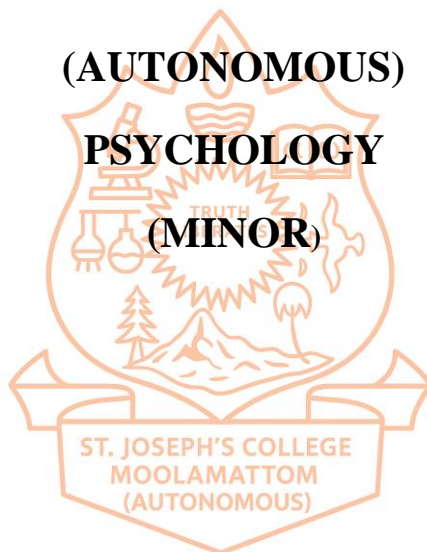


ST. JOSEPH'S COLLEGE MOOLAMATTAM

(AUTONOMOUS)

PSYCHOLOGY

(MINOR)

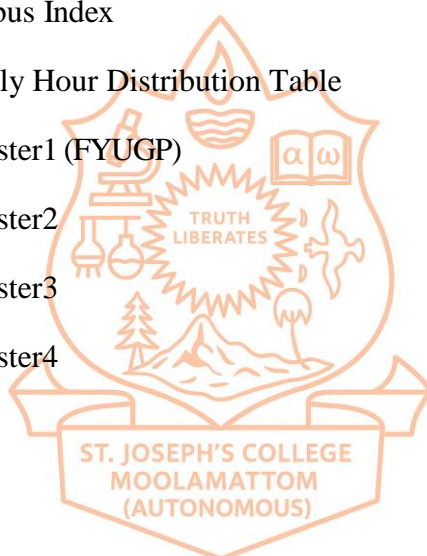


2025 ON WARDS

Contents

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- | | |
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| 1. | Syllabus Index |
| 2. | Weekly Hour Distribution Table |
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| 4. | Semester2 |
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Semesters	Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution			
						L	T	P	O
I	SJC1DSCPSY100	Psychology for personal growth	DSCA	4	5	3	0	2	0
II	SJC2DSCPSY100	Psychology as a profession	DSCA	4	5	3	0	2	0
III	SJC3DSCPSY202	Psychological First Aid	DSC B	4	5	3		2	
	SJC3VACPSY200	Psychological wellness	VAC	3	3	3			
IV	SJC4DSCPSY202	Psychology of marketing and advertisements	DSC B	4	5	3		2	
	SJC4VACPSY200	Social values for Enhancing human dignity	VAC	3	3	3			

L—Lecture, T—Tutorial, P—Practical/Practicum, O—Others

PSYCHOLOGY FOR PERSONAL GROWTH

Semester : 01

Type of Course : DSC A

Course Code : SJC1DSCPSY100

Course Summary : Course includes basic psychological concepts focusing on self-perception for personal growth. The happiness and well-being of individuals are presented in view of self-exploration. The psychological mechanisms for behavioural management for personal growth.

Credits : 4

Total Hours : 75

Hours per week : 05 (Lecture 3 + Practical 02)

CO.1

Understand and apply the basic psychological mechanisms behind personal growth

(U,A. PO.No. 1)

CO.2

Generate interest in the academic pursuit of scientific learning of human behaviour

(U. PO. No. 1)

CO.3

Understand the basic concepts of self-confidence and self-development

(U. PO. No. 1)

CO.4

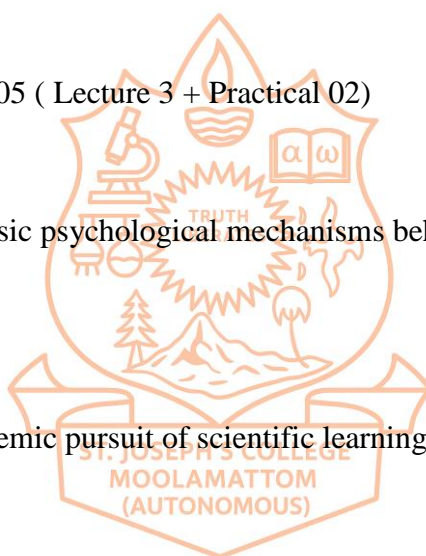
Identify and analyse how the states of consciousness and psychological competencies help one for personal growth

(U, An. PO. No. 1)

CO.5

Identify and apply the skills and techniques for personal growth and happiness

(A, S. PO. No. 1,2,10)



CO.6

Build a sense of self-worth through enhancing emotional, cognitive and social skills

(C, PO. 4,6,10)

Remember(K), Understand(U), Apply(A), Analyse(An), Evaluate(E), Create(C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Contents for Class Room Transaction

Module 1

1.1: The self-concept and self-esteem-define the concepts. Explain the features of high and low self esteem (4hrs. CO. 1 and 2)

1.2: Facilitating self-awareness through reflective exercises, JoHari Window. Personal SWOT analysis Self-assessment: administer self-awareness questionnaires/inventories. (4 hrs. CO. 1 and 2)

1.3: Self-development-Parameters to enhance self (4hrs. CO. 1, 2 and 3)

1.4: Self Confidence, Self-worth, Self-control (Discuss the elements of each concept) (3hrs. CO. 1, 2 and 3)

Module2: Consciousness (15hrs.)

2.1 Levels of consciousness-altered states of consciousness (4hrs. CO. 1 and 2)

2.2 Sleep-Stages of Sleep, Sleep disorders (in brief), Psychology of Dreams

(4hrs. CO. 1 and 2)

2.3 Induced state: Hypnosis and Meditation (3hrs. CO. 1 and 2)

2.4 Mindfulness: Mindful breathing and body awareness-Mindful observation and non-judgmental awareness (4hrs. CO. 1 and 2)

Module 3: Emotional, Social and Cognitive Competence (15 hrs.)

