



### CIRCULAR

The syllabus of Semester I & II of the **Bachelor of Science in Psychology** Programme approved by the Academic Council in its meeting held on 13<sup>th</sup> September 2025 is attached.

The Dean/ Vice-Dean (Academic) of the D.D. Kosambi School of Social Sciences and Behavioural Studies and the Principals of affiliated Colleges offering the **Bachelor of Science in Psychology** Programme are requested to take note of the above and bring the contents of the Circular to the notice of all concerned.

(Ashwin V. Lawande)  
Deputy Registrar – Academic

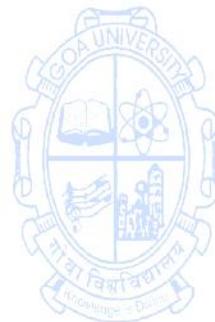
To,

1. Dean, D.D. Kosambi School of Social Sciences and Behavioural Studies, Goa University.
2. Vice-Dean (Academic), D.D. Kosambi School of Social Sciences and Behavioural Studies, Goa University.
3. Principals of affiliated Colleges offering the Bachelor of Science in Psychology Programme.

Copy to,

1. Director, Directorate of Higher Education, Govt. of Goa
2. Chairperson, BoS in Psychology.
3. Controller of Examinations, Goa University.
4. The Assistant Registrar Examinations (UG), Goa University.
5. Directorate of Internal Quality Assurance, Goa University for uploading the Syllabus on the University website.

| Programme Structure for Semester I to II Undergraduate Programme- B.Sc. Psychology |  |   |  |     |   |   |   |     |  |      |
|--|--|---|--|-----|---|---|---|-----|--|------|
| Semester   | Major- Core  | Minor   | MC   | AEC | SEC   | I | D | VAC | Total Credits  | Exit |
| I  | PSL-100<br>Biological<br>Basis of<br>Psychology<br>(3T+1P) | PSL-111<br>Determinants<br>of Health<br>Behaviour<br>(4T) | PSL-131<br>The Science of<br>Individual<br>Differences<br>(3T)     |     | PSL-141<br>Logical thinking<br>and Scientific<br>reasoning<br>(1T+2P) |   |   |     |  |      |
| II   |  |   | PSL-132<br>Environment<br>Psychology and<br>Sustainability<br>(3T) |     | PSL-142<br>Emotional<br>Intelligence<br>(1T+2P)                       |   |   |     | PSL-161<br>Psychology<br>in Human<br>Rights<br>(2+2) |      |



Semester I & II

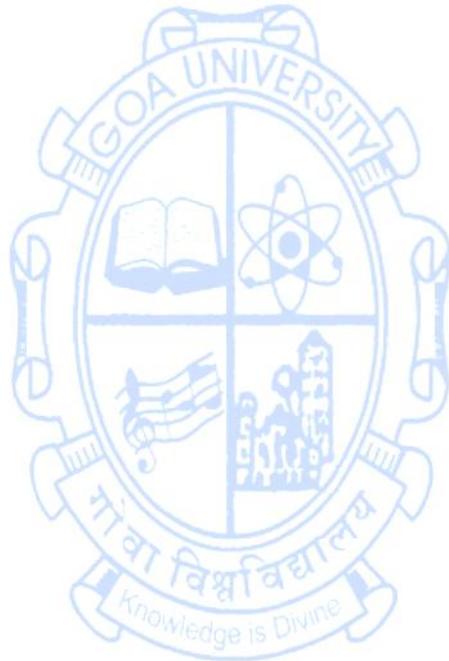
Major Course

Name of the Programme : B.Sc. in Psychology  
 Title of the Course : Biological Basis of Psychology  
 Course Code : PSL-100  
 Number of Credits : 4 (3T+1P)  
 Effective from AY : 2025-26

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|--|--|---------------------|
| <b>Pre- requisite for the course:</b>  | NIL  |                     |
| <b>Course Objectives:</b>  | <ol style="list-style-type: none"> <li>1. Understand psychology’s foundation as a bioscience and its research methods.</li> <li>2. Explain the structure and functions of the nervous system and neural processes.</li> <li>3. Explore key concepts in cognitive science, including perception, memory, and reasoning.</li> <li>4. Apply experimental methods to study basic psychological processes.</li> </ol> |                     |
| <b>Content</b>   |  | <b>No. of hours</b> |
|  | <b>UNIT I: PSYCHOLOGY AS A BIOSCIENCE</b>  |                     |
|  | <ol style="list-style-type: none"> <li>1. Psychology as a Bioscience: Beginnings of psychology as a science, scientific way of thinking, scientific method.</li> <li>2. Brain–Behaviour Relationship, Scope &amp; Divisions.</li> <li>3. Brain imaging and research methods (case studies, eg split brain research)</li> </ol>   | <b>15</b>           |
|  | <b>UNIT II: THE NERVOUS SYSTEM</b>   |                     |
| <ol style="list-style-type: none"> <li>1. Basic features of the Nervous System – meninges, ventricles, Cerebro spinal fluid blood brain barriers,</li> <li>2. Peripheral Nervous System; The Central Nervous System,</li> <li>3. Structure of the neuron; Resting Membrane Potential, Conduction of Action Potentials, Synaptic transmission,</li> <li>4. Neurotransmitters involved in psychology.</li> </ol>   | <b>15</b>  |                     |
|  | <b>UNIT III: FOUNDATIONS OF THE THINKING BRAIN</b>   |                     |
| <ol style="list-style-type: none"> <li>1. What is Cognitive Science</li> <li>2. Perception and attention: Sensory pathways (vision, hearing and touch); The role of the brain in interpreting sensory input</li> <li>3. Memory system: working memory, long term memory, short term memory, encoding and retrieval</li> <li>4. Problem Solving and reasoning: Trial and error, algorithms, heuristics – Availability heuristic, Representative heuristics</li> </ol> | <b>15</b>  |                     |

