effects	3		
	Character strengths and virtues: classification and development	3		
Unit 3	**Positive Psychology Practices**	**12**	2, 3	1, 2, 3, 4
	Mindfulness: theory and practice	4		
	Flow and performance	4		
	Self-compassion, gratitude, and forgiveness	4		
Unit 4	**Applications of Positive Psychology**	**12**	2, 3, 4	1, 2, 4
	In relationships: attachment and love, interpersonal relationships	4		
	Positive schooling and work	4		
	Positive communities	4		
Unit 5	**Alternative Positive Practices**	**12**	2, 3	1, 4
	Spirituality and religiosity	6		
	Healing practices: energy healing, reiki, crystal healing and others	6		
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 15%	Mid-1 15%	CLA-2 10%	CLA-3 10%	
Level 1	Remember	50%	60%	60%	30%	50%
	Understand					
Level 2	Apply	50%	40%	40%	70%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Synder, C.R., Lopez, S.J. & Pedrotti, J.T. (2018). Positive Psychology. 4th Ed. New Delhi: Sage Publishing House.
2. Carr, A. (2011). Positive Psychology: The Science of Happiness and Human Strengths. London: Brunner Routledge.
3. Boniwell, I. (2012). Positive Psychology In a Nutshell: The Science of Happiness (3rd edition). London: Mc Graw Hill.
4. Baumgardner, S., & Crothers, M. (2009). Positive Psychology. Pearson

Course Designers

1. Internal (Institutional) Subject Matter Experts:
2. Dr. Salome Divya Joseph, Assistant Professor, Department of Psychology, SRM University-AP.
3. Ms. Ayesha Parveen Haroon, Lecturer, Department of Psychology, SRM University-AP.
4. Expert Reviewers from Institutes of National Importance / Institutes of International Repute:
5. Prof. Akbar Hussain, Prof. and Head, Department of Psychology, Aligarh Muslim University.
6. Prof. H.S. Ashok, Prof. and Head, Department of Psychology, Bangalore University

Colonialism and Tradition

Course Code	SEC 141	Course Category	SEC		L	T	P	C
					3	0	0	3
Pre-Requisite Course(s)	ESLA	Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department		Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

➢ Develop understanding of the history of nationalism movement of India
➢ Develop understanding of the post-independent states of India, Pakistan and Bangladesh
➢ Recognize and practice structure of academic papers
➢ Summarize readings and learn to access archives.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Identify the major causes responsible for the partition of India	1	70%	60%
Outcome 2	Explain the history of colonialism and partition to understand the present political state of India	2	80%	70%
Outcome 3	Examine partition through the access to archives.	3	70%	60%
Outcome 4	Illustrate main structure of an academic paper	4	90%	80%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	0	2	1	2	3	3	2	2	2	3	3	3	2	3	3
Outcome 2	0	2	1	2	3	3	2	2	2	3	3	3	2	3	2
Outcome 3	0	2	1	2	3	3	1	2	2	3	3	3	1	3	3
Outcome 4	0	2	1	2	3	3	1	2	2	3	3	3	3	2	2
Average	**0**	**2**	**1**	**2**	**3**	**3**	**1**	**2**	**2**	**3**	**3**	**3**	**2**	**2**	**2**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Introduction			
	Geography, History, Politics and Culture of South Asia	10	2,3	2,4
Unit 2	Colonial economic policies in British India: The age of extractivism and global economic divergence			
	Decolonizing the Mind	10	2,3	1,4
	Indian Business in the colonial and post-colonial India	5	2,3	1,4
Unit 3	Partition of India			
	Economic Impact	10	1,2	3,7
	Political Impact	5	1,2	3,7
	Gandhi and Savarkar	10	1,2	3,7
Total Contact Hours		45		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (100%)			
		CLA-1 (15%)	CL2(25%)	CLA3 (20%)	CLA 4(40%)
		Theory	Theory	Theory	Theory
Level 1	Remember	30%	20%	30%	40%
	Understand				
Level 2	Apply	40%	40%	30%	20%
	Analyse				
Level 3	Evaluate	30%	40%	40%	40%
	Create				
Total		100%	100%	100%	100%

Recommended Resources

1. Roy T. (2017) "Introduction" chapter 1 and chapter 2 "Defining the Region: Geography and History" in Roy "The Economy of South Asia". Palgrave Studies in Economic History. Palgrave Macmillan, pg 1-21 and pg 23-37
2. Aditya Mukherjee 2022 . Decolonizing the mind. British Journal of Sociology. 22nd January 2022
3. Modern South Asia: History, Culture and Political Economy. eds Sugata Bose and Ayesha Jalal. Chapters 16 and 17 (available online via U of T course reserves)
4. The Great Partition. Yasmin Khan (chapter 1)
5. The Sole Spokesman : Jinnah, the Muslim League, and the demand for Pakistan Jalal, Ayesha, Chapters 5,6 and 7
6. Janaki Bakhle 2024. Savarkar and the making of Hindutva. Princeton (chapter 2)
7. Guharpal Singh 1999. A Victim Diaspora: A case of the Sikhs. Diaspora

Course Designers

1. Dr. Idris Hasan Bhat, Assistant Professor, Department of Political Science, SRM University AP.

Guidance and Counselling

Course Code	PSY 301	Course Category	Departmental Elective (DE)	L	T	P	C
				3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Psychology	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

➢ To equip students understand the meaning and process of counselling
➢ To gain exposure to conventional and contemporary approaches in counselling
➢ To learn basic counselling skills

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe the process of counselling	2	80%	70%
Outcome 2	Discuss the guidance and counselling techniques	2	70%	65%
Outcome 3	Demonstrate counselling skills in the process of counselling for a given case	3	75%	60%
Outcome 4	Justify conventional and contemporary counselling approaches based on given scenario	5	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	1							1					3		
Outcome 2		2	2	1		1		1				1		3	
Outcome 3		2	2	2			2	2	1	1	1	2		2	2
Outcome 4	2	2		2	2	2		1	2	2	2	2		3	
Average	2	2	2	2	2	2	2	2	2	2	2	2	3	3	2

Course Unitization Plan

Unit No.	Unit Name		Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Basic Concepts in Counselling**		12	1,3	1, 2
	Definition and goals of counselling		2		
	Guidance, counselling, and psychotherapy		3		
	Qualities of and effective counsellor		2		
	Historical development of counselling		3		
	Status of counselling in India and trends in counselling		2		
Unit 2	**Process of Guidance**		12	1,2	1
	Assessment in guidance		4		
	Educational and vocational guidance		4		
	Guidance techniques: individual and group guidance process		4		
Unit 3	**The Counselling Process**		12	1,3	1
	Building counselling relationships		4		
	Working in a counselling relationship		4		
	Termination of counselling relationships		4		
Unit 4	**Conventional Approaches to Counselling**		12	3,4	2
	Freudian approach and Adlerian approach		4		
	Rogerian person-centered therapy		3		
	Gestalt therapy		2		
	Behaviour therapy, CBT and REBT		3		
Unit 5	**Contemporary Approaches to Counselling**		12	3,4	2
	Family systems therapy		2		
	Creative and expressive arts therapies (art, music, dance, etc)		6		
	Narrative therapy		2		
	Bibliotherapy		2		
Total Contact Hours			**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 15%	Mid-1 15%	CLA-2 10%	CLA-3 10%	
Level 1	Remember	50%	60%	60%	30%	50%
	Understand					
Level 2	Apply	50%	40%	40%	70%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Gladding, S.T. (2012). Counselling: A Comprehensive Profession. 7th Ed. New Delhi: Pearson
2. Corey, G. (2019). Theory and practice of counselling and psychotherapy. Pacific Grove,

Other Resources

1. Sharf, R.S. (2000). Theories of psychotherapy and counselling: Concepts and cases (2nd Ed.)..

Course Designers

1. Internal (Institutional) Subject Matter Experts:
2. Dr. Salome Divya Joseph, Assistant Professor, Department of Psychology, SRM University-AP.
3. Ms. Ayesha Parveen Haroon, Lecturer, Department of Psychology, SRM University-AP.
4. Expert Reviewers from Institutes of National Importance / Institutes of International Repute:
5. Prof. Akbar Hussain, Prof. and Head, Department of Psychology, Aligarh Muslim University.
6. Prof. H.S. Ashok, Prof. and Head, Department of Psychology, Bangalore University

Organizational Behaviour

Course Code	PSY 302	Course Category	Departmental Elective (DE	L	T	P	C
				3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Psychology	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

➢ To develop an awareness of organizational behaviour concepts.
➢ To understand the evolution and applications of organizational behaviour.
➢ To understand the leadership types and its perspectives

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Demonstrate the concepts of organizational behaviour	2	80%	70%
Outcome 2	Apply concepts of organizational behaviour in given scenario	3	70%	65%
Outcome 3	Compare and contrast the leadership theories and perspectives	4	75%	60%
Outcome 4	Apply psychological concepts in a given workplace scenario	3	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	1	2						1	2				3		
Outcome 2		2	2	1		1		1	1			1		3	
Outcome 3	1	2	2	2			2	2	1	1	1	2		2	2
Outcome 4	2	2		2	2	2		1	2	2	2	2			3
Average	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction to Organizational Behaviour**	12	1	1
	History of organizational behaviour	4		
	Major fields of organizational behaviour and fundamental concepts	4		
	Importance of organizational behaviour and the challenges faced	4		
Unit 2	**Individual Behaviour Processes**	12	1,2	2
	Job satisfaction its antecedents, consequences and measurement	5		
	Theories of work motivation	7		
Unit 3	**Dynamics of Organizational Behaviour**	12	2,3	1
	Organizational culture and climate	3		
	Organizational politics	3		
	Positive organizational behaviour and work ethics	3		
	Organizational commitment	3		
Unit 4	**Leadership and its theories**	12	3	1
	Theories of Leadership	3		
	Types of leadership	5		
	Indian perspective of leadership and the challenges faced	4		
Unit 5	**Problems related to workplace**	12	2,4	2,3
	Work-life balance and stress management	4		
	Attrition	2		
	Addiction	2		
	Aggression in workplace, bullying, harassment, sexual harassment and workplace violence.	4		
Total Contact Hours		60		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 15%	Mid-1 15%	CLA-2 10%	CLA-3 10%	
Level 1	Remember	50%	60%	60%	30%	50%
	Understand					
Level 2	Apply	50%	40%	40%	70%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Pareek, U. & Khanna (2018). Understanding Organizational Behaviour.4th Ed Oxford: Oxford University Press.
2. Schermerhorn, Jr., Osborn, J.G.& Uhl-Bien, M. (2016).13th Ed Organizational Behaviour. New Delhi: Wiley India.
3. Schultz, D.P. Bulgar A.C.& Schultz E.S., (2020), Psychology and Work Today, 11th Ed., Routledge Publishers.

