



**PRESIDENCY
UNIVERSITY**



PRESIDENCY SCHOOL OF LIBERAL ARTS AND SCIENCES

**Programme Regulations and Curriculum
2026-2029**

**BACHELOR OF SCIENCE (B.Sc.)
Psychology**

based on Choice Based Credit System (CBCS) and Outcome Based Education (OBE)

Regulations No: PU/ACXX.XX/SOLAS02/LAS/2026-28

***Resolution No. XX of the XXth Meeting of the Academic Council held on
and ratified by the Board of Management in its XXth Meeting held on***

MAY 2026



**PRESIDENCY
UNIVERSITY**



Table of Contents

Clause No.	Contents	Page Number
PART A – PROGRAMME REGULATIONS		
1.	Vision & Mission of the University and the School / Department	1
2.	Preamble to the Programme Regulations and Curriculum	2
3.	Short Title and Applicability	2
4.	Definitions	3
5.	Programme Description	6
6.	Minimum and Maximum Duration	7
7.	Programme Educational Objectives (PEO)	8
8.	Programme Outcomes (PO) and Programme Specific Outcomes (PSO)	8
9.	Admission Criteria (as per the concerned Statutory Body)	9
10.	Transfer Students requirements	10
11.	Specific Regulations regarding Assessment and Evaluation	11
12.	Additional clarifications - Rules and Guidelines for Transfer of Credits from MOOC (NPTEL, SWAYAM etc.)	14
PART B: PROGRAMME STRUCTURE		
13.	Structure / Component with Credit Requirements Course Baskets & Minimum Basket wise Credit Requirements	17
14.	Minimum Total Credit Requirements for Award of Degree	18
15.	Other Specific Requirements for Award of Degree, if any, as prescribed by the Statutory Bodies	18
PART C: CURRICULUM STRUCTURE		
16.	Curriculum Structure – Basket Wise Course List	19
17.	Practical / Skill based Courses –Internships/ Capstone Project	21
18.	List of MOOCS (NPTEL) Courses	25



**PRESIDENCY
UNIVERSITY**



19.	Recommended Semester Wise Course Structure / Flow including the Program / Discipline Elective Paths / Options	25
20.	Course Catalogue of all Courses Listed including the Courses Offered by other School / Department and Discipline / Program Electives	



PART A – PROGRAMME REGULATIONS

1. Vision & Mission of the University and the School / Department

1.1. Vision of the University

To be a Value-driven Global University, excelling beyond peers and creating professionals of integrity and character, having concern and care for society.

1.2. Mission of the University

- Commit to be an innovative and inclusive institution by seeking excellence in teaching, research and knowledge-transfer.
- Pursue Research and Development and its dissemination to the community, at large.
- Create, sustain and apply learning in an interdisciplinary environment with consideration for ethical, ecological and economic aspects of nation building.
- Provide knowledge-based technological support and services to the industry in its growth and development.
- To impart globally applicable skill sets to students through flexible course offerings and support industry's requirement and inculcate a spirit of new-venture creation.

1.3. Vision Statement of Presidency School of Liberal Arts and Sciences

To become a value-based center of academic excellence that cultivates a dynamic learning environment where liberal arts inquiry, psychological understanding, and creative exploration empower students to excel in scholarly discourse and human development.

1.4 Mission Statement of Presidency School of Liberal Arts and Sciences

Foster the ability to critically interpret, analyze, and articulate complex texts, human behaviour, and theoretical ideas within broader cultural, social, and historical frameworks.

- Strengthen analytical abilities for understanding various forms of human expression, communication, and psychological processes, fostering deeper comprehension of the human experience.



- Prepare students for advancement in higher education, professional careers in humanities and behavioural sciences, and scholarly research endeavours.
- Empower individuals through transformative educational experiences that develop their intellectual, creative, and analytical potential across liberal arts disciplines.
- Foster critical thinking, research skills, ethical reasoning, and global competencies necessary for addressing complex human and societal challenges in an interconnected world.
- Promote interdisciplinary learning that bridges literary studies, psychological sciences, and related fields to create well-rounded professionals with integrity and social consciousness.

2. Preamble to the Programme Regulations and Curriculum

This is the subset of Academic Regulations, and it is to be followed as a requirement for the award of B.Sc. Psychology degree.

The Curriculum is designed to take into the factors listed in the Choice Based Credit System (CBCS) with focus on Project Based Learning, Research, and Internship to enable the students to become eligible and fully equipped for employment in industries, choose higher studies or entrepreneurship.

In exercise of the powers conferred by and in discharge of duties assigned under the relevant provision(s) of the Act, Statutes and Academic Regulations of the University, the Academic Council hereby makes the following Regulations.

3. Short Title and Applicability

- a. These Regulations shall be called the Bachelor of Science Degree Program Regulations and Curriculum 2026-2029.
- b. These Regulations are subject to, and pursuant to the Academic Regulations.



- c. These Regulations shall be applicable to the ongoing Bachelor of Science Degree Programs of the 2026-2029 batch, and to all other Bachelor of Science Degree Programs which may be introduced in future.
- d. These Regulations shall supersede all the earlier Bachelor of Science Degree Program Regulations and Curriculum, along with all the amendments thereto.
- e. These Regulations shall come into force from the Academic Year 2026-2029.

4. Definitions

In these Regulations, unless the context otherwise requires:

- a. *“Academic Calendar” means the schedule of academic and miscellaneous events as approved by the Vice Chancellor;*
- b. *“Academic Council” means the Academic Council of the University;*
- c. *“Academic Regulations” means the Academic Regulations, of the University;*
- d. *“Academic Term” means a Semester or Summer Term;*
- e. *“Act” means the Presidency University Act, 2013;*
- f. *“AICTE” means All India Council for Technical Education;*
- g. *“Basket” means a group of courses bundled together based on the nature/type of the course;*
- h. *“BOE” means the Board of Examinations of the University;*
- i. *“BOG” means the Board of Governors of the University;*
- j. *“BOM” means the Board of Management of the University;*
- k. *“BOS” means the Board of Studies of a particular Department/Program of Study of the University;*



- l. *“CGPA” means Cumulative Grade Point Average as defined in the Academic Regulations;*
- m. *“Clause” means the duly numbered Clause, with Sub-Clauses included, if any, of these Regulations;*
- n. *“COE” means the Controller of Examinations of the University;*
- o. *“Course In Charge” means the teacher/faculty member responsible for developing and organising the delivery of the Course;*
- p. *“Course Instructor” means the teacher/faculty member responsible for teaching and evaluation of a Course;*
- q. *“Course” means a specific subject usually identified by its Course-code and Course-title, with specified credits and syllabus/course-description, a set of references, taught by some teacher(s)/course-instructor(s) to a specific class (group of students) during a specific Academic Term;*
- r. *“Curriculum Structure” means the Curriculum governing a specific Degree Program offered by the University, and, includes the set of Baskets of Courses along with minimum credit requirements to be earned under each basket for a degree/degree with specialization/minor/honours in addition to the relevant details of the Courses and Course catalogues (which describes the Course content and other important information about the Course). Any specific requirements for a particular program may be brought into the Curriculum structure of the specific program and relevant approvals should be taken from the BOS and Academic Council at that time.*
- s. *“DAC” means the Departmental Academic Committee of a concerned Department/Program of Study of the University;*
- t. *“Dean” means the Dean / Director of the concerned School;*
- u. *“Degree Program” includes all Degree Programs;*
- v. *“Department” means the Department offering the degree Program(s) / Course(s) / School*



**PRESIDENCY
UNIVERSITY**



offering the concerned Degree Programs / other Administrative Offices;

- w. *“Discipline” means specialization or branch of B.Sc. Degree Program;*
- x. *“HOD” means the Head of the concerned Department;*
- y. *“L-T-P-C” means Lecture-Tutorial-Practical-Credit – refers to the teaching – learning periods and the credit associated;*
- z. *“MOOC” means Massive Open Online Courses;*
- aa. *“MOU” means the Memorandum of Understanding;*
- bb. *“NPTEL” means National Program on Technology Enhanced Learning;*
- cc. *“Parent Department” means the department that offers the Degree Program that a student undergoes;*
- dd. *“Program Head” means the administrative head of a particular Degree Program/s;*
- ee. *“Program Regulations” means the Bachelor of Science Degree Program Regulations and Curriculum, 2026-2029;*
- ff. *“Program” means the Bachelor of Science (Psychology) Degree Program;*
- gg. *“PSOLAS” means the Presidency School of Liberal Arts and Sciences;*
- hh. *“Registrar” means the Registrar of the University;*
- ii. *“School” means a constituent institution of the University established for monitoring, supervising and guiding, teaching, training and research activities in broadly related fields of studies;*
- jj. *“Section” means the duly numbered Section, with Clauses included in that Section, of these Regulations;*
- kk. *“SGPA” means the Semester Grade Point Average as defined in the Academic Regulations;*



- ll. *“Statutes” means the Statutes of Presidency University;*
- mm. *“Sub-Clause” means the duly numbered Sub-Clause of these Program Regulations;*
- nn. *“Summer Term” means an additional Academic Term conducted during the summer break (typically in June-July) for a duration of about eight (08) calendar weeks, with a minimum of thirty (30) University teaching days;*
- oo. *“SWAYAM” means Study Webs of Active Learning for Young Aspiring Minds.*
- pp. *“UGC” means University Grants Commission;*
- qq. *“University” means Presidency University, Bengaluru; and*
- rr. *“Vice Chancellor” means the Vice Chancellor of the University.*

5. Program Description

The Bachelor of Science Degree Program Regulations and Curriculum 2026-2029 are subject to, and pursuant to the Academic Regulations. These Program Regulations shall be applicable to the ongoing Bachelor of Science, abbreviated as B. Sc of 2026-2029 offered by the Presidency School of Liberal Arts and Sciences (PSOLAS)

- 5.1. These Program Regulations shall be applicable to other similar programs, which may be introduced in future.
- 5.2. These Regulations may evolve and get amended or modified or changed through appropriate approvals from the Academic Council, from time to time, and shall be binding on all concerned.
- 5.3. The effect of periodic amendments or changes in the Program Regulations, on the students admitted in earlier years, shall be dealt with appropriately and carefully, so as to ensure that those students are not subjected to any unfair situation whatsoever, although they are required to conform to these revised Program Regulations, without any undue favour or considerations.

6. Minimum and Maximum Duration

- 6.1. Bachelor of Science in Degree Program is a three-Year, Full- Time Semester based program. The minimum duration of the B. Sc Psychology Program is three (03) years, and each year comprises two academic Semesters (Odd and Even Semesters) and hence the duration of the B. Sc Psychology Program is six (06) Semesters.
- 6.2. A student who for whatever reason is not able to complete the Program within the normal period or the minimum duration (number of years) prescribed for the Program, may be allowed a period of two years beyond the normal period to complete the mandatory minimum credits requirement as prescribed by the concerned Program Regulations and Curriculum. In general, the permissible maximum duration (number of years) for completion of Program is 'N' + 2 years, where 'N' stands for the normal or minimum duration (number of years) for completion of the concerned Program as prescribed by the concerned Program Regulations and Curriculum.
- 6.3. The time taken by the student to improve Grades/CGPA, and in case of temporary withdrawal/re-joining (**Refer to clause_16.1 of Academic Regulations**), shall be counted in the permissible maximum duration for completion of a Program.
- 6.4. In exceptional circumstances, such as temporary withdrawal for medical exigencies where there is a prolonged hospitalization and/or treatment, as certified through hospital/medical records, women students requiring extended maternity break (certified by registered medical practitioner), and, outstanding sportspersons representing the University/State/India requiring extended time to participate in National/International sports events, a further extension of one (01) year may be granted on the approval of the Academic Council.
- 6.5. The enrolment of the student who fails to complete the mandatory requirements for the award of the concerned Degree (refer Section 19, of Academic Regulations) in the prescribed maximum duration (Sub-Clauses 18.1 and 18.2 of Academic Regulations),



shall stand terminated and no Degree shall be awarded.

7. Programme Educational Objectives (PEO)

After three years of successful completion of the programme, the graduates shall:

PEO1: Graduates will apply foundational psychological knowledge and skills to work effectively in behavioural health, education, organizational, community, or allied healthcare settings.

PEO2: Graduates will demonstrate ethical, socially responsible, and culturally sensitive professional practice, contributing to individual and community well-being.

PEO3: Graduates will pursue higher education, specialized training, research, or lifelong learning, adapting to evolving professional and societal needs.

8. Programme Outcomes (PO) and Programme Specific Outcomes (PSO)

8.1. Programme Outcomes (PO)

On successful completion of the Programme, the students shall be able to:

PO1. Explain core concepts, theories, and principles of psychology across biological, cognitive, developmental, social, and cultural domains.

PO2. Apply psychological principles and basic assessment methods to analyze individual, group, and community-level behavioural and mental health concerns.

PO3. Analyze human behaviour by integrating biological, psychological, and socio-cultural determinants in diverse real-world contexts.

PO4. Evaluate behavioural health needs and intervention approaches using ethical principles, evidence-based practices, and professional standards.

PO5. Design basic, culturally sensitive behavioural interventions and health-promotion strategies for individuals and communities.

PO6. Demonstrate effective communication skills, including interviewing, documentation,



psychoeducation, and interdisciplinary collaboration.

P07. Exhibit professional values such as ethical responsibility, social accountability, reflective practice, and respect for diversity in psychological practice.

P08. Engage in self-directed learning, basic research literacy, and critical appraisal of psychological knowledge to support lifelong learning and career readiness.

8.2 Program Specific Outcomes (PSOs):

On successful completion of the Program, the students shall be able to:

PSO1: Apply core psychological theories and concepts to understand and explain behaviour across developmental stages and socio-cultural contexts.

PSO2: Use basic psychological assessment tools, observational methods, and interviewing techniques in academic, community, and applied settings under ethical guidelines with mental health promotion strategies.

PSO3: Demonstrate professional competencies including communication, teamwork, reflective practice, and adherence to ethical and legal standards in psychology-related roles.

9. Admission Criteria (as per the concerned Statutory Body)

The University admissions shall be open to all persons irrespective of caste, class, creed, gender or nation. The admission criteria to the B. Sc Program is listed in the following Sub-Clauses:

- 9.1. An applicant who has successfully completed Pre-University course or Senior Secondary School course (+2) or equivalent such as (11+1), 'A' level in Senior School Leaving Certificate Course with a minimum aggregate of 40% marks, from a recognized university of India or outside or from Senior Secondary Board or equivalent, constituted or recognized by the Union or by the State Government of that Country, for the purpose of issue of qualifying certificate, on successful completion of the course, may apply for and be admitted into the Program.



- 9.2. Reservation for the SC / ST and other backward classes shall be made in accordance with the directives issued by the Government of Karnataka from time to time.
- 9.3. Admissions are offered to Foreign Nationals and Indians living abroad in accordance with the rules applicable for such admission, issued from time to time, by the Government of India.
- 9.4. Candidates must fulfil the medical standards required for admission as prescribed by the University.
- 9.5. If, at any time after admission, it is found that a candidate had not in fact fulfilled all the requirements stipulated in the offer of admission, in any form whatsoever, including possible misinformation and any other falsification, the Registrar shall report the matter to the Board of Management (BOM), recommending revoking the admission of the candidate.
- 9.6. The decision of the BOM regarding the admissions is final and binding.

10. Transfer Students requirements

10.1. Transfer of student(s) from another recognized University to the 2nd year (3rd Semester) of the B. Sc. Program of the University

A student who has completed the 1st Year (i.e., passed in all the Courses / Subjects prescribed for the 1st Year) of the B. Sc / Three -Year Degree Program from another recognized University, may be permitted to transfer to the 2nd Year (3rd Semester) of the B. Sc Program of the University as per the rules and guidelines prescribed in the following Sub-Clauses:

- 10.1.1. The student shall submit the Application for Transfer along with a non-refundable Application Fee (as prescribed by the University from time to time) to the University no later than July 10 of the concerned year for admission to the 2nd Year (3rd Semester) B. Sc Program commencing on August 1 on the year concerned.
- 10.1.2. The student shall submit copies of the respective Marks Cards / Grade Sheets / Certificates along with the Application for Transfer.
- 10.1.3. The transfer may be provided on the condition that the Courses and Credits completed by



the concerned student in the 1st Year of the B. Sc - Three Degree Program from the concerned University, are declared equivalent and acceptable by the Equivalence Committee constituted by the Vice Chancellor for this purpose. Further, the Equivalence Committee may also prescribe the Courses and Credits the concerned students shall have to mandatorily complete, if admitted to the 2nd Year of the B. Sc Program of the University.

- 10.1.4. The Branch / Discipline allotted to the student concerned shall be the decision of the University and binding on the student.

11. Specific Regulations regarding Assessment and Evaluation (including the Assessment Details of NTCC Courses, Weightages of Continuous Assessment and End Term Examination for various Course Categories)

- 11.1. The academic performance evaluation of a student in a Course shall be according to the University Letter Grading System based on the class performance distribution in the Course.
- 11.2. Academic performance evaluation of every registered student in every Course registered by the student is carried out through various components of Assessments spread across the Semester. The nature of components of Continuous Assessments and the weightage given to each component of Continuous Assessments (refer Clause 11.5 of Academic Regulations) shall be clearly defined in the Course Plan for every Course, and approved by the DAC.
- 11.3. Format of the End-Term examination shall be specified in the Course Plan.
- 11.4. Grading is the process of rewarding the students for their overall performance in each Course. The University follows the system of Relative Grading with statistical approach to classify the students based on the relative performance of the students registered in the concerned Course except in the following cases:
- Non-Teaching Credit Courses (NTCC)
 - Courses with a class strength less than 30

Absolute grading method may be adopted, where necessary with prior approval of concerned DAC.

Grading shall be done at the end of the Academic Term by considering the aggregate performance of the student in all components of Assessments prescribed for the Course. Letter Grades (refer Clause 8.10 of Academic Regulations) shall be awarded to a student based on her/his overall performance relative to the class performance distribution in the concerned Course. These Letter Grades not only indicate a qualitative assessment of the student's performance but also carry a quantitative (numeric) equivalent called the Grade Point.

11.5. Assessment Components and Weightage

Table 1: Assessment Components and Weightage for different category of Courses		
Nature of Course and Structure	Evaluation Component	Weightage
Lecture-based Course L component in the L-T-P Structure is predominant (more than 1) (Examples: 3-0-0; 2-1-0; 2-0-0, 0-0-2 etc.)	Continuous Assessments	50%
	End Term Examination	50%
Lab/Practice-based Course P component in the L-T-P Structure is predominant (Examples: 0-0-4; 0-1-2; 1-0-2; etc.)	Continuous Assessments [Lab Only]	60%
	End Term Examination [Lab Only]	40%



Skill based Courses like Industry Internship, Capstone project, Research Dissertation, Integrative Studio, Interdisciplinary Project, Summer / Short Internship, Social Engagement / Field Projects, Portfolio, and such similar Non-Teaching Credit Courses, where the pedagogy does not lend itself to a typical L-T-P structure

Guidelines for the assessment components for the various types of Courses, with recommended weightages, shall be specified in the concerned Program Regulations and Curriculum / Course Plans, as applicable.

The exact weightages of Evaluation Components shall be clearly specified in the concerned PRC and respective Course Plan.

Normally, for Practice/Skill based Courses, without a defined credit structure (L-T-P) [NTCC], but with assigned Credits (as defined in Clause 5.2 of the Academic Regulations), the method of evaluation shall be based only on Continuous Assessments. The various components of Continuous Assessments, the distribution of weightage among such components, and the method of evaluation/assessment, shall be as decided and indicated in the Course Plan/PRC. The same shall be approved by the respective DAC.

11.6. Minimum Performance Criteria:

11.6.1. Theory only Course and Lab/Practice Embedded Theory Course

A student shall satisfy the following minimum performance criteria to be eligible to earn the credits towards the concerned Course:

- 11.6.1.1. A student must obtain a minimum of 30% of the total marks/weightage assigned to the End Term Examinations in the concerned Course.
- 11.6.1.2. The student must obtain a minimum of 40% of the AGGREGATE of the marks/weightage of the components of Continuous Assessments, Mid Term Examinations and End Term Examinations in the concerned Course.

11.6.2. Lab/Practice only Course and Project Based Courses



The student must obtain a minimum of 40% of the AGGREGATE of the marks/weightage of all assessment components in the concerned Course.

- 11.6.3. A student who fails to meet the minimum performance criteria listed above in a Course shall be declared as “Fail” and given “F” Grade in the concerned Course. For theory Courses, the student shall have to re-appear in the “Make-Up Examinations” as scheduled by the University in any subsequent semester or re-appear in the End Term Examinations of the same Course when it is scheduled at the end of the following Semester or Summer Term, if offered. The marks obtained in the Continuous Assessments (other than the End Term Examination) shall be carried forward and be included in computing the final grade, if the student secures the minimum requirements (as per Clause 11.6.1, 11.6.2 of Academic Regulations) in the “Make-Up Examinations” of the concerned Course. Further, the student has an option to re- register for the Course and clear the same in the summer term/ subsequent semester if he/she wishes to do so, provided the Course is offered.

12. Additional clarifications - Rules and Guidelines for Transfer of Credits from MOOC, etc. –

Note: These are covered in Academic Regulations

The University allows students to acquire credits from other Indian or foreign institutions and/or Massive Open Online Course (MOOC) platforms, subject to prior approval. These credits may be transferred and counted toward fulfilling the minimum credit requirements for the award of a degree. The process of transfer of credits is governed by the following rules and guidelines:

- 12.1. The transfer of credits shall be examined and recommended by the Equivalence Committee (**Refer Annexure B of Academic Regulations**) and approved by the Dean - Academics.
- 12.2. Students may earn credits from other Indian or foreign Universities/Institutions with which the University has an MOU, and that MOU shall have specific provisions, rules and guidelines for transfer of credits. These transferred credits shall be counted towards the minimum credit requirements for the award of the degree.
- 12.3. Students may earn credits by registering for Online Courses offered by *Study Web of Active*



Learning by Young and Aspiring Minds (SWAYAM) and *National Program on Technology Enhanced Learning* (NPTEL), or other such recognized Bodies/ Universities/Institutions as approved by the concerned BOS and Academic Council from time to time. The concerned School/Parent Department shall publish/include the approved list of Courses and the rules and guidelines governing such transfer of credits of the concerned Program from time to time. The Rules and Guidelines for the transfer of credits specifically from the Online Courses conducted by SWAYAM/ NPTEL/ other approved MOOCs are as stated in the following Sub-Clauses:

- 12.3.1. A student may complete SWAYAM/NPTEL/other approved MOOCs as mentioned in **Clause 12.3 of Academic Regulations** and transfer equivalent credits to partially or fully complete the mandatory credit requirements of Discipline Elective Courses and/or the mandatory credit requirements of Open Elective Courses as prescribed in the concerned Curriculum Structure. However, it is the sole responsibility of the student to complete the mandatory credit requirements of the Discipline Elective Courses and the Open Elective Courses as prescribed by the Curriculum Structure of the concerned Program.
- 12.3.2. SWAYAM/NPTEL/ other approved MOOCs as mentioned in **Clause 12.3 of Academic Regulations**, shall be approved by the concerned Board of Studies.
- 12.3.3. Parent Departments may release a list of SWAYAM/NPTEL/other approved MOOCs for Pre-Registration as per schedule in the Academic Calendar or through University Notification to this effect.
- 12.3.4. Students may Pre-Register for the SWAYAM/NPTEL/other approved MOOCs in the respective Departments and register for the same Courses as per the schedule announced by respective Online Course Offering body/institute/ university.
- 12.3.5. A student shall request for transfer of credits only from such approved Courses as mentioned in Sub-Clause 12.3.2 above.
- 12.3.6. SWAYAM/NPTEL/other approved MOOCs Courses are considered for transfer of credits only if the concerned student has successfully completed the SWAYAM/NPTEL/other approved MOOCs and obtained a certificate of successful/satisfactory completion.

- 12.3.7. A student who has successfully completed the approved SWAYAM/NPTEL/ other approved MOOCs and wants to avail the provision of transfer of equivalent credits, must submit the original Certificate of Completion, or such similar authorized documents to the HOD concerned, with a written request for the transfer of the equivalent credits. On verification of the Certificates/Documents and approval by the Dean / Director / HOD concerned, the Course(s) and equivalent Credits shall be forwarded to the COE for processing of results of the concerned Academic Term.
- 12.3.8. The credit equivalence of the SWAYAM/NPTEL/other approved MOOCs are based on Course durations and/or as recommended by the Course offering body/institute/university. The Credit Equivalence mapped to SWAYAM/ NPTEL approved Courses based on Course durations for transfer of credits is summarised in Table shown below. The Grade will be calculated from the marks received by the Absolute Grading Table 8.11 of Academic Regulations.

Table 2: Durations and Credit Equivalence for Transfer of Credits from SWAYAM-NPTEL/ other approved MOOC Courses		
Sl. No.	Course Duration	Credit Equivalence
1	4 Weeks	1 Credit
2	8 Weeks	2 Credits
3	12 Weeks	3 Credits

- 12.3.9. The maximum permissible number of credits that a student may request for credit transfer from MOOCs shall not exceed 20% of the mandatory minimum credit requirements specified by the concerned Program Regulations and Curriculum for the award of the concerned Degree.
- 12.3.10. The University shall not reimburse any fees/expense; a student may incur for the SWAYAM/NPTEL/other approved MOOCs.
- 12.4. The maximum number of credits that can be transferred by a student shall be limited to forty



percent (40%) of the mandatory minimum credit requirements specified by the concerned Program Regulations and Curriculum for the award of the concerned Degree. However, the grades obtained in the Courses transferred from other Institutions/MOOCs, as mentioned in this Section (12.0), shall not be included in the calculation of the CGPA.

- 12.5. **Mandatory Non-Credit Course Completion Requirements:** All mandatory non-credit courses shall be satisfactorily completed by the student as part of the degree requirements. These courses will be evaluated and awarded letter grades based on the following criteria:
S (Satisfactorily Completed): Awarded when the student successfully completes all prescribed course requirements.

NC (Not Completed): Awarded when the student fails to meet the prescribed course requirements.

A student receiving an **NC** grade must reappear for and complete the course in accordance with the guidelines prescribed by the University.