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|                                 | <p>5. Brain damage and its effects on cognition: Alzheimer's and ADHD</p> <p><b><u>PSYCHOLOGY PRACTICUM:</u></b><br/> <b><u>EXPERIMENTS</u></b></p> <ol style="list-style-type: none"> <li>1. Signal Detection</li> <li>2. Memory Span</li> <li>3. Zeigarnik Effect</li> <li>4. Stroop colour</li> <li>5. Change Detection</li> <li>6. Optical Illusion: Muller – Lyer</li> <li>7. Wisconsin cards sorting test</li> <li>8. Bender Visual Gestalt Test</li> </ol>   | <b>30</b> |
| <b>Pedagogy:</b>                | <ol style="list-style-type: none"> <li>1. A blend of traditional teaching techniques, including interactive lecturing and problem-based learning, may be used in the classroom.</li> <li>2. The concepts in this course can be better explored through experiential learning tools such as group discussions, role play, debates, demonstrations, and sharing of experiences during lectures.</li> <li>3. Facilitators are encouraged to use ICT tools such as PowerPoint presentations, TED Talks, animations, and documentaries to facilitate engagement with syllabus topics.</li> <li>4. Laboratory and practical sessions provide hands-on experience with experiments to reinforce theoretical knowledge</li> </ol>   |           |
| <b>References/<br/>Readings</b> | <ol style="list-style-type: none"> <li>1. Baron, R. A. (2012). Psychology (5th ed.). Pearson India.</li> <li>2. Baron, R. A., &amp; Misra, G. (2013). Psychology: Indian Edition. Pearson.</li> <li>3. Ciccarelli, S. K., &amp; Meyer, G. E. (2020). Psychology India (4th ed.). Pearson India.</li> <li>4. Galotti, K. M. (2017). Cognitive Psychology: In and Out of the Laboratory. Sage.</li> <li>5. Hilgard, E. R., &amp; Atkinson, R. L. (2003). Introduction to Psychology. Wadsworth.</li> <li>6. Hussain, A. (2014). Experiments in Psychology. Sterling Publishers.</li> <li>7. Mangal, S. K. (2020). Experiments in Psychology. PHI Learning.</li> <li>8. Mohanty, G. (2010). Experiments in Psychology. Kalyani Publishers.</li> <li>9. Pinel, J. P. J., &amp; Barnes, S. J. (2017). Introduction to Biopsychology (9th ed.). Pearson Education.</li> </ol> |           |
| <b>Course Outcome:</b>          | <ol style="list-style-type: none"> <li>1. Describe the biological basis of behaviour and evolution of psychology as a science</li> <li>2. Explain nervous system structures, neural communication and neurotransmitters</li> <li>3. Analyse cognitive functions like perception, memory, language and problem solving</li> </ol>  |           |

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|  | 4. Conduct basic psychological experiments an interpret findings ethically |
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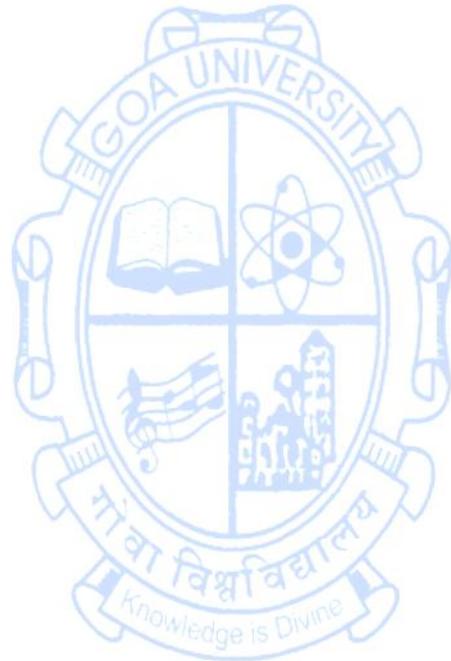
## Minor Course

**Name of the Programme** : B.Sc. in Psychology  
**Title of the Course** : Determinants of Health Behaviour  
**Course Code** : PSL - 111  
**Number of Credits** : (4)  
**Effective from AY** : 2025-26

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|---------------------------------------|--|---------------------|
| <b>Pre- requisite for the course:</b> | NIL  |                     |
| <b>Course Objectives:</b>             | <ol style="list-style-type: none"> <li>1. Understand key concept and perspectives on health, illness and mind-body relationships.</li> <li>2. Explain physiological and genetic determinants influencing health across the lifespan.</li> <li>3. Analyse lifestyle factors and models related to health- promoting and risk behaviours.</li> <li>4. Evaluate coping mechanisms for pain, hospitalization and chronic illnesses.</li> </ol>   |                     |
|                                       |  | <b>No. of hours</b> |
| <b>Content</b>                        | <b>Unit I: Foundations and perspectives on health and illness</b> <ol style="list-style-type: none"> <li>1. Concept and definition of health and illness, illness today and in past</li> <li>2. The mind-body relationship: a brief history</li> <li>3. Historical perspectives on health: early cultures, Ancient Greece and Rome, Middle ages and the Renaissance and after</li> <li>4. Contemporary perspectives ad models: Rise of the Biopsychosocial perspective, advantages and clinical implications of the model, lifespan and gender perspectives, cultural influences and health behaviour</li> </ol> | <b>15</b>           |
|                                       | <b>Unit II: Physiological processes and health determinants</b> <ol style="list-style-type: none"> <li>1. Body systems and their role in health and illness: nervous system, endocrine system and hormonal regulation, cardiovascular, respiratory, digestive an immune system</li> <li>2. Physiological individuality and homeostasis</li> <li>3. Genetics and physiological determinants: genetic predisposition and hereditary factors in health and illness, role of genes in common chronic disease</li> </ol>  | <b>15</b>           |
|                                       | <b>Unit III: Lifestyle and health behaviour</b> <ol style="list-style-type: none"> <li>1. Health related behaviours and promotion: concept of health-related behaviour and health habits, role of lifestyle, primary prevention, barriers to adopting healthy behaviour</li> </ol>   | <b>15</b>           |

