Department of Psychology

B.Sc. (Hons.) Psychology
Curriculum and Syllabus
(Applicable to the students admitted from AY: 2023 onwards)

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)

Program Learning Outcomes (PLO)														
PEOs	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)		8	
University AEC	4		240
School AEC	4		
Value Added Courses (VAC)		8	
University VAC	8		240
School VAC	0		
Skill Enhancement Courses (SEC)		15	
School SEC	4		
Department SEC	5		450
SEC Elective	6		
		18	
School FIC	18		540
Department FIC	0		
Core + Core Elective including Specialization (CC)		84	
Core	68		2520
Core Elective (Inc Specialization)	16		
Minor (MC) + Open Elective (OE)	15	15	450
Research / Design / Internship/ Project (RDIP)		14	
Internship / Design Project / Startup / NGO	10		420
Internship / Research / Thesis	4		
Total		162	4860

Category Wise Credit Distribution(B.sc Hons with Research)			
Course Sub-category	**Subcategory Credits**	**Category Credits**	**Learning hours**
Ability Enhancement Courses (AEC)		8	
University AEC	4		240
School AEC	4		
Value Added Courses (VAC)		8	
University VAC	8		240
School VAC	0		
Skill Enhancement Courses (SEC)		15	
School SEC	4		
Department SEC	5		450
SEC Elective	6		
		18	
School FIC	18		540
Department FIC	0		
Core + Core Elective including Specialization (CC)		84	
Core	68		2520
Core Elective (Inc Specialization)	16		
Minor (MC) + Open Elective (OE)	15	15	450
Research / Design / Internship/ Project (RDIP)		10	
Internship / Design Project / Startup / NGO	6		300
Internship / Research / Thesis	4		
Total		**158**	**4740**

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	2	2	2	2	0	0	0	0	8	**5**
Value Added Courses - VAC	2	2	0	0	0	4	0	0	8	**5**
Skill Enhancement Courses - SEC	2	2	3	2	3	3	0	0	15	**9**
Foundation / Interdisciplinary Courses - FIC	14	4	0	0	0	0	0	0	18	**11**
CC / SE / CE / TE / DE / HSS	0	8	16	16	16	12	12	4	84	**52**
Minor / Open Elective - OE	0	3	3	3	3	3	0	0	15	**9**
(Research/ Design/ Industrial Practice/Project/Thesis/Internship) -RDIP	0	0	2	0	4	4	0	4	14	**9**
Grand Total	**20**	**21**	**26**	**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	2	2	2	2	0	0	0	0	8	**5**
Value Added Courses - VAC	2	2	0	0	0	4	0	0	8	**5**
Skill Enhancement Courses - SEC	2	2	3	2	3	3	0	0	15	**9**
Foundation / Interdisciplinary Courses - FIC	14	4	0	0	0	0	0	0	18	**11**
CC / SE / CE / TE / DE / HSS	0	8	16	16	16	12	12	0	84	**52**
Minor / Open Elective - OE	0	3	3	3	3	3	0	0	15	**9**
(Research/ Design/ Industrial Practice/Project/Thesis/Internship) -RDIP	0	0	2	0	4	4	0	8	18	**9**
Grand Total	**20**	**21**	**26**	**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	AEC	U AEC	AEC 101	Art of Listening, Speaking and Reading Skills	1	0	1	2
2	VAC	U VAC	VAC 101	Environmental Science	2	0	0	2
3	SEC	S SEC	SEC 102	Digital Literacy	1	1	0	2
4	FIC	S FIC	FIC 101	Emerging Technologies	2	0	0	2
5	FIC	S FIC	FIC 121	Understanding Human Minds	3	0	1	4
6	FIC	S FIC	FIC 122	Understanding the Indian Constitution	3	0	1	4
7	FIC	S FIC	FIC 123	Understanding Indian Society(ies): Myths and Realities	3	1	0	4
				Semester Total	**15**	**2**	**3**	**20**

SEMESTER - II

S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	AEC	U AEC	AEC 107	Effective Writing and Presentation Skills	1	0	1	2
2	VAC	U VAC	VAC 102	Universal Human Values and Ethics	2	0	0	2
3	SEC	S SEC	SEC 103	Entrepreneurial Mindset	2	0	0	2
4	FIC	S FIC	FIC 115	Economics in Everyday Life	4	0	0	4
5	Core	CC	PSY 101	Social Psychology	3	1	0	4
6	Core	CC	PSY 102	Developmental Psychology - I	3	1	0	4
7	Elective	OE		Open Elective / Minor	3	0	0	3
				Semester Total	**18**	**2**	**1**	**21**

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	D SEC	SEC 114	Analytical Reasoning and Aptitude Skills- Basics	0	2	1	3
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	Foundations of Clinical Psychology	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
10	RDIP	RDIP	PSY 209	Summer Immersion	0	0	2	2
				Semester Total	**17**	**4**	**9**	**26**

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	0	0	4	4
6	Core	CC	PSY 206	Statistics for Social Sciences	3	1	0	4
7	Core	CC	PSY 207	Research Methodology	3	1	0	4
8	Core	CC	PSY 208	Psychological Assessment	2	0	2	4
9	Elective	OE		Open Elective / Minor	3	0	0	3
				Semester Total	**14**	**2**	**7**	**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	U VAC	VAC 104	Community Service and Social Responsibility	0	0	2	2*
3	SEC	E SEC		Career Skills - I	3	0	0	3
4	Elective	CE		Core Elective	3	1	0	4
5	Elective	CE		Core Elective	3	1	0	4
6	Elective	CE		Core Elective	3	1	0	4
7	Elective	CE		Core Elective	3	1	0	4
8	Elective	OE		Open Elective / Minor	3	0	0	3
9	RDIP	RDIP	PSY 301	Field Internship	0	0	4	4
				Semester Total	**18**	**4**	**8**	**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 Skill - II	3	0	0	3
4	Elective	CE		Core Elective	3	1	0	4
5	Elective	CE		Core Elective	3	1	0	4
6	Elective	OE		Open Elective / Minor	3	0	0	3
7	RDIP	RDIP	PSY 302	Research Project	0	0	4	4
				Semester Total	**15**	**3**	**8**	**26**

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 404	Psychological Interventions	3	1	0	4
2	RDIP	RDIP	PSY 405	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 405	Applied Psychology Internship	0	0	4	4
2	RDIP	RDIP	PSY 406	Dissertation	0	0	4	4
				Semester Total	**0**	**0**	**8**	**8**

Minors

S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	Elective	OE	PSY 241	Psychology for Everyday Living	3	0	0	3
2	Elective	OE	PSY 242	Psychology for Interpersonal Relationships	3	0	0	3
3	Elective	OE	PSY 243	Stress Management and Strategies	3	0	0	3
4	Elective	OE	PSY 244	Positive Psychology	3	0	0	3
5	Elective	OE	PSY 245	Sports Psychology	3	0	0	3
6	Elective	OE	PSY 246	Health Psychology	3	0	0	3

Core Electives

S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	Elective	CE	PSY 421	Positive Psychology	3	1	0	4
2	Elective	CE	PSY 422	Guidance and Counselling	3	1	0	4
3	Elective	CE	PSY 423	Organizational Behaviour	3	1	0	4
4	Elective	CE	PSY 424	Forensic Psychology	3	1	0	4
5	Elective	CE	PSY 425	Sports Psychology	3	1	0	4
6	Elective	CE	PSY 426	Health Psychology	3	1	0	4
7	Elective	CE	PSY 427	Educational Psychology	3	1	0	4

Career Skill Courses

S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	SEC	E SEC			3	0	0	3
2	SEC	E SEC			3	0	0	3
				Semester Total	**6**	**0**	**0**	**6**

The Art of Listening, Speaking and Reading Skills

Course Code	AEC 101	Course Category	AEC		L	T	P	C
					1	0	1	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Literature and Languages	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