3.1 Emotional Competence

Understanding and expressing emotions: Managing difficult emotions.

Emotional maturity-Applying emotional intelligence Setting and achieving goals; goal setting technique-SMART goals Effective time management. (6hrs. CO. 1,2,4,5, and 6)

3.2 Social Competence

Effective interpersonal communication (conversational skills, listening skills, reading non-verbal messages, improving communication climates) Intimacy and self-disclosure in Close Relationships Managing interpersonal conflicts Social Skills Assessment.

(5hrs. CO. 1,2,4,5, and 6)

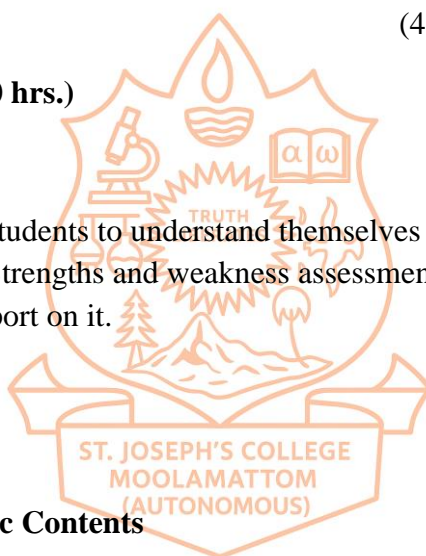
3.3 Cognitive Competence

Metacognitive strategies-Techniques for overcoming procrastination.

(4 hrs. CO. 1,2,4,5, and 6)

Module 4:Practicum (30 hrs.)

4.1 Creating an activity for students to understand themselves and focus on self-development such as values exploration. Strengths and weakness assessment (SWOT analysis), Goal Setting etc., and submit a report on it.



(CO. 4 and 5)

Module 5: Teacher Specific Contents

MODE OF ASSESSMENT

Continuous Comprehensive Assessment (CCA) 30 Marks

Internal Test-One MCQ based and one extended answer type

Seminar Presentation-Theme of seminar is to be discussed and identified with teacher.

Assignment

Assessment-The Assessment work should be demonstrated and monitored by the faculty. Records should be checked and lab exams need not to be conducted.

(Any two tasks must be submitted. It can be selected from the above-mentioned assessments or any other tasks that suit the course.)

B.Semester End Examination (2 Hrs)

Essay type question-2 out of three (15 marks each)

Short essay type any 4 out of six (5 marks each)

Shortanswertype-any Sout of seven (2markseach)

MCQ/One word/Match the following/Fillin the blanks-10questions (1 mark each)

Totalmarks-70

References

Myers, D.G., & DeWall,N.X.(2023) Psychology in Everyday Life (6thed.). Mc Millan Learning.

Strongman, K.T.(2006) Applying Psychology to Everyday Life: A Beginner's Guide. University of Canterbury John Wiley and Sons

Snyder,C.R & Lopez.S.J.(2002).Handbook of Positive Psychology. New York: Oxford University Press

Suggested Readings

Adler, R. B., & Proctor II, R.F. (2012). Looking out/Looking in. (14th ed.). USA: Wadsworth Cengage Learning

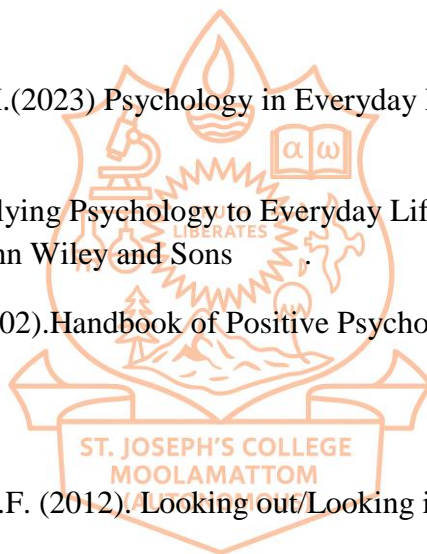
Haddon.P.F.(1999). Mastering personal and interpersonal skills. London: Thorogood

Robbins, S.P. &Hunsaker, P. L. (2008). Training in interpersonal skills: Tips for managingpeople at work. (5th ed.). New Delhi: PHI Learning

Schraw.G.(1998).Promoting general metacognitive awareness. Instructional Science, 26,113-125.

Waters.S.H.& Schneider, W. (2010). Metacognition Strategyuseandinstruction.New York: Guilford Press (Chapters 9 and 10) ANDHI

Weiten, W. & Lloyd, M.A. (2006). Psychology applied to modern life: Adjustment in the 21st centroy. (8th ed.). USA: Thomson Wadsworth



PSYCHOLOGY AS A PROFESSION

Semester: 02

Course type : DSC

Course Code : **SJC2DSCPSY100**

Course Summary: The course offers a comprehensive exploration of psychology's evolutionary framework as a science and acquaints students with the diverse professional avenues within the field. Additionally it provides insight into navigating life's myriad challenges through evidence-based psychological approaches

Credits: 4

Total Hours: 75

Hours per week: 05 (Lecture 3 + Practical 02)

Expected Course Outcomes (CO)

CO 1

Understand Psychology as a scientific discipline and analyze various foundations of psychology.
(U, An, PO.2)

CO2

Deduce the scope of psychology as a profession (An. PO.10)

CO3

Analyse essential skills of a good psychologist (An, PO.9)

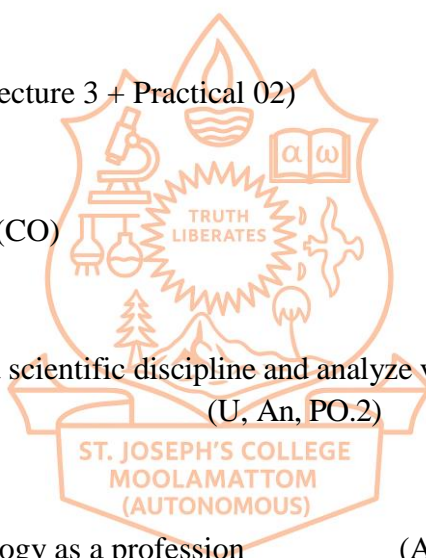
CO4

Understand professionals ethical in Psychology practice and evaluate Psychological First Aid (PFA)
(U, E, PO.8)

Remember(K), Understand(U), Apply(A), Analyse(An), Evaluate(E), Create(C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Contents for Class Room Transaction



Module 1

(15 hrs.)