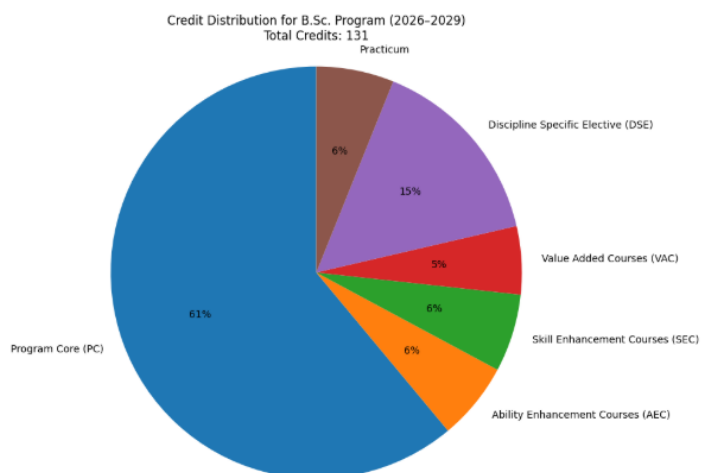
In the case of non-taught and non-credited mandatory courses—where students are advised to undertake learning through MOOC platforms—there shall be a clearly defined **Course Catalogue** and a corresponding **Course Plan**. The Course Plan shall outline the assessment components, which will form the basis for evaluation.

13. Structure / Component with Credit Requirements Course Baskets & Minimum Basket wise Credit Requirements

The B. Sc Program Structure (2026-2029) has a total of 120 credits. Table 3 summarizes the type of baskets, number of courses under each basket and the associated credits that are mandatorily required for the completion of the Degree.

Table 3: B. Sc. 2026-2029: Summary of Mandatory Courses and Minimum Credit Contribution from various Baskets

Sl. No.	Baskets	Credit Contribution
1	Program Core (PC)	69
2	Ability Enhancement Courses (AEC)	8
3	Skill Enhancement Courses (SEC)	8
4	Value Added Courses (VAC)	7
5	Discipline Specific Elective (DSE)	20
6	Practicum	8
	Grand Total	120



14. Minimum Total Credit Requirements for Award of Degree

As per the UGC guidelines, a minimum of 120 credits is required for the award of a B. Sc degree.

15. Other Specific Requirements for Award of Degree, if any, as prescribed by the Statutory Bodies,

15.1. The award of the Degree shall be recommended by the Board of Examinations and approved by the Academic Council and Board of Management of the University.

- 15.2. A student shall be declared to be eligible for the award of the concerned Degree if she/he:
- Fulfilled the Minimum Credit Requirements and the Minimum Credits requirements under various baskets.
 - Secure a minimum CGPA of 4.50 in the concerned Program at the end of the Semester/Academic Term in which she/he completes all the requirements for the award of the Degree as specified in Sub-Clause a of Academic Regulations;
 - No dues to the University, Departments, Hostels, Library, and any other such Centres/ Departments of the University; and
 - No disciplinary action is pending against her/him.

16. Curriculum Structure – Basket Wise Course List (not Semester Wise)

List of Courses Tabled – aligned to the Program Structure

(Course Code, Course Name, Credit Structure (LTPC), Contact Hours, Course Basket, Type of Skills etc., as applicable).

Table 3.1: List of Program Core						
Program Core (PC)						
Sr no	Course Code	Course Name	L	T	P	C
1.	BSY1101	General Psychology	3	0	2	4
2.	BSY1102	Biological Basis of Behaviour	3	0	2	4
3.	BSY1103	Health Psychology	3	0	3	3
4.	BSY1104	Psychology of Well Being	2	0	2	3

5.	BSY1105	Psychology Experiments Across the Globe	2	0	0	2
6.	BSY2201	Perspectives of Personality	3	0	2	4
7.	BSY2202	Human Development	3	0	2	4
8.	BSY2203	Principles of Social Psychology	4	0	0	4
9.	BSY2204	Sports Psychology	2	0	0	2
10.	BSY1205	Indian Psychology Application	2	0	2	3
11.	BSY2301	Qualitative and Quantitative Research Methods	4	0	0	4
12.	BSY2302	Psychology and Artificial Intelligence	3	0	2	4
13.	BSY2303	Community Psychology	2	0	2	3
14.	BSY2401	Psychological Assessment and Testing	3	0	2	4
15.	BSY2402	Human Cognition and Behaviour	3	0	2	4
16.	BSY2403	Military Psychology	3	0	0	3
17.	BSY3501	Neuropsychology	4	0	0	4
18.	BSY2502	Media Psychology	3	0	0	3
19.	BSY3601	Rehabilitation Psychology	3	0	0	3
20.	BSY3602	Cognition and Experimental Psychology	4	0	0	4
Total no. of Credits						69

Table 3.2: Ability Enhancement Course

Sr No	Course Code	Course Name	L	T	P	C
1.	FRE1006/ GER1004/ ESP1001	Elementary French/German/Spanish	2	0	0	2

2.	FRE2001/ GER2001/ ESP2001	Functional French/German/Spanish	2	0	0	2
3.	ENG2007	Writing for Web	2	0	0	2
4.	ENG2031	Strategic Communication	2	0	0	2
Total no. of Credits						8

Table 3.3: Skill Enhancement Course

Sr No	Course Code	Course Name	L	T	P	C
1.	ENG1405	Digital Fluency and AI	2	0	0	2
2.	BSY2305	Statistics Analysis in Psychology	1	0	2	2
3.	BSY2504	Qualitative Data Analysis	1	0	2	2
4.	BSY1503	Holistic Education	2	0	0	2
Total no. of Credits						8

Table 3.4: Value Added Course (VAC)

Sr No	Course Code	Course Name	L	T	P	C
1.	ENG1024	Social Constructs of Gender	2	0	0	2
2.	BSY1304	Sustainable Development Goals	2	0	0	2
3.	BSY1404	Fitness for life-Holistic Sports & Yoga	2	0	2	3
Total no. of Credits						7

Table 3.5: List of Discipline Specific Elective Courses - Minimum of 20 credits is to be earned by the student in a particular track

Sr No	Course Code	Course Name	L	T	P	C
-------	-------------	-------------	---	---	---	---

Track-1- Counselling

1.	BSY1306	Introduction to Clinical and Counselling Psychology	3	0	2	4
2.	BSY2406	Introduction to Abnormal Psychology	4	0	0	4
3.	BSY2505	Understanding Psychological Disorders	3	0	2	4
4.	BSY2506	Psychotherapies	3	1	0	4
5	BSY3603	Applied Behavioural Analysis	3	1	0	4

Track-2- Organizational

1.	BSY1307	Psychology of Workplace Behaviour	3	0	2	4
2.	BSY2407	Personnel Psychology	4	0	0	4
3.	BSY2507	Coaching and Mentoring Psychology	3	0	2	4
4.	BSY2508	Interpersonal Processes and Team Behaviour	4	0	0	4
5.	BSY3604	Inclusion & Diversity at workplace	4	0	0	4

*Each track requires a minimum of 10 students and allows a maximum of 60 students, with up to 10% variation approved by the DAC.

Table 3.6: Practicum

Sr No	Course Name	L	T	P	C
1.	Internship	-	-	-	2
2.	Capstone Project/ Dissertation				6
Total no. of Credits					8

Table 3.7: List of Mandatory Courses Basket (MAC)

Sr. No	Course Code	Course Name	L	T	P	C
1	EVS7601	Creating Sustainable Environments	1	-	-	0
Total No. of Credits						0

Table 4: Capstone Project Evaluation Components and Weightage

Evaluation Component	Weightage (of final grade)
Capstone Report (Content, Structure, Analysis)	50%
Supervisor's Evaluation and Process Feedback	20%
Viva-Voce	30%

17. Practical / Skill based Courses –Internships/ Capstone Project

Practical / Skill based Courses like Capstone project, research project / dissertation, and such similar courses, where the pedagogy does not lend itself to a typical L-T-P-C Structure (**as defined in Clause 5.1 of the Academic Regulations**), are simply assigned the number of Credits based on the quantum of work / effort required to fulfil the learning objectives and outcomes prescribed for the concerned Courses. Such courses are referred to as Non-Teaching Credit Courses (NTCC). These Courses are designed to provide students with hands-on experience and skills essential for their professional development. These courses aim to equip students with abilities in problem identification, root cause analysis, problem-solving, innovation, and design thinking through industry exposure and project-based learning. The expected outcomes are first level proficiency in problem solving and design thinking skills to better equip B. Sc graduates for their professional careers. The method of evaluation and grading for the Practical / Skill based Courses shall be prescribed and approved by the concerned Departmental Academic Committee (**refer Annexure A of the Academic Regulations**). The same shall be prescribed in the Course Handout.



17.1 Internship

A student may undergo an internship for a period of 6 to 8 weeks in a company or organization during the Semester Break between 4th and 5th semester subject to the following conditions:

17.1.1 The Internship shall be conducted in accordance with the Internship Policy prescribed by the School from time to time.

17.1.2 A student may opt for Internship in an Industry / Company/ Organization or academic / research institution of her / his choice, subject to the condition that the concerned student takes the responsibility to arrange the Internship on her / his own. Provided further, that the Industry / Company / Organization or academic / research institution offering such Internship confirms to the University that the Internship shall be conducted in accordance with the Program Regulations and Internship Policy of the School.

17.1.3 A student selected for an Internship in an industry / company or academic / research institution shall adhere to all the rules and guidelines prescribed in the Internship Policy of the School.

17.1.4 As per the Academic Regulations, 'S' grade is awarded for "satisfactory completion" of the Internship and 'NC'

grade is awarded for "non-completion" of the Internship. The student who receives the "NC" grade shall repeat the Internship, until the concerned student secures the "S" grade in the Internship. The "S" and "NC" grades are subject to fulfilling the requirements as stated in the course plan and do not carry grade points. Hence not included in the SGPA, CGPA computations.

17.2 Capstone Project

Every student shall carry out dissertation under the overall supervision of the supervisor(s) during the VI semester of the program.

17.2.1 The Capstone Project provides an opportunity for students to synthesize their learning across courses by engaging in a focused, independent project.

17.2.2 The Faculty Coordinator(s) shall, in consultation with the Dean concerned, finalize the



topic for dissertation along with the name(s) of the supervisor(s) at the beginning of Semester VI. For this purpose, the Coordinator shall take into account the relevance of the topic on which the candidate proposes to work. However, the Coordinator may, if he/she considers it necessary or expedient, ask a student to carry out dissertation on a topic other than the topic proposed by the student and/or under a supervisor other than the one under whom the student proposed to carry out his/her project.

17.2.3 Midcourse alteration/ modification in the scope of the project would need explicit approval from the Dean of the School. The Coordinator shall prepare a list comprising the names of the students, topic allotted to each of them along with the name of the supervisor(s) and submit it to the Dean.

17.2.4 A certificate in the prescribed format to the effect that the capstone project carried out by the student independently or in collaboration with other student(s) issued by the Supervisor(s) concerned and endorsed by the Faculty Coordinator concerned, shall form the part of the submission for evaluation.

17.2.5 Every student who spends a specified period of time in an industry/organization/institute for reasons of work related to his/her capstone project, with prior permission from the Faculty Coordinator concerned will explicitly acknowledge working in the relevant industry/organization/institute.

17.2.6 The dissertation should typically be between 30 to 50 pages. Students are required to submit their dissertation in the VI Semester within the specified time frame. If a student fails to submit the dissertation by the deadline, they will be assigned a placeholder grade 'I' in cases of exceptional circumstances, such as medical emergencies or the death of an immediate family member. In all other cases, a grade of 'F' will be awarded. The student will be required to repeat the dissertation in the appropriate semester of the following academic session, provided that other regulations allow for the continuation of their studies at the University.

17.2.7 The student shall submit to Program Coordinator one printed soft bound copy of his/her dissertation.

17.2.8 An Assessment Committee constituted by the Dean / Director/ HOD of the School comprising internal and external members shall conduct Viva-Voce on dissertation.

17.2.9 The Evaluation components for dissertation and the respective weightages are detailed in Table 4.

Table 4: Capstone Project Evaluation Components and Weightage	
Evaluation Component	Weightage (of final grade)
Capstone Report (Content, Structure, Analysis)	50%
Supervisor's Evaluation and Process Feedback	20%
Viva-Voce	30%

18. List of MOOCS (NPTEL) Courses

*The MOOC Courses list will be announced by the school at the time of Pre-Registration for the respective Semester post approval from DAC and BOS.

19. Recommended Semester Wise Course Structure / Flow including the Programme / Discipline Elective Paths / Options

Semester I

Sr no	Course Code	Course Name	Credit Structure					Basket
			L	T	P	C	Contact Hours	
1	BSY1101	General Psychology	3	0	2	4	5	PC
2	BSY1102	Biological Basis of Behaviour	3	0	2	4	5	PC
3	BSY1103	Health Psychology	3	0	0	3	3	PC
4	BSY1104	Psychology of Well Being	2	0	2	3	4	PC
5	BSY1105	Psychology Experiments Across the Globe	2	0	0	2	2	PC
6	FRE1006/ GER1004/ ESP1001	Elementary French/German/Spanish	2	0	0	2	2	AEC
		TOTAL				18	21	

Semester II

Sr no	Course Code	Course Name	Credit Structure					Basket
			L	T	P	C	Contact Hours	
1	BSY2201	Perspectives on Personality	3	0	2	4	5	PC
2	BSY2202	Human Development	3	0	2	4	5	PC
3	BSY2203	Principles of Social Psychology	4	0	0	4	4	PC
4	BSY2204	Sports Psychology	2	0	0	2	2	PC
5	BSY1205	Indian Psychology Application	2	0	2	3	4	PC
6	ENG1024	Social Constructs of Gender	2	0	0	2	2	VAC
7	ENG2007	Writing for Web	2	0	0	2	2	AEC
		TOTAL				21	24	

Semester III

Sr no	Course Code	Course Name	Credit Structure					Basket
			L	T	P	C	Contact Hours	

1	BSY2301	Qualitative and Quantitative Research Methods	4	0	0	4	4	PC
2	BSY2302	Psychology and Artificial Intelligence	3	0	2	4	5	PC
3	BSY2303	Community Psychology	2	0	2	3	4	PC
4		DSE1 Course 1/DSE2 Course 2	3	0	2	4	5	DSE
5	FRE2001/ GER2001/ ESP2001	Functional French/German/Spanish	2	0	0	2	2	AEC
6	BSY2305	Statistical Analysis in Psychology	1	0	2	2	3	SEC
7	BSY1304	Sustainable Developmental Goals	2	0	0	2	2	VAC
8	EVS7061	Creating Sustainable Environments	1	0	0	0	1	MAC
		TOTAL				21	26	

Semester IV

Sr no	Course Code	Course Name	Credit Structure					Basket
			L	T	P	C	Contact Hours	
1	BSY2401	Psychological Assessment & Testing	3	0	2	4	5	PC
2	BSY2402	Human Cognition and Behaviour	3	0	2	4	5	PC
3	BSY2403	Military Psychology	3	0	0	3	3	PC
4		DSE1 Course 2/ DSE2 Course 2	4	0	0	4	4	DSE
5	BSY1404	Fitness for life-Holistic Sports & Yoga	2	0	2	3	4	VAC
6	ENG1405	Digital Fluency and AI	2	0	0	2	2	SEC
7	ENG2031	Strategic Communication	2	0	0	2	2	AEC
		TOTAL				22	25	

Semester V

Sr no	Course Code	Course Name	Credit Structure					Basket
			L	T	P	C	Contact Hours	
1	BSY3501	Neuropsychology	4	0	0	4	4	PC



2	BSY2502	Media Psychology	3	0	0	3	3	PC
3		DSE1 Course 3/DSE2 Course 3	3	0	2	4	5	DSE
4		DSE1 Course 4/DSE2 Course 4	4	0	0	4	4	DSE
5	BSY1503	Holistic Education	2	0	0	2	2	SEC
6	BSY2504	Qualitative Data Analysis	1	0	2	2	3	SEC
7	BSY7604	Internship	0	0	0	2	0	PR
		TOTAL				21	22	

Semester VI

Sr no	Course Code	Course Name	Credit Structure					Basket
			L	T	P	C	Contact Hours	
1	BSY3601	Rehabilitation Psychology	3	0	0	3	3	PC
2	BSY3602	Cognition and Experimental Psychology	4	0	0	4	4	PC
3		DSE1 Course 5 /DSE2 Course 5	4	0	0	4	4	DSE
4	BSY7605	Capstone Project/Dissertation	0	0	0	6	0	PR
		TOTAL				17		



PRESIDENCY UNIVERSITY





Course Code: PSY1004	Course Title: Developmental Psychology Type of Course: Theory and Practice		L-T-P-C	3	0	2	4
Version No.	1.0						
Course Pre-requisites	PSY1001 Introduction to Psychology						
Anti-requisites	Nil						
Course Description	This course introduces students to human development across the lifespan, from prenatal stages to late adulthood. It examines physical, cognitive, and socio-emotional changes using major developmental theories, research methods, and real-life applications, enabling learners to understand typical and atypical development, mental health concerns, and age-related challenges.						
Couse Outcomes	On successful completion of this course, the students shall be able to: CO1: Describe the meaning, scope, principles, domains, and research methods of developmental psychology, including prenatal development, birth processes, and neonatal assessment. CO2: Explain the physical, cognitive, language, and socio-emotional development during infancy, including developmental milestones and attachment patterns. CO3: Interpret developmental theories and concepts to understand childhood development and identify common neurodevelopmental and behavioral disorders. CO4: Adapt developmental perspectives to analyze physical, cognitive, and socio-emotional changes during adolescence and young adulthood. CO5: Demonstrate knowledge of developmental changes in middle and late adulthood to interpret issues related to aging.						
Course Content: Theory 45 Hours							
Module 1	Basics of Developmental Psychology	Activity	Poster on teratogens, APGAR scoring	8 Sessions			
1A: Meaning, definition, and scope of developmental psychology, Lifespan perspective on development, Growth vs development, Domains of development: Physical, Cognitive, Socio-Emotional. Principles of human development (Freud's Psychosexual stages, Balte's Principles, Brofenbrenner's theory) Methods of studying development (longitudinal, cross-sectional, sequential)							

1B: Prenatal Development and Birth: Stages of prenatal development (germinal, embryonic, fetal), Teratogens and prenatal risk factors, Birth process, Complications during pregnancy and childbirth, Neonatal assessment-APGAR				
Module 2	Infancy	Activity	Chart on prenatal stages/ milestones	7 Sessions
Infancy: Reflexes, Physical Developmental Milestones, Sensory Development, Cognitive Development (Piaget-Sensorimotor), Language development and delayed language development; Socio-Emotional development- Erikson's theory – Trust vs Mistrust, Bowlby's attachment theory, Stranger anxiety(Ainsworth).				
Module 3	Childhood	Project	VSMS	10 Sessions
3 A: Characteristics: Physical, Cognitive (Piaget-Preoperational & concrete operations) and Language Development, Socio-emotional development: Kohlberg's theory-Preconventional morality, Erikson's theory- autonomy vs shame & doubt, Initiative vs guilt, Industry vs inferiority; Friendships, Play-types, relationships with other children 3 B: Childhood disorders: Neurodevelopmental disorders, Elimination Disorders: Enuresis, Encopresis, Conduct Disorder, Oppositional Defiant Disorder				
Module 4	Adolescence & Young Adulthood	Discussion	Case Analysis	10 Sessions
4 A: Adolescence: Physical development: Adolescents' growth spurt, primary and secondary sexual characteristics, signs of sexual maturity. Cognitive development: (Piaget's formal operational stage), Socio-Emotional development- Kohlberg's theory- Conventional morality, Erikson's theory-Identity formation vs identity confusion, James Marcia: Identity theory, Health concerns in Adolescence- Eating disorders; Substance abuse; STD. 4 B: Young Adulthood: Physical Development- physical changes, Sensory & Psychomotor Functioning, Sexuality & Reproductive Functioning, Cognitive development- post formal thought, Career - Holland's Job Fit Theory, Socio-emotional Development – Kohlberg's theory – Post conventional morality, Erikson's theory – Intimacy vs isolation, Consensual Relationships: Marriage, Gay & Lesbian Relationships, Cohabiting				
Module 5	Middle & Late Adulthood	Report	Interview on mental health	10 Sessions
5A: Middle Adulthood: Physical and Cognitive Development: Aging, health, menopause, Cognitive abilities (e.g., memory, intelligence, creativity), Work and career development; Socio-emotional Development- Erikson's theory – Generativity vs stagnation, Relationships (empty nest, Midlife divorce, parenting, grandparenting), Midlife crisis and life satisfaction. 5B: Late Adulthood: Physical and Cognitive Development: Physical changes, Implications of Retirement, living arrangements and financial adjustments, Socio-emotional Development- Erikson's theory – Ego integrity vs despair, facing death & Loss, Patterns of grieving				

Type of Course: Practical (30 Hours)**Module 1**

HM Bell's adjustment inventory

5 Sessions

Conduction, Analysis, Discussion, Manual

Module 2

College Student problem checklist

5 Sessions

Conduction, Analysis, Discussion, Manual

Module 3

Emotional maturity scale

5 Sessions

Conduction, Analysis, Discussion, Manual

Module 4

Group Social problem solving skills

5 Sessions

Conduction, Analysis, Discussion, Manual

Module 5

Children's personality questionnaire

5 Sessions

Conduction, Analysis, Discussion, Manual

Module 6

Mini Project (VSMS)

5 Sessions

Vineland Social Maturity Scale – Conduct VSMS on one male and female child of 3-7 years, following consent and confidentiality procedures, analyse and discuss results.

Targeted Application & Tools that can be used:

Tools like *Virtual Child* or *MyVirtualLife* simulate developmental stages and allow students to make parenting decisions and observe outcomes.

Use tools like *TimeToast* or *Preceden* to create visual timelines of developmental milestones across the lifespan.

Use digital versions of questionnaires like the Decision Making Questionnaire (DMQ), Big Five Personality Test, VARK

Project Work/ Assignment:

Case study of a child below 5 years.

Conduct Vineland Social Maturity Scale on two school going children and analyse their Social Quotients

Interview adolescents/adults regarding mental health and managing stress in their daily life.

Text Book(s):

Diane E Papalia, Sally WendkosOlds, Ruth Duskin Feldman, Human Development, 9th edition, Tata McGraw Hill Publication

John W Santrock, A Topical Approach to Life Span Development, 3 Edition, Tata McGraw-Hill Edition

Reference Book (s):

Mangal, S. K., & Mangal, S. (2019). *Child psychology and development*. PHI Learning Pvt. Ltd.

Hurlock, E. B. (2001). *Developmental psychology: A life-span approach* (5th ed.). McGraw-Hill Education.

Online Resources (e-books, notes, ppts, video lectures etc.):

<https://www.counselindia.com/ebook>

<https://www.nimh.nih.gov>

<https://www.brainfacts.org>

<https://www.all-about-psychology.com/psychology-ebook.html>

<https://www.free-ebooks.net>

Topics relevant to “SKILL DEVELOPMENT”: This course develops critical thinking, scientific reasoning, and analysis skills through hands-on experiments and research assignments. Students also enhance their communication, teamwork, and problem-solving abilities, which are valuable across careers in counseling psychology, human development, and educational fields.

**Catalogue
prepared by**

Dr. Amit Kumar

**Recommended
by the Board of
Studies on**

**Date of
Approval by
the Academic
Council**



**PRESIDENCY
UNIVERSITY**



Yelahanka, Rajankunte, Bengaluru – 560119

Course Code:	Course Title: Indian Psychology Application Type of Course: Theory and Practice	L-T-P-C	2	0	2	3
Version No.	1.0					
Course Pre-requisites	General Psychology / Foundations of Psychology					
Anti-requisites	Nil					
Course Description	This course introduces students to the philosophical, theoretical, and applied foundations of Indian Psychology. It explores indigenous perspectives on self, consciousness, motivation, emotions, and well-being, drawing from traditions such as the Vedas, Upanishads, Samkhya, Yoga, Vedanta, Buddhism, and the Bhagavad Gita. The course emphasizes integration of traditional knowledge with contemporary psychological understanding. The practical component develops experiential and research-oriented skills through meditation-based designs, projective techniques, and culturally grounded assessment tools.					
Couse Outcomes	CO1 Explain the evolution and core principles of Indian psychological thought. CO2 Describe Indian perspectives on self, identity, and consciousness. CO3 Interpret motivation, emotions, and behaviour using indigenous concepts (svabhava, svadharma, karma, dharma). CO4 Apply Indian psychological principles to well-being, coping, and personal growth. CO5 Demonstrate basic competence in meditation-based designs and indigenous assessment tools.					

Course Content: Theory 30 Hours

Module 1	Evolution of Indian Psychology	Activity		10 Sessions
The Psychology of the Vedas; The Upanishads: First synthesis of Psychology, Samkhya and the Yoga Systems. Psychology and the Puranas; The Psychology of the Tantra. The Gita: Second synthesis of Psychology, Vaishnavism, Bhakti, and Sufism: The Godward Emotions. Buddhist Psychology Integral Yoga: The third synthesis of Psychology				
Module 2	Motivation and emotions	Activity		10 Sessions

Finding your own path: svabhava and svadharma; levels of determination; the role of pain and suffering; dealing with difficulties, the vital, mind, & motivation; Karma, dharma & desire, Growing in consciousness from various religions' point of view

Module 3

Application of Indian Psychology

Project

10 Sessions

Indian Perspectives: Upanishads, Samkhya, Vedanta, Jainism, Sikhism, Buddhism, Gita; Nyaya, Charvak, Methods of knowing Consciousness and Self and Identity. Dynamics of Action: Feeling and Doing (including Bhakti), Work and organisation Yoga, Health and Well-Being.

Type of Course: Practical (30 Hours)

Module 1

Effect of Meditation (Pre - Post test Design)

10 Sessions

Conduction, Analysis, Discussion, Manual

Module 2

Word Association Test- by Dr. Girindra Sekhar Bose

10 Sessions

Conduction, Analysis, Discussion, Manual

Module 3

Indian Gender Role Identity Scale Basu, J. (2010).

10 Sessions

Conduction, Analysis, Discussion, Manual

Targeted Application & Tools that can be used:

Applications

- Mental health & well-being
- Stress management & resilience
- Personal growth & self-awareness
- Counselling & psychotherapy integration
- Educational and organizational contexts
- Cross-cultural psychology

Tools / Techniques

- Meditation & mindfulness practices
- Pre-post experimental designs
- Word Association Test (Bose tradition)
- Indian Gender Role Identity Scale
- Reflective journaling

- Semi-structured interviews
- Observation & introspective methods

Project Work/ Assignment:

Students may complete **any ONE**:

1. **Meditation-Based Mini Study**
Conduct a pre–post design examining effects on mood, attention, or stress.
2. **Conceptual Comparative Review**
Compare Indian and Western views of self, motivation, or emotions.
3. **Applied Reflection Paper**
Apply concepts like svadharma or karma to real-life experiences.
4. **Indigenous Tool Report**
Administer and interpret Word Association Test / Gender Role Identity Scale.
5. **Case-Based Application**
Use Indian psychological concepts to analyse coping or adjustment.

