



Syllabus

First Semester Courses in Psychology

June 2025

- **Syllabus for Core Course:**
 - **UAPSY4501CR2- FOUNDATIONS OF PSYCHOLOGY**
- **Syllabus for Vocational Skill Course: (since June 2023)**
 - **UAPSY4501VS1- STRESS MANAGEMENT AND RESILIENCE**
- **Syllabus for Skill Enhancement Course: (since June 2023)**
 - **UAPSY4501SE1- STRESS MANAGEMENT**
- **Syllabus for Open Elective Courses: (Since June 2023)**
 - **UAPSY4501OE1- DEMYSTIFYING MENTAL ILLNESS**
 - **UAPSY4502OE1- PERSONAL GROWTH THROUGH VISUAL ART**
- **Evaluation and Assessment guidelines**

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BA in Psychology

Course Title: FOUNDATIONS OF PSYCHOLOGY

Course Code: UAPSY4501CR2

Credits 4: Theory (4) = 60 hrs

Course Objectives:

1. To orient students to the history, theories, and specializations in psychology.
2. To stimulate interests in research methods and ethics in psychology.
3. To guide students in designing psychological research.
4. To facilitate the practical application of psychological theories to real-world settings.
5. To foster critical evaluation of psychological theories.

CO	Course Outcomes On completing the course, the learner will be able to	Bloom's Taxonomy Level (BT level)
1.	Demonstrate an understanding of the theories and approaches in psychology, their historical evolution, and the various areas of specialization within the field.	Understanding
2.	Apply psychological theories and concepts to everyday life and real-world situations.	Applying
3.	Critically evaluate classical and contemporary theories and specific theories of learning and motivation and emotions.	Evaluating
4.	Analyze and interpret psychological research methods and data analysis, recognizing their strengths, limitations, and ethical implications.	Analyzing

UNIT I: PERSPECTIVES IN PSYCHOLOGY

(15 lectures)

- A. History and definition of psychology
- B. Classic approaches (with emphasis on Freud's theory of personality)
- C. Contemporary approaches to understanding humans
- D. Indian perspectives in Psychology (reflecting on Ancient Indian perspective of personality in the current context)
- E. Areas of specialization and professions in the field
- F. Application: Understanding daily behaviours from different perspectives using a psychological lens



UNIT II: RESEARCH METHODS (QUANTITATIVE & QUALITATIVE) (15 lectures)

- A. Non-experimental methods
- B. The experimental method and designs
- C. Ethics in research
- D. Statistics in psychological research
- E. Application: Design a study with operationally defined variables

UNIT III: LEARNING (15 lectures)

- A. Nature of learning
- B. Classical conditioning
- C. Operant conditioning
- D. Cognitive learning
- E. Social learning
- F. Application: Education, Advertising, Parenting and Health

UNIT IV: MOTIVATION AND EMOTION (15 lectures)

- A. Nature, components and theories of motivation
- B. Types of Motives : Physiological and Social Motives
- C. Components and Theories of Emotion
- D. Basic Emotions
- E. Application: Sleep management (motivation), Using emotional intelligence (emotion)

List Of Recommended Reference Books

1. Baron R. A., Misra G., (2018). *Psychology*. New Delhi: Pearson Education.
2. Ciccarelli, S. K., Misra, G., & White, J. N. (2009). *Psychology*. Pearson Education India.
3. Ciccarelli, S. K., & White, J.N. (2018). *Psychology* (5th ed.). New Jersey: Pearson Education Inc.
4. Coon, D., & Mitterer, J. O. (2010). *Introduction to psychology : Gateways to mind and behavior*. (12th ed.). Belmont: Wadsworth Publishing Company.
5. Davis, S., Palladino, J., & Christopherson, K. (2012). *Psychology*. Boston: Pearson Education Inc.
6. Feldman, R. S. (2021) *Understanding psychology*. (15th ed.). New York: Mcgraw-Hill.