1.1 What is psychology, Definition and Nature of psychology, Goals of Psychology
Description Explanation, Prediction and Control (03 hrs. CO. 1)

1.2 Early western and Greck thoughts: Plato, Aristotle and Socrates Major idea of Descartes,
Locke (02 hrs. CO.1)

1.3 Early Perspective of Psychology: Structuralism, Functionalism, Behaviourism,
Psychoanalysis, Gestalt psychology (03 hrs. CO.01)

1.4 Modern Perspective of Psychology Humanistic, Psychodynamic, Behavioural, Cognitive,
Biopsychosocial, Sociocultural. Evolutionary Perspective (02 hrs. CO. 1)

1.5 What is not Psychology, Pseudopsychology, Palmistry Astrology, Graphology, Ouija
board, Mentalism. Parapsychology , ESP, Telepathy, Precognition, Psychokinesis.
Clairvoyance, Near Death Experience. (05 hrs. CO.1)

Module2: Psychology as a Profession (15 hrs.)

2.1 Clinical and Developmental Psychology

Abnormal Psychology, Developmental Psychology: child psychology, adolescent
psychology, Geriatric Psychology. (05 hrs. CO. 2)

2.2 Organisational and Experimental Psychology: Organizational Behaviour, Experimental
Psychology: Classic studies and Experiments in Psychology. (3 hrs. CO. 2)

2.3 Personality, Cognitive and Comparative Psychology. (02 hrs. CO.2)

2.4 Applied Fields in Psychology: Clinical Psychology. Counselling Psychology,
Educational Psychology. Health Psychology

Neuropsychology, Sports Psychology, Forensic Psychology Military Psychology, Legal
Psychology, Community Psychology (03 hrs. CO. 2)

2.5 Emerging and Specialized Fields in Psychology, Cross Cultural Psychology, Psycho
oncology, Educational Psychology. (02 hrs. CO.2)

Module3: Psychology in India

(15 Hrs.)

3.1 History of Psychology in India: Psychology in India Philosophical Origin, Personality
psychology trigunas and tridoshas, Professionals in mental health.

Qualification and professional responsibilities of psychologists in India as per NEP:Psychologist (Any specialisation) Postgraduate Diploma in Clinical Psychology M.Psy (Clinical Psychology) Psy.D. (Clinical Psychology). (05 hrs. CO.3)

3.2 General and specific skills to become a good psychologist. Multicultural skills.

(05 hrs. CO.3)

3.3 Professional Ethics and Psychological First Aid Emotional Well-being: Importance of professional ethics in handling challenges. Understanding boundaries and ethical dilemmas. Role of emotional intelligence in coping with challenges.

(05 hrs. CO.4)

Module4:Practicum

(30 Hrs)

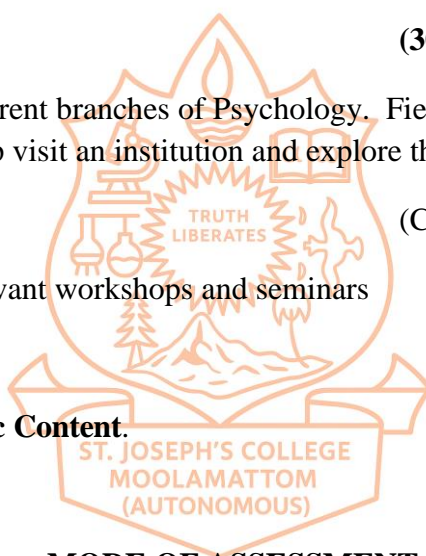
4.1 Identify and list out different branches of Psychology. Field visit reports - each student shall individually or in group visit an institution and explore the job

roles of a psychologist.

(CO.04)

The student shall attend relevant workshops and seminars

Module 5: Teacher Specific Content.



MODE OF ASSESSMENT

A. Continuous ComprehensiveAssessment (CCA) 30 Marks

Internal Test – One MCQ based and one extended answer type

Seminar Presentation -Theme of seminars to be discussed and identified with teacher.

Assignment

Assessment-The Assessment work should be demonstrated and monitored by the faculty.

(Any tasks must be submitted. It can be selected from the above-mentioned assessments or any other tasks that suit the course).

B. End Semester Evaluation (ESE) Duration 2 hrs.

Essay type question-2 out of 4 (10 marks each 2 X 10=20)

Short answers-10 out of 13 (3 marks each 10X3=30)

MCQ-20 questions (1 mark each 20 X 1 = 20)

Totalmarks-70

References

Unit 1.4- Psychology Baron & Misra, Chapter 1, page 7-10.

Unit 3.1- History of psychology in India- Baron & Misra, Chapter 1, pages 7-10; Hecker, pages 16 -20;

RCI guideline document, section 3.0, pages 6-8.

Multicultural Therapy- APA document pages 8-16

Baron,R.A.&Misra,G.(2014).*Psychology*,5thed.NewDelhi:PearsonEducation,Ch.1.