Text Book(s):

- Cornelissen, R. M., Misra, G., & Varma, S. *Foundations of Indian Psychology*. Pearson.
- Rao, K. R., Paranjpe, A. C., & Dalal, A. K. *Handbook of Indian Psychology*. Cambridge University Press.

Reference Book (s):

- Paranjpe, A. C. *Self and Identity in Modern Psychology and Indian Thought*.
- Dalal, A. S. *A Greater Psychology: An Introduction to Sri Aurobindo's Psychological Thought*.

Topics relevant to “SKILL DEVELOPMENT”:

- Meditation & self-regulation skills
- Introspective and reflective abilities
- Indigenous assessment awareness
- Research design (pre–post methods)
- Cultural competence
- Emotional regulation strategies

- Ethical sensitivity
- Critical comparative thinking
- Observation and interviewing skills
- Holistic well-being approaches

Catalogue prepared by	Dr. Amit Kumar
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	



Yelahanka, Rajankunte, Bengaluru – 560119

Course Code: BPSY-14	Course Title: Social Psychology Type of Course: Theory	L-T-P-C	4	0	0	4
Version No.	1.0					
Course Pre-requisites	BPSY-14 Foundations of Psychology / General Psychology					
Anti-requisites	Nil					
Course Description	This course introduces students to the scientific study of how individuals think, feel, and behave in social contexts. It covers foundational concepts, social influence, social cognition, attitudes, persuasion, prejudice, and group dynamics. Emphasis is placed on understanding behaviour through both classic experiments and contemporary perspectives, including Indian contributions. The course fosters analytical thinking, application skills, ethical awareness, and sensitivity to cultural and social diversity.					
Couse Outcomes	CO1 Explain key concepts, theories, and research methods in social psychology. CO2 Describe mechanisms of conformity, compliance, and obedience and evaluate classic studies. CO3 Analyse how schemas, heuristics, and attribution processes shape perception and judgement. CO4 Explain attitude formation/change and apply persuasion principles ethically. CO5 Interpret group processes including cohesion, leadership, groupthink, and decision-making.					
Course Content: Theory 60 Hours						
Module 1	Introduction to Social Psychology	Activity		15 Sessions		
Definition and Scope of Social Psychology Definition of social psychology, scope of social psychology, importance of social psychology, key areas of study in social psychology Historical Background History of Social Psychology India: 1500 BC Vedic-Post Vedic Literature, Concept of Dharma, British Psychologist, Caste attitudes (1958), Rath & Sircar (1960) Origin development 15 of significant social milestones, influential figures (Kurt Lewin, Gordon Allport), major theoretical frameworks (behaviourism, cognitive psychology, social learning theory)						

Research Methods in Social Psychology

Experimental methods, correlational studies, observational methods, surveys and questionnaires, ethical considerations in social psychology research, strengths and limitations of different research methods

Module 2

Types of Social Influence:

Activity

15 Sessions

Conformity, Compliance, and Obedience

Definition and examples of conformity, compliance, and obedience, mechanisms and processes underlying each type of social influence, conformity (group factors size, that affect unanimity), techniques of compliance (foot in the door, door in the face), factors influencing obedience (authority, situational context)

Classic Studies:

Indian – Adhinarayan , Girishwar Misra, Racial and Communal attitudes & Caste Attitudes Western- Asch, Milgram, and Zimbardo Asch's conformity experiments, methodology and findings, implications of Asch's studies, Milgram's obedience experiments, methodology and findings, ethical issues implications of 15 0 15 in Milgram's research, Milgram's studies, Zimbardo's Stanford prison experiment, methodology and findings, ethical issues in Zimbardo's research, implications of Zimbardo's studies

Factors Affecting Social Influence

Individual differences (personality traits, cultural background), situational factors (presence of others, ambiguity of the situation), group dynamics (group cohesiveness, norms), social norms and their influence on behaviour, role of media and communication in social influence

Module 3

Social Cognition and Perception

Project

15 Sessions

Schemas and Heuristics

Definition of schemas, types of schemas (person schemas, role schemas), role of schemas in social cognition, definition of heuristics, types of heuristics (availability heuristic, representativeness heuristic), impact of heuristics in decision making

Attribution Theory: Internal vs. External Attributions

Definition of attribution theory, distinction between internal (dispositional) attributions and external (situational) attributions, key models (Heider's naive psychology, Jones and Davis' correspondent inference theory, Kelley's influencing covariation model), attribution factors (consensus, distinctiveness, consistency) Common Attribution Biases Definition and examples of attribution biases, fundamental attribution error, actorobserver bias, self-serving bias, impact of attribution biases on social perception and interaction, strategies to mitigate attribution biases

Impression Formation and Management

Processes of impression formation, role of first impressions, impression factors formation influencing (appearance, behaviour, nonverbal cues), impression management strategies (self-presentation, ingratiation, self-promotion), impact of impressions on social interaction

Stereotypes, Discrimination and Prejudice

Definition of stereotypes, prejudice, and discrimination, cognitive, affective, and behavioural components, origins and maintenance of stereotypes, consequences of prejudice and discrimination, social and psychological theories (social identity theory, realistic conflict theory)

Reducing Bias and Promoting Fair Judgement

Strategies for reducing stereotypes and prejudice (contact hypothesis, education and awareness, cognitive retraining), promoting inclusivity and diversity, role of empathy and perspective-taking, interventions to foster fair judgement (bias training, accountability measures), promoting an equitable social environment

Attitudes and Persuasion

Components and Functions of Attitudes Definition of attitudes, components of attitudes (cognitive, affective, behavioural), functions of attitudes (knowledge, egodefensive, value-expressive, social adjustment), importance of attitudes in guiding behaviour Formation and Change of Attitudes Processes of attitude formation (classical conditioning, operant conditioning, observational learning), factors influencing attitude change, role of communication and social influence in changing attitudes, examples of attitude change (advertising, social campaigns) The Role of Cognitive Dissonance Definition of cognitive cognitive dissonance dissonance, theory Festinger), (Leon mechanisms for reducing dissonance (changing beliefs, acquiring new information, reducing the importance of cognitions), examples dissonance in everyday life

The Elaboration Likelihood Model

Central and peripheral routes to persuasion, factors determining the route of persuasion (motivation, ability), characteristics of effective messages implications for in each route, designing persuasive communications Principles of Persuasion: Reciprocity, Consistency, Social Proof, Liking, Authority, Scarcity- Definition and examples of each principle, psychological mechanisms underlying each principle, applications in various contexts (marketing, politics, health communication), ethical considerations in using persuasion principles Applications of Persuasion in Various Contexts Case studies of successful persuasion campaigns, application of persuasion techniques in environmental health promotion, campaigns, political campaigns, critical evaluation of persuasive messages, designing effective persuasive interventions

Module 4	Group Dynamics	Discussion	Case Analysis	15 Sessions
-----------------	-----------------------	-------------------	----------------------	--------------------

Group Formation and Development

Stages of group development (forming, storming, norming, performing, adjourning), factors influencing group formation (similarity, proximity, interdependence), types of groups (primary, secondary, formal, informal), roles within groups Roles, Norms, and Cohesion in Groups Definition and examples of group roles, group norms and their functions, factors affecting group cohesion (shared goals, intergroup competition, success), impact of cohesion on group performance and member satisfaction

The Influence of Group on Individual Behaviour

Social facilitation and social inhibition, social loafing and factors that reduce it, deindividuation and its effects on behaviour, influence of group norms on individual behavior

Groupthink

Definition of groupthink, symptoms and causes of groupthink, examples of groupthink in real-world settings, strategies to prevent groupthink, risky shift phenomenon and factors influencing it Strategies to Improve Group Decision Making Techniques to enhance group decision making (brainstorming, nominal group technique, Delphi technique), importance of diversity in decision-making groups, role of leadership in facilitating effective group decisions Leadership Styles and Their Impact on Groups Different leadership styles (e.g., autocratic, democratic, laissez-faire, transformational, transactional), impact of leadership styles on group performance and member satisfaction, situational factors affecting leadership effectiveness.

Targeted Application & Tools that can be used:

Applications

- Mental health & counselling
- Education & classroom behaviour
- Organizational behaviour
- Media & advertising literacy
- Conflict resolution & diversity training
- Community and social development

Tools / Techniques

- Attitude measurement scales
- Survey & questionnaire design
- Social perception exercises
- Case analysis
- Role play / simulations
- Observation methods
- Experimental demonstrations (e.g., conformity tasks)

Project Work/ Assignment:

Students may complete **any ONE**:

1. **Mini Research Project**
Conduct a small study (survey/observation) on attitudes, conformity, or social perception.
2. **Classic Study Review**
Critically analyse Asch / Milgram / Zimbardo (methodology, ethics, relevance).
3. **Persuasion Analysis**
Evaluate persuasive strategies used in advertisements, campaigns, or social media.
4. **Bias & Prejudice Study**
Examine stereotypes/prejudice and propose evidence-based reduction strategies.
5. **Group Dynamics Exercise**
Observe/participate in group activity and analyse roles, norms, and leadership.

Text Book(s):

- Baron, R. A., Branscombe, N. R.
Social Psychology. Pearson.
- Myers, D. G.
Social Psychology. McGraw-Hill.

Reference Book (s):

- Aronson, E., Wilson, T. D., Sommers, S.
Social Psychology. Pearson.
- Taylor, S. E., Peplau, L. A., Sears, D. O.
Social Psychology. Pearson.

Topics relevant to “SKILL DEVELOPMENT”:

- Social observation skills
- Survey & questionnaire construction
- Attitude measurement
- Critical evaluation of experiments
- Ethical reasoning
- Bias recognition & mitigation
- Persuasive communication analysis
- Group interaction skills
- Leadership awareness
- Analytical & reflective thinking

• Academic writing & presentation	
Catalogue prepared by	Dr. Amit Kumar
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	

Module 4	Skill acquisition and expertise and Effect of Drugs in sports	Discussion		12 Sessions
Definitions - Classifying abilities and skills - Two linked issues: the existence of super ability- and the nature–nurture debate in sport- Stages of skill acquisition -The information-processing approach to skills Prevalence, Etiology, and Interventions - Prevalence of Alcohol among athletes – Recreational drugs – Ergogenic drugs – Painkillers' drugs – Stimulants – Prevention and treatment.				
Targeted Application & Tools that can be used: Applications • Athletic performance enhancement • Coaching and training environments • Fitness and exercise promotion • Mental skills training • Injury rehabilitation support • Health psychology & lifestyle modification Tools / Techniques • Attitude measurement scales • Goal-setting techniques • Mental imagery & visualization • Self-talk training • Motivation assessment • Stress & arousal regulation strategies • Observational methods • Behavioural tracking				
Project Work/ Assignment: Students may complete any ONE: 1. Attitudes Toward Sport Study Design and administer an attitude survey related to sport/exercise. 2. Exercise & Mood Mini Study Examine changes in mood before and after structured physical activity. 3. Skill Acquisition Observation Observe learning stages in a beginner acquiring a motor/sport skill. 4. Case Review: Performance Factors Analyse psychological contributors to success/failure in sport. 5. Substance Use in Sport Analysis Review psychological/ethical implications of doping or drug use.				

Text Book(s):

- Weinberg, R. S., & Gould, D. *Foundations of Sport and Exercise Psychology*. Human Kinetics.
- Jarvis, M. *Sport Psychology: A Student's Handbook*. Routledge.

Reference Book (s):

- Moran, A. *Sport and Exercise Psychology: A Critical Introduction*. Routledge.
- Cox, R. H. *Sport Psychology: Concepts and Applications*. McGraw-Hill.

Topics relevant to “SKILL DEVELOPMENT”:

- Goal-setting skills
- Motivation enhancement techniques
- Mental imagery training
- Self-regulation & arousal control
- Observation & behavioural analysis
- Attitude measurement
- Performance evaluation
- Stress management
- Ethical decision-making in sport
- Communication in coaching contexts
- Reflective practice

**Catalogue
prepared by****Dr. Amit Kumar****Recommended
by the Board of
Studies on****Date of
Approval by
the Academic
Council**



**PRESIDENCY
UNIVERSITY**



Yelahanka, Rajankunte, Bengaluru – 560119

Course Code: BPSY-07	Course Title: Theories of Personality Type of Course: Theory and Practice	L-T-P-C	3	0	2	4
Version No.	1.0					
Course Pre-requisites	BPSY-07 General Psychology / Foundations of Psychology					
Anti-requisites	Nil					
Course Description	This course introduces students to major theories of personality from Western and Indian traditions, emphasizing conceptual understanding, comparative analysis, and real-world application. Students explore psychodynamic, trait, humanistic, cognitive, behavioural, existential, and indigenous perspectives. The practical component develops skills in personality assessment, interviewing, observation, interpretation, and report writing. The course promotes critical thinking, cultural sensitivity, and ethical awareness in understanding individual differences.					
Couse Outcomes	CO1 Explain key concepts, assumptions, and structures of major personality theories. CO2 Compare Western and Indian personality frameworks, identifying similarities, differences, and cultural relevance. CO3 Apply personality theories to interpret behaviour, case material, and everyday life situations. CO4 Administer, score, and interpret basic personality assessment tools ethically. CO5 Demonstrate critical evaluation, reflective thinking, and integration of theoretical perspectives.					
Course Content: Theory 45 Hours						
Module 1	Introduction to Personality Theories	Activity			9 Sessions	
Nature and Definition of Personality: What is personality; Historical perspectives; Importance of personality study Major Approaches to Personality: Overview of biological, psychodynamic, humanistic, behavioural, Existentialism, social learning, and cognitive approaches						
Module 2	Indian Theories of Personality	Activity			10 Sessions	

Ancient Indian Perspectives: Concept of self in Upanishads and Bhagavad Gita, Triguna theory: Sattva, Rajas, Tamas Contemporary Indian Theories: Integral Psychology of Sri Aurobindo, Personality framework in 8088 Yoga and Vedanta, Ayurveda's approach to personality: Vata, Pitta, Kapha				
Module 3	Classical Western Personality Theories	Project		10 Sessions
Psychoanalytic Theories: ● Sigmund Freud: Structure of the psyche, defence mechanisms, psychosexual stages ● Carl Jung: Analytical psychology, archetypes, collective unconscious ● Alfred Adler: Individual psychology, inferiority complex, striving for superiority ● Melanie Klein: Object relation theory ● Otto Rank: Trauma of Birth Trait Theories: ● Gordon Allport: Traits and personality development ● Raymond Cattell: 16 Personality Factor model ● Hans Eysenck: PEN model (Psychoticism, Extraversion, Neuroticism) ● Big Five Personality Traits: Openness, Conscientiousness, Extraversion, Agreeableness, Neuroticism				
Module 4	Humanistic and Cognitive Approaches	Discussion	Case Analysis	10 Sessions
Humanistic Theories: ● Carl Rogers: Theory of self, unconditional positive actualization regard, self● Abraham Maslow: Hierarchy of needs, self-actualization Cognitive Theories: ● George Kelly: Personal construct theory ● Albert Bandura: Social learning theory, self-efficacy ● Julian Rotter: Locus of control 70 ● Walter Mischel: Cognitive Affective Personality System (CAPS) Integration and Application of Personality Theories Comparative Analysis of Western and Indian Theories ● Similarities and differences ● Integration of concepts				
Module 5	Recent Developments and Future Directions	Interview on mental health		6 Sessions
Cross-cultural perspectives on personality, Advances in personality assessment, Future research trends in personality psychology				
Type of Course: Practical (30 Hours)				
Module 1		The Sixteen Personality Factor (16PF) Questionnaire	5 Sessions	

Conduction, Analysis, Discussion, Manual		
Module 2	NEO FIVE Personality Inventory	5 Sessions
Conduction, Analysis, Discussion, Manual		
Module 3	Semi Structured Interview on Coping compared with Coping Scale	5 Sessions
Conduction, Analysis, Discussion, Manual		
Module 4	Role play	5 Sessions
Conduction, Analysis, Discussion, Manual		
Module 5	Observation and semi-structured interviews with special populations	5 Sessions
Conduction, Analysis, Discussion, Manual		
Module 6	Field Work and Survey	5 Sessions
Targeted Application & Tools that can be used: Applications • Mental health & counselling settings • Educational guidance • Organizational behaviour & HR • Personal growth & self-awareness • Cross-cultural understanding		

Tools / Techniques

- Standardized personality inventories:
 - **16PF Questionnaire**
 - **NEO-FFI / Big Five measures**
- Semi-structured interviews
- Behavioural observation
- Case analysis
- Role play / simulation
- Reflective journaling

Project Work/ Assignment:

4. Applications
5. Mental health & counselling settings
6. Educational guidance
7. Organizational behaviour & HR
8. Personal growth & self-awareness
9. Cross-cultural understanding
10. Tools / Techniques
11. Standardized personality inventories:
12. 16PF Questionnaire
13. NEO-FFI / Big Five measures
14. Semi-structured interviews
15. Behavioural observation
16. Case analysis
17. Role play / simulation
18. Reflective journaling

Text Book(s):

- Feist, J., Feist, G. J., & Roberts, T. A.
Theories of Personality. McGraw-Hill.
- Schultz, D. P., & Schultz, S. E.
Theories of Personality. Cengage Learning.

Reference Book (s):

- Hall, C. S., Lindzey, G., & Campbell, J. B.
Theories of Personality. Wiley.
- Friedman, H. S., & Schustack, M. W.
Personality: Classic Theories and Modern Research. Pearson.

--

- | |
|---|
| <p>Topics relevant to “SKILL DEVELOPMENT”:</p> <ul style="list-style-type: none">• Personality assessment skills• Test administration & scoring• Interviewing techniques• Behavioural observation• Case formulation• Report writing• Critical & comparative analysis• Ethical decision-making• Self-reflection & insight• Cultural competence• Communication & presentation skills |
|---|

Catalogue prepared by	Dr. Amit Kumar
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	



Course Code:	Course Title: Biological bases of behavior		L-T-P-C	3	0	2	
	Type of Course: Theory and Practice						
Version No.	1.0						
Course Pre-requisites	Introduction to Psychology, Basic biological sciences						
Anti-requisites	Nil						
Course Description	This course explores the biological foundations of behavior, emphasizing brain structure, function, neurotransmission, neurodevelopment, emotion, stress, and neuropsychological disorders. Students examine the relationship between neural systems and cognitive processes, including motivation, perception, and behavior within a behavioral health framework. The course introduces research methods in neuroscience and highlights ethical considerations in biological research. Clinical relevance is emphasized through applications to neurodevelopmental and neurocognitive conditions and multidisciplinary referral systems. By integrating biological science with psychological theory, the course equips students with foundational competencies required for advanced study in neuropsychology and behavioral health practice.						
Course Outcomes	On successful completion of this course, the students shall be able to: O1: Describe the structure and function of major neural systems. CO2: Explain the biological mechanisms underlying emotion, stress, and behavior. CO3: Analyze brain-behavior relationships in selected neuropsychological conditions. CO4: Evaluate the application of neuroscience research in behavioral health practice.						
Course Content: Theory 45 Hours							
Module 1	Biological Bases of Behavior	Chart	Structure of neuron, brain, chromosomes, DNA	10 Sessions			
Structure and function of the nervous system Neurotransmitters and hormones Brain-behavior relationships Genetics and behavior Neuroplasticity							



**PRESIDENCY
UNIVERSITY**



Module 2	Sensation, Perception and Motor Systems	Report	Sensory disorders	8 sessions
Visual and auditory systems Somatosensory processes Motor control and coordination Neuropsychological assessment basics Clinical relevance in behavioral health				
Module 3	Emotion, Motivation and Stress (Biological Perspective)	Survey	Stress/ Sleep hygiene/ psychosomatic disorders	10 Sessions
Limbic system and emotional processing Biological basis of stress response Sleep and circadian rhythms Addiction and reward pathways Psychoneuroimmunology overview				
Module 4	Endocrine system	Report	Review on HPA axis & stress	10 Sessions
Neurodevelopment and Disorders Brain development across lifespan Neurodevelopmental disorders Neurocognitive disorders Basic introduction to neuropsychological tools Referral systems and multidisciplinary care				
Module 5	Research Methods in Biopsychology	Report	Sleep disorders & sleep clinics/labs	7 Sessions
Neuroimaging techniques overview Experimental methods in neuroscience Ethical considerations in biological research Data interpretation basics Application to behavioral health practice				
Course Content: Practical Sessions - Biopsychology- Practical (30 Hours)				
Module 1		Brain Dominance		5 classes
Conduction Analysis Discussion				

Module 2	Signal Detection	5 classes		
Conduction Analysis Discussion				
Module 3	Colour blindness test	5 classes		
Conduction Analysis Discussion				
Module 4	Stroop test	5 classes		
Conduction Analysis Discussion				
Module 5	Disgust Sensitivity Scale	5 classes		
Conduction Analysis Discussion				
Module 6	Statistics	5 classes		
Conduction Analysis Discussion				
Targeted Application & Tools that can be used: This course combines theory with hands-on learning through digital tools, reaction time apps, and sensory perception experiments to deepen understanding and build practical research skills in biopsychology.				
Project Work/ Assignment: - Neuropsychological Case Analysis Report - Sleep and Circadian Rhythm Diary Study				
Text Book(s): - Pinel, J. P. J., & Barnes, S. Biopsychology (10th ed.). Pearson. - Kalat, J. W. Biological Psychology (13th ed.). Cengage. - Carlson, N. R., & Birkett, M. Physiology of Behavior (13th ed.). Pearson.				
Reference Book (s): Breedlove, S. M., & Watson, N. V. (2019). <i>Biological Psychology</i> (8th ed.). Sinauer Associates.				
Catalogue prepared by	Ms. Meera Ruxana			

Recommended by the Board of Studies on	
Date of Approval by the Academic Council	



**PRESIDENCY
UNIVERSITY**





Historical evolution of psychology and behavioral sciences, Biological, psychological and social determinants of behavior, Major perspectives in psychology, Ethics and professional standards in psychology, Role of psychology in healthcare systems

Module 2	Basic Psychological Processes	Interview	Emotional intelligence	8 sessions
-----------------	--------------------------------------	------------------	-------------------------------	------------

Sensation and perception, Learning theories and behavior modification principles, Memory, thinking and intelligence, Motivation and emotion, Attention and consciousness

Module 3	Human Development and Individual Differences	Case histories	Cultural influences in the modern world	10 Sessions
-----------------	---	-----------------------	--	-------------

Lifespan development (childhood to old age), Personality theories, Intelligence and assessment basics, Cultural and socio-economic influences on development, Gender sensitivity and diversity awareness

Module 4	Psychological Assessment and Communication	Report	MSE	10 Sessions
-----------------	---	---------------	------------	-------------

Basic interviewing skills, Case history taking and Mental Status Examination (MSE), Observation and survey methods, Report writing fundamentals, Effective communication in multidisciplinary teams

--	--	--	--	--

Module 5	Research, Ethics and Professional Competencies	Confidentiality document	Questionnaire, Counseling intake form	7 Sessions
-----------------	---	---------------------------------	--	------------

Introduction to research methods and evidence-based practice, Quantitative and qualitative approaches Ethical principles and confidentiality, Self-directed learning and lifelong learning skills, Portfolio development and reflective practice

Course Content: Practical Sessions – General Psychology- Practical (30 Hours)

Module 1	Directed Observation	5 classes
-----------------	-----------------------------	------------------

**Conduction
Analysis
Discussion**

Module 2	Chunking on recall	5 classes
Conduction Analysis Discussion		
Module 3	Habit interference	5 classes
Conduction Analysis Discussion		
Module 4	Maze learning	5 classes
Conduction Analysis Discussion		
Module 5	Creativity	5 classes
Conduction Analysis Discussion		
Module 6	Statistics	5 classes
Grouped Data: Mean by short method, Median, Mode		
Targeted Application & Tools that can be used: This course combines theory with hands-on learning through digital tools, reaction time apps, and sensory perception experiments to deepen understanding and build practical research skills in biopsychology.		
Project Work/ Assignment: 21. Brief case history 22. Study of Attention/ Motivation/Emotions and Academic Performance		
Text Book(s): 4. Ciccarelli, S. K., & White, J. N. <i>Psychology</i> (5th ed.). Pearson. 5. Baron, R. A., & Misra, G. <i>Psychology</i> (5th ed.). Pearson India		
Reference Book (s): 2. Feldman, R. S. <i>Understanding Psychology</i> (14th ed.). McGraw-Hill.		
Catalogue prepared by	Ms. Meera Ruxana	
Recommended by the Board of		

Studies on	
Date of Approval by the Academic Council	



**PRESIDENCY
UNIVERSITY**





PRESIDENCY UNIVERSITY



Module 2	Stress, Coping and Lifestyle Disorders	Case study	Functional medicine & prognosis for chronic illnesses	8 sessions
Stress models and physiological responses, Coping strategies and resilience, Chronic illness management (diabetes, cardiac conditions), Behavior change models, Counseling for lifestyle modification				
Module 3	Behavioral Interventions in Healthcare	Poster	Psychoeducation technique	10 Sessions
Designing evidence-based interventions, Motivational interviewing basics, Adherence and treatment compliance, Psychoeducation techniques, Community-based intervention planning				
Module 4	Cultural and Social Influences in Health	Report	Fundamental rights, SDGs and health	10 Sessions
Socioeconomic determinants of health, Cultural competence in healthcare delivery, Gender and disability considerations, Ethical and legal aspects in health settings, Interdisciplinary collaboration				



Module 5	Assessment, Research and Policy in Health Psychology	Mini project	Using a health behavior assessment tools	7 Sessions
Health behavior assessment tools, Program evaluation methods, Behavioral health policies, Advocacy and social accountability, Research application in healthcare practice.				
Course Content: Practical Sessions – Health Psychology- Practical (30 Hours)				
Module 1	General Health Questionnaire (GHQ-12)		5 classes	
Conduction Analysis Discussion				
Module 2	Perceived Stress Scale (PSS)		5 classes	
Conduction Analysis Discussion				
Module 3	Brief Coping Orientation to Problems Experienced (COPE)		5 classes	
Conduction Analysis Discussion				
Module 4	Physical Activity Questionnaire for Adolescents (PAQ-A)		5 classes	
Conduction Analysis Discussion				
Module 5	WHOQOL-BREF /Body Image Assessment		5 classes	
Conduction Analysis Discussion				