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|  | <ol style="list-style-type: none"> <li>2. Health compromising behaviours: substance use and abuse, risk behaviours, consequences on physical and mental health, strategies for prevention and harm reduction</li> <li>3. Health- enhancing behaviours: nutrition and diet in disease prevention and health maintenance, obesity and eating disorders, physical activity and role of sleep and rest in health.</li> <li>4. Models of behaviour change: health belief model, theory of planned model, transtheoretical model, cognitive-behavioural approaches.</li> </ol>  |           |
|  | <p><b>Unit VI: Illness, pain and coping with chronic conditions</b></p> <ol style="list-style-type: none"> <li>1. Pain and chronic illness: nature and types of pain, major chronic illnesses and strategies to managing chronic pain and illness.</li> <li>2. Illness behaviour and use of health services: illness behaviour and decision to seek treatment, factors influencing health service utilization, patient- provider communication and relationship in care.</li> <li>3. Hospitalization and patient experience: adapting to medical settings and procedures, psychological impact of hospitalization, role of family and social support in recovery</li> <li>4. Models of coping and adaptation: transactional model of stress and coping, self- regulation model</li> </ol> | <b>15</b> |
| <b>Pedagogy:</b>   | <ol style="list-style-type: none"> <li>1. A blend of traditional teaching techniques- lecturing and problem-based learning may be used in the classroom. This course can be better explored through experiential learning tools such as group discussions, role play, debates, flipped learning demonstrations and sharing of experiences, among others, during lectures.</li> <li>2. ICT tools such as Power Point Presentations/ Ted talks/ documentary of science to facilitate engagement with syllabus topics.</li> </ol>  |           |
| <b>References</b>  | <ol style="list-style-type: none"> <li>1. Brannon, L., &amp; Feist, J. (2014). Health psychology: An introduction to behaviour and health (8th ed.). Cengage Learning.</li> <li>2. DiMatteo, M. R., &amp; Martin, L. R. (2013). Health psychology (2nd ed.). Pearson.</li> <li>3. Ragin, D. F. (2015). Health psychology: An interdisciplinary approach to health (2nd ed.). Pearson Education.</li> <li>4. Sarafino, E. P., &amp; Smith, T. W. (2017). Health psychology: Biopsychosocial interactions (9th ed.). Wiley.</li> <li>5. Straub, R. O. (2019). Health psychology: A biopsychosocial approach (6th ed.). Worth Publishers.</li> <li>6. Taylor, S. E. (2001). Health psychology (10th ed.). McGraw Hill.</li> </ol>  |           |
| <b>Course Outcome:</b>   | <ol style="list-style-type: none"> <li>1. Understand key concepts and perspectives on health, illness and mind- body relationship.</li> </ol>   |           |

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|  | <ol style="list-style-type: none"><li>2. Explain physiological and genetic determinants influencing health across the lifespan.</li><li>3. Analyse lifestyle factors and models related to health-promoting and risk behaviours.</li><li>4. Evaluate coping mechanisms for pain, hospitalization and chronic illnesses.</li></ol> |
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Semester I

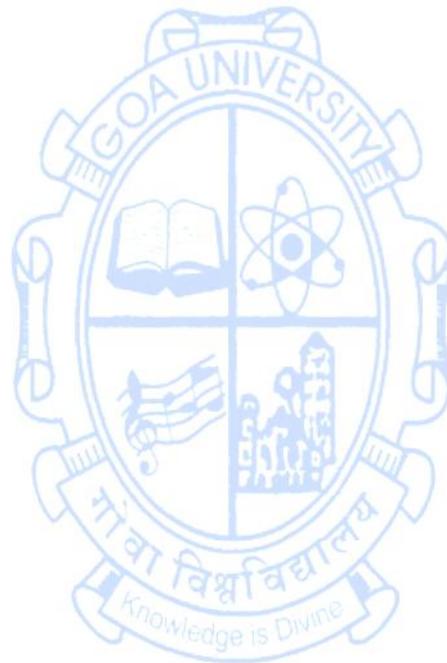
Multidisciplinary Course

Name of the Programme : B.Sc. in Psychology  
 Title of the Course : The Science of Individual Differences  
 Course Code : PSL- 131  
 Number of Credits : (3)  
 Effective from AY : 2025-26

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|---------------------------------------|--|---------------------|
| <b>Pre- requisite for the course:</b> | NIL  |                     |
| <b>Course Objectives:</b>             | <ol style="list-style-type: none"> <li>1. Understand the concept, nature, and assessment of individual differences and personality.</li> <li>2. Explain major theories and measurements of intelligence, including emotional, social, and spiritual aspects.</li> <li>3. Analyse aptitude and its role in understanding individual cognitive abilities.</li> <li>4. Compare Indian and Western perspectives on self and cultural influences in psychology.</li> </ol>  |                     |
| <b>Content</b>                        |  | <b>No. of hours</b> |
|                                       | <p><b>Unit I: Personality and individual differences –</b></p> <ol style="list-style-type: none"> <li>1. Concept and nature of individual differences: definition and significance in psychology, sources and types of individual differences, importance in understanding human behaviour</li> <li>2. Nature vs Nurture debate: genetics, biological and environmental influence, interaction between heredity and experience</li> <li>3. Individual differences in personality: major personality dimensions, role of motivation</li> <li>4. Assessment of personality: methods, ethics consideration and interpretations.</li> </ol>  | <b>15</b>           |
|                                       | <p><b>Unit II: Intelligence and Aptitude</b></p> <ol style="list-style-type: none"> <li>1. Intelligence: concept and Definition of Intelligence, Contemporary theories of intelligence, Nature vs Nurture perspective.</li> <li>2. Contemporary theories of intelligence: Spearman’s g-factor and Cattell-Horn—Carroll theory.</li> <li>3. Types of intelligence and assessment of intelligence: emotional intelligence, social intelligence, spiritual intelligence, standardized IQ tests, interpretation and ethical considerations in testing</li> <li>4. Aptitude: concept and measurement: definition and types of aptitude, Aptitude testing and its relevance to career</li> </ol> | <b>15</b>           |

