DEPARTMENT OF PSYCHOLOGY

Vision

Envisions to be the trendsetter in the study of Human behavioral aspects by learning scientific principles of cognitive mental processes happening around the challenging world. Also, aspires to impart practical knowledge, skill and attitude among students.

Mission

The mission is to achieve excellence in the teaching of new knowledge through research and Practice, and the provision of service to the community through outreach programs. The specific mission is to provide students with an understanding of the cognitive structures and processes that

- Examine the methods to improve personal development in both physical and psychological aspects through human behavior analysis
- Obtain the understanding of the major abnormalities in behavior and the ways to overcome it
- Nurture and strengthen the counseling skills of the students and to make them capable of dealing social problems in a psychological way

Programme Educational Objectives

PEO 1: To create and strengthen women leaders through disciplinary knowledge, professional skills and ethical sensitivity

PEO 2: To transform students as successful entrepreneurs to face the modern challenges

PEO 3: To nurture the students to invent, innovate and create solutions for current moral, ecological and economic issue

Programme Outcomes:

PO 1: Disciplinary Knowledge: Acquiring knowledge of different dimensions in the related areas of study and identifying the assumptions that frame thinking and actions

PO 2: Effective Communication: Ability to share thoughts, ideas and applied skills of communications in its various perspectives through LSRW

PO 3: Research skill and critical thinking: Ability to plan, execute and report the results of An experiment and to draw conclusions from evidences and the capability to apply analytical thought by following scientific approach to knowledge development

PO 4: Moral Ethical Awareness/ Reasoning: Ability to embrace moral/ethical values in conducting one's life, about ethical issues from multiple perspectives, and use ethical practice in all works and appreciating environmental and sustainability issues; and adopting unbiased and truthful actions in all aspects of work

PO 5: Information/Digital Literacy: Capability to use ICT in case of need and the ability to access, evaluate and use the relevant information

PO 6: Problem Solving: Ability to apply their competence to solve non-familiar everyday problems in real life situations

PO 7: Self-directed and lifelong learning: Acquire the ability to engage in independent and lifelong learning through self-paced and self-directed learning to meet out the change in life

MSc
(2-year Regular Programme)
(For Students Admitted from 2023-24)

Programme Specific Outcome:
On completion of the Degree Programme, student will be able to gain

PSO 1: **Disciplinary Knowledge and Critical Thinking:** Students use critical analysis by understanding the nature and advanced concepts of Human behaviour

PSO 2: **Influential and Effective Communication**: Students utilize empathetic communication through adequate knowledge gained regarding the communication with clients

PSO 3: **Social Interaction and Effective Citizenship**: Students understand the importance of social interaction by analyzing the schemas and its intensity of behaviour in society and act responsibly

PSO 4: **Research Skill and Scientific Reasoning**: Students are prepared for research oriented purpose and enhance their analyzing and interpreting skills

PSO 5: **Ethics:** Students learn to implement Research methods values of human behaviour and integrity in psychology, with sensitivity to ethical principles

PSO 6: Information and Digital Literacy: Students develop sensitivity through digital technology and build a wide range of exposure through technological platform

PSO 7: Self Directed and Life Long Learning: Students are encouraged to conduct short empirical and archival researches so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals which enhances their lifelong learning

PREAMBLE

The following changes introduced in the curriculum for the students to be enrolled from 2022 onwards

Core
- Following subject has been newly introduced
1. Clinical Psychology

DSE
- Following subject has been newly introduced
1. Positive Psychology

PROGRAMME STRUCTURE

Sem	Subject Code	Course	Subject Title	Hrs/wk	Credit	CIA	ESE	Total
I	HMSYC111	Core I	Cognitive Psychology -Applied I	6	5	40	60	100
	HMSYC12	Core II	Clinical Psychology	6	5	40	60	100
	HMSYC131	Core III	Abnormal Psychology	6	5	40	60	100
	HMSYC141P	Core IV	Experimental Psychology I (Lab)	6	5	40	60	100
	HMSYE1A/ HMSYE1B	DSE I	Indian school of Psychology/ Positive Psychology	6	5	40	60	100
	HMSYX1/ HMSYX10	Extra Credit	Study Kit Making /* Online Courses	-	2	-	100	100
			Total	**30**	**25+2**	**200**	**300 + 100**	**500 + 100**
II	HMSYC21	Core V	Counseling Psychology	6	5	40	60	100
	HMSYC221	Core VI	Cognitive Psychology - Applied II	6	5	40	60	100
	HMSYC23	Core VII	Research Methodology & Statistics	6	5	40	60	100
	HMSYC241P	Core VIII	Experimental Psychology II-(Lab)	6	5	40	60	100
	HMSYE2A/ HMSYE2B	DSE II	International classification of Diseases / Special Education	6	5	40	60	100
	HMSYX2P/ HMSYX20	Extra Credit	Documentary Making / *Online Courses	-	2	-	100	100
			Total	**30**	**25+2**	**200**	**300 + 100**	**500 + 100**
	HMSYC31	Core IX	Neuropsychology	6	5	40	60	100

III	HMSYC32	Core X	Psychotherapeutics	6	5	40	60	100
	HMSYC33	Core XI	Rehabilitation Psychology	6	5	40	60	100
	HMSYC34P	Core XII	# Internship Programme	6	5	40	60	100
	HMSYE3A/ HMSYE3BP	DSE III	Organizational Psychology / Training & Development in Organisations	6	5	40	60	100
	HMESX3	Extra Credit	Employability Skills	-	2	100	100	100
	Total			**30**	**25+2**	**200 + 100**	**300 + 100**	**500 + 100**
IV	HMSYC41PW	Core XIII	Project Work	18	10	100	100	200
	HMSYC421	Core XIV	Psychological Testing	**6**	**5**	**40**	**60**	**100**
			Library/Browsing	**6**	**-**	**-**	**-**	**-**
	HMSYX4P/ HMSYX40	Extra Credit	Short film making-Related to field/ *Online courses	-	2	100	-	100
	Total			**30**	**15+2**	**100 + 40+ 100**	**100 +60**	**200 + 100 + 100**
	Grand Total			**120**	**90 + 8**	**700 + 200 + 40**	**1000 + 300 + 60**	**1700 + 400 + 100**

Core I –Cognitive Psychology-Applied I
(For Students Admitted from 2023-24)

Semester: I   **Hours/week: 6**
Subject Code:HMSYC111   **Credit: 5**

Course Objectives:
1. To demonstrate familiarity with the major concepts- theoretical perspectives- empirical findings- and historical trends in cognitive psychology
2. To apply research in cognitive psychology to everyday events and challenges

Unit I   **(18 hours)**

Introduction to Cognitive Psychology: Definition of Cognitive Psychology. Philosophical Antecedents of Psychology: Rationalism versus Empiricism. Psychological Antecedents of Cognitive Psychology. Emergence of Cognitive Psychology. Cognition and Intelligence. Research methods in Cognitive Psychology

Unit II **(18 hours)**
Attention and Consciousness: The Nature of Attention and Consciousness: What is Attention- Concept of search- Selective Attention- Divided Attention- Factors that Influence our Ability to Pay Attention- Intelligence and Attention. Failing Attention: Attention Deficit Hyperactivity Disorder- Change Blindness and In attentional Blindness- Spatial Neglect- Habituation and Adaptation. Automatic and Controlled process in Attention. Consciousness: The Consciousness of Mental Process- Preconscious Processing

Unit III **(18 hours)**
Memory Processes: Encoding and Transfer of Information: Forms of Encoding- Transfer of Information from Short- Term Memory to Long – Term Memory. Retrieval: Retrieval from Short- Term Memory- Retrieval from Long- Term Memory. Processes of Forgetting and Memory Distortions: Interference Theory- Decay Theory. The Constructive Nature of Memory: Autobiographical Memory- Memory Distortions- The effect of Context on Memory

Unit IV **(18 hours)**
Problem Solving and Creativity: Problem Solving Cycle. Types of Problems: Well- Structured Problems- Ill Structured Problems. Obstacles and Aids to Problem Solving: Mental Sets- Enrichment- and Fixation- Negative and Positive Transfer- Incubation. Creativity: Characteristics of Creative People

Unit V **(18 hours)**
Decision Making and Reasoning: Judgment and Decision Making: Classical Decision Theory- Heuristics and Biases- Fallacies. Deductive Reasoning: Conditional Reasoning- Syllogistic Reasoning- Aids and Obstacles to Deductive Reasoning. Inductive Reasoning: Causal Inferences- Categorical Inference- Reasoning by Analogy

Course Outcomes:
After successful completion of this course, student will be able to
CO1: Acquiring basic knowledge of core concepts in human cognition
CO2: Examine the process involved in cognition
CO3: Applications of research based on perception and memory to real life settings
CO4: Evaluating the errors in cognition
CO5: Developing an appreciation of how cognitive psychology principles can be applied to real life setting

Text Book:
1. Sternberg, R.J.,& Sternberg,K, *Cognitive Psychology.* USA: Wadsworth Cengage Learning,2016.

Reference Books:
1. Solso, R.L, *Cognitive Psychology,* New Delhi : Pearson Education Pvt. Ltd,2004.
2. Best, B.J, *Cognitive Psychology,* New York: West Publishing Company,1983.

Journals:
1. Fazio, R.H.& Roskos Ewoldsen, D.R.,& Powell,M.C,Attitudes perception- and attention,1994.
2. Pfeifer, R.& Scheier C, Understanding intelligence. MIT press,2001.
3. Hogan,R T,Personality and personality measurement,1991.

E-Resources
1. https://www.itma.vt.edu/courses/tel2/lesson_9.php#2
2. http://people.uncw.edu/aldrichk/Cluster_3.ppt
3. https://www.sparknotes.com/psychology/psych101/languageandcognition/section

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	1	1	1	1	3	1	**17**
CO2	3	1	3	1	1	3	1	**14**
CO3	3	1	9	9	1	9	9	**41**
CO4	3	1	3	1	1	3	1	**12**
CO5	9	1	9	9	3	9	9	**49**
Total	**27**	**5**	**25**	**21**	**7**	**27**	**21**	**133**

Low-1   Medium-3   High-9

Core II-- Clinical Psychology
(For Students Admitted from 2022-23)

Semester: I   **Hours/Week: 6**
Subject Code:HMSYC12   **Credit: 5**

Course Objectives:
1. To understand the Concept of abnormality and the underlying contributing factors and to analyze a behavior in terms of abnormality
2. To get the clinical skills and values that are essential for a professional therapist

Unit I   **(18 hours)**
Introduction: Characteristics of Clinical Psychology: Emphasis on science- Maladjustment- The individual and allied mental health professions: Psychiatrists- Counseling psychologists- Clinical social workers- School psychologists- Health and Rehabilitation psychologists- Psychiatric nurses- and Paraprofessionals

Unit II: **(18 hours)**
Clinical Interview: Definition: Varieties of Clinical Interview: The Intake Admission- Interview- the Case study Interview- the Mental Status Examination Interview- the Crisis Interview- the Diagnostic Interview

Unit III: **(18 hours)**
Clinical assessment of Intelligence and Memory: Stanford Binet scale- The Wechsler Scale-WAIS-IV- WISC-IV- WPPSI-III. The clinical use of Intelligence Test –Estimation of General Intellectual level- prediction of academic success- the appraisal of style. WMS- Benton visual retention test- Rey- Osterrieth complex figure test

Unit IV: **(18 hours)**
Clinical Assessment of Personality: Objective Method: MMPI- MMPI-2- Neo Personality Inventory. Projective Method: The Rorschach- TAT- Sentence Completion Techniques. The place of personality assessment   in Contemporary Clinical Psychology

Unit V: **(18 hours)**
Behavioral Assessment: Behavioral assessment methods: Behavioral interviews-Structured interviews- Questionnaires- Behavior rating scales- Analogue techniques- Self-monitoring- Direct observation- Psychophysiological recording methods- Role playing methods- Inventories and Checklists. Strengths and weaknesses of behavioral assessment

 Course outcome:
 After successful completion of this course, student will be able to
 CO1: Choose and infer the varieties of clinical interviews
 CO2: Make use of the various assessments of memory- intelligence and personality
 CO3: Analyze the various behavioral assessments methods
 CO4: Assess the Intelligence and Memory through Clinical assessment
 CO5: Improve the student knowledge on Intelligence and memory- personality
        and behavior
Text Book:
1. Hecker,J.E.,& Thorpe,G. L, *Introduction to clinical Psychology: Science
    Practice and Ethics.* New Delhi: PearsonEducation-Inc,2011.

Reference Books:
1. Shaffer, W.G.& Lazarus,R.S,*Fundamental Concepts in ClinicalPsychology* New Delhi:
    Surjeet Publications,2009.
2. Vaknin, S. *A,Textbook of Applied Clinical Psychology,*New Delhi: Dominant Publisher and
    Distributors,2011.
3. Trull, T.J.& Prinstein,M.J.,*Clinical Psychology* (8th ed.). Boston MA:Cengage
    Publication,2013.

E- Resources:
1. https://onlinelibrary.wiley.com/doi/abs/10.1002/jclp.20135
2. https://www.sciencedirect.com/science/article/abs/pii/S0890856709650127
3. https://www.annualreviews.org/doi/abs/10.1146/annurev.psych.47.1.87
4. https://www.tandfonline.com/doi/abs/10.1080/13803390903032529

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	3	1	1	1	1	1	1	**9**

CO2	9	1	3	1	1	1	3	**19**
CO3	3	1	3	1	1	1	1	**11**
CO4	1	1	1	1	1	1	1	**7**
CO5	3	1	1	1	1	3	1	**11**
Total	**19**	**5**	**9**	**5**	**5**	**7**	**7**	**57**

Low-1   Medium-3   High-9

Core III – Abnormal Psychology
(For Students Admitted from 2023-24)

Semester: I   **Hours/week: 6**
Subject Code:HMSYC131   **Credit : 5**

Course Objectives:
1. To explore problems related to mental health- how to understand them- how to classify them and how to fix them
2. To understand pathological behavior.

Unit I   **(18 hours)**
Anxiety disorders: Generalized anxiety disorder: Clinical description - Causes – Treatment Panic disorder with and without agoraphobia: Clinical description – Causes – Treatment Specific phobia: Clinical description -Causes - Treatment -Post-traumatic stress disorder: Clinical description- Causes- Treatment- Obsessive-compulsive disorder: Clinical description - Causes - Treatment

Unit II   **(18 hours)**
Mood disorders- Eating disorders: Mood disorders: Depressive disorders – Bipolar disorder – Causes – Treatment. Suicide – Risk factors – Treatment. Eating disorders: Bulimia nervosa – Anorexia Nervosa – Binge- eating disorder – Causes and treatment of eating disorders

Unit III   **(18 hours)**
Sexual disorders: Sexual Dysfunction: Desire- Interest and Arousal Disorder- Male Hypoactive sexual desire disorder- Female sexual interest/ arousal disorder- Male Erective Disorder. Paraphilia Disorder- Exhibitionism-Fetishism- Fortterism- Pedophilia- sexual Masochism- Sexual Sadism- Voyeurism- Transvestism. Gender Dysphonia.

Unit IV   **(18 hours)**
Personality Disorders: Paranoid personality disorders – Schizoid personality disorders – Schizotypal personality disorders– Antisocial personality disorder – Borderline personality disorder – Histrionic personality disorder – Narcissistic personality disorder – Dependent personality disorder- Obsessive-compulsive personality disorder

Unit V   **(18 hours)**
Schizophrenia and related disorders: Identifying symptoms – Clinical description: Positive symptoms – Negative symptoms – Disorganized symptoms – Schizophrenia subtypes – Related psychotic disorders. Causes– Genetic influence – Neurobiological influences – Psychological and social influences – stress. Treatment – Biological intervention – Psychosocial intervention

Course Outcomes:

After successful completion of this course, student will be able to

CO1: Define and infer different psychological disorders

CO2: Identify treatments for different psychological disorder

CO3: Analyze the causes- symptoms and treatment of different psychological disorders

CO4: Agree with the DSM-IV multiracial classification of mental disorders and the criteria for diagnosing these disorders

CO5: Predict these theoretical perspectives in reviewing each of the psychopathological Conditions through every phase of life

Text Book:

1. Kapalan.,&Sadock.S,*Synopsis of Psychiatry*,Wolters Kluwer,11th ed.,2015.

Reference Books:

1. Barlow.& Durald, *Abnormal Psychology*. New York: Pearson India Ltd,2016.

2. Sarason & Sarason,*Abnormal Psychology: The Problem of Maladaptive .Behaviour* ,New Delhi: Prentice Hall of India Pvt Ltd,11th ed,2016.

3. Carson, & Butcher,*Abnormal Psychology,*New Delhi: Pearson Education Inc,13thed.,2010.

4. Hecker Jeffrey, *Introduction to Clinical Psychology*. New Delhi: Pearson Education Inc,2010.

Journals:

1. https://psycnet.apa.org/record/1998-06744-000

2. https://psycnet.apa.org/buy/1994-29990-001

E- Resources:

1. https://en.wikipedia.org/wiki/Psychopathology#:~:text=Psychopathology%20is%20the%20study%20of-norm%20at%20any%20particular%20era.

2. https://www.sciencedaily.com/terms/psychopathology.htm

3. https://www.frontiersin.org/articles/10.3389/fpsyg.2016.00905/full

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	3	3	1	1	1	1	1	11
CO2	3	1	1	1	1	1	1	9
CO3	1	1	3	1	1	1	1	9
CO4	1	1	3	1	1	1	1	9
CO5	1	1	1	1	1	1	9	15
Total	9	7	9	5	5	5	13	53

Low-1   Medium-3   High-9

Core IV- Experimental psychology-I (Lab)

(For Students Admitted from 2023-24)

Semester: I   **Hours/week: 6**
Subject Code:HMSYC141P   **Credit: 5**

Course Objectives:
1. To utilize scientific methods to research the mind and behavior
2. To evaluate the social phenomena through experimentation

List of Experiments and Tests:

1. Perceived Stress Scale
2. Social Anxiety Scale
3. MMPI
4. Size-Weight Illusion
5. Two-point threshold
6. Span of attention
7. Eysenk Personality Inventory
8. Aggression
9. Bhatia's Battery of Intelligence test
10. Beck Anxiety
11. Standard Progressive Matrices
12. Emotional Intelligence
13. Internal- External Locus of Control
14. FIRO-B
15. NEO-FFI-3

Demonstration Techniques
16. Progressive Muscular Relaxation
17. Rorschach
18. Guided Imagery
19. Transcendental Meditation
20. Suryanamaskaram

- This list is suggestive

Reference Books:
1. Wood Worth, R. S., & Harold Schlosberg *Experimental Psychology***.** New Delhi: Oxford & IBH Publishing Co.Pvt.Ltd,2006.
2. Chadha, N.K. *Theory and Practice of Psychometry*. New Delhi: New Age International Ltd,2006.
3. Domino, G., & Domino, M.L,*Psychological testing*, New York: Cambridge University Press, New York 2nd Edition 2006.

Web Resources:
1. http://imotions.com/blog/what-is-experimental-psychology/
2. https://en.wikipedia.org/wiki/Experimental_psychology

Course Outcome:
After successful completion of this course, student will be able to
CO1: Understand the concepts of learning sensation, attention, personality, intelligence and

creativity

CO2: Expanded knowledge of various assessment and procedures.
CO3: Administer, analyze and interpret results from various psychological tools
CO4: Deduct the findings from an assessment
CO5: Discuss the findings from experiments and tests in one's own word

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	1	1	1	1	3	3	**19**
CO2	9	1	3	3	1	9	9	**35**
CO3	9	1	9	9	3	9	9	**49**
CO4	9	3	9	1	3	9	9	**43**
CO5	9	9	3	1	1	9	9	**41**
Total	45	15	25	15	9	39	39	**187**

Low-1   Medium-3   High-9

DSE- I-Indian School of Psychology
(For Students Admitted from 2023-24)

Semester: I   **Hours/week: 6**
Subject Code:HMSYE1A   **Credit: 5**

Course Objectives:
1. To understand the concept of psychology in Indian scenario
2. To understand the role and influence of the culture of India in the growth of psychology

Unit I   **(18 hours)**
Introducing Indian Psychology: Indian Psychology- Psychology in India- Indigenous Psychology- A model of Indian Psychology- Meta theoretical Base- Sources of Indian Psychology- Methods of Study: Research Methods in Indian Psychology

Unit II   **(18 hours)**
Psychology in Pre-Upanisadic and Upanisadic Literature: Periods of Indian Psychological Thought- Psychology in the Pre-Upanisadic Literature- Transition to Upanisads- Philosophical Doctrines in Upanisads- The States of Consciousness- Factors of Personality- Mental Function- Higher Mental Powers and yoga

Unit III   **(18 hours)**
Psychology in The Samkhya- Nyaya and Vaisesika: The Samkhya: Cosmology and Ontology- Ethics. **Nyaya:** Meta Physics – Concept of Personality- The Ultimate Goal of Life- Psychology of Perception – States of Consciousness. **Vaisesika:** Meta Physics- Theory of Consciousness- Factors of Personality- Theory of Perception

Unit IV **(18 hours)**
Psychology in Mimamsa- Advaita Vedanta and Visistadvaita: The Mimamsa: Introduction- Factors of Personality- The Psycho-Physical System- Cognition-Perception. **Advaita Vedanta:** Introduction- Human Personality- the states of Consciousness-Function of Mind. **Visistadvaita:** Nature of Consciousness- Factors of Personality- Functions of Mind

Unit V **(18 hours)**
Psychology in Buddhism and Jainism: Psychology in Buddhism: Four Schools- Vaibhasikas- Sautrantikas- Yogacaras- Madhyamika or Sunyavadins- Factors of Personality-Levels of Consciousness. Psychology in Jainism: Philosophical Basis of Jaina Psychology- Theory of Karma- Nature of Consciousness: Cognition- Sense Organ- Non- Verbal and Verbal Comprehension – Extra-Sensory Perception- Affection- Conation-Mental Activity-Control of Mental Activity

Course Outcome:
After successful completion of this course, student will be able to
CO1: Enumerate and infer the meaning and importance of Indian psychology in the present
CO2: Organize the preconceived notion about various social and health issues and its impact.
CO3: Motivate the awareness about basics of psychology in Indian perspective.
CO4: Test various theories of Indian psychology.
CO5: Modify various doctrines of Indian psychology.

Text Book:
1. Rao, K.R., & Paranjpe, A.C,*Psychology in the Indian tradition*. New Delhi:India Springer Pvt. Ltd,2016.

Reference Books:
1. R. M. Mathijir Cornelisen., &Girishwar wisra., &Suneet Varma,*Foundation and application of Indian Psychology*. Pearson,2015.
2. Dalal, A.S,*A greater psychology: An introduction to the psychological thought of Sri Aurobindo.* New York: Penguin Putnam Inc,2015.
3. Safaya ,R,Indian Psychology. New Delhi: Munshiram Manoharlal Publishers,2000.

E- Resources:
1. https://en.wikipedia.org/wiki/Indian_psychology
2. https://www.cambridge.org/core/books/handbook-of-indianpsychology/personality- in-indian-psychology/CADECFEC85F5C434BA71AF08599FF703

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	1	1	1	1	1	1	1	7
CO2	3	1	1	1	1	1	1	9
CO3	3	1	1	1	1	1	3	11
CO4	3	1	3	1	1	1	1	11
CO5	3	1	1	1	1	1	1	9
Total	13	5	7	5	5	5	7	47

Low-1   Medium-3   High-9

DSE-I – Positive Psychology
(For Students Admitted from 2023-24)

Semester: I   **Hours/week: 6**
Subject Code:HMSYE1B   **Credit: 5**

Course Objectives:
1. To acquire knowledge of positive cognitive states and processes
2. To understand the positive emotional states and processes

Unit I   **(18 hours)**
The Nature and Assessment of Positive Psychology: Definition of Positive Psychology. Western perspectives on positive psychology. Eastern perspectives on positive psychology. Classifications and measures of human strengths and positive outcomes

Unit II   **(18 hours)**
Positive Emotional States and Process: The Principles of Pleasure: Understanding Positive Affect- Positive Emotions- Happiness- and Well-Being. Making the Most of Emotional Experience: emotion-focused coping- emotional intelligence- Socioemotional selectivity- and emotional storytelling

Unit III   **(18 hours)**
Positive Cognitive States and Processes: Seeing the Future through Self-Efficacy – Optimism and Hope. Two Universal Virtues – Wisdom and Courage. In Search of Optimal Experiences- Mindfulness- Flow- and Spirituality

Unit IV   **(18 hours)**
Prosocial behavior and Changing Human behavior: Empathy and Egotism-Portals to Altruism-Gratitude- and Forgiveness. Attachment- Love- and Flourishing Relationships. Changing Human Behavior: Balanced conceptualizations of Mental Health and Behavior. Interceding to prevent the Bad and Enhance the Good

Unit V **(18 hours)**

Positive Environments: Positive Schooling. Good Work – The Psychology of Gainful Employment. Me/We Balance– Building Better Communities

Course Outcome:
After the successful completion of this course, student will be able to
CO1: Define and infer the concepts of Positive Psychology
CO2: Make use of Emotional states and process
CO3: Discover their strengths and virtues and have a positive exposure of life
CO4: Justify the reasons for their happiness and visualize life positively even under hardships
CO5: Promote forgiveness and gratitude among their relationships

Text Books:
1. Baumgardner, S.R. & Crothers, M.K,*Positive Psychology*. New Delhi: Pearson Education,2016.