1. To develop and enhance students' proficiency in listening, speaking, and reading skills,
2. To help the participants understand the purpose and differentiate various types of audience.
3. 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	Develop advanced listening skills, to comprehend and respond to a wide range of spoken language varieties, accents, and contexts with increased accuracy and fluency.	2	90%	90%
Outcome 2	Articulate ideas and thoughts clearly and effectively in both informal and formal settings, utilizing appropriate vocabulary, grammar, and speech delivery techniques.	3	90%	90%
Outcome 3	Enhance their reading comprehension and critical analysis abilities, enabling them to understand complex texts, extract key information, and critically evaluate the content within various genres and subjects.	3	70%	70%
Outcome 4	Engage in effective and meaningful conversations, demonstrating improved listening skills, oral communication abilities, and comprehension of written texts, thereby enhancing their overall language proficiency and communication competence	2	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					1	1		3	2	3		3			
Outcome 2					1	1			1	3		3			
Outcome 3					1	1			1	3		2			
Average					1	1			1	3	3	3			

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Augmenting Listening skills**	**9**		
	Course introduction and objectives: Importance of LSRW	1	1	1 a
	Listening - Barriers to active listening and steps to Overcome	2	1	1 b
	Listening Comprehension How to take/ make notes (different ways)	2	1	1b, 2a, 2c
	Listening practice: Identifying main ideas, supporting details, and inferences and summarizing key points	2	1	1b, 2a, 2c
	Practice sessions: memory games, Chinese whisper	2	1	NA
Unit 2	**Developing Speaking Skills**	**9**		
	Strategies for good speech, Basics of grammatically correct speech	1	2	1a, 2 a, b, c
	Basics of phonetics and intonation	2	2	1a
	Oral presentations: do's and don'ts	1	2	1a
	Speaking Practice: Just a minute/ Impromptu, Story-telling/ Story starters Group discussions,	5	2	NA
Unit 3	**Communication and Persuasion**	**9**		
	Verbal Communication and Nonverbal Communication	2	2, 3	1a
	The art of persuasive communication (Ethos, pathos, Logos)	2	2, 3	1a
	Practice sessions (Convince the other Role plays, Self-introduction, Pitching, extempore, public speaking)	5	2, 3	NA
Unit 4	**Reading**	**9**		
	Reading strategies (Skimming and scanning, extensive and intensive)	2	2	1c
	Reading and analyzing various texts, including articles, essays, and academic papers	3	2	1c
	Reading Comprehension Practice	4	2	1c, 2a
Unit 5	**Integrated Skills and Real-World Application**	**9**		
	Engaging in discussions and debates on current issues	2	3	NA
	Real-world application of language skills (e.g., job interviews, social interactions)	2	3	NA
	Pitching Presentation	5	3	NA
	Total contact hours	45		
	Notional hours	15		
	Total Contact Hours	**30**		

Learning Assessment

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

Recommended Resources

1a. Shoba, L. (2017). Communicative English: A Workbook. U.K: CambridgeUniversity Press.
1b. Leonardo, N. (2020) Active Listening Techniques: 30 Practical Tools to Hone Your Communication Skills. Rockridge Press
1c. Williams, A.J. (2014) Reading Comprehension: How To Drastically Improve Your Reading Comprehension and Speed Reading Fast! (Reading Skills, Speed Reading)

2a.   https://learnenglishteens.britishcouncil.org/
2b.   https://www.bbc.co.uk/learningenglish/
2c.   https://www.ted.com/?geo=hi

Other Resources

1.   -

Course Designers

1.   -

Environmental Science

Course Code	VAC 101	Course Category	Value Added Course		L	T	P	C
					2	0	0	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Environmental Science and Engineering	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

➢ To describe the environmental concepts from ecology and earth science to address real-world problems.
➢ To interpret the complex interactions within and between environmental systems and to evaluate evolving environmental problems

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	Comprehend the environmental challenges that need attention.	1	80%	70%
Outcome 2	Summarize the types of environmental pollutions and possible effects to society	2	80%	70%
Outcome 3	Classify the natural environmental resources, present state, rate of depletion and future perspectives	2	80%	70%
Outcome 4	Articulate a project-based learning on existing local to global environmental issues	2	80%	70%

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	1	-	1	1	-	1	1	1	2	1	-	1	-	-	-
Outcome 2	1	-	1	1	-	1	2	1	2	1	-	1	-	-	-
Outcome 3	1	-	1	2	1	1	3	2	2	1	-	1	-	-	-
Outcome 4	1	-	1	2	2	1	3	3	2	2	1	1	-	-	-
Average	1	-	1	1.5	1.5	1	2.25	1.75	2	1.25	1	1	-	-	-

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Human, Environmental Issues, and Climate Change**	**6**	1	1,2,3
	The man-environment interaction	1	1	1,2,3
	Environmental issues and scales	1	1	1,2,3
	Land use and Land cover change	2	1	1,2,3
	Ozone layer depletion	1	1	1,2,3
	Understanding climate change and adaptation	1	1	1,2,3
Unit 2	**Environmental Pollution and Health**	**7**	2	1,2,3
	Understanding pollution; Definitions, sources, impacts on human health and ecosystem	2	2	1,2,3
	Air pollution	1	2	1,2,3
	Water pollution	1.5	2	1,2,3
	Soil pollution	1	2	1,2,3
	Solid waste	1.5	2	1,2,3
Unit 3	**Ecosystems, Biodiversity Conservation, and Sustainable Development**	**9**	3	1,2,3
	Ecosystems and ecosystem services	1	3	1,2,3
	Biodiversity and its distribution	1	3	1,2,3
	Threats to biodiversity and ecosystems	1	3	1,2,3
	Overview of natural resources	1	3	1,2,3
	Biotic resources	1	3	1,2,3
	Water resources; Soil and Energy resources	2	3	1,2,3
	Introduction to Sustainable Development Goals (SDGs)-targets and indicators	2	3	1,2,3
Unit 4	**Environmental Management, Treaties and Legislation**	**8**	4	1,2,3
	Introduction to environmental laws and regulation	2	4	1,2,3
	Environmental management system	2	4	1,2,3
	Pollution control and management	2	4	1,2,3
	Major International Environmental Agreements; Major Indian Environmental Legislations	2	4	1,2,3
Total Contact Hours		30		

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. Rajagopalan, R. (2016) Environmental Studies (3rd edition), Oxford University Press.
2. Sharma, P. D. (2018) Ecology and environment. Rastogi Publications.
3. Anil K. Dey. (2016). Environmental Chemistry. New Age Publisher International Pvt Ltd. ISBN: 9789385923890, 9385923897

Other Resources

1. -

Course Designers

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	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		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

Emerging Technologies

Course Code	FIC 101	Course Category	FIC		L	T	P	C
					2	0	0	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	ECE	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

➢ Foster a comprehensive grasp of diverse emerging technologies and their transformative impacts on society and industries.
➢ Cultivate critical thinking skills to analyze challenges, opportunities, and applications within each technological domain.
➢ Develop practical skills through hands-on experiences and assignments, translating theoretical concepts into real-world applications.
➢ Raise awareness of ethical considerations, particularly in the context of Artificial Intelligence, and Machine Learning, IoT, Electric Vehicles, and Semiconductor Technology.