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|                              | guidance and personal development, relation between aptitude and intelligence.   |           |
|                              | <p><b>Unit III: Indian Thoughts in Psychology</b></p> <ol style="list-style-type: none"> <li>1. Introduction to Indian psychology: definition and scope, historical roots in Vedas, Upanishads, Bhagavad Gita and Buddhist texts, Relevance to contemporary psychology</li> <li>2. Indian vs Western Perspectives: differences in understanding mind, behaviour and self</li> <li>3. Concept of self in Indian Psychology: Atman, ego and consciousness, relation of self to mind and body</li> <li>4. Yoga and yogic science in understanding individual differences: psychological benefits of yoga, mediation and mindfulness practices</li> </ol>  | <b>15</b> |
| <b>Pedagogy:</b>             | <ol style="list-style-type: none"> <li>1. A blend of traditional teaching techniques with experiential learning tools such as group discussions, role play, debates, flipped learning demonstrations and sharing of experiences, among others, during lectures.</li> <li>2. Facilitators are also encouraged to use ICT tools such as Power Point Presentations/ Ted talks/ documentary of science to facilitate engagement with syllabus topics</li> </ol>  |           |
| <b>References/ Readings:</b> | <ol style="list-style-type: none"> <li>1. Allport, G. W. (2017). Personality: A psychological interpretation (18th ed.). Henry Holt &amp; Company.</li> <li>2. Ashton, M. C. (2022). Individual differences and personality (2nd ed.). Elsevier.</li> <li>3. Carver, C. S., &amp; Scheier, M. F. (2021). Perspectives on personality (9th ed.). Pearson.</li> <li>4. Chamorro-Premuzic, T. (2016). Personality and individual differences (3rd ed.). Wiley.</li> <li>5. Cooper, C. (2020). Individual differences and personality (4th ed.). Routledge.</li> <li>6. Cornelissen, R. M., Misra, G., &amp; Varma, S. (2014). Foundations of Indian psychology: Theories and concepts (Vol. 1). Pearson.</li> <li>7. Dalal, A. K., &amp; Misra, G. (2010). The core and context of Indian psychology. Springer.</li> <li>8. Kaplan, R. M., &amp; Saccuzzo, D. P. (2018). Psychological testing: Principles, applications, and issues (9th ed.). Cengage Learning.</li> <li>9. Matthews, G., Deary, I. J., &amp; Whiteman, M. C. (2017). Personality traits (4th ed.). Cambridge University Press.</li> <li>10. Mayer, J. D. (2023). The personality systems framework: Integrating intelligence, motivation, and self. Springer.</li> <li>11. Sternberg, R. J., &amp; Kaufman, S. B. (2019). The Cambridge handbook of intelligence (2nd ed.). Cambridge University Press.</li> </ol> |           |
| <b>Course Outcomes:</b>      | <ol style="list-style-type: none"> <li>1. Describe concepts of personality, individual differences, and gender-related cognitive variations.</li> </ol>  |           |

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|  | <ol style="list-style-type: none"><li>2. Explain contemporary theories of intelligence and apply methods for their assessment.</li><li>3. Interpret the concept and measurement of aptitude in psychological contexts.</li><li>4. Differentiate Indian and Western views of self and evaluate cultural influences on behaviour.</li></ol> |
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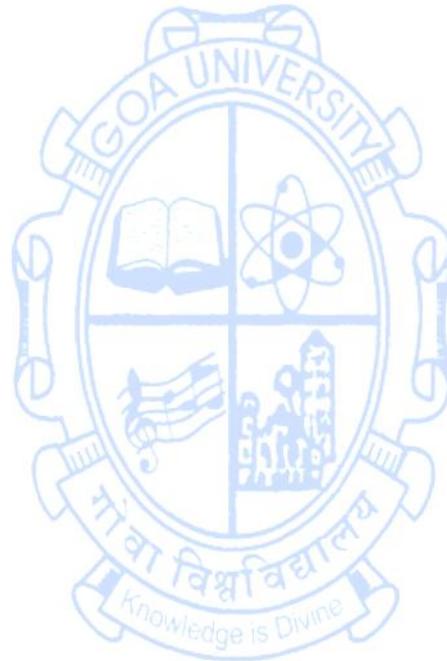
## Skill Enhancement Course

**Name of the Programme** : B.Sc. in Psychology  
**Title of the Course** : Logical Thinking and Scientific reasoning  
**Course Code** : PSL-141  
**Number of Credits** : 3 (1 T + 2P)  
**Effective from AY** : 2025-26

