



KANNUR UNIVERSITY

FIVE-YEAR INTEGRATED PROGRAM IN CLINICAL PSYCHOLOGY

**SCHEME AND SYLLABUS
(UNDER CHOICE-BASED CREDIT AND SEMESTER SYSTEM)
BASED ON KANNUR UNIVERSITY FIVE YEAR INTEGRATED
REGULATION**

2024-25 ACADEMIC YEAR ADMISSION OWNWARDS

**SCHOOL OF BEHAVIOURAL SCIENCES
KANNUR UNIVERSITY
MANGATTUPARAMBA CAMPUS**



KANNUR UNIVERSITY

The five-year integrated program integrates undergraduate and postgraduate studies seamlessly over five years, offering a holistic approach to learning. Students will engage in a rigorous curriculum that covers foundational courses in psychology alongside specialized training in clinical assessment, intervention techniques, and research methodologies. The program provides students with a firm foundation in both research and clinical skills and develops an understanding and appreciation for the dialectical relationship between the scientific and professional practice of psychology. Mental health problems are increasing at a rapid rate and the fact is to deal with the current mental health problems professionally in India, especially in Kerala, we have severe inadequacy in terms of mental health professionals based on available numbers. In this context, the need for a Five-year integrated program is inevitable to bridge the gap. The scope of employing these professionals after completing the program is at a large level.

The five-year Clinical Psychology integrated program will cater comprehensive training to the admitted students by integrating various aspects of clinical psychology, starting from foundation courses and in-depth training in assessment, intervention, research, supervision, and consultation, ensuring that students receive holistic and comprehensive training. This prepares them to excel in diverse professional roles within the field. The advantage of the proposed program is that the Interdisciplinary approach can incorporate insights from related disciplines (statistics, sports psychology, data science) fostering an interdisciplinary approach. This approach enhances students' ability to understand and address complex psychological issues from multiple perspectives, enriching their problem-solving skills.

Clinical psychology is a dynamic field with constant developments. An integrated program can adapt to emerging trends and incorporate the latest research findings, technological advancements, and evidence-based practices, ensuring that graduates stay relevant in their careers. By integrating practical experience and supervised clinical training, the program can enhance students' clinical skills. This hands-on approach prepares them for the challenges of real-world clinical settings, making them more competent and confident practitioners.

A well-rounded program can foster a research-oriented mindset among students. Encouraging research activities within the program can contribute to the advancement of clinical psychology as a discipline and promote innovation in therapeutic approaches. Given the diverse cultural context of Kerala and its surrounding areas, an integrated program can emphasize cultural competence and sensitivity. This ensures that future clinical psychologists are equipped to understand and address the unique needs of individuals from different cultural backgrounds. Integrating opportunities for networking and collaboration with professionals in the field can provide students with valuable connections. This can open doors to internships, job opportunities, and collaborations, ultimately enhancing their professional development.

DURATION: 5 Years (10 Semester)

INTAKE: 25 Students



OBJECTIVES OF THE COURSE:

The course is organized as a five-year ten-semester programme with essential theoretical inputs and supervised clinical practice. On completion of the course, the students are expected to:

1. Maintain Professional responsibility.
2. Work with psychosocial dimensions of mental and physical diseases to undertake well targeted clinical counselling.
3. Work with community to promote health, quality of life and psychological well-being.
4. Learn to integrate and cooperate with colleagues of helping professionals in other disciplines.
5. Develop skills in practice and research.
6. Learn to adhere to professional ethics.

ELIGIBILITIES:

Admission is offered to students who have completed and passed higher secondary 12th standard education in any stream from the state/central higher secondary board and any other equivalent government-approved board of examinations in India or abroad with a minimum of 50% mark (As per university regulations).

Admission Procedure

The selection of the candidate is based on the marks obtained in the entrance examination.

Entrance examination

Candidate has to undergo One and half hour (90 minutes) written test consisting of 50 objective-type questions.