Reference Books:
1. Carr, A, *Positive Psychology*. The Science of Happiness and Human Strengths. London:Routledge,2016.
2. Snyder, C.R.& Lopez. S,*Positive Psychology. The Scientific and Practical Explorations of Human Strengths.* Sage Publications,2011.
3. Snyder, C.R.& Lopez. S,*Positive Psychology*. The scientific and Practicalexplorations of Human Strengths. Sage Publications,2007.
4. Haidt , J,T*he Happiness Hypothesis; Finding Modern Truth in Ancient Wisdom*. NewYork: Basic Books,2006.

Journals:
1. https://psycnet.apa.org/record/2001-00465-002
2. https://psycnet.apa.org/record/2000-13324-011
3. https://books.google.co.in/books?hl=en&lr=&id=vKzmCwAAQBAJ&oi=fnd&pg=PR9&dq=St rengths+and+Virtues&ots=sSif6Gm6yY&sig=rkVgwqBVx_dIJmFTu37Sf4w3VcA&redir_esc =y#v=onepage&q=Strengths%20and%20Virtues&f=false
4. https://psycnet.apa.org/record/1993-98937-037
5. https://link.springer.com/article/10.1007%2Fs10902-008-9111-8

E-Resources
1. https://positivepsychology.com/what-is-positive-psychology-definition/
2. https://en.wikipedia.org/wiki/Positive_psychology

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	3	3	1	3	3	3	25
CO2	3	1	3	1	3	3	1	15
CO3	1	3	3	3	3	3	3	19

CO4	1	3	3	1	3	3	3	**17**
CO5	1	3	3	1	3	3	3	**17**
Total	**15**	**13**	**15**	**7**	**15**	**15**	**13**	**93**

Low-1   Medium-3   High-9

Extra Credit- Study Kid Making/*Online Courses
(For Students Admitted from 2023-24)

Semester: I
Subject Code:HMSYX1/HMSYX10   **Credit: 2**

Course Objectives:
1. To apply psychological knowledge in real world issues
2. To use role plays as a method to enhance our understanding of knowledge

Guidelines:
- Students has to choose one Psychological construct
- Based on the construct, they have to prepare Documentary
- Duration of the video must not cross 30 minutes.

Course Outcomes:
After the successful completion of this course, student will be able to
CO1: Understanding the legal and ethical issues exists in the media society
CO2: Critically examine the concepts in Psychology
CO3: Develop insights and in-depth aware about Psychology
CO4: Create opportunities to develop digital literacy
CO5: Develop creative skills

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	1	1	1	9	1	9	9	**31**
CO2	9	9	3	3	3	9	9	**45**
CO3	9	9	3	3	3	9	9	**45**
CO4	1	9	1	3	9	9	9	**41**
CO5	1	9	1	1	1	9	9	**31**
Total	**21**	**37**	**9**	**19**	**17**	**45**	**45**	**193**

Low-1   Medium-3   High-9

Core V - Counseling Psychology
(For Students Admitted from 2023-24)

Semester: II   **Hours/week: 6**
Subject Code:HMSYC21   **Credit: 5**

Course Objectives:

1. To understand the helping relationship and process in counseling
2. To instruct them about the basic ethics in counseling

Unit I   **(18 hours)**
Principles of Counseling: Basic concepts- purpose and importance. Steps and process in counseling. Individual- family and group counseling

Unit II   **(18 hours)**
Skills of Counselor: Essential characteristics of a counselor- Micro skills in counseling- professional and ethical issues in counseling- identification of burnout in caregivers and counselors- dealing with demanding clients

Unit III   **(18 hours)**
Approaches to Counseling: Directive- non-directive and eclectic approaches- Client and counselor variables affecting counseling process

Unit IV   **(18 hours)**
Approaches to Evaluation in Counseling: Non-testing - case study- interview- cumulative record card- occupational information- observation and rating scale

Unit V   **(18 hours)**
Testing - Personality- Attitude- Values- Abilities- Aptitude and Achievements. Reporting of the findings. Effectiveness and evaluation of counseling: criterion of effectiveness – outcome and process based

Cource outcome:
After the successful completion of this course, student will be able to
CO1: Relate and outline the importance of guidance and counselling
CO2: Utilize the nature of counseling situations
CO3: Dissect the various areas of counseling
CO4: Importance ethical and legal issues in counseling
CO5: Formulate the students to understand the meaning-basic concepts-purpose and importance of
        counseling in everyday life and skills required for counselling

Text Book:
1.   Berdie- R.F. et al, *Testing in guidance and counseling*. McGraw Hill,2016.

Reference Books:
1. Corney, G,*Theory and practice of counselling*,2011.
2. Davis, D,*Counselling in psychosocial services.* Open University Press,1997.
3. Dryden, W,*Developing the practice of counselling*- Sage Pub,1994.
4. Fullmer, D.W,*Counselling: contents and Process.*Chicago: Science Research Assocition,2011.
5. Gelso, C.L., & Fretz, B.R,*Counselling Psychology*- Prism Book,1997.

Journals:
1. https://www.taylorfrancis.com/books/mono/10.4324/9781315695778/principles-based-counselling-psychotherapy-timothy-carey-warren-mansell-sara-tai
2. https://www.tandfonline.com/doi/abs/10.1080/03069885.2017.1377337

E-Resources
1. https://www.psychology.org/careers/counseling-psychologist/
2. https://careersinpsychology.org/what-is-counseling-psychology

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	3	1	1	3	1	3	**21**
CO2	3	3	3	3	1	9	3	**25**
CO3	9	3	3	1	3	9	3	**31**
CO4	3	3	3	9	3	9	3	**33**
CO5	9	9	9	3	9	9	9	**57**
Total	**33**	**21**	**19**	**17**	**19**	**37**	**21**	**167**

Low-1   Medium-3   High-9

Core VI- Cognitive Psychology-Applied II
(For Students Admitted from 2023-24)

Semester: II   **Hours/week: 6**
Subject Code:HMSYC221   **Credit: 5**

Course Objectives:
1. To understand the knowledge on motivational- emotional and other aspects of behavior
2. To know the recent advancements in cognitive psychology

Unit I   **(18 hours)**
Perceptual Processes:Approaches to the Study of Perception: Perceptual Organization: Gestalt-Figure and Ground- Laws of Organization. Perceptual Constancy: Size- Shape and Brightness-Illusion; Perception of Depth and Movements. Role of motivation and learning in perception

Unit II   **(18 hours)**
Learning Process:Classical conditioning: Procedure- Phenomena and related issues. Instrumental learning: Phenomena- Paradigms and theoretical issues. Reinforcement: Basic variables and schedules. Verbal learning: Methods and materials- organizational processes

Unit III   **(18 hours)**
Forgetting: Theories of Forgetting: Interference- decay- retrieval. Models of memory: Atkinson and Shiffrin- Craik and Lockhart- Tulving. Semantic memory: Episodic- trace model and network model. Long-term memory: Retrieval cues- flashbulb memory- constructive processes in memory-eyewitness testimony- and autobiographical memory

Unit IV   **(18 hours)**

Intelligence and thought processes: Intelligence: Biological- Social- Eco-cultural determinants. Theories of intelligence: Spearman- Thurston- Guilford. Individual and group differences: Extent and causes. Measurement of human abilities. Cattell- Jensen- Sternberg Goleman. Creativity: Views of Torrance- Getzels- Guilford. Intelligence and creativity- emotional intelligence. Theories of thought processes: Information processing. Concept formation: Rules and strategies. Reasoning: Deductive and inductive. Problem-Solving: Type and strategies. Role of concepts in thinking

Unit V   (**18 Hours**)
Personality: Determinants of personality: Biological and socio-cultural. Approaches to the study of personality: Psychoanalytic- Neo-Freudian- social learning- trait and type- cognitive. Personality Assessment: Psychometric and projective tests

Course Outcome:
After successful completion of this course, student will be able to
CO1: Relate and infer the basic concepts in psychology
CO2: Identifying the recent advancements in cognitive psychology
CO3: Analyze the basic knowledge about sensory processes in connections with psychological context
CO4: Assess the depth theories in forgetting
CO5: Improve the student knowledge on motivational-emotional and other aspects of behavior

Text Books:
1. Baron,A.R,*Psychology*,New Delhi: Pearson india education private Limited,5th ed,2018.

Reference Books:
1. Hilgard- E.R,*Introduction to Psychology,*New Delhi: Oxford and Publishing Co- Pvt Ltd,6th ed,2014.
2. Clifford Morgan,*Introduction to Psychology.*New Delhi:Tata Mc-Graw Hill Publishing Company,7th ed,2017.

E-Resources
1. https://books.google.co.in/books/about/Advanced_General_Psychology.html?id=1eEvA
2. https://www.researchgate.net/publication/295073567_Advanced_General_Psychology
3. https://www.researchgate.net/publication/295073567_Advanced_General_Psychology

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	1	1	1	1	3	1	1	9
CO2	1	1	1	1	1	1	1	7
CO3	3	1	3	1	1	1	1	11
CO4	1	1	3	1	1	1	1	9

CO5	9	1	1	3	1	1	1	**17**
Total	**15**	**5**	**9**	**7**	**7**	**5**	**5**	**53**

Low-1   **Medium-3**   **High-9**

Core VII- Research Methodology and Statistics
(For Students Admitted from 2023-24)

Semester: II   **Hours/week: 6**
Subject Code:HMSYC23   **Credit: 5**

Course Objectives:
1. To gain knowledge on research methodology & statistical applications
2. To acquire the skills of adopting the methodology and the application of statistics

Unit I   **(18 hours)**
Introduction to Research and Research Problem: Research: Meaning – Objectives – Motivation-Types – Significance of research- Importance of knowing how search is done- Research Process-Problems encountered by researchers in India. Research problems: Defining- Selecting the problem and technique involved in defining a problem – Criteria of a good problem

Unit II   **(18 hours)**
Review of Literature- Hypothesis and tools of Research: Review of literature: Processes and Source of Review of Literature- outline of the format of a research report- the search for the literature. Hypothesis: Meaning – Types – Criteria – Formulating and Stating hypothesis. Tools of research: Criteria for selection of tools – Factors related to construction of different tools: Observation – Interview – Questionnaire – checklist- Rating Scales: Merits and Limitations

Unit III   **(18 hours)**
Research Sampling- Design and Methods:sampling- Meaning- Need for Sampling-Characteristics of sampling; Methods of samplings- Probability and non-Probability- Sample Size**. Research Design- Meaning- Need- Important concepts related to research design- different research design- basic principles of experimental design. Research Methods:** Normative Survey – Experimental Research – Variables and experimental control. Experimental designs: Pre-experimental designs – True experimental designs – Quasi experimental designs – Single subject experimental designs – Ex-post Facto Designs

Unit IV   **(18 hours)**
Interpretation and Report Writing: Interpretation- Meaning- Technique of interpretation-Precaution in Interpretation. **Report Writing-** Significance of Report Writing- Different Steps in Writing Report- Layout of the research report- Types of Reports- Mechanics of Writing a Research Report- Precautions for Writing Research Report

Unit V   **(18 hours)**
Statistical Techniques Applied in Psychology: Correlation: Meaning – Concept of Correlation –

Pearson's Product moment correlation – Rank order correlation – Test of Significance: t Test – Calculation and interpretations. Analysis of Variance (ANOVA): Meaning – logic – example for one-way ANOVA – interpretation – Assumptions of the ANOVA. Regression and Prediction- An overview of Non-Parametric statistics

Course Outcome:
After successful completion of this course, student will be able to
CO1: Define and outline the different stages of research
CO2: Apply the various research methods
CO3: Discover appropriate research tools
CO4: Evaluate the basic knowledge on data collection
CO5: Create the skill of reporting the research

Text Book:
1. Coaley, K,*An Introduction to Psychological Assessment and Psychometrics*.New Delhi: Sage Publications,2009.

Reference Books:
1. Coolican, H,*Research Methods in Statistics in Psychology*.New Delhi: Rawat Publications,2009.

2. Gravetter,F.J.& Forzana,L.A.B,*Research methods for behavioral sciences.*United States: Wordsworth cengage learning,2009.

3. Kothari, C.R,*Research Methodology: Methods and Techniques*. New Delhi:Wiley Eastern Ltd,2008.

4. Kundu.,*Research Methodology.* New Delhi: Pearson Publishing,2010.

5. Myers, J,*Methods in Psychological Research.* New Delhi: Sage Publications,2008.

Journal:
1. https://books.google.co.in/books?hl=en&lr=&id=eqZyDwAAQBAJ&oi=fnd&pg=PR1 &dq=Foundations+of+Research&ots=gJFCtTKtEl&sig=9RX_pt_n2LdB8Rv6lQB3dev N0HU&redir_esc=y#v=onepage&q=Foundations%20of%20Research&f=false

E- Resources:
1. https://ggu.libguides.com/c.php?g=106879&p=694060#:~:text=A%20research%20 method%20is%20a-Practical%20Research%20Planning%20and%20Design.
2. https://www.udemy.com/course/research-methods-and-statistics-advanced/

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	1	1	1	1	3	1	1	9
CO2	1	1	1	1	1	1	1	7
CO3	3	1	3	1	1	1	1	11
CO4	1	1	3	1	1	1	1	9
CO5	9	1	1	3	1	1	1	17

Total	15	5	9	7	7	5	5	53

Low-1   Medium-3   High-9

Core VIII -**Experimental Psychology-II (Lab)**
(For Students Admitted from 2023-24)

Semester: II   **Hours/week: 6**
Subject Code:HMSYC241P   **Credit: 5**

Course Objectives:
1. To review the concepts of psychology through the mediums of experiment
2. To develop skills of conducting and documenting experiments in the field of psychology

List of Tests
1. PGI Brain Dysfunction
2. Mental Health battery
3. Medico psychological Questionnaire
4. Student problem checklist
5. DATB
6. MBTI
7. Beck's Depression Scale
8. Quality of life
9. Gratitude Scale
10. Meaning In Life
11. Work Motivation
12. Adjustment Inventory
13. Coping styles inventory
14. Procrastination

Course Outcome:
After successful completion of this course, student will be able to
CO1: Define and outline the principles of sensory process
CO2: Experiment with the various senses and its perceptions
CO3: Distinguish practical exposure to assess- diagnose and interpret various psychological concepts
CO4: To test human behavior using psychological experiments.
CO5: Improvise the knowledge of using psychometric

Text Book:
1. Robert S Wood worth., & Harold Schlosberg,*Experimental Psychology*.
   New Delhi: Oxford & IBH Publishing Co. Pvt . Ltd,2017.

Reference Books:
1. Wood Worth Robert S & Harold Schlosberg,*Experimental Psychology*- Oxford & IB Publishing Co.Pvt .Ltd,2006.
2. Chadha, N.K, *Theory and Practice of Psychometry*. New Delhi: New Age Internationa

Ltd,2006.
3. Domino, G., & Domino, M.L,*Psychological testing*,New York:Cambridge University Press,2nd ed,2006.

Journals:
1. Birch, J,Efficiency of the Ishihara test for identifying red-green colour deficiency. Ophthalmic and Physiological Optics- 17(5)- 403-408,1997.
2. All port- D. A.- Antonis- B.- & Reynolds- P,on the division of attention: A disproof of the single channel hypothesis. Quarterly journal of experimental psychology- 24(2)- 225- 235.1972.
3. Saltzman, I. J.- & Garner, W. R, Reaction time as a measure of span of attention. The Journal of psychology- 25(2)- 227-241,1948.

E-Resources
1. https://prakasheducationblog.wordpress.com/2016/03/13/psychology-experiments pan-of-attention/
2. https://www.msuniv.ac.in/Download/Pdf/cef1993ea11f4a8
3. https://dictionary.apa.org/ishihara-test-for-color-blindness

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	3	1	3	1	3	1	9	**21**
CO2	3	1	3	1	1	1	9	**19**
CO3	9	3	9	3	3	1	9	**37**
CO4	9	1	9	1	1	3	9	**33**
CO5	3	3	9	1	3	3	9	**31**
Total	27	9	33	7	11	9	45	**141**

Low-1   Medium-3   High-9

DSE- II - International Classification of Disease
(For Students Admitted from 2023-24)

Semester: II   **Hours/week: 6**
Subject Code:HMSYE2A   **Credit: 5**

Course Objectives:
1. To know about the ICD history and needs
2. To Understand about the psychological disorders impact on individuals

Unit I   **(18 hours)**
Introduction to ICD: History- need

Unit II   **(18 hours)**
Dissociative Disorder :
Dissociative identity disorder (ICD-10 F44.81)
Dissociative amnesia including Dissociative Fugue (ICD-10 F44.0)

Depersonalization/Derealization disorder (ICD-10 F48.1)
Other Specified Dissociative Disorder (ICD-10 F44.89)
Unspecified Dissociative Disorder (ICD-10 F44.9)

Unit III   (18 hours)
Sleep Disorders
Insomnia. (ICD-G47.00)
Hypersomnia. (ICD-G47.10)
Circadian rhythm sleep disorders. (ICD-G47.20)
Unspecified type Sleep apnea. (ICD-G47.30)
Narcolepsy and cataplexy (ICD- G47.41)
Parasomnia.(ICD-G47.50)
Sleep related movement disorders. .(ICD-G47.6)
Other sleep disorders.(ICD-G47.8)

Unit IV   (18 hours)
Sexual Disorders
Fetishism- fetishistic (ICD-F65.0)
Exhibitionistic (ICD-F65.2)
Pedophilia (ICD-F65.4)
Sexual sadism (ICD-F65.52)
Frotteurism (ICD-F65.81)

Unit V   (18 hours)
Neurocognitive disorders
Delirium (ICD-F10.231)
Parkinson's disease (ICD-G20)
Dementia (ICD-G31.09)

Course Outcome:
After successful completion of this course, student will be able to
CO1: Define and summarize the concept of abnormal behavior- classification and methods
        of assessment.
CO2: Identify various pathological disorders & ICD-10 criteria of diagnosis. Introduce
        students to historical conceptions and perspectives of psychopathology
CO3: Examine knowledge and skills required for diagnosis of psychological conditions
CO4: Support students about the importance of different psychological disorders- its causes
        and treatment
CO5: Change the impact of these psychological problems on the individual and the wider
        social context.

Text Book:
1. *International classification of diseases-10 revised version* by WHO,2018.

Reference Books:
1. James,C. Coleman,*Abnormal Psychology And Modern Life***.**Mumbai:Taraporevala sons &
   co.pvt Ltd,1978.
2. Robert, C. Carson., & James, N. Butcher., & Susan Mineka, *Abnormal Psychology* ,New York:
   Longman and Addison Wesley educational publishers,10th ed,1998.

3. James, D.Page, *Abnormal Psychology*. New Delhi:Tata Macgraw Hill Publishers Ltd,2002.
4. Carson., & Butcher,*Abnormal Psychology*,New Delhi: Pearson Education Inc,13th ed,2010.

Journals:
1. Luckasson, R., & Borthwick.,& Duffy, S., &Buntinx, W. H., & Coulter, D. L., Craig,E. M. P.& Reeve, A., & Tasse, M. J. (2002). Mental retardation: Definition- classification- and systems of supports. American Association on Mental Retardation.
2. Rowa, K., & Antony, M. M. (2008). Generalized anxiety disorder

E-Resources

1. https://www.slideshare.net/nileshkucha/mental-retardation-16238345
2. https://www.slideshare.net/NandhiniSekar3/anxiety-disorder-65146992

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	1	3	1	3	3	3	**23**
CO2	3	1	3	1	1	3	3	**15**
CO3	3	1	3	3	3	3	9	**25**
CO4	3	1	3	3	3	3	3	**19**
CO5	1	1	3	1	1	3	3	**13**
Total	**19**	**5**	**15**	**9**	**11**	**15**	**21**	**95**

Low-1   **Medium-3**   **High-9**

DSE- II - Special Education

(For Students Admitted from 2023-24)

Semester: II   **Hours/week: 6**
Subject Code:HMSYE2B   **Credit : 5**

Course Objectives:
1. To understand the needs of special education
2. To know about Autism Spectrum Disorder- ADHD- Learning disability & Intellectual disability.

Unit I   **(18 hours)**
Introduction to special education: Nature- History- Importance- Scope Identifying students or learners with special needs- Methods of provision

Unit II   **(18 hours)**
Autism Spectrum Disorder: Nature- Needs and Intervention: Definition- Epidemiology- Etiology- Diagnosis and Clinical Features- Criteria- Behavioral and physical symptoms in autism- Tools and Areas of Assessment- Treatment- Psychosocial interventions- Social skill approaches-

Behavioral Interventions- Interventions for comorbid symptoms- Educational Interventions for autism- Vocational Training and Career Opportunities

Unit III **(18 hours)**
Attention Deficit Hyperactive Disorder (ADHD): Epidemiology- Etiology- Diagnosis and Clinical Features- Criteria- Course and Prognosis- Adult Manifestation of ADHD: Diagnosis and Clinical Features- Treatment

Unit IV **(18 hours)**
Learning Disability: Nature- Needs and Intervention**:** Dyslexia (reading): Epidemiology- Etiology- Diagnosis and Clinical Features- Criteria-Treatment- Dysgraphia(Writing): Epidemiology- Etiology- Diagnosis and Clinical Features- Criteria- Treatment- Dyscalculia (Maths): Epidemiology- Etiology- Diagnosis and Clinical Features- Criteria Treatment- Dyspraxia (Motor Coordination): Epidemiology- Etiology- Diagnosis and Clinical Features- Criteria- Treatment

Unit V **(18 hours)**
Intellectual disability: Classification- Clinical features- Developmental Characteristics- Degrees of severity- Epidemiology- Comorbidity- Psychosocial features- Etiology: Genetic etiologcal factors- Genetic intellectual disability: Down syndrome- Fragile X Syndrome- Prader-Willi Syndrome- Cat's Cry Syndrome- Phenylketonuria- Rett Syndrome- Tuberous sclerosis- Treatment

Course Outcome:
After successful completion of this course, student will be able to
CO1: Relate and explain different psychological disorders related with children.
CO2: Identify causes, symptoms and treatment of different psychological disorders.
CO3: Analyze historical conceptions and perspectives of psychopathology
CO4: Discover knowledge and skills required for diagnosis of psychological conditions
CO5: Build awareness about need of special education

Text Books:

1. Kapalan.,& Sadock,Synopsis of Psychiatry,Wolters Kluwer**,**11th ed,2015.

Reference Books:
1. Ellis, A. W.,& Young, A.W,*Human Cognitive Neuropsychology: A textbook with readings.* Chicago: Psychology Press,2013.
2. Rapp, B. E,*The Handbook of Cognitive Neuropsychology: What deficits reveal about the human mind.* Psychology Press,2001.
3. Margaret,W.Matlin,*Cognition*,wiley,6th ed,2004.

Journals:
1. Luckasson- R.- Borthwick-Duffy- S.- Buntinx- W. H.- Coulter- D. L.- Craig- E. M. P.- Reeve- A.& Tasse- M. J. (2002). Mental retardation: Definition- classification- and systems of supports. American Association on Mental Retardation.
2. Rowa- K.- & Antony- M. M. (2008). Generalized anxiety disorder.
3. Joffe- R. T.- Lippert- G. P.- Gray- T. A.- Sawa- G.- & Horvath- Z. (1987). Mood disorder and multiple sclerosis. Archives of Neurology- 44(4)- 376-378.