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|--|--|---------------------|
| <b>Pre- requisite for the course:</b>  | NIL  |                     |
| <b>Course Objectives:</b>  | <ol style="list-style-type: none"> <li>1. Introduce scientific reasoning and hypothesis testing relevant to psychological research.</li> <li>2. Develop understanding of logical structures and reasoning methods used in psychology.</li> <li>3. Enhance ability to identify and analyse biases and logical fallacies in arguments.</li> <li>4. Cultivate critical evaluation of evidence and arguments within scientific contexts.</li> </ol>  |                     |
| <b>Content</b>   |  | <b>No. of hours</b> |
|  | <b>Unit I: Foundations of LOGICAL Thinking</b> <ol style="list-style-type: none"> <li>1. Components of an argument: claims, evidence, reasoning.</li> <li>2. Deductive vs. inductive reasoning: Characteristics and differences.</li> <li>3. Structure of arguments: premises, conclusions, assumptions.</li> <li>4. Validity, soundness, and strength of arguments</li> <li>5. Critical evaluation of everyday Arguments: identify strengths, weakness in real life scenarios.</li> </ol> | <b>05</b>           |
|  | <b>Unit II: Identifying Biases and Fallacies</b> <ol style="list-style-type: none"> <li>1. Cognitive biases: confirmation bias, hindsight bias, heuristic.</li> <li>2. Logical fallacies: straw man, ad hominem, slippery slope, false dilemma.</li> <li>3. Role of intuition vs. evidence reasoning.</li> <li>4. Impact of Biases and Fallacies on Decision- Making.</li> <li>5. Social and cultural influences on Bias.</li> </ol>   | <b>05</b>           |
| <b>Unit III: Scientific Reasoning</b> <ol style="list-style-type: none"> <li>1. Scientific method in Psychology: Observation, Question, Hypothesis, Operational Definition, Experimentation, Analysis, Conclusion.</li> <li>2. Hypothesis formulation: Characteristic of good hypothesis, testable claims, types of Hypotheses</li> <li>3. Falsifiability: definition, importance of falsifiability</li> <li>4. Research ethics in Psychology</li> </ol> | <b>05</b>  |                     |

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|                                  | <p><b>Practicum:</b></p> <ol style="list-style-type: none"> <li>1. Fallacy Spotting in Media Reports <ul style="list-style-type: none"> <li>o Skills Assessed: Media analysis, logical error detection</li> <li>o Tools Required: Newspaper clippings, online articles.</li> </ul> </li> <li>2. Hypothesis Formulation Workshop <ul style="list-style-type: none"> <li>o Skills Assessed: Scientific thinking, operationalizing concepts</li> <li>o Tools Required: Problem statements, hypothesis templates</li> </ul> </li> <li>3. Correlation vs. Causation Sorting Activity <ul style="list-style-type: none"> <li>o Skills Assessed: Analytical distinction, scientific reasoning</li> <li>o Tools Required: Scenario cards, activity worksheet</li> </ul> </li> <li>4. Scientific Method Role-play <ul style="list-style-type: none"> <li>o Skills Assessed: Experimental design, team collaboration</li> <li>o Tools Required: Scripts, mock research materials</li> </ul> </li> <li>5. Case study analysis: <ul style="list-style-type: none"> <li>o Skills assessed: Critical evaluation, application of logical reasoning</li> <li>o Tools Required: case study handouts, research summaries, discussion space.</li> </ul> </li> </ol> | <b>60</b> |
| <b>Pedagogy</b>                  | <ol style="list-style-type: none"> <li>1. Experiential learning tools such as group discussions, role play, debates, flipped learning demonstrations and sharing of experiences, among others, during lectures.</li> <li>2. Facilitators are also encouraged to use ICT tools such as Power Point Presentations/ Ted talks/ documentary of science to facilitate engagement with syllabus topics.</li> </ol>   |           |
| <b>References/<br/>Readings:</b> | <ol style="list-style-type: none"> <li>1. Copi, I. M., Cohen, C., &amp; McMahon, K. (2018). Introduction to logic (14th ed.). Routledge.</li> <li>2. Gravetter, F. J., &amp; Forzano, L. B. (2020). Research methods for the behavioral sciences (6th ed.). Cengage Learning.</li> <li>3. Halpern, D. F. (2013). Thought and knowledge: An introduction to critical thinking (5th ed.). Psychology Press.</li> <li>4. Hughes, W., Lavery, J., &amp; Doran, K. (2014). Critical thinking: An introduction to the basic skills (7th ed.). Broadview Press.</li> <li>5. Kahneman, D. (2013). Thinking, fast and slow. Farrar, Straus and Giroux.</li> <li>6. Morling, B. (2021). Research methods in psychology: Evaluating a world of information (4th ed.). W. W. Norton &amp; Company.</li> <li>7. Myers, D. G., &amp; Twenge, J. M. (2021). Exploring psychology (11th ed.). Worth Publishers.</li> <li>8. Stanovich, K. E. (2012). How to think straight about psychology (10th ed.). Pearson.</li> </ol>  |           |

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| <b>Course Outcome:</b> | <ol style="list-style-type: none"><li>1. Explain components of arguments and distinguish between deductive and inductive reasoning.</li><li>2. Identify cognitive biases and logical fallacies in everyday and scientific contexts.</li><li>3. Apply principles of the scientific method and hypothesis testing in psychological studies.</li><li>4. Evaluate arguments and research findings for validity, soundness, and evidence quality.</li></ol> |
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## Semester II

### Multidisciplinary Course

**Name of the Programme** : B.Sc. in Psychology  
**Title of the Course** : Environment Psychology and Sustainability  
**Course Code** : PSL-132  
**Number of Credits** : 3  
**Effective from AY** : 2025-26