Ciccarelli, S. K., & Meyer, G. E. (2008). *Psychology*, South Asian ed. New Delhi: Pearson,Ch. 1.

EverlyJr, G. S. & Lating, J.M. (2017). The Johns Hopkins Guide to Psychological First Aid.

Baltimore: Johns Hopkins University Press (1st, 2nd and 3rd Modules).

Lopez,S.J., Pedrotti,J.T.& Synder,C.R.(2015).Positive Psychology: The Scientific and Practical Explorations of Human Strengths (3rd ed.). New Delhi: Sage Publications.

Sekhar,K.(2023).National Disaster Mangement Training Module:Psychosocial FirstAid.

NIMHANS, NDMA.(1stand 4th Module).

SUGGESTED READINGS

Cache (2020). Certificate in understanding mental health first aid and mental health advocacy in the workplace-Workbook. Spennymoor: Learning Curve Group.

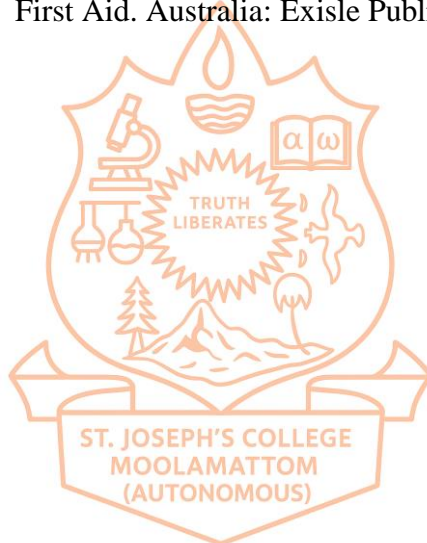
Hoeksma, S.N., Fredrickson, B.L., Loftus, G.R. and Lutz, C. (2015) Introduction to Psychology. New Delhi: Cenag Learning India Pvt. Ltd.

Jacobs, G. A. (2016). Community-Based Psychological First Aid. Amsterdam: Elsevier

Myers, D.G., & DeWall, N.X. (2023). Psychology in Everyday Life (6th ed.). McMillan Learning.

Strongman, K. T. (2006). *Applying Psychology to Everyday Life: A Beginner's Guide*. University of Canterbury. John Wiley and Sons.

Winch, G. (2013). Emotional First Aid. Australia: Exisle Publishing



PSYCHOLOGICAL FIRST AID

Semester : 03

Type of Course : DSC B

Course Code : SJC3DSCPSY202

Course Summary : Studying psychological first aid equips individuals with essential skills to provide immediate and compassionate support to those experiencing acute stress or trauma

Credits : 4

Total Hours : 75

Hours per week : 05 (Lecture 3 + Practical 02)

Expected Outcomes (CO)

CO.1

Understand the basic concepts of psychological reaction to trauma. (U, PSO. 1)

CO.2

Understand the basic principles used in psychological first aid. (U, PSO. 1, 2)

CO.3

Analyse the role of psychological first aid in real life situations (A, PSO. 2,6)

CO.4

Apply stress reduction strategies in traumatic situations. (A, PSO. 1,2)

CO.5

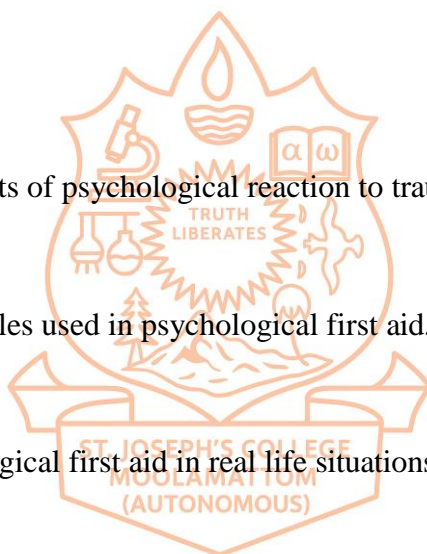
Develop the skills to function as psychological emergency care units.

(S, PSO.6,10)

Remember(K), Understand(U), Apply(A), Analyse(An), Evaluate(E), Create(C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Contents for Class Room Transaction



Module 1

(10 Hrs.)

Module 1: Introduction to Psychological First Aid Concept of Psychological First Aid, Use of Psychological First Aid, Basic Objectives of Psychological First Aid.

(05 hrs. CO. 1)

Core Competencies of PFA, Dos and Don'ts of Psychological First Aid

(05 hrs. CO. 1)

Module2: Psychological Trauma and Disaster (17 Hrs.)

2.1 Psychological Consequences of Trauma PTSD, Depression, Generalized Anxiety, Panic Disorder, Substance Use, Psychophysiological stress syndromes. (08 hrs. CO.1 and 2)

2.2 Disasters: Types of Disasters, Natural Disasters. Human-made Disasters, War-Related Syndromes. Factors that increase severity, Loss and grief. (09 hrs. CO.1 and 2)

Module3: Assessment & Intervention in Psychological First Aid

(18 Hrs)

3.1 Screening & appraisal of traumatic events-Cognitive, emotional, behavioural, spiritual, physiological Assessment demonstration through RAPID Model-Rapport and Reflective Listening Assessment, Psychological Triage, Intervention Tactics to stabilize and mitigate acute distress, Disposition and Facilitating access to continued care.

(09 hrs. CO.2 and 3)

3.2 Psychological first aid with vulnerable groups Psychological first aid strategies (PFA) with children, PFA Strategies to help the elderly, PFA strategies to help with persons with disabilities

Arousal reduction Procedures, When and How to refer, Caring for the carers.

(09 hrs. CO.2 and 3)

Module4: Practicum

(30 Hrs.)

