

Psychology Department
Handbook for
Undergraduates

2021-22



An introduction to the Department of Psychology

Psychology at Ashoka University is organized around a scientific approach to the study of behaviour. Students are encouraged to develop scientific investigative and analytical skills that enable critical thinking and statistically sound research work in the field. The Department of Psychology is committed to a cross-disciplinary study of the subject, spanning different domains of psychology, and faculty expertise is representative of this cross-disciplinary approach. Faculty members have diverse areas of research and teaching interest, including social and developmental psychology, biological, cognitive, and clinical and counselling psychology. Courses offered by the department give students an understanding of all of these core domains, and enable students to explore specialised elective courses within any of these domains. Our department will create a conducive academic climate for intellectual growth, both for ourselves and for our students. We will also create an inclusive space, and one where an understanding of neurodiversity is used to critically examine unscientific pathological frameworks. The department's culture aims to be one of mutual respect and consultation among students and faculty, whether in research, pedagogy or administration. As of 2021-2022, graduates will get a B.Sc. rather than a B.A. in psychology

Faculty

- **Avantika Bhatia**

Avantika Bhatia received her PhD in Counseling Psychology from the University of Maryland (UMD), College Park. Prior to the PhD, she received a Master's in Rehabilitation Counseling, also from UMD, and a Master's in Clinical Psychology from Delhi University. She has conducted



research on the process and outcome of psychotherapy (i.e. what makes psychotherapy work), with particular emphasis on the therapeutic relationship. She is interested in examining the ways in which psychodynamic treatment principles (e.g. transference, attachment, countertransference) translate to heterogeneous forms of psychotherapy. Her other areas of research include college student mental health, women's career development and perinatal mental health. Avantika is also a trained psychotherapist and has experience working with interpersonal concerns, trauma, eating disorders and maternal mental health.

- **Bittu Kaveri Rajaraman**

Bittu Kaveri Rajaraman is Associate Professor of Biology and Psychology, and is the current Head of the Psychology Department. He received a PhD from Harvard University in neuroscience, and was then a DST-Kothari postdoctoral fellow at the Center for Ecological Sciences, Indian Institute of Science, and then an INSPIRE Faculty Fellow at the Central University of Hyderabad. He



works on the evolution of neural and behavioural systems of communication, the neuroethology of temporal pattern recognition in insects, and quantitative and economic cognition more broadly in zebrafish, dogs and humans.

- **Madhavalatha Maganti-Kari**

Madhavalatha Maganti has a background in the area of Developmental Psychology with a specialized concentration in the area of infancy & early childhood development. Her research interests are focused on understanding patterns of cognitive, language and socio-emotional development in infants and children aged birth to six years. In the newly set-up Child Development



Studies Lab, she aims to create ECD interventions to mitigate the effects of risks arising from prematurity and early adversity by improving neurodevelopmental outcomes in at-risk infants and children.

- **Rashmi Nair**

Dr. Rashmi Nair received a Ph.D. in Social Psychology from Clark University and Masters in Clinical Psychology from Christ University. Before joining Ashoka, she was working at the U.S. Congress through a competitively awarded fellowship dually supported by the Society for the Psychological Study of Social Issues and the American Association for the



Advancement of Science. Her research focuses on experiences of group-based victimization based on various social identities such as caste, religion, and nationality. Her work also addresses how social psychological research can inform public policies. She has employed both qualitative and quantitative methodologies and worked with various historically-disadvantaged communities internationally. Her research has received funding support from various scientific societies including the American Psychological Association, Society for the Psychological Study of Social Issues, and the International Peace Research Association Foundation.

- **Simantini Ghosh**

Simantini (Simi) Ghosh did her bachelors in Physiology (Hons) from Presidency College, Calcutta. She obtained her Masters' degree in Biochemistry from the University of Calcutta and her PhD in Neurobiology and Anatomy from the University of Rochester School of Medicine and Dentistry in Rochester, New York. As a postdoctoral research scholar in Neurology in Washington School of Medicine in St.



Louis, Missouri, she worked on an NIH-funded project to study behavioral effects of repetitive concussive traumatic brain injury and Alzheimer's disease brain-derived fractions in rodents.

- **Sramana Majumdar**

Sramana studies identity, violence and intergroup relations. She completed her PhD from the Department of Psychology, Jamia Millia Islamia where she worked on exposure to political conflict and experiences of collective violence among the youth in Kashmir. Presently she is working on intergroup contact, prejudice and identity performance in computer-mediated communication, specifically looking at how interactions on



digital media shape, modify and moderate offline prejudices. She has previously taught at the School of Human Studies, Ambedkar University, Delhi and the School of International Studies, Symbiosis University, Pune. Sramana has worked with several organizations as a psychometrician and research advisor on developing intervention based insights on gender, health and the ongoing Covid-19 pandemic.

- **Bhismadev Chakrabarti**

Bhismadev Chakrabarti is a Professor of Neuroscience and Mental Health and Research Director of the Centre for Autism at the University of Reading, UK. After a first degree in Chemistry at St.Stephen's College, India, he went to Trinity College, Cambridge, where he completed his



Ph.D. in affective neuroscience. His research focuses on the core processes underlying human social behaviour, and individual differences therein. His lab uses a range of techniques to measure behaviour, autonomic, and neural activity. In parallel to his lab-based work, Prof Chakrabarti has been developing tools for neurodevelopmental assessments in low-resource settings, that can be administered by non-specialists using mobile devices. His research is funded by grants from the Medical Research Council UK, Leverhulme Trust, British Council, and the European Research Council. In recognition of his contributions, he was awarded the Philip Leverhulme Prize in Psychology, and elected to the fellowship of the Young Academy of Europe.

- **Sneha Shashidhara**

Sneha Shashidhara is a cognitive neuroscientist by training working with CSBC (Center for Social and Behavioural Change) as a researcher interested in mechanisms of the brain underlying higher order cognition and decision making, with an added social perspective. A Gates-Cambridge scholar, she did her PhD, studying the multiple demand network in the brain, at Cambridge UK. This network is active in different demands, be it language, memory, math etc and handles many types of task difficulty. Prior to that, I did my Master's in Neuroscience at International Max Planck Research School (IMPRS), Goettingen, Germany.



- **Annette Taylor**

Professor Taylor was a full professor on the faculty of the University of San Diego from 1990 to 2019. She received her PhD in general experimental psychology in 1987 from the University of Southern California, specializing in information-processing cognitive psychology. She has taught a wide variety of courses and her on-going research interests currently focus on teaching-related issues, including student engagement and conceptual change of



misconceptions. She has taught on Semester-at-Sea, circumnavigating the globe while teaching a standard curriculum in psychology, adapted to a focus on cross-cultural issues, and continues to teach as a Visiting Professor both abroad and in the US.