E-Resources

1. https://en.wikipedia.org/wiki/Special_education#:~:text=Special%20education%20(al
   so%20known%20as-%2C%20disabilities%2C%20and%20special%20needs.
2. http://www.healthofchildren.com/S/Special-Education.html

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	1	3	1	1	1	1	**17**
CO2	3	3	3	3	3	3	3	**21**
CO3	3	1	3	1	1	1	3	**13**
CO4	3	3	3	9	3	3	9	**33**
CO5	1	3	3	9	3	3	9	**31**
Total	**19**	**11**	**15**	**23**	**11**	**11**	**25**	**115**

Low-1   Medium-3   High-9

Extra Credit II- Documentary Making related to Psychology/*Online Courses
(For Students Admitted from 2023-24)

Semester: II
Subject Code:HMSYX2P/HMSYX2O   Credit: 2

Course Objectives:
  1. To apply psychological knowledge in real world issues
  2. To use role plays as a method to enhance our understanding of knowledge
Guidelines:
  • Students has to choose one Psychological construct
  • Based on the construct, they have to prepare Documentary
  • Duration of the video must not cross 30 minutes.

Course Outcomes:
After the successful completion of this course, student will be able to
CO1: Understanding the legal and ethical issues exists in the media society
CO2: Critically examine the concepts in Psychology
CO3: Develop insights and in-depth aware about Psychology
CO4: Create opportunities to develop digital literacy
CO5: Develop creative skills

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	1	1	1	9	1	9	9	**31**
CO2	9	9	3	3	3	9	9	**45**
CO3	9	9	3	3	3	9	9	**45**
CO4	1	9	1	3	9	9	9	**41**

CO5	1	9	1	1	1	9	9	**31**
Total	**21**	**37**	**9**	**19**	**17**	**45**	**45**	**193**

Low-1   **Medium-3**   **High-9**

Core IX-Neuropsychology
(For Students Admitted from 2023-24)

Semester: III   **Hours/week: 6**
Subject Code:HMSYC31   **Credit: 5**

Course Objectives:
1. To conceptualize neuropsychology
2. To describe various aspects related to neuropsychology

Unit I   **(18 hours)**
Development of Neuropsychology: The Brain Hypothesis. Experimental Approaches to Brain function. The neuron hypothesis

Unit II   **(18 hours)**
Organizations of the Nervous System: An overview of the nervous system. Approaches to the study of anatomy. The origin and development of the brain. The spinal cord. The brainstem. The cortex. The limbic lobe and basal ganglia

Unit III   **(18 hours)**
The structure and Electrical Activity of Neurons: The neuron's structure. The Neuron's Electrical activity. Sending a message along an axon

Unit IV   **(18 hours)**
Communication Between Neurons: The structure of synapses. Stages in neurotransmission. Types of synapses. Kinds of neurotransmitters. Types of receptors for neurotransmitter. Neurotransmitter functions

Unit V   **(18 hours)**
Neuropsychological Assessment: Bender Gestalt Test. Halstied Reiten neuropsychological battery. NIMHANS neuropsychological battery. Assessment of sensory input-Finger localization Test. Measurement of Attention and Concentration- Test of everyday attention- Continuous performance Test- Paced Auditory Serial Addition Test- Clinical examination for aphasia - screening and comprehensive diagnostic Tests for aphasia. Tests of spatial and manipulator ability- drawing tests- assembly tests. Assessment of Executive functions Assessment of Motor output- Luria-Nebraska neuropsychological battery

Course Outcomes:
After the successful completion of this course, student will be able to
CO1: Select and outline the knowledge and understanding of brain and behavior relationship with the help of current development in the field of neuroscience.
CO2: Categorize a dynamic understanding of the field by discussing case examples and current research.

CO3: Examine the field of neuropsychology as a framework for understanding
behavior and mental processes.

CO4: Interpret the link between neurological disorders and therapeutic practice.

CO5: Elaborate the structure of the nervous system- brain and functions of different
lobes

Text Book:

1. Kolb- B.-& Whishaw-l.q,Fundamentals of Human Neuropsychology. Macmillian learning,2021.

Reference Book:

1. Morgan- Physiological psychology- International student edition -McGraw Hill
Series,1965.

Journals:

1. Shaffer- D. R.- & Kipp- K,Developmental psychology: Childhood and adolescence. Cengage
Learning,2013.
2. Caldas-Coulthard- C. R.- & Van Leeuwen- T, Baby's first toys and the discursive constructions
of babyhood,2001.

E-Resources

1. https://www.sciencedaily.com/terms/neuropsychology.htm
2. https://www.betterhelp.com/advice/psychologists/what-is- neuropsychology- and what-does-
it-treat

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	1	1	1	9	1	9	**31**
CO2	3	1	3	1	3	3	3	**17**
CO3	3	1	3	3	3	3	3	**19**
CO4	3	1	3	3	3	3	3	**19**
CO5	1	1	3	1	3	3	3	**15**
Total	**19**	**5**	**13**	**9**	**21**	**13**	**21**	**101**

Low-1   Medium-3   High-9

Core: X--Psychotherapeutics
(For Students Admitted from 2023-24)

Semester: III   **Hours/week: 6**
Subject Code:HMSYC32   **Credit: 5**

Course Objectives:

1. To understand the concept of Psychotherapy

2. To explain the different types of therapies

Unit I   **(18 hours)**
Introduction:Interventions; definitions of psychotherapy; goals of psychotherapy; professional issues- training; ethical issues; personal characteristics of therapists; common and unique features of psychotherapies

Unit II   **18 hours)**
Psychoanalytic Psychotherapy:Contributions of Freud- Free Association- Dream Analysis- Analysis of Resistance- Analysis of transference- Working through

Unit III   **(18 hours)**
Behavior Therapy and Behavior Modification: Principles and Assumptions in Behavior Therapy. Assessment in Behavior therapy. Jacobson's Progressive Muscular Relaxation – technique**.** Systematic Desensitization – rationale- theory and technique. Contingency Management – use of reinforcement and punishment- Differential reinforcement techniques.
Modeling and Behavior Rehearsal Procedures. Aversive Techniques. Response Elimination and Extinction procedures. Self-control procedures. Assertiveness Training – theory and technique

Unit IV   **(18 hours)**
Cognitive-Behavior Therapy: Principles and Assumptions in Cognitive-Behavior Therapy. Assessment in Cognitive- Behavior therapy**.** Beck's Cognitive therapy – principles and techniques. Ellis's Rational Emotive Therapy – principles and techniques. Mindfulness-based cognitive therapy – principles and techniques**.** Motivational Interviewing for Behavior Change

Unit V   **(18 hours)**
Client-centered Therapy- Gestalt therapy and Supportive Therapy: Principles- Assumptions- Goals and techniques in:
   • Client-centered Therapy
   • Gestalt therapy
   • Supportive Therapy

Course Outcomes:
After successful completion of this course, student will be able to
CO1: Define and list the meaning of therapy
CO2: Identify the theoretical approaches of psychotherapy
CO3: Examine the application of theoretical principles in treating
CO4: Support and develop aesthetic professional skills of the students.
CO5: Develop towards the nature- goals and prerequisites of psychotherapy

Text Book:
1. Bellack, A.S.,Herson,M .,& Kazdin, A.E,*International Handbook of Behaviour Modification And Therapy***.** New York: Plenum Press,2016.
      .

Reference Books:
1. Gabbarel,G.O., Beck, J.S., & Holmes, J, *Oxford Text Book of Psychotherapy***.** New York: Oxford University Press,2007.
2. Stein, S.M., Hough-,R., & Stein,J.*Essentials of Psychotherapy*. UK: Hodder Arnold

Publishers,1999.

3. Bergin, A.E., & Garfield, S.L,*Handbook of Psychotherapy and Behavioural Change.*N.Y. Wiley,4th ed,2000.
4. Jones, C.C,*Family Systems Therapy.* Wiley Norcross,1993.
5. Spiegler, M.D,*Contemporary Behaviour Therapy.* New Delhi. Sage Publications,2001.

Journals:
1. Meier, A., Boivin, M., & Meier, M,*Theme-analysis: Procedures and application for psychotherapy research*. Qualitative Research in Psychology- 5(4)- 289-310,2008
2. Gill, M. M,Psychoanalysis and exploratory psychotherapy. Journal of the American Psychoanalytic Association- 2(4)- 771-797,1954.

E-Resources:
1. https://www.slideshare.net/halaesayyah/psychotherapy-29545122
2. https://www.talkspace.com/blog/4-phases-will-encounter-making-progress-therapy/

Course Outcomes	Programme Outcomes							
CO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**Total**
CO1	9	1	3	1	1	1	1	**17**
CO2	3	1	3	3	1	3	3	**17**
CO3	1	1	3	3	1	3	3	**15**
CO4	1	1	9	3	3	3	9	**29**
CO5	1	1	9	1	3	3	9	**27**
Total	**15**	**5**	**27**	**11**	**9**	**13**	**25**	**105**

Low-1   Medium-3   High-9

Core: XI—Rehabilitation Psychology
(For Students Admitted from 2023-24)

Semester: III   **Hours/week: 6**
Subject Code:HMSYC33   **Credit: 5**

Course Objectives:
1.To know what rehabilitation is
2.To have knowledge on rehabilitation programme in India

Unit I   **(18 hours)**
Nature and Scope of Rehabilitation psychology: Definition- historical perspective- scope and methods. Functions of Rehabilitation Psychology: General functions and special Functions. History and Philosophy of Disability Rehabilitation. Goals and objectives of rehabilitation. Multi-disciplinary approach to rehabilitation: Biological- medical- psychological- educational and social aspects

Unit II   **(18 hours)**
Disabilities: Disability - Concept and definitions. Classification of various disabilities- Incidence and prevalence. Types of disabilities: Visual impairment- Hearing and speech impairment- Locomotor disability- Mental retardation- Cerebral palsy- Autism - Mental illness. Learning disabilities- Multiple handicaps. Etiological factors; pre-natal- natal and post-natal- chromosomal aberrations and genetic errors. Prevention of disabilities

Unit III   **(18 hours)**
Intervention :Screening and early identification of people with developmental disabilities. Social- Psychological Perspective in Rehabilitation Psychology. Early intervention: definition- assessment and strategies for intervention. Intervention packages for various disabilities. Services and programmes for disabled individuals and their families in India. Special education: – aims- objectives and functions- Emerging trends in special education. Educational assessment and evaluation for persons with disabilities. Educational technology for disabled

Unit IV   **(18 hours)**
Psychological Intervention: Planning: Intervention: Psychoanalytic Approach- Learning Theories and Strategies- Planning and Designing- Learning Situations- counseling Strategies. Therapeutic services and Restorative techniques.Designing Training Programmes for Professionals: Training Need analysis- Implementation of Training Programmes. Monitory and Impact Studies

Unit V   **(18 hours)**
Rehabilitation Programmes in India: Role of Govt. and NGOs; Child guidance center- Special schools and vocational rehabilitation centres- Organizing rehabilitation programmes for the disabled people

Course Outcomes:
After successful completion of this course, student will be able to
CO1: An understanding of physical- sensory- developmental and cognitive impairments
CO2: Use assessment information to determine eligibility and to develop plans for services
CO3: Identify strategies to reduce attitudinal barriers affecting people with disabilities
CO4: Implement approaches that enhance personal development- decision making abilities- personal responsibility- and quality of life of individuals with disability
CO5: Construct plan for vocational rehabilitation

Text Book:
1. Sibnath , D,*Children in Agony*. New Delhi: Concept Pub,2006.

Reference Books:
1. Sibnath, D,*Contemporary Social Problems in India*. New Delhi:Anmol Pub,2006.
2. Teotia, A,*Rehabilitation Psychology,*Notion press,1st ed,2018.

Journals:
1. Fazio, R. H.,Ewoldsen, D. R., & Powell ,M. C, *Attitudes- perception- and Attention,1994.*
2. Pfeifer,R., & Scheier,C, *Understanding intelligence*. MIT press,2001.
3. Hogan, R.T, Personality and personality measurement,1991.

E-Resources

1. https://www.britannica.com/science/rehabilitation-psychology
2. https://www.britannica.com/science/rehabilitation-psychology
3. https://www.apa.org/ed/graduate/specialize/rehabilitation

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	1	3	3	1	3	3	23
CO2	3	3	3	3	3	3	3	21
CO3	1	1	3	1	3	3	3	15
CO4	1	1	9	3	3	3	9	29
CO5	1	3	3	3	1	3	3	17
Total	15	9	21	13	11	15	21	105

Low-1   **Medium-3**   **High-9**

Core: XII— Internship Programme
(For Students Admitted from 2023-24)

Semester: III   **Hours/week: 6**
Subject Code:HMSYC34P   **Credit: 5**

Course objectives:
1. To discuss the stages of psychosocial development
2. To trace the basic concept of applied psychology

Each student has to undergo supervised internship in institutions or centers related to their area of interest for a minimum of 15 days. The students will be placed in one (or more) organization.

The Practicum will consists of
1. Case history taking
2. Observation and Clinical Interview
3. Assessment and Intervention

Students are required to submit 3 case report based on above mentioned technique. Students has to maintain a personal record of their regular work.

Course outcomes:
After successful completion of this course, the students will be able to
CO 1: Define and infer the basic concept of Applied Psychology
CO 2: Identify the ground reality of the field
CO 3: Discover the stages of psychosocial development
CO 4: Validate to write clinical case studies
CO 5: Improve practical skills

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	1	1	1	1	1	1	15
CO2	1	1	1	1	1	3	3	11
CO3	3	1	1	1	1	1	1	9
CO4	3	9	3	3	1	3	3	25
CO5	3	3	3	9	1	9	9	37
Total	19	15	9	15	5	17	17	97

Low-1   **Medium-3**   **High-9**

DSE- III - Organizational Psychology
(For Students Admitted from 2023-24)

Semester: III   **Hours/week: 6**
Subject Code:HMSYE3A   **Credit: 5**

Course Objectives:
1. To understand that organizations use a variety of techniques to ensure a fit between employees and the organization
2. To acquire the knowledge of training that managers provide for employees

Unit I   **(18 hours)**
Understanding the nature and scope of HRM: Function and objectives of HRM – Personal policis and prnciples – skills for HR Professionals – jobs – and carrier in HRM

Unit II   **(18 hours)**
Human Resource Planning:Nature of HRP- Importance of HRP- Factors of affecting HRP Planning Process

Unit III   **(18 hours)**
Analysis Work and Designing job: Nature of Job analysis- Process of job analysis- Methods of collecting job data- Job analysis and Total Quality Management (TQM)- Job design- Factors affecting job design

Unit IV   **(18 hours)**
Recruitment and Selection process: Purpose and importance of recruitment- Factor of recruitment Recruitment Process- Source of Recruitment- Selection Process- Barrier to effective selection

Unit V   **(18 hours)**
Appraisal and Managing performance: Nature of performance appraisal Performance Appraisal process- Challenges of performance appraisal- Legal issues associated with performance appraisal- Job evaluation Process

Course Outcomes:

After successful completion of this course- student will be able to

CO1: Recall and outline about the factors that contribute to achieving organizational effectiveness- at the individual- group and structural level

CO2: Identify organizational system- change and its management

CO3: Analyze them to the concept of work stress and its management

CO4: Assess the basic knowledge of key approaches and models relating to organizational behavior

CO5: Design specific steps that managers can take to motivate the employees

Text Book:

1. Aswathappa.K.,*Human Resource Management*, New Delhi:Tata McGraw Hill Education Pvt,9th ed,2021.

Reference Books:

1. Tripathi,*Organizational Development & Human Resource Development*.New Delhi: Sultan Chand & Sons,2003.
2. Muchinsky,*Psychology Applied to Work*.Thomson Wadsworth,8th ed,2006.
3. Keith , D,*Organizational Behavior: Human Behavior at Work*,Mc Graw Hill,11th ed,2002.

Journals:

1. Cohen, E,*Employee training and development* (pp. 153-162), Routledge,2017.
2. Roberts, G,Recruitment and selection. CIPD publishing,1997.

E-Resources:

1. https://searchhrsoftware.techtarget.com/definition/human-resource- management-

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	1	3	1	1	1	1	**17**
CO2	1	1	3	3	3	3	9	**23**
CO3	3	3	3	1	3	1	3	**17**
CO4	1	3	3	1	3	3	3	**17**
CO5	3	3	3	3	3	1	9	**25**
Total	**17**	**11**	**15**	**9**	**13**	**9**	**25**	**99**

Low-1   Medium-3   High-9

DSE- III--Training & Development in Organization
(For Students Admitted from 2023-24)

Semester: III   **Hours/week: 6**
Subject Code:HMSYE3BP   **Credit: 5**

Course Objectives:
1. To assess the training needs
2. To understanding how the training influence in the all facets of organization

Unit I (18 hours)
Training and Assessment of Needs:Definition -Importance of training in organizational set up-Training as a profession-Training Needs Analysis- Types of Training-Training design-steps involved

Unit II (18 hours)
Training Methods: Non-experiential Training Techniques: Lecture method- Audio Visual assisted method-Programmed Instruction and Computer Assisted Instruction method: Suitability-advantages and limitations.Experiential Training Techniques: Experiential Learning approaches; Simulation- In- Basket Technique-Case- Study Method- Role- Playing- Behavior Modeling Training; T- Groups- Group Discussion; Educational Games; Training with psychological Instruments: suitability- advantages and limitations

Unit III (18 hours)
Technical Training Systems:On- the- job and off- the- job technical training- Training approaches to improve Productivity and quality: TQM and TPM. - 5-s concept; six sigma- Quality circles and KAIZEN

Unit IV (18 hours)
Training and Developing Managers:Management Development: The nature of the Managerial job- Knowledge and Skills requirements of managers- Management Development Programs and Techniques; Career Planning and Development

Unit V (18 hours)
Organizational Change and Development:Organizational Change: Need to introduce change-Dimensions of change-Models of Change- Resistance to change- overcoming resistance. Organizational Development: Definition of OD-Nature of OD- Objectives of OD- Phases of an OD Programme; OD Interventions; OD in Indian Industry; Criticism of OD   .

Course Outcomes:
After successful completion of this course, students will be able to
CO1: Define and outline various concepts in Training and development.
CO2: Make use of understanding of various training methods
CO3: Compare the principles of organization development and its techniques
CO4: Evaluate basic knowledge of key approaches and models relating to organizational
        behavior.
CO5: Establish different concepts relating to managing conflicts- change- time and stress.

Text Book:
1. Ross, S. C,*Training and Development in Organizations*,1st ed,2019.

Reference Books:
1. Goldstein ,*Training in Organizations*,Thomson & Wadsworth,4th ed.2001.
2. Landale,*Advanced Techniques for Training an Development.Infinity Books,2006.*
3. Burke, W. W., *Organization Development: A Process of Learning,2015.*

Journals:
1. Cohen, E, Employee training and development. Routledge. (pp. 153-162),2017.
2. Roberts,G,Recruitment and selection. CIPD publishing,1997.
3. Harvey, R. J, Job analysis,1991.

E-Resources:
1. https://www.digitalhrtech.com/organizational-development/
2. https://www.odnetwork.org/page/WhatIsOD
3. https://www.breathehr.com/en-gb/blog/topic/business-leadership/what- is-organisational development

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	3	3	1	1	1	9	27
CO2	1	1	1	3	3	3	3	15
CO3	1	3	3	3	3	3	3	19
CO4	1	3	3	1	3	1	3	15
CO5	1	3	3	1	3	1	3	15
Total	13	13	13	9	13	9	21	91

Low-1   Medium-3   High-9

Core: XIII-- Project
(For Students Admitted from 2023-24)

Semester: IV   **Hours/week: 30**
Subject Code:HMSYC41PW   **Credit: 2**

Course Objectives:
1. To understand the concepts of psychological research, trace the research objectives and implement
2. To make use of research in the field of Psychology

To refine the research skills, student has to take up a small project on an question of interest to them under the supervision of teachers. Student project report will be evaluated by Internal and External Examiners.

Guidelines
> 1. Assure that selected topics should have significance.
> 2. Credibility of the data should assure.
> 3. Interested Psychological area can select.
> 4. Hypothesis has to be framed to represent the problem of study.

5. Independent variable, dependent variable and intervening variables have to be properly identified.
6. Sufficient review of literature about the variables has to be included.
7. Select suitable research design.
8. A proper sampling technique has to be adopted.

Course Outcomes:

After successful completion of this course, student will be able to

CO1: Mark and outline the research objectives and implement.
CO2: Make use of research in the field.
CO3: Examine the concepts in psychological research.
CO4: Inspect the ability to apply various tools and techniques to solve day–to-day life problems.
CO5: Visualize the hypothesis and infer suggestions based on the outcome

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	3	3	1	1	1	9	27
CO2	1	1	1	3	3	3	3	15
CO3	1	3	3	3	3	3	3	19
CO4	1	3	3	1	3	1	3	15
CO5	1	3	3	1	3	1	3	15
Total	13	13	13	9	13	9	21	91

Low-1   Medium-3   High-9

Core XIV –Psychological Testing
(For Students Admitted from 2023-24)

Semester: IV   **Hours/week: 6**
Subject Code: HMSYC421   **Credit :5**

Course Objectives:
1.To Examine the Psychological abilities, attributes including acheivements and personality.
2. To Classify the psychological test on certain Traits

                                                                                                    (18 hours)

UNIT-I PSYCHOLOGICAL TESTING & INTELLIGENCE ASSESSMENT : Psychological Testing and Assessment: Meaning - A historical perspective - Culture and assessment. Intelligence: An overview - Tests of Intelligence: Stanford-Binet Scale - Wechsler tests - Individual and Group tests - Measure of Specific Intellectual abilities.

(18 hours)

UNIT-II ASSESSMENT OF PRESCHOOL, EDUCATIONAL AND SPECIFIC DISABILITIES: Pre-school Assessment: Achievement test - Aptitude test Diagnostic tests - Psycho-Educational Test Batteries - Other tools. People with Disability: An overview - Assessment: Motor disabilities - Cognitive disabilities - Bio Psychosocial Assessment.

(18 hours)

UNIT-III ASSESSMENT OF PERSONALITY PERSONALITY: An overview of personality - Personality assessment - Traits, types and states - Some basic questions- Personality assessment and culture - Assessment Methods: Objective - Paper pencil tests. Computer based tests - Projective Tests: Ink blot tests - Picture, words and sounds as projective stimuli -Production of figure drawings - Behavioural Methods: issues in behavioural assessment.

(18 hours)

UNIT-IV ASSESSMENTS USED IN CAREER AND BUSINESS: Career Choice, Selection and Placement: Measures of interest, ability, aptitude and personality Portfolio assessment - Performance test - Physical tests - Measures of Cognitive ability and attitude - Burnout and its Measurement.

(18 hours)

UNIT-V CLINICAL, COUNSELLING AND NEURO PSYCHOLOGICAL ASSESSMENT: Clinical and Counseling Assessment: An overview - The interview - Case history data – Psychological tests - Special application of clinical measures - Psychological measures. Neuro-Psychological Assessments: Nervous system and behaviour - Neuro psychological examination: History taking - Interview - Physical examination. Neuro psychological tests and test batteries -- Other tools.

Text Book:
1. Ronald Jay Cohen & Mark E. Swerdlik, (2005): Psychological Testing and Assessment - An Introduction to Tests and Measurement, (6th Edition), New York: McGraw Hill Publishers.

Reference Book :
2. Robert M. Kaplan & Dennis P.Saccozzo, (2007): Psychological Testing: Principles, Applications and Issues, (6th Edition), Haryana: Sanat Printers.