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	Exhibit a thorough understanding of quantum computing principles, including superposition, entanglement, and interference.	1	80%	90%
Outcome 2	Illustrate understanding by explaining the history, synthesis, and applications of nanomaterial and green hydrogen.	1	80%	90%
Outcome 3	Understand and classify 3D printing technologies.	2	75%	85%
Outcome 4	Demonstrate understanding of the evolution, classification, and applications of UAVs.	2	75%	85%
Outcome 5	Apply knowledge of Artificial Intelligence and Machine Learning, IoT, Electric Vehicles, and Semiconductor Technology.	2	75%	85%

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	2	2	3	2	2	2	1	2	2	1	1	1	1
Outcome 2	2	1	1	2	3	1	2	2	2	2	2	1	1	1	1
Outcome 3	2	2	2	3	3	3	1	1	3	2	2	1	1	2	2
Outcome 4	2	2	2	2	3	3	2	2	3	2	2	1	2	2	1
Outcome 5	3	2	3	2	2	3	3	2	3	2	2	1	2	2	1
Average	2	2	2	2	3	2	2	2	2	2	2	1	2	2	1

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
Unit No. 1	Quantum Computer and early ideas, classical and quantum computing approaches, superposition, entanglement, and interference in quantum computing.	1	1	1
	QUBITS and their types; representation of data in quantum mechanics.	1	1	1
	Shor's Algorithm, Grover's search algorithm.	1	1	1
	Quantum programming languages; Obstacles in building quantum computers.	1	1	1
	Applications of quantum computers; Opportunities in the field of quantum computing.	1	1	1
	Introduction of quantum communication pillers, quantum network, Heisenberg's uncertainty principle and QKD.	1	1	1
	Challenges in QKD, National Quantum Mission, Future perspectives.	1	1	1
Unit No. 2	Introduction to the nanometer scale. history of nanomaterials	1	2	2
	Synthesis of nanomaterials: Bottom-up and Top-down approach	1	2	2
	Tools & techniques to characterize nanomaterials. Applications of nanomaterials.	1	2	2
	Green Technology: Definition, types of Green Technologies, Green Hydrogen production.	1	2	2
	Challenges involved in the storage of Green Hydrogen produced from PEM based electrolysis.	1	2	2
	Applications of Green Hydrogen.	1	2	2
Unit No. 3	Introduction to 3D printing and additive manufacturing	1	3	3
	Capabilities of 3D printing	1	3	3
	Applications of 3D printing	1	3	3
	Classification based on ASTM	1	3	3
	Working principles of 3D printing technologies	1	3	3
Unit No. 4	Introduction to the evolution of drones	1	4	4
	Classification of drones	1	4	4
	Basic components of drones	1	4	4
	Principles of flight	1	4	4
	Applications of drones	1	4	4
	Drones rules in India, Challenges and future scope.	1	4	4
Unit No. 5	Introduction to Artificial Intelligence, Machine Learning, and Deep learning; applications	1	5	5
	Introduction to the Internet of Things (IoT)	1	5	6
	Applications of IoT	1	5	6
	Basic architecture of the Electric Vehicles (EVs)	1	5	7
	Trends and challenges in EVs	1	5	7
	Introduction to semiconductor mission and chip fabrication	1	5	8

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (100%)				
		CLA-1 20%	CLA-2 20%	CLA-3 20%	CLA-4 20%	CLA-5 20%
Level 1	Remember	90 %	90 %	80 %	75 %	85 %
	Understand					
Level 2	Apply	10 %	10 %	20 %	25 %	15 %
	Analyse					
Level 3	Evaluate	0%	0%	0%	0%	0%
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Quantum Computation and Quantum Information by Michael A. Nielsen, Isaac L. Chuang, 2010.
2. Nanotechnologies: Principles, Applications, Implications and Hands-on Activities – A compendium for educators by Luisa Filipponi and Duncan Sutherland, European Commission Research and Innovation, 2013.
3. Additive manufacturing: Principles, Technologies and applications by C.P. Paul and A.N. Jinoop, 2021.
4. Make: Getting Started with Drones - Build And Customize Your Own Quadcopter by Terry Kilby and Belinda Kilby, 2016.
5. Artificial Intelligence: A Modern Approach by Stuart Russell and Peter Norvig, 2010.
6. Fundamentals of Internet of Things: For Students and Professionals by F. John Dian, 2022.
7. Electric Vehicle Engineering by Per Enge, Nick Enge, and Stephen Zoepf, 2021.
8. Fundamentals of Semiconductor Manufacturing and Process Control by Gary S. May and Costas J. Spanos, 2006.

Course Designers

1. Dr. Sunil Chinnadurai, Associate Professor, ECE Department.
2. Dr. Pardha Saradhi Maram, Associate Professor, Chemistry Department.
3. Dr. Sangjukta Devi, Assistant Professor, Mechanical Engineering Department.
4. Dr. Harish Puppala, Assistant Professor, Civil Engineering Department.
5. Dr. Pranav RT Peddinti, Assistant Professor, Civil Engineering Department.
6. Dr. Ravi Kumar, Assistant Professor, Physics Department.
7. Dr. Sujith Kalluri, Associate Professor, ECE Department.

Understanding Human Minds

Course Code	FIC 121	Course Category	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 different approaches to the study of psychology
➢ To understand the fundamental processes underlying human behaviour
➢ To make applications of various psychological concepts

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 various perspectives in psychology	1	80%	70%
Outcome 2	Understand the fundamental psychological processes	1	70%	65%
Outcome 3	Apply the understanding in different settings and contexts	2	75%	60%
Outcome 4	Understand and differentiate the basic theories in Psychology and its applications	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		
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	1.5	2	2	2	2	1.5	2	1.5	1.5	1.5	1.5	2	3	2.5	2.5

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References
Unit 1	**Nature of Psychology**		1 & 2	2
	Definition and goals of psychology	3		
	Nature of Psychology: Art or science	3		
	Traditional schools of thought in psychology	6		
Unit 2	**Sensation and Perception**		1, 3 & 4	1 & 3
	Sensation and its types	3		
	Absolute and differential threshold; Signal detection theory	3		
	Perception: Understanding perception, Gestalt laws of organization	3		
	Perceptual constancy, depth perception, perception of movement	3		
Unit 3	**Motivation**		1 & 3	1 & 3
	Definition and types (Intrinsic and Extrinsic motivation)	3		
	Psychological aspects of various forms of motivation (Physiogenic motives, Psychogenic motives, Sociogenic motives)	3		
	Theories of motivation: drive theory, arousal theory, expectancy theory, goal-setting theory, Maslow's hierarchy of needs	6		
Unit 4	**Emotion**		2 & 3	1 & 2
	Definition and types of emotions	3		
	Autonomic Nervous System (ANS) and Emotions	3		
	Expression of emotions	3		
	Correlates of emotions: cognition and culture	3		
Unit 5	**Intelligence**		1 & 2	1 & 2
	Definitions and nature of intelligence	3		
	Theories of intelligence: Cattell's theory of intelligence, Spearman's two-factor theory, Thurstone's mental ability , Sternberg's triarchic theory, Gardner's theory of multiple intelligences	6		
	Measuring intelligence and tests of intelligence	3		

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	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. 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.

Other Resources

Course Designers

Understanding the Indian Constitution

Course Code	FIC 122	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	History	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

➢ To locate the plurality of ideas in the Indian constitution
➢ To appreciate the importance of dialogue in the making and the extension of the Indian constitution.
➢ To develop a multidisciplinary approach in understanding the functioning of Indian democracy.
➢ 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	1.5	2.25	1.25	2	1	-	2.5	2	2	2	2.5	2.5	2	2.5

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**
	The 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- 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)

Course Designers

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

Understanding Indian Society (ies): Myths and Realities

Course Code	FIC 123	Course Category	Core Course (CC)		L	T	P	C
					3	1	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 introduce students to the study of India as a colonial exercise(s) and its critique
- ➢ To orient the students towards deconstructing the myth of the Indian village as a homogeneous, unchanging unit and its relationship with the Urban.
- ➢ To introduce the students to the building blocks of society in India
- ➢ To introduce the idea of centrality of politics in constituting Indian social.