- **Krishna Melnattur**

Krishna Melnattur joined Ashoka as an Assistant Professor in August 2021. Prior to this he was a Staff Scientist in the Department of Neuroscience, Washington University School of Medicine, St Louis. He obtained a PhD in 2008 from the University of Massachusetts, Amherst and was a postdoctoral fellow at the National Institutes of Health, Bethesda. Krishna is interested in understanding how brains generate adaptive behaviours. To get at these questions, his lab uses a variety of techniques including genetics, circuit tracing tools, physiology and behavioural measurements. His current interests are in studying sleep on the fly *Drosophila*. His work speaks to two aspects of sleep – that sleep is plastic i.e. modifiable by environmental changes, and in turn supports brain plasticity and learning.



- **Sanna Linnea Balsari Palsule**

Sanna studies the dynamics of personality change and individual differences. She received her PhD in Social Psychology from the University of Cambridge, and her Master's in Social and Developmental Psychology also from the University of Cambridge. Presently she consults for the development sector,



working to use behavioural science and human-centred design research on issues of poverty alleviation. As a Principal Investigator at the Centre of Social and Behaviour Change, she works closely with project teams, governments and other policymakers to diagnose, design and evaluate

behaviourally informed interventions on behaviour change. Sanna has previously taught at Judge Business School, Cambridge. She is a columnist for Psychology Today and Fast Company, and her short books on personality are out in 2022.

- **Amrendra Singh**

Amrendra received his PhD in Cognitive Science from Centre of Behavioral and Cognitive Sciences (CBCS), Allahabad. After completing his PhD, Amrendra was awarded a Postdoctoral Research fellowship by Department of Science and Technology, Government of India. Amrendra's research focuses on studying the relationship between attention and perception. Using behavioral, psychophysics and neuroimaging (functional MRI)



methodology, he is trying to study how spatial attention influences perception of time and their underlying brain mechanism. Amrendra is also interested in studying how changes in attentional processing achieved through meditation influences visual and time perception.

- **Manon Grube**

Motivated by a wish to study how we perceive the world around us, Manon Grube trained as a Neurobiologist at Göttingen, Santa Cruz California & Leipzig Univ., and specialised in Auditory Cognition in the normal & the disordered brain. During her time as a postdoc, independent group leader, assistant professor &



visiting faculty at Newcastle, Montreal, Berlin, Aarhus & Bari Univ., she has established her own line of research, focussing on rhythm and time perception, the roles and dysfunctions in speech and movement, and the underlying brain mechanisms. Her current main endeavours aim at

rhythmic entrainment in the EEG, the duration of “now”, and the interrelationship of temporal processing at different time scales."

- **Arti Maria**

Prof. Arti Maria is Professor & Head, Department of Neonatology at Dr RML Hospital & PGIMER, New Delhi. She has an MD and DM in Neonatology. She is interested in the areas of family centred care, quality of care, implementation research, breast feeding, general motor movements, and improving the care of small and sick newborns. She innovated and pioneered the idea of Family Centred Care in Neonatal Care in India which is a National health program of GOI, being implemented across the country. She is the recipient of ICMR, WHO fellowship awards and has been an ISQua Expert, Quality Improvement coach, a CHIFA member and nominated ISRHML member.



- **Thomas H Bak**

A graduate in medicine, with clinical experience in neurology and psychiatry, Dr Bak's interests focused since the time of his PhD on neuropsychology and in particular on the relationship between language, brain and mind. Currently working at the Psychology Department of the University of Edinburgh, he was president of the World Federation of Neurology Research Group on Aphasia, Dementia and Cognitive Disorders (WFN RG ADCD) 2010-2018. His recent work explores the impact of language learning and multilingualism on cognitive functions across the lifespan and in brain diseases such as dementia and stroke. He has



teaching experience in 7 languages and conducts his research in a wide range of populations across the world, including India.

Courses

The Psychology Department offers a range of courses structured around three tiers: Fundamental Courses, Core Domain Courses, and Electives. These courses give students both the breadth of the discipline and sufficient depth for students who wish to have a more narrow specialization within a domain. Note that some courses have prerequisites (courses that must be taken before enrolling in a particular course); co-requisites (courses that must be taken concurrently); and preclusions (courses that have sufficiently similar emphasis and must not be taken together with that course). Most courses are worth 4 credits (unless otherwise stated), and the workload for each 4-credit course is about 10 hours per week

Monsoon 2021:

1. PSY-1001 Introduction to Psychology
2. PSY-1003 Thinking Like A Psychologist
3. PSY-2001 Statistics and Research Methods- I
4. PSY-2002 Statistics and Research Methods- II
5. PSY-2011/ BIO-2103 Introduction to Neuroscience
6. PSY-2021 Cognitive Psychology
7. PSY-2031 Developmental Psychology
8. PSY-2041 Clinical Psychology
9. PSY-2051 Social Psychology
10. PSY-3050 Intergroup relations
11. PSY-3047 Psychotherapy | Counselling Psychology
12. PSY-3082 Qualitative Research Methods
13. PSY-3100 Seminar Series in Psychology
14. PSY-3141/ MS-3210 Communication Theory & Behavioral Change
15. PSY-3151/ SOA-321 Anthropology of Mental Health
16. PSY-3101/ BIO-3501 Biostatistics and Bioinformatics
17. PSY-3097 Independent Study Module
18. PSY-3099 Independent Study Module II
19. PSY-4087 Advanced Independent Study Module
20. PSY-4070 Internship in Psychology Instruction

21. PSY-6001 Graduate Research Methods

Spring 2022:

1. PSY-1001 Introduction to Psychology
2. PSY-1003 Thinking Like A Psychologist
3. PSY-2001 Statistics and Research Methods- I
4. PSY-2002 Statistics and Research Methods- II
5. PSY-2021 Cognitive Psychology
6. PSY-2031 Developmental Psychology
7. PSY-2041 Clinical Psychology
8. PSY-2051 Social Psychology
9. PSY-3012 Evolutionary Cognition
10. PSY-3047 Psychotherapy
11. PSY-3082 Qualitative Research Methods
12. PSY-4041 Helping skills
13. PSY-3043 Psychoactive drugs
14. PSY-3058 Intersectionality
15. PSY-2376/ CS-2376 Data Mining and Warehousing
16. PSY-3057/ ECO-3620 Behavioral Economics
17. PSY-3141/ MS-3210 Communication Theory & Behavioral Change
18. PSY-3153/ MS-3215 Content Analysis and Communication Research Method
19. PSY-3097 Independent Study Module
20. PSY-3099 Independent Study Module II
21. PSY-4087 Advanced Independent Study Module
22. PSY-4087 Advanced Independent Study Module
23. PSY-4070 Internship in Psychology Instruction

Course Levels and Pre-Requisites:

The two 1000-Level Courses are Gateway Courses and are typically prerequisites for taking higher level courses. It is strongly recommended that students take a Gateway course and SRM-I as soon as possible. Beyond this, the department does not impose a sequence in which to take core courses. Note though that some courses have prerequisites (courses that must be taken before enrolling in a particular course); co-requisites (courses that must be taken concurrently, that complement each other's knowledge base if taken together); and preclusions (courses that have sufficiently similar emphasis and must not be taken together with that course). Often, elective courses will have a gateway course, one or more statistics courses and one core domain course as prerequisites.