Module 6	Report: Survey on effect of Colors on heart rate/ BP	5 classes	
Grouped Data: Mean by short method, Median, Mode			
Targeted Application & Tools that can be used: This course help students acquire skills in Lifestyle Behavior Modification & Stress Management Counseling. Student can practice the questionnaires under supervision to helps connect stress levels with coping strategies and health outcomes, can be integrated into counseling or psychoeducation.			
Project Work/ Assignment: 23. Community Stress & Coping Survey Project 24. Health Behavior Change Case Plan			
Text Book(s): 6. Taylor, S. E. Health Psychology (11th ed.). McGraw-Hill. 7. Sarafino, E. P., & Smith, T. W. Health Psychology: Biopsychosocial Interactions (9th ed.). Wiley.			
Reference Book (s): 3. Ogden, J. Health Psychology (6th ed.). McGraw-Hill Education.			
Catalogue prepared by	Ms. Meera Ruxana		
Recommended by the Board of Studies on			
Date of Approval by the Academic Council			



**PRESIDENCY
UNIVERSITY**





**PRESIDENCY
UNIVERSITY**



Yelahanka, Rajankunte, Bengaluru – 560119

Course Code:	Course Title: Positive Psychology	L-T-P-C	3	0	2	
	Type of Course: Theory and Practice					
Version No.	1.0					
Course Pre-requisites	Introduction to Psychology					
Anti-requisites	Nil					
Course Description	This course focuses on the scientific study of well-being, strengths, resilience, and human functioning. Students examine theoretical foundations of happiness, character strengths, emotional regulation, mindfulness, and positive institutions. The course introduces culturally informed perspectives and promotes self-reflection, empathy, and resilience building strategies. Learners design strength-based interventions for individuals, social groups, and communities while critically evaluating research evidence. Emphasis is placed on preventive mental health care, leadership, and personal growth aligned with behavioral health competencies. The course supports professional development, ethical awareness, and application of evidence-based positive interventions in clinical, educational, and organizational contexts.					
Course Outcomes	On successful completion of this course, the students shall be able to: 5. CO1: Explain core theories and constructs of positive psychology. 6. CO2: Apply resilience and strength-based techniques in simulated scenarios. 7. CO3: Analyze factors contributing to well-being across individual and community contexts. 8. CO4: Apply a positive psychology intervention grounded in empirical evidence.					
Course Content: Theory 45 Hours						
Module 1	Foundations of Positive Psychology	Activity	Detailed labelled poster: Neuron	10 Sessions		

Concept of well-being and flourishing, Historical and theoretical foundations, Strength-based approaches, Happiness and life satisfaction models, ethical use of positive interventions



**PRESIDENCY
UNIVERSITY**



Module 2	Emotions, Resilience and Mindfulness	Mindfulness	Activity planning	8 sessions
Positive emotions and broaden-and-build theory Resilience and coping strategies Mindfulness and self-regulation Gratitude and optimism interventions Preventing burnout and promoting self-care				
Module 3	Strengths and Character Development	VIA	Case report	10 Sessions
Character strengths framework Self-awareness and reflective practices Personal growth and goal setting Empathy and compassion training Cultural perspectives on well-being				
Module 4	Positive Institutions and Communities	Report analysis	Community engagement projects	10 Sessions
Well-being in schools and workplaces Leadership and mentorship skills Team-based collaboration Community engagement projects Reducing stigma through awareness campaigns				



Module 5	Research and Applications in Positive Psychology	Design positive intervention	For children & Elderly	
Measurement of well-being, Designing positive interventions, Evidence-based practice, Program evaluation, Integration with behavioral health practice				
Course Content: Practical Sessions – Positive Psychology- Practical (30 Hours)				
Module 1	Satisfaction with Life Scale (SWLS)		5 classes	
Conduction Analysis Discussion				
Module 2	Positive and Negative Affect Schedule (PANAS)		5 classes	
Conduction Analysis Discussion				
Module 3	Rosenberg Self-Esteem Scale (RSES)		5 classes	
Conduction Analysis Discussion				
Module 4	The Self-Concept Questionnaire (SCQ)		5 classes	
Conduction Analysis Discussion				
Module 5	Gratitude Journaling		5 classes	
Conduction Analysis Discussion				
Module 6	VIA Survey of Character Strengths		5 classes	
Grouped Data: Mean by short method, Median, Mode				

Targeted Application & Tools that can be used: This course combines theory with hands-on learning through digital tools, reaction time apps, and sensory perception experiments to deepen understanding and build practical research skills in biopsychology.

Project Work/ Assignment:

25. Presentation on a landmark experiment in biopsychology (e.g., Phineas Gage, split-brain studies).
26. Presentation on sleep disorders & treatment

Text Book(s):

8. Seligman, M. E. P. Flourish. Free Press.
9. Snyder, C. R., & Lopez, S. J. Positive Psychology: The Scientific and Practical Explorations of Human Strengths (4th ed.). Sage.

Reference Book (s):

4. Peterson, C. A Primer in Positive Psychology. Oxford University Press.

Catalogue prepared by	Ms. Meera Ruxana
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	



**PRESIDENCY
UNIVERSITY**





Itgalpur, Rajankunte, Yelahanka, Bengaluru – 560064

Course Code	Psychology Experiments Across the Globe	L- T- P- C	4	0	0	4
Version No.						
Course Pre-requisites	Basics in Psychology					
Anti-requisites	NIL					
Course Description	Psychology Experiments Across the Globe introduces students to the foundations, methods, and global evolution of psychological testing. Through four applied modules, learners examine the nature, construction, ethics, reliability, and validity of major psychological assessments. The course emphasizes culturally sensitive evaluation, familiarizing students with internationally recognized intelligence and personality tests, as well as Indian-developed tools. Activities such as analytical writing, presentations, debates, and case analysis help students critically compare global testing practices with indigenous adaptations. By integrating theory with hands-on experiential tasks, students gain foundational skills in test analysis, ethical assessment, and cross-cultural interpretation of psychological experiments.					
Course Outcome	On successful completion of the course the students shall be able to: 1. Explain the nature, history, and applications of psychological tests globally while recognizing Indian contributions to test development. 2. Understand test construction, item analysis, standardization, and apply ethical principles such as informed consent, fairness, and confidentiality in assessment contexts. 3. Evaluate psychological tests by interpreting reliability and validity evidence, including Indian-standardized scales, to judge the scientific quality of assessments. 4. Compare major intelligence and personality assessments, debate projective vs. self-report methods, and apply test interpretation skills through case-based activities.					
Course Content: Theory						
Module 1	Nature and Uses of Psychological Tests	Short analytical write-up on any one global experiment	Critical commentary on cultural limitations	4 Classes		

Definition and Concept of Psychological Tests, Distinction Between Tests, Assessments, and Measurements Historical Development and Key Milestones: Contributions of Key Figures (e.g., Alfred Binet, Francis Galton) Types of Tests (Intelligence, Personality, Neuropsychological, Aptitude) Standard Procedures for Administering Tests Examiner Characteristics: Role and Training of the Examiner, Examiner Characteristics (e.g., Attitudes, Expectations) Situational Factors (e.g., Test Environment, Timing) Tests developed by Indian Psychologists				
Module 2	Test Construction and Ethical Issues	Design a mock pilot study: Number of participants, demographic profile, sampling method.	Criteria for evaluating item performance: Item difficulty, Item discrimination, Ambiguous wording, Response pattern issues Identify 2–3 items you would revise and explain why. Provide your revised items.	3 Classes
Test construction-Steps in Test Development: Conceptualization, Construction, and Standardization Item Writing and Analysis, Pilot Testing and Revision Ethics -Principles of Ethical Testing (Informed Consent, Confidentiality, Fairness), Ethical Standards and Guidelines Norms-Meaning and Importance, Types of Norms: Age, Grade, Percentile, Standard Scores, Normalised Standard Scores				
Module 3	Reliability & Validity of tests	Review	Compare reliability and validity of tests developed by any 2 Indian authors	4 Classes
Reliability: Types of Reliability (Test-Retest, Inter-Rater, Internal Consistency), Methods to Improve Reliability Validity: Types of Validity (Content, Criterion-related, Construct), Validity in Test Interpretation Highly reliable and valid tests developed by Indian authors in various areas, Personality, Recruitment, Spirituality, Aptitude, Interest, Motivation, Emotional Intelligence, Indian TAT and other Indian assessments				
Module 4	Intelligence & Personality Testing	Class debate	Projective tests vs Self report tests	4 Classes
Intelligence Tests: Stanford-Binet Intelligence Scales Wechsler Scales (WAIS, WISC, WPPSI) Raven's Progressive Matrices Vineland Social Maturity Scale (VSMS) Binet-Kamat Intelligence Scale				

Personality Tests: Self-Report Inventories-Nature and Purpose

Major Inventories: 16 Personality Factor (16PF) Questionnaire

Eysenck Personality Questionnaire (EPQ)

Projective Techniques: Nature and Rationale, Hermann Rorschach - Rorschach Inkblot Test, Henry

A. Murray and Christiana D. Morgan - Thematic Apperception Test (TAT), Laretta Bender –

Bender Visual-Motor Gestalt Test, John N. Buck - House-Tree-Person (HTP) Test, Karen Machover -

Draw-A-Person Test, Wayne H. Holtzman - Holtzman Inkblot Technique

Targeted Application & Tools that can be used: Writing reports, Review writing, Group Discussion, Dyadic interviews, Grammarly.com

Project work/Assignment:

Psychological report based on a provided dataset (not real clients).
Referral question, Test battery justification, Scores + interpretation, Graphical representation (percentiles, indices), Summary + recommendations

References

1. Psychological Testing – Anastasi & Urbina
2. Psychological Testing and Assessment – R. J. Cohen, M. E. Swerdlik
3. Foundations of Psychological Testing – Leslie A. Miller & Robert L. Lovler
4. Psychological Testing – M. A. Parameswaran & B. V. Subrahmanyam
5. Experimental Psychology & Psychological Testing – A. K. Singh
6. Advanced Educational Psychology – S. K. Mangal
7. Statistics and Research Methods in Psychology – Arun Kumar Singh & R. B. Sinha

Topics Relevant to “employability”: Psychological Assessment Skills: Administration of intelligence tests (SB5, WAIS/WISC/WPPSI, BKT, VSMS), report writing, counselling micro-skills, OB/HR topics, research methods, statistics, internships, community projects, digital safety, psychometric training

Topics Relevant to “Human Values and Professional Ethics”: Ethical testing, confidentiality, fairness, human & professional values, diversity & inclusion, social responsibility, cultural relevance, legal awareness, community sensitivity

Catalogue prepared by	Meera Ruxana
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	

Course Code: DSE1-A	Course Title: Introduction to Clinical and Counseling Psychology Type of Course: Theory cum Practical		L-T-P-C	3	0	2	4
Version No.	1.0						
Course Pre-requisites	2 semesters						
Anti-requisites	NIL						
Course Description	Course Description This course provides a foundational overview of the professional landscape of clinical and counseling psychology, emphasizing the scientist-practitioner model. It explores the evolution of the field from philosophical roots to modern evidence-based practices, integrating the NCAHP professional standards with traditional Indian models of guidance, such as the <i>Guru-Shishya</i> relationship. Students will delve into the nature of the therapeutic alliance, ethical boundaries, and the core communication skills required for effective practice. The course also addresses contemporary challenges, including tele-psychology and the role of cultural sensitivity in the diverse Indian landscape.						
Course Objective	- Define the scope and historical evolution of clinical and counseling psychology. - Identify ethical principles including informed consent and confidentiality. - Master basic micro-skills such as active listening and empathetic responding. - Compare Western therapeutic models with Indian indigenous healing systems. - Evaluate the impact of digital tools and AI on modern counseling.						
Course Outcomes	On successful completion of this course the students shall be able to: Remember: Identify the historical milestones and definitions of clinical and counseling psychology in both Western and Indian contexts. Understand: Comprehend the importance of the therapeutic alliance and the "scientist-practitioner" model. Apply: Demonstrate basic empathetic responding and micro-skills in simulated interactions. Analyze: Contrast the Western individualistic view of the self with the Indian collectivist perspective.						
Course Content:	Introduction to Clinical and Counseling Psychology						
Module 1	Foundations (Remembering)	Assignment				10 Sessions	
Unit 1: Definition and scope of clinical and counseling psychology.							
Unit 2: Historical evolution from philosophy to science.							

Unit 3: Roles and responsibilities of practitioners. Unit 4: Introduction to multidisciplinary healthcare teams. Unit 5: History of psychology in India from Vedic times to the modern era.				
Module 2	The Therapeutic Relationship (Understanding)	Assignment		10 Sessions
Unit 1: The nature of the therapeutic alliance. Unit 2: Transference and countertransference dynamics. Unit 3: Influence of biological and spiritual factors on health-seeking behavior. Unit 4: Ethical boundaries and professional conduct. Unit 5: The <i>Guru-Shishya</i> relationship as a traditional model for psychological guidance.				
Module 3	Counseling Skills (Applying)	Assignment		10 Sessions
Unit 1: Active listening and reflective techniques. Unit 2: Empathetic responding: soft skills vs. hard skills. Unit 3: Probing, focusing, and statement clarification. Unit 4: Integrating micro-skills with theory. Unit 5: <i>Pratyahara</i> (sensory withdrawal) techniques to enhance focus during counseling.				
Module 4	Professional Ethics (Analyzing)	Assignment		10 Sessions
Unit 1: Informed consent and patient rights. Unit 2: Confidentiality policies and legal disclosures. Unit 3: Cultural bias and marginalization in practice. Unit 4: Power dynamics in the therapist-client relationship. Unit 5: The concept of <i>Dharma</i> (duty/righteousness) as an ethical framework for practitioners.				
Module 5	Contemporary Trends (Evaluating)	Assignment/ Quiz		10 Sessions
Unit 1: Evidence-based practice vs. traditional healing. Unit 2: Impact of COVID-19 on tele-psychology. Unit 3: AI-powered tools for psychological screening. Unit 4: Global vs. indigenous mental health models.				

Unit 5: Evaluating the efficacy of Yoga and Meditation in integrated health training.	
Targeted Application & Tools that can be used: Targeted Applications: College counseling centers, NGO-based support services, and community mental health. Tools (Inventories): Dysfunctional Attitude Scale , Semi-structured intake forms.	
Project Work/ Assignment:	
1. Design a "Counseling Awareness Campaign" for a local community to reduce stigma. Individual Assignments: Module 1 (Remembering): Create a timeline of psychology's development in India. Module 2 (Understanding): Write a 500-word reflection on the role of unconditional positive regard in the therapeutic alliance. Module 3 (Applying): Practice an active listening session and submit a self-evaluation. Module 4 (Analyzing): Analyze a case study involving an ethical dilemma regarding confidentiality. Module 5 (Evaluating): Critique a psychological chatbot's responses using Rogarian principles. Group Activities (Units 1-5) Activity: Role-play "The First Session" to practice building a therapeutic alliance and explaining informed consent.	
Text Book(s)	
Reference Book (s): Brewer, K. (2001). <i>Clinical psychology</i> . Heinemann Educational Publishers. Gladding, S. T. (2017). <i>Counselling: A comprehensive profession</i> . Pearson India Education. Ivey, A. E., & Ivey, M. B. (2007). <i>Intentional interviewing and counseling</i> . Thomson: Brooks/Cole. McLeod, J. (2013). <i>An introduction to counselling</i> (5th ed.). Open University Press. Rao, K. R., & Paranjpe, A. C. (2016). <i>Psychology in the Indian tradition</i> . Springer.	
Web Sources: 1. American Psychological Association (APA), 2. Rehabilitation Council of India (RCI).	
Topics relevant to "SKILL DEVELOPMENT": Reflective listening, record keeping, and digital etiquette.	
Catalogue prepared by	Azeem Dana
Recommended by the Board of Studies on	
Date of Approval by the	

Academic Council	
-----------------------------	--

Course Code: DSE 2	Course Title: Industrial / Organisational Behaviour Type of Course: Theory cum practical		L-T-P-C	3	0	2	4
Version No.	1.0						
Course Pre-requisites	2 semesters						
Anti-requisites	NIL						
Course Description	This course investigates the systematic critical investigation of interactions between people and their environments to understand, predict, and change behavior for organizational effectiveness. It integrates classical Western organizational theories—such as Human Relations and Systems Theory—with Indian work ethics derived from Vedic and Post-Vedic traditions. Students will explore individual processes like perception and personality, alongside organizational systems level factors like culture and power. The course emphasizes the Scientist-Practitioner model, encouraging students to apply evidence-based solutions to enhance employee satisfaction and organizational productivity.						
Course Objective	Understand the fundamental theories and historical evolution of I/O psychology. Analyze individual and group factors affecting behavior in organizations. Apply motivational theories to enhance employee productivity and job satisfaction. Examine the impact of organizational culture and structure on performance. Integrate Indian concepts of duty and order into modern management practices.						
Course Outcomes	On successful completion of this course the students shall be able to: Remember: Identify key historical milestones and schools of thought in OB. Understand: Explain the relationship between personality traits and workplace performance. Apply: Implement specific motivational strategies based on classical and contemporary theories. Analyze: Contrast Western organizational models with the Indian concept of <i>Rtam</i> (Truth and Order).						
Course Content:	Industrial / Organisational Behaviour						
Module 1	Foundations (Remembering)	Assignment					10 Sessions
Unit 1: Definition and scope of I/O Psychology. Unit 2: Historical development from Scientific Management to Human Relations. Unit 3: The Scientist-Practitioner model in the workplace.							

Unit 4: Multidisciplinary perspectives: Psychology, Sociology, and Economics.				
Unit 5: Evolution of work ethics in India from the Vedic period to the modern era.				
Module 2	Individual Processes (Understanding)	Assignment		10 Sessions
Unit 1: Perception and Attribution in the workplace. Unit 2: Personality dynamics: Big Five and Trait theories. Unit 3: Learning and reinforcement at work. Unit 4: Work attitudes and job involvement. Unit 5: Applying <i>Triguna</i> theory (Sattva, Rajas, Tamas) to employee personality profiling.				
Module 3	Motivation and Engagement (Applying)	Assignment		10 Sessions
Unit 1: Need-based theories: Maslow and Herzberg. Unit 2: Cognitive theories: Vroom and Adams. Unit 3: Goal setting and self-efficacy (Bandura). Unit 4: Measuring job satisfaction and organizational commitment. Unit 5: <i>Karma Yoga</i> as a model for selfless action and work engagement.				
Module 4	Organizational Systems (Analyzing)	Assignment		10 Sessions
Unit 1: Common organizational designs and structures. Unit 2: The role of Organizational Culture and Climate. Unit 3: Power and Politics in the workplace. Unit 4: Communication networks and barriers. Unit 5: The concept of <i>Dharma</i> as a framework for professional ethics and social responsibility.				
Module 5	Change and Well-being (Evaluating)	Assignment/ Quiz		10 Sessions
Unit 1: Forces of organizational change and resistance. Unit 2: Stress management and employee well-being. Unit 3: Work-life balance in the digital age. Unit 4: Evaluating the impact of globalization on local organizations. Unit 5: Using <i>Yoga</i> and <i>Dhyana</i> (meditation) for cognitive stability and workplace stress reduction.				
Targeted Application & Tools that can be used: Targeted Applications: Corporate consultancy, organizational development units, and mental health programs in industries.				

Tools (Inventories): 16PF (Sixteen Personality Factor Questionnaire), Organizational Role Stress Scale, and Work Motivation Questionnaire.

Project Work/ Assignment:

2. "Organizational Culture Audit"—Conduct a survey in a local firm to evaluate employee satisfaction and the influence of leadership styles.

Individual Assignments (Modules 1-5)

Mod 1 (Remembering): Summarize the timeline of I/O psychology in India, starting from the early 20th century.

Mod 2 (Understanding): Write a reflection paper on how *Triguna* profiles (Sattva, Rajas, Tamas) might influence an employee's job involvement.

Mod 3 (Applying): Design a reinforcement schedule for a sales team using **Operant Conditioning** principles.

Mod 4 (Analyzing): Analyze a case study on **power and politics** within an Indian family-run business.

Mod 5 (Evaluating): Critique a workplace wellness program based on its inclusion of **Mindfulness and savouring**.

Group Activities (Modules 1-5)

Mod 1: Debate: "Traditional Management vs. The Scientist-Practitioner Approach".

Mod 2: Role-play: "The Perception Filter"—Demonstrate how attribution biases lead to workplace conflict.

Mod 3: Group Brainstorming: Create a "**Karma Yoga**" work plan for a non-profit organization.

Mod 4: Design an ideal organizational structure for a tech startup that minimizes "Filtering" in communication.

Mod 5: Simulation: "Managing Change Resistance" during an AI integration phase in a traditional company.

Text Book(s):

Reference Book (s):

Baron, R. A., & Mishra, G. (2015). *Psychology (Indian Subcontinent Edition)*. Pearson.

Rao, K. R., & Paranjpe, A. C. (2016). *Psychology in the Indian Tradition*. Springer.

Gladding, S. T. (2017). *Counselling: A Comprehensive Profession*. Pearson India.

Lezak, M. D. (2012). *Neuropsychological Assessment*. Oxford University Press.

Gupta, D. (2000). *Interrogating Caste: Understanding Hierarchy & Difference in Indian Society*. Penguin.

Cooper, J. O., et al. (2020). *Applied Behavior Analysis*. Pearson.

Mitchell, M. (2019). *Artificial Intelligence: A Guide for Thinking Humans*. Farrar, Straus and Giroux.

Web Sources:

3. Society for Industrial and Organizational Psychology (SIOP),

4. NIMHANS Digital Academy.

Topics relevant to "SKILL DEVELOPMENT":

Conflict resolution, data entry (SPSS/R), and digital etiquette.	
Catalogue prepared by	Azeem Dana
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	



**PRESIDENCY
UNIVERSITY**



Yelahanka, Rajankunte, Bengaluru – 560119

Course Code: BPSY-12	Course Title: Community Psychology Type of Course: Theory and Practice	L-T-P-C	2	0	2	3
Version No.	1.0					
Course Pre-requisites	General Psychology / Foundations of Psychology					
Anti-requisites	Nil					
Course Description	This course introduces the principles and applications of community psychology, focusing on the interaction between individuals and their social environments. It covers community structure, diversity, community mental health, empowerment, and community-based interventions. Through theory and field-based activities, students learn to understand community issues and apply psychological knowledge to promote well-being and social change.					
Couse Outcomes	At the end of the course, students will be able to: Remember: Recall key concepts, principles, and scope of community psychology. Understand: Explain community structures, diversity, and community mental health. Analyze: Analyze community issues using ecological and psychosocial perspectives. Apply: Apply community psychology concepts in community mapping, needs assessment, and awareness activities. Evaluate: Evaluate community programs and interventions for their effectiveness.					
Course Content: Theory 30 Hours						
Module 1	Introduction to Community Psychology	Activity			6 Sessions	
Meaning, Nature, and Scope of Community Psychology Historical Development Principles and Values of Community Psychology Individual vs Community Approach Role of Community Psychologists						
Module 2	Understanding Communities	Activity			6 Sessions	

Concept of Community				
Types of Communities (Rural, Urban, Tribal)				
Social Systems and Social Ecology				
Sense of Community				
Community Diversity and Cultural Context				
Module 3	Community Mental Health	Project		6 Sessions
Concept of Community Mental Health				
Mental Health Issues in Community Settings				
Prevention Levels: Primary, Secondary, Tertiary				
Role of NGOs and Government Programs				
Mental Health Promotion				
Module 4	Community Processes and Empowerment	Discussion	Case Analysis	6 Sessions
Empowerment: Meaning and Importance				
Participation and Citizen Involvement				
Social Support and Social Networks				
Community Leadership and Advocacy				
Gender and Social Issues				
Module 5	Community Interventions	Interview on mental health		6 Sessions
Types of Interventions (Preventive, Promotive, Rehabilitative)				
Program Planning and Implementation				
Awareness and Psychoeducation				
Evaluation of Community Programs				
Ethical Issues in Community Work				
Type of Course: Practical (30 Hours)				
Module 1		Community Mapping	5 Sessions	
Identifying community structure (schools, health centers, NGOs)				
Mapping physical and social resources				
Preparing a basic community profile				

Module 2	Needs Assessment Survey	5 Sessions
Designing simple survey/questionnaire Collecting data from community members Identifying key issues (health, education, mental health)		
Module 3	Observation and Field Visit	5 Sessions
Visit to community setting (slum, rural area, NGO, school) Structured observation Recording field notes and reflections		
Module 4	Awareness Program	5 Sessions
Planning awareness activity (e.g., mental health, hygiene) Preparing IEC materials (posters, pamphlets) Conducting awareness session		
Module 5	Group Intervention Activity	5 Sessions
Designing simple intervention (stress management, life skills) Conducting group session Participant engagement and feedback		
Module 6	Report Writing and Evaluation	5 Sessions
Preparing fieldwork report Interpreting findings Evaluating effectiveness of intervention/awareness program		
Targeted Application & Tools that can be used: Community mapping Needs assessment surveys Observation and field notes Interviews and focus group discussions Awareness materials (posters, pamphlets) Basic data analysis using MS Excel/SPSS Community resource mapping		

Project Work/ Assignment:

Community mapping and preparation of a community profile
 Needs assessment survey in a local community
 Field visit report (NGO, rural/urban community, school)
 Conducting a mental health awareness activity
 Submission of a fieldwork report

Text Book(s):

Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M., & Dalton, J. (2012). *Community Psychology: Linking Individuals and Communities*. Cengage Learning.
 Dalton, J., Elias, M., & Wandersman, A. (2007). *Community Psychology: Linking Individuals and Communities*. Thomson Wadsworth.

Reference Book (s):

Orford, J. (2008). *Community Psychology: Challenges, Controversies and Emerging Consensus*. Wiley.
 Prilleltensky, I., & Nelson, G. (2005). *Doing Psychology Critically: Making a Difference in Diverse Settings*. Palgrave Macmillan.
 McKenzie, K., & Harpham, T. (2006). *Social Capital and Mental Health*. Jessica Kingsley Publishers.
 Banerjee, G. (2011). *Community Mental Health in India*. Oxford University Press.