Sl. No	Area	Number of Questions
1	General Psychology	25
2	Reasoning Skills	10
3	English Language Skills	10
4	General Knowledge and Current Affairs	05
	Total	50 Questions

Psychology – Syllabus for entrance examination

- Basics of Psychology
- Biological basis of behaviour
- Learning
- Memory
- Motivation & Emotion



COURSE DETAILS:

A student must register for the required number of courses at the beginning of each semester. No students shall register for more than 24 credits and less than 16 credits per semester. This program offers three exit options to the students to get their degree in Psychology/Clinical Psychology

Exit Options

- A total of 133 credits with three years shall be the minimum for successful completion of the BSc Psychology Degree (For Exit with UG = 133)
- A total of 177 credits with four year shall be the minimum for successful completion of the BSc Psychology Honors Degree with Major in Clinical Psychology/Research (For Exit with UG Honours/Honours with Research the total credit =177)
- A total of 217 credits with five year shall be the minimum for successful completion of the MSc in Clinical Psychology.

Course Mapping- BSc Psychology – Total Credit 133

Semester	DSC Credit 4	DSE Credit 4	AEC Credit 3	SEC Credit 3	MDC Credit 3	VAC Credit 3	Internship Credit 4	Total Courses	Total Credits
I	A-1 B-1 C-1		AEC-1 AEC-2		MDC-1			6	21
II	A-2 A-3 B/C-2 B/C-3		AEC-3		MDC-2			6	22
III	A-4 A-5 A-6 A-7				MDC-3	VAC-1		6	22
IV	A-8 A-9 A-10 A-11			SEC-1		VAC-2		6	22
V	A-12 A-13 A-14 A-15	DSE-1		SEC-2				6	23
VI	A-16 A-17 A-18	DSE-2		SEC-3			Internship 4 Credit*	6	23
Total	Major- 18 B/C-4	2	3	3	3	2	1	36	133

DSC- Discipline Specific Course, DSE-Discipline Specific Elective, AEC-Ability Enhancement Course, SEC-Skill Enhancement Course, MDC- Multi Disciplinary Course, VAC- Value Added Course, A- Major, B-Minor- C-Minor
* Internship of 4 credits can be completed as 2 credits internship twice, or 4 credits at a single stretch between semester 3 and 6.



Course Mapping- BSc Psychology Honors with Research Major in Clinical Psychology
Total Credit 177 & MSc in Clinical Psychology with total credit of 217

Semester	DSC Credit 4	DSE Credit 4		MOOC Credit 4	Internship Credit 4	Total Courses	Total Credits
VII	A-19 A-20 A/B/C- 21 A/B/C- 22	DSE-3 DSE-4 DSE-5	5 Courses with 2 DSC from A, 1 DSE from A and choice of DSC or DSE from A/B/C – including specialized capstone courses	MOOC / Online – 1 (4C)		6	24
VIII	A/B/C- 23	DSE-6	1 DSC or DSE	MOOC / Online – 2	Project /Dissertation - 12Credit (Honours with Research) For Honours – additional 3 4C Courses in DSC or DSE		20
Student exit 4-year degree (Hons/Hons with Research) with Major in Clinical Psychology							
IX	A-24 A-25 A-26 A-27 A-28	-	-		One 4 Credit Internship in lieu of one DSC and/or One 4 C MOOC/Online/blended course in lieu of one DSC		20
X	Research				Dissertation 20 credits		20
Student exit with 5-year Integrated MSc Degree in Clinical Psychology*							

*For FYIMP, the 40 credits in 5th year can also be obtained with coursework alone or research alone.

PATHWAYS OF THE COURSE

A. Discipline Specific Foundation and Pathway courses for a 3-year Degree.

Students shall acquire the following credits for the Discipline Specific foundation and pathway courses for a 3-year Degree program. The student who wishes to exit with a degree after three years needs to acquire a minimum of 94 credits from Discipline- specific foundation and pathway courses, approximately 70% of the total credit requirement for the three-year programme. The suggested credit distribution for each of the sub-categories of Discipline-Specific Courses are given below. It should be noted that based on the choice of the student's choice of the pathway the number of credits under major and minor may vary.