3. Psychological Testing 7th edition Anne Anastasi, Susanaurbina

4. Theory and Practice of Psychological Testing by Freeman.F.S (1950).

Course Outcomes:
After successful completion of this course, student will be able to
CO1: Mark and outline the research objectives and implement.
CO2: Make use of research in the field.
CO3: Examine the concepts in psychological research.
CO4: Inspect the ability to apply various tools and techniques to solve day–to-day life problems.
CO5: Visualize the hypothesis and infer suggestions based on the outcome

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	9	9	3	3	3	9	45

CO2	9	9	9	3	3	1	9	**43**
CO3	9	9	9	3	3	3	9	**45**
CO4	9	9	3	1	3	1	9	**35**
CO5	9	9	3	1	3	3	9	**37**
Total	**45**	**45**	**33**	**11**	**15**	**11**	**45**	**205**

Extra Credit--Short Film Making related to Psychology/Online courses

(For Students Admitted from 2022-23)

Semester: IV
Subject Code:HMSYX4P/HMSYX4O   **Credit: 2**

Course Objectives:
1. To apply psychological knowledge in real world issues
2. To use role plays as a method to enhance our understanding of knowledge

Guidelines:
- Students has to choose one Psychological construct
- Based on the construct, they have to prepare Documentary
- Duration of the video must not cross 30 minutes

To make short film related to psychological topics:
- To manage emotions
- Developmental disorders
- Personality disorders
- Mental illness
- Bullying

B. Sc
(Three Year Regular Programme)
(For Students Admitted from 2023-24)

Programme Specific Outcome:
On completion of the Degree Programme, student will be able to gain

PSO 1: Disciplinary Knowledge and Critical Thinking: Students will be able to use critical thinking to evaluate and interpret human behavioral evidence, and to apply psychological concepts

PSO 2:Effective and influential Communication: Students will be able to demonstrate effective communication skills following professional conventions in psychology appropriate to purpose and context especially in counseling settings, collateral contact, Home visits and Patient care therapies. Analyze the Biological, Psychological and Social impact on Human behavior

PSO 3:Social Interaction and Effective Citizenship: Students develop the ability to understand the complexity of sociocultural diversity and societal inequality in the inquiry and analysis of psychological issues. Students gather exhaustive knowledge in different areas pertaining to psychology like self-love and social networking, different modes of psychotherapy and be responsible citizens

PSO 4:Research Skill and Scientific Reasoning: The students will be able to understand the experimental concepts and implement it in laboratory, internship and case studies. Understand the applications of Psychology in Research by analysis the hypothesis and variables through both qualitative and quantitative research

PSO 5:Ethics: Students understand and learn to implement the values of integrity

PSO 6:Information and Digital Literacy: Students of Psychology to grow in sensitivity

PSO 7:Self Directed And Life Long Learning: Students Gather Exhaustive Knowledge In Different Areas Pertaining To Psychology Like Self-Love And Social Networking, Different Modes Of Psychotherapy Through Different Seminars And Workshops Hosted By The Department. It Helps Students For Lifelong Learning

PREAMBLE

The following changes introduced in the curriculum for the candidates to be enrolled from 2022 onwards

Core
- Modifications has been carried out for following subjects
  1. Developmental Psychology – I,II
- Following subjects has been newly introduced
  1. Introduction to counseling
  2. Counseling skills and practice

3. Gender psychology

AECC
- Following subjects has been newly introduced
  1. Psychological Statistics (Inferential)
  2. Psychological Statistics (Descriptive)

SEC
- A modification has been carried out for following subject.
  1. Health Psychology
- Following subjects has been newly introduced
  1. Career Guidance and Counseling

DSE
- Following subjects has been newly introduced
  1. Introduction to Family Counseling

OEC
- Following subjects has been newly introduced
  1. Psychology of Adolescence

Extra Credit
- Following subjects has been newly introduced
  1. Art Therapy
  2. Psychological First Aid- John Hopkins Model

PROGRAMME STRUCTURE

Sem	Subject Code	Course	Subject Title	Hours /week	Credit	CIA	ESE	Total
I	IBLT11/IBLA11/IBLH11	Language I	Tamil I / Arabic I / Hindi I	5	3	40	60	100
	IBLEI12/IBLEII12	Language II	English I A (or) B	5	3	40	60	100
	IBSYC11	Core I	General Psychology	5	4	40	60	100
	IBSYC12	Core II	Developmental Psychology I	6	5	40	60	100
	IBSYA13	AECC I	Biological Psychology	5	4	40	60	100
	IBSYS14	SEC I	Personality Development	2	2	-	50	50
			Library/Browsing	1	-	-	-	-

			Games/Remedial	1	-	-	-	-
	Total			**30**	**21**	**200**	**350**	**550**
II	IBLT21/IBLA21/IBLH21	Language I	Tamil II / Arabic II/ Hindi II	5	3	40	60	100
	IBLEI22/IBLEII22	Language II	English- II A (or) B	5	3	40	60	100
	IBSYC21	Core III	Developmental Psychology II	4	4	40	60	100
	IBSYC22P	Core IV	Experimental Psychology-I (Lab)	5	5	40	60	100
	IBSYA23	AECC II	Social Psychology	5	4	40	60	100
	IBSYS24	SEC II	Psychology for Personal Happiness	2	2	-	50	50
	IBES2	GIC I	Environmental Science	2	2	-	50	50
	IBSYX2/IBSYX2O	Extra Credit	Psychological First Aid John Hopkins Model/ *Online course	-	2	-	100	100
			Browsing	1	-	-	-	-
			Games	1	-	-	-	-
	Total			**30**	**23 + 2**	**200**	**400 + 100**	**600 + 100**
	IBLT31/IBLA31/IBLH31	Language I	Tamil III/ Arabic III/ Hindi III	5	3	40	60	100
	IBLEI32/IBLEII32	Language II	English III A (or) B	5	3	40	60	100
	IBSYC31	Core V	Introduction to counseling	4	4	40	60	100
	IBSYC32	Core VI	Introduction to Cognitive Psychology	4	4	40	60	100
	IBSYA33	AECC III	Psychological Statistics - Descriptive	4	4	40	60	100

III	IBSYS34	SEC III	Health Psychology	2	2	-	50	50
	IBOE3PS	OEC I	Psychology of Adolescence	2	2	-	50	50
	IBHR3	GIC II	Human Rights	2	2	-	50	50
	IBXTN3	Extension Activities	NSS/CSS	2	2	100	-	100
	IBSYX3/ IBSYXO	Extra Credit	Art Therapy/* Online Course	-	2	-	100	100
	Total			**30**	**26 + 2**	**300**	**450 + 100**	**750 + 100**
IV	IBLT41/IB LA41/IBLH 41	Language I	Tamil IV/ Arabic IV/ Hindi IV	5	3	40	60	100
	IBLEI41/IBL EII41	Language II	English IV A (or) B	5	3	40	60	100
	IBSYC41P	Core VII	Experimental Psychology II -(Lab)	5	4	40	60	100
	IBSYC42	Core VIII	Abnormal Psychology	4	4	40	60	100
	IBSYA43	AECC- IV	Psychological Statistics-Inferential	5	4	40	60	100
	IBOE4PS	OEC II	Psychology of Happiness	2	2	-	50	50
	IBSYS44	SEC IV	Life skill Education	2	2	-	50	50
	IBLBE4	GIC- III	Value and Ethics	2	2	-	50	50
	IBSYX4P/ IBSYX4O	Extra credit	# Internship Programme/ *Online Course	-	2	-	100	100
	Total			**30**	**24 + 2**	**200**	**450 + 100**	**650 + 100**

V	IBSYC51	Core IX	Counseling Skills and Practice	5	4	40	60	100
	IBSYC52	Core X	Educational Psychology	5	4	40	60	100
	IBSYC53	Core XI	Basic Research Methodology	5	4	40	60	100
	IBSYC54P	Core XII	# Internship	3	3	40	60	100
	IBSYE5A/IBSYE5B	DSE I	Human Resource Management/Organizational Behavior	4	4	40	60	100
	IBSYE5C/IBSYE5D	DSE II	Interpersonal Conflict Management / Criminal Psychology	4	4	40	60	100
	IBSYS55	SEC V	Career Guidance and Counseling	2	2	-	50	50
	IBWE5	GIC IV	Women Entrepreneurship	2	2	-	50	50
	IBESX5/IBSYX5O	Extra Credit	Employability Skills / *Online Course	-	2	100	-	100
	Total			**30**	**27 + 2**	**240 + 100**	**460**	**700 + 100**
VI	IBSYC61	Core XIII	Basic Psychotherapies	6	5	40	60	100
	IBSYC62	Core XIV	Personality Theories and Development	6	5	40	60	100
	IBSYC63	Core XV	Gender Psychology	6	4	40	60	100
	IBSYC64PW	Core XVI	Project	5	4	40	60	100
	IBSYE6A/IBSYE6B	DSE III	School Counseling/ Introduction to Family Counseling	4	4	40	60	100
	IBSYS65	SEC VI	Resilience Building	2	2	-	50	50
	IBSYX6/IBSYX6O	Extra credit	Outreach-Psychosocial development /*Online course	-	2	-	100	100

		Library/ Browsing	1	-	-	-	-
Total			30	24 + 2	200	350 + 100	550 + 100
Grand Total			180	145 + 10	1340 + 100	2460 + 400	3800 + 500

AECC- Ability Enhancement Compulsory Course   SEC- Skill Enhancement Course
DSE- Discipline Specific Elective   OEC- Open Elective Course

- Biological Psychology - Integrated Course

Core I - General Psychology
(For Students Admitted from 2023-24)

Semester: I   **Hours/week: 5**
Subject Code:IBSYC11   **Credit: 4**

Course Objectives:
1. To understand the basic concepts of psychology
2. To accumulate advance knowledge on psychology

Unit I   **(15 hours)**
Introduction to Psychology: Definition – Goals – What is Pseudo psychology. The History of Psychology – Early Schools - Modern Perspectives – Psychology in India and Modern India – **Psychology:** The Science – **Methods:** Descriptive Methods- Observation – Survey – Experiment – Case Study – Correlation Research. Qualitative Methods and Ethics of Psychological Research

Unit II   **(15 hours)**
Sensation and Perception: Sensation: Sensory Thresholds- Psychophysics and Sensory Adaptation. **Basic sensation**: Vision – Hearing – Touch and other Skin senses – Olfaction- Gustation - **Proprioception:** Kinaesthetic sense – Vestibular sense **Perception:** Meaning– Organizing principles of perception –Constancies-Pattern perception- Distance perception- Errors in Perception - Illusion – Types; Hallucinations – Types; Extra Sensory Perception. - Factors that influence perception – Depth perception

Unit III   **(15 hours)**
States of Consciousness: Consciousness – Definition – Two Major Types   –   **Natural State of Consciousness:** Biological Rhythms – Circadian Rhythms; Waking States of Consciousness – Sleep – Functions – Stages – Sleep Disorders – Dream – Theories. **Altered States of Consciousness:** meaning – Hypnosis – Use of Drugs – Meditation – Other Altered States. **Sensory deprivation**: Near death Experience- Lucid dreaming

Unit IV   **(15 hours)**
Motivation: Definition- Drive- Arousal- Expectancy- Goal Setting and Need hierarchy Theories of Motivation- Hunger Motivation and Regulation of Eating. Sexual Motivation and Human Sexual

Behavior– Aggressive Motivation and its Factors– Achievement Motivation and Its Effects-Intrinsic and Extrinsic Motivation

Unit V (15 hours)
Intelligence: Definition - Concept of IQ - Individual differences in Intelligence –Mental retardation – Mentally gifted – Assessment of Intelligence- **Emotional Intelligence**: Meaning – Characteristics- **Creativity:** Definition- Nature – Steps - Characteristics of creative people – Creativity tests

Course Outcomes:
After successful completion of this course, student will be able to
CO1: Define and trace the basic concepts in psychology
CO2: Experiment with the current developments in psychology
CO3: Analyze the sensory and perception process
CO4: Reveal the importance of motivation- emotion and other factors
CO5: Develop their skills and knowledge in psychology

Text Book:
1.Baron, A.R,*Psychology*,New Delhi: Pearson India education private limited,5th ed,2018.

Reference Books:
1. Atkinson., & Hilgard's.,*Introduction to Psychology.* New Delhi: Oxford and IBH Publishing Co- PvtLtd,16th ed,2015.
2. Morgan, C.T., King R.A., Weisy J.R., & Scooper J., *Introduction to Psychology* . New Delhi: TataMc-Graw Hill Publishing Company,2017.

Journals:
1. Sternberg, R. J., & O'Hara, L. A, Intelligence and creativity. Cambridge University Press,2015.
2. Coren, S,Sensation and perception. Handbook of psychology, 85-108,2017.

E-Resources
1. https://leverageedu.com/blog/scope-of-psychology/
2. https://explorable.com/psychophysics#:~:text=The%20two%20types%20of%20thr es hold-proportion%20of%20time%20(p).
3. https://www.verywellmind.com/theories-of-intelligence-2795035

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	1	1	3	1	1	3	**19**
CO2	3	3	9	3	1	1	1	**21**
CO3	3	1	9	1	1	1	1	**17**
CO4	3	1	1	1	1	3	1	**11**
CO5	3	1	1	1	3	1	1	**11**
Total	**21**	**7**	**21**	**9**	**7**	**7**	**7**	**79**

Low-1 **Medium-3** **High-9**

Core II -Developmental Psychology- I
(For Students Admitted from 2023-24)

Semester: I   **Hours/week: 6**
Subject Code:IBSYC12   **Credit: 5**

Course Objectives:
1. To understand the physical and psychological development of human growth
2. To identify the developmental milestone delay in children

Unit I   **(18 hours)**
Introduction to Growth and Development: Meaning of growth- Distinction between Growth and Maturations Types of Developmental changes- Principles of Human Growth- factors affecting human growth

Unit II   **(18 hours)**
Conception and Infancy: Conception: Characteristics of the Prenatal Period – How Life begins- Importance of Conception – Periods of Conception – Periods of Prenatal development – Stages of child. Birth - Types of childbirth –Methods of Delivery- the New born baby- size and appearance- body system. Complication of childbirth.**Infancy:** Characteristics of Infancy- Major adjustment of Infancy – Conditions influencing adjustment to postnatal life – Characteristics of the Infant – Hazards of Infancy

Unit III   **(18 hours)**
Babyhood: Characteristics of Babyhood – Developmental tasks of babyhood – Physical development – Physiological development – Muscle Control – Speech development – Emotional behaviour – Socialization – Interest in Play – Development of Understanding – Beginnings of Morality – Beginnings of Sex-Role typing – Family Relationships – Personality development – Hazards and Happiness

Unit IV   **(18 hours)**
Early Childhood: Characteristics of Early Childhood – Developmental tasks – Physical development – Physiological habits – Skills of Early Childhood – Improvement in Speech – Emotions – Socialization – Play – Development of Understanding – Moral development – Common Interests – Sex-role Typing – Family Relationship – Personality development – Hazards and Happiness.

Unit V   **(18 hours)**
Late Childhood: Characteristics of Late Childhood – Developmental tasks – Physical development – Skills – Speech improvement – Emotions and Emotional Expressions – Social groupings and Social behavior – Play interest and activities – Increase in Understanding – Moral attitudes and behavior – Interests – Sex-role Typing – Changes in Family relationships – Personality Changes – Hazards and Happiness

Course Outcomes:
After successful completion of this course, student will be able to

CO1: Define and trace knowledge of the significant factors which affect individuals throughout the lifespan: socioeconomic- ethnic- cultural- family- gender- marital status- and sexual orientation
CO2: Identify the knowledge of physical and psychological development of early lifespan development
CO3: Sequence the developmental milestone
CO4: Estimate the early developmental history to determine impact on child and adolescent functioning
CO5: Improve to minimize the developmental issues

Text Book:
 1. Hurlock, E. B,*Developmental Psychology:a lifespan Approach.* Tata McGraw-Hill Publishing Company Limited,5th ed,2017.

Reference Books:
1. Shaffer, D. R, *Developmental Psychology,*Brooks/Cole publishing Company,4th ed, 2016.
2. Conger,J. J., & Galambos, N. L,*Adolescence and Youth*,New York: Longman,5th ed, 2016.

Journals:
1 .Shaffer, D. R., & Kipp, K,*Developmental psychology: Childhood and adolescence.* Cengage Learning,20.17
2. Caldas, C. R., & Van,L. T,Baby's First Toys and the Discursive Constructions of Babyhood,2019.

E-Resources
1. https://www.worksafe.vic.gov.au/early-childhood-education-and-care-safety-basics
2. https://www.brainkart.com/aBabyhood_2001/#:~:text=Intellectual%20growth%20takes%20 place%20and-to%20s it%2C%20stand%20and%20wal

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	9	1	9	3	1	3	**35**
CO2	9	3	3	1	3	1	1	**21**
CO3	3	1	1	3	1	3	1	**13**
CO4	3	1	3	3	1	1	9	**21**
CO5	3	1	1	1	3	9	1	**19**
Total	**27**	**15**	**9**	**17**	**11**	**15**	**15**	**109**

Low-1   Medium-3   High-9

AECC I -Biological Psychology
(For Students Admitted from 2023-24)

Semester: I   **Hours/week: 5**
Subject Code:IBSYA13   **Credit: 4**

Course Objectives:
1. To understand the biological aspect of human behavior
2. To learn how brain functions related to human behavior

Unit I (15 hours)
Introduction to Biological Psychology: Meaning of Biological Psychology- Viewpoints to explore Biology of Behaviour – Approaches that relate brain and behavior – Levels of analysis - Correlating brain anatomy with behaviour - Recording brain activity - Effects of brain damage - Effects of brain stimulation

Unit II (15 hours)
Neurons- basic Unit of nervous system: Basic features of the Nervous System: An overview- Meninges- Ventricular system and production of cerebrospinal fluid. **Cells of the Nervous System**: Neurons- Supporting cells- The blood-brain barrier – **Neural Communication**: An overview- Measuring electrical potentials of axons. **The Membrane Potential**: Balance of two forces- The Action Potential- Conduction of the action potential

Unit III (15 hours)
Communication between Neurons–Synaptic Transmissions: Communication between Neurons: Structure of synapses- **Neurotransmitter**: meaning- types- **Release of the Neurotransmitter**: Activation of receptors- Postsynaptic potentials- Termination of postsynaptic potentials

Unit IV (15 hours)
Structure & divisions of the nervous system: Nervous System: Development of the central nervous system- **Brain**: The forebrain- The hind brain- midbrain & forebrain- **Division of Nervous System**: Central Nervous System the Peripheral Nervous System Spinal nerves- Cranial nerves- The Autonomic Nervous system – Sympathetic and Parasympathetic

Unit V (15 hours)
Hormonal actions: General principles of hormonal actions- Hormonal action on cellular mechanisms- Hormonal influence on growth and activity- Feedback control mechanisms in regulating secretion of hormones- **Endocrine glands and its specific hormones**: Pituitary- Pineal- Thyroid- Parathyroid-Pancreas- Adrenal- Gonads

Course Outcomes:
After successful completion of this course, student will be able to
CO1: Enumerate and specify the knowledge towards the concept of Biological Psychology
CO2: Make use of the acquired knowledge relating to neuron- hormones and brain
CO3: Dissect the structure and functions of human Physiology
CO4: Interpret the importance of physiology in the field of Psychology
CO5: Promote the knowledge gained into behavioral understanding

Text Book:
1. Meetu, K,*Physiological Psychology:An Introduction.*Sage Publications India Private Limited,1st ed,2017.

Reference Books:
1. Purves,D., Brannon, E., Huettel, S.A., Labar ,K.S, Platt, M.L., & Woldorff, G.M. *Principles of cognitive neurosciences*. Sunderland MA: Sinauer Associate Inc.Publishers,2018.

2. Morgan. *Physiological Psychology*. McGraw Hill Series International,2011.

Journals:
1. Roberts,C,*Biological behavior? Hormones psychology and sex.* Nwsa Journal,1-20,2020.
2. Lebois, L. A., Wilson, M.C.D., Simmons,W. K., Barrett, L. F., & Barsalou, L.W., *Learning situated emotions. Neuropsychologia*- 145- 106637,2020.

E-Resources
1. https://www.psychologytoday.com/us/blog/trouble-in-mind/201201/hm-the-man-nomemory
2. https://bio.libretexts.org/Bookshelves/Human_Biology/Book%3A_Human_Biology_(Wakim_and_Grewal)/11%3A_Nervous_System/11.4%3A_Nerve_Impulses

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	1	1	1	1	1	3	17
CO2	9	3	1	1	1	1	3	19
CO3	3	1	1	1	3	1	1	11
CO4	3	1	1	1	1	1	1	9
CO5	3	3	3	3	3	9	1	25
Total	27	9	7	7	9	13	9	81

Low-1   Medium-3   High-9

SEC I - Personality Development
(For Students Admitted from 2023-24)

Semester: I   **Hours/week: 2**
Subject Code:IBSYS14   **Credit: 2**

Course Objectives:
1. To develop and exhibit an accurate sense of self
2. To understand the various dimensions and importance of effective personality

Unit I   **(6 hours)**
Introduction to Personality Development: The concept of personality-dimensions of personality theories of personality –significance of personality development

Unit II   **(6 hours)**
Attitude & Motivation: Attitude – concept –significance –factors affecting attitudes – positive attitude – advantages- negative attitudes –disadvantages – ways to develop positive attitude – differences between personalities having positive attitude and negative attitude. Concept of motivation –significance- internal and external motives-importance of self – motivation- factors leading to demotivation

Unit III   **(6 hours)**

Self-esteem: Term self-esteem – symptoms –advantages –Do's and Don'ts to develop positive self- esteem- low self-esteem –symptoms-personality having low self-esteem – positive and negative self-esteem

Unit IV **(6 hours)**
Problem solving & Decision making: Other aspects of personality development – problem solving-conflict and stress management –decision making skills – leadership and qualities of a successful leader – character building- teamwork –time management –work ethics – good manners and etiquette

Unit V **(6 hours)**
Employability Quotient: Resume building –the art of participating in group discussion- facing the personal (HR Technical) - interview-frequently asked questions- psychometric analysis –mock interview sessions

Course Outcomes:
After successful completion of this course, student will be able to
CO1: Relate and illustrate the terms of personality
CO2: Interview the persons with different personality
CO3: Discover the individual attitudinal behaviours
CO4: Influence the importance of one's own self
CO5: Evolve knowledge to empower oneself

Text Book:
1. Hurlock, E.B,*Personality Development,* New Delhi: Tata McGraw Hill,5th ed,2017.

Reference Books:
1. Andrews,& Sudhir,*How to Succeed at Interviews*. New Delhi.: Tata McGraw, Hill,2015.
2. Heller, & Robert,*Effective leadership. Essential Manager series*. Dk Publishing,2017.

Journals:
1. Bandura, A., & Walters, R.H,*Social learning and personality development*.
   New York: Holt Rinehart and Winston,1963.
2. Ainsworth,M. S., & Bowlby, J,*An ethological approach to personality development. American Psychologist*. 46(4)- 333–341,1991.
E- Resources:
1. http://www.healthofchildren.com/P/Personality-Development.html
2. https://www.verywellmind.com/personality-development-2795425
3. https://www.artofliving.org/in-en/personality-development

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	1	1	1	1	1	7	**21**
CO2	9	3	3	3	3	3	3	**27**
CO3	3	1	1	1	1	1	3	**11**
CO4	1	1	1	9	1	3	9	**25**
CO5	1	1	1	1	3	3	9	**19**
Total	**23**	**7**	**7**	**15**	**9**	**11**	**31**	**103**

Low-1   **Medium-3**   **High-9**

Core III - Developmental Psychology – II
(For Students Admitted from 2023-24)

Semester: II   **Hours/week: 4**
Subject Code:IBSYC21   **Credit: 4**

Course Objectives:
1. To explain how thinking, feeling and behavior change throughout the period of life
2. To examine the development of three major dimensions such as physical- cognitive and social

Unit I   **(12 hours)**
Pre Adolescence: Characteristics of puberty- Criteria of puberty- Causes of puberty- Growth spurt- Body changes- Effects of Puberty changes- Hazards of puberty

Unit II   **(12 hours)**
Adolescence: Characteristic of adolescence- Developmental tasks- Physical changes- Emotional changes- social changes- interest- Changes in morality during adolescence- Sex interest and behavior and Morality- Family relationships- Personality changes- Hazards and Happiness.

Unit III   **(12 hours)**
Adulthood: Characteristics – Developmental tasks – Changes in interest – Social Mobility – Sex role adjustments – Vocational adjustments – Marital Adjustments – Adjustment to parenthood – Adjustment to singlehood - Hazards of vocational and Marital adjustments – Success of Adjustment to adulthood.

Unit IV   **(12 hours)**
Middle Age: Characteristics of middle age- Developmental task- Adjustment to Physical changes- Mental changes and Social. Adjustment to Changes in interests- Personal and Social Hazards. Vocational Adjustment- Adjustment to Changed Family Pattern- Singlehood Loss of Spouse- Approaching Retirement- Approaching Old Age.