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 and critique colonial study of India	2	70%	80%
Outcome 2	Illustrate a critical understanding of changing Indian villages	2	70%	70%
Outcome 3	Define the nature of stratification in India	2	70%	80%
Outcome 4	Define and analyse the inter relationship between caste, class, gender and tribe in India	2	70%	70%
Outcome 5	Describe and Critical post-colonial Indian Social	2	70%	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	2	2	1	3	1	2	3	2	3	2	2	2	3	3
Outcome 2	2	2	2	1	3	1	2	3	2	3	2	2	2	3	3
Outcome 3	2	1	2	1	3	1	2	3	2	3	2	2	3	3	3
Outcome 4	2	2	3	1	3	1	2	3	2	3	2	2	3	3	3
Outcome 5	2	1	2	3	1	1	2	3	2	3	2	2	3	3	3
Average	2.2	1.6	2.2	1.4	2.6	1	2	3	2	3	2	2	2.6	3	3

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction**	12	1	
	History, Anthropology and Colonialism			5,10
	Critics of Colonial Constriction of Indian Society and Culture			4,5
Unit 2	**Villages Studies and Urban studies in India**	12	2	
	Understanding of Indian Villages: Anthropologists and Sociologists			6
	Revisiting Indian village Studies			21, 22
	Key Concepts: Urban, Urbanism and the City			7,14, 19
	Gender and the City			
Unit 3	**Social Stratification in India- Caste and Class**	14	3	
	Social Stratification			6,7
	The Book View and The Field View of Caste			6,7
	Understanding Class with special reference to the Middle Class in India			6,7,9
Unit 4	**Tribes and Nomads**	12	4	
	Tribal Cultures			2
	Nomadic and Semi-Nomadic Communities in India			3
	Developmental Policies for Tribes, Nomadic and Semi-Nomadic Communities			2
Unit 5	**Indian State and Society**	10	5	
	Colonial State and Indian Social			10
	Postcolonial Indian Social			11
	Total contact Hours	60		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid (15%)	CLA-2 (10%)	CLA-3 (15%)	
		Theory	Theory	Theory	Theory	Theory
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. Alm, Bjorn. (2010). Creating Followers, Gaining Popularity: leadership Strategies in a Tamil Nadu Village, in Pamela Price and A R Rudd (eds) Power and Influence in India: Bosses, Lords and Captains. Delhi: Routledge: 1-20.
2. Betteille, A. (1991). Society and Politics in India: Essays in a Comparative Perspective: London: The Athlone Press. (Chapter 3, The Concept of Tribes with special reference to India). (pp. 57-78).
3. Bokil, M (2002). De-Notified and Nomadic Tribes: A Perspective. Economic and Political Weekly, 37(2), pp.148–154.
4. Cohn. B.S. (1996). Notes On the History of The Study of Indian Society and Culture. In Structure and Changes in Indian Society (Milton Singer and Bernard S. Cohn eds). Jaipur: Rawat Publication. (pp.1-27).
5. Cohn. B.S. (1996). Colonialism and Its Forms of Knowledge: The British India, New Jersey: Princeton University Press. (Introduction. pp.1-15).
6. Crompton, R. (1998). Class and Stratification: An Introduction to Current Debates. Cambridge: Polity Press, 2nd Edition 5
7. Das, V. Ed. (2003). The Oxford India Companion to Sociology and Social Anthropology, Vol.I and II. Delhi: Oxford University Press (Sections 3 and 9 respectively).6
8. Deshpande, S. (2003). Contemporary India: A Sociological understanding. New Delhi: Penguin Books.7
9. Fernandes, L. (2006). India's New Middle Class: Democratic politics in an Era of Economic Reform. Minnesota: University of Minnesota Press.
10. Fuller C. J. (1977). British India or Traditional India? An Anthropological Problem, Ethnos, 42:3-4, pp.95-12.
11. Gottdiener, M. & Budd, L.(2005). Key Concepts in Urban Studies. London: Sage Publication.
12. Gupta, D. (Ed.) (1991). Social Stratification. Delhi: Oxford University Press
13. Hansen, T. (2017). On Law, Violence, and Jouissance in India, in Cultural Anthropology, 1 Nov.https://culanth.org/fieldsights/on-law-violence-and-jouissance-in-india
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20. Phadke, S, Khan, S and Ranade, S. (2011). Why Loiter? Women and Risk on Mumbai Streets, New Delhi: Penguin Books
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22. Srinivas M. N. (1987). The Indian Village: Myth and Reality. In Dominant Caste and Other Essays. Delhi: Oxford University Press. (pp.1-59).
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24. Witsoe, J. (2012). Everyday Corruption and the Political Mediation of the Indian State, in EPW, Feb 11, Vol. XLVII, No. 6: 47-54

Effective Writing and Presentation Skills

Course Code	AEC 107	Course Category		L	T	P	C
				1	0	1	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Literature and Languages	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

➢ Demonstrate proficiency in written communication, including the ability to compose clear, grammatically structured and organized written documents, as well as deliver well-structured and engaging presentations

➢ Critically analyse and synthesize information from various sources, conduct research, and effectively use evidence to support their arguments in both written assignments and oral presentations, that will enhance their critical thinking and research skills

➢ Through a combination of theoretical knowledge and practical exercises, the course aims to enhance students' ability to express ideas clearly, engage an audience, and deliver persuasive and impactful messages in both written and spoken formats.

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 coherent and well-structured written communication by generating clear and concise written content with logical organization, appropriate grammar	2	90%	90%
Outcome 2	Recognize and analyse the expectations of specific target audiences by adjusting tone, language and style to suit the intended purpose of the audience of written communication and tailoring written content to various formats such as reports, essays, emails, and professional correspondence.	3	90%	90%
Outcome 3	Demonstrate confident Public Speaking with the ability to deliver structured, well-organized, and persuasive presentations by employing visual and interactive aids, storytelling techniques.	3	70%	70%
Outcome 4	Develop strong critical thinking and research skills, enabling them to evaluate information critically, synthesize sources effectively, and provide well-reasoned arguments in their written work and presentations.	2	60%	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					1	1		3	2	3		3			
Outcome 2					1	1			1	3		3			
Outcome 3					1	1			1	3		2			
Outcome 4					1	1			1	3	3	3			
Average					1	1		3	1	3	3	3			

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Basics of Grammatically correct writing**	**9**	1	
	SVO	1	1	1a, 2a,b
	Punctuation	3	1	1a, 2a,b
	Articles and Preposition	2	1	1a, 2a, b
	Tense and Apostrophe	1	1	1a, 2a, b
	Subject-Verb-Agreement	2	1	1a, 2a, b
Unit 2	**Categories of Writing**	**9**		
	Emails – different types (Official mails : Requesting Leave/ Enquiring vacancy/ Resigning from job/ requesting internship etc.)	3	1, 2	1b, c
	Notice and Agenda,	2	1, 2	1b, c
	Minutes of Meeting	2	1, 2	1b, c
	Paragraph writing	2	1, 2	1b, c
Unit 3	**Advanced Writing**	**9**		
	Writing Cover Letters	3	1, 2	1e
	Resume writing	2	1, 2	1d
	SOP, Abstract	2	1, 2	1g
	Project Report Writing	2	1, 2	2, d
Unit 4	**Effective Presentation Techniques**	**9**		
	Understanding the elements of successful presentations – Non-verbal communication in presentaions	3	2,3, 4	1f, 2c
	Creating engaging PPTs	2	2,3, 4	1f, 2c
	Structuring presentations for clarity and impact - Logical flow of topics and connected writing in line with storyboard	2	2, 3, 4	1f, 2c
	Handling Questions and Answers	2	2, 3, 4	1f, 2c
Unit 5	**Project Based Learning**	**15**		
	Community Based Project	15	1, 2, 3, 4	NA
	Total Learning Hours	**60**		

Learning Assessment

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

Recommended Resources

1a) Swan, M. (2005). Practical English usage (Vol. 688). Oxford: Oxford university press.

1b) Fenning, C. (2023). Effective Emails: The secret to straightforward communication at work: 1 (Business CommunicationSkills): Sanage Publishing University Press.

1c) Talbot, F. (2009). How to Write Effective Business English: The Essential Toolkit for Composing Powerful Letters, Emails and More, for Today's Business Needs. Kogan Page Publishers

1d) Yate, M. (2016). Knock'em Dead Resumes: A Killer Resume Gets More Job Interviews! Simon and Schuster.

1e) Yate, M. J. (2018). Ultimate Cover Letters: Master the Art of Writing the Perfect Cover Letter to Boost Your Employability (Vol. 5). Kogan Page Publishers.