Other Resources

1. Other articles will be provided wherever relevant

Course Designers

1. Internal (Institutional) Subject Matter Experts:
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3. Ms. Ayesha Parveen Haroon, Lecturer Department of Psychology, SRM University-AP.
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6. Prof. H.S. Ashok, Prof. and Head, Department of Psychology, Bangalore University

Forensic Psychology

Course Code	PSY 422	Course Category		Core Elective (CE)		**L**	**T**	**P**	**C**
						3	1	0	4
Pre-Requisite Course(s)		**Co-Requisite Course(s)**			**Progressive Course(s)**				
Course Offering Department	Psychology	**Professional / Licensing Standards**							

Course Objectives / Course Learning Rationales (CLRs)

➢ To understand the basics of forensic psychology
➢ To appreciate the role of forensic psychologists
➢ To understand basic techniques used in forensic psychology that helps criminal investigation

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe the discipline of forensic psychology and factors influencing criminal behaviour	2	80%	70%
Outcome 2	Discuss how forensic psychology aids investigation and is used in criminal investigation and proceedings	2	75%	70%
Outcome 3	Analyze criminal cases using principles of forensic psychology	4	75%	60%
Outcome 4	Demonstrate the criminal investigation techniques in a given scenario	4	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	2	1	1						1				2		
Outcome 2	2	1	1	2									2		
Outcome 3	2	3	2	2	2										2
Outcome 4	2	1		2		2		1	1	1					2
Average	**2**	**2**	**2**	**2**	**2**	**2**		**1**	**1**	**1**			**2**		**2**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction to Forensic Psychology**	**12**	1	1,2,3
	Forensic sciences; forensic psychology: past and present	4		
	Psychology & law	4		
	Psychologist as an expert witness	4		
Unit 2	**Understanding Criminal Behaviour**	**8**	1,3	3
	Psychology of crime	4		
	Determinants of criminal behaviour biological, psychological, neuropsychological, and social	4		
Unit 3	**Forensic Psychology in Crime Investigation**	**12**	2,3,4	1,2,3
	Psychological examination of crime scene	4		
	Offender profiling; examination of high-risk offenders	4		
	Forensic interviewing	4		
Unit 4	**Forensic Psychology as an Aid to Investigation**	**16**	2,3,4	1,2,3
	Psychological profiling	4		
	Detection of deception: polygraph examination, FMRI, lie detection, brain electrical oscillation signature profiling, narcoanalysis, forensic hypnosis, voice-stress analysis	6		
	Theories, techniques, instrumentation, methodology, procedure & critical evaluation	6		
Unit 5	**Forensic Psychology in Criminal Proceedings**	**12**	2, 3, 4	1, 2, 3
	Competency to stand trial	4		
	Criminal responsibility, diminished capacity, risk assessment	4		
	Eye-witness testimony	4		
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 15%	Mid-1 15%	CLA-2 10%	CLA-3 10%	
Level 1	Remember	50%	60%	60%	30%	50%
	Understand					
Level 2	Apply	50%	40%	40%	70%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Fulero, S, & Wrightsman , L, (2014). Forensic Psychology. New York: Wadsworth Publishers.
2. Goldstein A.M (2012). Forensic Psychology: Emerging Topics and Expanding Roles. New York; John Wiley.
3. Bartol, C., & Bartol, A. (2018). Introduction to Forensic Psychology: Research and Application (Fifth ed.). London: SAGE

Course Designers

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3. Ms. Ayesha Parveen Haroon, Lecturer Department of Psychology, SRM University-AP.
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6. Prof. H.S. Ashok, Prof. and Head, Department of Psychology, Bangalore University.

Sports Psychology

Course Code	PSY 423	Course Category	Core Elective (CE)	L	T	P	C
				3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Psychology	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

➢ To understand the scope and perspectives on sports psychology
➢ To understand the cognitive, affective, and social psychological dimensions in sports.
➢ To understand the effect of arousal, anxiety, and stress on performance.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Discuss the scope and perspectives on sports psychology	2	80%	70%
Outcome 2	Discuss cognitive, affective, and social psychological dimensions influencing sports performance	2	75%	70%
Outcome 3	Analyse a given case based on sports psychology concepts	4	75%	60%
Outcome 4	Illustrate the interventions to enhance motivation and performance of athletes	2	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	2	1	1										2		
Outcome 2	2	2	2	2			1						2		
Outcome 3	2	3	2	1	2				1					2	
Outcome 4	2	2	1	2		2	2	1	2	1	1	2			1
Average	2	2	2	2	2	2	2	1	2	1	1	2	2	2	1

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction to Sports Psychology**	**12**	1	1, 2
	History, nature, and scope of sports psychology	4		
	Recent perspectives - issues of race, gender, and sexual orientation in sports	4		
	Role of a sports psychologist	4		
Unit 2	**Cognitive and Psychosocial Aspects in Sports Psychology**	**12**	2, 3	1, 2
	Personality traits and sports behaviour: Trait theories and mental toughness	3		
	Personality development and sports: Social learning theory	3		
	Attitude to sport	3		
	Motivation and sport: Theories of motivation; intrinsic and extrinsic motivation, self-efficacy; counterfactual thinking	3		
Unit 3	**Group Aspects in Sports**	**12**	2, 3	1, 2
	Groups and teams; social facilitation	4		
	Negative effects of team leadership; leadership	4		
	Aggression; theories of aggression; reduction of aggression; aggression, injury, and addictive behaviours	4		
Unit 4	**Arousal, Anxiety, Stress and Sports Performance**	**12**	2, 3	1
	Definitions of arousal, anxiety and stress; factors inducing anxiety and stress	3		
	The relationship between arousal and performance	3		
	Burnout, overtraining & overreaching	3		
	Drug abuse in sport and exercise	3		
Unit 5	**Interventions in Sports Psychology**	**12**	3, 4	2, 3
	Cognitive and behavioural interventions: relaxation, self-talk, hypnosis, imagery	6		
	Psychological skills training; classifying skills; stages of skill acquisition	6		
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 15%	Mid-1 15%	CLA-2 10%	CLA-3 10%	
Level 1	Remember	50%	60%	60%	30%	50%
	Understand					
Level 2	Apply	50%	40%	40%	70%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Jarvis, M. (2006). Sports Psychology: A Student's Handbook. New York: Routledge.
2. Horn, T. S (Ed) (2008). Advances in sports psychology. 3rd Ed Canada: Herman Kinetics.
3. Murphy, S. M. (Ed.) (1995). Sport Psychology Interventions. Champaign, IL: Human Kinetics.

Course Designers

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3. Ms. Ayesha Parveen Haroon, Lecturer, Department of Psychology, SRM University-AP.
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6. Prof. H.S. Ashok, Prof. and Head, Department of Psychology, Bangalore University

Field Project / Internship

Course Code	PSY 305	Course Category	Core Course (CC)	L	T	P	C
				0	0	4	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Psychology	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

➢ To develop practical skills and foster professional development
➢ To apply psychological theories and concepts to real-world situations, demonstrating an ability to integrate theoretical knowledge into practical interventions and assessments
➢ To gain proficiency in administering psychological assessments and therapeutic interventions under supervision in clinical settings
➢ To engage in self-reflection and demonstrate awareness for professional development and growth and adhering to legal and ethical standards in record keeping and documentation

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Develop Practical Skills in Psychological Assessment and Intervention	3	90%	80%
Outcome 2	Demonstrate Professional Communication and Collaboration Skills	4	90%	90%
Outcome 3	Apply Ethical and Legal Principles in Professional Practice	4	90%	80%
Outcome 4	Incorporate Professional Development and Self-Reflection skills	5	90%	80%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	3					3	2	2	1	3	2	2	2
Outcome 2	3	3	3					3	3	3	2	3	3	2	3
Outcome 3	3	3	3					3	3	3	3	3	3	2	3
Outcome 4	3	3	3					3	3	3	3	3	2	2	2
Average	**3**	**3**	**3**					**3**	**3**	**2**	**3**	**2**	**3**	**2**	**3**

Course Unitization Plan

Week/Unit	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction to Internship and Professional Ethics**	**10**	1.4	
	Overview of internship expectations and goals	5		1,2,5
	Discussion on the importance of confidentiality and informed consent	5		1,2,5
Unit 2	**Psychological Assessment Tools**	**40**	1,2,3	
	Training on common psychological assessment tools alongwith assessment and adminstration	20		1,3,4
	Case discussions on the application of assessment results in intervention planning	20		1,2,3,4,
Unit 3	**Intervention Strategies and Therapeutic Techniques**	**40**	1,2,3	
	Overview of evidence-based intervention strategies; Role-playing and practical application of therapeutic techniques	20		1,4
	Case studies to apply theoretical knowledge to real-world scenarios	20		1
Unit 4	**Professional Communication and Development**	**30**	1,2,3,4	
	Effective communication with clients, colleagues, and other professionals	5		1
	Training on documentation and record-keeping practices	15		1
	Self-reflection - Peer and supervisor feedback sessions	10		1,2
Total Contact Hours		**120**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (100%)		
		Practice (30%)	Record / Observation Note (40%)	Viva (30%)
Level 1	Remember			
	Understand			
Level 2	Apply	40%	30%	50%
	Analyse			
Level 3	Evaluate	60%	70%	50%
	Create			
Total		**100%**	**100%**	**100%**