Unit V   **(12 hours)**
Old Age: Characteristics of old age- Developmental tasks- Adjustment to Physical and Psychological changes- Adjustment to retirement- Adjustment to family- Adjustment to singleness- Hazards of old age

Course Outcomes:
After successful completion of this course, the student will be able to
CO1: Find and outline the basic knowledge on physical and cognitive development from adolescence to adulthood and old age
CO2: Apply developmental concepts and theories to everyday relationships and situations
CO3: List the learning of developmental growth

CO4: Inspect the psychological issues involved in death and bereavement
CO5: Maximize the psychosocial development from adolescence to adulthood and old age

Text Book:
1. Hurlock, E.B, *Developmental Psychology: A lifespan approach.* Tata McGraw Hill Publishing Company Limited,5th ed,2017.

Reference Books:
1. Paplaia, D. B., &Olds., & Sally., & Wendkos,*Human Development*. Tata McGraw Hill publishing co,2005.
2. Shaffer- David R,*Developmental Psychology,*Cole publishing Company Youth, Longman, New York,5th ed,2019.

Journals:
1. Helson- R.- & Soto- C.Up and down in middle age: monotonic and nonmonotonic changes in roles- status- and personality. Journal of Personality and Social Psychology- 89(2)- 194,2005.
2. Shaffer,D.R, Developmental psychology: Childhood and adolescence.Thomson Brooks/Cole Publishing Co,1996.
3. Developmental changes in time estimation: Comparing childhood and old age. Developmental Psychology- 35(4)- 1143.

E- Resources:

1. https://www.slideshare.net/Humazille/puberty-advanced-developmental-psychology
2. https://www.slideshare.net/chantalsettley1/adolescence-64235299
3. https://www.slideshare.net/FarhanFarook3/middle-age-in-psychology

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	1	1	1	1	1	1	15
CO2	3	9	9	3	1	3	3	31
CO3	3	3	3	3	3	3	3	21
CO4	3	3	9	1	1	1	3	21
CO5	1	1	1	1	3	1	3	11
Total	19	17	23	9	9	9	13	99

Low-1   **Medium-3**   **High-9**

Core IV - Experimental Psychology-I (Lab)
(For Students Admitted from 2023-24)

Semester: II   **Hours/Week: 5**
Subject Code:IBSYC22P   **Credit: 5**

Course Objectives:

1. To utilize scientific methods to research the mind and behavior
2. To evaluate the social phenomena through experimentation

Psychological testings' by using apparatus (any 5)

- Span of attention
- Division of attention
- Distraction of attention
- Color blindness
- Optical illusion- Muller-lyer illusion or horizontal-vertical illusion
- Suggestion of progressive weights
- Judgment of emotion from facial expression (Ruckmik's pictures)
- Color preferences

Psychological testings' by using questionnaire (any 5)

- Optimistic pessimistic attitude scale
- Adjustment inventory for college students
- P.G.I General wellbeing scale
- Self-confidence inventory
- Achievement motivation scale
- Psychological wellbeing scale

Course Outcomes:

After successful completion of this course, the student will be able to

CO 1: Define and specify the principles of sensory process
CO 2: Experiment with various senses and its perceptions
CO 3: Function the students with their practical exposure to asses- diagnose and interpret various psychological concepts
CO 4 : Evaluate the basic skills of Experiment
CO 5: Build the knowledge of using psychometric tools

Text Book:

1. Wood worth, S. R., & Schlosberg, H,*Experimental Psychology*. NewDelhi: Oxford & IBH Publishing Co.Pvt .Ltd,2017.

Reference Books:

1. Chadha, N.K,*Theory and Practice of Psychometry*. New Delhi: New Age International Ltd,2006.
2. Domino,G.,& Domino, M. L. *Psychological testing,*New York: Cambridge University Press,2nd ed,2015.
3. Rssler, P,*The International Encyclopedia of Media Effects*.WILEY Publications,2017.

Journals:

1. Birch, J,*Efficiency of the Ishihara test for identifying red-green colour deficiency. Ophthalmic and Physiological Optics*,17(5), 403-408,(1997).
2. Allport, D. A., Antonis, B., & Reynolds, P, *On the division of attention: A disproof of the single channel hypothesis. Quarterly journal of experimental psychology*, 24(2)- 225-235,2000.
3. Saltzman, I. J., & Garner,W. R,*Reaction time as a measure of span of attention.* The Journal of psychology, 25(2)- 227-241,2011.

E- Resources:
1. https://prakasheducationblog.wordpress.com/2016/03/13/psychology experimentspan-of-attention/
2. https://www.msuniv.ac.in/Download/Pdf/cef1993ea11f4a8https://dictionary.apa.org/ishihara-test-for-color-blindness

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	1	1	1	1	1	1	15
CO2	3	9	9	3	1	3	3	31
CO3	3	3	3	3	3	3	3	21
CO4	1	3	9	1	1	1	3	19
CO5	1	1	1	1	3	1	3	11
Total	17	17	23	9	9	9	13	97

Low-1   Medium-3   High-9

AECC II - Social Psychology
(For Students Admitted from 2023-24)

Semester: II   **Hours/Week: 5**
Subject Code:IBSYA23   **Credit: 4**

Course Objectives:
1. To describe, discuss and analyze major concepts in the field of psychology
2. To understand causes of social behavior and though

Unit I   **(15 hours)**
Introduction: Definition of Social Psychology – Nature of Social Psychology- Brief History- Principles of Social Psychology - Social Psychology and Human Values- Social Psychology and Common Sense- Research Methods

Unit II   **(15 hours)**
The Self: Self-Presentation: Self-Other accuracy in predicting behavior- Self-Presentation tactics- **Self-Knowledge:** Introspection- the self from the observer's standpoint- **Personal identity versus social identity:** the importance of the social context and others' treatment
Social Comparison: Self-serving biases and unrealistic optimism- **Self-esteem:** the measurement of self-esteem - the impact of migration on self-esteem - gender differences and self-esteem- **Self as a target of prejudice:** concealing one's identity and its impact on well-being - overcoming the effects of stereotype threat

Unit III   **(15 hours)**
Social beliefs and judgments: Judging the social world: Perceiving the social world - Explaining

the social world– Importance of social beliefs- Self-fulfilling prophecy- Cognitive social psychology**- Behaviour and Attitudes:** Conditions When Attitudes Determine Behaviour – Conditions When Behaviour Determines Attitudes- Explaining Why Behaviour Affect Attitudes-**Self presentation:** Impression Management- **Self justification:** Cognitive Dissonance- **Self-perception**: Comparing the theories

Unit IV (15 hours)
Conformity- compliance and obedience: Conformity: Definitions- Classic Studies on Conformity- Compliance & Obedience- Factors Predicting Conformity- Reasons for Conformity- Characteristics of people who conform- Resisting social pressures to conform-**Compliance:** Principles of compliance- Effectiveness of compliance strategies-
Obedience: Causes & resisting the effects of destructive obedience

Unit V (15 hours)
Helping behavior: Altruism and Prosocial behavior: Theoretical perspectives- Bystander Effect- **Helping**: Reasons for Helping – Conditions Governing Helping – Characteristics of People Who Help– Increasing Helping Behaviour

Course Outcomes:
After successful completion of this course, the student will be able to
CO1: Label and infer the key factors in social Psychology and to perceive and understand individuals
CO2: Make use of applied social psychology
CO3: Analyse how to perceive and understand one's self
CO4: Validate the social world and apply Psychology in life
CO5: Develop and predict human behavior

Text Book:
1. Myers,D.G., & Twenge, J.M,*Social psychology.* New York : McGraw Hill Education,12th ed,2017.

Reference Books:
1. Baron, A., & Byrne, D,*Social psychology.* New Delhi: India: Prentice,Hall of India,10th ed,2012.
2. Baron, A., Branscombe, N., Byrne,D., & Bhardwaj, G,*Social psychology.*New Delhi: Dorling Kindersley (India) Private Limited,2009.

Journals:

1. Aronson,E, *The Social Animal.* New York: Worth Publishers,2011.
2. Aronson, E.,Wilson,T. D.,& Akert, R. M,*Social Psychology*, Boston MA: Pearson/Allyn and Bacon,2015.

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	3	1	1	1	1	1	**17**
CO2	3	3	3	1	1	3	3	**17**
CO3	1	3	3	3	1	1	1	**13**

CO4	1	3	3	3	1	1	9	**21**
CO5	1	1	3	3	1	3	9	**21**
Total	**15**	**13**	**13**	**11**	**5**	**9**	**23**	**89**

Low-1 **Medium-3** **High-9**

SEC II - Psychology of Personal Happiness
(For Students Admitted from 2023-24)

Semester: II **Hours/Week: 2**
Subject Code:IBSYS24 **Credit: 2**

Course Objectives:
1. To understand how people are happy and what influences them
2. To identify what are all the factors that can affect the happiness of an individual

Unit I **(6 hours)**
Happiness: Introduction to Psychology of happiness- well-being and scope- Types of happiness Eudaimonic and Hedonic-History of Happiness- Theories- Measures and Positive Correlates Of happiness-Traits associated with Happiness-Setting. Goals for Life and Happiness.

Unit II **(6 hours)**
Positive Emotional States and Processes: Positive Emotions and well-being: Hope& Optimism Love. The Positive Psychology of Emotional Intelligence-Influence of Positive Emotions.

Unit III **(6 hours)**
Strengths and Virtues: Character Strengths and Virtues-Resilience in the phase of challenge & Loss. Empathy and Altruism.

Unit IV **(6 hours)**
Relating Positive Psychology: Positive Psychology: Concept- History- Nature- Dimension and Scope of Positive Psychology – Seligman's PERMA.

Unit V **(6 hours)**
Forgiveness and Gratitude: Forgiveness and Gratitude-Personal transformation and Role of suffering. Trust and Compassion.

Course Outcomes:
After successful completion of this course, student will be able to
CO1: Define and trace the concepts of positive emotions in their real life
CO2: Apply the strengths and virtues in their personal life
CO3: Inspect the positive emotional states and its process
CO4: Validate the effect of forgiveness and gratitude
CO5: Invent new ways to stay positive

Text Book:

1. Dr. Geetika Patnaik,*Positive Psychology for Improving Mental Health& Well-Being,*1st ed,2021.

Reference Books:

1. Baumgardner, S.R. & Crothers, M.K,*Positive Psycholog*y. New Delhi: Pearson Education,2009.
2. Snyder, C.R.& Lopez. S,*Positive Psychology:The scientific and Practical explorations of Human Strengths*. Sage Publications,2007.

Journals:

1. Fordyce, M. W,Development of a program to increase personal happiness. Journal of Counselling Psychology, 24(6)- 511–521,1997.
2. Myers, D. G,The funds, friends, and faith of happy people. American Psychologist- 55(1)-56–67,2000.

E- Resources:

1. https://positivepsychology.com/psychology-of-happiness
2. https://www.psychologytoday.com/intl/basics/happiness
3. https://www.psychologistworld.com/emotion/psychology-of-happiness-positiveaffect

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	1	1	3	1	1	3	19
CO2	1	9	9	3	1	3	3	29
CO3	3	1	1	3	1	3	3	15
CO4	3	3	1	3	1	3	9	23
CO5	3	1	3	3	1	3	3	17
Total	19	15	15	15	5	13	21	103

Low-1   **Medium-3**   **High-9**

Extra Credit – Psychological First Aid- John Hopkins Model/Online Course

(For students admitted from 2023-2024)

Semester: II
Subject Code:IBSYX2/IBSYX2O   **Credit: 2**

Course Objectives:
1. To learn to handle the client in emergency situation.
2. To use effective communication skills in crisis situation.

Unit -I

Introduction to Psychological first aid: Definition of PFA- Importance of PFA- Impact of crises events among people- Common psychological and behavioural reactions after a disaster

Unit II
Helping with responsibility: Provide safety- dignity and rights to the client- adapting to the client's culture- awareness of other emergency response measures

Unit -III
Providing PFA: Effective communication in crisis event- Preparation and knowledge about the situation- Basic Stress management for disaster survivors- Self-care for the disaster helpers

Unit -IV
Principles of PFA:Three action principles of PFA- Termination-People with special attention - referring clients for further mental health support

Unit -V
Human Resiliency:The Johns Hopkins RAPID Model- Ethical Do's and Don'ts of PFA

Course Outcomes:
After successful completion of this course, student will be able to
CO1: Define and list the potential risk factors of crisis events and the concepts of PFA
CO2: Identify to do PFA with safety- dignity and adapt to the culture of the person
CO3: Explicate the Use of effective communication skills in crisis situations
CO4: Determine the Action principles of PFA to help people in crisis situations
CO5: Build the John Hopkins Model to provide PFA in various crisis events.

Text Books:
1. George S. E,*The Johns Hopkins Guide to Psychological First Ai*d,Johns Hopkins University Press,2017.
2. Bisson, J.I., & Lewis,C,*Systematic Review of Psychological First Aid.* Commissioned by the World Health Organization,2009.

Reference Books:
1. Inter-Agency Standing Committee ,IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings. Geneva: IASC,2018.

E- Resources:
1. http://www.nctsn.org/content/psychological-first-aidand
2. http://www.ptsd.va.gov/professional/manuals/psych-first-aid.asp
3. http://www.who.int/mental_health_psychosocial_june_2007.pdf

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	1	1	3	1	1	3	**19**
CO2	9	3	3	9	1	9	3	**37**

CO3	3	9	3	3	1	3	3	**25**
CO4	3	9	3	3	1	3	3	**25**
CO5	9	1	1	3	1	3	3	**21**
Total	**33**	**23**	**11**	**21**	**5**	**19**	**15**	**127**

Low-1 **Medium-3** **High-9**

Core V - Introduction to Counseling
(For Students Admitted from 2023-24)

Semester: III **Hours/week: 4**
Subject Code:IBSYC31 **Credit: 4**

Course Objectives:
1. To gain the knowledge of the therapist's role and the values by which the therapist Conducts counseling
2. To understand the change processes in counseling

Unit I **(12 hours)**
Introduction to Counselling: What is counseling- Aims of counseling- Relationship between counseling and Psychotherapy. Counselling and other helping professions

Unit II **(12 hours)**
Counseling relationship: How to develop an effective therapeutic alliance- Concept of boundary

Unit III **(12 hours)**
Process of counseling: Defining the concept of process. Process of counseling: Negotiating expectations- Assessment- Establishing a working alliance- Ending counseling. Process of change: Assimilation of problematic experiences- Using Structured exercises and intervention

Unit IV **(12 hours)**
Politics of counseling: Nature of social and interpersonal power: The institutionalization of power and oppression in counseling- the language and concepts of counseling- The counselor as an agent of social control- Control of space- territory and time- Differential access to services. Counseling with economically disadvantaged people. Power and control in counseling with lesbians, gay men and bisexual people

Unit V **(12 hours)**
Moral, Values and ethics in counseling practice: Values in counseling. Ethics and moral reasoning. Applying moral principles and ethical codes- from theory to practice

Course Outcomes:
After successful completion of this course, student will be able to
CO1: Define and infer the concepts of counseling to students.
CO2: Apply counseling skills in their counseling session

CO3: Motive the students to counsel others as a professional
CO4: Value the student's awareness on counseling field
CO5: Develop counseling skills that will help them in future

Text Book:
1. McLeod, J,*An Introduction to Counselling and Psychotherapy: Theory, Research and Practice,2019.*

Reference Books:
1.George, L.R.,& Crisiani.T,*Theory, Methods of processes of counselling and Psychotherapy*. New Jersey: Prentice Hall Inc. Englewood and Cliffs,2011.
2.Feltham, C & Horton. I.Handbook of Counselling and Psychotherapy,London: Cliffs,2001.

Journals:
1 .DG Larson, WT Hoyt- Bereavement Care, 2009- Taylor & Francis
2. JH Miller- Counseling Psychology Quarterly, 2010- Taylor & Francis

E-Resource:
1. https://www.researchgate.net/publication/325844365_INTRODUCTION_TO_COUNSELING.

Course Outcomes	Programme Outcomes							
CO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**Total**
CO1	9	1	1	1	1	3	1	**17**
CO2	3	3	3	1	1	9	3	**23**
CO3	9	1	1	1	1	3	3	**19**
CO4	3	1	1	1	1	3	3	**13**
CO5	3	1	3	1	1	9	9	**27**
Total	**27**	**7**	**9**	**5**	**5**	**27**	**19**	**99**

Low-1   **Medium-3**   **High-9**

Core VI – Introduction to Cognitive Psychology
(For Students Admitted from 2023-24)

Semester: III   **Hours/week: 4**
Subject Code:IBSYC32   **Credit: 4**

Course Objectives:
1. To demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in cognitive psychology
2. To apply research in cognitive psychology to everyday events and challenges

Unit I   **(12 hours)**

An Introduction to Cognitive Psychology: Perceptual Processes-I: Visual and Auditory Recognition. Perceptual Processes II: Attention and Consciousness

Unit II **(12 hours)**
Memory Concepts: Working Memory Long-Term Memory: Atkinson's and Shiffrin's (1968) multi-store model- Baddeley and Hitch Working memory model- The Central Executive- The Episodic Buffer- The Visuospatial Sketchpad- The Phonological Loop

Unit III **(12 hours)**
Memory Process: Memory Strategies: Chunking- Association- Acronyms- Rehearsing- mnemonic and Metacognition: Metacognitive knowledge- Metacognitive Experience- Metacognitive Strategies- Mental Imagery and Cognitive Maps

Unit IV **(12 hours)**
Language and Language Comprehension: Communication Awareness-Hearing and Auditory Processing- Word Knowledge and World Knowledge- Knowledge of Word Organization- Discourse- Social Knowledge and Pragmatics- Cognitive Functions that Support Language Comprehension- Language Production and Bilingualism

Unit V **(12 hours)**
Higher order thinking Process: Problem Solving and Creativity- Types of reasoning- Decision making

Course Outcomes:
After successful completion of this course, student will be able to
CO1: Mark and list out the knowledge and understanding of well-established theories in Cognitive Psychology
CO2: Apply the methods to study cognitive concepts
CO3: In-depth function of brain and its function
CO4: Assess problem solving and creative aspects of cognition
CO5: Establish in-depth understanding of human cognitions

Text Book:
1. Wessells, M.G, *Cognitive Psychology*. NewYork: Harper and Row Publishers, 1982.

Reference Books:
1. Solso, R. L, *Cognitive Psychology*, New Delhi:Pearson Education Pvt. Ltd, 6th ed, 2004.
2. Wessells, M. G, *Cognitive Psychology*. New York: Harper and Row Publishers, 1982.
3. Best, B. J, *Cognitive Psychology*, New York:West Publishing Company, 4th edition 2000.

Journal:
1. Fazio, R. H., & Roskos-Ewoldsen, D. R., & Powell, M. C, Attitudes, perception, and attention, 1994.
E-Resources:
1. https://www.itma.vt.edu/courses/tel2/lesson_9.php#2
2. http://people.uncw.edu/aldrichk/Cluster_3.ppt
3. https://www.sparknotes.com/psychology/psych101/languageandcognition/section5/

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	1	1	1	3	3	9	**27**
CO2	3	1	9	1	3	3	3	**23**
CO3	1	1	3	1	3	1	3	**13**
CO4	3	3	9	3	3	9	3	**33**
CO5	9	1	3	3	3	9	3	**31**
Total	25	7	25	9	15	25	21	**127**

Low-1   Medium-3   High-9

AECC III - Psychological Statistics (Descriptive)
(For Students Admitted from 2023-24)

Semester: III   **Hours/week: 4**
Subject Code:IBSYA23   **Credit: 4**

Course Objectives:
1. To interpret basic statistical results
2. To apply appropriate statistical strategies to test hypotheses

Unit I   **(11 hours)**
Statistics – Meaning and Use Meaning of statistics - Need and Importance of Statistics in psychology & Educations – Prerequisites for studying Statistics - **Organization of data:** The meaning of the terms "Data" – Methods of organization data.

Unit II   **(10 hours)**
Graphical Representation of Data: Meaning of Graphical representation of data – Mode of Graphical representation of data – Smoothing of frequency curve – Polygon and Ogive

Unit III   **(12 hours)**
Measure of Central Tendency: Meaning of the measures of Central tendency - Mean, Median & Mode – computation of median and mode from the curve of frequency distribution - when to use the mean, median & mode

Unit IV   **(12 hours)**
Measure of Variability: Meaning and importance of the Measure of Variability – types of Measure of Variability – When Where to use the Measure of Variability

Unit V   **(15 hours)**
Linear Correlation: Meaning & Types - coefficient of correlation Construction of Scatter diagram

Course Outcomes:
After successful completion of this course, student will be able to
CO1: The classification, organization and summarization of numerical facts.

CO2: Make use of different type of graphical representation methods.

CO3: Apply the formula to compute the solution of mean, median, mode.

CO4: Examine the methods of measures of variability to solve the problems.

CO5: Evaluate the methods of correlation using the scatter diagram.

Text Book:

1. Mangal S.K,*Statistics in Psychology and Education*, New Delhi: PH Learning
   Private Limited,2nd ed,2016.

Reference Books:

1. Henry E.G,*Statistics in Psychology and Education*,Surjeet Publications,2012.
2. Arthur A.,& Elliot J. C.,& Elaine N.A. *Statistics for Psychology*, 6th ed.,2020.
3. Gupta, K.R**,***Statistical Methods in Education and Psychology*, Hardcover,2011.

Journals:

1. Godfrey, K. R,Correlation methods. Automatica, 16(5), 527-534.
2. McHugh, M. L.The chi-square test of independence. Biochemia medica,23(2), 143-149.
3. McNemar, Q,Psychological statistics (Vol. 3). New York: Wiley.

E-Resources

1. https://www.yourarticlelibrary.com/education/statistics/graphic-representation-of- data-
   meaning-principles-and-methods/64884
2. https://www.scribbr.com/statistics/central-tendency/
3. https://m.youtube.com/watch?v=qb3X01m4H68

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	1	3	1	1	1	1	**17**
CO2	3	1	3	1	1	3	3	**15**
CO3	3	1	3	1	1	3	3	**15**
CO4	3	1	3	1	1	3	3	**15**
CO5	9	1	9	3	3	9	9	**43**
Total	**27**	**5**	**21**	**7**	**7**	**19**	**19**	**105**

Low-1   **Medium-3**   **High-9**

SEC III - Health Psychology
(For Students Admitted from 2023-24)

Semester: III   **Hours/week: 2**
Subject Code:IBSYS34   **Credit: 2**

Course Objectives:

1. To study the role of psychology in health and wellbeing
2. To examine health beliefs as possible predictors of health- related behavior

Unit I **(6 hours)**
Introduction to health psychology: What is health, the mind-body relationship- The rise of Biopsychosocial method- Need for health psychology- Systems of the body: the nervous system- the endocrine system- cardiovascular system- Respiratory system- Digestive system- Reproductive system- Immune system.

Unit II **(6 hours)**
Health behavior and primary prevention: An overview of health promotion- changing health habits- Cognitive behavior- Approaches to health behavior change- Health promoting behavior- Health compromising behavior

Unit III **(6 hours)**
Stress and coping: Stress: Definition- origin- the physiology of stress- what makes event stressful- source of chronic stress. Coping: definition- coping with stress and resilience- coping and external sources- coping outcomes- coping interventions- Social support

Unit IV **(6 hours)**
Management of chronic and terminal health disorder: Quality of life- emotional response to chronic health disorder- coping with chronic health disorder- psychological intervention and chronic health disorder- psychological illness in advancing and terminal illness- heart disease- hypertension- stroke- type II diabetes- psychoneuroimmunology- HIV- AIDS-cancer- arthritis- type I diabetes

Unit V **(6 hours)**
Toward the Future: Health promotion- stress and its management- health services- managing of serious illness- trends in health and health psychology- becoming a health psychologist

Course Outcomes:
After successful completion of this course, student will be able to
CO1: Define and illustrate the concepts of health psychology
CO2: To identify the health behavior and primary prevention
CO3: To discover new life skills for coping and managing stress
CO4: To evaluate the management of chronic and mental illness
CO5: To build new concepts in healthy behavior

Text Book:
1. Shelly E.T, *Health psychology*,McGraw Hill Education India.10th ed,2018.

Reference Books:
1.Allen,F, *Health psychology and behaviour,* Tata Mc Graw Hill Edition,2011.
2.Annabel, B.,& sue L. *Health Psychology, Process & Application*, NewYork: Chapman & Hall.

Journals:
1. Calnan,M.,Health and illness. Tavistock Publications,1987.
2. Eisenberg, N.,& Fabes- R. A.,& Guthrie- I. K,Coping with stress. In Handbook of children's coping(pp. 41-70). Springer. Boston- MA,1997.
3. Taylor, S. E,Health psychology. Tata McGraw-Hill Education,2006.