4.1 Plan a strategy- design a model apt for sexual abuse, domestic violence applies the principles of PFA in various real life traumatic situations, Emphasize the skills needed for a psychologist in handling traumatic situation (role play can be used)

(CO.4 and 5)

Module 5: Teacher-specific contents

MODE OF ASSESSMENT

A. Continuous Comprehensive Assessments (CCA) 30 Marks

Internal Test – One MCQ based and one extended answer type.

Seminar Presentation–Theme of seminars to be discussed and identified with teacher.

(Any tasks must be submitted under the guidance of the faculty. It can be selected from the above-mentioned assessments or any other tasks that suit the course.)

B. End Semester Examination Duration 2 Hrs.

Part A –MCQ

20 questions (1 mark each $1 \times 20 = 20$)

Part B Short Answers

10 Out of 13 (3 marks each $3 \times 10 = 30$ Marks)

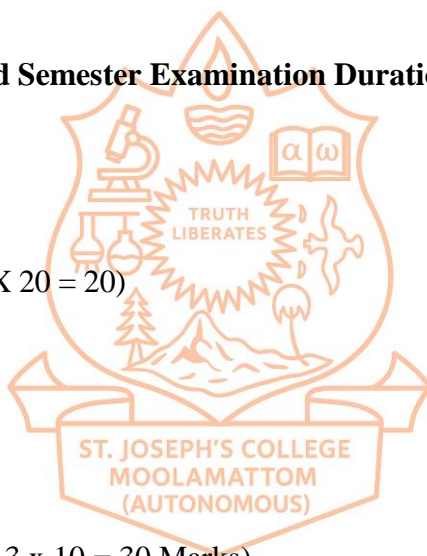
Part C Essays

2 out of 4 (10 marks each $10 \times 2 = 20$ marks)

Total Marks – 70

References

Everly Jr, G.S. & Lating, J. M. (2017). The Johns Hopkins Guide to Psychological First Aid. Baltimore: Johns Hopkins University Press (1st, 2nd and 3rd Modules)



Sekhar, K. (2023). National Disaster Management Training Module: Psychosocial First Aid. NIMHANS, NDMA. (1st and 4th Module)

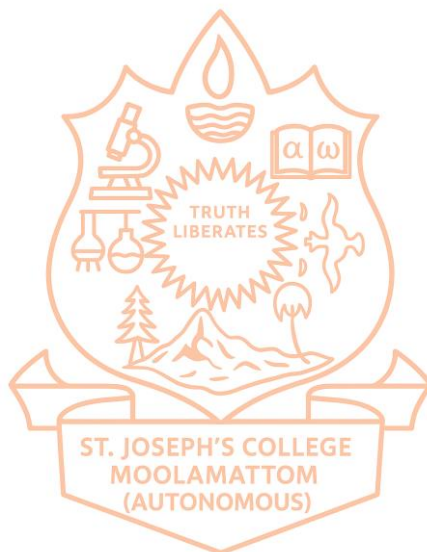
SUGGESTED READINGS

Cache(2020).Certificate in understanding mental health first aid and mental health advocacy in the workplace-Workbook. Spennymoor: Learning Curve Group.

Jacobs,G.A.(2016).Community-BasedPsychologicalFirstAid.Amsterdam:Elsevier Winch. G. (2013). Emotional First Aid. Australia: Exisle Publishing

<https://youtu.be/UUY33MKQ4tk?si=UHhX49FfbTLhwwxo>

https://youtu.be/uS_SvkbqxMo?si=Sni7XgTcrES_kQqn <https://youtu.be/laCBmFUJwrQ?si=L-AWPgyWC2LCsOR>



PSYCHOLOGICAL WELLNESS

Semester : 03

Type of Course : VAC (Value Added Course)

Course Code : SJC3VACPSY200

Course Summary : This course will help the learner to develop self-analytic, problem-focused attitude and take steps to promote own psychological wellness as well as promote social harmony. The learner would be able to develop an empathetic appreciation of uniqueness and diversity of individuals

Credits : 03

Total Hours : 45

Hours per week : 03 (Lecture 3)

COURSE OUTCOMES (CO)

CO No.1 (Expected Course Outcome)

Understand the uniqueness and diversity of persons and develop an empathetic attitude towards oneself and others
(U, PO. No. 1, 2, 6, 7)

CO 2

Analyse one's own and others personality traits help people to understand each other and thus contribute to social harmony.
(An, PO.No.2, 6, 7, 8)

CO 3

Create and apply a strategic plan to promote one's own psychological well being

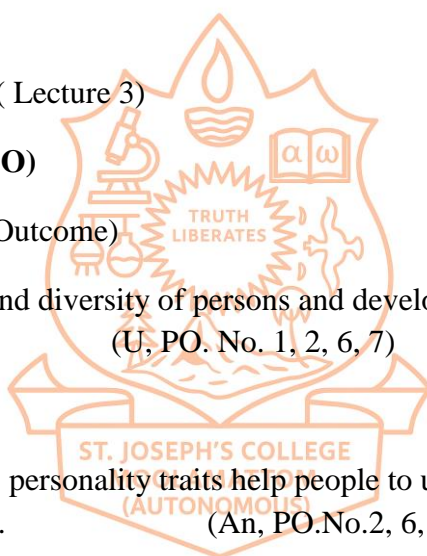
(C, PO.No.1, 8, 10)

CO 4

Develop skills to analyse one self and enhance personal and social competencies.