Recommended Resources

1. As recommended by Advisor
2. "Ethics in Psychology and the Mental Health Professions: Standards and Cases" by Gerald P. Koocher and Patricia Keith-Spiegel
3. Handbook of Psychological Assessment" by Gary Groth-Marnat
4. Theories of Psychotherapy & Counseling: Concepts and Cases" by Richard Sharf
5. "The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping" by Gerard Egan

Course Designers

1. Internal (Institutional) Subject Matter Experts:
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6. Prof. H.S. Ashok, Prof. and Head, Department of Psychology, Bangalore University

CO-CURRICULAR ACTIVITIES

Course Code	VAC 103	Course Category	VAC	L	T	P	C
				0	0	2	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	SA	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

1. Develop essential skills, including leadership, communication, and teamwork, among students.

2. Offer opportunities for students to apply academic concepts in practical, real-world scenarios.

3. Promote self-exploration, confidence-building, and social responsibility.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Demonstrate confidence in leading group activities, communicate clearly, and collaborate effectively with diverse teams.	2	80%	75%
Outcome 2	Apply theories to practical tasks by solving problems and adapting concepts to real-life situations through cocurricular activities	2	80%	70%
Outcome 3	Develop new experiences with an open approach through guided reflection to assess personal growth, skills, and learning for holistic development.	3	80%	70%

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments 100%			
		CLA-1 25%	CLA-2 25%	CLA-3 25%	CLA-4 25%
Level 1	Remember				
	Understand				
Level 2	Apply	15%	15%	15%	15%
	Analyse				
Level 3	Evaluate	10%	10%	10%	10%
	Create				
Total		25%	25%	25%	25%

COMMUNITY SERVICE AND SOCIAL RESPONSIBILITY

Course Code	VAC 104	Course Category	VAC		L	T	P	C
					0	0	2	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	CEL	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

1. Encourage initiatives that address local needs, foster self-sufficiency, and promote environmental sustainability within the community.

2. Equip participants with a deeper understanding of social issues and a sense of responsibility towards marginalized communities.

3. Inspire active participation in community service programs and foster a culture of giving back among individuals and organizations.

4. Develop and implement programs that contribute to skill development, economic empowerment, and equal opportunities for underprivileged sections of society.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Develop effective strategies for identifying and addressing community needs.	3	80%	80%
Outcome 2	Demonstrate empathy and cultural sensitivity when engaging with diverse community groups.	4	80%	75%
Outcome 3	Implement sustainable solutions and evaluate their impact on social well-being.	5	90%	85%
Outcome 4	Collaborate effectively within teams to design and lead community service projects.	6	90%	80%

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments 50%				End Semester Exam 50%
		CLA-1 20%	Mid-1 20%	CLA-2 20%	CLA-3 20%	
Level 1	Remember	10%	10%			20%
	Understand					
Level 2	Apply		10%	10%		20%
	Analyse					
Level 3	Evaluate				10%	10%
	Create					
Total		**10%**	**20%**	**10%**	**10%**	**50%**

Environmental Psychology

Course Code	PSY 306	Course Category			L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Psychology	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

➢ To acquaint students with basic concepts of environmental psychology.
➢ To synthesize diverse information relevant to human social behavior, density and climate change.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Summarize concepts of environmental cognition, perception, attitudes and beliefs	2	75%	60%
Outcome 2	Discuss the environmental consequences on our emotions, cognition and behaviours.	2	80%	65%
Outcome 3	Illustrate the influence of spatial behavior, density and climate change on health and wellbeing.	3	75%	70%
Outcome 4	Analyse impact of climate change on living beings	4	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	1					3	1	1		1				
Outcome 2		1	2	1			3	3	2			1		1	1
Outcome 3		2	2	1	1		3	3	1	1	1	2	3	1	
Outcome 4	1	3	3		2	2	3	3	2	2	1	3		2	2
Average	2	2	2	1	2	2	3	3	2	2	1	2	3	1	2

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction to Environmental Psychology**	**12**	1,2	2
	Definition, nature and methods in Environmental Psychology	6		
	Concepts in environmental psychology-Environmental perception, Environmental cognition, environmental attitudes, beliefs, values and dispositions	6		
Unit 2	**Environment and Human Psyche**	**12**	1,2	1,2
	How Environment influences our cognition, emotions and actions	3		
	Environmental Stressor and Human behavior	3		
	The dialectical relationship between human psyche and environment	6		
Unit 3	**Physical Space and Environmental Design on Human Behaviour**	**12**	3	1, 2, 3
	Personal Space- Definition, Measuring personal space	3		
	Personal Space and Human Behaviour	3		
	Personal Space and Environmental design	2		
	Territoriality and human behavior	2		
	Territoriality and environmental design	2		
Unit 4	**High Density and Human Behaviour**	**12**	2,3	1, 2, 3
	Density-Meaning and definition; Physiology and Health, Performance	3		
	Social Interaction, Affect, Control and Copying	3		
	Crowding and Environmental Design	3		
	Crowding and Human Behaviour	3		
Unit 5	**Impact of Climate Change on Living Beings**	**12**	4	2,3
	Cognitive impact of climate change, Impact of climate change on motivation, Socio-Cultural factors and climate change	4		
	Environmental Predictors of Climate Change	4		
	Implication on Health and Wellness	4		
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 15%	Mid-1 15%	CLA-2 10%	CLA-3 10%	
Level 1	Remember	40%	60%	60%	40%	40%
	Understand					
Level 2	Apply	60%	40%	40%	60%	60%
	Analyse					
Level 3	Evaluate					
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Baum, A., &Epstein, Y.M (1978) Human Response to Crowding. Hillsdale, NJ:Erlbaum.
2. Bonnes, M. & Secchiaroli, G. (1995). Environment Psychology: A Psycho-social Introduction. London: Sage Publications.
3. Cassidy, T (1997). Environmental Psychology: Behaviour and Experience in Context, UK: Psychology Press.
4. Fisher, J.D., Bell, P.A., & Baum, A. (1984). Environmental Psychology. NY: Holt, Rinchart &, Winston.

Other Resources

1. Jain, U. (1987). The Psychological Consequences of Crowding. New Delhi: Sage.
2. Jain, U., &Palsane, M.N. (2004). Environment and Behaviour. In J.Pandey (Ed.), Psychology in India Revisited: Developments in the Discipline Vol.3: Applied Social and Organizational Psychology. New Delhi: Sage.
3. Nagar, D. (2006) Environmental Psychology. New Delhi: Concept
4. Robert, G. (1987) Environmental Psychology: Principles and Practice. London: Allyn and Bacon Inc.
5. Steg, L., Berg, A. &Groot, J. (2019). Environmental Psychology: An Introduction. BPS Blackwell, UK: John Wiley.
6. Winter, D.D.N. (2015). Psychology for Sustainability (4th Edition). London, UK: Routledge.

Course Designers

1. Internal (Institutional) Subject Matter Experts:
2. Dr. Sunaina K, Assistant Professor, Department of Psychology, SRM University-AP

Health Psychology

Course Code	PSY 307	Course Category			L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Psychology	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

➢ To understand the psychological and other factors contributing to health issues
➢ To identify the problematic health behaviours
➢ To learn coping strategies for health issues.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Identify the role of psychological factors contributing to health issues.	1	75%	65%
Outcome 2	List the problematic health behaviours	1	70%	65%
Outcome 3	Discuss coping strategies and assimilate positive emotions to overcome health problems	2	70%	60%
Outcome 4	Demonstration interventions in Health Psychology for given scenario	2	75%	65%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	2			1	1	1	2	1	3	2	3	1	2	2	
Outcome 2	1			1			2	2	3	2		2		3	
Outcome 3	2	1	1				2	3	3	2	2	1		2	
Outcome 4	2	2		3	2		1	2				1		2	2
Average	2	2	1	2	2	1	2	2	3	2	3	1	2	2	2

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction to Health Psychology**	**12**	1, 2	1
	Definition, need and goals of health psychology	4		
	Origin and Evolution	4		
	Bio-Psychosocial model of health –with Indian Perspectives			
	Research methods and Issues	4		
Unit 2	**Health Behaviour theories**	**12**	2, 3	1
	Health behaviour: Types and characteristics;	4		
	Theories of health behaviour: Health Belief Model; Theory of Reasoned Action/ Planned Behaviour	4		
	Self-Regulatory model; Transtheoretical Model; Social Cognitive Theory	4		
Unit 3	**Illness Experience**	**12**	1, 2	3
	Illness experience: Beliefs and responses; Impact on caregivers and doctors	3		
	Pain and pain management;	3		
	Chronic illness and Psychosocial management	6		
Unit 4	**Health Risks**	**12**	3, 4	1, 2
	Health Risk vs. Health Seeking Behaviour; Stress and Illness	2		
	Use of Tobacco, Alcohol, Drugs; Obesity; Sexual and Reproductive health	8		
	Health inequalities	2		
Unit 5	**Health and Well-being**	**12**	1,3, 4	1
	Intention-behaviour Gap – Health Action Process Approach; Homeostasis of Wellbeing;	3		
	Stress and Disease Prevention; Role of exercise, diet, sleep;	6		
	Health Resilience; Health Literacy; Using Health Services; Role of a health psychologist	3		
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 15%	Mid-1 15%	CLA-2 10%	CLA-3 10%	
Level 1	Remember	50%	60%	60%	30%	50%
	Understand					
Level 2	Apply	50%	40%	40%	70%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Allen, F. (2011). Health psychology and behaviour. Tata McGraw Hill Edition.
2. Marks, D. F., Murray, M., Evans, B., &Estacio, E.V. (2011). Health Psychology.3rd Ed. India: SAGE Publications
3. Sarafino, E. P. and Timothy W Smith (2016). Health Psychology. John Wiley & Sons Inc.