Note that the first digit of the course code specifies whether the course is at an introductory level to be taken in the second or third semester (1000), a core course level to be taken in the third or fourth semester (2000), a higher level elective (3000), a course specifically envisioned for fourth year ASP students (4000), or a specific graduate level course (6000). Some courses that are listed both at undergraduate and graduate level cover the same material but offer advanced assignments for graduate students. While the third and fourth digits just track and group multiple courses in various subdomains, the second digit of the course code specifies the overall course domain:

0 Introduction, Statistics or Methodology domain

1 Bio domain

2 Cognitive domain

3 Developmental domain

4 Clinical domain

5 Social domain

6 Electives offered by visiting faculty

7 Instructional electives

8 Methodology electives

9 Lab or research module

Curriculum structure

The structure of the psychology curriculum resembles a pyramid, with Fundamentals (Gateway, Statistics and Research Methodology) at the top-tier, Core Domains (Biological, Cognitive, Developmental, Clinical, and Social Psychology) in the middle-tier, and Electives at the lower-tier. Students are encouraged to complete their Fundamentals and Core Domains as early as possible, because many of these are prerequisites for upper-level electives. For more information, please [click here](#).

Courses we offer:

Gateway courses

PSY 1001 Introduction to Psychology

This course introduces psychology as an empirical, behavioral science. It considers the approaches different psychologists take to describe and explain behavior. It covers a broad range of topics, including how animals learn, how personality develops and influences functioning, how the nervous system is structured and how knowledge of neuroscience may inform a neurodiverse understanding of mental variation, how people acquire, remember and process information, how psychopathology is diagnosed and treated, how children and adults develop, and how people behave in groups and think about social environments.

Prerequisites: None.

Offered: Recommended for Semester 2, but also offered every Monsoon and Spring

PSY 1003 Thinking like a psychologist

This course is offered only to students who have studied psychology at a pre-college level and can then substitute for PSY 1001. The focus of the course is not on understanding introductory psychological concepts – we will barely cover any – but on building the skills necessary to think critically and scientifically like a psychologist.

Prerequisites: No Ashoka courses, but Psychology in Class 11, 12 in CBSC, IB and ISC boards.

Offered: Recommended for Semester 2, but also offered every Monsoon and Spring.

PSY 2001 Statistics & Research Methodology I

The primary focus of this course is mastering basic statistical concepts and reasoning. In the process, students will learn characteristics of different types of research, and how to think critically about statistics. The course also includes a practical component where students learn how to use statistical software to analyse existing datasets (secondary data analysis). Students are advised to take this course as soon as possible.

Prerequisites: None.

Preclusion: Statistics for Economists (Economics Department)/ Probability and Statistics (Mathematics Department).

Offered: Recommended for Semester 2, but also offered every Monsoon and Spring

PSY 2002 Statistics & Research Methodology II

The primary focus of this course is on mastering different research methods and research designs, with more in-depth learning of statistical thinking. Students will embark on an empirical project where they will devise testable hypotheses, design a study to collect primary data, and then analyze, interpret, and present their findings. Students are advised to take this course as soon as possible.

Prerequisites: Statistics & Research Methodology I (Psychology Dept), or Statistics for Economics (Economics Dept), Probability & Statistics (Math Dept)

Offered: Usually in Semester 2, but also offered every Monsoon and Spring

Core courses

PSY 2011/ BIO 2103 Introduction to Neuroscience

This course provides an introduction to the relationship between brain and behaviour. The focus will be on understanding how behaviour is produced by the brain. The course seeks to answer key questions about how neurons produce behaviour, how the human brain is organized and how the brain processes information.

Prerequisites: None

Offered: Every Monsoon

PSY 2021 Cognitive Psychology

In this course, students will consider cognition, a subtopic within the field of psychology. The specific emphasis of cognition is on a scientific consideration of how people think and how they process information. We will examine current models in cognitive psychology from a theoretical perspective as well as the research methods that allow us to make accurate inferences about the

workings of the mind. Topics will include perception, attention, memory, imagery, language, comprehension, problem solving, and decision-making.

Prerequisites: Introduction to Psychology

Offered: Every Monsoon and Spring

PSY 2031 Developmental Psychology

This course reviews the fundamentals of developmental psychology, a field of study devoted to understanding both the continuity and change that makes up human growth throughout the lifespan. Students will gain exposure to a range of developmental psychology theories and learn how these are applied to developmental milestones across life-stages.

Prerequisites: Introduction to Psychology

Offered: Every Monsoon and Spring

PSY 2041 Clinical Psychology

This module introduces the most common self reported mental health problems such anxiety, depression, eating disorders, behavioural problems, attention deficits, learning disabilities, schizophrenia, personality disorders, sexual adjustment, substance abuse, suicide, and dementia. The course focuses on developing a holistic and nuanced understanding of these mental health issues, with a critical understanding of diagnosis and pathology.

Prerequisites: Introduction to Psychology

Offered: Every Monsoon and Spring

PSY 2051 Social Psychology

This course explores the scientific nature of social influence and interaction, covering topics such as social judgment, self-concept, attitudes, conformity, prejudice, and interpersonal relationships. We will also pay particular attention to the use of empirical evidence from which we build theories of social behaviour.

Prerequisites: Introduction to Psychology

Offered: Every Monsoon and Spring

Elective courses in 2021-2022

PSY 3012 Evolutionary Cognition

What is cognition? How has it evolved? What cognitive abilities do animals possess? Are they similar to those found in humans? What narratives about the evolution of behaviour are scientifically grounded? This course provides a critical review of various theories of the evolution of cognition and training on how to review the standards of evidence behind various claims.

Prerequisites: None, but students are advised to have taken Introduction to Neuroscience

Offered: Every other Spring

PSY 3047 Psychotherapy/ Counselling Psychology: Theoretical Foundations and Research.

This course is an introduction to the major theories of psychotherapy. You will learn about some of the central theoretical approaches that have contributed to how clinical work is conducted today. We will review these approaches through the context of research, as we focus on what makes psychotherapy work. Videos and case presentations will be included to highlight psychotherapeutic approaches for analysis and discussion.

Prerequisites: Clinical Psychology

PSY 3055 Intergroup relations

Humans are social beings, and therefore, often identify with groups. These groups can be based on various social identities (e.g., religion, gender, sexual orientation, etc.) or they can be minimal groups (e.g., experimentally-assigned groups based on color of one's hat). This course introduces you to the psychological processes involved in how individuals, who are members of groups, think, feel, and behave towards other group members.

Prerequisites: Social Psychology; Statistics & Research Methodology II

PSY 3082 Qualitative research methodology

Although quantitative methods feature heavily in modern psychological research, qualitative data is also useful in many ways; sometimes it is even indispensable when studying certain phenomena. But qualitative research methodology is not just about asking people what their opinions or feelings are about a particular issue. This course trains students to extract information from qualitative data to yield psychological insights.