Topics relevant to “SKILL DEVELOPMENT”:

Community engagement skills
 Communication and facilitation skills
 Field observation and documentation
 Designing awareness campaigns
 Data collection and basic analysis
 Teamwork and collaboration
 Program planning and evaluation
 Cultural sensitivity in community work

**Catalogue
prepared by**

Dr. Amit Kumar

**Recommended
by the Board of
Studies on**

**Date of
Approval by
the Academic
Council**



**PRESIDENCY
UNIVERSITY**



Yelahanka, Rajankunte, Bengaluru – 560119

Course Code: BPSY-15	Course Title: Psychological Statistics & Research Methodology Type of Course: Theory	L-T-P-C	4	0	0	4
Version No.	1.0					
Course Pre-requisites	Foundations of Psychology / General Psychology					
Anti-requisites	Nil					
Course Description	This course introduces students to the fundamental principles of research methodology and statistical analysis in psychology. It covers the scientific approach to psychological inquiry, research design, sampling methods, and data collection techniques. Students will also learn basic statistical concepts used to analyse behavioural data, including measures of central tendency, dispersion, and introductory hypothesis testing. The course aims to develop critical thinking, data literacy, and research skills necessary for conducting and evaluating psychological studies.					
Couse Outcomes	CO1 Explain the nature, objectives, and steps involved in psychological research. CO2 Identify and differentiate between various research designs and evaluate their strengths and limitations. CO3 Describe probability and non-probability sampling methods and apply them in simple research contexts. CO4 Design basic research tools such as questionnaires and interview schedules while maintaining ethical standards. CO5 Compute and interpret basic descriptive statistics and understand the role of hypothesis testing in research.					
Course Content: Theory 60 Hours						
Module 1	Introduction to Research Methodology	Activity			12 Sessions	
● Definition and Objectives of Research ● Types of Research: Basic, Applied, and Action Research ● Research Process: Steps in the Research Process ● Formulating a Research Problem ● Ethical Issues in Research						

Module 2	Research Design	Activity		12 Sessions
● Meaning and Importance of Research Design ● Types of Research Designs: Exploratory, Descriptive, Experimental, and Longitudinal ● Control in Experimental Research ● Validity and Reliability in Research				
Module 3	Sampling Techniques	Project		12 Sessions
● Population and Sample ● Non-Probability ● Probability Sampling: Simple Random, Systematic, Stratified, and Cluster Sampling ● Sampling: Convenience, Judgmental, Quota, and Snowball Sampling ● Determining Sample Size ● Errors in Sampling				
Module 4	Data Collection Methods	Discussion		12 Sessions
● Primary Data Collection: Observation, Interview, Questionnaire, and Survey ● Secondary Data Collection: Sources and Uses ● Tools for Data Collection: Designing Questionnaires and Interview Schedules ● Measurement Scales: Ordinal, Interval, and Ratio Scales ● Nominal, and Research Ethics: Informed Consent, Confidentiality, and Ethical Guidelines				
Module 5	Introduction to Statistics and Data Analysis	Discussion		12 Sessions
● Descriptive Statistics: Measures of Central Tendency (Mean, Median, Mode), Measures of Dispersion (Range, Variance, Standard Deviation) ● Introduction to Statistical Software: SPSS, R, and Excel ● Basic Data Visualization: Bar Charts, Histograms, Pie Charts, and Line Graphs ● Introduction to Hypothesis Testing: Null and Alternative Hypotheses				
Targeted Application & Tools that can be used: Applications ● Psychological research and experimentation ● Survey and behavioural studies ● Evidence-based decision making ● Educational and organizational research ● Data interpretation in psychology and social sciences				

Tools / Techniques

- Statistical software: **SPSS, R, Excel**
- Survey platforms (Google Forms / online surveys)
- Questionnaire design tools
- Data visualization techniques (graphs, charts)
- Interview and observation methods
- Statistical calculations (mean, median, standard deviation)

Project Work/ Assignment:

Students may complete **any ONE**:

• Mini Research Study

Conduct a small research project including research question, sampling, data collection, and basic statistical analysis.

• Survey Design Project

Develop and administer a questionnaire on a psychological topic and analyse results using descriptive statistics.

• Sampling Demonstration Report

Compare probability and non-probability sampling methods using practical examples.

• Data Analysis Assignment

Analyse a small dataset using mean, median, standard deviation, and graphical representation.

• Research Proposal

Develop a structured proposal including problem statement, objectives, methodology, and ethical considerations.

Text Book(s):

- Coolican, H. *Research Methods and Statistics in Psychology*. Routledge.
- Gravetter, F. J., & Forzano, L. A. B. *Research Methods for the Behavioral Sciences*. Cengage.

Reference Book (s):

- Field, A. *Discovering Statistics Using SPSS*. Sage Publications.
- Aron, A., Aron, E., & Coups, E. *Statistics for Psychology*. Pearson.
- Kothari, C. R., & Garg, G. *Research Methodology: Methods and Techniques*.
- Howell, D. *Statistical Methods for Psychology*.

Topics relevant to “SKILL DEVELOPMENT”:

- Research problem identification
- Questionnaire and survey design
- Data collection and management
- Basic statistical analysis
- Data visualization skills
- Critical evaluation of research
- Ethical research practice
- Scientific writing and reporting
- Interpretation of research findings
- Use of statistical software
- Evidence-based reasoning

**Catalogue
prepared by****Dr. Amit Kumar****Recommended
by the Board of
Studies on****Date of
Approval by
the Academic
Council**



**PRESIDENCY
UNIVERSITY**



Yelahanka, Rajankunte, Bengaluru – 560119

Course Code: BPSY-19	Course Title: Psychology and Artificial Intelligence Type of Course: Theory and Practice	L-T-P-C	3	0	2	4
Version No.	1.0					
Course Pre-requisites	General Psychology / Foundations of Psychology					
Anti-requisites	Nil					
Course Description	This course explores the intersection between psychology and artificial intelligence (AI) , focusing on how AI technologies are transforming psychological research, assessment, and mental health services. Students will examine AI-based tools used in psychological testing, therapy, tele-psychology, and behavioural analysis. The course also addresses ethical concerns such as privacy, bias, and responsible AI use. Practical components introduce students to AI tools for sentiment analysis, personality prediction, and decision-making simulations , enabling them to critically evaluate the benefits and limitations of AI in psychological practice.					
Couse Outcomes	CO1 Explain the fundamentals of artificial intelligence and its relevance to psychological science. CO2 Evaluate the use of AI-based tools in psychological testing and assessment. CO3 Discuss applications of AI in therapy, counselling, and mental health interventions. CO4 Explain the role of tele-psychiatry and tele-psychology in modern mental health services. CO5 Critically analyse ethical issues, biases, and privacy concerns related to AI in psychology.					
Course Content: Theory 45 Hours						
Module 1	Introduction to AI in Psychology	Activity		9 Sessions		
● Overview of AI: Definitions, history, and key concepts. ● Current trends in AI and its relevance to psychology. ● AI in mental health diagnosis and treatment. ● AI-powered tools for psychological assessment. ● Use of chatbots and virtual therapists in counselling. ● AI in behavioural and cognitive research. ● Ethical considerations of using AI in psychology. ● Learning Outcomes: ● Understand the basic concepts and historical development of AI in psychology. ● Discuss the current applications and future implications of AI in psychological practice.						
Module 2	AI in Psychological Assessment	Activity		9 Sessions		

● AI tools in psychological testing: Automated scoring and adaptive testing. ● Validity and reliability concerns. ● Learning Outcomes: ● Evaluate AI-driven psychological assessment tools. ● Discuss the validity and reliability of AI in psychological testing.				
Module 3	AI in Therapy and Interventions	Project		9 Sessions
● AI applications in psychotherapy: Chatbots, virtual therapists, and intervention apps. ● Effectiveness and limitations of AI-driven therapy tools				
Module 4	Tele-Psychiatry and Tele-Psychology	Discussion	Case Analysis	5 Sessions
Introduction to tele-psychiatry and telepsychology: Definitions, history, and development. Benefits and challenges of remote mental health care.				
Module 5	Ethical Considerations, Bias in Artificial Intelligence, and its Integration in Tele-Psychiatry and Tele-Psychology	Interview on mental health		13 Sessions
Ethical issues: Privacy, consent, and data security. Bias in AI: Sources of bias, impact on psychological practice, and mitigation strategies. AI applications in tele-psychiatry: Virtual assessments, remote monitoring, and AI-driven therapy. Ethical considerations and privacy concerns in tele-psychiatry and tele-psychology.				
Type of Course: Practical (30 Hours)				
Module 1		Introduction to Artificial Intelligence Tools in Psychology	5 Sessions	
Conduction, Analysis, Discussion, Manual				
Module 2		AI-based Sentiment Analysis of Text	5 Sessions	
Conduction, Analysis, Discussion, Manual				
Module 3		AI-based Personality Prediction Exercise	5 Sessions	
Conduction, Analysis, Discussion, Manual				

Module 4	Human vs AI Decision Making (Role Play / Simulation)	5 Sessions
Conduction, Analysis, Discussion, Manual		
Module 5	Ethical Issues in AI and Psychology (Case Analysis)	5 Sessions
Conduction, Analysis, Discussion, Manual		
Module 6	Field Work / Mini Project: AI Application in Psychology	5 Sessions
Targeted Application & Tools that can be used: Applications • AI-assisted psychological assessment • Digital mental health interventions • Online counselling and tele-psychology • Behavioural data analysis • Sentiment and emotion detection • Human-AI interaction research Tools / Techniques • AI chatbots for mental health support • Sentiment analysis tools (text analysis) • Personality prediction algorithms • Online survey and behavioural data platforms • Simulation and role-play environments • Tele-health platforms for psychological services • Data visualization and basic AI analytics tools		
Project Work/ Assignment: Students may complete any ONE:		

1. **AI in Mental Health Analysis**
Review an AI-based mental health application and evaluate its psychological effectiveness.
2. **Sentiment Analysis Exercise**
Conduct sentiment analysis on social media text related to mental health topics.
3. **Human vs AI Decision-Making Study**
Compare human judgement with AI-generated recommendations in a psychological scenario.
4. **Tele-Psychology Case Study**
Analyse the benefits and challenges of tele-psychology in mental health services.
5. **Ethics and Bias Report**
Investigate ethical issues and bias in AI-driven psychological tools.

Text Book(s):

Mitchell, M. (2019). *Artificial Intelligence: A Guide for Thinking Humans*. Farrar, Straus and Giroux.
Furr, R. M., & Bacharach, V. R. (2013). *Psychometrics: An Introduction*. Sage Publications.

Reference Book (s):

Boden, M. A. *Artificial Intelligence and Natural Mind*.

Shneiderman, B. *Human-Centered AI*.

Topol, E. *Deep Medicine: How Artificial Intelligence Can Make Healthcare Human Again*.

Floridi, L. et al. *AI Ethics and Responsible Innovation*.

Topics relevant to “SKILL DEVELOPMENT”:

- Digital literacy in psychological practice
- AI-based data analysis
- Critical evaluation of AI tools
- Ethical decision-making in technology use
- Human-AI interaction analysis
- Technology-assisted counselling awareness
- Data interpretation and visualization
- Research skills in emerging technologies
- Problem-solving in technology-mediated environments
- Communication and teamwork in interdisciplinary contexts

Catalogue prepared by	Dr. Amit Kumar
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	



**PRESIDENCY
UNIVERSITY**



Yelahanka, Rajankunte, Bengaluru – 560119

Course Code: BPSY-23	Course Title: Cognitive Psychology Type of Course: Theory and Practice	L-T-P-C	3	0	2	4
Version No.	1.0					
Course Pre-requisites	General Psychology / Foundations of Psychology					
Anti-requisites	Nil					
Course Description	This course provides a comprehensive understanding of cognitive processes involved in human behavior, including attention, perception, memory, language, problem-solving, reasoning, and decision-making. It explores theoretical foundations as well as practical applications of cognitive psychology through experiments and activities. The course integrates classical and contemporary perspectives to help students analyze how individuals acquire, process, store, and use information in everyday life.					
Couse Outcomes	By the end of the course, students will be able to: Remember key concepts, theories, and models of cognitive psychology including attention, memory, and reasoning. Understand the processes underlying perception, consciousness, language, and problem-solving. Analyze cognitive phenomena such as memory distortions, decision-making errors, and perceptual disruptions. Apply cognitive psychology principles in experimental settings and real-life situations (e.g., learning, eyewitness testimony, problem-solving). Evaluate different cognitive theories and research findings to form critical judgments about human behavior and mental processes.					
Course Content: Theory 45 Hours						
Module 1	Introduction to Cognitive Psychology	Activity		6 Sessions		
Definition, History and Branches of Cognitive Psychology – Theories of Intelligence.						

					ches of Cogn itive Psyc holo gy – Theo ries of Intel ligen e.
Module 2	Attention, Perception, and Consciousness	Activity		10 Sessions	
● Nature and Definition of Attention, Perception and Consciousness ● Preconscious Processing ● Selective and Divided Attention ● Theories of attention ● Filter Theory, Attenuation Theory, Late Selection Theory, Multimode Theory ● Theories of Perception ● Top Down Vs. Bottom-Up Process ● Gestalt Approach to Perception ● Disruptions of Perception ● Consciousness of Complex Mental Processes.					
Module 3	Memory and Language	Project		12 Sessions	
● Short Term Vs. Long Term Memory ● Types of Long-Term Memory ● Encoding, Storage and Retrieval ● Working Memory ● Process of Forgetting ● Memory Distortions ● Reconstructive Retrieval ● Recovered Memory ● Memory Illusion ● False Memory ● Eyewitness Testimony Language ● Defining Language ● Origin of Language ● Meaning, Structure and Use ● Universal Language ● Comprehension of Language.					
Module 4	Problem Solving and Creativity	Discussion	Case Analysis	7 Sessions	
● Types of Thinking ● Well Defined and Ill-Defined Problems ● Productive and Reproductive Problems ● Model of Problem-Solving Creativity ● Stages of Creativity ● Creativity Blocks ● Sources of Creativity ● Creative Production.					
Module 5	Reasoning and Decision Making	Interview on mental health		10 Sessions	
● Categorical Syllogism ● Conditional Syllogism ● Errors in Deductive Thinking ● Theories of Deductive Reasoning 6 6 0 6 ● Syllogistic Reasoning, Syllogistic Forms ● Common Errors ● Conditional Reasoning ● Inductive Reasoning ● General Inductions ● Specific Inductions ● Types of Decisions ● Types of Heuristics.					
Type of Course: Practical (30 Hours)					

Module 1	Experiment on Signal Detection	6 Sessions
Conduction, Analysis, Discussion, Manual		
Module 2	Memory- a) Effect of spaced and unspaced method of learning on memorization capacity of the subject b) Effect of retroactive inhibition on the memorization capacity of the subject	8 Sessions
Conduction, Analysis, Discussion, Manual		
Module 3	Perception- To determine the rate of perceptual reversibility of the subject by using Human Profile/Flower Vase Card	8 Sessions
Conduction, Analysis, Discussion, Manual		
Module 4	To study the effect of emotionally valent content on paired associate learning.	8 Sessions
Conduction, Analysis, Discussion, Manual		
Targeted Application & Tools that can be used: Experimental tools for cognitive assessment (e.g., reaction time tasks, memory tests) Psychological testing software (e.g., PsyToolkit, E-Prime – basic exposure) Observation and case analysis techniques Data analysis tools (MS Excel, SPSS – introductory level) Cognitive training apps (e.g., memory and attention enhancement tools) Classroom demonstrations (e.g., illusion cards, attention tasks)		

Project Work/ Assignment:

Conduct and report simple experiments (e.g., memory, attention, perception)
Case study analysis on cognitive distortions or decision-making errors
Report on eyewitness testimony and memory reliability
Small group project on problem-solving strategies in real-life scenarios
Interview-based assignment on decision-making or mental processes
Presentation on cognitive theories or models (e.g., working memory, creativity)

Text Book(s):

- ☐ Solso, R. L., Maclin, M. K., & Maclin, O. H. – *Cognitive Psychology*
- ☐ Sternberg, R. J., & Sternberg, K. – *Cognitive Psychology*

Reference Book (s):

- ☐ Matlin, M. W. – *Cognition*
- ☐ Goldstein, E. B. – *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience*
- ☐ Reisberg, D. – *Cognition: Exploring the Science of the Mind*

Topics relevant to “SKILL DEVELOPMENT”:

Attention and concentration skills
Memory enhancement techniques
Critical thinking and reasoning
Problem-solving and decision-making
Creativity development
Basic research and experimental skills
Data interpretation and analysis
Application of cognitive skills in daily life

**Catalogue
prepared by**

Ms. Meera Ruxana

**Recommended
by the Board of
Studies on**

**Date of
Approval by
the Academic
Council**

Course Code: DSE2-B	Course Title: Human Resource Management Type of Course: Theory		L-T-P-C	4	0	0	4
Version No.	1.0						
Course Pre-requisites	Industrial / Organisational Behaviour						
Anti-requisites	NIL						
Course Description	Human Resource Management (HRM) examines the strategic role of people in organizational performance, focusing on talent acquisition, planning, and development. This course bridges modern E-HRM and digital tools with traditional Indian models of mentoring and placement based on <i>Svabhava</i> (inherent nature). Students will master job analysis, recruitment protocols, and performance appraisal methods while navigating the legal environment of Indian labor laws. The curriculum emphasizes ethical practice, ensuring students are prepared to balance company objectives with employee rights and well-being.						
Course Objective	Define the nature and strategic importance of HRM in company performance. Master the processes of human resource planning and manpower forecasting. Develop skills in recruitment, selection, and standardized psychological testing. Evaluate employee training and development programs. Relate the Indian <i>Guru-Shishya</i> tradition to modern mentoring and HRD.						
Course Outcomes	On successful completion of this course the students shall be able to: Remember: List the core functions and responsibilities of an HR department. Understand: Describe the legal environment and labor laws relevant to Indian HRM. Apply: Design a standardized recruitment and selection protocol for a specific job role. Analyze: Examine the role of <i>Sadvrittis</i> (right mental habits) in building professional integrity.						
Course Content:	Human Resource Management						
Module 1	Strategic HRM (Remembering)	Assignment					10 Sessions
Unit 1: Evolution from Personnel Management to Strategic HRM. Unit 2: Nature of E-HRM and digital HR tools. Unit 3: Job Analysis: Job description and specification. Unit 4: Objectives of Human Resource Planning (HRP). Unit 5: Historical Indian models of personnel management (e.g., Kautilya's Arthaśāstra).							

Module 2	Acquisition of Talent (Understanding)	Assignment		10 Sessions
Unit 1: Internal vs. External recruitment sources. Unit 2: Steps in the selection procedure: Screening and Interviewing. Unit 3: Factors affecting personnel policies. Unit 4: Equal employment opportunities and workplace safety. Unit 5: Understanding <i>Svabhava</i> (inherent nature) for effective job placement.				
Module 3	Assessment and Selection (Applying)	Assignment		10 Sessions
Unit 1: Application forms and weighted application blanks. Unit 2: Cognitive and physical ability testing. Unit 3: Personality and biographical inventories. Unit 4: Interviewing techniques: Structured vs. Unstructured. Unit 5: Using Indian-standardized tools like the Indian Gender Role Identity Scale (IGRIS).				
Module 4	Development and Appraisal (Analyzing)	Assignment		10 Sessions
Unit 1: Distinction between training, development, and education. Unit 2: Methods of performance appraisal. Unit 3: Identifying training needs through task analysis. Unit 4: Career stages and development planning. Unit 5: Mentorship based on the traditional <i>Guru-Shishya</i> relationship model.				
Module 5	Retention and Ethics (Evaluating)	Assignment/ Quiz		10 Sessions
Unit 1: Employee compensation and reward systems. Unit 2: Ethical codes of conduct for HR professionals. Unit 3: Evaluating the effectiveness of HR interventions. Unit 4: Workforce diversity and employee retention strategies. Unit 5: <i>Nishkama Karma</i> (selfless action) as a philosophical basis for professional accountability.				
Targeted Application & Tools that can be used: Targeted Applications: Talent acquisition firms, government HR departments, and educational administration. Tools (Inventories): Myers-Briggs Type Indicator (MBTI), Job Performance Tests, and Biographical Inventories				
Project Work/ Assignment:				

"Selection Protocol Design"—Create a structured interview schedule and a work-sample test for a specific job role.

Individual Assignments (Modules 1-5)

Mod 1 (Remembering): List the key objectives of **Human Resource Planning (HRP)**.

Mod 2 (Understanding): Explain the difference between **Internal and External recruitment** sources.

Mod 3 (Applying): Draft a job specification for a "Behavioral Health Counselor" based on the **NCAHP handbook**.

Mod 4 (Analyzing): Contrast the Indian **Guru-Shishya** mentoring style with modern corporate coaching.

Mod 5 (Evaluating): Evaluate the legal compliance of a sample HR policy with the **Equal Employment Opportunity** standards.

Group Activities (Modules 1-5)

Mod 1: Workshop: "E-HRM and the Future"—Simulate the transition of a paper-based HR office to a digital platform.

Mod 2: Mock Interviews: Conduct a **Structured vs. Unstructured** interview session and compare the results.

Mod 3: Design a "**Weighted Application Blank**" for a junior management position.

Mod 4: Case Study Analysis: "Fixing a Broken Performance Appraisal System".

Mod 5: Ethical Dilemma Simulation: Handling a confidentiality breach in HR records.

Text Book(s):

Reference Book (s):

Baron, R. A., & Mishra, G. (2015). *Psychology (Indian Subcontinent Edition)*. Pearson.

Rao, K. R., & Paranjpe, A. C. (2016). *Psychology in the Indian Tradition*. Springer.

Gladding, S. T. (2017). *Counselling: A Comprehensive Profession*. Pearson India.

Lezak, M. D. (2012). *Neuropsychological Assessment*. Oxford University Press.

Gupta, D. (2000). *Interrogating Caste: Understanding Hierarchy & Difference in Indian Society*. Penguin.

Cooper, J. O., et al. (2020). *Applied Behavior Analysis*. Pearson.

Mitchell, M. (2019). *Artificial Intelligence: A Guide for Thinking Humans*. Farrar, Straus and Giroux.

Web Sources:

Ministry of Labour and Employment (India),

APA Guidelines for Skillful Students.

Topics relevant to "SKILL DEVELOPMENT":

Interviewing techniques, record keeping, and labor law compliance

**Catalogue
prepared by**

Azeem Dana

Recommended by the Board of Studies on	
Date of Approval by the Academic Council	

Course Code: DSE1-B	Course Title: Introduction to Abnormal Psychology Type of Course: Theory		L-T-P-C	4	0	0	4
Version No.	1.0						
Course Pre-requisites	Introduction to Clinical and Counselling Psychology						
Anti-requisites	NIL						
Course Description	This course examines the criteria for defining abnormality and the various causal factors—biological, psychological, and sociocultural—that contribute to maladaptive behavior. It introduces the biopsychosocial-spiritual model and contrasts it with the Indian Triguna theory (Sattva, Rajas, Tamas) to understand personality dynamics and pathology. Students will learn the standard classification systems, including DSM-5-TR and ICD, while applying assessment techniques like the Mental Status Examination (MSE). The course emphasizes the importance of understanding mental health within the Indian context, addressing issues like social stigma and the rights of persons with mental illness.						
Course Objective	To understand the criteria for abnormality and the diverse causal factors contributing to maladaptive behavior. Differentiate between normal and abnormal behavior using established criteria. Explain the role of neurotransmitters and genetics in mental disorders. Conduct a basic Mental Status Examination (MSE) for clinical screening. Analyze the impact of stigma and labeling on patient recovery. Understand the ancient Indian classification of mental health in Ayurveda.						
Course Outcomes	On successful completion of this course the students shall be able to: Remember: State the diagnostic criteria for major psychological disorders as per DSM-5-TR/ICD. Understand: Explain the biopsychosocial-spiritual model of abnormality. Apply: Use psychometric screening tools to assess symptoms of anxiety and depression. Analyze: Examine the role of <i>Triguna</i> imbalances in the manifestation of abnormal behavior.						
Course Content:	Introduction to Abnormal Psychology						
Module 1	Concepts of Abnormality (Remembering)	Assignment					10 Sessions
Unit 1: Criteria for defining "abnormal" behavior. Unit 2: Historical views on mental illness: supernatural to medical. Unit 3: Evolution of classification systems (DSM and ICD).							

Unit 4: Global incidence and cost of mental disability.				
Unit 5: Ancient Indian classifications of mental health in <i>Ayurveda</i> .				
Module 2	Causal Factors (Understanding)	Assignment		10 Sessions
Unit 1: Biological factors: genetics and brain chemistry. Unit 2: Psychological factors: early trauma and parenting styles. Unit 3: Social determinants: poverty, discrimination, and isolation. Unit 4: Stress and the physiology of the stress response. Unit 5: The <i>Triguna</i> theory (Sattva, Rajas, Tamas) as a basis for personality dynamics.				
Module 3	Clinical Assessment (Applying)	Assignment		10 Sessions
Unit 1: Mental Status Examination (MSE) procedures. Unit 2: Case history taking across diverse populations. Unit 3: Use of behavioral observation in diagnosis. Unit 4: Administration of standardized screening tests (e.g., GHQ-28). Unit 5: Assessing <i>Dosha</i> (Vata, Pitta, Kapha) imbalances through traditional observation.				
Module 4	Theoretical Perspectives (Analyzing)	Assignment		10 Sessions
Unit 1: Psychodynamic vs. Cognitive-Behavioral views of pathology. Unit 2: Humanistic perspectives on self-actualization barriers. Unit 3: Sociocultural impacts on mental health in India. Unit 4: The medical model vs. the empowerment model. Unit 5: Analyzing <i>Avidya</i> (ignorance of the true self) as the root cause of mental suffering.				
Module 5	Ethical and Social Issues (Evaluating)	Assignment/ Quiz		10 Sessions
Unit 1: Stigma and the labeling of mental disorders. Unit 2: Ethical concerns in psychiatric morbidity testing. Unit 3: Evaluating cultural fairness in Western diagnostic tools. Unit 4: Rights of persons with mental illness in India. Unit 5: Evaluating the "average" norm vs. the Indian ideal of the <i>Sthitaprajna</i> (person of steady wisdom).				
Targeted Application & Tools that can be used: Targeted Applications: Psychiatric clinics, general hospitals, and rehabilitation centers. Tools (Inventories): GHQ-28 (General Health Questionnaire), Beck Depression Inventory.				