Sl.No	Curricular Components	Minimum Credits
1	Major pathway courses	68 Credits
2	Minor pathway courses	28 Credits
3	Internship	4 Credits

B. Discipline Specific foundation and pathway courses for four-year Honours/Honours with Research Degree



Students shall successfully complete a minimum of 33 credits from General foundation courses and minimum of 94 credits from discipline specific foundation and pathway courses and another 6 credits from courses of students' choice (major or minor) to complete 100 credits as described above to enter for the fourth year for the honours program. The student who enters the honours program after successfully acquiring 133 credits is required to earn an additional 44 credits within one year from the discipline-specific capstone components, minor components, and the research. The suggested credit distribution for each of the sub-categories of different levels of courses is given below:

Sl.No	Curricular Components	Honours	Honours with Research
1	Major pathway/capstone courses	20 Credits	20 Credits
2	Minor pathway courses	12 Credits	12 Credits
3	Additional Major pathway courses	12 Credits	
4	Research project/dissertation		12 Credits

Note: For Honours with a research programme the mentor will specify the relevant major and minor pathway courses and the credits

C. Discipline Specific courses for Five-year Integrated Masters Programme

Students who completed four-year honours with a minimum of 177 credits should earn an additional 40 credits for the fifth year for the award of Five years integrated PG degree.

Three pathways are suggested to earn 40 credits for the fifth year for the Integrated Masters program as given below:

Sl.No	Curricular Components	Coursework	Research thesis/Project/Patent	Total Credits
1	Coursework + Research	20 Credits	20 Credits	40
2	Coursework	40 Credits	-	40
3	Research		40	40

The mentor shall specify the courses for course work, the course level should be 500. The curricular components and credits shall be modified by the university as and when the regulations are modified/finalized by UGC/Kerala State Higher Education committee.

The Program Pathway is Degree with a single Major: A student pursuing the FYIMP in a specific discipline shall be awarded a Major degree if he secures at least 50% of the total credits in the specific discipline required for the award of the Degree in that Discipline. This pathway may be recommended to those students who opt for an in-depth study in a particular discipline, without systematically exploring any other discipline. The students pursuing FYIMP in a specific discipline shall be awarded a UG Degree in a Major discipline if they secure a minimum 68 credits in that Major discipline from 17 courses (total credits of 133 required for the three-year program). The remaining 32 credits (28 credits from 7 different courses and 4 credits from Internship) in Discipline Specific Courses (DSC) can be acquired either from the same Major discipline or from other disciplines. If the students continue to the fourth year of FYIMP, to be eligible for a UG Honours Degree in the Major discipline, they should earn a further 32 credits in that Major discipline from capstone level courses and project, and an additional 8 credits from any disciplines.

Other Options:



- Major with Multipole discipline Pathway (Multidisciplinary)
- Major with Minor pathway
- Interdisciplinary Major
- Major with Vocational Minor pathway
- Double Major Pathway

TOTAL CREDITS FOR SIX SEMESTERS (THREE-YEAR EXIT) = 133

COURSES	CREDITS	SEMESTERS
Major / Minor Stream (DSC /DSE)	96 (4 credit courses)	Within all six semesters
Multidisciplinary Courses (MDC)	9 (3 credit three courses)	1 to 4
Value Addition Courses (VAC)	6 (3 credits two courses)	1 to 4
Ability Enhancement Courses (AEC)	9 (3 Credits three courses)	1 & 2
Internship / Field Visit	4 (either one 4C internship or two 2C internships)	3 to 6
Total credits for Semester 7 and 8	133	

TOTAL CREDITS FOR SEMESTERS 7 & 8 = 44

COURSES	CREDITS	SEMESTERS
Major / Minor Stream (DSC /DSE)	24 (4 credit 6 courses)	7
Additional DSC / DSE for Honours (in Major discipline)	12 (2 DSC and 1 DSE in the Major)	8
MOOC / ONLINE COURSES (Blended Mode)	8 (4 credits 2 courses)	7 & 8
Total credits for Semester 7 and 8	44*	