Prerequisites: Statistics and Research Methods II; completed at least 3 out of 5 core domains

PSY 3099 Independent Study Module

The Independent Study Module (ISM) allows students to delve more deeply into research, either assisting an instructor on a specific research agenda, or in some cases, charting their own research agenda. Students must seek out an instructor in the department and work out a concrete plan with the instructor before signing up for the course. Students may do only one ISM at level-3000.

Prerequisites: Introduction to Psychology; Statistics and Research Methods I; with consent of instructor; subject to mutual interest between student and faculty

PSY 4089 Advanced Independent Study Module

The advanced Independent Study Module (ISM) is for UG4 students who are not doing an honors thesis, yet want further exposure beyond the initial PSY 3099 ISM which they have already taken. Students must seek out an instructor in the department and work out a concrete plan with the instructor before signing up for the course.

Prerequisites: Introduction to Psychology; Statistics and Research Methods I and II; PSY 3099; subject to mutual interest between student and faculty

Preclusion: PSY 4099

PSY 4070 Internship in Psychology Instruction

This instructional internship exposes students to the teaching of psychology where undergraduates serve as teaching assistants (UGTAs) in level- 1000 or -2000 courses of their choice, subject to mutual interest with the instructor and programme needs. Through this

internship, students gain a deeper understanding of the subject matter, gain insights into how courses are planned, and learn how to communicate their subject matter in ways that will lead to successful learning. Only one student will be accepted per section of a course, per enrollment of 30. Interested interns should read the guide and syllabus for PSY 4070.

Prerequisites: UG4 psychology major; be in good GPA standing; possess the necessary psychological traits (e.g., emotional stability, motivation, positive learning attitude).

PSY 4098 Honours Research Seminar

This is an 8-credit preparatory course for PSY 4099 Honours Thesis. Students will learn the process of research from their advisor and from one another. At the end of the course, students will produce and defend their research proposals, and critique other students' proposal.

Prerequisites: Completed 12 psychology courses; only for fourth-year students with at least 3.0 GPA, or with consent of a prospective advisor; students must have already secured an honours thesis supervisor.

PSY 4099 Honours Thesis

This is an 8-credit capstone course where students will complete a piece of scholarly work over two semesters that contributes substantially to the knowledge and/or application of the discipline. In addition, students are expected to defend their work in front of peers and members of their thesis committee. Students must seek out an instructor in the department and work out a concrete plan with the instructor before first week of the course. Students should read the guidelines for PSY 4098 and PSY 4099 here.

Prerequisites: Completed 12 psychology courses; only for fourth-year students with at least 3.0 GPA, or with consent of a prospective advisor; PSY 4098 Honours Research Seminar; subject to mutual interest between student and faculty.

Elective courses offered in other years:

PSY 3011 Advanced Topics in Neuroscience

This course allows students to explore the neural processes that produce various aspects of cognition and behavior, such as sensation, motor control, communication, creativity, navigation, decision making, learning and memory. The goal of this class is for students to explore various topics in neuroscience that give one a sense of the possible framework of computation through electrical signaling by wet, messy, living systems. We discuss the strengths and limitations of various methods by which inferences about the neural basis of cognition are made, by reading and evaluating primary scientific material.

Prerequisites: Introduction to Neuroscience

Offered: Every other Spring

PSY 3032 Atypical Development

This course examines the psychological, biological, environmental, and cultural influences on the development of atypical infants and children. Specifically the emphasis is to improve developmental outcomes and study the implications of atypical development for intervention and education, for family adjustment, and for improving quality of life. Research studies that provide empirical evidence will also be reviewed to expand the scope of understanding atypical patterns of development.

Prerequisites: Developmental Psychology; Statistics & Research Methodology II

PSY 3033 Psychology of Language

Language is so crucial that a lot happens when we speak. Our ability to comprehend and express our ideas or thoughts is taken for granted every day, yet what is something that is so special and amazing about any language that comes naturally to all of us and how does it work?

Prerequisites: Developmental Psychology; Statistics & Research Methodology II

PSY 3034 Embodied Cognition

This course will involve contrasting approaches to understanding cognition, helping us understand how cognitive agents interact with a complex environment, and how aspects of the environment contribute to cognitive processes.

Prerequisites: Cognitive Psychology; Developmental Psychology; Statistics & Research Methodology II

PSY 3041 Psychopathology

This course will focus on understanding and analyzing the biological basis of psychological disorders. The course will be a mix of didactic lectures and problem-based learning sessions. Students will build upon their knowledge from the clinical psychology class to delve deeper into the subtleties of psychological disorders, including analyzing patient case studies.

Prerequisites: Clinical Psychology; Statistics and Research Methodology II

PSY 3042 Introduction to Counseling

This course is designed to provide the student with an overview of counseling psychology as a profession. It will introduce the student to the scientist/practitioner model, and in so doing, define the subject matter of counseling psychology, the target population the counseling psychologist seeks to serve, and the technical tools professional counselors use during their practice.

Prerequisites: Introduction to Psychology; Statistics & Research Methodology I; Clinical Psychology

PSY 3043 Drugs and Behaviour

This course, with a focus on psychoactive drugs, will explore the neurotransmitter systems underlying abnormal psychology and behavior and how modern generation drugs alter neurotransmitter balance to putatively restore functionality and behavior. The course is designed to introduce pharmacological concepts for students without prior exposure to college level biology and build upon the knowledge from clinical psychology to explore psychopharmacology-based treatment approaches. The course material will heavily draw from primary literature and randomized clinical trials of import in the field.

Prerequisites: Introduction to Neuroscience; Clinical Psychology; Statistics & Research Methodology II

PSY 3044 Violence as a Human Behaviour

This course brings in materials pertaining to violence and aggression across the disciplines of neuroscience, evolutionary biology, sociology, psychology and political science. The course will first try to break violence down to its neurobiological roots, and then rebuild it using perspectives from behavior, sociocultural patterns and aggression. We will examine mob violence, violent crimes, violence against women and children, violence against ethnic minorities and “legitimized” violence.

Prerequisites: Introduction to Neuroscience; Statistics & Research Methodology II

PSY 3051 Behavioural Change

Humans sometimes behave in ways that are dysfunctional not only to themselves, but to those around them. This course brings together insights from social psychology and other allied disciplines to address the promises, pitfalls, and challenges psychology can be used to address real-life problems in climate change, poverty, health, environment, public policy, and so on.

Prerequisites: Social Psychology; Statistics & Research Methodology II

PSY 3052 Emotion

This course examines the nature of emotions from various perspectives (e.g., cognitive, social, cultural, and biological perspectives). The emphasis is on developing a nuanced understanding on how emotions affect behavior, and how behaviors affect emotions. Classic emotion research will be revisited, as well as the introduction of current advances in emotion research.