Course Designers

1. Internal (Institutional) Subject Matter Experts:
2. Dr. Sandra Roshni Monteiro, Assistant Professor, Department of Psychology, SRM University-AP.
3. Expert Reviewers from Institutes of National Importance / Institutes of International Repute:
4. Prof. Akbar Hussain, Prof. and Head, Department of Psychology, Aligarh Muslim University.
5. Prof. H.S. Ashok, Prof. and Head, Department of Psychology, Bangalore University.

Psychological Assessment

Course Code	PSY 308	Course Category	Core Course (CC)	L	T	P	C
				3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Psychology	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

➢ To develop an understanding of the basic principles underlying psychological assessment.
➢ To understand the difference between psychological tests and assessments.
➢ To define the characteristics of tests and analyse the reliability and validity.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Understand the nature and purpose of assessment	2	80%	70%
Outcome 2	Differentiate the psychological test and psychological assessment	2	70%	65%
Outcome 3	Describe the definition, types, and characteristics of a good test	3	70%	60%
Outcome 4	Analyse the Reliability and validity	5	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	1				1			1					2		
Outcome 2	1	1		1	2	1		1	1	3		1		3	
Outcome 3	2	2	2	2	1	2		1	2	1		1		3	2
Outcome 4	2	2	3	2	2	2		1	2			1			2
Average	2	2	2	2	2	2		1	2	2		1	2	3	2

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction to Psychological Assessment**	**20**	1	1,2
	Nature and purpose of assessment	6		
	Psychological test and psychological assessment	6		
	Multi-cultural context, ethical and professional challenges	8		
Unit 2	**Introduction to Psychological Testing**	**20**	1,2,3	1,3
	Definition, types, and characteristics of a good test	6		
	Reliability and validity	6		
	Norms and standardization	8		
	Total Contact Hours	**40**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 15%	Mid-1 15%	CLA-2 10%	CLA-3 10%	
Level 1	Remember	50%	60%	60%	30%	50%
	Understand					
Level 2	Apply	50%	40%	40%	70%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Anastasi, A., &Urbina, S. (2016). Psychological testing (7th Ed.). Pearson Education
2. Kaplan, R. M., & Saccuzzo, D. P. (2017). Psychological testing: Principles, applications, and issues (9th Ed.). New Delhi, India: Cengage.
3. Husain, A. (2012). Psychological testing. New Delhi, India: Pearson Education.
4. Manuals of various Psychological Tests.

Course Designers

1. Internal (Institutional) Subject Matter Experts:
2. Dr. Salome Divya Joseph, Assistant Professor Department of Psychology, SRM University-AP.
3. Ms. Ayesha Parveen Haroon, Lecturer Department of Psychology, SRM University-AP.
4. Expert Reviewers from Institutes of National Importance / Institutes of International Repute:
5. Prof. Akbar Hussain, Prof. and Head, Department of Psychology, Aligarh Muslim University.
6. Prof. H.S. Ashok, Prof. and Head, Department of Psychology, Bangalore University

Educational Psychology

Course Code	PSY 424	Course Category		L	T	P	C
				3	1	0	4
Pre-Requisite Course(s)		**Co-Requisite Course(s)**		**Progressive Course(s)**			
Course Offering Department	Psychology	**Professional / Licensing Standards**					

Course Objectives / Course Learning Rationales (CLRs)

➢ To realize the importance of behavioural and social skills in imparting education.
➢ To develop and enhance the skills that will facilitate effective teaching among various groups of learners
➢ To promote the skills pertaining to teaching

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Recognize the role of behavioral and social skills in teaching	2	80%	70%
Outcome 2	Compare teaching skills in diverse learning context	2	70%	65%
Outcome 3	Apply intervention techniques for children with special needs	3	75%	60%
Outcome 4	Illustrate pedagogical techniques for inclusive education setup	4	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	1				2	2		1					3		
Outcome 2	1	2	2	1		1		1				1		3	
Outcome 3		2	2	2			2	3	1	1	1	1		3	3
Outcome 4	2	2		2	2	2	2	2	2	2	2	2	1		3
Average	**2**	**2**	**2**	**2**	**2**	**2**	**2**	**2**	**2**	**2**	**2**	**2**	**2**	**3**	**3**

Course Unitization Plan

Unit No.	Unit Name		Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction to Educational Psychology**		**12**	1	1
	Nature, scope & relevance of educational psychology		4		
	Conceptual and theoretical perspectives in educational psychology		4		
	Perspectives on learning: behavioristic and social learning, cognitive & humanistic perspectives, constructivism		4		
Unit 2	**Diversity in Learning**		**12**	2	2
	Types of cognitive styles		3		
	Mnemonics, learning strategies, meta-cognitive strategies		3		
	Readiness for learning and classroom achievement		3		
	Demographic factors influencing learning		3		
Unit 3	**Effective Teaching and Classroom Management**		**12**	3 and 4	1
	The characteristics of effective teachers		4		
	Types of learners and learning methods		4		
	Teaching-learning process (Using technology, interviews and observation)		4		
Unit 4	**Special education and Exceptional Children**		**12**	2 and 3	2
	Concept and categorization of exceptionality		4		
	Gifted children and educational implications		4		
	Role of teachers in dealing with children with special needs.		4		
Unit 5	**Mental Health in Educational Setup**		**12**	2 and 4	1
	Common developmental delays and learning disability		6		
	Intervention techniques for children: Play therapy and various expressive arts therapies		6		
Total Contact Hours			**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 15%	**Mid-1 15%**	**CLA-2 10%**	**CLA-3 10%**	
Level 1	Remember	40%	60%	60%	40%	40%
	Understand					
Level 2	Apply	60%	40%	40%	60%	60%
	Analyse					
Level 3	Evaluate					
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Santrock, John W. (2017). Educational Psychology (4th ed.). New Delhi: Tata McGraw-Hill publishing company limited.
2. Mangal, S. K. (2007) Essentials of Educational Psychology. New Delhi: Prentice Hall of India.
3. Ramalingam, Panch. (2016). School Psychology in Indian Context, Delhi: Sage Publications.

Other Resources

1. Other articles will be provided wherever relevant

Course Designers

1. Internal (Institutional) Subject Matter Experts:
2. Dr. Salome Divya Joseph, Assistant Professor, Department of Psychology, SRM University-AP.
3. Ms. Ayesha Parveen Haroon, Lecturer, Department of Psychology, SRM University-AP.
4. Expert Reviewers from Institutes of National Importance / Institutes of International Repute:
5. Prof. Akbar Hussain, Prof. and Head, Department of Psychology, Aligarh Muslim University.
6. Prof. H.S. Ashok, Prof. and Head, Department of Psychology, Bangalore University.

Advanced Quantitative Research Methodology

Course Code	PSY 401	Course Category	Core Course (CC)	L	T	P	C
				3	1	0	4

Pre-Requisite Course(s)		Co-Requisite Course(s)	Advanced Qualtitative Research Methodology	Progressive Course(s)	
Course Offering Department	Psychology	Professional / Licensing Standards			

Course Objectives / Course Learning Rationales (CLRs)

➢ To equip students with quantitative research foundations
➢ To equip students with skill development in SPSS for data Analysis
➢ To equip students with ethical and effective research dissemination

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Understand and Describe Research Design Principles	1,2	80%	70%
Outcome 2	Develop and Apply Data Analysis Skills in SPSS	2,3	75%	65%
Outcome 3	Analyse and Interpret Advanced Statistical Results	4	70%	60%
Outcome 4	Present and Communicate Statistical Findings in psychological and social science research	5	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	3	3	3	1		3	1			1	3		
Outcome 2	2	3	3	3	3	3		3	1			2	2	3	2
Outcome 3	3	3	3	3	3	3		3	2			3		2	3
Outcome 4	3	3	3	3	3	3		3	1	2		2			3
Average	3	3	3	3	3	3		3	1	2		2	3	3	3

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Introduction to Quantitative Research	6	2,3	1,2
	Definition, Importance, Characteristics;	1		
	Research Design Types; Formulating Hypotheses	1		
	Variables; Probability vs Non-Probability Sampling; sample size determination	2		
	Methods of data collection	2		
Unit 2	Data Collection and Instrumentation	12	1,4	1,2,3,4
	Developing Questionnaires and Scales; pilot testing	4		
	Overview of SPSS interface, data entry, and coding	4		
	Data entry, data importing and management in SPSS	2		
	Recoding variables, computing new variables	2		
Unit 3	Data Description and visualization in SPSS	8	1,4	3,4
	Frequency distributions, measures of central tendency; measures of variability (range, variance, standard deviation)	2		
	Graphical Representations in SPSS: Histograms, bar charts, pie charts, boxplots	2		
	Identifying outliers, missing values, and normality testing.	4		
Unit 4	Inferential statistics in SPSS	16	1	1,2,3,4
	Hypothesis Testing Basics: Concept of significance, p-values, confidence intervals.	2		
	Parametric Tests: T-tests (independent and paired), ANOVA (one-way and repeated measures).	4		
	Non-Parametric Tests: Chi-square test, Mann-Whitney U test, and Kruskal-Wallis test.	2		
	Correlation and Regression Analysis: Pearson's and Spearman's correlation, simple and multiple regression.	6		
	Conducting Tests in SPSS: How to run tests, interpret outputs, and report results.	2		
Unit 5	Advanced Statistical Analysis and Report Writing	18	1,2	2, 3
	Reliability and Validity testing	4		
	Scale construction	4		
	Factor Analysis	4		
	Mediation and Moderation Analysis	4		
	Summarize findings, APA style for tables and figures; Ethics and consent form	2		
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)		
		CLA-1 (20%)	CLA-2 (40%)	CLA-3 (40%)
		Th	P	P
Level 1	Remember	70%	30%	10%
	Understand			
Level 2	Apply	30%	70%	30%
	Analyse			
Level 3	Evaluate			60%
	Create			
Total		100%	100%	100%

Recommended Resources

1. Gravetter, F. J., & Forzana, L. A. B. (2009). Research methods for behavioral sciences. Wordsworth: Cengage Learning.
2. Singh, A.K. (2010). Test, measurements and research methods in behavioural sciences. 5th Ed. Patna: Bharathi Bhavan Publishers and Distributors.
3. Field, A. (2009). Discovering statistics using SPSS (4th ed.). SAGE Publications.
4. Pallant, J. (2020). SPSS survival manual: A step by step guide to data analysis using IBM SPSS. Routledge.