E-Resources:
1.https://www.slideshare.net/ChanakTrikhatri/concept-of-health-and-illness-79040858
2.https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2568977/
3.https://www.verywellmind.com/what-is-health-psychology

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	1	1	1	1	1	3	**17**
CO2	3	1	3	1	1	3	3	**15**
CO3	3	1	3	1	1	9	9	**27**
CO4	3	1	1	3	1	9	3	**21**
CO5	3	1	9	9	1	9	9	**41**
Total	21	5	17	15	5	31	27	121

Low-1   **Medium-3**   **High-9**

OEC I-Psychology of Adolescence
(For Students Admitted from 2023-24)

Semester: III   **Hours/week: 2**
Subject Code:IBOE3PS   **Credit: 2**

Course Objectives:
1. To describe the determinants- characteristics- and psychological dimensions of Individual differences in puberty
2.To explain why adolescence is a period of heightened risk taking

Unit I   **(6 hours)**
Introduction: The Historical Perspective- today's adolescents in the United States and around the world- the nature of development- the science of adolescent development

Unit II   **(6 hours)**
Puberty- Health and Biological Foundations: Puberty- determinants of puberty- growth spurt- sexual maturation- secular trends in puberty- psychological dimensions of puberty- Health: emerging adult's health- nutrition- exercise and sports- Sleep; the evolution perspective- the genetic process- heredity- environment interaction

Unit III   **(6 hours)**
The Self- Identity- Emotions & Personality: The Self: self-understanding- self- esteem and self-concept- Identity: Eriskon's ideas on identity- four statuses of identity- developmental changes in identity- identity & social contexts- identity & intimacy- emotional development- the emotions of adolescence- hormones- experience & emotions- emotional competence- personality development

Unit IV   **(6 hours)**
Peer & Romantic relationship: Exploring peer relations and friendship: peer relations- friendship- loneliness- adolescent groups- gender & culture- dating & Romantic relationships- emerging about

lifestyles

Unit V   **(6 hours)**
Sexuality: Exploring adolescent sexuality: a normal aspect of adolescent development- the sexual culture- developing a sexual identity- sexual attitudes & behavior: heterosexual attitudes & behavior- sexual minority attitudes & behavior- self- stimulation- contraceptive use- adolescent sexual problems- sexual literacy & sex education

Course Outcomes:
After successful completion of this course, student will be able to
CO1: Match and demonstrate the concepts of Psychology in Adolescents
CO2: Identify the nature of adolescents and emerging adults health
CO3: Analyze the development of self in adolescence
CO4: Importance of main sexual problems that can emerge in adolescence
CO5: Elaborate the diversity of emerging adult lifestyles

Text Book:
1. Santrock,J.W,*Adolescence*,Tata McGraw Hill Edition,12th ed,2017.

Reference Book:
1.Richard M. L., &Laurence S,*Handbook of Adolescent Psychology*, John Wiley & Sons,2nd ed, 2013.

Journals:
1.Holmbeck, G.N,Journal of pediatric psychology. academic.oup.com,2021.
2.A De Los Reyes,Journal of Clinical Child & Adolescent Psychology- Taylor & Francis,2017.

E-Resource:
1.https://www.slideshare.net/bpiper74/introductory-psychology-adolescence

Course Outcomes	Programme Outcomes							
CO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**Total**
CO1	9	1	3	1	1	3	1	**19**
CO2	3	1	1	1	1	1	1	**9**
CO3	3	1	1	1	1	9	9	**25**
CO4	3	1	1	1	1	9	9	**25**
CO5	3	1	3	1	1	9	9	**27**
Total	**21**	**5**	**9**	**5**	**5**	**31**	**29**	**105**

Low-1   **Medium-3**   **High-9**

General Interest Course II – Human Rights

(For Students Admitted from 2023-24)

Semester: III   **Hours/week: 2**
Subject Code:IBHR3   **Credit: 2**

Course Objectives:
1. To appreciate the relationship between rights responsibilities
2. To apply the concepts of human rights to their own lives

Unit I   **(6 hours)**
Concepts of Human Rights and Duties: Historical development of the concept of Human Rights-Nature and Classification of Human Rights- Social- Economic and Political Aspects of Human Rights- Changing dimensions of Human Rights

Unit II   **(6 hours)**
Human Rights: International Norms:UN system and Human Rights- UDHR and Human Rights Treaties- Enforcement Mechanism- Human Rights Council- High Commissioner for human rights

Unit III   **(6 hours)**
Human Rights: Indian Perspective: Conceptual Dimensions of Human Rights with special reference to India. Fundamental Rights under the Constitution- Derogation of Fundamental Rights-Directive Principles of State Policy- Interrelation between Fundamental Rights and Directive Principles of State Policy Issues and Challenges- Statutory Enforcement

Unit IV   **(6 hours)**
Special Provision Relating to Human Rights: Deprivation of Human Rights: the Core Issue: Poverty- Over population- Illiteracy- Problem of Unsustainable Development and Environmental Degradation- Disadvantaged Groups: Women- Children- Scheduled Castes and Scheduled Tribes-Physically and Mentally Handicapped- Refugee and Internally Displaced Persons

Unit V   **(6 hours)**
Human Rights and Good Governance- Democracy: Guaranteed Freedom- People's Participation- Rule of Law- Non Arbitrariness- Fairness in Criminal Justice Administration-Combating Corruption and Human Rights- Open and Transport Governance and Right to Information; Redressal Mechanism against Human Rights Violations- National Human Rights Commission and Other Statutory Commissions- Role of Judiciary- Media Advocacy- Role of NGO and Human Rights Literacy and Awareness

Course Outcomes:
After successful completion of this course, student will be able to
CO1: Define and trace the basic concepts of human rights
CO2: Identify the protective laws that are made for the betterment of weaker
            section of society.
CO3: Analyze the historical perspective of human rights
CO4: Probe the human rights violation in India
CO5: Develop participating in human rights practice

Text Book:

1. Chandra,U, *Human Rights*,Allahabad Law Agency Publications,8th ed,2018.

Reference Books:

1. Agarwal, H.O. *International Law & Human Rights*. Central Law Publications,2020.
2. Bhagyashree, A. D. *Human Rights: Law & Practice*. Central Law Publications,2020.

Journal:

1. Stephanie, F,Journal of Human Rights Practice- Volume 1- Issue 1,2009.

E-Resource:

1. http://www.slideshare.net/satyavrat1994/ppt-human-rights

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	1	1	1	1	3	1	**17**
CO2	3	1	3	1	1	9	3	**21**
CO3	3	1	3	1	1	1	1	**11**
CO4	3	1	3	1	1	3	3	**15**
CO5	9	1	9	1	1	9	9	**39**
Total	**27**	**5**	**19**	**5**	**5**	**25**	**17**	**103**

Low-1   Medium-3   High-9

Extra Credit - Art Therapy/Online Course
(For Students Admitted from 2023-24)

Semester: III
Subject Code:IBSYX3/IBSYX3O   **Credit: 2**

Course Objectives:

1. To understand the multiple approaches in art therapy
2. To understand the applications and advantages of art therapy

Unit I
Introduction and History of art therapy: Introduction of art therapy- brief history of art therapy-
Introducing art in India

Unit II
Importance of art education: Art & creativity- understanding visual expression- General benefits
of art therapy- aims of art therapy- goals of art therapy

Unit III
Tools in Counseling: Nest- HTP- Mandala- Scribbles- Aquarium

Unit IV
Art therapy techniques: Individual & group art therapy technique- rapport building- Self-perception- interpersonal relationship

Unit V
Art of Healing: Art therapy is an wonderful tool to de-stress mind & body- art therapy trauma- art therapy & brain

Course Outcomes:
After successful completion of this course, student will be able to
CO1: Define and outline about art as a therapy and art in therapy
CO2: Make use of the therapeutic effect of art to promote personal development
CO3: Analyze with art techniques to find the role of art for a positive well-being
CO4: Agree to choose art media to explore emotional expression
CO5: Create an art and can reflect upon their personal art making process

Text Books:
1. Asha the hope,*Freedom of Expressions,*2021.
2. Robert P.G, *Art therapy and Psychology-a step-by- step guide for Practitioners*,1st ed,2019.

Reference Book:
1. Cathy A. M,*Expressive therapies* New York:The Guilford Process,2005.

Journals:
1. Minh, A.N,Art therapy-A Review of Methodology. Dubna Psychological journal,2015.
2. Judith, P., &Irvine, C.A. The efficacy of Art and Writing Therapy: Increasing

E-Resource:
1. https://www.routledge.com/Introduction-to-Art-Therapy-Sources--Resources/Rubin/p/book/9781138973268#:~:text=Introduction%20to%20Art%20Therapy%3A%20Sources%20and%20Resources%2C%20is%20the%20thoroughly-provide%20%22therapeutic%22%20art%20activities%2C

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	1	1	1	1	1	1	**15**
CO2	3	1	1	3	1	9	9	**27**
CO3	3	1	9	1	1	3	3	**21**
CO4	3	1	9	3	1	9	9	**35**
CO5	9	3	9	9	1	9	9	**49**
Total	**27**	**7**	**29**	**17**	**5**	**31**	**31**	**147**

Low-1   Medium-3   High-9

Core VII - Experimental Psychology-II
(For Students Admitted from 2023-24)

Semester: IV   **Hours/week: 5**
Subject Code:IBSYC41P   **Credit: 4**

Course Objectives:
1. To review the concepts of Psychology through the mediums of experiment
2. To develop skills of conducting and documenting experiments in the field of psychology

Psychological Testing's by using apparatus (any 5)
- Trial and error learning (Mirror Drawing board)
- Insight into motor learning (A step maze)
- Effect of knowledge of result on learning
- Transfer of learning
- Meaningful vs. Rote learning (nonsense syllables and meaningful words)
- Immediate memory span (for auditory stimuli)
- Comparison of Recall and Relearning (memory drum and nonsense syllables)
- Finger Dexterity test

Psychological Testing by using questionnaire (any 5)

- Sinha's comprehensive anxiety scale
- Resiliency scale
- Self-esteem scale
- Social Intelligence Scale (SIS- CG)
- Emotional Intelligence Test (EIT-ZA)
- Bell's Adjustment Inventory (BAI-O)

Course Outcome:
After successful completion of this course, the student will be able to
CO1: Define and explain the principles of sensory process
CO2: Experiment with the various senses and its perceptions
CO3: Distinguish practical exposure to assess- diagnose and interpret various psychological
Concepts
CO4: Importance of psychological experiments for understanding human behavior.
CO5: Improve the knowledge of using psychometric tools.

Text Book:
1. Robert, S.W.,& Harold S,*Experimental Psychology* New Delhi:Oxford & IBH Publishing
Co.Pvt . Ltd,2017.

Reference Books:
1. Ruyon, R.P.,& Haber,A.,& Pittenger, D.J., & Coleman,K.A,*Fundamentals of
Behavioural Statistics*. New York: McGraw Hill,2011.
2. Singh, A.K,*Measurements and Research Methods in Behavioural Sciences.*
Patna: Bharati Bhavan Publishers,2006.

Journals:
1. Stein, C., & Yerxa, E. J., A test of fine finger dexterity. American Journal of Occupational Therapy- 44(6)- 499-504.
2. Mayer, J. D., & Salovey, P.Mayer-Salovery-Caruso emotional intelligence test. Toronto: Multi-Health Systems Incorporated.
3. Clinton, R., Nature of mirror-drawing ability: norms on mirror-drawing for white children by age and sex. Journal of Educational Psychology- 21(3)- 221.

E-Resources
1. https://askingfact.com/what-is-bell-adjustment-inventory/
2. https://prakasheducationblog.wordpress.com/2016/03/13/psychology-test-fingerdexterity-test/
3. https://www.studocu.com/in/document/amity-university/experimental-psychologyi/lecture-notes/mirror-drawing-experiment/8840619/view

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	1	1	1	1	1	1	1	7
CO2	1	1	3	3	1	3	3	15
CO3	9	3	3	9	1	9	9	43
CO4	9	1	3	3	1	3	1	21
CO5	9	1	3	9	1	3	3	29
Total	29	7	13	25	5	19	17	115

Low-1   Medium-3   High-9

Core VIII - Abnormal Psychology
(For Students Admitted from 2023-24)

Semester: IV   **Hours/week: 4**
Subject Code:IBSYC42   **Credit: 4**

Course Objectives:
1. To orient students on different psychological disorders
2. To orient students on causes and treatment of different psychological disorders

Unit I   **(12 hours)**
Historical views of Psychopathology: Abnormal behavior in ancient times: demonology- gods and magic. Early philosophical and medical concepts -Witch craft and mental illness- Humanitarian approach – Growth of scientific research

Unit II   **(12 hours)**
Abnormal Psychology in recent times: Mental disorder as maladaptive behavior- DSM

classification V-Research in abnormal Psychology-Observation- Sampling- Correlation Experimental strategy- Clinical case studies

Unit III (12 hours)

Mood Disorder: What is mood disorder-unipolar mood disorder. Depressions that are not mood disorder- Dysthymic- Major Depressive disorder**.** Bipolar disorder**.** Cyclothymic- Bipolar disorder (I & II)Casual Factors in unipolar and bipolar disorder. Treatments and Outcomes

Unit IV (12 hours)

Anxiety Disorders: Phobia; Clinical description - Causes - Treatment .Generalized anxiety disorder**;** Clinical description- Causes - Treatment. Panic disorder; Clinical description - Causes - Treatment. Posttraumatic stress disorder; Clinical description- Causes- Treatment. Obsessive-compulsive disorder**:** Clinical description- Causes- Treatment

Unit V (12 hours)

Mental Retardation: Levels of Mental Retardation- Causes-Genetic Factors- Environmental Factors- Symptoms of mental retardation- Treatment.

Course Outcome:
After completion of this course, the student will be able to
CO1: Find and explain about different psychological disorders to the students-
CO2: Classify the causes- symptoms and treatment of different psychological disorders
CO3: Examine the treatment for different psychological disorder
CO4: Appraise the DSM-IV multi-axial classification of mental disorders and the criteria for diagnosing these disorders
CO5: Promote the theoretical perspectives in reviewing each of the psychopathological conditions

Text Book:
1. Kaplan & sadock,*Synopsis of Psychiatry Behavioural Science/Clinical Psychiatry*,Philadelphia: Wolters Kluwer,11th ed,2015.

Reference Books:
1. James, C. C.,*Abnormal Psychology And Modern Life***.** Mumbai :Taraporevala sons & co.pvt Ltd,2011.
2. Robert, C. C.,& James, N. B.,& Susan M,*Abnormal Psychology*,New York: Longman an Addison Wesley educational publishers,10th ed,1998.
3. James D.P,*Abnormal Psychology***.**New Delhi: Tata Macgraw Hill Publishers.ltd,2020.

Journals:
1. Joffe, R. T.,& Lippert, G. P.,& Gray,T. A.& Sawa, G.,& Horvath,Z.Mood disorder and multiple sclerosis. Archives of Neurology- 44(4)- 376-378.

E-Resources
1. https://www.slideshare.net/nileshkucha/mental-retardation-16238345
2. https://www.slideshare.net/NandhiniSekar3/anxiety-disorder-65146992

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total

CO1	9	1	1	1	1	1	1	**15**
CO2	3	1	1	1	1	1	1	**9**
CO3	3	1	1	1	1	3	3	**13**
CO4	3	1	9	1	1	3	9	**27**
CO5	3	1	3	1	1	9	9	**27**
Total	21	5	15	5	5	17	23	**91**

Low-1   Medium-3   High-9

AECC IV –Inferential Statistics
(For Students Admitted from 2023-24)

Semester: IV **Hours / Week: 5**
Subject Code:IBSYA43 **Credit: 4**

Course Objectives:
1. To apply large and small sample tests in real life situations
2. To understand the main features and characteristics of normal distributions and the standard normal distribution

Unit I **(14 hours)**
The Normal Curve and its Applications: Normal Curve Introduction - Characteristics and Properties of a normal curve - Applications of a normal curve – Illustration of the Applications of a normal curve – Illustration of Applications of a normal curve

Unit II **(12 hours)**
Significance of Mean and other Statistics: Significance of the sample mean and other statistics - Significance of some other statistics

Unit III **(17 hours)**
Significance of the difference between means: Need and Importance – Fundamental concepts in determining the Significance of the difference between means - How to determine the Significance of the difference between two means

Unit IV **(16 hours)**
Chi square and Contingency Coefficient: Use of chi square as a test of goodness of fit – Procedure of chi square testing- Use of chi square as a test of independence between two variables – Contingency Coefficient – Correction for small frequencies in a 2×2 table – Underlying Assumptions- Uses and limitations of chi Square Test

Unit V **(16 hours)**
Analysis of Variance: Need for the technique of analysis of variance **-** Meaning of the term 'analysis of variance' – procedure for calculating the analysis of variance – Two way analysis of Variance- Underlying Assumptions in Analysis of variance

Course Outcomes:
After successful completion of this course, student will be able to
CO1: Examine and apply the concepts of normal curve to problem solving
CO2: Summarize of the problems to solve the sample mean of statistics

CO3: Analyze the concepts of significance between means
CO4: Test the chi square as a test of independent between to variables
CO5: Evaluate the problems to using procedure for calculating analysis of variance

Text Book:
1.. Mangal S.K,*Statistics in Psychology and Education*, New Delhi: PH Learning Private Limited,2016.

Reference Books:
1. Henry E.G,*Statistics in Psychology and Education*, Surjeet Publications,2012.
2. Arthur A.,& Elliot J. C.,& Elaine N.A. *Statistics for Psychology*, 6th ed.,2011.
3. Gupta, K.R.,*Statistical Methods in Education and Psychology*, Hardcover,2017.

Journals:
1. Godfrey, K. R,Correlation methods. Automatica, 16(5), 527-534.
2. McHugh, M. L,The chi-square test of independence. Biochemia medica, 23(2), 143-149.
3. McNemar, Q, Psychological statistics (Vol. 3). New York: Wiley.

E- Resources:
1. https://www.youtube.com/watch?v=wRfL_EhC-E8
2. https://www.youtube.com/watch?v=LXTCbOyDIlo
3. https://www.youtube.com/watch?v=-yQb_ZJnFXw

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	3	3	3	3	3	3	3	**21**
CO2	3	3	3	1	1	3	3	**17**
CO3	3	3	3	1	1	3	1	**15**
CO4	3	3	3	3	1	3	3	**19**
CO5	3	3	3	3	3	3	3	**21**
Total	**15**	**15**	**15**	**11**	**9**	**15**	**13**	**93**

Low-1   Medium-3   High-9

OEC II - Psychology of Happiness
(For Students Admitted from 2023-24)

Semester: IV   **Hours/week: 2**
Subject Code:IBOE4PS   **Credit: 2**

Course Objectives:
1. To understand how people are happy and what influences them
2. To identify what are all the factors that can affect the happiness of an individual

Unit I   **(6 hours)**
Happiness: Introduction to Psychology of happiness- well-being and scope- Types of happiness-

Eudemonic and Hedonic-History of Happiness- Theories- Measures and Positive correlates of happiness. Traits associated with Happiness- Setting Goals for Life and Happiness

Unit II (6 hours)
Positive Emotional States and Processes: Positive Emotions and well-being: Hope & Optimism-Love. The Positive Psychology of Emotional Intelligence- Influence of Positive Emotions

Unit III (6 hours)
Strengths and Virtues: Character Strengths and Virtues- Resilience in the phase of challenge & Loss. Empathy and Altruism

Unit IV (6 hours)
Relating Positive Psychology: Positive Psychology: Concept- History- Nature- Dimension and scope of Positive Psychology- Seligman's PERMA

Unit V (6 hours)
Forgiveness and Gratitude: Forgiveness and Gratitude- Personal transformation and Role of suffering. Trust and Compassion

Course Outcome:
After completion of this course, the students will be able to
CO1: Relate and outline the concepts of positive emotions in their real life
CO2: Categorize the strengths and virtues in their personal life
CO3: Inspect the positive emotional states and its process
CO4: Validate the effect of forgiveness and gratitude
CO5: Invent new ways to stay positive

Text Book:
1. Dr. Geetika Patnaik, *Positive Psychology for Improving Mental Health & Well-Being*, 1st ed., 2021.

Reference Books:
1. Snyder C.R., & Shane J.L, *Handbook of positive Psychology* . Oxford University Press Inc.2002
2. Steve, R.b., & Marie, k. C, *Positive Psychology*, Dorling Kindersley India Pvt.Ltd, 1st ed, 2019.

E-Resources:
1. http://positivepsychology.org.uk/subjective-well-being/
2. https://www.goodtherapy.org/blog/psychpedia/coping-mechanisms
3. https://positivepsychology.com/what-is-motivation/

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	1	1	1	1	3	1	**17**
CO2	3	1	1	1	1	3	3	**13**
CO3	3	1	3	1	1	9	3	**21**
CO4	3	1	1	1	1	3	9	**19**

CO5	9	1	9	1	1	9	9	**39**
Total	**27**	**5**	**15**	**5**	**5**	**27**	**25**	**109**

Low-1 **Medium-3** **High-9**

SEC –IV - Life Skills and Education

(For Students Admitted from 2023-24)

Semester: IV **Hours/week: 2**
Subject Code:IBSYS44 **Credit: 2**

Course Objectives:
1. To know the skills of oneself
2. To know how to apply the skills in real life

Unit I **(6 hours)**
Introduction to the concepts of life skills and life skills education: Life skills as a tool for making good leaders

Unit II **(6 hours)**
Skills of knowing and living with oneself:Self-Awareness -Self Esteem – Assertiveness Coping with Emotions-Coping with Stress

Unit III **(6 hours)**
Skills of knowing and living with others: Relating with Others – Negotiation -Empathy Managing Peer Relationships - Effective Communication - Non-violent Conflict Resolution

Unit IV **(6 hours)**
Life skills for making effective decisions:Creative Thinking -Critical Thinking -Decision Making- Problem Solving –Communication skills-Interpersonal relationship skills

Unit V **(6 hours)**
Application of life skills in the world of work: Life skills as a tool for identifying alternatives of earning a living - Life skills as a tool for making successful entrepreneurs

Course Outcome:
After successful completion of this course, student will be able to
CO1: Define and specify different life skills required in personal and professional life
CO2: Identify one's knowledge and awareness of emotional competency and emotional intelligence at place of study/work
CO3: Discover one's potential through practical experience
CO4: Estimate interpersonal skills and adopt good leadership behaviour for empowerment of self and others
CO5: Establish appropriate goals- manage stress and time effectively

Text Book:
1. Larry, J.*The First Book of Life Skills,*Embassy Books,1st ed,2016.

Reference Books:
1.Adair,J.,*Leadership Skills*.London: Chartered Institute of Personnel Development,2017.

Journals:
1.BigiT.,& Chandrik, R,Life Skill Education: Enhancing Empowerment among Rural Primary School Children in Gujarat India. Space and Culture- India 8:4- pages 22-32,2021.

E-Resources
1. https://www.theasianschool.net/blog/essential-life-skills-that-help-in-students-futuredevelopment/
2. https://www.skillsyouneed.com/general/life-skills.html
3. https://www.scientificworldinfo.com/2019/12/essential-life-skills-everyone-shouldlearn.html

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	3	1	1	1	9	9	33
CO2	3	1	3	1	1	3	3	15
CO3	3	1	3	1	1	9	9	27
CO4	3	3	1	1	1	9	3	21
CO5	3	1	3	1	1	3	3	15
Total	21	9	11	5	5	33	27	111

Low-1   Medium-3   High-9

Extra Credit - Internship Programme /Online course
(For Students Admitted from 2023-24)

Semester: IV
Subject Code:IBSYX4P/IBSYX4O   **Credit: 2**

Course objectives:
1. To discuss the stages of psychosocial development
2. To trace the basic concept of applied psychology

Each student has to undergo supervised internship in institutions or centers related to their area of interest for a minimum of 15 days. The students will be placed in one (or more) organization.

The Practicum will consists of
     1. Case history taking

2. Observation and Clinical Interview
3. Assessment and Intervention

Students are required to submit 3 case report based on above mentioned technique. Students has to maintain a personal record of their regular work.