7. Gazzaniga, M., Heatherton, T., & Halpern, D. (2016). *Psychological science*. (5th ed.). New York : W.W. Norton & Company
8. Kalat, J. W. (2014). *Biological psychology*. (11th ed.). Delhi: Cengage Learning India Private Limited.
9. Lahey, B. (2008). *Psychology: An Introduction*. McGraw-Hill Humanities/Social Sciences/Languages.
10. Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (2017). *Introduction to Psychology* (7th ed.). Tata McGraw Hill Publishing Company Limited, New Delhi.
11. Myers, D., G. (2013). *Psychology* (10th ed.). Worth Publishers, New York.
12. Nolen-Hoeksema, S., Fredrickson, B.L., Loftus, G. Wagenaar, W.A. (2009). *Atkinson and Hilgard's Introduction to Psychology*. (15th ed.). Hampshire, England: Cengage Learning EMEA.
13. Passer, M, W. & Smith, R. E. (2011) *Psychology: The science of Mind and Behavior*. (5th ed.). New York: Mcgraw-Hill Companies, Inc.
14. Wertheimer, M. (2014). *A brief history of psychology* (5th ed.). New York: Psychology Press.
15. Wood, S. E., Wood, E. G., & Boyd, D. (2011). *The world of psychology* (7th ed.). Boston: Allyn And Bacon, Inc.
16. Zimbardo, P. G., Johnson, R. L., & McCann, V. (2009). *Psychology: Core concepts* (6th ed.). Pearson Education, Inc., Boston.

Evaluation (Theory) UAPSY4501CR2: FOUNDATIONS OF PSYCHOLOGY

Total marks per course – 100

Formative Assessment 'for' Learning

(continuous internal assessment - CIA to improve learning).

CIA - 40 marks

CIA 1: Written test - 20 marks.

CIA 2: Test / Assignment / Presentations / Infographics / Quiz / as prescribed - 20 marks.

Summative Assessment 'of' Learning

(focus on outcomes, quantitative data for outcomes of instruction)

End Semester Examination - 60 marks

One question from each unit for 15 marks, with internal choice.

Total marks per question with choice 30 - 40 marks.

Distribution of Bloom's Taxonomy levels for the course assessment for

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APPROVED SYLLABUS

UAPSY4501CR2 - FOUNDATIONS OF PSYCHOLOGY

Learning Levels	Remember	Understand	Apply	Analyze	Evaluate	Create
*Percentage	5-10%	15-20%	20-30%	20-30%	10-20%	0%

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BA in Psychology

Course Title: STRESS MANAGEMENT AND RESILIENCE

Course Code: UAPSY4501VS1

Credits 2: Theory (2) = 30 hrs

Course Objectives:

1. To normalise the conversation around experiencing and coping with stress in personal and work contexts.
2. To examine individual responses to and impacts of stress on self and work.
3. To demonstrate practical stress prevention and reduction strategies.
4. To apply key stress management strategies in current academic context
5. To expose students to resilience building practices that can be employed in daily life.

CO	Course Outcomes On completing the course, the learner will be able to	Bloom's Taxonomy Level (BT level)
1.	Describe the nature of stress, sources and its short and long term impacts on one's body, thinking, emotion, and behaviour.	Understanding
2.	Describe the role of resilience and managing stress in maintaining personal and professional wellbeing.	Understanding
3.	Identify and articulate stressors and their impacts in their work & personal lives.	Analyzing
4.	Apply key strategies to prevent stress, strengthen resilience and reduce stress in work and personal life.	Applying

UNIT I: UNDERSTANDING STRESS AND RESILIENCE

(15 lectures)

- A. Dimensions of Holistic Health & well-being
- B. Nature, Sources, and Impacts of Stress
- C. Responses to Stress, and Individual differences in the same.
- D. Introduction to Managing Stress and its importance
- E. Resilience and its role in managing stress

UNIT II: MANAGING STRESS & STRENGTHENING RESILIENCE

(15 lectures)

- A. Common Strategies of Limited Value

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- B. Practices to prevent stress and strengthen resilience:
 - a. Thought & Perception Based Strategies
 - b. Mindfulness
 - c. Emotion Focused Coping
 - d. Lifestyle Management Strategies (including Yoga)
 - e. Life and Work Management
- C. Practices to Reduce Stress in the moment:
 - a. Relaxation [JPMR, Abdomen Breathing, Pranayam]
 - b. Time Outs, Humour, Music