Prerequisites: Social Psychology; Statistics & Research Methodology II

PSY 3053 Cultural Psychology

This course focuses on human cognitions and behaviors that are affected by our cultural differences and similarities across cultures. We will think about and understand how these processes occur and are shaped, and also question whether these characteristics are fundamental, and to what extent they are plastic.

Prerequisites: Cognitive Psychology; Social Psychology; Statistics & Research Methodology II

PSY 3054 Social Cognition

This course focuses on the cognitive mechanisms underpinning many forms of social behaviour. How do individuals perceive and reason about information related to other people and their environment? How much of the environment affects our behaviour -- and are these influences necessarily conscious?

Prerequisites: Cognitive Psychology; Social Psychology; Statistics & Research Methodology II

PSY3061 Gender and Mental Health

This course will focus on the intersectionalities between Gender and Mental health across various domains. We will start with theoretical concepts of Gender formulations in psychology, history of gender struggle and rights movements, methodology and ethical issues in gender psychology research, and proceed towards exploring mental health and well being as well as gender trauma. Throughout, the instructor will strive for a balance of introducing the class to literature that is cross-culturally pertinent. This course is, expressly, not just for womxn students. In fact, it is encouraged that men enroll for this class as well, because this class will be geared towards a discussion of ALL genders within a framework of psychological thought. This is an advanced interdisciplinary course with weekly discussions and flipped classrooms employed for most of the course, with didactic lectures only being a part of the entire 90 minute long class duration. Classes will likely be conducted on Zoom, using small discussion sessions and group activities.

Pre Requisite: SRM2, Clinical Psychology

PSY 3081 Psychological testing and assessment

Psychological constructs such as workplace motivation, intelligence, narcissism, conscientiousness, etc., are often abstract. To be able to study these topics, one must be able to translate abstract constructs into concrete operationalizations. This course introduces you to the

fundamentals of measuring psychological constructs, selecting test instruments, and the ethics of psychological assessments.

Prerequisites: Statistics and Research Methods II; completed at least 3 out of 5 core domains

PSY 4041 Helping Skills

This course focuses on effective helping skills. Students learn about the effectiveness of helping skills by (i) learning about the theory and research on helping skills and (ii) practicing helping skills with each other.

Prerequisites: Introduction to Counseling

Requirements for Major

Each student must complete 12 courses towards the major ($12 \times 4 = 48$ credits). To complete a major in Psychology, one **must take the following 8 required courses ($8 \times 4 = 32$ credits) and any 4 electives ($4 \times 4 = 16$ credits):**

- PSY101: Introduction to Psychology/Thinking Like a Psychologist (**Gateway Courses**)
- PSY201: Statistics and Research Methods- I (**Statistical Course**)
- PSY 202: Statistics and Research Methods- II (**Statistical Course**)
- PSY211: Introduction to Neuroscience (**Core Domain Course**)
- PSY221: Cognitive Psychology (**Core Domain Course**)
- PSY231: Developmental Psychology (**Core Domain Course**)
- PSY241: Social Psychology (**Core Domain Course**)
- PSY251: Clinical Psychology (**Core Domain Course**)

Students can also apply up to four 4-credit courses taken at accredited universities elsewhere (i.e., summer abroad or exchange programmes) towards the major requirements, contingent on the formal approval of Ashoka University and the Psychology Department.

Other than cross-listed core courses or cross-listed elective courses offered by the Psychology department, students are not encouraged to fill up on more than 3 electives offered by other departments and accepted for cross-listing by the Psychology department.

Requirements for Minor

Each student must complete 6 courses towards the minor ($6 \times 4 = 24$ credits). The student **must take the following three courses ($3 \times 4 = 12$ credits):**

- PSY1001/PSY1003: Introduction to Psychology/Thinking Like a Psychologist
- PSY2001: Statistics and Research Methods- I
- PSY 2002: Statistics and Research Methods- II

The student **may take either 2 or 3 of any of the following courses ($2 \times 4 = 8$ credits OR $3 \times 4 = 12$ credits):**

- PSY2011: Introduction to Neuroscience (group A)
- PSY2021: Cognitive Psychology (group A)
- PSY2031: Developmental Psychology (group B)
- PSY2041: Social Psychology (group B)
- PSY2051: Clinical Psychology (group B)

Students are encouraged to ensure they take at least one course from Group A, and at least one course from Group B.

The student **may take 1 elective course, worth 4 credits.**

Students who are exempted from Statistics and Research Methodology I (e.g., those who have taken EC102 – Statistics for Economists; no other course is currently considered for exemption from SRM1) may take another course in its place. Independent Study Modules do not count towards the minor. Students who have taken both Quantitative Research Methods I and II (Political Science) are permitted to avail of an exception after writing to the Head of the Department for permission; QRM1 alone will not suffice.

Students should note that it may be difficult to complete a minor within three years because (i) the psychology courses offered may clash with their major courses; (ii) some courses require prerequisites; and (iii) some courses are offered only once a year. Note also that the courses specified in the above descriptions are tentative; exact course listings will depend on available faculty and their actual offerings.

Requirements for Concentration

Each student must complete 4 courses towards the concentration (4 x 4 = 16 credits). The student **must take the following two courses (2 x 4 = 8 credits):**

- PSY1001/PSY1003: Introduction to Psychology/Thinking Like a Psychologist
- PSY2001: Statistics and Research Methods- I

The student **may take 2 of any of the following courses (2 x 4 = 8 credits OR 3 x 4 = 12 credits):**

- PSY 2002: Statistics and Research Methods- II
- PSY2011: Introduction to Neuroscience (group A)
- PSY2021: Cognitive Psychology (group A)
- PSY2031: Developmental Psychology (group B)
- PSY2041: Social Psychology (group B)
- PSY2051: Clinical Psychology (group B)

Undergraduate exchange programs/ Summer abroad programs:

Psychology majors intending to go for a summer abroad or semester-long exchange programmes should be aware that most upper-level psychology modules have prerequisites, which may not be explicitly mentioned in the host universities' webpages. In general, students should clear as many Fundamental and Core Domain courses before going for a summer or semester abroad. For courses taken at host institutions abroad to count towards their Psychology degree at Ashoka, students must fill a credit transfer form stating the courses they plan to take at the host institution and send this along with the detailed course syllabi and course timings to the HoD, copying the professors who offer the equivalent course at Ashoka. Ashoka University matches the number of

transfer credits with the number of contact hours, subjected to OAA's regulations for the maximum number of credits allowed to be transferred throughout a student's candidature. A typical course at Ashoka is 4 credits (13 weeks x 3 hrs = 39 contact hours). The final decision on whether credits amassed at a summer/semester institution can be transferred to your degree requirements at Ashoka will be of the HoD. Students should follow this protocol and read the frequently asked questions here first before seeking advice from the Program Coordinator during their planning stages.