1f) Carnegie, D. (2013). The Art of Public Speaking. Wyatt North Publishing, LLC.

2a. https://learnenglishteens.britishcouncil.org/

2b. https://www.bbc.co.uk/learningenglish/

2c. https://www.ted.com/?geo=hi

2d .https://www.tifr.res.in/~cccf/data/InternDocs/How_to_write_a_structured_Project_Report.pdf

Other Resources

Course Designers

Universal Human Values and Ethics

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

Course Objectives / Course Learning Rationales (CLRs)

1. To cultivate deep understanding of human values by teaching students the core principles of universal human values and their significance.
2. To promote ethical decision-making skills by equipping the students with the ability to make ethical choices in life, work, and society.
3. To foster a diverse and inclusive ethical perspective by sensitizing the students to diversity, equity, inclusion, gender, and cultural differences.
4. To highlight the relevance of ethics in society and professions by showcasing the practical importance of ethics in personal, societal, and professional contexts.
5. To address common challenges by preparing the students to overcome obstacles to ethical behaviour, fostering a commitment to universal values.

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	Evaluate the significance of value inputs in formal education and start applying them in their life and profession	1	70%	80%
Outcome 2	Students will foster diverse and inclusive perspectives, contributing to more equitable and harmonious communities and workplaces	2	70%	70%
Outcome 3	Students will be able to apply ethical principles effectively in their personal and professional lives, leading to improved relationships and ethical practices in society	3	60%	70%

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		3		2		2	3	3	1	1	3				
Outcome 2		3		2		1	3	3	1	1	3				
Outcome 3		3		2		2	3	3	1	1	3				
Average		3		2		1.6	3	3	1	1	3				

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Fundamentals of Human Values and Ethics**	**7**	1	1, 2, 3, 4, 5
	Introduction to human values and ethics.	1		
	Theory of wellbeing	2		
	Purpose and relevance of human values	4		
Unit 2	**Culture and Ethical Principles**	**5**	2	1, 2, 3, 4, 5
	Culture and ethics.	2		
	Ethics in the community and society	3		
Unit 3	**Ethics and Inclusivity**	**6**	2	1, 2, 3, 4, 5
	Ethics and diversity & inclusion	3		
	Equity, equality, and addressing violence	3		
Unit 4	**Ethics in various life spheres**	**6**	3	1, 2, 3, 4, 5
	Ethics in family, society, and workplace	4		
	Ethics in IPR and plagiarism	2		
Unit 5	**Overcoming ethical challenges**	**6**	3	1, 2, 3, 4, 5
	Identifying common challenges	3		
	Strategies to overcome challenges	3		
	Total Contact Hours	**30**		

Learning Assessment

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

Recommended Resources

1. Landau, RS. (2019). Living Ethics. New York: Oxford University Press.
2. Nagarazan, R.S. (2022). A Text book on Professional Ethics and Human Values. New Delhi: New Age International Publisher.
3. Rachels, J., & Rachels, S. (2012). The elements of moral philosophy 7e. McGraw Hill.
4. Singer, P. (1986). Applied Ethics. Oxford: Oxford University Press.
5. Gensler, H., Spurgin, E., & Swindal, J. (2004). Ethics: contemporary readings. Routledge.

Course Designers

1. Dr. Ayesha Parveen Haroon Department of Psychology, ESLA, SRM University-AP

Entrepreneurial Mindset

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

Course Objectives / Course Learning Rationales (CLRs)

- To develop the Entrepreneurial Mindset of Students
- To provide tools and techniques for navigating the uncertain path of 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	Recall the key entrepreneurship and innovation concepts	1	80	80
Outcome 2	Identify Entrepreneurial Opportunity and ideate solutions	2	80	70
Outcome 3	Develop innovative business plans with sound entrepreneurial concepts.	3	70	70
Outcome 4	Recall concepts of Startup Funding and Pitching	4	80	80

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															
Outcome 4															
Average															

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
UNIT-1	**Introduction to Entrepreneurship**	2		
	What and Why of Entrepreneurship		1	1,2
	Need of Entrepreneurship		1	1,2
	Entrepreneurship at SRM-AP		1	
UNIT-2	**Entrepreneurial Orientation**	4		
	Characteristics of successful entrepreneurs		1,2	1,2
	Mindset shifts: from an employee to an entrepreneur		1,2	1,2
	Overcoming challenges and dealing with failures		1,2	1,2
UNIT-3	**Entrepreneurial Skills**	4		
	Skillsets of an Entrepreneur		1,2	1,2
	Design Thinking, Growth Mindset		1,2	1,2
	Design Thinking		1,2	1,2
UNIT-4	**Entrepreneurial Opportunity & Ideation**	2		
	Difference between idea and opportunity		1,2	1,2
	Opportunities in Vibrant Indian Entrepreneurial Ecosystem		1,2	1,2
	Opportunity Recognition (Sources of Opportunity)		1,2	1,2
	Idea Generation		1,2	1,2
UNIT-5	**Business Model Canvas**	2		
	Why BMC		3	1,2
	Value Proposition		3	1,2
	Customer Discovery		3	1,2
	Customer Relationship		3	1,2
	Channels		3	1,2
	Key Partners		3	1,2
	Key Activities		3	1,2
	Key Resources		3	1,2
	Revenue Structure		3	1,2
	Cost Structure		3	1,2
UNIT-6	**Startup Financing & Pitching**	2		
	Stages of Fundraising		4	1,2
	Mode of Investment		4	1,2
	Startup Valuation		4	1,2
	From Pitch to Hitch (Pitch Deck)		4	1,2
UNIT-7	**Growth Mindset and Sales Ability**	2		
	Importance of Sales skill for Entrepreneur		3	1,2
	Sales Techniques		3	1,2
	Developing Growth Mindset		3	1,2
UNIT-8	**Developing the Business Plan**	12	3,4	1,2
	Total Hours	30		

Learning Assessment

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

Recommended Resources

1. Bruce R. Barringer, R. Duane Ireland. Entrepreneurship Successfully Launching New Ventures, Pearson; 2020
2. Robert D. Hasrich, Dean A. Shepherd, Michael P. Peters, Entrepreneurship, McGraw Hill, 2021

Course Designers

1. Mr Aftab Alam, Assistant Professor, Paari School of Business, SRM University-AP
2. Mr Udayan Bakshi, Associate Director, Directorate of Entrepreneurship, SRM University-AP
3. Mr Sidharth Tripathi, Director, Directorate of Entrepreneurship, SRM University-AP

Economics for Everyday Life

Course Code	FIC 115	Course Category	FIC		L	T	P	C
					4	0	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Economics	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

➢ To obtain an overview of the fundamental concepts of economics.
➢ To discuss various alternative theories of an economy in the short run, and the role of policy in this context.
➢ To understand the application of important theories related to an open economy.