List Of Recommended Reference Books

1. Davis, S., Palladino, J., & Christopherson, K. (2012). *Psychology*. Boston: Pearson Education Inc.
2. Duffy, K.G., Kirsh, S. J., & Atwater, E. (2011). *Psychology for living : Adjustment, growth and behaviour today*. (10th ed.). Boston:Prentice Hall.
3. Feldman, R. S. (2021). *Understanding psychology*. (15th ed.). New York: Mcgraw-Hill.
4. Greenberg, J. S. (2002). *Comprehensive stress management*. McGraw Hill:New York.
5. Nevid, J. S., Rathus, S. A. (2016). *Psychology and the Challenges of Life: Adjustment and Growth* (13th ed.). Hoboken, NJ: John Wiley.
6. Olpin, M. & Hesson, M. (2021). *Stress Management for Life: A Research Based Experimental Approach*. (5th ed.). Boston, MA: Cengage Learning.
7. Schafer, W. (1996). *Stress management for wellness*. Fort Worth, TX: Harcourt Brace College Publishers.
8. Seaward, B.L. (2017). *Managing Stress: Principles and Strategies for Health and Well-Being*. (9th ed.). Burlington, MA: Jones and Bartlett Learning.
9. Weiten, W., Dunn, D. S. & Hammer, E. Y. (2015). *Psychology applied to modern life : Adjustment in the 21st century*. (11th ed.). Boston, MA: Cengage Learning.



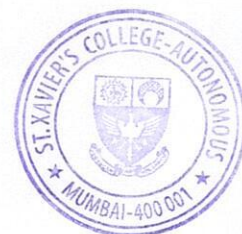
Evaluation (VSC): Total marks per course – 50

Assessments will be conducted by the department itself:

- Group Project - 15 marks
- Quiz - 20 marks
- Reflective/Application based essay - 15 marks

Distribution of Bloom's Taxonomy levels for the **course assessment for
UAPSY4501VS1 - STRESS MANAGEMENT AND RESILIENCE**

Learning Levels	Remember	Understand	Apply	Analyze	Evaluate	Create
*Percentage	5-10%	20-35%	20-35%	10-15%	10-20%	0%



SKILL ENHANCEMENT OPEN TO ALL

Course Title: STRESS MANAGEMENT

Course Code: UAPSY450ISE1

Credits 2: Theory (2) = 30 hrs

Course Objectives:

1. To normalise the conversation around experiencing and coping with stress in personal and work contexts.
2. To examine individual responses to and impacts of stress on self and work.
3. To demonstrate practical stress prevention and reduction strategies.
4. To apply key stress management strategies in current academic context
5. To expose students to resilience building practices that can be employed in daily life.

CO	Course Outcomes On completing the course, the learner will be able to	Bloom's Taxonomy Level (BT level)
1.	Describe the nature of stress, sources and its short and long term impacts on one's body, thinking, emotion, and behaviour.	Understanding
2.	Describe the role of resilience and managing stress in maintaining personal and professional wellbeing.	Understanding
3.	Identify and articulate stressors and their impacts in their work & personal lives.	Analyzing
4.	Apply key strategies to prevent stress, strengthen resilience and reduce stress in work and personal life.	Applying

UNIT I: UNDERSTANDING STRESS AND RESILIENCE

(15 lectures)

- A. Dimensions of Holistic Health & well-being
- B. Nature, Sources, and Impacts of Stress
- C. Responses to Stress, and Individual differences in the same.
- D. Introduction to Managing Stress and its importance
- E. Resilience and its role in managing stress

UNIT II: MANAGING STRESS & STRENGTHENING RESILIENCE

(15 lectures)

- A. Common Strategies of Limited Value
- B. Practices to prevent stress and strengthen resilience:
 - a. Thought & Perception Based Strategies
 - b. Mindfulness

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- c. Emotion Focused Coping
 - d. Lifestyle Management Strategies (including Yoga)
 - e. Life and Work Management
- C. Practices to Reduce Stress in the moment:
- a. Relaxation [JPMR, Abdomen Breathing, Pranayam]
 - b. Time Outs, Humour, Music

List Of Recommended Reference Books

1. Davis, S., Palladino, J., & Christopherson, K. (2012). *Psychology*. Boston: Pearson Education Inc.
2. Duffy, K.G., Kirsh, S. J., & Atwater, E. (2011). *Psychology for living : Adjustment, growth and behaviour today*. (10th ed.). Boston:Prentice Hall.
3. Feldman, R. S. (2021). *Understanding psychology*. (15th ed.). New York: Mcgraw-Hill.
4. Greenberg, J. S. (2002). *Comprehensive stress management*. McGraw Hill:New York.
5. Nevid, J. S., Rathus, S. A. (2016). *Psychology and the Challenges of Life: Adjustment and Growth* (13th ed.). Hoboken, NJ: John Wiley.
6. Olpin, M. & Hesson, M. (2021). *Stress Management for Life: A Research Based Experimental Approach*. (5th ed.). Boston, MA: Cengage Learning.
7. Schafer, W. (1996). *Stress management for wellness*. Fort Worth, TX: Harcourt Brace College Publishers.
8. Seaward, B.L. (2017). *Managing Stress: Principles and Strategies for Health and Well-Being*. (9th ed.). Burlington, MA: Jones and Bartlett Learning.
9. Weiten, W., Dunn, D. S. & Hammer, E. Y. (2015). *Psychology applied to modern life : Adjustment in the 21st century*. (11th ed.). Boston, MA: Cengage Learning.