**For Honours with Research 12 credits Project in Semester 8 and for Honours additional 12 credits DSC / DSE in Semester 8 which should include Capstone level courses*

TOTAL CREDITS FOR SEMESTERS 9 & 10 = 40

Pathway 1

COURSES	CREDITS	SEMESTERS
Coursework	20 (4 credit 5 courses) *	9
Research	20 Credits	10

**Among the 5 courses in semester 9 one course can be online/MOOC/blended mode at level 500, and one course can be a 4 credit Internship.*

Pathway 2

COURSES	CREDITS	SEMESTERS
Coursework	20 (4 credit 5 courses) *	9
Internship (Clinical Training)	20 Credits	10

**Among the 5 courses in semester 9 one course can be online/MOOC/blended mode at level 500, and one course can be a 4 credit Internship*



Pathway 3

COURSES	CREDITS	SEMESTERS
Coursework	20	9
Coursework	20 (4 credit 5 courses) *	10

**Among the 5 courses each in semesters 9 and 10, one course each can be online/MOOC/blended mode at level 500, and one course each can be a 4 credit Internship in both semesters*

ASSESSMENT AND EVALUATION

The assessment shall be a combination of a Continuous Comprehensive Assessment (CCA) and an End Semester Evaluation (ESE). There should be a separate minimum of 40 % each for CCA and ESE. Fifty percent of weightage shall be given for Continuous Comprehensive Assessment (CCA) and fifty percent weight for End Semester Evaluation (ESE). Evaluation of the students shall be done by with a proportion of the distribution of marks among End Semester Examination and Continuous Evaluation shall be 50:50. Performance of each student in an assessment shall be intimated to the students within two weeks of the conduct of test/ submission of assignment/ report.

The CCA consists of formative and summative assessments. **Formative assessment includes;** Practical Assignments, Observation of practical skills, Viva voce, Quizzes, Interviews, Oral presentations, Computerized adaptive testing, In-class discussions, Group Tutorial work, Reflection writing assignments, Home assignments, Self and peer Assessments, Problem-Based Learning, Case-Based learning, Classroom Case Discussions, Journal Club, Community outreach learning programs, preparation of intervention/psychoeducation/training modules Any other method as may be required for specific course /student by the course faculty or other measures as proposed in the syllabus and approved by the university. However, each course teacher should outline the continuous evaluation method well in advance and inform the students before the beginning of the course and should be outlined in the syllabus.

The percentage allocation for each component under Continuous Evaluation shall be usually in the following proportions:

Theory		Practical	
Components	Percentage	Components	Percentage
Test Papers	40%	Practical tests*	80%
Viva-voce, Seminar presentations, Discussion, Debate etc. Relevant to the course (As per the course teacher's decision after prior approval of department council)	40%	Record	20%
Assignment	20%		

**Practical test evaluation will be based on specific criteria will be outlined by the course coordinator with a prior approval of Department Council*

Summative Assessment: The method of summative assessment will be as follows: (any one as decided by the course coordinator): Written test, Open book test, Psychological test report, Problem-based assignments, Individual project reports, Case study report, Team project report, Literature surveys, and Standardized Tests or Any other pedagogic approach specifically designed for a particular course by the course coordinator and approved by the department council well in advance.



A Student may repeat summative assessment only if for any compulsive reason due to which the student could not attend the assessment. The prerogative of arranging a CCA lies with the course Coordinator with the approval of the Head of the Department in which the student is admitted based on justified reasons. The Course Coordinator shall be responsible for evaluating all the components of continuous assessment for the concerned subject of a course. However, the University may involve any other person (External or Internal) for the Evaluation of any or all the components as decided by the Vice Chancellor from time to time in case any grievances are raised. Written tests shall be precisely designed using a variety of tools and processes (e.g., constructed responses, open-ended items, multiple-choice), and the students should be informed about the evaluation modalities well in advance. The faculty may provide options for students to improve their performance through continuous assessment mode.