Project Work/ Assignment:	
3. "MSE Observation Project"—Observe behavior in a public setting and draft an MSE report. Individual Assignments Module 1 (Remembering): List the key changes between DSM-IV and DSM-5. Module 2 (Understanding): Diagram the physiology of the stress response. Module 3 (Applying): Administer a Depression Inventory to a volunteer and score it. Module 4 (Analyzing): Write an essay comparing Western neurosis with the Indian concept of <i>Kleshas</i>. Module 5 (Evaluating): Evaluate the cultural fairness of a standard Western diagnostic tool for rural Indian populations. Group Activities (Units 1-5) Activity: Diagnostic Debate—Small groups are given case symptoms and must argue for a specific diagnosis using DSM criteria.	
Text Book(s):	
Reference Book (s):	
American Psychiatric Association. (2022). <i>Diagnostic and statistical manual of mental disorders (DSM-5-TR)</i> (5th ed.). Barlow, H., & Durand, V. M. (2014). <i>Abnormal psychology: An integrative approach</i>. Cengage Learning India. Carson, R. C., Butcher, J. N., Mineka, S., & Hooley, J. M. (2017). <i>Abnormal psychology</i> (17th ed.). Pearson. Kring, A. M., Johnson, S. L., Davison, G. C., & Neale, J. M. (2014). <i>Abnormal psychology</i> (12th ed.). John Wiley & Sons. Whitbourne, S. K. (2020). <i>Abnormal psychology: Clinical perspectives on psychological disorders</i> (9th ed.). McGraw Hill Education.	
Web Sources:	
5. World Health Organization (WHO) Mental Health Gap Action Programme, 6. NIMHANS Digital Academy.	
Topics relevant to "SKILL DEVELOPMENT":	
Observation-based report writing, case history taking, and trauma-informed interviewing.	
Catalogue prepared by	Azeem Dana
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	



PRESIDENCY UNIVERSITY

Presidency University Act, 2013 of the Karnataka Act No. 41 of 2013 | Established under Section 2(f) of UGC Act, 1956
Approved by AICTE, New Delhi



Itgalpur, Rajankunte, Yelahanka, Bengaluru – 560064

Course Code	Military Psychology	L- T- P- C	3	0	0	3
Version No.						
Course Pre-requisites	Basics in Psychology					
Anti-requisites	NIL					
Course Description	Military Psychology is a 3-credit theory course offered in Semester IV of the B.Sc. Psychology. The course introduces students to the scientific study of human behaviour within military contexts. It covers the foundations of military psychology, personnel selection and training, group dynamics, leadership, combat motivation, human factors engineering, aviation psychology, psychological operations, and emerging trends in future warfare. Students will also examine the history and current state of psychology in the Indian Armed Forces and explore comparative international perspectives. Research methodology relevant to military psychology is integrated in the final module.					
Course Outcome	On successful completion of the course the students shall be able to: 1. Recall the nature, scope, and historical development of Military Psychology, including personnel selection tools, training methods, and the evolution of psychology in the Indian Armed Forces. 2. Explain the psychosocial dynamics of military organisations, including group behaviour, morale, cohesion, combat stress, prejudice, social influence, and the role of leadership in military performance. 3. Apply principles of human factors engineering, aviation psychology, and psychological operations to analyse real-world military scenarios, combat motivation, and crisis or hostage negotiation contexts. 4. Analyse emerging trends in future warfare, information-age technologies, international military psychology practices, and research methodologies used to study and improve military personnel effectiveness.					
Course Content: Theory						
Module 1	Foundations of Military Psychology					12 Hours

1A: Nature and Scope, Definition and scope of Military Psychology, Historical perspectives: psychology in military applications from World War I to present, Issues and implications of psychology in military settings, Emerging trends of Military Psychology for the future world 1B: Personnel Selection, Ability tests: individual tests, group testing, tests for special populations, Nature of intelligence and psychological issues in ability testing, Personality tests: self-report inventories, projective techniques, interest and attitude measures, Assessment of complex skills and personality characteristics in military services, Military officers' selection; pilot selection and spatial ability; selection of air traffic control cadets 1C: Training in Military Contexts, Definition of training and the need for systematic training, Analysing training needs; methods and types of military training, Responsibility for delivery, evaluation and monitoring of training, International training trends and current perspectives				
Module 2	Group Dynamics, Leadership and Motivation			11 Hours
2A: Prejudice, Discrimination and Social Influence, Origins of prejudice: direct intergroup conflict, social categorisation, ultimate attribution error, Cognitive sources of prejudice; challenging gender-based prejudice, Social influence in military settings: conformity, compliance, obedience Persuasion, propaganda, cognitive dissonance and resistance to attitude change 2B: Individual and Group Behaviour, Morale, cohesion and esprit de corps in military organisations Cultural and societal factors in military organisations, Combat stress reactions; non-combatant stress: manifestations, measurement and coping strategies, Personality factors in Military Psychology; women's role in the military 2C: Leadership in Military Settings, Nature and impact of leadership in groups; communication structures, Models and theories of leadership; leadership styles; types of power, Leadership in military performance: small army units, battle and garrison contexts, Gender factors in leadership; executive leadership 2D: Combat Motivation: The will to fight: why soldiers fight (submission, pride, loyalty, fear, unit cohesion), Motivation of the adversary; military staying power; competence of enlisted personnel Group cohesion and effectiveness; military disintegration, causes and solutions, Fighting spirit in the nuclear age				
Module 3	Human Factors, Aviation and Psychological Operations			12 Hours
3A: Human Factors Engineering, What are Human Factors? Human Factors and safety; human error Ergonomics and system design perspective in military equipment, Helicopters and human factors; human factors and aviation accidents, Cultural ergonomics; AI in US and UK military — human-machine system research 3B: Aviation Psychology, Human behaviour in aviation contexts: attention, cognitive bias, workload, decision-making, Human factors in aviation emergencies; mood and situational awareness, Pilot workload and mental health in aviation, Human Factors Analysis and Classification System (HFACS); aeromedical considerations 3C: Psychological Operations in Warfare History, functions and definition of psychological warfare Propaganda and active measures; interpersonal communication in operations, Hostage negotiation: issues and applications, Psychology during emergencies: hijacking, natural disasters,				

Cyber warfare, insurgency, terrorism: religious, ideological and nuclear terrorism 3D: State of Psychology in the Indian Armed Forces, History and scope of Military Psychology endeavours in India, From paper-pencil to computer adaptive selection procedures, From conventional to non-conventional warfare: psychological dimensions, From natural to man-made disaster victims' rehabilitation, From physical to psychological warfare: the Indian experience				
Module 4	Future Warfare, International Perspectives and Research Methods			10 Hours
4A: Future Warfare and Information Age Information age opportunities: fast computing, knowledge processing, networking, Advanced mass media and information warfare, Weapons of information warfare; mind-enabled tools, Future warfare technology and limitations of psychological warfare 4B: International Military Psychology, State of Military Psychology across nations: USA, China, Germany, Australia, Singapore, Pakistan, Sweden, Italy and Switzerland: comparative perspectives Cross-national lessons for the Indian Armed Forces 4C: Research Methodology in Military Psychology Meaning of research: objectives, types, approaches and significance, Research process; criteria of good research; problems faced by Indian researchers Measurement scales: nominal, ordinal, interval and ratio, Sources of error in measurement; tests of validity, reliability and practicality				

Targeted Application & Tools that can be used:	Psychological assessment tools used in military selection (e.g., ASVAB, PABT, Rorschach, MMPI), Case study analysis of military operations and leadership decisions, Human Factors Analysis and Classification System (HFACS)
Project work/Assignment:	Debate: 'Is psychological warfare an ethical tool in modern conflict?' - applying course content on propaganda and social influence.
References	Bowles, S. V., & Bartone, P. T. (Eds.). (2017). Handbook of military psychology: Clinical and organisational practice. Springer. Maheshwari, N., & Kumar, V. (Eds.). (2016). Military psychology. SAGE Publications Pvt. Ltd. https://doi.org/10.4135/9789353885854 Maheshwari, N., Kumar, V. V., & Singh, N. P. (2017). Operational and Organisational Practice of Psychology in Indian Armed Forces. In Handbook of Military Psychology: Clinical and Organisational Practice (pp. 509–517).

Topics Relevant to “employability”: Personnel selection, training design, human factors engineering, crisis negotiation, research methodology, and psychological assessment are directly applicable to careers in defence services, paramilitary organisations, DRDO, aviation human factors consultancy, disaster management bodies, and allied psychological services to the armed forces.

Topics Relevant to “Human Values and Professional Ethics”: Modules 2 and 3 address prejudice, discrimination, gender equity in the military, the ethics of propaganda and psychological warfare, hostage negotiation ethics, and the psychologist's responsibilities in conflict settings. Students are encouraged to critically examine the moral boundaries of military psychology practice and the protection of human dignity in extreme situations.

Catalogue prepared by	Meera Ruxana
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	



Itgalpur, Rajankunte, Yelahanka, Bengaluru – 560064

Course Code	Psychological Testing & Assessment	L- T- P- C	3	0	2	4
Version No.						
Course Pre-requisites	Basics in Psychology					
Anti-requisites	NIL					
Course Description	Psychological Testing and Assessment is a 4-credit course (L-T-P: 3-0-2) offered in Semester IV of the B.Sc.Psychology. It provides students with both theoretical grounding and hands-on practical competence in the use of psychological tests. The course covers the historical development, classification, and psychometric foundations of psychological tests; the construction and standardization of tests; the administration and interpretation of major intelligence and personality instruments used in Indian and international practice; and the applied use of assessment findings in educational, clinical, and organizational settings. The course also critically examines emerging developments in technology-driven assessment, cultural considerations in testing, and the evolving ethical landscape of psychological measurement. Practical sessions are central to the course, enabling supervised administration and scoring of standardized instruments.					
Course Outcome	On successful completion of the course the students shall be able to: 1. Recall the nature, history, and classification of psychological tests; identify the key figures in the development of psychological testing; and name the standard procedures and examiner requirements for ethical test administration. 2. Explain the steps of test construction, the concepts of reliability, validity, and standardization, and describe the psychometric properties and theoretical bases of major intelligence and personality assessment instruments used in Indian and international practice 3. Administer, score, and conduct a preliminary interpretation of standardized intelligence, personality, and aptitude tests, integrating assessment findings into structured psychological reports appropriate for educational, clinical, and organizational settings. 4. Analyze the cultural, ethical, and technological dimensions of psychological assessment, including the use of Indian-developed tests, AI-based adaptive testing, and emerging challenges in diversity and fairness, and critically evaluate the appropriateness of assessment tools for specific populations and purposes.					

Course Content: Theory				
Module 1	Nature, History and Construction of Psychological Tests			12 Hours
1A: Definition and Nature of Psychological Tests: Definition and concept of psychological tests: Distinction between tests, assessments, and measurement, Types of tests: intelligence, personality, neuropsychological, aptitude, interest, achievement, Historical development and key milestones in psychological testing, Contributions of key figures: Francis Galton, Alfred Binet, James McKeen Cattell, Lewis Terman, Tests developed by Indian psychologists: an overview 1B: Standard Procedures for Test Administration: Role and training of the examiner; examiner characteristics and their influence Situational factors affecting test performance: environment, timing, rapport Standardised administration procedures and the importance of adherence Basal and ceiling rules; recording and scoring conventions 1C: Test Construction and Standardisation: Steps in test development: conceptualisation, item writing, pilot testing, revision, standardization, Item analysis: item difficulty index, item discrimination index, distractor analysis, Norms: meaning, importance, and types — age norms, grade norms, percentile norms, standard scores, normalised standard scores, Standardisation samples and the importance of representative norming. 1D: Reliability, Validity and Ethics: Reliability: types (test-retest, parallel forms, split-half, inter-rater, internal consistency) and methods of improvement, Validity: types (content, criterion-related — concurrent and predictive, construct) and validity in test interpretation, Standard Error of Measurement (SEM) and its clinical significance, Ethical principles in testing: informed consent, confidentiality, fairness, and responsible use, Ethical standards and guidelines: APA, RCI, and Indian context, Highly reliable and valid Indian tests across domains: personality, aptitude, emotional intelligence, spirituality, motivation, Indian TAT				
Module 2				11 Hours
2A: Theories of Intelligence Spearman's two-factor theory; Thurstone's Primary Mental Abilities, Gardner's Theory of Multiple Intelligences; Sternberg's Triarchic Theory, Cattell-Horn fluid and crystallised intelligence model, Cultural and contextual perspectives on intelligence				

2B: Major Intelligence Scales — International-Stanford-Binet Intelligence Scales: history, structure, and scoring (SB-5), Wechsler Scales: WAIS-IV (adults), WISC-V (children), WPPSI-IV (preschool), Raven's Progressive Matrices: Standard, Coloured, and Advanced, Kaufman Assessment Battery for Children (KABC-II): structure and applications 2C: Major Intelligence Scales: Indian-Binet-Kamat Intelligence Scale (BKT): development, standardisation, and administration, Malin's Intelligence Scale for Indian Children (MISIC): structure and clinical use, Vineland Social Maturity Scale (VSMS): measuring adaptive behaviour, NIMHANS Neuropsychological Battery subtests relevant to cognitive assessment Other Indian intelligence and cognitive tests: PGI Memory Scale, Seguin Form Board 2D: Interpreting Intelligence Test Results: Calculating IQ scores: deviation IQ, ratio IQ, Profile analysis and scatter interpretation on Wechsler scales, Identifying intellectual disability and giftedness through assessment, Cultural bias in intelligence testing and culturally fair assessment approaches				
Module 3	Personality Testing			12 Hours
3A: Nature and Purpose of Personality Assessment, What is personality assessment? Objectives and scope, Approaches to personality assessment: trait, type, psychodynamic, behavioural, humanistic Structured vs. unstructured assessment methods; strengths and limitations of each 3B: Self-Report Personality Inventories 16 Personality Factor (16PF) Questionnaire (Cattell): structure, factors, and interpretation, Eysenck Personality Questionnaire (EPQ): dimensions, scoring, and uses, Minnesota Multiphasic Personality Inventory (MMPI-2): clinical scales, validity scales, and interpretation, NEO Personality Inventory (NEO-PI-R): Big Five model and its applications Indian self-report inventories: Kundu's Neurotic Personality Inventory; Indian adaptations of personality scales 3C: Projective Techniques Nature and rationale of projective techniques; the projective hypothesis Rorschach Inkblot Test (Hermann Rorschach, 1921): administration, Exner Comprehensive System, scoring categories, Thematic Apperception Test — TAT (Murray & Morgan, 1935): administration, needs-pressure theory, scoring and interpretation, Bender Visual-Motor Gestalt Test (Lauretta Bender, 1938): uses in neurological and developmental assessment, House-Tree-Person Test — HTP (John N. Buck, 1948): administration and interpretive principles, Draw-A-Person Test (Karen Machover, 1949): body image and personality projection, Holtzman Inkblot Technique (Wayne Holtzman, 1950s): advantages over Rorschach, Indian projective instruments: Indian TAT (Uma Chaudhury); Children's Apperception Test (CAT)				
Module 4	Applications, Technology and Future Directions			10 Hours
4A: Applied Assessment: Educational and Clinical Settings Educational applications: psychoeducational assessment, identification of learning disabilities, gifted education placement Clinical applications: diagnostic assessment, treatment planning, outcome monitoring Forensic applications: court-ordered evaluations, risk assessments, competency to stand trial Integrating assessment data: writing psychological reports — structure, language, and recommendations Communicating findings empathetically and without labels; confidentiality and report disclaimers 4B: Organisational Assessment, Employee selection and placement: ability tests, personality				

inventories, situational judgement tests, Career counselling and vocational assessment: aptitude batteries, interest inventories (Strong, RIASEC), Assessment centres and multi-method approaches, Indian organisational tests: BEI (Behavioural Event Interview) protocols, BSRI, Occupational Aptitude Batteries

4C: Technology in Psychological Assessment, Computer-based testing (CBT) and online assessment platforms: advantages and limitations, Adaptive testing: Item Response Theory (IRT) and computerised adaptive testing (CAT), AI tools in psychological testing: automated scoring, natural language processing in assessment, Validity and reliability concerns in AI-driven assessment, Telepractice and remote assessment: protocols, platforms, and ethical issues

4D: Cultural, Diversity and Emerging Ethical Challenges, Cultural considerations in test selection, administration, and interpretation, Test bias: cultural loading, differential item functioning (DIF), and fairness in testing, Assessing diverse populations: linguistic minorities, individuals with disabilities, low-literacy groups, Emerging ethical challenges: data privacy in digital assessment, algorithmic bias, misuse of AI-generated profiles, Future directions: ecological momentary assessment, neuroimaging as assessment, cross-cultural test development

Targeted Application & Tools that can be used:

- Intelligence: Raven's Standard Progressive Matrices, Binet-Kamat Test (BKT), Vineland Social Maturity Scale (VSMS), Malin's Intelligence Scale for Indian Children (MISIC)
- Personality (Objective): Eysenck Personality Questionnaire (EPQ), 16PF, Kundu's Neurotic Personality Inventory
- Personality (Projective): Thematic Apperception Test (TAT) — card administration and thematic scoring; Rorschach Inkblot Test — location charting and basic Exner scoring; House-Tree-Person (HTP), Draw-A-Person (DAP)
- Neuropsychological screening: Bender-Gestalt Test

Project work/Assignment:

Group project: Identify an Indian psychological test, review its manual for standardisation, norms, reliability, and validity data, and present a critical appraisal to the class.

Practical:

1. Raven's Standard Progressive Matrices (SPM)
2. 16 Personality Factor Questionnaire (16PF)
3. Thematic Apperception Test (TAT) — Murray & Morga
4. Psychological Report Writing from Assessment Data Instrument: Any previously administered test (intelligence + personality combination)
5. AI-Based or Online Assessment Tool Instrument(e.g., an online Big Five personality test, a cognitive screening app)

References

Anastasi, A., & Urbina, S. (1997). Psychological Testing (7th ed.). Prentice Hall.
Kaplan, R. M., & Saccuzzo, D. P. (2017). Psychological Testing: Principles, Applications, and Issues (9th ed.). Cengage Learning.
Cohen, R. J., Swerdlik, M. E., & Sturman, E. D. (2013). Psychological Testing and Assessment: An Introduction to Tests and Measurement (8th ed.). McGraw-Hill.

Topics Relevant to “employability”: Competence in psychological testing is a core clinical skill required across virtually all applied psychology settings. Skills in intelligence and personality assessment are directly employable in clinical psychology practice, school and educational psychology, neuropsychological rehabilitation centres, employee selection and HR consultancy

Topics Relevant to “Human Values and Professional Ethics”: Ethics is embedded throughout this course. Module 1 covers informed consent, confidentiality, and fairness in testing. Module 4 addresses communicating findings without stigmatising labels, empathetic report writing, data privacy in digital assessment, algorithmic bias in AI-driven tools, and the rights of individuals from marginalised communities to equitable and unbiased assessment

Catalogue prepared by	Meera Ruxana
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	



Itgalpur, Rajankunte, Yelahanka, Bengaluru – 560064

Course Code	Media Psychology	L- T- P- C	3	0	0	3
Version No.						
Course Pre-requisites	Basics in Psychology, Social Psychology					
Anti-requisites	NIL					
Course Description	Media Psychology is a 3-credit theory course offered in Semester V of the B.Sc. Psychology. The course examines the psychological dimensions of media consumption, digital communication, and online behaviour. Drawing on established psychological theories and emerging research in cyberpsychology, students will explore how media shapes identity, attitudes, and social relationships; how digital platforms influence health behaviour and gaming; and the psychological dimensions of cybercrime, data privacy, and emerging technologies such as Artificial Intelligence, Virtual Reality, and Augmented Reality. The course equips students to think critically about media as a psychological environment and to apply this understanding in clinical, community, and policy contexts.					
Course Outcome	On successful completion of the course the students shall be able to: 5. Recall the foundational concepts, theoretical frameworks, and historical development of Media Psychology, including key theories of media influence, digital identity, and the nature of media consumption. 6. Explain the psychological mechanisms through which media shapes attitudes, behaviour, social identity, and interpersonal relationships, and interpret the uses and gratifications of social and digital media across demographic groups. 7. Apply principles of media psychology to real-world scenarios including health communication, digital advertising, gaming behaviour, cybercrime prevention, and the design of brief psychological interventions for technology-related concerns. 8. Analyse the ethical, social, and policy implications of media use — including privacy, disinformation, cybercrime, and the impact of emerging technologies such as AI, VR, and AR - and critically evaluate strategies for responsible media engagement.					
Course Content: Theory						

Module 1	Foundations of Media Psychology			12 Hours
1A: Introduction and Scope Definition of Media Psychology; scope and interdisciplinary nature of the field, Historical development: from mass media studies to digital and cyberpsychology, Key concepts and terminology: digital identities, online personas, presence, anonymity, disinhibition, Psychological impacts of digital environments on cognition, emotion and behavior. 1B: Theoretical Frameworks, Uses and Gratifications Theory: who uses media and why, Social Identity Theory and media consumption, Media Richness Theory; Hyperpersonal Model; Extended Mind theory Theory of Planned Behavior; Flow Theory; Self-Determination Theory, Cognitive Load Theory; Social Cognitive Theory, Emerging theories: Digital Natives and Digital Immigrants; Technological Determinism; Affordance Theory; Ecological Systems Theory; Actor-Network Theory 1C: Media Influence on Attitudes and Behavior: How media shapes attitudes, beliefs and social norms, Persuasion and propaganda: mechanisms and effects, Subliminal advertising and consumer culture; artificial desires and media, Role of media in social influence: conformity, compliance and obedience, Cognitive dissonance and resistance to attitude change through media				
Module 2	Social Media, Identity and Online Behavior			11 Hours
2A: Social Media: Uses and Dynamics Motivations for social media use; demographic analysis of social media users, Psychological implications of social media engagement, Image sharing in social networking sites: trends, psychological impact and user behavior, Socially connecting through blogs and vlogs: motivations, social connections and community building, Social media and cyberactivism: role in activism, social change and digital advocacy 2B: Digital Identity and Self-Presentation, Theories of digital identity; self-presentation strategies on social media, Implications for personal and professional life, Real self vs. ideal self in digital spaces; social comparison and psychological well-being, Positive impacts of digital media on self-concept, achievement and social support 2C: Virtual Communities and Online Relationships, Characteristics of virtual communities; social dynamics and group behavior online, Formation and maintenance of online relationships, Comparison of online and offline social interactions, Individual-collectivism in digital contexts; online in-group and out-group dynamics 2D: Communication in Digital Spaces Dynamics of online communication: asynchronous, synchronous and multi-modal formats, Non-verbal cues and their absence in digital communication, Role of social media in structuring communication in friendship, family and community, Conflict and non-violent communication in online settings				
Module 3	Media, Health and Gaming Psychology			12 Hours
3A: Digital Health and Online Health Information Online health information-seeking behavior: who seeks what and why, Challenges in selecting, curating and sharing reliable health information, Psychological impact of health misinformation and digital health anxiety, Brief psychological interventions to manage technology addiction and problematic internet use 3B: Gaming Psychology, Positive health outcomes and therapeutic applications of video games Gaming Disorder: definition, symptoms, contributing psychological and social factors, treatment approaches, Video games and behavior change: mechanisms and case studies, Game Transfer Phenomena: concept, research and impact on perceptions and behavior, Psychosocial effects of				

gaming: positive and negative mental health outcomes; strategies for balance, Ethical considerations in gaming content: immorality in gamespace and content moderation debates 3C: Grief, Mourning and Memorialisation Online Digital mourning practices: role of social media in the grieving process, Psychological impact of online memorialization, Brief psychological interventions for grief facilitated through digital platforms. 3D: Media Influence on Cognition and Behavior Cognitive processes in digital environments: perception, attention and memory, Effects of digital technology on attention span and cognitive bias, Behavioral changes associated with media use: screen time and psychological outcomes, Strategies for critical media consumption; media literacy as a protective factor				
Module 4	Cybercrime, Ethics and Emerging Technologies			10 Hours
4A: Cybercrime and Cybersecurity Psychology: Overview of cybercrime trends and statistics; psychological profiles of cybercriminals, Societal impact of cybercrime; vulnerability factors in victims, Common cyberattack methods; psychological tactics used by cybercriminals, Human factors exploited in cybercrime; tips for personal cybersecurity awareness, Group elements of cybercrime: types, dynamics and criminal operations, Policing cybercrime: law enforcement and industry collaboration strategies 4B: Ethics and Policy in Media Psychology: Ethical issues: privacy and data security; informed consent in digital environments, Ethical guidelines for media psychology research; anonymity and confidentiality online, Internet governance and regulation; policies for protecting users online, Role of governments and organizations in ensuring online safety, Ethical dimensions of AI-generated content, deepfakes and digital manipulation 4C: Emerging Technologies and Future Directions: Virtual Reality (VR) and Augmented Reality (AR): psychological impacts and therapeutic applications, Artificial intelligence and human interaction: cognitive and affective dimensions, Future trends in media psychology research, Cyberpsychology in clinical practice and organizational settings, Role of media psychologists in policy, advocacy and interdisciplinary collaboration, Working with computer scientists, engineers and designers for digital well-being solutions				

Targeted Application & Tools that can be used:

- Cultural genogram adapted for digital media usage patterns
- HFACS-style frameworks applied to online behavioural analysis
- Research proposal writing with ethical protocols for digital research
- Psychoeducation material design (posters, videos, infographics) for cybercrime awareness

Project work/Assignment:

Cybercrime awareness campaign: In groups, students design a psychoeducation poster or short video aimed at a specific demographic (e.g., elderly, adolescents) on recognising and responding to a common cyberthreat.

References

- Attrill-Smith, A., Fullwood, C., Keep, M., & Kuss, D. J. (Eds.). (2019). Oxford Handbook of Cyberpsychology. Oxford University Press.
- Parsons, T. D. (2019). Ethical Challenges in Digital Psychology and Cyberpsychology. Cambridge University Press.
- Joinson, A. N., Reips, U.-D., McKenna, K. Y. A., & Postmes, T. (2012). Oxford Handbook of Internet Psychology. Oxford University Press.
- Pontes, H. M. (Ed.). (2022). Behavioral Addiction: Conceptual, Clinical, Assessment, and Treatment Approaches. Springer.

Topics Relevant to “employability”: Media literacy, digital health communication, consumer psychology, user experience (UX) research, gaming therapy, cybercrime prevention, and psychoeducation content creation are directly applicable to careers in digital mental health, public health communication.

Topics Relevant to “Human Values and Professional Ethics”: Modules 1, 2 and 4 directly address ethical challenges in digital environments, including informed consent in online research, privacy and data security, the psychology of propaganda and manipulation, the ethics of AI-generated content, and responsibilities of media psychologists in safeguarding vulnerable populations.