Evaluation (SE): Total marks per course – 50

Assessments will be conducted by the department itself:

- Group Project - 15 marks
- Quiz - 20 marks
- Reflective/Application based essay - 15 marks



Distribution of Bloom's Taxonomy levels for the **course assessment for
UAPSY4501VS1 - STRESS MANAGEMENT AND RESILIENCE**

Learning Levels	Remember	Understand	Apply	Analyze	Evaluate	Create
*Percentage	5-10%	20-35%	20-35%	10-15%	10-20%	0%



OPEN ELECTIVES (for nonpsychology students)

Title: DEMYSTIFYING MENTAL ILLNESS

Course code: UAPSY4501OE1

Credits: 2 (Total 30 hrs)

Course Objectives:

1. To give non-Psychology students an introduction to issues surrounding mental illness.
2. To expose students to an overview of common mental illnesses.
3. To sensitize students to the management of common mental illnesses.
4. To examine representations of mental illness and psychotherapy.
5. To challenge and dispel myths and misconceptions surrounding mental illness.
6. To help students understand mental health, illness, and psychotherapy in the Indian context.

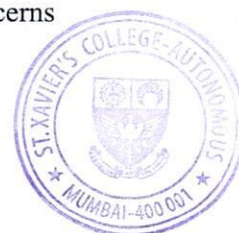
CO	Course Outcomes On completing the course, the learner will be able to	Bloom's Taxonomy Level (BT level)
1.	Understand issues surrounding mental illness.	Understanding
2.	Examine the representations of mental illness and psychotherapy.	Evaluating
3.	Think critically about practical issues related to common mental illnesses in the Indian context.	Evaluating
4.	Demonstrate an attitude of sensitivity to and support of mental health concerns in self and others.	Applying
5.	Apply the knowledge and guidelines regarding mental health to seek appropriate help for the self and support others.	Applying

UNIT 1: INTRODUCTION TO MENTAL HEALTH AND ILLNESS

(15 lectures)

- A. Concepts, Myths and Realities
- B. Historical overview
- C. Role of Diagnostic and Classificatory systems for Mental Illness
- D. Mental Health Spectrum
- E. Prevalence of Mental Illness- Globally and in India
- F. Management of Mental Illness
 - a. When to seek help for self and others (warning signs)
 - b. Self care and supporting a loved one with mental health concerns
- G. Application: Destigmatizing mental illness

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UNIT 2: EXAMINING REPRESENTATIONS OF PSYCHOLOGICAL DISORDERS AND PSYCHOTHERAPY

(15 lectures)

- A. In the Media: Representations of Illness, Institutions, Caregiving
 - a. Film
 - b. Literature
 - c. Social Media
 - d. News
- B. Multi-Cultural and Gender Perspectives on Mental Health & Illness
- C. Care Practices: Therapy, Social Media, Online Applications, Community
- D. Application: Think critically about myths and truths in the Indian context

List Of Recommended Reference Books

1. Beidas, R. S., Marcus, S., Aarons, G. A., Hoagwood, K. E., Schoenwald, S., Evans, A. C., Hurford, M. O., Hadley, T., Barg, F. K., Walsh, L. M., Adams, D. R., & Mandell, D. S. (2015). Predictors of community therapists' use of therapy techniques in a large public mental health system. *JAMA Pediatrics*, 169(4), 374.
2. Ciccarelli, Saundra K., White, J.N. & Misra, G. (2022). Psychology. (6th ed.). Noida. Pearson India Education Services Pvt. Ltd.
3. Gopalkrishnan, N. (2018). Cultural Diversity and Mental Health: Considerations for Policy and practice. *Frontiers in Public Health*, 6.
4. Kishore, J., Gupta, A., Jiloha, R., & Bantman, P. (2011). Myths, beliefs and perceptions about mental disorders and health-seeking behavior in Delhi, India. *Indian Journal of Psychiatry*, 53(4), 324.
5. Naslund, J. A., Aschbrenner, K. A., Marsch, L. A., & Bartels, S. J. (2016). The future of mental health care: peer-to-peer support and social media. *Epidemiology and Psychiatric Sciences*, 25(2), 113–122.
6. Thornicroft, G., Deb, T., & Henderson, C. (2016). Community mental health care worldwide: current status and further developments. *World Psychiatry*, 15(3).
7. Weiten, Wayne; Dunn, Dana S. & Hammer, Elizabeth Yost. (2015) Psychology applied to modern life: adjustment in the 21st century. (11th ed.) Stanford. Cengage Learning.