Course Designers

1. Internal (Institutional) Subject Matter Experts:
2. Dr. Sandra Roshni Monteiro, Assistant Professor Department of Psychology, SRM University-AP.
3. Dr. Dhamodharan M, Assistant Professor Department of Psychology, SRM University-AP.

Advanced Qualitative Research Methodology

Course Code	PSY 402	Course Category	Core Course (CC)	L	T	P	C
				3	1	0	4

Pre-Requisite Course(s)		Co-Requisite Course(s)	Advanced Quantitative Research Methodology	Progressive Course(s)	
Course Offering Department	Psychology	Professional / Licensing Standards			

Course Objectives / Course Learning Rationales (CLRs)

➢ To understand the philosophical and conceptual foundations of qualitative research.
➢ To equip students with practical knowledge of data collection and analysis.
➢ To understand the significance of ethical guidelines and integrity in research.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Classify the methods of data collection and analysis	2	80%	70%
Outcome 2	Discuss writing methods and reporting standards in qualitative	2	75%	65%
Outcome 3	Choose methodologies and design research aligned with the conceptual and philosophical foundations of knowledge.	3	70%	60%
Outcome 4	Compare and contrast the research methodologies	4	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3				2	3		1	2			1	3		
Outcome 2			2		2			3	1		2	3	2	3	2
Outcome 3	2	2	2	2	3			1	2			2		2	3
Outcome 4	2	2	2	2	3	1	2	1	2	2		1			3
Average	2	2	2	2	3	2	2	3	2	2	2	2	3	2	3

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Introduction: Conceptual frameworks and foundations	12	3,4	1,4
	Conceptualising and contextualising qualitative research in Psychology; Philosophical foundations: Ontology, Epistemology, Methodology; Research Paradigms	4		
	Introduction to conceptual and interdisciplinary frameworks: Social constructionism; Feminist critique of established epistemology; Critical theory; Language and discourse	5		
	Role of the researcher: Self-reflexivity; Subjectivity; Positionality	3		
Unit 2	Planning the research: Research questions and ethical considerations	12	3,4	1,2,3
	Characteristics of effective research questions	4		
	Steps of designing qualitative research based on research questions	4		
	Ethical considerations in planning and execution of research; APA ethical guidelines; Consent forms	4		
Unit 3	Research design and methods	12	1,2,4	1,2,3
	Choosing a field site; Ethnography; Observations and field notes; Case studies	4		
	Grounded Theory; Phenomenological methods; Triangulation	4		
	Selection of participants; Sample size and saturation in qualitative research; In-depth interviews: Preparation of interview guides; Focus Group Discussions and FGD guides; Using documents as data	4		
Unit 4	Data Analysis	12	1	1,2,3,4
	Documentation of data, Basic principles of data transcription and translation	2		
	Thematic analysis; Narrative Analysis; Discourse Analysis; Content Analysis	6		
	Advanced Technologies in Qualitative Research: Software for data management and analysis: NVivo and ATLAS.ti	4		
Unit 5	Research writing	12	1,2	2,3,4
	Key issues in writing qualitative reports in Psychology: Principle of reversal, exteriority, specificity, and discontinuity	3		
	Role of visual and multimedia elements in qualitative research; Ethical challenges of visual representation	3		
	Writing a qualitative research report	3		
	Challenges in doing qualitative research	3		
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (100%)			
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (30%)	CLA-3 (40%)
		Th	Th	Th	Th
Level 1	Remember	60%	70%	60%	30%
	Understand				
Level 2	Apply	40%	30%	40%	70%
	Analyse				
Level 3	Evaluate				
	Create				
Total		**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Willig, C. (2013). Introducing qualitative research in psychology. McGraw-hill education (UK).
2. Flick, U., von Kardoff, E., & Steinke, I. (Eds.). (2004). A companion to qualitative research. Sage.
3. Parker, I. (2004). Qualitative psychology: Introducing radical research. McGraw-Hill Education (UK).
4. Camic, Paul M., Rhodes, Jean E., Yardley, L. (2003), Qualitative Research in Psychology: expanding perspectives in methodology and design. American Psychological Association. Washington, DC.

Course Designers

1. Internal (Institutional) Subject Matter Experts:
2. Dr Daigy Varghese, Assistant Professor, Department of Psychology, SRM University-AP.
3. Dr Dhamodharan M, Assistant Professor Department of Psychology, SRM University-AP.

Academic writing for Psychology

Course Code	PSY 403	Course Category	Core Course (CC)	L	T	P	C
				3	0	1	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Psychology	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

➢ To familiarize with American Psychological Association (APA) format 7th edition.
➢ To read and analyse secondary information.
➢ To make annotations and presenting the arguments in different ways.
➢ To organize and give structure to the writing.
➢ To write a sample journal article.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	To demonstrate better academic writing skills, including clarity, coherence, and organization of ideas	3	80%	70%
Outcome 2	To compare and contrast information from various sources into the writing.	4	70%	60%
Outcome 3	To analyze and evaluate core arguments and findings.	4	70%	60%
Outcome 4	To understand and apply ethics in conducting research.	3	80%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	2		3					1		2	2	2	2
Outcome 2	3	3	3	2	3					1		2	3	1	3
Outcome 3	3	3	3	3	3	3			3	3		2	3	1	3
Outcome 4	3	2	3		2			3		3		2	2	2	2
Average	3	3	3		3					2		2	3	2	3

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction to academic writing**	12	1	
	Understanding and familiarizing with research articles- structure, organization, citations references	4		1,2
	Different types of writing- descriptive and analytical	4		1,2
	Vocabulary and language of academic writing	4		1,2
Unit 2	**Ethics and plagiarism in research**	12	1,2	
	Understanding ethical principles in doing research	3		1,2
	Confidentiality in maintaining the data	3		1,2
	Ethical principles in writing	3		1,2
	Plagiarism: similarity index check.	3		1,2
Unit 3	**Introduction to APA format 7th edition**	12	3	
	Formatting research paper, levels of headings, citations, referencing.	12		1,2
Unit 4	**Literature review and annotations**	12	3,4	
	Reading secondary literature- analyse, critical perspective	4		1,2
	Reflective writing	4		1,2
	Making annotation	4		1,2
Unit 5	**Writing a sample paper**	12		1,2
	Structure: Introduction, literature review, method, analysis, conclusion, references	6		1,2
	Journal publications: Finding the appropriate journal for publication; Process of submitting	6		1,2
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 15%	**Mid-1 15%**	**CLA-2 10%**	**CLA-3 10%**	
Level 1	Remember	60%	70%	60%	30%	50%
	Understand					
Level 2	Apply	40%	30%	40%	70%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. American Psychological Association. (2020) Publication Manual of the American Psychological Association (7th Ed.)
2. Carson, S.H., Fama, J., Clancy, K., Ebert, J. & Tierney, A. (2012). Writing for psychology: A guide for psychology concentrators. Department of psychology: Harvard College.

Course Designers

1. Dr. Aswini S, Assistant Professor, Department of Psychology, SRM University - AP

Psychological Interventions

Course Code	PSY 407	Course Category	Core Course (CC)		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Psychology	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

➢ To provide foundational knowledge of therapeutic principles, processes, and techniques.
➢ To foster therapeutic approaches, apply to diverse populations
➢ To equip students with an appreciation for the ethical considerations in therapeutic practice.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Understand Key Theories and Principles of Psychological Therapies	1,2	80%	70%
Outcome 2	Differentiate and understand different therapeutic Approaches	2,3	75%	65%
Outcome 3	Develop introductory skills in active listening, empathy, and goal-setting within a therapeutic context.	4	70%	60%
Outcome 4	Appreciate Ethical and Cultural Sensitivity in Therapy and implications for diverse populations	5	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	3	3	3	1		3	1			1	3		
Outcome 2	2	3	3	3	3	3		3	1			2	2	3	2
Outcome 3	3	3	3	3	3	3		3	2			3		2	3
Outcome 4	3	3	3	3	3	3		3	1	2		2			3
Average	3	3	3	3	3	3		3	1	2		2	3	3	3