|                                       |   |                     |
|---------------------------------------|---|---------------------|
| <b>Pre- requisite for the course:</b> | NIL   |                     |
| <b>Course Objectives:</b>             | <ol style="list-style-type: none"> <li>1. Introduce fundamental concepts of environmental psychology and its role in shaping human behaviour.</li> <li>2. Explore the impact of values, attitudes, and strategies in promoting environmentally responsible behaviour.</li> <li>3. Examine climate change, environmental stress, and their psychological implications.</li> <li>4. Understand the relationship between nature, health, and quality of life through research perspectives.</li> </ol> |                     |
| <b>Content:</b>                       |   | <b>No. of hours</b> |
|                                       | <b>UNIT I: CHANGING BEHAVIOR TO SAVE THE ENVIRONMENT</b> <ol style="list-style-type: none"> <li>1. Environmental Psychology: Definition and Characteristics</li> <li>2. Values and Attitudes</li> <li>3. Guiding Environmentally Responsible Behaviour</li> <li>4. Strategies to Encourage Environmentally Responsible Behaviour</li> </ol>   | <b>15</b>           |
|                                       | <b>UNIT II: CLIMATE CHANGE &amp; ENVIRONMENTAL STRESS:</b> <ol style="list-style-type: none"> <li>1. Understanding of Climate Change</li> <li>2. Assessing the Risk of Climate Change</li> <li>3. Conceptualization of Stress</li> <li>4. Effects of Environmental Stress</li> </ol>  | <b>15</b>           |
|                                       | <b>UNIT III: HEALTH BENEFITS OF NATURE &amp; QUALITY OF LIFE</b> <ol style="list-style-type: none"> <li>1. Measures of Health and Nature</li> <li>2. Nature &amp; Clinical Health</li> <li>3. Green Space and Public Health</li> <li>4. Mechanisms Linking Nature to Health</li> <li>5. Measures of Quality of Life</li> <li>6. Environment and Quality of Life: Research Overview</li> </ol>   | <b>15</b>           |
| <b>Pedagogy:</b>                      | <ol style="list-style-type: none"> <li>1. A blend of traditional teaching techniques- lecturing and problem-based learning may be used in the classroom.</li> <li>2. The ideas addressed in this course can be better explored through experiential learning tools such as group discussions, role play,</li> </ol>   |                     |

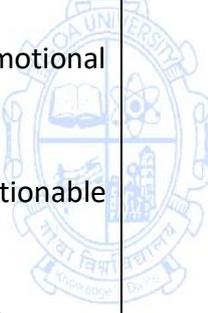
|                                  |  |
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|                                  | <p>debates, flipped learning demonstrations and sharing of experiences, among others, during lectures.</p> <p>3. Facilitators are also encouraged to use ICT tools such as Power Point Presentations/ Ted talks/ documentary of science to facilitate engagement with syllabus topics</p>  |
| <b>References/<br/>Readings:</b> | <ol style="list-style-type: none"> <li>1. Bell, P. A., Greene, T. C., Fisher, J. D., &amp; Baum, A. (2005). Environmental psychology (5th ed.). Psychology Press.</li> <li>2. Bell, P. A., Greene, T. C., Fisher, J. D., &amp; Baum, A. (2019). Environmental psychology (5th ed.). Wiley-Blackwell.</li> <li>3. Choudhury, R. R. (2017). Environmental psychology, Himalayan Publishing House.</li> <li>4. Dash, M. C. (2019). Concepts of environmental management for sustainable development. Dreamtech Press.</li> <li>5. Steg, L., &amp; de Groot, J. I. M. (2012). Environmental psychology: An introduction. Wiley-Blackwell.</li> </ol> |
| <b>Course<br/>Outcome:</b>       | <ol style="list-style-type: none"> <li>1. Explain concepts of environmental psychology and behaviour change strategies.</li> <li>2. Analyse the psychological impact of climate change and environmental stressors.</li> <li>3. Evaluate the health benefits of nature and its influence on quality of life.</li> <li>4. Apply psychological principles to promote sustainable and health-enhancing behaviours.</li> </ol>   |

## Skill Enhancement Course

**Name of the Programme** : B.Sc. in Psychology  
**Title of the Course** : Emotional Intelligence  
**Course Code** : PSL-142  
**Number of Credits** : 3 (1T+2P)  
**Effective from AY** : 2025-26

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| <b>Pre- requisite for the course:</b>                         | NIL  |                     |
| <b>Course Objectives:</b>                                     | <ol style="list-style-type: none"> <li>1. Explain the concept, types, and value of emotions in human behaviour.</li> <li>2. Analyse components of emotional intelligence and their role in personal and social functioning.</li> <li>3. Explore applications of emotional intelligence across varied life contexts.</li> <li>4. Develop practical skills for emotional self-awareness, regulation, empathy, and interpersonal competence.</li> </ol>   |                     |
| <b>Content</b>  |  | <b>No. of hours</b> |
|   | <b>Unit I: Understanding Emotions</b> <ol style="list-style-type: none"> <li>1. Concept of Emotions: Definition and characteristics of emotions, Distinction between emotions, feelings and moods, basic vs complex emotions.</li> <li>2. Types of Emotions: positive and negative emotions, Primary vs Secondary emotions, universal v culturally influenced emotions</li> <li>3. Major theories of Emotions: James-Lange, Cannon-Bard, Schachter &amp; Singer</li> <li>4. Value and functions of emotions in human behaviour</li> <li>5. Emotional regulation and expression: strategies to regulating emotions.</li> </ol>  | <b>05</b>           |
|   | <b>Unit II: Core Components of Emotional Intelligence</b> <ol style="list-style-type: none"> <li>1. Self- awareness: Emotional recognition and understanding, identifying triggers, role in self- confidence</li> <li>2. Self-Regulation: impulse control and adaptability, managing emotional responses, managing composure in challenging situations.</li> <li>3. Motivation: achievement orientation and intrinsic motivation, optimism and resilience.</li> <li>4. Empathy: emotional attunement, perspective taking, cultural sensitivity.</li> <li>5. Social skills: Active listening, communication, persuasion, conflict management, leadership and collaboration</li> </ol> | <b>05</b>           |
| <b>Unit III: Emotional Intelligence in Different Contexts</b> | <b>05</b>  |                     |