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	Distinguish between different economic systems as they relate to contemporary social, and political contexts.	2	70%	65%
Outcome 2	Apply simple mathematical methods to illustrate basic relationships between fundamental economic measures and variables.	3	70%	65%
Outcome 3	Demonstrate awareness of the market system and the role of government policy in different contexts.	3	70%	65%
Outcome 4	Apply various microeconomic and macroeconomic concepts to real-life situations	3	70%	65%

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	2	1	3	2	-	-	-	2	3	2	2			
Outcome 2	3	2	2	3	2	-	-	-	2	3	2	2			
Outcome 3	3	2	2	2	2	-	-	-	2	3	2	2			
Outcome 4	3	2	2	3	2	-	-	-	2	3	2	2			
Course Average	3	2	2	3	2	-	-	-	2	3	2	2			

Course Unitization Plan

Unit No.	Unit Name	Required Learning hours	CLOs Addressed	References Used
Unit I	**Introduction**	**10**		
	What is Economics?	3	1	1
	Basic Concepts of Economics	3	1	1
	Ten Principles of Economics	2	1	1
Unit II	**Microeconomic Concepts**	**23**		
	Demand Function	4	2	1
	Supply Function	4	2	1
	Market Equilibrium	3	2	1
	Elasticity	4	2	1
	Determinants of Elasticity	4	2	1
	Competition and Types of Markets	4	2	1
Unit III	**Macroeconomic Concepts**	**20**		
	National Income	4	3	2
	Unemployment	4	3	2
	Inflation	4	3	2
	AD-AS Curve	4	3	2
	Introduction to Fiscal and Monetary Policies	4	3	2
Unit IV	**Application of Microeconomic and Macroeconomic concepts**	**7**		
	Applications of Supply and Demand curves	4	4	3
	Application of AD-AS curve	3	4	2
Total Learning 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%)	Mid-2 (15%)	
Level 1	Remember	60%	60%	40%	40%	50%
	Understand					
Level 2	Apply	40%	40%	60%	60%	50%
	Analyze					
Level 3	Evaluate					
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Mankiw, N. G. Principles of Microeconomics, (2007).
2. Mankiw, N. G. (2013). Macroeconomics fifth edition.
3. https://open.umn.edu/opentextbooks/textbooks/32

Other Resources

Course Designers

1. Dr Adviti Devaguptapu, Assistant Professor, SRM University-AP.

Social Psychology

Course Code	PSY 101	Course Category	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)

1. To develop an understanding of the relationship between individual and the social world.
2. To understand concepts of social influence and behaviour, the way individuals think, feel and behave in social situations
3. 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	2	80%	70%
Outcome 3	Differentiate the group dynamics and their uses	3	70%	60%
Outcome 4	Justify the social situation with social psychology theories	3	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	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. Dr. Ayesha Parveen Haroon, Department of Psychology, SRM University-AP.

Developmental Psychology - I

Course Code	PSY 102	Course Category	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)

1. To understand basic concepts of development psychology from infancy to adolescence
2. To understand and explore diverse theoretical perspectives of human development
3. 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	1	80%	70%
Outcome 2	Classify the theoretical development viewpoints	1	70%	65%
Outcome 3	Develop an understanding of the intricacies of prenatal development and childbirth	2	75%	60%
Outcome 4	Discuss the course of physical development from infancy up to adolescence	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	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. Dr. Ayesha Parveen Haroon, Department of Psychology, SRM University-AP.

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.

Analytical Reasoning and Aptitude Skills- Basics

Course Code	SEC 114	Course Category		L	T	P	C
				0	2	1	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Mathematics	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

➢ To categorize, apply and use thought process to distinguish between concepts of quantitative methods.
➢ To prepare and explain the fundamentals related to various possibilities.
➢ To critically evaluate numerous possibilities related to puzzles.
➢ Explore and apply key concepts in logical thinking to business problems.

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	Use logical thinking and analytical abilities to solve quantitative aptitude questions from company specific and other competitive tests.	1	70%	60%
Outcome 2	Solve questions related to Time and Distance and Time and work from company specific and other competitive tests.	3	80%	70%
Outcome 3	Understand and solve puzzle questions from specific and other competitive tests	1	70%	60%
Outcome 4	Make sound arguments based on mathematical reasoning and careful analysis of data.	1	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	1	2	2						2			2			
Outcome 2	1	2													
Outcome 3	1	2	2						2		2	2			
Outcome 4	1	2			2						2	2			
Average	1	2	2		2				2		2	2			

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
Unit No. 1	Speed Maths and Simplification	1	1,2	1,2
	Basics of Number system – Different types of numbers and their properties, Problems on finding unit digit, finding number of divisors and their application, LCM and HCF and their applications	6	1,2	1,2
	Basics of Linear equations	2	1,2	1,2
Unit No. 2	Basics of Percentage calculations, Profit and Loss, Simple interest and Compound interest, True Discount	6	1,4	1,2
	Basics of Ratio and Proportion, Average, Alligation and Mixtures	4	1,2	1,2
Unit No. 3	Basics of Time and Work, Pipes and Cisterns, Problems on Chain Rule	4	1,4	1,2
	Basics of Time, Speed and Distance, Problems on Trains, Boats and Streams, Problems on Races and Games and Escalators.	6	1,4	1,2
Unit No. 4	Basics of counting techniques, Permutations and Combinations, Probability	5	1.2.4	1,2
	Basic introduction of Progressions, Quadratic Equations, Inequalities	4	1.2	1,2
Unit No. 5	Number Series, Alphabet series, odd man out, Finding the Wrong Number, Non-Verbal Series.	4	1.2	3,4
	Analogies, Coding and decoding	3	1,3	3,4

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (__%)								End Semester Exam (_50%)	
		CLA-1 (_10%)		CLA-2 (_15%)		CLA-3 (__10%)		Mid Term (_15%)			
		Th	Prac	Th	Prac	Th	Prac	Th	Prac	Th	Prac
Level 1	Remember	20%		25%		20%		25%		25%	
	Understand	20%		25%		20%		25%		25%	
Level 2	Apply	30%		25%		30%		25%		25%	
	Analyse	30%		25%		30%		25%		25%	
Level 3	Evaluate										
	Create										
Total		100%		100%		100%		100%		100%	

Recommended Resources

1. Arun Sharma – How to prepare for Quantitative Aptitude, Tata Mcgraw Hill.

2. R.S. Agarwal – Reasoning. Reasoning for competitive exams – Agarwal.

3. Objective Quantitative Aptitude – Oswaal books.

4. Test of reasoning and numerical ability, quantitative aptitude book – Sahitya bhavan.

5. Radian's Quantitative Aptitude.

6. Quantitative Aptitude and Reasoning – Shyam Saraf / Abhilasha Swarup.

7. Fast track objective Arithmetic – Rajesh Verma.

Course Designers

1. Mr. Naresh Adapa – Quantitative Aptitude Trainer, Department of CR&CS SRM University AP.
2. Mr. Shaik Mohammed Musa Kaleemullah, Verbal Ability Trainer, Department of CR&CS, SRM University AP.
3. Dr. Fouzul Atik – Assistant Professor, Department of Mathematics, SRM University AP.

Theories of Personality

Course Code	PSY 201	Course Category	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)

1. To understand the various theories of personality
2. To gain exposure to personality assessment
3. 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	1	80%	70%
Outcome 2	Discuss the approaches to personality theories	1	75%	70%
Outcome 3	Solve the given issue based on behavioural and trait theories	2	70%	60%
Outcome 4	Compare and contrast the theories of personality	3	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
								Program Learning Outcomes (PLO)							
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. Dr. Ayesha Parveen Haroon, Department of Psychology, SRM University-AP.

Developmental Psychology - II

Course Code	PSY 202	Course Category	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 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	1	70%	60%
Outcome 2	Classify stages and components of language development	1	70%	65%
Outcome 3	Differentiate theories of moral development and psychosocial development	2	80%	70%
Outcome 4	Classify the developmental milestones and tasks of adulthood and old age	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	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%	Exam (50%)
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. Dr. Ayesha Parveen Haroon, Department of Psychology, SRM University-AP.

Foundations of Clinical Psychology

Course Code	PSY 203	Course Category	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 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. Dr. Bijeta Mishra Department of Psychology, SRM University-AP.

Cognitive Psychology

Course Code	PSY 204	Course Category	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)

1. To understand the history of cognitive psychology and its concepts
2. To understand the research in cognitive and neuro-psychological fields and its methods.
3. 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	1	80%	70%
Outcome 2	Discuss the cognitive processes	1	75%	70%
Outcome 3	Examine the neurocognitive research methods	2	75%	60%
Outcome 4	Compare and contrast the problem solving and decision-making techniques in cognitive psychology	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												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. Dr. Ayesha Parveen Haroon, Department of Psychology, SRM University-AP.