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Introduction to Psychological Interventions	12	2,3	3,4
	Overview of counselling and psychotherapy, differences between therapy types, and roles of a therapist	4		
	Establishing therapeutic goals, therapeutic alliance, and therapeutic processes	4		
	Evolution of Therapies	4		
Unit 2	Psychoanalytic and Psychodynamic Therapy	12	1,4	3,4
	Key concepts (unconscious, defense mechanisms, transference, countertransference)	4		
	Differences between psychoanalysis and psychodynamic therapies, key techniques, and goals.	4		
	Practical use and common critiques of psychodynamic therapy	4		
Unit 3	Behaviour Therapy and Cognitive Behavioural Therapy (CBT)	12	1,4	1,2
	Basic principles of behaviourism, classical and operant conditioning, exposure therapy	4		
	Cognitive Behavioural Therapy: Core principles, cognitive restructuring, behavioural activation, cognitive distortions	2		
	Techniques for anxiety, depression, and other disorders, role of homework assignments	3		
	Third-Wave CBT Approaches: Brief overview of Dialectical Behaviour Therapy (DBT), Acceptance and Commitment Therapy (ACT), and Mindfulness-Based Cognitive Therapy (MBCT)	3		
Unit 4	Humanistic and Existential Therapies	12	1	1, 2
	Person-Centered Therapy: Carl Rogers' contributions, core conditions of empathy, congruence, and unconditional positive regard	6		
	Existential Therapy: Key concepts (freedom, isolation, meaning), and techniques in addressing existential anxiety	3		
	Gestalt Therapy: Techniques and concepts such as "here and now" focus, awareness, and experiential exercises	3		
Unit 5	Contemporary and Integrative Approaches	12	1,2	2, 3
	Family and Systemic Therapies: Overview of family systems theory, structural and strategic family therapy.	3		
	Brief and Solution-Focused Therapy: Principles of solution-focused brief therapy (SFBT) and techniques like scaling questions.	3		
	Multicultural and Integrative Approaches: Importance of cultural competence, adapting therapies to diverse populations	3		
	Ethical and Professional Considerations in Therapy: Informed consent, confidentiality, dual relationships, and therapist self-care	3		
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task	Continuous Learning Assessments (100%)		
	CLA-1 (20%)	CLA-2 (40%)	CLA-3 (40%)
	Th	Case Study Analysis - I	Case Study Analysis - II
Remember	70%	20%	20%
Understand			
Apply	30%	40%	40%
Analyse			
Evaluate		40%	40%
Create			
Total	**100%**	**100%**	**100%**

Recommended Resources

1. Ballou, M.B. (1995) Psychological interventions: A guide to strategies. Westport, Conn: Praeger.
2. Frederick, et al. (2023). APA Handbook of Psychotherapy: Theory-Driven Practice and Disorder Driven Practice. American Psychological Association.
3. Frederick, et al. (2023). APA Handbook of Psychotherapy: Evidence-Based Practice, Practice-Based Evidence, and Contextual Participant-Driven Practice. American Psychological Association.

Course Designers

1. Internal (Institutional) Subject Matter Experts:
2. Dr. Sandra Roshni Monteiro, Assistant Professor Department of Psychology, SRM University-AP.
3. Dr. Bijeta Mishra, Assistant Professor Department of Psychology, SRM University-AP.

Applied Psychology Internship

Course Code	PSY 406	Course Category		L	T	P	C
				0	0	4	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Psychology	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

➢ Demonstrate Professional Competency in Applied Psychology Settings
➢ Apply Domain-Specific Psychological Knowledge to Real-World Problems
➢ Develop Proficiency in Domain-Relevant Assessment and Intervention Techniques
➢ Analyze Ethical and Cultural Considerations in Professional Practice

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Demonstrate Understanding of Professional and Ethical Competency in Real-World Settings	1,2	90%	80%
Outcome 2	Apply Theoretical Knowledge to Practical Challenges	2	90%	90%
Outcome 3	Develop Proficiency in Assessment and Intervention Techniques	3	90%	80%
Outcome 4	Engage in Reflective Practice for Personal and Professional Growth	4	90%	80%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	3					3	2	2	1	3	2	2	2
Outcome 2	3	3	3					3	3	3	2	3	3	2	3
Outcome 3	3	3	3					3	3	3	3	3	3	2	3
Outcome 4	3	3	3					3	3	3	3	3	2	2	2
Average	3	3	3					3	3	2	3	2	3	2	3

Course Unitization Plan

Week/Unit	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Professionalism and Ethical Practice in Psychology	24	1	1,2,3,4,5
	Overview of internship expectations and goals	4		
	Ethical standards in psychology, confidentiality, informed consent, boundaries, cultural sensitivity, professionalism in practice, self-care for practitioners.	20		
Unit 2	Theoretical Application in Real-World Settings	24	1,2	1,2,3,4,5
	Review of core theories relevant to the chosen psychology subdomain (e.g., Cognitive-Behavioral Therapy for Clinical Psychology, motivation theories for Organizational Psychology).	4		
	Supervised application of theory to practical problems, shadowing professionals, participating in case discussions.	20		
Unit 3	Assessment and Intervention Skills	24	1,2,3,4	1,2,3,4,5
	Domain-specific assessment tools (e.g., psychological testing, job performance assessments, educational assessments) and intervention techniques (e.g., counseling techniques, skill-building exercises).	12		
	Supervised administration and scoring of assessments, practice interventions, feedback sessions with supervisors.	12		
Unit 4	Case Analysis and Reporting	24	1,2,3,4	1,2,3,4,5
	basics of data analysis from cases, and effective reporting of findings.	12		
	Training on documentation and record-keeping practices	12		
Unit 5	Reflective Practice and Professional Development	24	1,2,3,4	1,2,3,4,5
	Reflective techniques, goal setting, and personal and professional growth tracking.	12		
	Journaling, supervision sessions focused on self-reflection, group discussions on challenges and achievements, goal-setting exercises.	12		
Total Contact Hours		**120**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (100%)		
		Practice (30%)	Record / Observation Note (40%)	Viva (30%)
Level 1	Remember			
	Understand			
Level 2	Apply	40%	30%	50%
	Analyse			
Level 3	Evaluate	60%	70%	50%
	Create			
Total		100%	100%	100%

Recommended Resources

1. As recommended by Advisor
2. "Ethics in Psychology and the Mental Health Professions: Standards and Cases" by Gerald P. Koocher and Patricia Keith-Spiegel
3. Handbook of Psychological Assessment" by Gary Groth-Marnat
4. Theories of Psychotherapy & Counseling: Concepts and Cases" by Richard Sharf
5. "The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping" by Gerard Egan

Course Designers

1. Internal (Institutional) Subject Matter Experts:
2. Dr. Ayesha Parveen Haroon, Assistant Professor Department of Psychology, SRM University-AP.
3. Dr Dhamodharan M, Assistant Professor Department of Psychology, SRM University-AP.
4. Dr Sandra Roshni Monteiro, Assistant Professor Department of Psychology, SRM University-AP.
5. Dr Daigy Varghese, Assistant Professor Department of Psychology, SRM University-AP.
6. Mr Mohammed Rashid Ul Ansar, Assistant Professor Department of Psychology, SRM University-AP.
7. Dr Aswathy Gopi, Assistant Professor Department of Psychology, SRM University-AP.
8. Dr Ishrath Munawer, Assistant Professor Department of Psychology, SRM University-AP.

Dissertation

Course Code	PSY 408	Course Category		L	T	P	C
				0	0	4	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Psychology	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- ➢ To conduct an individual research project by identifying a topic of their choice within psychology.
- ➢ Objective 2: To identify resources for in-depth study on a topic that interests the student.
- ➢ Objective 3: To conduct ethical data collection and analysis
- ➢ Objective 4: To effectively communicate research findings

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Formulate a research problem and its associated set of research questions.	5	90%	80%
Outcome 2	Compare and contrast the resource material available for the identified problem	4	90%	90%
Outcome 3	Choose the suitable research methodology for the study.	4	90%	80%
Outcome 4	Assess the resources using analytical tools and present the findings	4	90%	80%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	3		3					2		2	2	2	2
Outcome 2	3	2	3		3					1		2	3	1	3
Outcome 3	3	3	3		3					2		2	3	1	3
Outcome 4	3	3	3		3					3		2	2	2	2
Average	**3**	**3**	**3**		**3**					**2**		**2**	**3**	**2**	**3**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Conceiving the Idea	10	1	1
	Based on the interest conceive an idea	5		
	Prepare the bibliography	5		
Unit 2	Submission of the abstract	20	1,2	1
	Finalise the source material	10		
	Write an abstract of the proposed idea	10		
Unit 3	Writing review of literature	45	3	1
	Reading and analysing the related works	25		
	Writing Historiographical framework of the topic	25		
Unit 4	Analysing the material	45	3,4	1
	Reading the primary source	40		
	Synthesising the primary with the secondary material	30		
	Submission of the final research paper	30		
Total Contact Hours		**120**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				CLA -4 (20%)
		CLA-1 (10%)	CLA – 2 (10%)	CLA-2 (10%)	CLA-3 (50%)	
		Research proposal	Data collection progression	Data analysis report	Final Submission	Viva
Level 1	Remember					
	Understand					
Level 2	Apply	40%	40%	50%	40%	70%
	Analyse					
Level 3	Evaluate	60%	60%	50%	60%	30%
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. As recommended by Advisor pertaining to student research interest.

Course Designers

1. Dr. Ayesha Parveen Haroon, Assistant Professor Department of Psychology, SRM University-AP.
2. Dr Dhamodharan M, Assistant Professor Department of Psychology, SRM University-AP.
3. Dr Sandra Roshni Monteiro, Assistant Professor Department of Psychology, SRM University-AP.
4. Dr Daigy Varghese, Assistant Professor Department of Psychology, SRM University-AP.
5. Mr Mohammed Rashid Ul Ansar, Assistant Professor Department of Psychology, SRM University-AP.
6. Dr Aswathy Gopi, Assistant Professor Department of Psychology, SRM University-AP.
7. Dr Ishrath Munawer, Assistant Professor Department of Psychology, SRM University-AP.