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|  | <ol style="list-style-type: none"> <li>1. Emotional Intelligence in leadership: role of EI in leadership effectiveness and workplace settings</li> <li>2. Role of emotional intelligence in personal relationships: Role of EI in family, friendship and romantic relationships.</li> <li>3. Emotional Intelligence in Education: importance for teachers and students, promoting motivation, resilience and social- emotional learning.</li> <li>4. Emotions in Ethical and Moral Decision-Making: Emotional vs Moral reasoning</li> <li>5. Challenges in Practice: Compassion fatigue, Moral injury and emotional dilemmas in practice</li> </ol>   |                  |
|  | <p><b>Practicum:</b></p> <ol style="list-style-type: none"> <li>1. Emotional Self-Awareness Journal (Reflective Exercise)<br/>Focus area: Emotional Intelligence in Digital Environments (Emojis, tone, and miscommunication online, managing digital feedback, online conflict, emotional dysregulation and scrolling behaviours) <ul style="list-style-type: none"> <li>○ Objective: To develop self-awareness by tracking and analysing personal emotional triggers across context.</li> <li>○ Activity: Students maintain a daily journal for one week where they record: <ul style="list-style-type: none"> <li>▪ Situations triggering strong emotions</li> <li>▪ The emotion felt</li> <li>▪ Physical sensations</li> <li>▪ Behavioural responses</li> <li>▪ Reflection on whether the response was appropriate</li> </ul> </li> <li>○ Assessment: Weekly submission and reflection summary.</li> </ul> </li> <li>2. Empathy Mapping Exercise <ul style="list-style-type: none"> <li>○ Objective: To enhance understanding of others' emotions and perspectives.</li> <li>○ Activity: In pairs, students choose a hypothetical or real-life scenario and complete an "Empathy Map" for a character/person by filling in: <ul style="list-style-type: none"> <li>▪ What they say</li> <li>▪ What they think</li> <li>▪ What they feel</li> <li>▪ What they do</li> </ul> </li> <li>○ Assessment: Group presentation or written report.</li> </ul> </li> </ol> | <p><b>60</b></p> |

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|  | <p>3. Emotion Recognition Roleplay</p> <ul style="list-style-type: none"> <li>○ Objective: To identify emotional cues and improve interpersonal skills.</li> <li>○ Activity: Students act out brief roleplays showing different emotional expressions (e.g., frustration, excitement, anxiety), while others: <ul style="list-style-type: none"> <li>▪ Observe body language</li> <li>▪ Interpret emotional cues</li> <li>▪ Provide feedback on accuracy</li> </ul> </li> <li>○ Assessment: Participation, peer feedback, and reflection.</li> </ul> <p>4. EQ Competency Self-Assessment &amp; SWOT Analysis</p> <ul style="list-style-type: none"> <li>○ Objective: To evaluate personal EQ using a standardized tool and apply self-regulation strategies.</li> <li>○ Activity: <ul style="list-style-type: none"> <li>▪ Students take a brief EQ test (e.g., based on Daniel Goleman’s model).</li> <li>▪ Create a SWOT analysis of their emotional competencies.</li> <li>▪ Identify specific actions for improvement.</li> </ul> </li> <li>○ Assessment: Submission of analysis with actionable goals.</li> </ul> <p>5. Universality of Emotions: Cross-Cultural Video Analysis</p> <p>Focus Area: Cultural and Gender Perspectives in Emotional Intelligence (How EI is shaped by cultural narratives and gender norms, Emotional suppression vs. expression across societies)</p> <ul style="list-style-type: none"> <li>○ Objective: To understand how emotions are universally expressed and perceived.</li> <li>○ Activity: <ul style="list-style-type: none"> <li>▪ Watch short video clips showing people from different cultures expressing emotions.</li> <li>▪ Students note non-verbal cues and match them to universal emotions (e.g., joy, anger, sadness).</li> <li>▪ Class discussion on cultural variations and commonalities.</li> </ul> </li> <li>○ Assessment: Worksheet submission and group discussion participation.</li> </ul> <p>6. Judgment of emotions through Faical Expressions</p> |  |
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|                                  | <ul style="list-style-type: none"> <li>○ Objective: to enhance recognition of basic facial emotins using nonverbal facial cues.</li> <li>○ Activity: stuents analyze facial expressions to identify emotins</li> </ul>  |  |
| <b>Pedagogy:</b>                 | <ol style="list-style-type: none"> <li>1. A blend of traditional teaching techniques- lecturing and problem-based learning may be used in the classroom.</li> <li>2. The ideas addressed in this course can be better explored through experiential learning tools such as group discussions, role play, debates, flipped learning demonstrations and sharing of experiences, among others, during lectures.</li> <li>3. Facilitators are also encouraged to use ICT tools such as Power Point Presentations/ Ted talks/ documentary of science to facilitate engagement with syllabus topics.</li> </ol>   |  |
| <b>References/<br/>Readings:</b> | <ol style="list-style-type: none"> <li>1. Brackett, M. A. (2019). Permission to feel: Unlocking the power of emotions to help our kids, ourselves, and our society thrive. Celadon Books.</li> <li>2. Bradberry, T., &amp; Greaves, J. (2023). Emotional intelligence habits. TalentSmart.</li> <li>3. Carr, A. (2022). The science of wellbeing and human strengths (3rd ed.). Routledge.</li> <li>4. Duffy, K. G., &amp; Atwater, E. (2014). Psychology for living: Adjustment, growth, and behaviour today (11th ed.). Pearson Education India.</li> <li>5. Goleman, D. (2020). Emotional intelligence (25th anniversary ed.). Bloomsbury Publishing.</li> <li>6. Mayer, J. D., Roberts, R. D., &amp; Barsade, S. G. (2021). The handbook of emotional intelligence: Theory, development, assessment, and application. Oxford University Press.</li> <li>7. Smith, E. P. (2022). Health psychology: Biopsychosocial interactions (10th ed.). John Wiley &amp; Sons.</li> </ol> |  |
| <b>Course Outcomes:</b>          | <ol style="list-style-type: none"> <li>1. Differentiate emotions, moods, and feelings and explain major emotion theories.</li> <li>2. Identify and apply components of emotional intelligence in self and others.</li> <li>3. Evaluate emotional processes in workplace, leadership, and ethical decision-making contexts.</li> <li>4. Demonstrate practical emotional intelligence skills through reflective and experiential tasks.</li> </ol>  |  |