Course outcomes:
After successful completion of this course, the students will be able to
CO 1: Define and infer the basic concept of Applied Psychology
CO 2: Identify the ground reality of the field
CO 3: Discover the stages of psychosocial development
CO 4: Validate to write clinical case studies
CO 5: Improve practical skills

Course Outcomes	Programme Outcomes							
CO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**Total**
CO1	9	1	1	1	1	1	1	**15**
CO2	1	1	1	1	1	3	3	**11**
CO3	3	1	1	1	1	1	1	**9**
CO4	3	9	3	3	1	3	3	**25**
CO5	3	3	3	9	1	9	9	**37**
Total	**19**	**15**	**9**	**15**	**5**	**17**	**17**	**97**

Low-1   **Medium-3**   **High**

Core IX - Counselling Skills and Practice
(For Students Admitted from 2023-24)

Semester: V　　　　　　　　　　　　　　　　　　　　**Hours/Week: 5**
Subject Code:IBSYC51　　　　　　　　　　　　　　　　　　**Credit: 4**

Course Objectives:
1. To define the concept of counselling and its practice
2. To provide the basic skills of counselling and the knowledge of its methods

Unit I　　　　　　　　　　　　　　　　　　　　　　　　**(15 hours)**
Introduction: Definition of Counselling- Counselee counsellor relationship- Characteristics of an Effective Counsellor Personal challenges as a Counsellor

Unit II　　　　　　　　　　　　　　　　　　　　　　　　**(15 hours)**
Techniques and Skills in Counselling: Understanding the Individual- Enabling the Individual to Understand Self- Case study and Case conference- Anecdotal record- Interviews- Follow-up.

Unit III　　　　　　　　　　　　　　　　　　　　　　　**(15 hours)**
Premarital and Marital Counselling: Definition- Types- Techniques of Premarital Counseling- Benefits- Challenges - Stages of Marriage- Important of Marriage Counselling.

Unit IV　　　　　　　　　　　　　　　　　　　　　　　**(15 hours)**
Counselling in special situations: Addiction counselling- Counselling juvenile delinquents- Suicide counselling- Counselling the reluctant -Counselling in hospital setting- Grief counselling- counselling in terminally ill- Pain management counselling- Rehabilitation counselling in the hospital.

Unit V　　　　　　　　　　　　　　　　　　　　　　　　**(15 hours)**
Professional Preparation and Practice: Counselling as a profession- Skills of professional counsellor- Desirable characteristics- Functions and Values.

Course Outcome:
After successful completion of this course, student will be able to
 CO1: Define and demonstrate the concept of counselling
 CO2: Identify the various techniques and skills of counselling
 CO3: Examine the special fields of counselling
 CO4: Evaluate the importance of guidance and counselling
 CO5: Improve the understanding of ethical and legal issues in counselling

Textbook:
1. S Narayana Rao.,*Counselling And Guidance* , New Delhi:Tata McGraw Hill,3rd ed, 2017.

Reference Books:
1. Edwards N. *Counselling Theory And Practice* .New Delhi:Cengage learning India Pvt Ltd,1st ed.2012.
2. Dr. Kiruba, C.,& Jyothsna, N.G,*Guidance And Counselling*, Hydrabad: Neelkamal

Publications Pvt Ltd, 1ˢᵗ ed.2012.

Journals:
1. Stanley,S.M., Amato,P.R., Johnson, C. A., & Markman, H. J. *Premarital education- marital quality- and marital stability: Findings from a large- random household survey. Journal of family psychology*. 20(1)- 117.
2. Altmann, H. A. (1973). *Effects of empathy- warmth- and genuineness in the initial counseling interview. Counselor Education and Supervision*.12(3)- 225- 228.
3. Woolfe,R., Dryden,W., & Strawbridge,S.(Eds.).(2003). *Handbook of counselling psychology*. Sage.

E- Resources:
1. https://www.slideshare.net/mobile/JiyaAbdulSattar/counseling- psychology12493771
2. https://positivepsychology.com/counseling-skills/

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	9	3	9	1	9	9	**49**
CO2	3	9	3	9	1	9	3	**37**
CO3	3	1	1	1	1	1	1	**9**
CO4	9	1	3	1	1	1	3	**19**
CO5	3	1	1	9	1	9	3	**27**
Total	**27**	**21**	**11**	**29**	**5**	**29**	**19**	**141**

Low-1   Medium-3   High-9

Core X - Educational Psychology
(For Students Admitted from 2023-24)

Semester: V   **Hours/Week: 5**
Subject Code:IBSYC52   **Credit: 4**

Course Objectives:
1. To discuss the basic psychological concepts of learning
2. To identify the various approaches of learning and factors that affect learning

Unit I   **(15 hours)**
Introduction to Education Psychology: Meaning- Nature –Scope-major schools of Psychology and contribution to education- attention and perception -concept formation remembering – forgetting

Unit II   **(15 hours)**
Learning: The basic Psychological concepts of Learning- concepts- nature and domains- factors influencing learning-theories of learning- transfer of learning- metacognition and learning styles

Unit III   **(15 hours)**
Attention & Social development:Attention: meaning and nature- types of attention- factors

affecting attention-sustained attention- distraction. **Social development:** Nature- Social behaviour development- social maturity-factors affecting social development.

Unit IV (15 hours)

Special Education: Meaning-types- the gifted child- the backward child- juvenile delinquent-physically disabled children- types of differently abled children. **Learning disabilities:** Definition-Types- Causes- signs and treatment.

Unit V (15 hours)

Learning environments: The goals of classroom management- more time for learning- access to learning – management for self-management-positive environment creation- rules and procedures-dealing with discipline problems- need for communication- characteristics of effective teachers

Course outcome:

After successful completion of this course, student will be able to

CO 1: Find and trace the nature- concept and factors affecting learning

CO 2: Make use of the influence of intelligence- creativity and personality on learning

CO 3: Discover various approaches of learning

CO 4: Estimate the social and moral development among the students

CO 5: Invent new learning environments and learning techniques

Textbook:

1. Anita, W,*Educational Psychology* ,Dorling Kindersley India Pvt Ltd,14th ed,2019.

Reference Books:

1. Mangal, S.K.*Essentials of Educational Psychology***.** New Delhi:Published by PHI Learning-2017.
2. Mangal, S.K.,*Advanced Educational Psychology***,**Published by PHI Learning,2002.

Journals:

1. Nelson- K,Language in cognitive development: The emergence of the mediated mind. Cambridge University Press.
2. Theodoulides, A., & Armour, K. M., Personal, social and moral development through team games: Some critical questions. European Physical Education Review- 7(1)- 5-23.

E- Resources:

1. https://www.slideshare.net/ElizabethRakus/motivation-in-learning
2. https://www.verywellmind.com/learning-study-guide-2795698
3. https://www.slideshare.net/jertrinidad/learning-environment-24799510
4. https://www.slideshare.net/MMI/social-and-moral-development.
5. https://www.verywellmind.com/what-is-educational-psychology-2795157
6. https://ldaamerica.org/types-of-learning-disabilities/
7. https://www.whiteswanfoundation.org/disorders/neurodevelopmental-disorders/learning-disability

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	3	1	1	1	1	1	1	9
CO2	3	1	1	1	1	1	1	9
CO3	3	1	1	1	1	1	3	11
CO4	3	1	1	1	1	1	1	9
CO5	3	1	9	3	1	3	9	29
Total	15	5	13	7	5	7	15	67

Low-1   **Medium-3**   **High-9**

Core XI - Basic Research Methodology
(For Students Admitted from 2023-24)

Semester: V   **Hours/Week: 5**
Subject Code:IBSYC53   **Credit: 4**

Course Objectives:
1. To discuss the various principles of research designs
2. To discover the basic knowledge on data collection and the basic skills of data analysis

Unit I   **(15 hours)**
Introduction: Definition of Research- Meaning- types and selections- Principles of research- objectives- types of research- criteria of good research. **Research Process:** Seven step model.

Unit II   **(15 hours)**
Research problem: Meaning and Characteristics of problem- types of problem. **Hypothesis:** Meaning and characteristics of a good hypothesis- types- sources and functions of hypotheses. **Review of Literature:** Purpose of Review- Sources of Review

Unit III   **(15 hours)**
Sampling: Meaning of Sampling- Principle of Sampling and Essentials of Good Sampling- Methods of Sampling: Probability- Non-Probability and Systematic Sampling

Unit IV   **(15 hours)**
Data collection and analysis: Types of data - Methods of collecting data - Analysis of data

Unit V   **(15 hours)**
Report writing: Significance of report writing- Different steps in report writing- Layout of the research report- Types of report- Techniques and popular mechanisms of writing research

Course outcome:
After successful completion of this course, student will be able to
CO 1: Enumerate and list the principles of research design
CO 2: Identify the research problems
CO 3: Discover the basic knowledge on data collection

CO 4: Elucidate the basic skills of data analysis
CO 5: Improve the skills of report writing

Textbook:
1. Kothari C.R.,*Research Methodology: Methods and technique**s**,*New Delhi: New age international Publisher,4th ed,2019.

Reference Books:
1. Singh**,** A.K.,*Research Methodology.* New Delhi:Sage publication Pvt Ltd,2010.
2. Kulkarni, A.P, *Basics of Research Methodology,*Paras Medical Books Pvt. Ltd,2010.
3. Garret, H. E.,*Statistics in Psychology and Education*. Tata McGraw Hill Publishing Co,2009.

Journals:
1. Singh, Y. K.,*Fundamental of research methodology and statistics*. New Age International.
2. Abutabenje.S., & Jaadat, R, *Clarification of research design- research methods- and research methodology: A guide for public administration researchers and practitioners.*
3. Sapsford,R. & Jupp, V,Data collection and analysis. Sage.
4. Berman, P. S.,& Jones, J.,& Udry, J.R, *National Longitudinal Study of Adolescent Health.*

E- Resources:
1. https://www.slideshare.net/drjayeshpatidar/research-problem-20719286
2. https://www.slideshare.net/Jigneshkariya/research-design-73573207
3. https://www.slideshare.net/andresbaravalle/im2044-week-4-lecture

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	3	1	1	1	1	1	1	9
CO2	3	1	3	1	1	1	1	11
CO3	3	1	3	3	1	1	1	13
CO4	3	1	3	1	3	1	3	15
CO5	3	9	3	1	1	1	3	21
Total	15	13	13	7	7	5	9	69

Low-1   Medium-3   High-9

Core XII –Internship
(For Students Admitted from 2023-24)

Semester: V   **Hours/Week: 3**
Subject Code:IBSYC54P   **Credit: 3**

Course objectives:
1. To discuss the stages of psychosocial development

2. To trace the basic concept of applied psychology

Each student has to undergo supervised internship in institutions or centers related to their area of interest for a minimum of 15 days. The students will be placed in one (or more) organization.

The Practicum will consists of
1. Case history taking
2. Observation and Clinical Interview
3. Assessment and Intervention

Students are required to submit 3 case report based on above mentioned technique. Students has to maintain a personal record of their regular work.

Course outcomes:
After successful completion of this course, the students will be able to
CO 1: Define and infer the basic concept of Applied Psychology
CO 2: Identify the ground reality of the field
CO 3: Discover the stages of psychosocial development
CO 4: Validate to write clinical case studies
CO 5: Improve practical skill

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	1	1	1	1	1	1	15
CO2	1	1	1	1	1	3	3	11
CO3	3	1	1	1	1	1	1	9
CO4	3	9	3	3	1	3	3	25
CO5	3	3	3	9	1	9	9	37
Total	19	15	9	15	5	17	17	97

Low-1   Medium-3   High-9

DSE I - Human Resource Management
(For those who joined since 2023-24)

Semester: V   **Hours/Week: 4**
Subject Code:IBSYE5A   **Credit: 4**

Course objectives:
1. To understand the concepts of HRM and discover innovative solutions to problems in the fields of HRM
2. To analyse the importance of ethical issues in HR

Unit I   **(12 hours)**
Introduction: Defining of HRM- Characteristics of HRM- Need for HRM- HRM methods and processes- HRM outcomes- Image and Qualities of HR Manager

Unit II (12 hours)
Job Analysis: The nature of job analysis- Meaning and Definition- Methods of collecting job analysis information- Writing job description- Writing job specification

Unit III (12 hours)
Recruitment and Selection: Process of recruitment- Source of recruitment: Internal Sources- External sources. Selection process: Placement- Induction- Internal mobility- Promotions- Separations- Recruitment and Resignation-Suspensions- Discharge and Dismissal-Retrenchment and out placement

Unit IV (12 hours)
Training and Development: Nature of training and development- Inputs in training and development- Need and objectives- Determining training needs- The training process- Organizational objectives and strategies- Needs assessment- Designing- Training and Development programme- Methods and Techniques of training

Unit V (12 hours)
Performance Appraisal: Meaning and Definition- Objectives and uses of performance appraisal- Appraisal process- Raters concerns- Raters errors- Methods of appraisal- Past oriented method- Future oriented method

Course outcomes:
After successful completion of this course, student will be able to
CO1: Name and illustrate the concepts of HRM
CO2: Organize job analysis- recruitment- and training and performance appraisal
CO3: Discover innovative solutions to problems in the fields of HRM
CO4: Scrutinize the significance of the ethical issues in HR
CO5: Establish organizational development strategies aimed at promoting organizational effectiveness

Textbook:
1. Tripathi, P.C,*Human Resource Development* , Sulthanchan & Sons educational publishers,7th ed,2015.

Reference Books:
1. Gary D.,*Human Resource Management*, Prentice Hall of India Pvt.1998.
2. David, A.D.,& Stephen P. R *Human Resource Management* ,3rd ed,2000.
3. Aswatheppa, K.,*Human Resource and Personnel Management* .Tata Macgraw Hill publishing,2006.

Journals:
1. Cohen,E.,Employee training and development (pp. 153-162). Routledge.
2. Roberts,G..Recruitment and selection. CIPD publishing.
3. Harvey, R. J,Job analysis.

E- Resources:
1. https://www.slideshare.net/preeti52/training-development-157749081
2. https://www.slideshare.net/ravikant128/recruitment-and-selection-73081302
3. https://gladtutor.com/recruitment-and-selection-process-in-hrm/
4. https://www.slideshare.net/TufailAhmed/job-analysis-17142458

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	1	1	1	1	1	1	15
CO2	9	1	3	1	1	9	3	27
CO3	3	1	9	3	1	9	9	35
CO4	3	1	3	9	1	3	3	23
CO5	3	1	9	9	1	9	9	41
Total	27	5	25	23	5	31	25	141

Low-1   **Medium-3**   **High-9**

DSE I – Organizational Behaviour
(For Students Admitted from 2023-24)

Semester: V   **Hours/Week: 4**
Subject Code:IBSYE5B   **Credit: 4**

Course Objectives:
1. To understand the human interactions in an organization- find what is driving it and influence it for getting better results in attaining business goals
2. To discover different concepts relating to managing conflicts- change- time and stress

Unit I   (**12 hours**)
Focus and Purpose: Definition- need and importance of organizational behaviour – Nature and scope – Framework – Organizational behaviour models

Unit II   (**12 hours**)
Individual behaviour: Personality: types- Factors influencing personality- Theories. Learning: Types of learners- the learning process. Misbehaviour: Types- Management Intervention. Emotions: Emotional Labour- Emotional Intelligence. Perceptions: Importance- Factors influencing perception-   Interpersonal perception-Impression Management Motivation: importance- types- Effects on work behaviour

Unit III   (**12 hours**)
Group Behaviour : Organization structure – Formation – Groups in organizations – Influence – Group dynamics – Emergence of informal leaders and working norms – Group decision making techniques – **Team building -** Interpersonal relations – Communication – Control

Unit IV   (**12 hours**)
Leadership and Power: Meaning – Importance – Leadership styles – Theories – Leaders Vs. Managers – Sources of power – Power centres – Power and Politics

Unit V   (**12 hours**)
Dynamics Of Organizational Behaviour: Organizational culture and climate – Factors

affecting organizational climate – Job satisfaction – Determinants – – Influence on behaviour Stress – Work Stressors – Prevention and Management of stress – Balancing work and Life. Organizational development – Characteristics – objectives – Organizational effectiveness

Course outcome:
After successful completion of this course, the students will be able to
CO1: List and trace students about the factors that contribute to achieving organizational effectiveness- at the individual- group and structural level
CO2: Identify specific steps managers can take to motivate the employees
CO3: Discover different concepts relating to managing of conflicts- change- time and stress
CO4: Reveal the basic knowledge of key approaches and Models relating to organizational behaviour
CO5: Discuss the dynamics of organizational behavior

Textbook:
1. Stephen, P. R,*Organizational Behaviour*, PHI Learning Pearson Education,18th ed,2019.

Reference Books:
1. Fred L,*Organizational Behaviour,*McGraw Hill,11th ed,2011.
2. Udai P. *Understanding Organisational Behaviour*,Oxford Higher Education,2016.

Journals:
1. Job Attitudes: A Meta-Analytic Review and an Agenda for Future Research Haley M. Woznyj

E- Resources:
1.   https://www.marketing91.com/organizational-behaviour/
2. https://www.usaeservice.com/2020/02/the-dynamics-of-organization-behaviour.html

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	1	3	1	1	1	1	17
CO2	3	1	1	1	1	1	1	9
CO3	3	1	3	1	1	3	1	13
CO4	3	1	1	1	1	3	1	11
CO5	3	1	1	1	1	1	1	9
Total	21	5	9	5	5	9	5	59

Low-1   Medium-3   High-9

DSE II - Interpersonal Conflict Management
(For Students Admitted from 2023-24)

Semester: V   **Hours/Week: 4**
Subject Code:IBSYE5C   **Credit: 4**

Course Objectives:
1. To enhance learning and group outcomes- including effectiveness or performance in an organizational setting
2. To identify positive and negative conflict and strategies for dealing with conflict when it happens

Unit I   **(12 hours)**
Nature of conflict: Definition-threshold of conflict-classification-level of analysis-styles of handling interpersonal conflict

Unit II   **(12 hours)**
Interpersonal conflict: The Prisoner's Dilemma-A Model of Conflict-Consequences of Interpersonal Conflict-Negotiation-Managing Interpersonal Conflict

Unit III   **(12 hours)**
Conflict Management Design: Defining Conflict Management-Contingency Approach Conflict Management Process-Major Research Challenges

Unit IV   **(12 hours)**
Organizational Learning and Effectiveness: Defining Organizational Learning-Types of Learning-Organizational Effectiveness-Characteristics of the Old Paradigm-Conflict Management in the New Paradigm

Unit V   **(12 hours)**
Values and Ethics: Dynamics of Value Creation- Value Erosion- Value and Crisis
Conflict Resolution: Definition- Process- Skills

Course outcome:
After successful completion of this course, student will be able to
CO1: Define the term conflict and list out its classification
CO2: Make use of the in-depth knowledge in interpersonal conflict
CO3: List the ethics and morals of conflict management.
CO4: Determine old and new paradigm in conflict management
CO5: Establish the comprehension of conflict management design

Text book:
1. Afzalur, R, *Managing Conflict in Organization,*Newyork: Routledge,4th ed,2019.

Reference Book:
1. William, W., & Joyce H.,*Interpersonal Conflict*, 10th ed,2001.

Journals:
1. Laursen, B.,& Collins- W. A.Interpersonal conflict during adolescence.
   Psychological Bulletin- 115(2)- 197–209.
2. Graziano- W. G., & JensenCampbell, L. A., & Hair, E. C. Perceiving interpersonal conflict

and reacting to it: The case for agreeableness. *Journal of Personality and Social Psychology-70*(4)- 820–835.

E- Resources:
1. https://www.healthline.com/health/interpersonalconflict#:~:text=Interpersonal%20conflict%20refers%20to%20any-natural%20outco me%20of%20human%20interaction.
2. https://www.alleydog.com/glossary/definition.php?term=Interpersonal+Conflict
3. https://www.indeed.com/career-advice/career-development/interpersonal- conflict
4. http://www.socialsciencejournal.in/download/175/2-9-16-774.pdf
5. https://www.thebalancecareers.com/conflict-resolutions-skills-2063739

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	3	1	1	1	1	1	1	9
CO2	3	1	1	1	1	3	3	13
CO3	3	1	1	9	1	3	3	21
CO4	3	1	3	3	1	3	3	17
CO5	9	1	1	3	1	3	1	19
Total	21	5	7	17	5	13	11	79

Low-1   **Medium-3**   **High-9**

DSE II - Criminal Psychology
(For Students Admitted from 2023-24)

Semester: V   **Hours/Week: 4**
Subject Code: IBSYE5D   **Credit: 4**

Course Objectives:
1. To understand the motivations of criminals and develop a psychological profile to understand or apprehend them
2. To be able to apply a variety of explanations and theoretical perspectives on developmental and social factors as key foundations for understanding and explaining criminality

Unit I   **(12 hours)**
Introduction: Definition of criminal Psychology- Psychologist role in legal system- Criminal psychologist- Criminal psychologist and forensic Psychology- Criminal psychologist's role

Unit II   **(12 hours)**
Understanding Crime: Types and Definition of crime - Theories of crime- Topographic Theory- Psychopathology- Crime and social environment- The function of crime control

Unit III   **(12 hours)**
Criminal Behaviour: Theories of criminal behaviour- Kinds of criminal Behaviour - Genetic and environmental influence on criminal behaviour- Neurochemical in criminal and anti-social behaviour- Psychology on criminal behaviour- Criminal and personality disorder-Criminal responsibility

Unit IV (12 hours)

Dimensions of Crime: The control of crime and deviance- Causes of crime- discouraging the choice of crime- Heredity and brain activity- Crimes against women- consequence of crimes- punishment of crime

Unit V (12 hours)

Psychology and Crime Prevention: What is Psychology and Crime- Criminal Psychology- Crime prevention through environmental design- Crime prevention: Historical Development.

Course outcome:

After successful completion of this course, student will be able to

CO1: Enumerate and illustrate the legal issues in the profession of criminal psychology.

CO2: Categorize the different approaches in understanding criminal behaviour.

CO3: List out the dimensions of crime.

CO4: Support the prevention of crime with the concepts of criminal psychology.

CO5: Elaborate the principles within criminal psychology and discuss the importance related to the mind of criminals.

Text Book:

1. Dennis H,*Introduction to Forensic and Criminal Psychology*,Pearson Education,16th ed,2016.

Reference Books:

1. Hans G,*Criminal Psychology* ,1st ed,2005.
2. Ray B ,Criminal Psychologya Beginner's Guide One World Publications Pvt. Ltd,2006.

Journals:

1. Richard C. Helfers, David Scott and Carrie L. Easley Police Officers' Perceptions of their Mental Health Preparedness Training in a Southern (US) State Journal of Crime and Criminal Behavior- 2021.
2. Criminal Careers of Extrajudicial Child Sexual Exploitation Material Users; a Longitudinal and Comparative Study Anton van Wijk & Juno van Esseveldt

E- Resources:

1. https://www.docsity.com/en/social-dimensions-of-crime-criminology-lecture-
2. https://psychology.fandom.com/wiki/Crime_prevention
3. https://arfjournals.com/index.php?_route_=Crime/jccb

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	3	1	1	9	1	3	1	**19**
CO2	3	1	1	1	1	3	1	**11**
CO3	3	1	1	1	1	3	1	**11**
CO4	3	1	3	1	1	9	3	**21**
CO5	1	1	1	1	1	1	1	**7**
Total	**13**	**5**	**7**	**13**	**5**	**19**	**7**	**69**

Low-1   Medium-3   High-9

SEC V – Career Guidance and Counselling
(For Students Admitted from 2023-24)

Semester: V   **Hours/Week: 2**
Subject Code:IBSYS55   **Credit: 2**

Course Objectives:
1. To impart knowledge about the nature of counseling along with the competencies and responsibilities of a counsellor
2. To provide understanding of the counseling process

Unit I   **(6 hours)**
Introduction: Concept and Definition of Career Guidance and Counseling – The goals and objectives of Career Guidance and Counseling- Scope of career guidance

Unit II   **(6 hours)**
The Phases of the Counseling Process:(Assessment- Intervention- and Termination)- The difference between career guidance and career counseling- the importance of career guidance

Unit III   **(6 hours)**
Ethics and Morals:Issues brought to career counselling- Professional and Personal ethics of a counsellor- Challenges faced by career counsellor

Unit IV   **(6 hours)**
Special Concerns: Counselling Processes and Strategies- The role of an effective counsellor- Guidance for Human development and Adjustment

Unit V   **(6 hours)**
Techniques and Skills in Counselling: Understanding the Individual- Enabling the Individual to Understand Self- Case study and Case conference- Anecdotal record- Interviews- Follow-up

Course outcome:
After successful completion of this course student will be able to
CO 1: Recall and cull out the importance of guidance and counselling
CO 2: Experiment with one's skills of career guidance and counselling
CO 3: Discover the counselling processes and strategies
CO 4: Evaluate the professional ethics and morals of career guidance
CO 5: Construct the various techniques and skills in counselling

Textbook:
1. Nathan, R.,& Hill, L, *Career Counselling*.Sage Publications,2nd rd,2015.