There shall be Theory and Practical examinations at the end of each semester, ordinarily during November-December for odd semesters and during April-May for even semesters, as prescribed in the Scheme of Examinations. On-demand examination: Considering the emergence of new technology-based methods and the integration of teaching-learning and examinations in novel forms, offering examinations on demand may be provided with prior approval of the department council and University.

Regarding evaluation, the total weightage of the questions will be proportional to the credit of the corresponding course. In all cases, continuous formative evaluation may account for up to 50% of the total assessment. The end-semester evaluation will be conducted at the department itself as per the university guidelines. Individual learning plans (ILPs) and/or specific assessment arrangements may be put in place for differently abled students. Suitable evaluation strategies including technology-assisted examinations/alternate examination strategies may be designed and implemented for differently abled students.

Practical Exam

There shall be no external examiner for conducting a Practical examination. There shall be a continuous evaluation of practical courses conducted by the Course- In- Charge. Continuous evaluation of practicals will carry a weightage of 50%.

The scheme of continuous evaluation of practical courses will be as given below:

Components of Evaluation of Practical Courses	Weightage
Continuous evaluation of practical performed in practical classes by the students	50%
End-semester practical/viva-voce examination to be conducted by course in charge along with an additional examiner arranged internally by the Department council	30%
Evaluation of the Practical records submitted for the end semester practical/Viva-Voce Examination by the course in charge and additional examiner appointed by the chairperson	20%

The process of continuous evaluation of all Practical Courses shall be completed at least 10 days before the end-semester examination. If students fail in continuous assessment of a practical course due to some reason, the “Pending” course may be cleared during the next semesters/ a fast track semesters along with respective semester. The students shall be required to attend practical classes of that course by going through the continuous evaluation process.



Those who have completed the continuous evaluation alone will be permitted to appear for the end semester (practical) viva-voce. For grievance redressal purpose, the University shall have the right to call for all the records of teachers' continuous evaluation. The grades awarded in each semester (Continuous Internal Assessment and Practical Examinations) shall be forwarded to the Controller of Examinations (one week before the last date of semester examination) after resolving all the grievances of the students.

Grading

A 10-point indirect grading system shall be adopted for evaluation. The following table gives the marks %, grade points and letter grade.

Range of Marks %	Grade Point	Letter Grade
95-100	10	O (Outstanding)
85-94	9	A+ (Excellent)
75-84	8	A (Very Good)
65-74	7	B+ (Good)
55-64	6	B (Above Average)
45-54	5	C (Average)
40-44	4	P (Pass)
Below 40	0	F (Fail)
	0	Ab (Absent)

A minimum of grade point 4 (Grade P) is needed for the successful completion of a Course. A student who has failed in a Course can reappear for the End Semester Examination of the same Course along with the next batch without taking re-admission or choose another Course in the subsequent semesters of the same programme to acquire the minimum credits needed for the completion of the Programme. There shall be no improvement for CCE.

Computation of SGPA and CGPA

The following method is recommended to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA). The SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e. $SGPA (S_i) = \frac{\sum (C_i \times G_i)}{\sum C_i}$ Where C_i is the number of credits of the course and G_i is the grade point scored by the student in the course.

Example of computation of SGPA

Semester	Course	Credit	Letter Grade	Grade Point	Credit Point Credit x Grade
I	Course 1	3	A	8	3 x 8 = 24
I	Course 2	4	B+	7	4 x 7 = 28
I	Course 3	3	B	6	3 x 6 = 18
I	Course 4	3	O	10	3 x 10 = 30
I	Course 5	3	C	5	3 x 5 = 15
I	Course 6	4	B	6	4 x 6 = 24
		20			139
			SGPA		139/20 =6.95



The Cumulative Grade Point Average (CGPA) is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e. $CGPA = \frac{\sum (C_i \times S_i)}{\sum C_i}$ Where S_i is the SGPA of the semester and C_i is the total number of credits in that semester.