## Exit Course

**Name of the Programme** : B.Sc. in Psychology  
**Title of the Course** : Psychology in Human Rights – Exit Course  
**Course Code** : PSL-161  
**Number of Credits** : 4 (2+2)  
**Effective from AY** : 2025-26

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| <b>Pre- requisite for the course:</b>  | It is considered an exit course in psychology and hence students should meet the criteria for exit with major paper in psychology.   |                     |
| <b>Course Objectives:</b>  | <ol style="list-style-type: none"> <li>1. Understand the intersection between psychology and human rights, including key frameworks and global perspectives.</li> <li>2. Explore the psychological impact of human rights violations, torture, and refugee trauma on individuals and communities.</li> <li>3. Examine mental health as a fundamental human right and its implications for policy and practice.</li> <li>4. Analyse the role of psychologists in advocating for and protecting human rights across diverse contexts.</li> </ol>                                   |                     |
| <br><br><b>Content</b> |  | <b>No. of hours</b> |
|  | <b>Unit I: Meaning, Scope and History of Human Rights</b> <ol style="list-style-type: none"> <li>1. Meaning of Human Rights</li> <li>2. History: Origin and development of the discourse on human rights</li> <li>3. Universal Declaration of Human Rights</li> <li>4. Indian Constitution and other laws, provisions and acts against the violation of human rights.</li> </ol>   | <b>10</b>           |
|  | <b>Unit II: The intersection of psychology and human rights</b> <ol style="list-style-type: none"> <li>1. Stereotypes, Prejudice and Discrimination – Human rights violations in history and theoretical explanations from a psychological perspective</li> <li>2. Obedience, conformity and other psychological phenomenon in relation to human rights</li> <li>3. Counselling and clinical psychology - Human rights and mental health</li> <li>4. Peace Psychology - Psychosocial aspects and effects of conflict and conditions conducive / detrimental to peace.</li> </ol> | <b>10</b>           |
|  | <b>Unit III: Significant struggles and Human Rights movements</b> <ol style="list-style-type: none"> <li>1. Civil and political - Human rights violations and psychological consequences</li> <li>2. Economic and sociocultural - Human rights violations in special groups</li> <li>3. Important human rights movements - Past and Present</li> <li>4. Psychology's contribution to the prevention of HR violations</li> </ol>  | <b>10</b>           |

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|   | <p><b>Practicum:</b></p> <ol style="list-style-type: none"> <li>1) Visit to Human Rights Commission Office-Interview with the Human Rights Officer, Specifying his role for protection of human rights</li> <li>2) Identifying course scenario involving human rights <ol style="list-style-type: none"> <li>a. Children</li> <li>b. Adolescence</li> <li>c. Adult</li> <li>d. Old Age</li> </ol> </li> </ol> <p>Analyse each scenario with respect to violation of Human Rights and measure towards protection of rights</p> <ol style="list-style-type: none"> <li>3) Identify Psychological issues of discrimination and prejudice involving gender and write a report (3 cases)</li> <li>4) Interview NGO worker or Social activist working on human rights issues. Submit report summarizing the interview and learnings.</li> <li>5) Analyse real or documented cases of human rights violations (past or contemporary) using a psychological lens.</li> <li>6) Observe and analyse media reporting on human rights issues and submit analytical report.</li> <li>7) Literature review on Psychological perspectives of Human Rights.</li> </ol> | <b>60</b> |
| <p><b>Pedagogy:</b></p>                 | <ol style="list-style-type: none"> <li>1. A blend of traditional teaching techniques- lecturing and problem-based learning may be used in the classroom.</li> <li>2. The ideas addressed in this course can be better explored through experiential learning tools such as group discussions, role play, debates, flipped learning demonstrations and sharing of experiences, among others, during lectures.</li> <li>3. Facilitators are also encouraged to use ICT tools such as Power Point Presentations/ Ted talks/ documentary of science to facilitate engagement with syllabus topics.</li> </ol>  |           |
| <p><b>References/<br/>Readings:</b></p> | <ol style="list-style-type: none"> <li>1. Asanbe, C., Avorkor, G., &amp; Jeea, Y. (2018). Mental health is a human right. Psychology International Newsletter.</li> <li>2. Rubin, N., &amp; Flores, R. (Eds.). (2020). The Cambridge handbook of psychology and human rights (Cambridge Handbooks in Psychology). Cambridge University Press.</li> <li>3. Silove, D. (1999). The psychosocial effects of torture, mass human rights violations, and refugee trauma: Toward an integrated conceptual framework. <i>Journal of Nervous and Mental Disease</i>, 187(4), 200–207. <a href="https://doi.org/10.1097/00005053-199904000-00002">https://doi.org/10.1097/00005053-199904000-00002</a></li> <li>4. Zafer-Smith, G. (2003). Special issue in "Psychologists and human rights." <i>The International Journal of Human Rights</i>. <a href="https://doi.org/10.1080/714003786">https://doi.org/10.1080/714003786</a></li> </ol>  |           |

**Course Outcomes:**

1. Explain the meaning, historical evolution, and cultural perspectives of human rights in global and Indian contexts.
2. Analyse the role of psychology in understanding human rights violations, stereotypes, prejudice, and discrimination.
3. Evaluate the relationship between human rights and mental health, with emphasis on the experiences of vulnerable groups.
4. Discuss approaches to ensuring and implementing human rights while addressing consequences of serious violations.