Catalogue prepared by	Meera Ruxana
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	

Course Code: DSE2-C	Course Title: Group Behavior & Team Dynamics Type of Course: Theory	L-T-P-C	4	0	0	4
Version No.	1.0					
Course Pre-requisites	Human Resource Management					
Anti-requisites	NIL					
Course Description	Course Description This course explores the psychological foundations of group dynamics, focusing on cohesion, social influence, and team effectiveness. It examines classic social influence studies (Asch, Milgram, Zimbardo) and their application to the modern Indian workforce, characterized by a transition from collectivism to individual identities. Students will learn to manage groupthink, social loafing, and deindividuation while fostering high-performance teams. The course also integrates the Indian concept of "Sangha" (community) to understand the role of groups in achieving shared societal and organizational goals.					
Course Objective	Understand the stages of group development and team formation. Describe the stages of group development (Forming to Adjourning) and their significance. Differentiate between types of social influence: conformity, compliance, and obedience. Analyze the influence of groups on individual behavior and decision-making. Analyze the mechanisms of Groupthink and strategies to enhance decision-making. Apply team-building interventions to enhance group cohesion. Evaluate groupthink symptoms and strategies for mitigation. Relate collectivist Indian self-concepts to interpersonal dynamics in groups. Implement sociometric methods to measure and improve group cohesion. Assess the impact of Indian social stratification (caste and gender) on group dynamics.					
Course Outcomes	On successful completion of this course the students shall be able to: Remember: Define primary and secondary groups and roles within them. Understand: Explain the mechanisms of social facilitation and social loafing. Apply: Conduct a sociometric analysis to assess group cohesiveness. Analyze: Critique the impact of Indian collectivism on group decision-making processes.					
Course Content:	Group Behavior & Team Dynamics					

Module 1	Group Foundations (Remembering)	Assignment		10 Sessions
Unit 1: Difference between groups and teams. Unit 2: Types of groups: Formal, Informal, Primary, and Secondary. Unit 3: Group norms and roles. Unit 4: Stages of group development (Tuckman's model). Unit 5: The concept of <i>Sangha</i> (community) and its role in human development.				
Module 2	Group Processes (Understanding)	Assignment		10 Sessions
Unit 1: Mechanics of Group Cohesion. Unit 2: Social Influence: Conformity, Compliance, and Obedience. Unit 3: Classic studies: Asch, Milgram, and Zimbardo. Unit 4: Social facilitation vs. Social inhibition. Unit 5: Indian studies on racial, communal, and caste attitudes in social influence.				
Module 3	Team Effectiveness (Applying)	Assignment		10 Sessions
Unit 1: Input–Process–Output models of team effectiveness. Unit 2: Team-building techniques and Gestalt approaches. Unit 3: Designing inter-group interventions. Unit 4: Using brainstorming and the Delphi technique for problem-solving. Unit 5: <i>Sadvrittis</i> (right habits) for maintaining harmony within teams.				
Module 4	Group Challenges (Analyzing)	Assignment		10 Sessions
Unit 1: Groupthink: Symptoms, causes, and prevention. Unit 2: Deindividuation and its effects on behavior. Unit 3: Conflict management strategies in teams. Unit 4: The Risky Shift phenomenon. Unit 5: Analyzing the influence of Indian social hierarchy and caste on group dynamics.				
Module 5	Social Impact (Evaluating)	Assignment/ Quiz		10 Sessions
Unit 1: Role of groups in social change. Unit 2: Evaluating team performance metrics. Unit 3: Impact of digital media on virtual teams. Unit 4: Ethical considerations in group-level interventions. Unit 5: Evaluating the "Collective Self" vs. the "Individual Self" in team outcomes.				

Targeted Application & Tools that can be used: Targeted Applications: Team-building facilitation, crisis management teams, and community project leadership. Tools (Inventories): Sociogram Method, Bogardus Social Distance Scale, and Group Cohesiveness checklists.
Project Work/ Assignment: "Team Dynamics Observation"—Observe a formal group meeting and map its interactions using a sociogram. Individual Assignments (Modules 1-5) Mod 1 (Remembering): Define the five stages of group development in your own words. Mod 2 (Understanding): Explain the Risky Shift phenomenon and its impact on management decisions. Mod 3 (Applying): Design a 10-minute icebreaker activity for a new multidisciplinary health team. Mod 4 (Analyzing): Write an essay on the role of "Social Loafing" in virtual vs. physical teams. Mod 5 (Evaluating): Critique the ethical implications of the Milgram experiments for modern leadership training. Group Activities (Modules 1-5) Mod 1: Role-play: Demonstrate Primary vs. Secondary group interactions in a corporate setting. Mod 2: Simulation: An Asch-style experiment within the classroom to observe conformity. Mod 3: Workshop: Use the Delphi Technique to reach a consensus on a hypothetical organizational problem. Mod 4: Group Exercise: Identify "Groupthink" symptoms in a famous historical business failure. Mod 5: Cultural Genogram: Create a group visual project on how Indian festivals foster community bonding.
Text Book(s): Reference Book (s): Baron, R. A., & Mishra, G. (2015). <i>Psychology (Indian Subcontinent Edition)</i>. Pearson. Rao, K. R., & Paranjpe, A. C. (2016). <i>Psychology in the Indian Tradition</i>. Springer. Gladding, S. T. (2017). <i>Counselling: A Comprehensive Profession</i>. Pearson India. Lezak, M. D. (2012). <i>Neuropsychological Assessment</i>. Oxford University Press. Gupta, D. (2000). <i>Interrogating Caste: Understanding Hierarchy & Difference in Indian Society</i>. Penguin. Cooper, J. O., et al. (2020). <i>Applied Behavior Analysis</i>. Pearson. Mitchell, M. (2019). <i>Artificial Intelligence: A Guide for Thinking Humans</i>. Farrar, Straus and Giroux. Web Sources:

7. International Association of Facilitators (IAF), 8. Society for Personality and Social Psychology (SPSP).	
Topics relevant to "SKILL DEVELOPMENT": Active listening, group facilitation, and conflict mediation.	
Catalogue prepared by	Azeem Dana
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	



Itgalpur, Rajankunte, Yelahanka, Bengaluru – 560064

Course Code	Introduction to Neuropsychology	L- T- P- C	4	0	0	4
Version No.						
Course Pre-requisites	Basics in Psychology, Biopsychology					
Anti-requisites	NIL					
Course Description	Introduction to Neuropsychology is a 4-credit theory course offered in Semester V of the B.Sc. Psychology. The course provides students with a systematic foundation in the science of brain-behaviour relationships. Beginning with the historical development of neuropsychology and the anatomy of the central nervous system, the course progresses through cognitive neuroscience, brain imaging techniques, and the neuropsychological assessment of cognitive functions. Students then examine a broad range of neuropsychological disorders, including traumatic brain injury, stroke, neurodegenerative conditions, and psychiatric disorders with neuropsychological components, before engaging with evidence-based principles and techniques of neuropsychological rehabilitation. Throughout, the course emphasises both the scientific and the applied dimensions of neuropsychology, equipping students for roles in clinical, rehabilitation, and research settings.					
Course Outcome	On successful completion of the course the students shall be able to: 1. Recall the definition, scope, and historical development of neuropsychology, identify key brain structures and their functions, and name the major neuropsychological assessment tools and ethical principles governing the field. 2. Explain the neuroanatomical basis of cognitive functions including memory, language, attention, executive function, and perception, and describe the roles of neurotransmitters, neural pathways, and brain imaging techniques in understanding brain-behaviour relationships. 3. Apply neuropsychological knowledge to identify and interpret clinical presentations of neuropsychological disorders. 4. Analyse rehabilitation principles and evidence-based cognitive, behavioural, and emotional intervention strategies for individuals with brain injuries or neuropsychological disorders.					
Course Content: Theory						
Module 1	Introduction, Brain Structure and Neuropsychological Assessment					12 Hours

1A: Definition and Scope of Neuropsychology: Understanding neuropsychology and its relationship with psychology and neuroscience, Historical development and key milestones: from phrenology to modern cognitive neuroscience, Branches of neuropsychology: clinical, cognitive, developmental, forensic, Roles and settings of neuropsychologists in India and globally 1B: Overview of the Central Nervous System: Organization of the central and peripheral nervous systems, Functional anatomy of the brain: cerebral cortex, lobes (frontal, parietal, temporal, occipital), and hemispheres, Key subcortical structures: basal ganglia, thalamus, hypothalamus, limbic system Brain lateralization and hemispheric specialization 1C: Neuropsychological Assessment: Purpose and types of neuropsychological assessments, Commonly used neuropsychological tests: NIMHANS Neuropsychological Battery, Luria-Nebraska Battery, Halstead-Reitan Battery, MMSE, Standardization, reliability and validity of neuropsychological instruments, Applications of assessment in diagnosis, treatment planning and rehabilitation 1D: Ethical and Professional Issues: Ethical principles in neuropsychological practice: autonomy, beneficence, non-maleficence, justice, Informed consent and confidentiality in clinical neuropsychology Professional conduct, competency boundaries, and responsibilities, Cross-cultural considerations in neuropsychological assessment in India				
Module 2	Neuroanatomy, Brain Imaging and Cognitive Functions			11 Hours
2A: Detailed Neuroanatomy: Detailed study of the four lobes: frontal (executive, motor), parietal (somatosensory, spatial), temporal (auditory, language, memory), occipital (visual processing) Subcortical structures and their functional roles: hippocampus, amygdala, cerebellum, brainstem White matter tracts and their significance in cognitive functioning 2B: Neurotransmitters and Neural Pathways: Key neurotransmitters: dopamine, serotonin, acetylcholine, GABA, glutamate, Major neural pathways: corticospinal, mesolimbic, dorsal and ventral visual streams, Neuroplasticity: mechanisms and implications for learning and recovery 2C Brain Imaging Techniques: Structural imaging: CT scan, MRI - principles, uses and limitations, Functional imaging: fMRI, PET, SPECT - what they measure and clinical applications EEG and event-related potentials (ERPs) in neuropsychological research, Interpreting imaging findings in the context of neuropsychological presentations. 2D Cognitive Functions and Their Neural Substrates: Memory: types (short-term, long-term, working, episodic, semantic, procedural) and brain regions (hippocampus, prefrontal cortex, cerebellum), Language: neural basis: Broca's area (production) and Wernicke's area (comprehension); language disorders (aphasias), Attention and executive functions: prefrontal networks, attentional models (Posner, Mirsky); disorders of attention (ADHD, neglect), Perception and sensory processing: visual and auditory processing pathways; agnosia and prosopagnosia				
Module 3	Neuropsychological Disorders			12 Hours
3A: Traumatic Brain Injury (TBI): Mechanisms of TBI: closed vs. open head injury, primary and secondary injury, Consequences of TBI: cognitive, emotional, behavioral and physical sequelae Neuropsychological assessment of TBI: Glasgow Coma Scale, post-traumatic amnesia,				

Rehabilitation approaches and prognosis in TBI 3B: Stroke and Cerebrovascular Disorders: Types of stroke: ischaemic vs. haemorrhagic; transient ischaemic attacks (TIAs), Effects of stroke based on lesion location: aphasia, hemiplegia, neglect, memory impairment, Neuropsychological assessment and impact on daily functioning, Rehabilitation strategies post-stroke: early intervention and recovery trajectories 3C: Neurodegenerative Disorders: Alzheimer's Disease: stages, neuropsychological profile, biomarkers and assessment, Parkinson's Disease: motor and cognitive features; neuropsychological implications, Huntington's Disease: genetic basis, cognitive and psychiatric features, Frontotemporal Dementia and Lewy Body Dementia: distinguishing neuropsychological profiles, Caregiver burden and support: psychosocial implications in the Indian context 3D: Psychiatric Disorders with Neuropsychological Components: Schizophrenia: cognitive deficits - attention, working memory, executive function; neuroimaging findings, Depression: neuropsychological aspects, memory, processing speed, psychomotor changes, Anxiety disorders: neurobiological underpinnings and cognitive manifestations, Neurodevelopmental disorders: ADHD, Autism Spectrum Disorder, neuropsychological profiles				
Module 4	Neuropsychological Rehabilitation			10 Hours
4A: Principles of Neuropsychological Rehabilitation: Overview of neuropsychological rehabilitation: goals, principles and frameworks, The ICF model (International Classification of Functioning) in neuropsychological practice, Holistic rehabilitation: integrating cognitive, emotional, behavioral and social goals, Factors influencing rehabilitation outcomes: lesion characteristics, age, premorbid functioning, motivation 4B Cognitive Rehabilitation Techniques: Memory rehabilitation: internal strategies (mnemonics, spaced retrieval) and external aids (notebooks, apps) Attention rehabilitation: attention process training, dual-task training Executive function rehabilitation: goal management training, problem-solving therapy Evidence-based practices and emerging technologies in cognitive rehabilitation (VR, neurofeedback) 4C: Behavioural and Emotional Rehabilitation: Addressing behavioural changes post-brain injury: agitation, disinhibition, apathy, Emotional consequences: depression, anxiety, adjustment disorders following acquired brain injury, Strategies for emotional regulation: CBT adaptations for neurological populations, Behavioural modification techniques: positive reinforcement, token economy in rehabilitation settings 4C: Case Studies and Practical Applications: Structured analysis of neuropsychological rehabilitation case studies, Developing rehabilitation plans: integrating assessment findings into goal-setting, Multidisciplinary team collaboration: roles of neuropsychologist, physiotherapist, occupational therapist, and speech therapist, Family counselling and psychoeducation as part of the rehabilitation process				

Targeted Application & Tools that can be used:

- NIMHANS Neuropsychological Battery and other standardised assessment protocols
- Digit Span, Trail Making Test, Rey-Osterrieth Complex Figure Test (demonstration level)
- Mini-Mental State Examination (MMSE) and Montreal Cognitive Assessment (MoCA)
- Brain atlas resources and neuroimaging case review materials
- Unlabelled brain diagrams for practical anatomy exercises
- Case vignette analysis and rehabilitation plan development

Project work/Assignment:**References**

- 1 Mukundan, C. R. (2014). Brain at Work: Neuro-experiential Perspectives. Bangalore: NIMHANS.
- 2 Ciccarelli, S. K., & White, J. N. (2020). Psychology (6th ed.). Pearson.
- 3 Lezak, M. D., Howieson, D. B., Bigler, E. D., & Tranel, D. (2012). Neuropsychological Assessment (5th ed.). Oxford University Press.
- 4 Kolb, B., & Whishaw, I. Q. (2021). Fundamentals of Human Neuropsychology (8th ed.). Worth Publishers.

Topics Relevant to “employability”:

Neuropsychological assessment, cognitive rehabilitation, brain-behaviour knowledge, and familiarity with clinical populations are directly applicable to careers in clinical neuropsychology, rehabilitation psychology, psychiatric nursing, occupational therapy, hospital-based psychological services, NIMHANS and other neuro-rehabilitation centres, dementia care, and research in neuroscience and applied psychology.

Topics Relevant to “Human Values and Professional Ethics”:

Module 1 explicitly addresses ethical principles in neuropsychological practice including informed consent, confidentiality, cultural sensitivity in assessment, and professional competency boundaries. Module 4 further develops values-based practice through attention to dignity in rehabilitation, family psychoeducation, the rights of individuals with acquired brain injury, and the ethical responsibilities of practitioners in multidisciplinary teams.

Catalogue prepared by	Meera Ruxana
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	

Course Code: DSE2-D	Course Title: Leadership in management Type of Course: Theory	L-T-P-C	3	0	2	4
Version No.	1.0					
Course Pre-requisites	Group Behavior & Team Dynamics					
Anti-requisites	NIL					
Course Description	This course examines classical and contemporary leadership theories, contrasting Western models like Transformational and Situational Leadership with Indian archetypes. It highlights the Sthitaprajna (leader with steady wisdom) and the Karma Yogi as indigenous models for effective organizational guidance. Students will master the psychology of power and influence, learning how to lead teams through crises while maintaining ethical standards. The course also profiles Indian mass leaders like M.K. Gandhi, extracting lessons on spiritual leadership, introspection, and social responsibility.					
Course Objective	Identify classical and contemporary leadership theories. Differentiate between leadership and management roles. Distinguish between the roles of a leader and a manager in a high-security or clinical setting. Evaluate leadership effectiveness using Trait, Behavioral, and Contingency models. Apply situational and transformational leadership styles to diverse settings. Apply Motivational Interviewing skills as a tool for leading organizational change. Design crisis intervention plans reflecting Psychological First Aid (PFA) leadership principles. Analyze the "Essential Elements of Spiritually Informed Leadership" as exemplified by Gandhi. Evaluate leadership effectiveness through the lens of Indian indigenous models. Master the psychology of power and influence within organizations.					
Course Outcomes	On successful completion of this course the students shall be able to: Remember: List the defining traits of successful leaders as per trait theories. Understand: Contrast autocratic, democratic, and laissez-faire leadership styles. Apply: Demonstrate leadership micro-skills in simulated crisis interventions. Analyze: Distinguish between <i>Saṅnyāsi</i>, <i>Karma Yogi</i>, and Pragmatic leaders in Indian industry.					
Course Content:	Leadership in management					

Module 1	Leadership Foundations (Remembering)	Assignment		10 Sessions
Unit 1: Leadership vs. Management: Key distinctions. Unit 2: The Trait Approach to leadership. Unit 3: Behavioral theories: Ohio State and Michigan studies. Unit 4: Historical evolution of leadership concepts. Unit 5: The concept of the <i>Sthitaprajna</i> (leader with steady wisdom).				
Module 2	Contingency and Exchange (Understanding)	Assignment		10 Sessions
Unit 1: Fiedler's Contingency Model. Unit 2: Hersey and Blanchard's Situational Leadership. Unit 3: Path-Goal Theory of leadership. Unit 4: Leader-Member Exchange (LMX) Theory. Unit 5: The <i>Guru</i> as a spiritual leader and behavioral model.				
Module 3	Leadership Styles (Applying)	Assignment		10 Sessions
Unit 1: Transformational vs. Transactional leadership. Unit 2: Authentic and Servant leadership models. Unit 3: Charismatic leadership and its impact. Unit 4: Leading in the digital age: Virtual leadership. Unit 5: Leadership through <i>Nishkama Karma</i> as exemplified by Mahatma Gandhi.				
Module 4	Power and Influence (Analyzing)	Assignment		10 Sessions
Unit 1: Sources and types of organizational power. Unit 2: Political behavior in organizations. Unit 3: Negotiation and conflict resolution skills. Unit 4: Gender and leadership: The glass ceiling and glass cliff. Unit 5: Indigenous typology of leaders: <i>Saṅnyāsi</i> , <i>Karma Yogi</i> , and Pragmatic leaders.				
Module 5	Ethical Leadership (Evaluating)	Assignment/ Quiz		10 Sessions
Unit 1: Values and Ethics in leadership practice. Unit 2: Evaluating the impact of leadership on organizational culture. Unit 3: Crisis leadership and resilience building. Unit 4: Future trends in global leadership research.				

Unit 5: The ideal of selfless service (*Sevā*) as a pinnacle of leadership.

Targeted Application & Tools that can be used:

Targeted Applications: Executive coaching, military leadership training, and NGO management.

Tools (Inventories): Deo-Mohan Achievement Motivation Scale, Leadership Style Questionnaires, and State-Trait Anger Expression Inventory.

Project Work/ Assignment:

"Leadership Case Profile"—Interview a local leader and analyze their style using the **Path-Goal Theory**.

Individual Assignments (Modules 1-5)

Mod 1 (Remembering): List the key traits identified in the **Ohio State and Michigan leadership studies**.

Mod 2 (Understanding): Explain **Leader-Member Exchange (LMX) Theory** using a classroom example.

Mod 3 (Applying): Design a speech for a leader to deliver during an organizational crisis using **Authentic Leadership** principles.

Mod 4 (Analyzing): Compare **Transactional and Transformational leadership** in an Indian corporate context.

Mod 5 (Evaluating): Critique the concept of "Gandhi as CEO" and its relevance to competitive global business.

Group Activities (Modules 1-5)

Mod 1: Debate: "Are Leaders Born or Made?"

Mod 2: Simulation: A **Situational Leadership** exercise where groups must adapt their style to different "employee" scenarios.

Mod 3: Workshop: Role-play **negotiation and influence** tactics in a hostile takeover scenario.

Mod 4: Film Analysis: Watch a leadership-themed movie and identify the sources of the protagonist's power.

Mod 5: Design a "**Self-Care Plan for Leaders**" to prevent burnout and vicarious trauma.

Text Book(s):

Reference Book (s):

Baron, R. A., & Mishra, G. (2015). *Psychology (Indian Subcontinent Edition)*. Pearson.

Rao, K. R., & Paranjpe, A. C. (2016). *Psychology in the Indian Tradition*. Springer.

Gladding, S. T. (2017). *Counselling: A Comprehensive Profession*. Pearson India.

Lezak, M. D. (2012). *Neuropsychological Assessment*. Oxford University Press.

Gupta, D. (2000). *Interrogating Caste: Understanding Hierarchy & Difference in Indian Society*. Penguin.

Cooper, J. O., et al. (2020). *Applied Behavior Analysis*. Pearson.

Mitchell, M. (2019). *Artificial Intelligence: A Guide for Thinking Humans*. Farrar, Straus and Giroux.

Web Sources:

9. Harvard Business Review (Leadership), 10. GITAM Journal of Gandhian Studies.	
Topics relevant to "SKILL DEVELOPMENT": Public speaking, emotional regulation, and strategic decision-making.	
Catalogue prepared by	Azeem Dana
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	

Course Code: DSE1-C	Course Title: Psychopathology/Psychological Disorders Type of Course: Theory cum practical		L-T-P-C	3	0	2	4
Version No.	1.0						
Course Pre-requisites	Introduction to Abnormal Psychology						
Anti-requisites	NIL						
Course Description	This course provides a detailed exploration of specific psychological disorders across the lifespan, focusing on their clinical picture, etiology, and dynamics. It covers anxiety, mood, personality, and psychotic disorders, utilizing a lifespan perspective to understand how developmental stages influence the manifestation of symptoms. Integrated with Indian perspectives, the course explores the concept of suffering (Duhkha) and the role of attachment in developmental psychopathology. Students will gain proficiency in identifying symptom clusters and formulating cohesive clinical appraisals for complex cases.						
Course Objective	To conduct an in-depth study of the clinical picture, dynamics, and diagnostic features of specific mental disorders. Describe the clinical features of GAD, OCD, and Phobias. Distinguish between Bipolar I, Bipolar II, and Cyclothymia. Identify symptoms of Schizophrenia and neurodegenerative disorders. Analyze the impact of childhood trauma on adult psychopathology. Relate the Indian concept of Ego-deconstruction to the treatment of personality disorders.						
Course Outcomes	On successful completion of this course the students shall be able to: Remember: Describe the clinical picture of anxiety, mood, and personality disorders. Understand: Distinguish between neurosis, psychosis, and somatic symptom disorders. Apply: Formulate case studies based on provided clinical data. Analyze: Assess the impact of life-span transitions on the development of psychopathology.						
Course Content:	Psychopathology						
Module 1	Anxiety and OCD (Remembering)	Assignment				10 Sessions	
Unit 1: Generalized Anxiety Disorder (GAD) symptoms. Unit 2: Phobias, Agoraphobia, and Social Anxiety. Unit 3: Obsessive-Compulsive Disorder (OCD) dynamics. Unit 4: Panic Disorder and clinical assessment.							

Unit 5: Role of <i>Kleshas</i> (afflictions) in creating psychological bondage.				
Module 2	Mood and Bipolar Disorders (Understanding)	Assignment		10 Sessions
Unit 1: Major Depressive Disorder vs. Persistent Depressive Disorder. Unit 2: Bipolar I, Bipolar II, and Cyclothymic disorders. Unit 3: Physiological correlates of emotional dysregulation. Unit 4: Suicide behavior and adolescent risk factors. Unit 5: Understanding <i>Duhkha</i> (suffering) and the "hurried psyche".				
Module 3	Somatic and Dissociative Disorders (Applying)	Assignment		10 Sessions
Unit 1: Somatic Symptom Disorder and Conversion. Unit 2: Dissociative Amnesia and Fugue. Unit 3: Dissociative Identity Disorder (DID). Unit 4: Case analysis of somatic presentations in the clinic. Unit 5: Exploring extraordinary human experiences and altered states of consciousness.				
Module 4	Personality and Psychotic Disorders (Analyzing)	Assignment		10 Sessions
Unit 1: Antisocial and Psychopathic personality features. Unit 2: Neuropsychological components of Schizophrenia. Unit 3: Cognitive deficits in neurodegenerative disorders. Unit 4: Trauma-related psychotic symptoms. Unit 5: Ego-deconstruction through meditation as a remedy for "ego-compulsions".				
Module 5	Life-Span Psychopathology (Evaluating)	Assignment/ Quiz		10 Sessions
Unit 1: Developmental problems of infancy and childhood. Unit 2: Neuro-muscular and Autism Spectrum Disorders. Unit 3: Late adulthood disorders: Alzheimer's and Parkinson's. Unit 4: Evaluating the impact of globalization on local psychopathology. Unit 5: Evaluating suffering across life cycles through the Doctrine of <i>Karma</i> .				
Targeted Application & Tools that can be used: Targeted Applications: Special education schools, de-addiction centers, and foster care advocacy. Tools (Inventories): State-Trait Anger Expression Inventory, Vineland Social Maturity Scale.				
Project Work/ Assignment:				

Create a "Disorder Resource Guide" for families, including symptoms and local referral points.

Individual Assignments

Module 1 (Remembering): Define the **Panic Circle** according to the cognitive model.

Module 2 (Understanding): Explain the difference between **Dysthymia and Major Depression**.

Module 3 (Applying): Draft an **Individual Educational Plan (IEP)** for a child with a specific learning disability.

Module 4 (Analyzing): Analyze the "**Organized vs. Disorganized**" crime scene typology in forensic psychopathology.

Module 5 (Evaluating): Critique the effectiveness of **early intervention programs** in India.

Group Activities (Units 1-5)

Activity: Case Formulation Workshop—Collaboratively analyze a case history to identify risk and protective factors.

Text Book(s):

Reference Book (s):

Carr, A. (2006). *The handbook of child and adolescent clinical psychology: A contextual approach* (2nd ed.). Routledge.

Karant, P., & Rozario, J. (2003). *Learning disabilities in India: Willing the mind to learn*. Sage Publication.

Santrock, J. W. (2005). *A Topical Approach to Life-span Development* (3rd ed.). Tata McGraw-Hill.