Example for Computation of CGPA

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
Credit: 21 SGPA:6.9	Credit: 21 SGPA:7.8	Credit:22 SGPA:5.6	Credit: 24 SGPA:6.0	Credit: 23 SGPA: 6.3	Credit 22 SGPA 8.0
CGPA= 6.74 $(21 \times 6.9 + 21 \times 7.8 + 22 \times 5.6 + 24 \times 6.0 + 23 \times 6.3 + 22 \times 8.0)/133$					

The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts. Transcript (Format): Based on the above recommendations on Letter grades, grade points and SGPA and CGPA, Kannur University will issue the transcript for each semester and a consolidated transcript indicating the performance as a digital document. Based on the CGPA, the overall letter grade of the student and classification shall be given in the following way.

CGPA	Overall Letter Grade	Classification
9.5 and above	O	Outstanding
8.5 and above but less than 9.5	A+	First Class with Distinction
7.5 and above but less than 8.5	A	
6.5 and above but less than 7.5	B+	First Class
5.5 and above but less than 6.5	B	Second Class
4.5 and above but less than 5.5	C	
4.0 and above but less than 4.5	D	Third Class
Less than 4.0	F	Fail

Appearance for Continuous Evaluation (CE) and End Semester Examination (ESE) are compulsory, and no Grade shall be awarded to a candidate if the candidate is absent for CE or ESE or both.

Attendance and Progress

The minimum attendance required for each Course shall be 60 % of the total number of classes conducted for that semester. Those who secure the minimum attendance in a semester alone will be allowed to register for the End Semester Examination. Condonation of shortage of attendance for a maximum of 10 days in a semester, subject to a maximum of two spells for Semesters I to VI and 10 days in a semester, subject to maximum of two spells for semesters VII to VIII separately may be granted by Vice Chancellor.

The following Higher studies options at the level of post-graduation/research was already described by UGC in the national Higher education qualification framework. The two-year master programme will continue (with an option of having the second year devoted entirely to research) for those who have completed a 3-year bachelors programme under the FYUGP regulations. The regulation for two-year Master's program will be provided separately. For students who have completed a 4-year bachelor's degree could complete their master programme within one year by acquiring the required credits as per the PG curriculum



framework requirement or adaptation of 5-year PG program initiated by UGC/KSHEC. For enrolling in a PhD programme, the candidate should have acquired a Masters degree or a 4-year honours degree with research.

The maximum time limit to complete a 6-semester programme shall be 6 years after joining the programme. The maximum time limit to complete the 10-semester programme for the FYIMP will be 8 years from the time of joining the programme.





KANNUR UNIVERSITY

SCHOOL OF BEHAVIOURAL SCIENCES

VISION

To build competence in students to become mental health professionals and researchers in the field of psychology.

MISSION

To provide awareness, knowledge, and skills in the discipline of clinical psychology

PROGRAMME OUTCOMES

PO1: Critical Thinking and Problem-Solving-Apply critical thinking skills to analyze information and develop effective problem-solving strategies for tackling complex challenges.

PO2: Effective Communication and Social Interaction-Proficiently express ideas and engage in collaborative practices, fostering effective interpersonal connections.

PO3: Holistic Understanding-Demonstrate a multidisciplinary approach by integrating knowledge across various domains for a comprehensive understanding of complex issues.

PO4: Citizenship and Leadership-Exhibit a sense of responsibility, actively contribute to the community, and showcase leadership qualities to shape a just and inclusive society.

PO5: Global Perspective-Develop a broad awareness of global issues and an understanding of diverse perspectives, preparing for active participation in a globalized world.

PO6: Ethics, Integrity and Environmental Sustainability-Uphold high ethical standards in academic and professional endeavors, demonstrating integrity and ethical decision-making. Also acquire an understanding of environmental issues and sustainable practices, promoting responsibility towards ecological well-being.

PO7: Lifelong Learning and Adaptability-Cultivate a commitment to continuous self-directed learning, adapting to evolving challenges, and acquiring knowledge throughout life.