Summer Immersion: Liberal Arts

Course Code	PSY 209	Course Category	RDIP	L	T	P	C
				0	0	2	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)		Summer Internship	
Course Offering Department	Sociology/Anthropology	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

➢ To provide students with real-world experience in understanding the challenges faced by communities working towards social development.
➢ To help students analyze the efforts of organizations driving inclusive development in rural and urban areas.
➢ To enhance students' practical skills in problem-solving and community engagement for social 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	Identify social and developmental issues encountered by communities in both rural and urban settings.	1,2	70	80
Outcome 2	Explain the effectiveness of interventions and strategies used by organizations to promote inclusive social change.	2	70	80
Outcome 3	Apply critical thinking skills to develop solutions for the challenges observed during their field immersion.	3	70	80
Outcome 4	Examine the functioning of civil society and development related organisations.	4	70	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

Category	Description	CLOs addressed
Fieldwork Experience	Students engage with communities to identify social and developmental issues in rural and urban settings.	1,2
Organizational Analysis	Students explain the effectiveness of interventions and strategies used by organizations to promote inclusive social change.	2
Problem-Solving Exercises	Students apply critical thinking to develop solutions for challenges observed during their field immersion.	3
Civil Society Assessment	Students examine the functioning of civil society and development-related organizations during their engagement.	4

Learning Assessment

Bloom's Level of Cognitive Task		Progress Report (Daily reflection Journal) (30%)	Internship Report/Video Documentary (40%)	Viva (Presentation) (30%)
Level 1	Remember	30%	25%	25%
	Understand			
Level 2	Apply	50%	50%	25%
	Analyse			
Level 3	Evaluate	20%	25%	50%
	Create			
Total		**100%**	**100%**	**100%**

Course Designers

1. Dr Vandana Swami, Associate Dean and Professor, Eswari School of Liberal Arts, SRM University AP
2. Dr. Vineeth Thomas, Assistant Professor and Head, Department of Political Science, SRM University AP

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	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.

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 Practical

Course Code	PSY 205	Course Category	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 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	3	80%	70%
Outcome 2	Classify the methods of experiments	3	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	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		
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. Dr. Ayesha Parveen Haroon, Department of Psychology, SRM University-AP.

Statistics for Social Sciences

Course Code	PSY 206	Course Category	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	1	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	3	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. Dr. Ayesha Parveen Haroon, Department of Psychology, SRM University-AP.
2. Dr. Sandra Roshni Monteiro, Department of Psychology, SRM University-AP.

Research Methodology

Course Code	PSY 207	Course Category	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)

1. To understand the various types of research carried out with human beings
2. To understand the importance of ethical constraints and moral integrity in conducting research
3. 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	1	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	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			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. Dr. Ayesha Parveen Haroon, Department of Psychology, SRM University-AP.
2. Dr. Salome Divya Joseph, Department of Psychology, SRM University-AP.

Psychological Assessment

Course Code	PSY 208	Course Category	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	1	80%	70%
Outcome 2	Differentiate the psychological test and psychological assessment	1	70%	65%
Outcome 3	Describe the definition, types, and characteristics of a good test	2	70%	60%
Outcome 4	Analyse the Reliability and validity	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					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%)	
		Th	Th	Th	Th	Th
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. Dr. Ayesha Parveen Haroon, Department of Psychology, SRM University-AP.
2. Dr. Sandra Roshni Monteiro, Department of Psychology, SRM University-AP.

Internship

Course Code	PSY 301	Course Category	RDIP		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	3	90%	90%
Outcome 3	Apply Ethical and Legal Principles in Professional Practice	3	90%	80%
Outcome 4	Incorporate Professional Development and Self-Reflection skills	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 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 Professional Settings in Psychology	24		
	Overview of internship expectations and goals; Orientation sessions, virtual or in-person site visits, meetings with professionals from each domain, group discussions.	20	1	1,2,3,4,5
	Discussion on the importance of confidentiality and informed consent	4		
Unit 2	Observational Learning and Record-Keeping	24		
	Basics of observational techniques, note-taking and record-keeping, understanding confidentiality, building rapport with clients or participants (indirectly or under supervision).	4	1,4	1,2,3,4,5
	Observing sessions (e.g., therapy, counseling, training workshops) with supervisor approval, practicing note-taking, debriefing sessions.	20		
Unit 3	Basic Client Interaction and Communication Skills	24		
	Basic client-facing skills, including active listening, empathy, nonverbal communication, and boundaries in professional relationships.	4	1,2,4	1,2,3,4,5
	Role-playing exercises, guided client introductions (under supervision), basic intake interviews, feedback sessions on communication style.	20		
Unit 4	Introduction to Assessment Tools and Techniques	24		
	Overview of commonly used assessments (e.g., self-report questionnaires, simple screening tools, observational checklists), introductory scoring and interpretation.	4	1,2	1,2,3,4,5
	Reviewing sample assessments, observing administration (if permitted), practicing administration and scoring on mock cases or volunteers under guidance.	20		
Unit 5	Self-Reflection, Ethics, and Professional Development	24		
	Basics of reflective practice, ethics in applied psychology (confidentiality, informed consent, cultural sensitivity), and goal-setting for professional growth.	4	1,2,3,4	1,2,3,4,5
	Reflective journaling, group discussions on ethical dilemmas, setting personal and professional goals, supervision sessions focused on ethics.	20		
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. Dr. Sandra Roshni Monteiro, Department of Psychology, SRM University-AP.

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%

Research Project

Course Code	PSY 302	Course Category	RDIP		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)

- ➢ Identify a significant research problem and collaborate in groups to design the study.
- ➢ To locate resources for in-depth study on a topic
- ➢ To use sources effectively and create valid research questions
- ➢ To employ analytical tools in order to reach conclusions

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.	3	90%	80%
Outcome 2	Sort and Identify literature pertaining to the topic	3	90%	90%
Outcome 3	Identify the suitable research methodology for the study	3	90%	80%
Outcome 4	Draw conclusions to the findings and present the results	3	90%	80%

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					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	
	Based on the interest conceive an idea	6		1,6
	Prepare the bibliography	4		1,6
Unit 2	Submission of the abstract	10	1,2	
	Finalise the source material	5		1,5,6
	Write an abstract of the proposed idea	5		1,5,6
Unit 3	Writing review of literature	30	3	
	Reading and analysing the related works	10		1,6
	Writing Historiographical framework of the topic	20		1,4
Unit 4	Analysing the material	70	3,4	
	Reading the primary source	30		1
	Synthesising the primary with the secondary material	20		1,4
	Submission of the final research paper	20		2,3,4,5
Total Contact Hours		**120**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (100%)		
		Continuous Assessment (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 pertaining to student research interest.
2. www.springer.com
3. https://onlinelibrary.wiley.com/
4. Research Methodology.

Course Designers

1. Dr. Sandra Roshni Monteiro, Department of Psychology, SRM University-AP.

2. Dr. Daigy Varghese, Department of Psychology, SRM University-AP.

Advanced Quantitative Research Methodology

Course Code	PSY 401	Course Category	CC			L	T	P	C
						3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)	PSY 402	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	2	80%	70%
Outcome 2	Develop and Apply Data Analysis Skills in SPSS	2	75%	65%
Outcome 3	Analyse and Interpret Advanced Statistical Results	3	70%	60%
Outcome 4	Present and Communicate Statistical Findings in psychological and social science research	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	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. Dr. Sandra Roshni Monteiro, Assistant Professor Department of Psychology, SRM University-AP.
2. Dr. Dhamodharan M, Assistant Professor Department of Psychology, SRM University-AP.

Advanced Qualitative Research Methodology

Course Code	PSY 402	Course Category	CC		L	T	P	C
					3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)	PSY 401	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	1	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.	2	70%	60%
Outcome 4	Compare and contrast the research methodologies	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	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. Dr Daigy Varghese, Department of Psychology, SRM University-AP.
2. Dr Dhamodharan M, Department of Psychology, SRM University-AP.