Independent Study Modules (PSY399):

Independent Study Modules (ISMs) are research modules. In general, students can do theoretical research (write review papers) or empirical research (e.g., conducting experiments), or both (e.g., propose a topic, run an experiment, and write results). Different professors have different ways of conducting an ISM. Enrolling for one requires the student to consult the relevant faculty and register one's interest. ISMs are not necessarily pre-defined courses: while some faculty may offer a set of ISMs that align with their research, students may also propose novel ISMs to a faculty member. The decision to enroll a student in an ISM is ultimately that of the faculty member conducting the ISM.

Only two courses/8 credits worth of Independent Study Module(s) can be taken by each student during their three-year UG Psychology program. 4th years/ASPs can take two courses/8 credits worth of Advanced ISMs that ideally build upon past research experience to the satisfaction of the faculty with whom you take it.

Because an ISM is a research module, it will help students gain research experience. Research experience is very important if you want to go on to masters/PhD degree. But even if you do not want to do this, and you are just simply curious at how knowledge is produced, or you want to try your hands at producing new knowledge instead of absorbing knowledge in a classroom, doing an ISM is a useful experience. In some sense, every theory that you know now stems from

a research idea, which then turns into an exercise to find empirical evidence to prove/disprove the hypothesis.

Research requirements (RP pool policy):

To meet the research experience requirement, you must complete 1.5 credit hours of research experience using one of the following two options:

Option A: Participate in Department of Psychology faculty-led research

Option B: Summarize an empirical psychology article.

All PSY101 students are required to complete this requirement. In the sections that follow, the requirements for research participation and review of an article are outlined. Please read over these sections carefully:

Why do we have this requirement as part of PSY101?

A key learning objective of PSY101 is for students to gain an understanding of psychology as a science. An exciting way to learn about psychological research is to engage in psychological research firsthand! By participating in research, you will be able to learn more about the different types of research conducted by the psychology faculty at Ashoka. In addition, you will be able to learn about psychological research from a participant's perspective. We encourage you to try and participate in research to meet this requirement as far as possible, and to review an empirical paper if you are not able to or do not want to participate in research.

What is the research requirement for PSY101?

- You need to complete a total of 1.5 research credits to meet the requirement for this course. One hour of research participation is worth 1 credit. If a particular research lasts half hour, you get 0.5 credits, which is the minimum (i.e., even a 15-min experiment is worth 0.5 credits).
- If you choose not to participate in research, you will need to complete a review of a research article for 1.5 credits

Besides earning research credits, will I be rewarded in any other way for participating in a research study?

- Some studies do give rewards to participants (e.g., money), but some do not. This depends very much on the study itself.

How do I participate in research?

- A list of available options of studies is shown on our course website. The list may be expanded (e.g., new studies come onboard) or shrink (e.g., an researcher has gathered enough data) as the semester progresses, so do check from time to time.
- You can review the study details and the requirements to participate and sign up for participation accordingly. Please note that the studies listed here have received the approval of the Ashoka University Institutional Research Board (IRB).
- Please do not sign up for to participate in a study and miss your appointment! In case you have signed up for a study and need to cancel, please contact the researcher at least 24 hours before your assigned time.

What are the guidelines for reviewing articles?

- If you choose this option, please do the following:
 - Choose a research article (not a review article) in psychology. It is important to know the difference between a review article and a research article. One way to do this is by looking for a study referenced in your textbook. Alternatively, you can look through psychological journals to select your article. Make sure your article includes original research carried out by the authors. The article should include clear method and results sections.
 - Write a two-page review (excluding the title page and reference list) of the article. The review should include a description of hypotheses, research method, results, and conclusion. Make sure to end with a short analysis (i.e. what you got out of the article). You may not understand the statistics reported in a results section, but you should still be able to understand what the research found.
 - Your submission should include a title page with your full name, semester, year, course number.
 - The paper must be typed and double-spaced. You must use Times New Roman font with a 12-point font size. All margins must be 1". The paper should be sent as a Word document. Please make sure to meet these guidelines to get the credit for your submission.

- Attach a copy of the article you have summarized (doc or .docx format) at the end of your write-up.
- Please make sure your summary is written in your own words and not copied from the article. Plagiarism is a serious academic offence.
- Print and submit your summaries by Apr 29 at a mailbox marked “Research Participation Form/Research Summaries” outside Rm 608 (Admin Block).
- Each report will be graded as Satisfactory (S = 1.5 credit) or Unsatisfactory (US = 0 credit) at the end of the semester.

When do I participate in research/meet the requirement?

- The deadline for completion of the requirement is Sunday, April 29 by 11:59pm. This is a firm deadline. We strongly encourage you to complete this requirement earlier in the semester. It is very likely that there might not be enough studies or research time slots for you towards the end of the semester. Furthermore, even though this requirement may not seem like a lot of work right now, it will add to your workload with finals and course assignments more so at the end of the semester.

What do I do after I participate in each experiment?

- You will be given a Research Participation Form at the beginning of the semester. You should get the faculty researcher, research assistant, or research student to sign off this sheet whenever you participate in his or her study.
- At the end of the semester, or whenever you have completed your research participation requirements, drop the form off at a mailbox marked “Research Participation Form/Research Summaries” outside Rm 608 (Admin Block).

What happens if I do not meet the research experience requirement?

- The research experience is an important component of the educational experience for PSY101. If you do not meet this requirement by the deadline indicated, your grade will drop as follows:

Completed the 1.5 credits research requirement — no drop in grade

Completed 1 credits — half a level drop in final grade (i.e. A to A-; B+ to B)

Completed .5 credits — 1 level drop in final grade (i.e. A to B; B+ to C+)

Completed 0 credits — 1.5 level drop in final grade (i.e. A to B-; B+ to C)

Requirements for an Advanced Major for Ashoka Scholars' Programme (4th Year):

There are two options if you wish to do an Advanced major— **Capstone Thesis for Advanced Major OR Upper Level Electives for Advanced Major**. In both cases, **a minimum of 16 credits must be amassed** during the ASP year.

- 1. Upper Level Electives for Advanced Major:** Students can enroll in higher level electives such as the Internship in Psychology Instruction and Advanced Independent Study Modules. 4 such courses of 4 credits each ($4 \times 4 = 16$) must be completed in the ASP year in order to graduate with an Advanced Major, and up to two more such courses can also be taken to count towards the Advanced Major.
- 2. Capstone Thesis for Advanced Major:** Students must enroll for the Honors Research Seminar (worth 8 credits) during their first semester of ASP and for the Honors Research Thesis (worth 8 credits) during their second semester of ASP. They can also take two additional Psychology electives (worth 8 credits in total) counting towards the advanced major. Students will only be approved to enrol for these courses if they are selected by the departmental process, which in turn is predicated on their having organized a plan to do so with the faculty advisor of choice, ideally after having already worked in their lab either informally or as an ISM. The department's faculty ASP coordinators (Dr. Avantika Bhatia and Dr. Rashmi Nair for 2020-2022) will send out a form eliciting interest in the capstone thesis in the sixth semester, and faculty will take a final call based on their existing agreements with students on jointly working towards a thesis.