Thapa, K. (2008). *Perspectives on learning disabilities in India*. Sage Publication.

Web Sources:

11. International Classification of Diseases (ICD-11),
12. Indian Journal of Psychiatry.

Topics relevant to "SKILL DEVELOPMENT":

Crisis intervention (PFA), symptom tracking, and psychoeducation.

Catalogue prepared by

Azeem Dana

Recommended by the Board of Studies on

Date of Approval by the Academic Council

Course Code: DSE1-D	Course Title: Psychotherapies		L-T-P-C	3	1	0	4
Type of Course:	Theory						
Version No.	1.0						
Course Pre-requisites	Psychopathology						
Anti-requisites	NIL						
Course Description	This course surveys major Western and Eastern therapeutic approaches, focusing on the mechanisms of behavior change and evidence-based interventions. It covers Psychodynamic, Humanistic, and Cognitive-Behavioral (CBT) models, as well as action-oriented techniques like role-playing and psychodrama. A significant portion is dedicated to Indian therapeutic models, including Yoga Psychology and Mindfulness-Based Stress Reduction (MBSR). Students will develop competency in designing basic intervention scripts and understanding the ethical implications of AI-integrated therapy.						
Course Objective	To survey major therapeutic approaches and develop competency in planning psychological interventions. Outline the core foundations of Freudian, Rogerian, and Beckian therapies. Apply cognitive restructuring and behavioral activation techniques. Evaluate the efficacy of Yoga and Meditation as adjunct therapies. Design a basic mental health intervention app script for wellness promotion. Analyze the ethical dilemmas of AI and tele-therapy.						
Course Outcomes	On successful completion of this course the students shall be able to: Remember: List the core concepts of Psychodynamic, Humanistic, and CBT therapies. Understand: Explain the mechanisms of behavior change in different therapeutic models. Apply: Design a basic intervention script for college students using AI or traditional methods. Analyze: Compare the effectiveness of Western "repair" models with Indian "transformational" models.						
Course Content:	Psychotherapies						
Module 1	Psychodynamic Foundations (Remembering)	Assignment					10 Sessions
Unit 1: Freud's structure of the psyche and defense mechanisms. Unit 2: Jung's collective unconscious and archetypes. Unit 3: Adler's individual psychology and Melanie Klein's object relations.							

Unit 4: Free association and dream analysis techniques. Unit 5: Self-analysis (<i>Atmanveshanam</i>) as an indigenous psychological inquiry.				
Module 2	Humanistic and Existential (Understanding)	Assignment		10 Sessions
Unit 1: Rogers' person-centered therapy and congruence. Unit 2: Maslow's hierarchy and the fully functioning person. Unit 3: Gestalt therapy and holistic well-being approaches. Unit 4: Existential therapy and the search for meaning. Unit 5: Yoga as a therapeutic manual for overcoming suffering.				
Module 3	Cognitive and Behavioral (Applying)	Assignment		10 Sessions
Unit 1: Behavioral activation and exposure therapy. Unit 2: Beck's Cognitive Therapy for depression and anxiety. Unit 3: Rational Emotive Behavior Therapy (REBT) and Ellis. Unit 4: Mindfulness-Based Cognitive Therapy (MBCT). Unit 5: Using <i>Dhyana</i> (meditation) for cognitive deconstruction and stability.				
Module 4	Action-Oriented Interventions (Analyzing)	Assignment		10 Sessions
Unit 1: Bandura's social learning and self-efficacy. Unit 2: Motivational Interviewing techniques. Unit 3: Group interventions and team cohesion strategies. Unit 4: Role-playing and psychodrama in therapy. Unit 5: <i>Bhakti</i> and celestial love as a pathway to emotional transformation.				
Module 5	Integrated and Future Therapies (Evaluating)	Assignment/ Quiz		10 Sessions
Unit 1: Integrated behavior health counseling. Unit 2: Tele-psychology: research and practice benefits. Unit 3: Ethical dilemmas in AI-driven chatbots. Unit 4: Crisis intervention and Psychological First Aid (PFA). Unit 5: Evaluating traditional folk therapies and shamanic healing practices.				
Targeted Application & Tools that can be used: Targeted Applications: Workplace wellness programs, student support services, and online therapy platforms. Tools (Inventories): Oxford Happiness Questionnaire, Adult Hope Scale.				

Project Work/ Assignment:	
4. "Therapy Comparison Matrix"—Interview a practitioner and compare their model to a traditional Indian system. Individual Assignments Module 1 (Remembering): List the top 5 defense mechanisms described by Anna Freud. Module 2 (Understanding): Explain the concept of "Congruence" in Person-Centered Therapy. Module 3 (Applying): Design a 15-minute mindfulness script for a high-stress occupation. Module 4 (Analyzing): Contrast the "Internal vs. External Locus of Control" in therapy outcomes. Module 5 (Evaluating): Review a research paper on the efficacy of CBT for anxiety in Indian youth. Group Activities (Units 1-5) Activity: Role-play "Motivational Interviewing" to address resistance in a client seeking lifestyle changes.	
Text Book(s):	
Reference Book (s): Mei-whei Chen, & Gibling, N. J. (2018). <i>Individual counselling skills and therapy skills and techniques</i> (3rd ed.). Routledge. Miovic, M. (2008). "Therapeutic psychology and Indian psychology." In <i>Handbook of Indian Psychology</i>. Cambridge University Press. Mitchell, M. (2019). <i>Artificial intelligence: A guide for thinking humans</i>. Farrar, Straus and Giroux (Relevant for AI-integrated therapy trends). Rogers, C. R. (1961). <i>On becoming a person: A therapist's view of psychotherapy</i>. Houghton Mifflin Harcourt. Rogers, C. R. (1980). <i>A way of being</i>. Houghton Mifflin Harcourt. Web Sources: 13. Association for Behavioral and Cognitive Therapies (ABCT), 14. Raja Yoga (Yoga Psychology).	
Topics relevant to "SKILL DEVELOPMENT": Relationship building, goal setting, and self-care for providers.	
Catalogue prepared by	Azeem Dana
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	

Course Code: DSE1-E	Course Title: Applied Behavioural Analysis Type of Course: Theory		L-T-P-C	3	1	0	4
Version No.	1.0						
Course Pre-requisites	Psychotherapies						
Anti-requisites	NIL						
Course Description	This course teaches the principles of behavior as they relate to learning and environmental influence, focusing on Applied Behavioural Analysis (ABA). It covers reinforcement, punishment, shaping, and Functional Behavior Assessment (FBA) to address behavioral challenges in various settings. The curriculum uniquely bridges ABA with the Indian Law of Karma, interpreting behavioral consequences as part of an action-consequence cycle. Students will learn to design Behavior Intervention Plans (BIPs) and use data management software to track clinical outcomes.						
Course Objective	To master the principles of ABA for behavior modification and the design of personalized intervention plans. Define the core principles of operant and classical conditioning. Conduct an FBA to identify the function of a behavior. Develop a Behavior Intervention Plan (BIP) tailored to individual needs. Use visual media for behavior analysis and character profiling. Relate behaviorism to the Indian concept of Nishkama Karma (selfless action).						
Course Outcomes	On successful completion of this course the students shall be able to: Remember: Define core principles: reinforcement, punishment, and shaping. Understand: Explain Functional Behavior Assessment (FBA) procedures. Apply: Implement a Behavior Intervention Plan (BIP) in a school or clinic setting. Analyze: Relate behavioral consequences to the Indian concept of the Law of <i>Karma</i>.						
Course Content:	Applied Behavioural Analysis						
Module 1	Principles of ABA (Remembering)	Assignment					10 Sessions
Unit 1: History and evolution of Behavior Analysis. Unit 2: Positive and negative reinforcement systems. Unit 3: Punishment: ethical use and alternatives. Unit 4: Schedules of reinforcement. Unit 5: The Law of <i>Karma</i> as a behavioral model of action and consequence.							

Module 2	Behavioral Assessment (Understanding)	Assignment		10 Sessions
Unit 1: Defining and measuring behavior objectively. Unit 2: Indirect vs. direct assessment methods. Unit 3: Functional Behavior Assessment (FBA) logic. Unit 4: Identifying antecedents and consequences (ABC). Unit 5: Understanding <i>Samskaras</i> (latent tendencies) as behavioral predispositions.				
Module 3	Implementation Strategies (Applying)	Assignment		10 Sessions
Unit 1: Shaping, chaining, and task analysis. Unit 2: Differential reinforcement of alternative behavior (DRA). Unit 3: Generalization and maintenance of behavioral gains. Unit 4: Using visual media for character behavior analysis. Unit 5: Cultivating <i>Sadvrittis</i> (right mental habits) for character building.				
Module 4	Data Management (Analyzing)	Assignment		10 Sessions
Unit 1: Recording and graphing behavioral data. Unit 2: Interpreting trends for clinical decision-making. Unit 3: Identifying cognitive pitfalls in assessment. Unit 4: Single-case research designs in ABA. Unit 5: Using <i>Pratyaksha</i> (direct observation) of the inner world as valid data.				
Module 5	Ethical and Cultural Issues (Evaluating)	Assignment/ Quiz		10 Sessions
Unit 1: Ethical considerations in behavior change interventions. Unit 2: Cultural sensitivity in designing BIPs. Unit 3: Professional standards and code of conduct. Unit 4: Evaluating ABA effectiveness in diverse Indian communities. Unit 5: The ideal of <i>Nishkama Karma</i> (selfless action) in the role of the behavioral therapist.				
Targeted Application & Tools that can be used: Targeted Applications: Special education classrooms, organizational behavior management, and family training. Tools (Inventories): Functional Behavior Assessment forms, Behavior rating scales.				
Project Work/ Assignment:				
5. "Home-Based BIP"—Design a simple plan to increase a healthy habit (e.g., exercise) using positive reinforcement.				

Individual Assignments

Module 1 (Remembering): Define **ABC (Antecedent-Behavior-Consequence)** in a short paper.

Module 2 (Understanding): Explain "**Shaping**" using a real-world example.

Module 3 (Applying): Create a **task analysis** for a daily living skill (e.g., hand washing).

Module 4 (Analyzing): Graph hypothetical behavior data using a **line graph** and interpret the trend.

Module 5 (Evaluating): Critique a behavior modification plan for its **ethical use of punishment**.

Group Activities (Units 1-5)

Activity: Visual Media Intervention—Groups watch a movie clip and use ABA principles to draft a BIP for the protagonist.

Text Book(s):

Reference Book (s):

Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). *Applied Behavior Analysis* (3rd ed.). Pearson.

Miltenberger, R. G. (2015). *Behaviour Modification: Principles and Procedures* (6th ed.). Cengage Learning.

Rao, K. R., & Paranjpe, A. C. (2016). *Psychology in the Indian tradition*. Springer (For analysis of the Law of Karma as a behavioral model).

Wheldall, K., Merrett, F., & Glynn, T. (2018). *Behaviour analysis in educational psychology*. Routledge.

Web Sources:

15. Behavior Analyst Certification Board (BACB),

16. National Institute for Empowerment of Persons with Intellectual Disabilities.

Topics relevant to "SKILL DEVELOPMENT":

Data recording, task analysis, and functional communication training.

Catalogue prepared by

Azeem Dana

Recommended by the Board of Studies on

Date of Approval by the Academic Council



**PRESIDENCY
UNIVERSITY**



Yelahanka, Rajankunte, Bengaluru – 560119

Course Code: BPSY-34	Course Title: Cognition and Experimental Psychology Type of Course: Theory	L-T-P-C	4	0	0	4
Version No.	1.0					
Course Pre-requisites	Foundations of Psychology / General Psychology					
Anti-requisites	Nil					
Course Description	This course introduces students to the fundamental principles of cognition and experimental psychology, focusing on scientific methods used to study mental processes. It covers sensation, perception, learning, conditioning, attention, and reaction time, along with psychophysical methods and experimental design. The course emphasizes the application of experimental techniques and ethical considerations in understanding human cognition and behavior.					
Couse Outcomes	By the end of the course, students will be able to: Remember key concepts, laws, and methods in experimental and cognitive psychology. Understand the processes of sensation, perception, learning, and attention. Analyze experimental findings and factors influencing cognitive processes. Apply basic experimental methods and psychophysical techniques in psychology. Evaluate experimental designs, results, and ethical issues in psychological research.					
Course Content: Theory 60 Hours						
Module 1	Introduction to Experimental Psychology	Activity		12 Sessions		
• Meaning, Nature, and Scope of Experimental Psychology • Historical Development of Experimental Psychology • Weber’s Law and Fechner’s Law • Experimental Method: Meaning, Characteristics, and Steps • Variables and Control in Experiments • Ethical Issues in Psychological Experiments						
Module 2	Sensation and Psychophysics	Activity		12 Sessions		

• Nature and Types of Sensation • Sensory Processes and Thresholds • Psychophysics: Meaning and Problems • Methods of Psychophysics: • Method of Limits • Method of Constant Stimuli • Method of Adjustment • Absolute Threshold and Difference Threshold • Signal Detection Theory (Introductory)				
Module 3	Perception	Project		12 Sessions
• Meaning and Nature of Perception • Organization of Stimuli (Gestalt Principles) • Figure-Ground Perception • Perception of Form and Depth • Perception of Time and Movement • Factors Affecting Perception (Internal & External) • Perceptual Constancies and Illusions				
Module 4	Learning and Conditioning	Discussion		12 Sessions
• Classical Conditioning: Meaning, Nature, and Process • Laws and Principles of Classical Conditioning • Applications of Classical Conditioning • Transfer of Learning: Meaning and Types • Factors Affecting Transfer of Learning • Introduction to Trial-and-Error Learning and Insight Learning				
Module 5	Reaction Time and Attention	Discussion		12 Sessions
• Reaction Time: Meaning and Types • Simple Reaction Time • Choice Reaction Time • Discrimination Reaction Time • Determinants of Reaction Time • Attention: Meaning and Nature • Span of Attention • Fluctuation of Attention • Relationship between Attention and Performance				
Targeted Application & Tools that can be used: Basic experimental methods and laboratory techniques Psychophysical tools (e.g., threshold measurement methods) Reaction time and attention tasks Observation and data recording techniques Data analysis tools (MS Excel/SPSS – basic level) Use of simple experimental software/demonstrations				

Project Work/ Assignment:

Design and report a simple psychological experiment
 Experiment-based assignment (e.g., reaction time, perception, learning)
 Case analysis on attention or perception errors
 Report on psychophysical methods (comparison study)
 Small group project on conditioning or learning processes
 Presentation on experimental laws (Weber's/Fechner's Law)

Text Book(s):

Woodworth, R. S., & Schlosberg, H. – *Experimental Psychology*
 Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. – *Introduction to Psychology*

Reference Book (s):

Goldstein, E. B. – *Sensation and Perception*
 Matlin, M. W. – *Cognition*
 Baron, R. A. – *Psychology*

Topics relevant to “SKILL DEVELOPMENT”:

Experimental and observation skills
 Data recording and basic analysis
 Critical thinking and scientific reasoning
 Problem-solving using experimental methods
 Attention and concentration skills
 Application of learning principles
 Ethical decision-making in research
 Practical application of cognitive concepts

**Catalogue
prepared by**

Dr. Amit Kumar

**Recommended
by the Board of
Studies on**

**Date of
Approval by
the Academic
Council**

Course Code: DSE2-E	Course Title: Inclusion & Diversity at workplace Type of Course: Theory	L-T-P-C	4	0	0	4
Version No.	1.0					
Course Pre-requisites	Leadership in management					
Anti-requisites	NIL					
Course Description	This course addresses the psychological and structural determinants of inclusion, equity, and diversity within the Indian workplace. It navigates the complexities of social stratification (caste, class, gender) and the rights of marginalized populations, including persons with disabilities. Students will study the legal and policy frameworks, such as the RPWD Act 2016 and constitutional provisions (Articles 14, 19, 21), while developing culturally appropriate responses to discrimination. The course emphasizes pluralism, drawing on ancient Indian concepts of multiple perspectives to foster a truly inclusive corporate culture.					
Course Objective	Understand the theoretical and legal frameworks of diversity and inclusion. Define Diversity, Equity, and Inclusion (DEI) and their global vs. local significance. Analyze social stratification (caste, class, gender) in the Indian workplace. Analyze the impact of implicit bias and stereotypes on recruitment and performance appraisal. Apply strategies to promote inclusive environments in corporate and NGO sectors. Apply the Biopsychosocial-Spiritual model to support employees with disabilities. Evaluate the role of media and technology in shaping inclusive practices. Evaluate workplace policies for compliance with the NCAHP Act 2021 and international rights. Integrate Indian perspectives on pluralism and multiple perspectives. Design inclusive training modules for rural and vernacular-medium workforces.					
Course Outcomes	On successful completion of this course the students shall be able to: Remember: Define key concepts like inclusion, equity, and diversity. Understand: Explain Indian constitutional provisions for inclusion (Articles 14, 19, 21). Apply: Design a workplace intervention for marginalized communities. Analyze: Compare the Western individualistic view of diversity with the Indian collectivist perspective.					

Course Content:	Inclusion & Diversity at workplace			
Module 1	Diversity Foundations (Remembering)	Assignment		10 Sessions
Unit 1: Definitions: Diversity, Equity, and Inclusion (DEI). Unit 2: Global perspectives on diversity. Unit 3: Cognitive, affective, and behavioral components of stereotypes. Unit 4: Historical overview of diversity in India. Unit 5: Ancient Indian concepts of human pluralism and multiple perspectives.				
Module 2	Cultural Contexts (Understanding)	Assignment		10 Sessions
Unit 1: Cultural diversity: Languages, religions, and ethnicities. Unit 2: Social stratification: The caste system in organizational life. Unit 3: Regional diversity: Urban vs. rural workforce dynamics. Unit 4: Gender Role Identity and its Identity Scale. Unit 5: <i>Varṇāśrama Dharma</i> and its modern psychological implications for society.				
Module 3	Inclusive Strategies (Applying)	Assignment		10 Sessions
Unit 1: Best practices for fostering inclusive workplaces. Unit 2: Inclusive education and training models. Unit 3: Strategies for reducing stereotypes and prejudice. Unit 4: Case studies of successful inclusion initiatives in India. Unit 5: Developing empathy through the practice of <i>Pratyahara</i> (sensory withdrawal/focus).				
Module 4	Challenges and Barriers (Analyzing)	Assignment		10 Sessions
Unit 1: Economic disparities and access to organizational resources. Unit 2: Bias in recruitment and performance appraisal. Unit 3: Addressing intersectionality in the workplace. Unit 4: Stigma and labeling of persons with disabilities. Unit 5: Analyzing <i>Avidya</i> (ignorance) as a root cause of prejudice and discrimination.				
Module 5	Policy and Future Trends (Evaluating)	Assignment/ Quiz		10 Sessions
Unit 1: Rights of Persons with Disabilities (RPWD) Act, 2016. Unit 2: Evaluating the efficacy of government vs. NGO initiatives. Unit 3: Digital inclusion and technology as an equalizer. Unit 4: Future research trends in workforce diversity.				

Unit 5: The ideal of <i>Atman</i> as a universal spiritual identity transcending social categories
Targeted Application & Tools that can be used: Targeted Applications: DEI officer roles, rehabilitation counseling, and human rights advocacy in NGOs. Tools (Inventories): Indian Gender Role Identity Scale (IGRIS), Hogan Empathy Scale, and BBC Well-being Scale.
Project Work/ Assignment: "Diversity Audit"—Perform a physical and psychological accessibility audit of the university campus. Individual Assignments (Modules 1-5) Mod 1 (Remembering): Define intersectionality and its importance in workplace DEI. Mod 2 (Understanding): Explain how Article 14 of the Indian Constitution promotes workplace equity. Mod 3 (Applying): Create a Vernacular Language awareness poster on disability rights for a factory floor. Mod 4 (Analyzing): Write a case study on "Gender-Based Violence" in the workplace and the psychologist's role in intervention. Mod 5 (Evaluating): Critique the effectiveness of "Quota Systems" vs. "Empowerment Models" in Indian organizations. Group Activities (Modules 1-5) Mod 1: Visual Project: Explore the role of pluralism and diversity in ancient Indian trade. Mod 2: Workshop: "Decoding Stereotypes"—A reflexive session on personal biases towards different ethnicities/castes. Mod 3: Designing an Individual Educational Plan (IEP) for a trainee with specific learning disabilities. Mod 4: Role-play: A "Hearing on Workplace Discrimination" using a simulated court setting. Mod 5: Group Project: Develop an Inclusive Virtual Workspace using VR/AR tools.
Text Book(s): 1.
Reference Book (s): Baron, R. A., & Mishra, G. (2015). <i>Psychology (Indian Subcontinent Edition)</i>. Pearson. Rao, K. R., & Paranjpe, A. C. (2016). <i>Psychology in the Indian Tradition</i>. Springer. Gladding, S. T. (2017). <i>Counselling: A Comprehensive Profession</i>. Pearson India. Lezak, M. D. (2012). <i>Neuropsychological Assessment</i>. Oxford University Press. Gupta, D. (2000). <i>Interrogating Caste: Understanding Hierarchy & Difference in Indian Society</i>. Penguin. Cooper, J. O., et al. (2020). <i>Applied Behavior Analysis</i>. Pearson. Mitchell, M. (2019). <i>Artificial Intelligence: A Guide for Thinking Humans</i>. Farrar, Straus and Giroux. Web Sources:

17. UN Women India, 18. Rehabilitation Council of India (RCI).	
Topics relevant to "SKILL DEVELOPMENT": Skill Development: Culturally sensitive communication, accessibility auditing, and policy writing.	
Catalogue prepared by	Azeem Dana
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	



**PRESIDENCY
UNIVERSITY**



Yelahanka, Rajankunte, Bengaluru – 560119

Course Code: BPSY-33	Course Title: Rehabilitation Psychology Type of Course: Theory	L-T-P-C	3	0	0	3
Version No.	1.0					
Course Pre-requisites	Foundations of Psychology / General Psychology					
Anti-requisites	Nil					
Course Description	This course introduces students to the principles and practices of rehabilitation psychology, focusing on individuals with disabilities across the lifespan. It covers theoretical models of disability, types of impairments, rehabilitation processes, and the role of psychologists in promoting inclusion and well-being. The course also emphasizes ethical, legal, and social issues, along with community-based and institutional approaches to rehabilitation.					
Couse Outcomes	By the end of the course, students will be able to: Remember key concepts, models, and terminology related to disability and rehabilitation. Understand the nature of different disabilities and their impact across the life span. Analyze psychosocial issues, policies, and challenges related to disability and inclusion. Apply basic principles of assessment, intervention, and rehabilitation planning. Evaluate rehabilitation practices, ethical concerns, and support systems for persons with disabilities.					
Course Content: Theory 45 Hours						
Module 1	Introduction to Rehabilitation Psychology	Activity		12 Sessions		
• Overview of Rehabilitation Psychology • Concepts: Impairment, Disability, Handicap • Historical Development in Understanding Disability • Causes and Realms of Impairment • Theoretical Models of Disability: Charity, Welfare, Medical, Social, Cultural, Empowerment • Functional Capacity, Coping and Well-being • Quality of Life (QoL): Functional Domains, Indicators (Specific & Global) • Cost and Incidence of Disability						

• Major National Reports and Surveys • Emerging Trends and Challenges				
Module 2	Disability Across the Life Cycle	Activity		12 Sessions
• Disability Across Life Stages: Childhood, Adolescence, Young Adulthood, Middle Age, Older Adulthood • Adaptation and Coping Strategies • Types of Disabilities: • Hearing Impairment • Visual Impairment • Intellectual Disability • Neuro-muscular Disorders • Autism Spectrum Disorder • Specific Learning Disabilities • Deaf-Blindness • Locomotor Disabilities • Multiple Disabilities • Disability, Gender, Sexuality, and Social Exclusion • Disability and Poverty • Empowerment of Persons with Disabilities • Impact of Globalization				
Module 3	Disability and Rehabilitation	Project		12 Sessions
• Early Identification and Intervention: Concept and Need • Screening, Referral, and Assessment • Role of Parents and Community • Role of Special Educators in Early Intervention • Models of Early Intervention: Home-Based and Centre-Based • Inclusive Education and Classrooms • Issues of Categorization and Labelling				
Module 4	Identity, Ethics, and Legislation	Discussion		12 Sessions
• Documentation and Certification of Disability: Issues and Challenges • Accessibility: Built Environment and Psychological Barriers • Education and Employment Issues • Family, Care, and Support Systems • Intimacy, Marriage, and Relationships • Legislative Approaches and Rights of Persons with Disabilities • Government Schemes, Concessions, and Support Systems • Role of NGOs and Voluntary Organizations • Contemporary Ethical Debates (Euthanasia, Prenatal Selection) • Civil Rights, Empowerment, and Inclusion				
Module 5	Role of Rehabilitation Psychologist	Discussion		12 Sessions
• Role and Functions of Rehabilitation Psychologists • Working in Disability Settings • Designing Training Programmes for Rehabilitation Professionals				

• Psychological Needs of Caregivers and Family Interventions • Screening and Early Identification • Developmental Assessment • Psychological Assessment: • Intellectual Assessment • Adaptive Behaviour Assessment	
Targeted Application & Tools that can be used: Screening and assessment tools (basic disability assessment methods) Observation and case study methods Interview techniques (clients, caregivers, professionals) Community-based rehabilitation approaches Basic data recording and reporting (MS Excel) Awareness of assistive technologies and accessibility tools	
Project Work/ Assignment: Case study of a person with disability Field visit/report to rehabilitation centers or NGOs Interview with caregivers or rehabilitation professionals Report on government schemes and disability policies Awareness programme or presentation on inclusion and accessibility Small project on early identification or intervention strategies	
Text Book(s): Sunder, S. – <i>Disability, Rehabilitation and Inclusion</i> Singh, A. K. – <i>Rehabilitation Psychology</i>	
Reference Book (s): Wright, B. A. – <i>Physical Disability: A Psychosocial Approach</i> Livneh, H., & Antonak, R. – <i>Psychosocial Adaptation to Chronic Illness and Disability</i> Smart, J. – <i>Disability, Society, and the Individual</i>	
Topics relevant to “SKILL DEVELOPMENT”: Communication and empathy skills Assessment and screening skills Rehabilitation planning skills Critical thinking on disability and inclusion Ethical decision-making Problem-solving in rehabilitation settings Teamwork and community engagement Application of rehabilitation principles	
Catalogue prepared by	Dr. Amit Kumar
Recommended by the Board of Studies on	

Date of Approval by the Academic Council	
---	--