PROGRAMME SPECIFIC OUTCOMES

- PSO 1: Equip with the necessary professional skills to serve society by applying their skill set in different fields of practice of psychology.
- PSO 2: Gain Analytical skills in the field/area of Psychology
- PSO 3: Understand and appreciate professional ethics and community living.
- PSO 4: Competency in applying acquired knowledge and skills to solve problems associated with psychological issues
- PSO 5: Apply decision making methodologies to evaluate solutions for providing mental health services.
- PSO 6: Inquire critically into their core discipline with equal vigilance towards the changing state of knowledge in their chosen and allied disciplines.
- PSO 7: Initiative to create social consciousness towards biases and stigma towards mental illness and disorders.
- PSO 8: Apply the knowledge of multidisciplinary sciences in the domains of Clinical psychology
- PSO 9: Use modern technology effectively while being aware of the ethical issues related to research misconduct and intellectual property rights.
- PSO10: Form a part of member in a team with right attitudes
- PSO 11: Gain the skills necessary to function as a professional mental health practitioner in different psychological settings.

COURSE OUTCOMES

- CO1: Evaluate the application of psychological processes in real life settings
- CO2: Analyze the different personality theories critically
- CO3: Explain the use of different research methods in psychology
- CO4: Administer appropriate psychological assessments in different settings
- CO5: Prepare a clinical case formulation of a person with mental health issues
- CO6: Apply different skills and techniques used for effective counselling
- CO7: Describe the steps of scientific research processes and report writing
- CO8: Provide appropriate psychological services in a mental health setting
- CO9: Compare the physical, cognitive and socio-emotional development across different stages of life
- CO10: Evaluate different data collection methods used to conduct psychological research



CO11: Develop and standardize psychological assessment by following step by step test construction process.

CO12: Conduct psychological research following APA guidelines and ethical principles

Mapping of Program Outcomes to PSOs

PSO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
PSO 1	5	4	1	3	2	1	2
PSO 2	4	5	3	5	4	2	2
PSO 3	5	5	4	5	5	5	5
PSO 4	5	5	4	5	5	3	4
PSO 5	5	5	4	5	4	4	4
PSO 6	5	4	5	5	5	5	3
PSO 7	5	5	4	5	5	5	5
PSO 8	5	4	5	5	5	4	5
PSO 9	3	4	1	3	3	4	4
PSO 10	5	5	4	5	5	5	5
PSO 11	5	4	4	5	3	3	3

Scale: 5=Completely Matching, 4=Very Strongly Matching, 3= Moderately Matching, 2= Slightly Matching, 1= Least Matching



PROGRAMME STRUCTURE
Distribution of Credit, Hours, and Weightage Ratio

SEMESTER - I								
Course Code	Title of the Paper	Credits	Contact Hours/Week			Weightage Ratio		
			L	T/S	P	CCE	ESE	T
KU01DSCPSY101	Foundations of Psychology	4	2	1	1	50	50	100
	AEC-1	3	2	1		50	50	100
	AEC-2	3	2	1		50	50	100
	MDC-1	3	2	1		50	50	100
	Minor B1	4	2	1	1	50	50	100
	Minor C1	4	2	1	1	50	50	100
Total Credits		21						
SEMESTER - II								
KU02DSCPSY102	Life Span Development	4	2	1	1	50	50	100
KU02DSCPSY103	Cognitive Psychology	4	2	1	1	50	50	100
	AEC-3	3	2	1		50	50	100
	Minor B2	4	2	1	1	50	50	100
	Minor C2	4	2	1	1	50	50	100
	MDC-2	3	2	1		50	50	100
Total Credits		22						
SEMESTER - III								
KU03DSCPSY201	History and Perspectives of Psychological Science	4	2	1	1	50	50	100
KU03DSCPSY202	Personality: Approaches and Contemporary Application	4	2	1	1	50	50	100
KU03DSCPSY203	Social Psychology	4	2	1	1	50	50	100
KU03DSCPSY204	Child and Adolescent Psychology	4	2	1	1	50	50	100
	MDC-3	3	2	1		50	50	100
	VAC-1	3	2	1		50	50	100
Total Credits		22						
SEMESTER - IV								
KU04DSCPSY205	Clinical Psychology-1	4	2	1	1	50	50	100
KU04DSCPSY206	Biological Basis of Behavior	4	2	1	1	50	50	100
KU04DSCPSY207	School Psychology	4	2	1	1	50	50	100
KU04DSCPSY208	Health Psychology	4	2	1	1	50	50	100
	SEC-1	3	2	1		50	50	100
	VAC-2	3	2	1		50	50	100
Total Credits		22						
SEMESTER - V								
KU05DSCPSY301	Clinical Psychology-2	4	2	1	1	50	50	100
KU05DSCPSY302	Counselling and Guidance	4	2	1	1	50	50	100
KU05DSCPSY303	Community Psychology	4	2	1	1	50	50	100
KU05DSCPSY304	Educational Psychology	4	2	1	1	50	50	100
KU05DSEPSY301	Positive Psychology	4	2	1	1	50	50	100
KU05DSEPSY302	Organizational Behaviour		2	1	1	50	50	100
KU05DSEPSY303	Behavioral Economics		2	1	1	50	50	100
	SEC-2	3	2	1				100
Total Credits		23						