Reference Book:
1. Kiruba, C., & Jyothsna N.G.,*Guidance And Counselling***,**Hyderabad: Neelkamal Publications Pvt Ltd1st ed,2005.

Journals:
1. Stanley, S. M., & Amato, P. R.,& Johnson, C. A., & Markman,H. J.*Premarital education, marital quality and marital stability: Findings from a large- random*

household survey. Journal of family psychology, 20(1)- 117.
2. Altmann, H. A.,*Effects of empathy-,warmth and genuineness in the initial counseling interview*. Counselor Education and Supervision, 12(3)- 225-228.
3. Woolfe,R., Dryden, W., & Strawbridge, S.,*Handbook of counselling psychology*. Sage.

E- Resources:
1. https://www.edumilestones.com/blog/details/top-10-techniques-for-Career-Counselling-Edumilestones
2. https://www.boisestate.edu/career/what-is-career-counseling
3. https://www.slideshare.net/wicaksana/counseling-interview

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	3	1	1	1	1	1	1	**9**
CO2	3	1	3	1	1	3	3	**15**
CO3	3	1	3	1	1	1	3	**13**
CO4	3	1	3	9	1	1	3	**21**
CO5	3	3	9	9	1	9	9	**43**
Total	**15**	**7**	**19**	**21**	**5**	**15**	**19**	**101**

Low-1   Medium-3   High-9

Core XIII - Basic Psychotherapies
(For Students Admitted from 2023-24)

Semester: VI   **Hours/Week: 6**
Subject Code:IBSYC61   **Credit: 5**

Course Objectives:
1. To offer skills and competencies which are required for practice as a counsellor and psychotherapist
2. To familiarize students with problems/possibilities and to equip them with professional psychological solutions/services to various groups and to various settings

Unit I   **(18 hours)**
Introduction: Nature of psychotherapy-Elements of psychotherapy: relationship of trust-communication in words- understanding and integration

Unit II   **(18 hours)**
Stages of Psychotherapeutic Relationship: Commitment; perception of the therapist; motivation; technical suitability-.Process ; search for patterns ;new information; consolidation - Change – relinquish- initiate -sustain ; Termination- granting -permission autonomy

Unit III   **(18 hours)**

Types of Psychotherapy: Cognitive therapy- family therapy-rational emotive therapy group therapy- interpersonal therapy-psychodynamic therapy- Art Therapy-Play Therapy-Writing Therapy-Drama Therapy Cognitive behavioural therapy- psychodynamic therapy-group therapy

Unit IV   **(18 hours)**

Therapeutic Techniques: Psychotherapy and counselling – Psychotherapy and social case work – Psychotherapy and culture – Psychotherapy and values and the therapist's responsibility - Psychotherapeutic devices – Catharsis- suggestions- persuasion- re-education- distributive analysis and synthesis

Unit V   **(18 hours)**

Application of Psychotherapy: Schizophrenia-Autism-Eating-disorder-Mental retardation-Application among general population

Course outcomes:

After successful completion of this course, student will be able to
CO1: Define and infer the basic process winding in psychotherapies
CO2: Organize the theoretical foundation of psychotherapies
CO3: Analyzing the learned therapeutic skills in real life professional settings
CO4: Interpreting various psychotherapeutic techniques.
CO5: Construct a psychotherapy model for administering among general population

Textbook:
1. Kottler, J.A. & Brown, R.W.,*Introduction to Therapeutic Counselling.* NY: Brooks/ Cole,2015.

Reference Books:
1. Antony, B., & Dennis, B.,& Jonathan P,*Introduction to Psychotherapy: An Outline Of Psychodynamic Principles And Practice*, New York: Routledge Taylor & Francis Group,2010.
2. Capuzzi.,*Counseling and Psychotherapy*,New Delhi: Pearson Education Inc,2010.

Journals:
1. Meier, A.,& Boivin, M., & Meier, M.,*Theme-analysis: Procedures an application for psychotherapy research. Qualitative Research in Psychology*, 5(4)- 289-310.
2. Gill, M. M.,*Psychoanalysis and exploratory psychotherapy*. Journal of the American Psychoanalytic Association, 2(4)- 771-797.
3. Hess, A. K. (1987). *Psychotherapy supervision: Stages, Buber, and a theory of relationship.* Professional Psychology: Research and Practice,18(3)- 251.

E- Resources:
1.https://www.slideshare.net/halaesayyah/psychotherapy-29545122
2,https://www.talkspace.com/blog/4-phases-will-encounter-making-progress-therapy/

Course Outcomes	Programme Outcomes							
CO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**Total**
CO1	3	3	1	1	1	1	1	**11**
CO2	1	1	3	1	9	1	1	**17**
CO3	9	3	9	3	9	9	9	**51**
CO4	9	3	9	1	3	9	3	**37**
CO5	3	1	9	1	1	3	1	**19**
Total	**25**	**11**	**31**	**7**	**23**	**23**	**15**	**135**

Low-1   **Medium-3**   **High-9**

Core XIV - Personality Theories and Development

(For Students Admitted from 2023-24)

Semester: VI   **Hours/Week: 6**
Subject code:IBSYC62   **Credit: 5**

Course Objectives:
1. To understand the role of personality theory in psychology and ways in which personality is assessed
2. To gain knowledge of concepts constituting the major theories of personality and how they explain human behaviour

Unit I: **(18 hours)**
Introduction to Personality: Definition of Personality. Definition and Development of Self. Components of a Personality Theory. Evaluation of Personality theories

Unit II: **(18 hours)**
Psychoanalytic approach: Sigmund Freud: Psychoanalysis- Instincts: The Propelling Forces of the Personality. The Levels of Personality. The Structure of Personality. Anxiety: A Threat to the Ego - Defences against Anxiety. Psychosexual Stages of Personality Development. Assessment in Freud's Theory.**The Neo-psychoanalytic approach:** Carl Jung: Analytical Psychology- . Alfred Adler: Individual Psychology. Karen Horney: Neurotic Needs and Trends

Unit III: **(18 hours)**
The Life-Span approach: Erik Erikson: Identity Theory.
The Genetics approach: Gordon Allport: Motivation and Personality. Raymond Cattell- Hans Eysenck- The Five-Factor Theory- HEXACO- and the Dark Triad

Unit IV: **(18 hours)**
The Humanistic approach: Abraham Maslow: Needs-Hierarchy Theory. Carl Rogers: Self-Actualization Theor.The Cognitive approach:George Kelly: Personal Construct Theory

Unit V: (18 hours)
The Behavioural approach: B. F. Skinner: Reinforcement Theory. **The Social-Learning approach:** Albert Bandura: Modelling Theory

Course outcomes:

After successful completion of this course, student will be able to
CO1: Define and list out the bases of the behaviour postulated in each perspective
CO2: Make use of the role of environment and hereditary in development of personality
CO3: Compare and contrast personality theories
CO4: Measure the usefulness of theory in finding solutions to human problem
CO5 : Compile theories and analyses which approach have merit and
worthy of continuing scientific investigation

Textbook:

1. Schultz,D.P., & Schultz,S.E ,*Theories of Personality,*USA: Cengage Learning,11th ed,2016.

Reference Books:

1. Hall,C.S., & Lindsey,G., & Campbell, J.B.*Theories of Personality.*Newdelhi: John Wiley & sons,4th ed,2001.
2. Friedman, H.S., & Schutsack, M.W. *Personality: Classic theories and modern research,* Delhi: Pearson Education.2nd ed,2013.
3. Kaplan &Sadock.,*Comprehensive textbook of Psychiatry.*Baltimore: William Wikin,2016.

Journals:

1. Bhoite, S.D & Shinde, L.S,*An overview on Personality Development.*International Journal of Trend in Scientific Research and Development
2. Boyle, G.J.,Mathews, G., & Saklofske, D. H.*Personality theories and Models.* Humanities and social science papers

E – Resources:

1. https://personalitytherories.com
2. https://www.verywellmind.com/personality-perspectives-2795950

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	9	1	3	3	1	3	**29**
CO2	3	1	3	3	1	3	3	**17**
CO3	9	1	1	1	3	1	1	**17**
CO4	9	3	9	1	3	9	1	**35**
CO5	1	1	9	1	1	3	9	**25**
Total	31	15	23	9	11	17	17	**123**

Low-1 **Medium-3** **High-9**

Core XV - Gender Psychology
(For Students Admitted from 2023-24)

Semester: VI   Hours/ week: 6
Subject Code:IBSYC63   Credit: 4

Course Objectives:

1. To learn the theories in exploring the sex and gender differences
2. To learn how study and research in psychology contribute the shifting of social perspective of sex and gender

Unit I: (18 hours)
Introduction to the concept of Gender: Definition of terms related to Gender. Philosophical and Political issues Surrounding Gender: The Sex Difference Debate- Social Construction of Gender-Women's movements- Men's movements

Unit II: (18 hours)
Gender- Role Attitudes: Attitude toward Men's and women's roles**.** Affective Component: Sexism. Cognitive component: Gender Role- Stereotyping. Behavioural Component: Sex Discrimination

Unit III: (18 hours)
Sex- Related Comparisons Theory: Theories of Sex Differences**:** Biological Theories. Evolutionary and Socio-biology Theory. Psychoanalytic Theory. Social Learning Theory. Social Role Theory. Cognitive Development Theory. Gender Schema Theory

Unit IV: (18 hours)
Mental Health and Gender: Sex Differences in Depression. Methodological Artifacts. Theories of Depression. Challenges of Adolescence. Implications of Gender roles in adjustment to chronic illness. Role of Gender in Eating Disorders

Unit V: (18 hours)
Sexual orientation and gender identity: Lesbian- Gay- Bisexual- and Transgender**- Gender and Work:** Paid worker role**.** Combining paid labour with family roles. Quality of paid worker role. Discrimination. Sexual Harassment

Course outcomes:
After the successful completion of this course, the students will be able to
CO 1: Relate and infer Gender concepts
CO2: Experiment with experience on how the attributes of a man and Woman shaped one's life
CO3: Analyse the underlying assumption of every perspectives explaining sex differences
CO4: Portray the gender stereotypes exist in society
CO5: Elaborate the implication of gender on mental health

Textbook:
1. Helgeson, V. S.*The Psychology of Gender.*USA: Pearson Education. Inc,6th ed.2016.

Reference Books:
1. Cherney. I. D,The Psychology of Gender: Educational Faculty Publications,2011.

Journals:
1. Moradi, B., & Tebbe, E.*A Test Objectification Theory with Sexual Minority Women.* Sage Journals,*2022*

E-Resources :
1. https://opentext.wsu.edu/psychology-of-gender/chapter/chapter-1/
2. https://www.psychologytoday.com/us/basics/gender

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	3	1	3	1	1	1	1	11
CO2	9	1	9	9	3	1	9	41
CO3	9	1	3	1	1	3	3	21
CO4	1	3	3	3	1	1	1	13
CO5	1	3	3	1	1	1	1	11
Total	23	9	21	15	7	7	15	97

Low-1   Medium-3   High-9

Core XVI – Project
(For Students Admitted from 2023-24)

Semester: VI   **Hours/Week: 5**
Subject Code:IBSYC64PW   **Credit: 4**
                                                                      (75 Hours)

Course Objectives:
1. To understand the process involved in research
2. To practice the essential skills involved in research

To refine the research skills, students has to take up a small project on an question of interest to them under the supervision of teachers. Student project report will be evaluated by Internal and External   Examiners.

Guidelines
      1. Assure that selected topics should have significance**.**
      2. Credibility of the data should assure.
      3. Interested Psychological area can select.

4. Hypothesis has to be framed to represent the problem of study.
5. Independent variable, dependent variable and intervening variables have to be properly identified.
6. Sufficient review of literature about the variables has to be included.
7. Select suitable research design.
8. A proper sampling technique has to be adopted.

Course outcomes:

After the successful completion of this course, student will be able

CO 1: Mark and outline the research objectives and implement

CO 2: Make use of research in the field

CO 3: Examine the concepts in psychological research

CO 4: Inspect the ability to apply various tools and techniques to solve day–to-day life problems

CO5: Visualize the hypothesis and incur suggestions based on the outcome

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	3	1	9	1	3	1	1	**19**
CO2	3	1	9	1	1	1	1	**17**
CO3	1	1	9	1	1	1	1	**15**
CO4	9	3	3	3	1	9	9	**37**
CO5	3	3	3	1	1	3	1	**15**
Total	**19**	**9**	**33**	**7**	**7**	**15**	**13**	**103**

Low-1   Medium-3   High-9

DSE III - School Counselling
(For Students Admitted from 2023-24)

Semester: VI   **Hours/Week: 4**
Subject Code:IBSYE6A   **Credit: 4**

Course Objectives:

1. To gain knowledge and application of current and emerging technology in education and school counselling to assist students- families- and educators in using resources that promote informed academic- career- and personal/social choices
2. To understand the use of counselling and guidance activities and programs by the total school community to enhance a positive school climate

Unit I **(12 hours)**

Professional And Ethical Boundaries In School Counselling: School Counselling**:** Meaning-Need**-**Development**-** Scope-What counselling is for- Development of School Counselling-Scope-the counsellors relationships within school. Professional and Ethical Boundaries in School Counselling**:** Confidentiality and the Law- Codes of Confidentiality with Pupil Clients in School-Child Protection and Codes of Confidentiality

Unit II **(12 hours)**

Models Of School Counselling: Models of School Counselling: Adler Theories in School Counselling- Rogers Person- (Child)- centred School Counselling- Behaviourism- Ellis Rational Emotive Behaviour Therapy in School Counselling- Beck's Cognitive Behavioural Therapy in School Counselling- Group Counselling- Solution-Focused Brief Counselling- Strengths Based Counselling in the Schools-Virtual Counselling

Unit III **(12 hours)**

Parental Separation and Loss And Bereavement: Parental Separation and Stepparent Conflict**:** Counselling at the Beginning of Parental Separation- Counselling after Separation- Counselling on Living with Step Parents. Loss and Bereavement**:** The Context of Bereavement for Young People- Effect of Bereavement on Development- Bereavement Counselling

Unit IV **(12 hours)**

Drugs and Alcohol Misuse Bullying School:Counselling Bullies- Counselling the Groups-Counselling Victims of Physical Abuse- Counselling Victims of Verbal Abuse. Anger- Aggression and Violence in Schools: Violence and Aggression as a Social Problem- Counselling Violent and Aggressive Pupils. Smoking- Drugs and Alcohol Misuse**:** Drugs in the Society- Counselling Smokers- Counselling for Drug and Alcohol Problems

Unit V **(12 hours)**

Low Self-Esteem- Depression- Life Meaning And Spiritual Emptiness:

Low Self-Esteem- Depression and Suicidal Thoughts: Counselling To Raise Self-Esteem-Counselling Depressed Young People- Counselling Those with Suicidal Thoughts- Counselling the Sexually Abused.-**Life Meaning and Spiritual Emptiness:**- Spiritual Development-Spiritual Counselling and Problems of Congruence- Integrative Style of Spirituality centred Counselling

Course outcomes:

After the successful completion of this course, the student will be able to

CO1: Define and infer the models of school counselling and areas of school counselling

CO2: Experiment with planning and conduct counselling sessions

CO3: Diagnose to sensitize the suicidal ideation and should understand their obligations
      when suicide-laity has been identified

CO4: Recommend the ability of a therapist's role and the values by
      which the therapist conducts counselling

CO5: Fabricate own model for practical applications

Textbook:

1. Chandrashekar C.R.,*Manual for college teachers on students counselling* Bangalore: National

Institute of Mental Health &Neuro Sciences,2008.

Reference Books:
1. Lines, D.*Brief counselling in schools: Working with young people from 11 to18.*
   Sage Publication Ltd,2011.
2. Sikarwar,D, *Handbook on School Counselling.*India: Notion Press.2015.

Journals:
1. Hutti, M. H.*Social and professional support needs of families after perinatal loss*. Journal of Obstetric, Gynecologic & Neonatal Nursing, 34(5)- 630-638.
2. Stone, C. B,*School counseling principles: Ethics and law*. Alexandria,VA: American School Counselor Association.
3. Martin,I., Carey, J., & Karen, D,. *A national study of the current status of state school counseling models*.Professional School Counseling,12(5)

E-Resources:
1. https://www.schoolcounselor.org/getmedia/f041cbd0-7004-47a5-ba01
2. https://www.slideshare.net/_ilovesfu/school-counselling
3. http://www.sagepub.in/upm- data/42517_6_pdf.pdfretrieved on 04.12.2013. Nick Luxmoore – School Counsellors Working with Young People and Staff: A Whole-School Approach- Jessica Kingsley Pub- 2013.

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	9	1	1	3	1	1	25
CO2	1	1	9	3	1	1	1	17
CO3	3	3	3	3	3	3	1	19
CO4	1	1	1	9	1	1	1	15
CO5	1	1	9	1	1	3	3	19
Total	15	15	23	17	9	9	7	95

Low-1   Medium-3   High-9

DSE III - Introduction to Family Counselling
(For Students Admitted from 2023-24)

Semester: VI   **Hours/Week: 4**
Subject Code:IBSYE6B   **Credits:4**

Course Objectives:
1. To develop a basic theoretical understanding of systems thinking- family theory-and an informed view of   the historical development and foundations of family therapy
2. To develop a beginning understanding of family process- family development- and lifecycle perspectives that contributes to family functioning

Unit I: (12 hours)

Introduction: Need of Family counselling. Family Systems Theory: Communication-Problem Solving- Roles in a Family- Boundaries

Unit II: (12 hours)

Process for Working with Families: Stages of counselling process. Establishing a Relationship- Assessing the Problem

Unit III: (12 hours)

Family counselling process: Setting Goals- Selecting an Intervention- Assessing the Intervention- Reaching Closure

Unit IV: (12 hours)

Off the Couch and Online: Technology in Family counselling: Features of Internet counselling- Assessing Appropriateness for Internet counselling- Methods of Cyber counselling- Cyber Ethics

Unit V: (12 hours)

Ethical Issues In Family Work: Major Ethical issues in family counselling. Ethical Code for the International Association of Marriage and Family Counsellors

Course outcome:

After the successful completion of this course, student will be able to

CO1: Define and infer the importance of Family counselling and steps involved in family counselling

CO2: Apply the essentials skill for a counselor

CO3: Analyse the role of online counselling

CO4: Determine knowledge and competency in Assessment -treatment planning- and Therapeutic interventions with individuals- couples and families

CO5: Construct the ability to recognize ethical dilemmas in professional practice

Text book:

1. David,K. M,*Family counselling for All Counsellors*. USA: Office of Educational Research And Improvement,2005.

Reference Books:

1. Street, E.,*Counselling for Family Problem*, Sage Publications,1994.
2. Stillman, B. S., & Elena, N.*"Every Couple Should Read These Marriage Books"*. Oprah Magazine HuffPost,2020.

Journal:

1. Rambo, E., Rhoades, E. A., Boyd, T. V., & Bello, N.Introduction to Systemic Family Therapy. ResearchGate.

E-Resources:

1. https://www.bufdir.no/en/English_start_page/Family_counselling_services/Family_counselling/
2. https://www.webmd.com/parenting/family-therapy-overview#1

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	3	9	1	1	1	1	1	**17**
CO2	1	1	9	3	1	3	3	**21**
CO3	1	1	3	1	3	1	1	**11**
CO4	9	1	1	1	1	9	3	**25**
CO5	1	1	1	9	1	3	3	**19**
Total	**15**	**13**	**15**	**15**	**7**	**17**	**11**	**93**

Low-1   **Medium-3**   **High-9**

SEC VI – Resilience Building
(For Students Admitted from 2023-24)

Semester: VI   **Hours/Week: 2**
Subject Code:IBSYS65   **Credits: 2**

Course Objectives:
1. To understand the concept and importance of resilience
2. To explore the skills and strengths associated with resilience

Unit I   **(6 hours)**
Resilience: Meaning- Nature and Approaches - Theories of Resilience - Promoting Resilience

Unit II   **(6 hours)**
Resilience in the phase of challenges & loss: Positive Response to loss- Resilience & Grit-
Character Strengths and Virtues

Unit III   **(6 hours)**
Post Traumatic Growth & Benefit Finding: Post Traumatic Growth- Models of PTG as
Outcome- Model of PTG as a Coping Strategy Benefit Finding- Meaning Making and Stress
Inoculation -Types of Growth Outcome

Unit IV   **(6 hours)**
Mindfulness and Well Being: Neuroscience of Well-being- Social / Emotional Wellbeing
Mindfulness- Interventions- Mindfulness and mental health- Mindfulness and Positive Thinking

Unit V   **(6 hours)**
Subjective Wellbeing: Promoting Wellness- Integrating community and Positive Psychology
Resilience and WellbeinG

Course outcome:

After the successful completion of this course, student will be able to

CO1: Define and infer the importance of wellbeing and resilience in developing efficient problem solving skills- building and maintaining interpersonal relationships

CO2: Experiment with realistic goal setting- all of which greatly enhance an individual's ability to perform and contribute meaningfully in daily life

CO3: Distinguish various emotions

CO4: Discover one's own personal resilience

CO5: Establish the ability of being mindfulness for resilience building

Text books:

1. Roberston ,D.,*Build your Resilience-teach yourself,*2019.
2. Jeste, V. D.V., & Palmer ,B.W.*A call for a new positive psychiatry of ageing.* Br J Psychiatry,2013.

Reference Books:

1. Albrecht, G., & Devlieger, P.J.The disability paradox: High quality of life against all odds. Soc SciMed,2011.
2. Antonovsky, A. *Health- stress and coping*. San Francisco: Jossey-Bass,2001.
3. Resnick ,B-., Gwyther L. P., & Roberto ,K. A *Resilience in aging: concepts research and outcomes*. New York: Springer,2011.

Journals:

1. Rutter, M. *Resilience: Some conceptual considerations*. Journal of Adolescent Health, 14(8)- 626–631.
2. Robertson, I., & Cooper,C. L.,Resilience : Stress and Health. Journal of the International Society for the Investigation of Stress, 29(3)- 175–176.

E- Resources:

1. https://www.everydayhealth.com/wellness/resilience/#:~:text=%E2%80%9CBuilding %20resilience%20%E2%80%94%20the%20ability%20to- Psychological%20Associ ation%20(APA).%20
2. https://www.verywellmind.com/ways-to-become-more-resilient-2795063
3. https://positivepsychology.com/resilience-activities-exercises/

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	9	1	3	3	9	3	37
CO2	3	1	9	3	3	9	9	37
CO3	3	3	1	1	1	1	1	11
CO4	3	1	3	1	1	3	1	13
CO5	1	1	1	1	1	3	1	9
Total	19	15	15	9	9	25	15	107

Low-1   Medium-3   High-9

Extra Credit –Outreach –Psychosocial Development/Online Course
(For Students Admitted from 2023-24)

Semester: VI
Subject Code:IBSYX6/IBSYX6O **Credit:2**

Course Objectives:
1. To be able to discuss the concept and understand the ground reality of the field of psychosocial development
2. To identify the stages of psychosocial development

Guidelines
1. Each group has to create Psychosocial Development Program.
2. Details on this requirement will be generated from needs and assessment data gathered from community.
3. Group must identify Intervention Strategy and Outcome Expectations.
4. Ideas must be approved by the supervisor.

Course outcomes:
After successful completion of this course, the students will be able to
CO1: Define and list out the basic concept of Psychosocial Development
CO2: Identify the ground reality of the field
CO3: Discover the stages of Psychosocial Development
CO4: Scrutinize to write clinical case studies
CO5: Improve practical skills

Course Outcomes	Programme Outcomes							
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	1	1	1	1	1	1	15
CO2	3	1	3	1	1	9	9	27
CO3	3	1	1	1	1	1	1	9
CO4	3	3	3	3	1	3	9	25
CO5	3	3	3	3	1	9	9	31
Total	21	9	11	9	5	23	29	107

Low-1 **Medium-3** **High-9**