(A, PO.No.4, 6, 10)

Remember(K), Understand(U), Apply(A), Analyse(An), Evaluate(E), Create(C), Skill (S), Interest (I) and Appreciation (Ap)



COURSE CONTENT

Contents for Class Room Transaction

Module1: 1 Towards a Balanced Personality

1.1 Introduction to health and mental health Definition (WHO). Mental health as a dynamic Continuum affected by biological, psychological and sociocultural influences. (04 hrs. CO.1)

1.2 Identifying and Analysing personality traits through analysis of movies(06 hrs. CO.2 and 4)

1.3 Identifying characteristics of healthy personality. Perspectives - Indian tradition - Patanjali (ashtangayoga), Gandhian thought, Humanistic-Maslow, Rogers & Allport. (06 hrs. CO.1 and 4)

Module2: Diversity in Personality (12 hrs.)

2.1 Understanding diversity in personality characteristics (based on DSM-Cluster A, B, C). Personality dominated by odd or eccentric traits.

(04hrs. CO. 1 and 4)

2.2 Personality dominated by-dramatic, emotional erratic behavior

(04hrs. CO. 1 and 4)

2.3 Personality dominated by anxious or fearful behaviour

(04hrs. CO. 1 and 4)

Module3: Enhancing Positive Mental Health

(15 hrs)

3:1 Personality assessment (P) any two approaches, trait/type/Indian (online assessment and report)

(05hrs. CO. 02)

3.2 Self-reflective thinking - shift from emotion focused to problem focused thinking-Using role play & focus group discussion

Indian approach Yoga-using concepts of yama niyama

Rogers-unconditional positive regard

Using narrative exercises-retelling, externalizing, deconstruction, unique outcomes.

(10hrs. CO. 02, 3 and 4)

Module 4: Teacher-Specific Content

MODE OF ASSESSMENT

B. Continuous Comprehensive Assessment (CCA) Total marks–30

Internal Test–One MCQ based and one extended answer type

Character analysis from movies/documentaries/biographies (eg; Gandhi, Dayabai, Abraham Lincoln, APJ Abdul Kalam).

Group Presentation; cases based on own observation, stories & movies.

Personality assessment-Practical

Attend training programs for self-reflection techniques and Yoga based meditation Problem based assignment

Creating an action plan for self-development based on unit 3.1 & 3.2 Create an action plan for each student based on the reports of 3.1 & 3.2 Open book written test

Case based analysis and evaluation - Module 1 & 2 Situational analysis and creating action plan-Module 3

(Minimum of four tasks must be submitted under the guidance of the faculty. It can be selected from the above-mentioned assessments or any other tasks that suit the course).

B. Semester End examination

Essay type question – 2 out of 4 (15 marks each)

Short answer type–any 10 out of thirteen (2 marks each)

MCQ–10 questions (1 mark each)

One sentence/Match the following/Fill in the blanks–10 questions (1 mark each)

Total marks – 70

References

Abhyankar,R.,(2015)Psychiatric thoughts in ancient India.National Center for Biotechnology Information (module 1.3 & 3.2)

Butcher,J.N.,Hooley,J.M.,& Mineka,S.(2019).Abnormal Psychology (17thed.).Pearson Education Ltd. (Module 1.1, Module 2)

Fadiman,J.,&Frager,R.D.(2012).Personalityandpersonalgrowth(7thed.).(module1.3, 3.2)

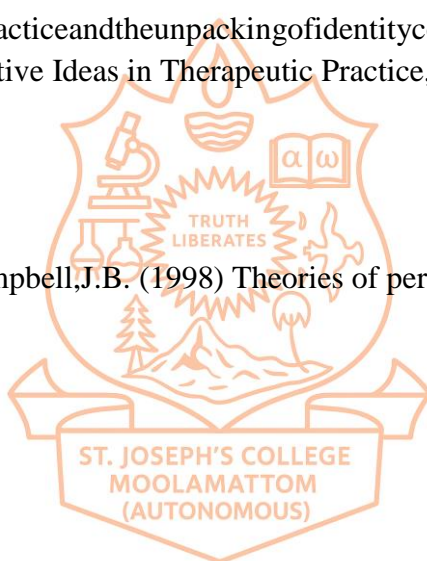
Rao,K.R.&Paranjpe,A.C.(2016).PsychologyintheIndianTradition.ISBN978-81-322- 2440-2 (e-book) (module 1.3 & 3.2)

Schultz,D.P.,&Schultz,S.E.(2015).TheoriesofPersonality(11thed.).(module1.3,3.2)

White,M.(2001).Narrativepracticeandtheunpackingofidentityconclusions. Gecko: A Journal of Deconstruction and Narrative Ideas in Therapeutic Practice, (1), 28-55. (Module 3.2)

Suggested Readings

Hall,S.C., Lindsey,G. & Campbell,J.B. (1998) Theories of personality.Wiley India (P) Ltd.



PSYCHOLOGY OF MARKETING AND ADVERTISEMENTS

Semester : 04

Type of Course : DSC B

Course Code : SJC4DSCPSY202

Course Summary : This course highlights the phenomenon of advertisement from the perspective of the psychology of attitude, persuasion and behavior change, endeavoring to understand it through certain theories and examples informed by empirical evidence

Credits : 04

Total Hours : 75

Hours per week : 05 (Lecture 3 + Practical 2)

COURSE OUTCOMES (CO)

CO.1

Illustrate the basic concepts related to advertisement and its psychological perspective.

(U, PSO.2)

CO.2

Determine the influence of advertisements in acquiring and processing of information and respective attitude changes of customers. (A, PSO.1)

CO.3

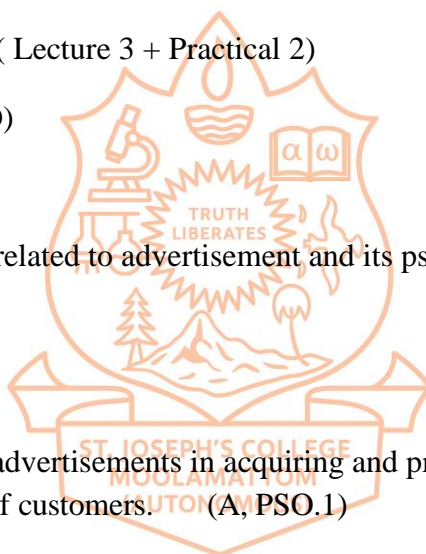
Examine different psychological techniques of advertisement that can be used to influence the behavior of audience.