Psychology for Everyday Living

Course Code	PSY 241	Course Category	Open Elective		L	T	P	C
					3	0	0	3
Pre-Requisite Course(s)	NIL	Co-Requisite Course(s)	NIL	Progressive Course(s)	NIL			
Course Offering Department	Psychology	Professional / Licensing Standards	NIL					

Course Objectives / Course Learning Rationales (CLRs)

➢ To understand the fundamental psychological processes in everyday living.
➢ To apply knowledge of psychology in improving self and others.
➢ To apply knowledge of psychology in enhancing quality of life.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Explain fundamental psychological processes in everyday living	2	80%	70%
Outcome 2	Describe important theories in psychology in the areas of sensation, perception, personality and learning	2	75%	70%
Outcome 3	Illustrate personal, professional and social applications of psychology	4	75%	60%
Outcome 4	Interpret results from certain personality tests	5	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	2							1				1			
Outcome 2	1			1					2	1					
Outcome 3	1	1	1				1	1	2	2		2			
Outcome 4	2		2		1			2	1	1		1			
Average	2	1	2	1	1		1	1	2	1		1			

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References
Unit 1	**Myths and Misconceptions in Psychology**	9	1	1
	Definition, nature and goals of psychology	3		
	Common myths and misconceptions about psychology	3		
	Schools of psychology; Basic and applied areas of psychology	3		
Unit 2	**The Role of Perception and Attitude towards Understanding the World**	9	2, 3	2
	Perception: Understanding perception, Gestalt laws of organization, common illusions	2		
	Perceptual constancy - depth perception, size perception, perception of movement	3		
	Attitude formation	2		
	Attitude change	2		
Unit 3	**Intelligence and Learning**	9	2, 3	2
	Definitions and nature of intelligence	1		
	Emotional and social intelligence; Measuring IQ, EQ and SQ	3		
	Fundamentals of learning and its applications	3		
	Memory techniques	2		
Unit 4	**Understanding the Self**	9	2, 4	1
	Definition; Approaches to personality – trait and type	3		
	Psychoanalytical and humanistic theory, Tests of personality – MBTI and NEO-PI	3		
	Identity; Self-concept, self-esteem and self-efficacy	3		
Unit 5	**Stress, Coping and Quality of Life**	9	2, 3	1
	Nature, sources of stress and its reactions	2		
	Factors influencing stress	3		
	Coping with and managing stress - cognitive and behavioural techniques	3		
	Improving quality of life	1		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 15%	Mid-1 15%	CLA-2 10%	CLA-3 10%	
Level 1	Remember	50%	60%	60%	30%	50%
	Understand					
Level 2	Apply	50%	40%	40%	70%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Baron, R. A. (2001). Psychology. New Delhi: Pearson Education India.
2. Nolen-Hoeksema, S., Fredrickson, B.L. & Loftus, G.R. (2014). Atkinson & Hilgard's Introduction to Psychology. 16th Ed. United Kingdom: Cengage Learning.

Other Resources

1. Morgan, C. T., King, R. A., & Schopler, J. (2004). Introduction to Psychology. New Delhi: Tata McGraw Hill.

Course Designers

1. Internal (Institutional) Subject Matter Experts:
2. Dr. Salome Divya Joseph (Assistant Professor & Faculty Co-ordinator) and
3. Ms. Ayesha Parveen Haroon (Lecturer), Department of Psychology.
4. Expert Reviewers from Institutes of National Importance / Institutes of International Repute: Prof. Akbar Hussain (Prof. and Head, Department of Psychology, Aligarh Muslim University) and Prof. H.S. Ashok (Prof. and Head, Department of Psychology, Bangalore University)

Psychology for Interpersonal Relations

Course Code	PSY 242	Course Category	OE/Minor		L	T	P	C
					3	0	0	3
Pre-Requisite Course(s)		Co-Requisite Course(s)	NIL	Progressive Course(s)				
Course Offering Department	Psychology	Professional / Licensing Standards	NIL					

Course Objectives / Course Learning Rationales (CLRs)

➢ To gain insights into the most important theories and research in the field of Interpersonal Relationships, and how this knowledge can be applied in real life.

➢ To understand the fundamental nature of human relationships - formation of social bonds, friendships, romantic relationships, interpersonal communication, and conflict.

➢ To equip students with better interpersonal skills to achieve their own personal relationship goals.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	List important theories behind relationships research.	1	80%	60%
Outcome 2	Apply research examples from relationship science to everyday experiences	3	75%	60%
Outcome 3	Illustrate self in context of relationships.	5	75%	70%
Outcome 4	Utilize strategies and techniques for improving/dealing with relationships	4	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	2							1			1	1			
Outcome 2	1	1	2		2			2	2	2	2	2			
Outcome 3		1	3					1	1	3	2	3			
Outcome 4								1	1	2	1	2			
Average	2	1	3		2			1	1	2	2	2			

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References
Unit 1	**Principles of Relationship Science**	**12**	1, 2	1
	Basic facts and key concepts	4		
	Methodology in relationship research	4		
	The roots of relationships - our social nature	4		
Unit 2	**Relationship Development**	**12**	2, 3	2
	Principles of interpersonal attraction, relationship initiation	4		
	Relationship development, theories of attraction	4		
	Mate selection and marriage	4		
Unit 3	**Relationship Processes**	**12**	2, 3, 4	2
	Thinking and feeling, romantic beliefs, attributions	4		
	Communication (verbal and non-verbal), providing support	4		
	Love and sexuality	4		
Unit 4	**Relationship challenges**	**12**	2, 3	1
	Rejection and betrayal	4		
	Aggression and violence	4		
	Conflict and loss	4		
Unit 5	**Maintaining and repairing relationships**	**12**	3, 4	1
	Effects of close relationships on health and wellbeing	4		
	Identifying distressed relationships	4		
	Maintaining, enhancing and repairing relationships	4		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 15%	Mid-1 15%	CLA-2 10%	CLA-3 10%	
Level 1	Remember	50%	60%	60%	30%	50%
	Understand					
Level 2	Apply	50%	40%	40%	70%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Miller, R. S. (2017). Intimate Relationships (8th Edition). New York: McGraw-Hill.
2. Regan, P. (2011). Close Relationships. New York, NY: Routledge

Other Resources

1. Jackson-Dwyer, D. (2014). Interpersonal Relationships. London and New York: Routledge.

Course Designers

1. Internal (Institutional) Subject Matter Experts: Dr. Salome Divya Joseph (Assistant Professor & Faculty Co-ordinator), Ms. Ayesha Parveen Haroon (Lecturer) and Dr. Janhavi Devdutt (Assistant Professor), Department of Psychology.
2. Expert Reviewers from Institutes of National Importance / Institutes of International Repute: Prof. Akbar Hussain (Prof. and Head, Department of Psychology, Aligarh Muslim University) and Prof. H.S. Ashok (Prof. and Head, Department of Psychology, Bangalore University).

Stress Management and Strategies

Course Code	PSY 243	Course Category	Open Elective (OE)		L	T	P	C
					3	0	0	3
Pre-Requisite Course(s)	NIL	Co-Requisite Course(s)	NIL	Progressive Course(s)				
Course Offering Department	Psychology	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

➢ To understand the nature, types, causes, and effects of stress in daily life
➢ To learn practical coping methods and managing time effectively
➢ To explore lifestyle changes for long-term stress management and well-being

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Define and classify different types of stress.	1	80%	60%
Outcome 2	Apply relaxation and coping strategies	3	75%	60%
Outcome 3	Analyse time management techniques to reduce stress.	4	70%	60%
Outcome 4	Evaluate the impact of lifestyle changes on stress management.	5	75%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	1	2						1	2				3		
Outcome 2		2	2	1		1		1	1			1		3	
Outcome 3	1	2	2	2			2	2	1	1	1	2		2	2
Outcome 4	2	2		2	2	2		1	2	2	2	2			3
Average	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**UNDERSTANDING STRESS**	**12**	1	1,2
	Stress: Definition, types, and sources;	4		
	Biological and psychological influences of stress	4		
	Stressors in contemporary life: Work, relationships, economic pressures; Stress assessment and self-awareness exercises	4		
Unit 2	**COPING METHODS**	**12**	2	1,2
	Healthful vs. harmful coping methods: Cognitive restructuring and reframing.	5		
	Relaxation practices: Deep breathing, progressive muscle relaxation, Guided relaxation, and mindfulness exercises.	7		
Unit 3	**TIME MANAGEMENT AND STRESS REDUCTION**	**12**	3	1,4
	Importance of time management, Time management myths, and misconceptions;	4		
	SMART goals framework, Prioritization techniques: ABC method	4		
	Eisenhower matrix; Task breakdown, Effective to-do lists	4		
Unit 4	**DOING WHAT MATTERS IN TIME OF STRESS (World Health Organization)**	**12**	2,3	3
	Grounding, Unhooking, Acting on your Values, Being Kind, Making your Room,	6		
	Practices of Grounding, Unhooking, Acting on your Values, Being Kind, Making Your Room.	6		
Unit 5	**LIFESTYLE CHANGES FOR STRESS MANAGEMENT**	**12**	4	1,2,3
	Exercise and stress reduction	3		
	Nutrition and stress reduction	3		
	Sleep and stress management	3		
	Mindfulness and stress management	3		
Total Contact Hours		60		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 30%	Mid-1 20%	CLA-2 30%	CLA-3 30%	
Level 1	Remember	50%		60%	30%	
	Understand					
Level 2	Apply	50%		40%	70%	
	Analyse					
Level 3	Evaluate					
	Create					
Total		100%		100%	100%	

Recommended Resources

1. Chen, D. D. (2016). Stress management and prevention: Applications to daily life. Routledge.
2. White, R. C. (2018). The stress management workbook: De-Stress In 10 Minutes or less. Sourcebooks, Inc..
3. World Health Organization. (2020). Doing what matters in times of stress: an illustrated guide.
4. Allen, D. (2015). Getting things done: The art of stress-free productivity. Penguin.

Course Designers

1. Internal (Institutional) Subject Matter Experts:
2. Dr.Dhamodharan M, Assistant Professor Department of Psychology, SRM University-AP
3. Expert Reviewers from Institutes of National Importance / Institutes of International Repute:
4. Prof. Akbar Hussain, Prof. and Head, Department of Psychology, Aligarh Muslim University.
5. Prof. H.S. Ashok, Prof. and Head, Department of Psychology, Bangalore University.