[Undergraduate capstone thesis details](#)

An honours thesis is a capstone course where students will complete a piece of original scholarly work that contributes substantially to the knowledge and/or application of the discipline. Doing a thesis requires a substantial amount of

commitment and time management skills. The workload is spread over two semesters, comprising two 8-credit courses, PSY 4998 Honours Research Seminar in the monsoon and PSY 4999 Honours Thesis in the spring. You should expect to spend no less than 20 hours per week per semester. PSY 4998 and PSY 4999 are taken as a package, although registrations begin formally in Jul/Aug for PSY 4998 and Dec/Jan for PSY 4999. It is not possible to do PSY 4999 without completing PSY 4998. It is, however, possible to exit the thesis “halfway”. That is, students have the option to not continue with PSY 4999 after they have completed PSY 4998 at the end of the Monsoon. In some cases, they may be advised not to continue with PSY 4999. In either case, students who do not continue with PSY 4999 have the option to do an (advanced) independent study module (PSY3099 or PSY4087).

Eligibility

The honors program is typically in the same field as the major subject of the student, hence the student must fulfil the OAA’s requirements of the advanced major. A minimum GPA of 3.0 is required. Exceptions may be considered by writing to the Programme Coordinator.

Composition of the thesis committee

Your thesis committee consists of two faculty members. One of them is your advisor; you should choose the second member (second reader) in consultation with your advisor. The role your second reader plays should ideally be discussed with them, as well as with your primary advisor, before confirming your second reader.

Grading

PSY 4998:

Advisors' assessment of your peer review = 10%

Advisors's assessment of student's research progress = 30%

Advisor's assessment of student's research proposal = 30%

Second reader's assessment of student's research proposal = 30%

PSY 4999*:

Advisor's assessment = 30%

Advisor's assessment of student's research proposal = 35%

Second reader's assessment of student's research proposal = 35%

**Note:* Grades are not dependent on the statistical significance of your findings.

Timelines

Time	Task
UG3 Spring	Begin planning the undergraduate thesis. Start thinking about their research projects and ideas now, if not earlier. Discuss ideas with prospective advisors. Confirm your thesis advisor as soon as possible.
Summer between UG3 & UG4	Plan the thesis committee together with your advisor. Start focused reading geared towards developing the bibliography for their research work in collaboration with your advisor.
UG4 Monsoon Week 1	Monsoon UG4: Psych 498 (Honours Research Seminar) Register for PSY 498 with OAA Start planning and conducting research, collecting preliminary data Start working on the IRB application.
UG4 Monsoon Week 2	Finalize a thesis committee. Start working with the faculty advisor towards a thesis proposal document

UG4 Monsoon Week 3 Friday	Submit a first draft to your advisor with Introduction (background, hypothesis, research questions and rationale), Methods, and any supporting preliminary data. First draft must be written in APA style (6 th edition).
UG4 Monsoon Week 6 Sunday	If you are doing research with human subjects, file an IRB application online at the earliest after monsoon semester starts. Note that the approval time depends on the complexities of the ethical issues involved. Visit https://www.ashoka.edu.in/page/institution-review-board-39 for more details. Submit a final draft of the thesis proposal document to your advisor and committee member. Students who fail to submit by Week 6 Sunday will drop a grade.
UG4 Monsoon Week 7	You will also receive one of your peer's thesis proposal this week. Your task is to write a professional review of your peer's proposal. Your review may be shared with the peer whom you are reviewing, and as such you may request to be anonymous to the peer.
UG4 Monsoon Week 9 Monday	You will submit the review of your peer's work to your advisor.
UG4 Monsoon Week 9 (i.e., the week when we return from mid-sem break)	Colloquium of presentations of thesis proposals (15 min presentation + 10 min questions). This is open to the entire university and the participation of all intended psych majors is strongly encouraged. Questions may come from the committee members or anyone in the audience. You will receive the committee's feedback on the proposal framework, experimental design, analytic strategy, impact, etc. This colloquium is not graded.
UG4 Monsoon Week 11 Monday	Based on the feedback, you will submit a final proposal to your advisor and committee member. Your research progress will be evaluated throughout the semester.
<p>Between Monsoon Week 12 and Spring Week 10: Data collection</p> <p>***Note that in some fields, multiple studies are expected. Check with your advisor.***</p>	
UG4 Spring Week 10	Spring UG4: PSY 499 Register for PSY 499 with OAA, if you haven't already done so. You should complete your data collection and analysis by this time, and submit a first draft of their final thesis. Note that writing a quality draft takes a long time, often with repeated revisions. Plan ahead.

UG4 Spring Week 12 Friday	Once your advisor provides feedback on this initial draft, you should revise your thesis and submit a second draft to all members of your thesis committee. This is the draft the committee will examine during the defense. This draft will not be graded but will help your committee members give better comments. Hence aim to submit a quality draft.
UG4 Spring Week 13 (date to be decided)	Thesis Defence Colloquium (approx. 30-40 mins; duration to be confirmed when the date approaches). This is open to the entire university and the participation of all intended psych majors. Questions may come from the committee members or anyone in the audience. Your committee members will give you feedback on the content and writing of the thesis.
UG4 Spring Week 14, Wednesday	<p>Thesis Submission: Revise your thesis based on feedback from your committee. Note that a thesis is not merely the proposal you wrote last semester plus whatever work you have done this semester. Often you will need to substantially overhaul what you wrote in your proposal and re-conceptualize many issues. Hence leave enough time (about 1 month) to write and edit your work.</p> <p>Submit the following: One hard-bound thesis meant for the library’s archive; Two soft-bound copies meant for grading by your committee members; A digital softcopy. You may wish to print additional hard- or soft-bound copies for your keepsake.</p> <p>You will drop a full letter grade for every day you submit late. Your committee members have a very tight timeline to submit grades to the OAA before your convocation and will hence appreciate your timeliness.</p>
<p>Congratulations on successfully completing a significant piece of scholarly work. Celebrate your achievements!</p>	

Undergraduate Teaching Assistantships:

The Psychology Department offers the Internship in Psychology Instruction course (PSY 4070) to students in their ASP/4th year at Ashoka. Students can only take PSY 4070 once in their time at Ashoka, with rare exceptions during years with a small UGTA cohort.

In order to enroll for the same, students must either fill in the form that is circulated by the TA/TF coordinator Dr. Majumdar, or write to faculty that they wish to TA for and express their

interest. Selection for the role is the prerogative of the faculty member and the Department does not have a set criteria for the selection of UGTAs.

This course prepares senior undergraduate students for college teaching. By now you should have a decent mastery of psychological concepts. How did you attain this mastery? Chances are your mastery was a result of the effort you put in as a student and the didactics used by your instructor. How does one become a good psychology instructor? And how does one learn? In this course, students will be trained in basic pedagogy, familiarize themselves with education and pedagogical issues surrounding higher education, culminating in giving two classes (Basic or Core Domain courses) as an instructor.