Academic writing for Psychology

Course Code	PSY 403	Course Category	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 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	2	80%	70%
Outcome 2	To compare and contrast information from various sources into the writing.	2	70%	60%
Outcome 3	To analyze and evaluate core arguments and findings.	3	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 404	Course Category	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	2	80%	70%
Outcome 2	Differentiate and understand different therapeutic Approaches	2	75%	65%
Outcome 3	Develop introductory skills in active listening, empathy, and goal-setting within a therapeutic context.	3	70%	60%
Outcome 4	Appreciate Ethical and Cultural Sensitivity in Therapy and implications for diverse populations	3	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)3

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 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. Dr. Sandra Roshni Monteiro, Assistant Professor Department of Psychology, SRM University-AP.
2. Dr. Bijeta Mishra, Assistant Professor Department of Psychology, SRM University-AP.

Applied Psychology Internship

Course Code	PSY 405	Course Category	RDIP		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	3	90%	80%
Outcome 2	Apply Theoretical Knowledge to Practical Challenges	3	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	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 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. Dr. Ayesha Parveen Haroon, Department of Psychology, SRM University-AP.
2. Dr Sandra Roshni Monteiro, Department of Psychology, SRM University-AP.

Dissertation

Course Code	PSY 406	Course Category	RDIP	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.	3	90%	80%
Outcome 2	Compare and contrast the resource material available for the identified problem	3	90%	90%
Outcome 3	Choose the suitable research methodology for the study.	3	90%	80%
Outcome 4	Assess the resources using analytical tools and present the findings	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 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, Department of Psychology, SRM University-AP.
2. Dr Sandra Roshni Monteiro, Department of Psychology, SRM University-AP.

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	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	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).

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)

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 425	Course Category	CE		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	1	80%	70%
Outcome 2	Discuss cognitive, affective, and social psychological dimensions influencing sports performance	1	75%	70%
Outcome 3	Analyse a given case based on sports psychology concepts	3	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. Dr. Ayesha Parveen Haroon, Department of Psychology, SRM University-AP.
2. Dr. Salome Divya Joseph, Department of Psychology, SRM University-AP.

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	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	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

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

Positive Psychology

Course Code	PSY 421	Course Category	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 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	1	80%	70%
Outcome 2	Discuss the concepts and theories of positive psychology	1	75%	70%
Outcome 3	Compare and contrast mindfulness, self- compassion, flow, gratitude and forgiveness	2	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. Dr. Ayesha Parveen Haroon, Department of Psychology, SRM University-AP.
2. Dr. Salome Divya Joseph, Department of Psychology, SRM University-AP.

Guidance and Counselling

Course Code	PSY 422	Course Category	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 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	1	80%	70%
Outcome 2	Discuss the guidance and counselling techniques	1	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	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		
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. Dr. Ayesha Parveen Haroon, Department of Psychology, SRM University-AP.
2. Dr. Salome Divya Joseph, Department of Psychology, SRM University-AP.

Organizational Behaviour

Course Code	PSY 423	Course Category	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 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	1	80%	70%
Outcome 2	Apply concepts of organizational behaviour in given scenario	2	70%	65%
Outcome 3	Compare and contrast the leadership theories and perspectives	2	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. Dr. Ayesha Parveen Haroon, Department of Psychology, SRM University-AP.
2. Dr. Salome Divya Joseph, Department of Psychology, SRM University-AP.

Forensic Psychology

Course Code	PSY 424	Course Category	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	1	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	3	75%	60%
Outcome 4	Demonstrate the criminal investigation techniques in a given scenario	3	70%	60%

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

CLOs	Program Learning Outcomes (PLO)												PSO 1	PSO 2	PSO 3
	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			
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

1. Dr. Ayesha Parveen Haroon, Department of Psychology, SRM University-AP.
2. Dr. Salome Divya Joseph, Department of Psychology, SRM University-AP.

Sports Psychology

Course Code	PSY 425	Course Category	CE		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	1	80%	70%
Outcome 2	Discuss cognitive, affective, and social psychological dimensions influencing sports performance	1	75%	70%
Outcome 3	Analyse a given case based on sports psychology concepts	3	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. Dr. Ayesha Parveen Haroon, Department of Psychology, SRM University-AP.
2. Dr. Salome Divya Joseph, Department of Psychology, SRM University-AP.

Health 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 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	3	75%	65%

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	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. Dr. Sandra Roshni Monteiro, Department of Psychology, SRM University-AP.

Educational Psychology

Course Code	PSY 427	Course Category		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 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	1	80%	70%
Outcome 2	Compare teaching skills in diverse learning context	1	70%	65%
Outcome 3	Apply intervention techniques for children with special needs	2	75%	60%
Outcome 4	Illustrate pedagogical techniques for inclusive education setup	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	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. Dr. Ayesha Parveen Haroon, Department of Psychology, SRM University-AP.
2. Dr. Salome Divya Joseph, Department of Psychology, SRM University-AP.

Psychological Assessment

Course Code		Course Category	**Core Course (CC)**		L-T-P-C	2	0	2	4
Pre-Requisite Course(s)		Co-Requisite Course(s)			Progressive Course(s)				
Course Offering Department	**Psychology**	Professional / Licensing Standards							
Board of Studies Approval Date		Academic Council Approval Date							

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: To develop an understanding of the basic principles underlying psychological assessment.
Objective 2: To understand the ethical, legal, and cultural issues involved in psychological assessments.
Objective 3: To demonstrate familiarity with different types of psychological assessments and its psychometric properties.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course students will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Demonstrate the principles of psychological assessments	1	80%	70%
Outcome 2	Describe the ethical dilemmas in psychological assessments	2	70%	65%
Outcome 3	Apply psychological assessments in a given scenario and setting	3	70%	60%
Outcome 4	Generate discussions based on objective and subjective information of the psychological assessment scores	3	70%	60%

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

CLOs	Scientific and Disciplinary	Analytical Reasoning and	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical	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
Course 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**	**15**		
	Nature and purpose of assessment	5		
	Psychological test and psychological assessment	5	1	1,2
	Multi-cultural context, ethical and professional challenges	5		
Unit 2	**Introduction to Psychological Testing**	**15**		
	Definition, types, and characteristics of a good test	5		
	Reliability and validity	5	1,2,3	1,3
	Norms and standardization	**5**		
Unit 3	**Tests of Cognitive Ability**	**20**		
	General mental ability tests (The Wechsler scales of intelligence, Raven's Progressive Matrices – any 1)	6		
	Aptitude tests: Differential Aptitude test	6	1-4	2,4
	Information-processing tests: Cognitive Assessment System (CAS)	8		
Unit 4	**Tests of Personality**	**20**		
	Inventories: NEO-FFI and 16 PF (HEXACO- 60) Ashton and Lee (2009) (any 1)	8		
	Projective test: Thematic Apperception Test	8	1-4	4
	Semi-projective tests: an overview	2		
	Questionnaires	2		
Unit 5	**Advancement in psychological assessment**	**20**		
	Computer assisted assessment	10	1-4	4
	Biofeedback and assessment	10		
Total Contact Hours			90	

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

T L C
Teaching Learning Center

Learning Assessment

Bloom's Level of Cognitive Task		Theory (50%)			Practical (50%)	
		Mid 1 (25%)	CLA -1 (15%)	CLA-2 (10%)	Lab Record (40%)	Viva (10%)
		Th	Th	Th	P	P
Level 1	Remember	40%	60%	60%	10%	60%
	Understand					
Level 2	Apply	60%	40%	40%	50%	40%
	Analyse					
Level 3	Evaluate				40%	
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Course Designers

a. Internal (Institutional) Subject Matter Experts:
- Dr. Salome Divya Joseph, *Assistant Professor Department of Psychology, SRM University-AP.*
- Ms. Ayesha Parveen Haroon, *Lecturer Department of Psychology, SRM University-AP.*

b. Expert Reviewers from Institutes of National Importance / Institutes of International Repute:
- Prof. Akbar Hussain, *Prof. and Head, Department of Psychology, Aligarh Muslim University.*
- Prof. H.S. Ashok, *Prof. and Head, Department of Psychology, Bangalore University.*