CO.4

Illustrate different strategies used in advertisement that help customers to memorize and retrieve information. (An, PSO. 4)

CO.5

Examine the necessity of adopting truth and high ethical standards of advertisement while attaining the company objectives. (An, PSO. 6,8)



COURSE CONTENT

Module 1: The Concept of Advertisement and Its Psychological Perspective (15 Hrs.)

1.1 Advertisement: Concept, Objectives, Scope, The AIDA Model, Classification of advertising—Television, Radio, Print, online, Billboard, In-store, Word of Mouth, Endorsement.

(3 hrs. CO.1)

1.2 Elements of Advertisement, Effects of Advertising on Consumer Behavior - Highlighting product benefits, Entertainment, building trust and confidence, social perception, motivating to purchase, familiarizing brands.

(4 hrs. CO.3)

1.3 Advertisement: A Psychological perspective—Psychology in food Advertisement, Classical Conditioning in Advertising (Highlight examples for each concept)

Color Psychology in Advertising – Importance, Psychology of using colors to win customers (Highlight Examples for each color)

(4hrs. CO.1)

1.4 Psychological techniques used in advertising – Music, Humor, Fear, Fun and Pleasure, Sadness, love- (animals, families, pets, newborns and mothers, or happy couples) – Excitement, Vanity, Persuasion language of Advertisement (Highlight examples for each). (Discuss how each factor influences the audience)

Compliance beyond Persuasion: Reciprocity Principle, Commitment/consistency Principle, Social validation, liking & authority, Scarcity and confusion

(4hrs. CO.2)

Module2: Acquiring, processing of information & Attitude change from advertising (15 hrs)

2.1 The Model of Atkinson and Shiffrin (Memory process) (2hrs. CO.2)

2.2 The Cognitive response model, Tri-component model of attitudes. (3hrs. CO.2)

2.3 Cognitive dissonance – Definition Measuring the effectiveness of Cognitive dissonance in advertisement- identify the target audience, create a dissonance trigger, provide a solution, Test and measure the advertisement. (Eg: Ads of Shampoo, Fast Food, Snickers Ads etc.)

(10hrs. CO.3)

Module3: Ethical Issues in Advertising (15 Hrs)

3.1 Ethics in Advertisement: Principles of Advertisement, Social Responsibility of Advertising (Earl.W.Kinter) (5hrs. CO.5)

3.2 Principles of Advertisement Aiming Children by National Association of Broadcasters, USA (5hrs. CO.5)

3.3 Ethical issues in advertising with specific reference to TV advertising (Marilyn, Y. Jones, Robin Pentecost, and Gabrielle Requena). (5hrs. CO.5)

Module4: Practicum (30 Hrs.)

4.1 Identify and evaluate the strategies used by 5 different companies in building Print and Television advertisement and submit a report.

(6 hrs. CO.5)

4.2

Case Studies

Dhathri('false' hair advertisement),

Volkswagen (false claim on 'Clean Diesel' vehicle),

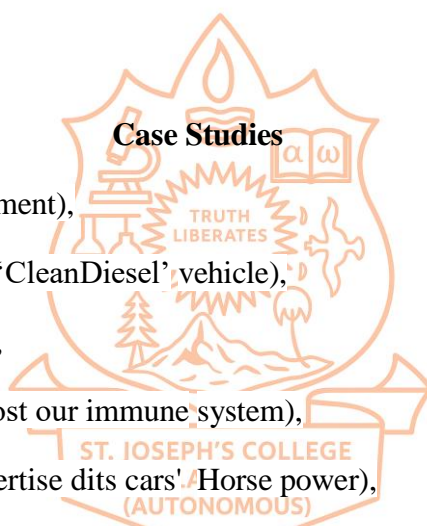
Red Bull ("give you wings."),

Kellogg's (Rice Krispies boost our immune system),

Hyundai and KIA (over-advertise their cars' Horse power),

Wal-Mart (falsely advertised the price of Coke in New York)

(18 hrs. CO.4)



4.3 Regaining Consumer Confidence: Case Study: Cadbury's Worm Infestation Controversy and Amitabh Bachchan Campaign (6 hrs. CO.5)

Module 5: Teacher Specific Content

MODE OF ASSESSMENT

A. Continuous Comprehensive Assessment (CCA) Total marks–30

Internal Test–One MCQ based and one extended answer type.

Seminar Presentation–Theme of seminar is to be discussed and identified with teacher.

(Any one task must be submitted under the guidance of the faculty. It can be selected from the above-mentioned assessments or any other tasks that suit the course.)

Semester End examination

Essay type question – 2 out of three (10 marks each) Short essay type – any 4 out of seven (5 marks each) Shortanswertype–any5 out of seven (3marks each)

MCQ/One word/Match the following/Fill in the blanks–15questions(1mark each)

Total marks– 70

References

Belch,G.B.,&Belch,A.M.(2017).*Advertising and Promotion: An Integrated Marketing Communications Perspective (SIE)*.McGraw Hill Education.

Dave,S.(2023b,February15).*The power of memory in advertising- How the brain remembers ads*. Incivus - Perception Technology. <https://incivus.ai/blog/the- power-of-memory-in-advertising/>

Fennis, B.M.,&Stroebe,W.(2010).*ThePsychologyofAdvertising*.HoveandNew York: Psychology Press, Taylor & Francis Group.