Course schedule

Week	Task	Graded?	Prep time
-2	Selected students (now known as <i>interns</i>) will read two books by Ken Bain: (i) <i>What the best college teachers do</i> ; (ii) <i>What the best college students do</i> . Both books are available in the Ashoka Library. Interns are matched to instructors.	No	30 hrs
2	Interns will submit an Expectation Statement to their instructor, focusing on the kind of teacher they aspire to become. In addition, they will read Carnegie Mellon University's "Obligations and expectations for undergraduate teaching assistants", Available at https://www.cmu.edu/teaching/resources/PublicationsArchives/UGTA_TAs-v2.pdf	10%	4 hrs
2-13	Interns will assist in course management (e.g., class preparation, information dissemination, taking attendance, review exam questions, grading assignments, proctoring exams, etc.) and classroom instruction with supervision (e.g., assisting classroom discussions, conduct review sessions, etc.).	10%	4 hrs × 13

<i>P1</i>	Interns will conduct their first graded practicum. Feedback will be provided by their instructor during preparation and at the end of the practicum.	30%	20 hrs
<i>P2</i>	Interns will conduct their second graded practicum. Feedback will be provided by their instructor during preparation and at the end of the practicum.	30%	20 hrs
14	Interns will submit a reflection piece about: (i) their teaching experience, and (ii) suggesting improvements for the course and their own teaching. These two will be submitted to the Programme Coordinator and the instructor.	20%	10 hrs
Total for 13 weeks		100%	≈136 hrs

Course objectives

At the end of the course, students will:

- Be confident and effective instructors;
- Understand basic issues in the philosophy of education and pedagogy;
- Learn how to communicate concepts in ways that students will learn;
- Learn course and classroom management techniques.

Assessment components

- Expectation Statement: 10%
- Practicum 1: 30%
- Practicum 2: 30%
- Reflection report: 20%
- Course management: 10%

Frequently Asked Questions:

Q. Which Gateway course do I take— Introduction to Psychology or Thinking Like a Psychologist?

A. Doing Psychology in the 11th and 12th Grade (CBSE, ISC, IB, A Levels (Cambridge)) is a prerequisite to taking Thinking Like a Psychologist. If the student has not done Psychology in the 11th and 12th Grade, they must take Introduction to Psychology. If they have done Psychology in the 11th and 12th Grade, they can take either course, although there will be overlap between Introduction to Psychology and the material they have already covered in the 11th and 12th.

Q. Can SRM-I be waived if I have done an equivalent statistics course from another department (for example, Statistics for Economics offered by the Economics Department)?

A. Yes, completing the courses mentioned below are usually sufficient to waive off SRM-I, but not SRM-II. Further, these courses are not counted in the credits amassed towards Psychology. Note that the following courses can not be counted towards a waiver for SRM1 starting from Spring 2021: Quantitative Research Methods offered by the Political Science Department, while the following can: Probability and Statistics (Mathematics Department), Statistics for Economics (Economics Department).

Q. I have completed Foundation Requirements specified by the Office of Academic Affairs for my batch but the number of courses differs from the previous handbook released by the Psychology department. Is that a problem with regard to me completing a major?

A. As long as you have satisfied the foundational and other requirements specified for your batch by the OAA, you just have to complete the major requirements specified above to get a Psychology major - these have not changed from batch to batch.

Q. Can I take X course despite not meeting prerequisites?

A. The prerequisites are there to ensure you won't have difficulty following the material. Students can get waivers by writing to the instructor of the course, but often students who get waivers later find the course prohibitively difficult.

Q. Would it be possible to increase the course-cap for X course?

A. This is entirely the call of the faculty who offer these electives; as department head I have already put in the request. If interest in a course vastly exceeds the cap, we can always consider hiring someone to teach an extra section. For this, the N category in the student tracker needs to exceed our planned sections, so this is where you should indicate interest or need to take a course long before the semester in which you plan to take it.

Q. Can X course be rescheduled?

A. The OAA does not permit rescheduling of courses after pre-registration begins. Requests for rescheduling may constitute a preference of a minority of students, and so there is no responsible way to respond to these requests. Before every semester we circulate a form to assess interest in these courses at <https://docs.google.com/spreadsheets/d/1dRKmZb76xGWG27flycO7ZvxqFAJzACI15M0V00GdMps/edit#gid=0>.

Q. Can X course offered by Y department be cross listed by Psychology?

A. The process for this is for the faculty offering X course to send the course syllabus to the Head of the Psychology department as well as any faculty who teaches an area of psychology adjacent to or similar to the material covered by course X. If the Psychology department finds the course to be methodologically in line with the scientific approach of the department and relevant to the study of behaviour, we could decide to cross-list it and give it a Psychology course code.

Q. I'm a first year prospective psychology major. Do I need to take SRM 1 along with Intro/ Thinking like a Psychologist in my second semester?

A. If one wants to be able to access all the core courses in one's third semester without further barriers, one needs to take both these courses. However, one can always do them in the third semester, and most core courses in the fourth, and have the whole third year for finishing cores and taking electives - this makes scheduling harder, but it is not impossible - so do not panic if you don't do these courses in the second semester - there is enough wiggle room for being one semester behind, but not more.

Q. I am interested in doing a TAship/writing a thesis although I'm not in my fourth year as yet.

A. Applications for doing TAships and the Capstone Thesis are only open to ASPs. The procedure for applying for the former has been specified above and registration for the Capstone Thesis happens on the LMS after consultation with a faculty member who will act as thesis advisor. However, you can always prepare to do research with a faculty member with or without academic credit, starting as early as your first year.

Q. I do not understand how the university's grading will translate to my post-grad applications. Does the psychology department write a letter to explain how our grades compare to the scale used by another country? Also, will the psych department somehow explain what the grades really mean, as each course is graded differently?

A. Ashoka does provide letters explaining our transcript. Graduate schools know they get grades from a variety of course and teaching and grading styles from different liberal arts universities. This is why other things that directly convey student quality like research publications, essays, SOPs etc. matter so much in graduate school applications - they directly convey your skills to the reader, and letters of recommendation also convey a sense of your work ethic.

Q. Who should I contact in case I have further questions?

A. Your first step should be to check if your question has already been answered at [:https://docs.google.com/spreadsheets/d/1yltdQVQm30a57-kFJoYs3EFALR8qIyAt4qj9mAbzE4g/edit#gid=2005135146](https://docs.google.com/spreadsheets/d/1yltdQVQm30a57-kFJoYs3EFALR8qIyAt4qj9mAbzE4g/edit#gid=2005135146). If not, place the question on the FAQ at <https://docs.google.com/forms/d/>

[1SrAfpUsCKt1Se_CZfir9tQ_T4TTQvbc9hIKJd1nJg/edit](#). You will get a reply within 24 hours, often right away. You can also use the FAQ to make any suggestions around courses you'd like the department to offer, events we could organize, better ways to organize departmental processes, etc. You can also write to the Psychology student representatives at psy.rep@ashoka.edu.in or to Professor Bittu, the Psychology HoD (HOD Psychology <hod.psychology@ashoka.edu.in>).