Positive Psychology

Course Code	PSY 244	Course Category		OE		L	T	P	C
						3	0	0	3
Pre-Requisite Course(s)		Co-Requisite Course(s)			Progressive Course(s)				
Course Offering Department	Psychology	Professional / Licensing Standards							

Course Objectives / Course Learning Rationales (CLRs)

➢ To understand basic concepts related to positive psychology
➢ To relate positive psychology concepts to individual and collective growth and development
➢ To understand the applications of positive psychology in different settings.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe the history and current status of positive psychology	2	80%	70%
Outcome 2	Discuss the concepts and theories of positive psychology	2	75%	70%
Outcome 3	Compare and contrast mindfulness, self- compassion, flow, gratitude and forgiveness	4	75%	60%
Outcome 4	Use positive psychology concepts in given scenario	3	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	2	1											1	2	2
Outcome 2	2	2	2	2			1						3	1	1
Outcome 3	2	3	2	2	2				1				1	2	3
Outcome 4	2	2	1	2		2	2	1	2	1	1	2	1	3	2
Average	**2**	**2**	**2**	**2**	**2**	**2**	**2**	**1**	**2**	**1**	**1**	**2**	**2**	**2**	**2**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction to Positive Psychology**	**12**	1	1, 3, 4
	Definitions and nature of positive psychology	3		
	Emergence of positive psychology	3		
	Theoretical background of positive psychology: eastern and western perspectives	3		
	Critical psychology, challenges, and scope of positive psychology	3		
Unit 2	**Happiness and Well-being**	**12**	2, 3	1, 2, 3, 4
	Positive emotions, happiness: theories	3		
	Subjective well-being	3		
	Optimism and hope: antecedents, theories, and effects	3		
	Character strengths and virtues: classification and development	3		
Unit 3	**Positive Psychology Practices**	**12**	2, 3	1, 2, 3, 4
	Mindfulness: theory and practice	4		
	Flow and performance	4		
	Self-compassion, gratitude, and forgiveness	4		
Unit 4	**Applications of Positive Psychology**	**12**	2, 3, 4	1, 2, 4
	In relationships: attachment and love, interpersonal relationships	4		
	Positive schooling and work	4		
	Positive communities	4		
Unit 5	**Alternative Positive Practices**	**12**	2, 3	1, 4
	Spirituality and religiosity	6		
	Healing practices: energy healing, reiki, crystal healing and others	6		
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 15%	Mid-1 15%	CLA-2 10%	CLA-3 10%	
Level 1	Remember	50%	60%	60%	30%	50%
	Understand					
Level 2	Apply	50%	40%	40%	70%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Synder, C.R., Lopez, S.J. & Pedrotti, J.T. (2018). Positive Psychology. 4th Ed. New Delhi: Sage Publishing House.
2. Carr, A. (2011). Positive Psychology: The Science of Happiness and Human Strengths. London: Brunner Routledge.
3. Boniwell, I. (2012). Positive Psychology In a Nutshell: The Science of Happiness (3rd edition). London: Mc Graw Hill.
4. Baumgardner, S., & Crothers, M. (2009). Positive Psychology. Pearson.

Course Designers

1. Internal (Institutional) Subject Matter Experts:
2. Dr. Salome Divya Joseph, Assistant Professor, Department of Psychology, SRM University-AP.
3. Ms. Ayesha Parveen Haroon, Lecturer, Department of Psychology, SRM University-AP.
4. Expert Reviewers from Institutes of National Importance / Institutes of International Repute:
5. Prof. Akbar Hussain, Prof. and Head, Department of Psychology, Aligarh Muslim University.
6. Prof. H.S. Ashok, Prof. and Head, Department of Psychology, Bangalore University

Sports Psychology

Course Code	PSY 245	Course Category	Departmental Elective (DE	L	T	P	C
				3	0	0	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Psychology	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

➢ To understand the scope and perspectives on sports psychology
➢ To understand the cognitive, affective, and social psychological dimensions in sports.
➢ To understand the effect of arousal, anxiety, and stress on performance.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Discuss the scope and perspectives on sports psychology	2	80%	70%
Outcome 2	Discuss cognitive, affective, and social psychological dimensions influencing sports performance	2	75%	70%
Outcome 3	Analyse a given case based on sports psychology concepts	4	75%	60%
Outcome 4	Illustrate the interventions to enhance motivation and performance of athletes	2	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	2	1	1										2		
Outcome 2	2	2	2	2			1						2		
Outcome 3	2	3	2	1	2				1					2	
Outcome 4	2	2	1	2		2	2	1	2	1	1	2			1
Average	2	2	2	2	2	2	2	1	2	1	1	2	2	2	1

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction to Sports Psychology**	**12**	1	1, 2
	History, nature, and scope of sports psychology	4		
	Recent perspectives - issues of race, gender, and sexual orientation in sports	4		
	Role of a sports psychologist	4		
Unit 2	**Cognitive and Psychosocial Aspects in Sports Psychology**	**12**	2, 3	1, 2
	Personality traits and sports behaviour: Trait theories and mental toughness	3		
	Personality development and sports: Social learning theory	3		
	Attitude to sport	3		
	Motivation and sport: Theories of motivation; intrinsic and extrinsic motivation, self-efficacy; counterfactual thinking	3		
Unit 3	**Group Aspects in Sports**	**12**	2, 3	1, 2
	Groups and teams; social facilitation	4		
	Negative effects of team leadership; leadership	4		
	Aggression; theories of aggression; reduction of aggression; aggression, injury, and addictive behaviours	4		
Unit 4	**Arousal, Anxiety, Stress and Sports Performance**	**12**	2, 3	1
	Definitions of arousal, anxiety and stress; factors inducing anxiety and stress	3		
	The relationship between arousal and performance	3		
	Burnout, overtraining & overreaching	3		
	Drug abuse in sport and exercise	3		
Unit 5	**Interventions in Sports Psychology**	**12**	3, 4	2, 3
	Cognitive and behavioural interventions: relaxation, self- talk, hypnosis, imagery	6		
	Psychological skills training; classifying skills; stages of skill acquisition	6		
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 15%	Mid-1 15%	CLA-2 10%	CLA-3 10%	
Level 1	Remember	50%	60%	60%	30%	50%
	Understand					
Level 2	Apply	50%	40%	40%	70%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Jarvis, M. (2006). Sports Psychology: A Student's Handbook. New York: Routledge.
2. Horn, T. S (Ed) (2008). Advances in sports psychology. 3rd Ed Canada: Herman Kinetics.
3. Murphy, S. M. (Ed.) (1995). Sport Psychology Interventions. Champaign, IL: Human Kinetics.

Course Designers

1. Internal (Institutional) Subject Matter Experts:
2. Dr. Salome Divya Joseph, Assistant Professor, Department of Psychology, SRM University-AP.
3. Ms. Ayesha Parveen Haroon, Lecturer, Department of Psychology, SRM University-AP.
4. Expert Reviewers from Institutes of National Importance / Institutes of International Repute:
5. Prof. Akbar Hussain, Prof. and Head, Department of Psychology, Aligarh Muslim University.
6. Prof. H.S. Ashok, Prof. and Head, Department of Psychology, Bangalore University.

Health Psychology

Course Code	PSY 246	Course Category	OE		L	T	P	C
					3	0	0	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Psychology	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

➢ To understand the psychological and other factors contributing to health issues
➢ To identify the problematic health behaviours
➢ To learn coping strategies for health issues and realize the role of positive emotions in health psychology.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Identify the role of psychological factors contributing to health issues.	1	75%	65%
Outcome 2	List the problematic health behaviours	1	70%	65%
Outcome 3	Discuss coping strategies and assimilate positive emotions to overcome health problems	2	70%	60%
Outcome 4	Demonstration interventions in Health Psychology for given scenario	2	75%	65%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	2			1	1	1	2	1	3	2	3	1	2	2	
Outcome 2	1			1			2	2	3	2		2		3	
Outcome 3	2	1	1				2	3	3	2	2	1		2	
Outcome 4	2	2		3	2		1	2				1		2	2
Average	2	2	1	2	2	1	2	2	3	2	3	1	2	2	2

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction to Health Psychology**	**12**	1, 2	1
	Definition, need and goals of health psychology	4		
	Health beliefs; cognitive- behavioural approaches, health-illness, and mind-body continuum	4		
	Bio-Psychosocial model of health and its implications	4		
Unit 2	**Health Behaviour**	**12**	2, 3	1
	Health behaviour, its types and characteristics	4		
	Factors influencing health behaviour and the barriers to health behaviour	4		
	Theories of health behaviour	4		
Unit 3	**Lifestyle disorders and Illness**	**12**	1, 2	3
	Addiction (substance abuse), its stages and the role of intervention.	3		
	Coronary Heart Disease (CHD) -Nature and its relationship with depression and hostility as contributing factors.	5		
	Stress and hypertension	4		
Unit 4	**Enhancing Health Behaviour**	**12**	3, 4	1, 2
	Importance of health enhancing behaviour	4		
	Role of exercise, yoga, healthy diet, weight management and sleep	4		
	Psychology of pain management, its theories and pain management techniques	4		
Unit 5	**Health and Well-being**	**12**	1,3, 4	1
	Coping strategies and the role of positive emotions in well-being	4		
	Meditation: types and techniques	2		
	Resilience and its role in health and well-being	6		
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 15%	Mid-1 15%	CLA-2 10%	CLA-3 10%	
Level 1	Remember	50%	60%	60%	30%	50%
	Understand					
Level 2	Apply	50%	40%	40%	70%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Allen, F. (2011). Health psychology and behaviour. Tata McGraw Hill Edition.
2. Marks, D. F., Murray, M., Evans, B., &Estacio, E.V. (2011). Health Psychology.3rd Ed. India: SAGE Publications
3. Sarafino, E. P. and Timothy W Smith (2016). Health Psychology. John Wiley & Sons Inc.

Course Designers

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3. Ms. Ayesha Parveen Haroon, Lecturer Department of Psychology, SRM University-AP.
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6. Prof. H.S. Ashok, Prof. and Head, Department of Psychology, Bangalore University