



Subject: Psychology of Emotion – MATPY13513

Type of course: Major (Core)

Prerequisite:

Familiarity with concepts like cognition, emotion, and behavior is beneficial.

Rationale:

This content delves into theories explaining the origins of emotions, ranging from physiological responses to cognitive interpretations. It explores how non-verbal cues like body language, proximity, and cultural norms influence emotional expression.

Teaching and Examination Scheme:

Teaching Scheme			Credits	Examination Marks					Total Marks
CI	T	P		C	Theory Marks		Practical Marks		
			ESE		MSE	V	P	ALA	
4	0	0	4	60	30	10	0	50	150

Legends: CI-ClassRoom Instructions; T – Tutorial; P - Practical; C – Credit; ESE - End Semester Examination; MSE- Mid Semester Examination; V – Viva; CA - Continuous Assessment; ALA- Active Learning Activities.



CourseContent:

Sr. No	Course content	Hrs	% Weightage
1	Introduction to Emotion <ul style="list-style-type: none"> • Types of Emotions • Positive Emotions • Happiness, Love • Negative Emotions • Fear & Anxiety, Anger • Jealousy & Envy • Brief & Sadness • Theories of Emotion <ul style="list-style-type: none"> • James – Lange Theory, • Cannon-Bard Theory, • Schacher’s Two-factor theory, • Cognitive appraisal theory of Lazarus 	15	25
2	Ancient Indian Approach of Emotions <ul style="list-style-type: none"> • The Gita on Emotion • Characteristics of Stitprajna • Consequences of Frustration • Patanjali on Emotions • Buddhist Views • The Jain View • Division of Emotions 	15	25
3	Emotional Intelligence <ul style="list-style-type: none"> • Emotinal Intelligence Models • The Mayer - Salovey Model • The Goleman Model • The Bar-on Model of Emotinal - Social Intelligence -ESI • Measurement of Emotinal Intelligence • Ability Measures • Multifactor Emotinal Intelligence Scale • Mayer , Salovey, Caruso Emotinal Intelligence Test MSCEIT • Bar -On Emotinal Quotient Inventory • EQ- 1 Map • Observer Rating Scales • Emotinal Competence Inventory 	15	25



4	<p>Non-Verbal Communication and Emotions</p> <ul style="list-style-type: none"> • Meaning and Type of Communication • Non verbal Communication • Paralanguage • Proxemics , Personal Space, Territoriality • Body language • Gestures, Postures, • Gazes and Stares • The Startle Pattern • Facial Expressions • Culture Differences 	15	25
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Continuous Assessment:

Sr. No	Active Learning Activities	Marks
1	<p>Emotion card: Students will have to prepare some emotion cards and select a random card from them. After selecting the card, they will have to express the emotion in front of everyone without using a single word and upload it on GMIU web portal.</p>	10
2	<p>Theory Reflection Project: Students have to explore the impact of different theories of emotion in real life examples like advertisements, movie scenes or news stories etc. and upload them in pictorial form on GMIU web portal.</p>	10
3	<p>Create a workbook : Students have to create a workbook related to emotional disorders and causes of emotional imbalances including the characteristics of the disorder, its causes and coping strategies.</p>	10
4	<p>Strategies Planning : Students will study anxiety and mood disorders, examine their characteristics, causes, and treatments, culminating in presentations or reports highlighting their impact on emotional well-being and proposing supportive strategies.</p>	10
5	<p>The Role of Emotions in Decision-Making: Students have to analyze how emotions influence decision-making processes. Discuss theories such as the Somatic Marker Hypothesis and review research findings in this area.</p>	10
Total		70



Suggested Specification table with Marks (Theory): 60

Distribution of Theory Marks (Revised Bloom's Taxonomy)						
Level	Remembrance (R)	Understanding (U)	Application (A)	Analyze (N)	Evaluate (E)	Create (C)
Weightage%	20%	40%	40%	-	-	-

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcome:

After learning the course the students should be able to:	
CO1	Identify various theories of emotions and their basic application in psychology.
CO2	Recognize how non-verbal communication, culture and emotional expression affect human life.
CO3	Improve their emotional intelligence at work as well as in society.
CO4	Aware about disorders and emotional disabilities.

Instructional Method:

The course delivery method will depend upon the requirement of content and need of students. The teacher in addition to conventional teaching method by black board, may also use any of tools such as demonstration, role play, Quiz, brainstorming, MOOCs etc.

From the content 10% topics are suggested for flipped mode instruction.

Students will use supplementary resources such as online videos, NPTEL/SWAYAM videos, E-courses, Virtual Laboratory

The internal evaluation will be done on the basis of Active Learning Assignment

Practical/Viva examination will be conducted at the end of semester for evaluation of performance of students in laboratory.



Reference Books:

- [1] Hare, R. (1986). The social construction on emotion, oxford: bail Blackwell
- [2] Clarke, M.S.(1992). Emotion Newbury park C.A. Stage.
- [3] Plutchik, R. Keller men, H. (1980).Emotion: Theory research experience, New York.Academic press.
- [4]Burk R.(1976).Human motivation and emotion , New York John Wiley.
- [5] Scheer,S. K. &Ekman P.(1984). Approaches to emotion,Hillsdale N.J. Erlbaum.
- [6] Ekman , P., (1981). Emotion in the human face, Cambridge: Cambridge university press.
- [7] Lutz E. (1998). Unnatural emotions,HCw Jersey, Princeton University press stein N. L.
Leventhl B.Rubassom T. (1990). Psychological And biological approaches to emotion. New york, Guilford.
- [8] Helman, K. M. and satz P. (1989). The psychological & biological approaches to emotion, New york.
- [9] Strongman K.T. (1989). The psychology of emotion, London, plenum.
- [10] Paranjape A.C.(1999). Slinha&H.R.S.Kao(Eds.) Asian Perspectives on psychology, New Delhi, sage.