Marilyn Y. Jones, Robin Pentecost, & Gabrielle Requena. (2003). *Memory For Advertising and Information Content: Comparing the Printed Page to the Computer Screen*. Advances in Consumer Research, 30.

Rani, M. N. (2021). *Ethical issues in advertising*. Business Studies Journal, 13 (S4), 1-7.

SOCIAL VALUES FOR ENHANCING HUMAN DIGNITY

Semester : 04

Type of Course : VAC

Course Code : SJC4VACPSY200

Course Summary : This course will help the learner to understand human and constitutional rights, appreciate diversity in interpersonal interactions, and develop strategies to enhance quality of social engagements and to initiate proactive measures to foster social harmony

Credits : 04

Total Hours : 45

Hours per week : 03 (Lecture 3)

COURSE OUTCOMES (CO)

CO.1

Demonstrate a comprehensive understanding of social behaviour that contribute to building an equitable and inclusive society. (U. PO. 7, 1, 8)

CO.2

Discover relevant human rights and constitutional rights for divergent social groups.

(An. PO. 6, 7, 5)

CO.3

Examine the suitability of specific social interactions to achieve social equity.

(An. PO. 7, 5, 8)

CO.4

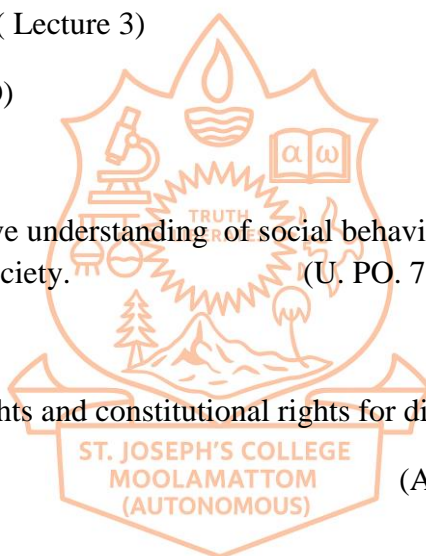
Propose strategies to enhance social consciousness and social responsibility for oneself.

(C, PO. 2, 6, 5, 7, 8)

Module1: Relationship Styles (14 Hrs.)

1.1 Foundations of relationship-Psychodynamic approach— basic trust, basic anxiety, attachment styles. (04 hrs. CO.1)

1.2 Diverse behaviours in intimate relationships – Compassionate passionate and companionate, convenient, co-dependent, enabling relationships



Conflict resolution strategies-acceptance, trust, forgiveness responsiveness.

(05 hrs. CO.1,3,4)

Relationship dynamics – power & control, authority & resources, Social exchange dynamics- patriarchy, gender roles, social and cultural structures in defining relationships.

(05 hrs. CO.1,3,4)

Module2- Diversity in social interactions (16 Hrs.)

2.1 Human rights and fundamental rights & violations. Domestic violence Act, POCSO Act, dowry prohibition act, Juvenile Justice Act, IT Act, sexual harassment of women at workplace Act.

(05 hrs. CO.1,3,2)

2.2 Violations in intimate relationships--incest, marital rape, intimate partner violence, economic abuse, psychological abuse.

Impact of domestic violence-violation of trust, effect on self-esteem and identity, cycle of violence.

(06 hrs. CO.1,3,)

2.3 Dignified human interactions in diverse settings: Cyber space-mutual respect v/s defamation, fishing, baiting. workplace-co operation v/s competition bullying, emotional manipulation- gas lighting, belittling, isolation, sexual harassment.

Public behaviour- Consensus v/s Coercion and grooming in sexual relationships.

(07 hrs. CO.3)

Module 3: Managing social interactions (15 Hrs.)

3.1 Social & interpersonal skills assessment–Communication skill, gender attitude scale

(04 hrs. CO.3, 4)

3.2 Training for -communications, listening skills - using techniques in assertiveness training and/or Transactional Analysis

(08 hrs. CO.4)

3.3 Assessing quality of own relationships and interactions apply theories–power dynamics, Relationship structure.

(03 hrs. CO.4)

MODE OF ASSESSMENT

A. Continuous Comprehensive Assessment (CCA) Total marks – 30

Group discussion on characteristics of healthy relationship and submit report Group case study & poster presentation on domestic abuse

Group role play & peer evaluation on forms of abuse

Online Social & interpersonal skills assessment (Communication skill, gender attitude scale) and report

Assessment Types

Reports on Training participation

Assignment on Self-evaluation and action plan.

Internal Test–One MCQ based and one extended answer type

Seminar Presentation–Theme of seminar is to be discussed and identified with teacher.

Open book written test

Situational analysis/case analysis-module 1 & 2 Creating action plan - module 3 (Any tasks must be submitted under the guidance of the faculty. It can be selected from the above-mentioned assessments or any other tasks that suit the course.)

B. Semester End examination

Essay type question– 2 out of 4 (15marks each)

Short answer type–any 10 out of thirteen (2 marks each) MCQ – 10 questions (1 mark each)

One sentence/Match the following/Fill in the blanks–10 questions (1mark each)

Total marks- 70

References

Carr, A. (2001) Family Therapy- Concepts, Process and Practice. John & sons Ltd. (Module1, 3)

Crisp, Richard, J, T. & Rhiannon, N. (2020) Essential Social Psychology, SAGE publications Ltd., 4th Edition. (module 1)

De Lamater, J.D., & Myers, D.J., (2009). Text book of Social Psychology. Cengage Learning (Unit1.2)

Rakos, R.F. (1991).Assertive Behaviour-theory, research and Training. Routledge .(Unit 3.2)

Rao,N. & Sahajapal, P.(2013).Counselling and Guidance.(Unit 3.2)