(Relevant articles and media sources to be specified by the instructor)

Evaluation (OE): UAPSY4501OE1: DEMYSTIFYING MENTAL ILLNESS

Total marks per course – 50

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Formative Assessment 'for' Learning
(continuous internal assessment - CIA to improve learning).

CIA - 20 marks Assignment / Presentations / Infographics / Quiz / as prescribed - 20 marks.

Summative Assessment 'of' Learning
(focus on outcomes, quantitative data for outcomes of instruction)

End Semester Examination - 30 marks

One question from each unit for 15 **marks**, with internal choice.

Total marks per question with choice **30 - 40 marks**.

Distribution of Bloom's Taxonomy levels for the **course assessment for
UAPSY4501OE1 - DEMYSTIFYING MENTAL ILLNESS**

Learning Levels	Remember	Understand	Apply	Analyze	Evaluate	Create
*Percentage	5-10%	20-35%	20-30%	10-15%	10-20%	0-5%



OPEN ELECTIVES (for nonpsychology students)

Title: PERSONAL GROWTH THROUGH VISUAL ART

Course code: UAPSY4502OE1

Credits: 2 (Total 30 hrs)

Course Objectives:

1. To give non-Psychology students an introduction to resources for personal growth.
2. To understand different areas of mental, social, physical, spiritual and emotional.
3. To understand the role of visual art in personal exploration.
4. To challenge and build visual narratives of selfhood.
5. To understand the connections between arts and health.

CO	Course Outcomes On completing the course, the learner will be able to	Bloom's Taxonomy Level (BT level)
1.	Become aware of one's strengths and weaknesses.	Understanding
2.	Develop the reflexivity to organize everyday life and relationships in such a way that the level of subjective well being increases.	Analyzing
3.	Demonstrate sensitivity to and support of mental health concerns in the self.	Applying
4.	Develop insight into the trajectories of life and plan so as to move further in the desired direction.	Analyzing

UNIT 1: DEFINING PERSONAL GROWTH

(15 lectures)

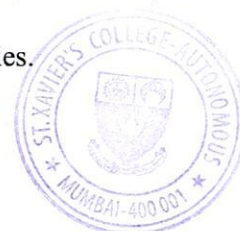
- A. Dimensions of Self Improvement
- B. Understanding Well Being
- C. Defining Self Hood and Identity
- D. Challenges to Personal Growth
- E. The connection between arts, wellbeing and healing
- F. Understanding the role of arts in prevention of ill health
- G. Application: Creating Mind Map

UNIT 2: VISUAL ART INITIATIVES

(15 lectures)

- A. An overview of arts as treatment with mental health issues
- B. Understanding the difference between arts in health and creative arts therapies.
- C. Identity Fingerprint

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- D. Visual Art Journaling
- E. Mindfulness and Art
- F. Mood Mandala
- G. Music and Bilateral Drawing
- H. Application: Visual Reflection Based on Initiatives

List Of Recommended Reference Books

1. McNiff, S. (2004). *Art heals: How creativity cures the soul*. Shambhala Publications.
2. Cameron, J., & Bryan, M. (1993). *The Artist's Way*. Sounds True Recordings.

(Relevant articles and media sources to be specified by the instructor)

Evaluation (OE): UAPSY4502OE1: PERSONAL GROWTH THROUGH VISUAL ART

Total marks per course – 50

Formative Assessment ‘for’ Learning

(continuous internal assessment - CIA to improve learning).

CIA - 20 marks Assignment / Presentations / Infographics / Quiz / as prescribed - 20 marks.

Summative Assessment ‘of’ Learning

(focus on outcomes, quantitative data for outcomes of instruction)

End Semester Examination - 30 marks

One question from each unit for 15 marks, with internal choice.

Total marks per question with choice 30 - 40 marks.

Distribution of Bloom’s Taxonomy levels for the course assessment for OE

UAPSY4502OE1 PERSONAL GROWTH THROUGH VISUAL ART

Learning Levels	Remember	Understand	Apply	Analyze	Evaluate	Create
*Percentage	5-10%	20-30%	10-20%	20-30%	10-20%	0-5%