SEMESTER - VI								
KU06DSCPSY305	Neuropsychology	4	2	1	1	50	50	100
KU06DSCPSY306	Disaster Management & Psychological First Aid	4	2	1	1	50	50	100
KU06DSCPSY307	Psychology for Contemporary India	4	2	1	1	50	50	100
KU06DSEPSY304	Environmental Psychology	4	2	1	1	50	50	100
KU06DSEPSY305	Sports and Exercise Psychology		2	1	1	50	50	100
	SEC-3							
KU06INTPSY301	Internship	4		4		50	50	100
Total Credits		23						
SEMESTER- VII								
KU07DSCPSY401	Psychometrics	4	2	1	1	50	50	100
KU07DSCPSY402	Ethics in Psychological Practice	4	2	1	1	50	50	100
KU07DSCPSY403	Research Methods: Quantitative	4	2	1	1	50	50	100
KU07DSCPSY404	Research Methods: Qualitative	4	2	1	1	50	50	100
KU07DSEPSY401	Cultural Psychology	4	2	1	1	50	50	100
KU07DSEPSY402	Psychology for Interpersonal Relationships		2	1	1	50	50	100
KU07DSEPSY403	Forensic Psychology		2	1	1	50	50	100
	MOOC- Online-1	4						100
Total Credits		24						
SEMESTER – VIII								
KU08DSCPSY405	Psychotherapy	4	2	1	1	50	50	100
KU08DSCPSY406	Behavioral Neuroscience	4	2	1	1	50	50	100
KU08DSCPSY407	Academic Writing in Psychology	4	2	1	1	50	50	100
KU08DSEPSY404	Indian Approaches to Psychotherapy	4	2	1	1	50	50	100
KU08DSEPSY405	Psycho-oncology		2	1	1	50	50	100
KU08DSEPSY406	Group Counselling and Applications	4	2	1	1	50	50	100
KU08DSEPSY407	Geriatric Psychology		2	1	1	50	50	100
	MOOC- Online-2/Online Course	4						100
KU08RPHPSY401	Capstone Project in Honours with Research Program	12		8	4	50	50	100
Total Credits		20						
SEMESTER - IX								
KU09DSCPSY501	Recent Advances in Psychotherapy	4	2	1	1	50	50	100
KU09DSCPSY502	Advanced Quantitative Research Methods	4	2	1	1	50	50	100
KU09DSCPSY503	Advanced Qualitative Research	4	2	1	1	50	50	100
KU09DSCPSY504	Management of Neurodiversity	4	2	1	1	50	50	100
KU09CIPPSY501	Capstone Internship-1/MOOC-Online/Signature Course	4		4		50	50	100
Total Credits		20						
SEMESTER - X								
KU10DSSPSY501	Cognitive Behavior Therapy (CBT)	4	2	1	1	50	50	100
KU10DSSPSY502	Foundations of Psychotraumatology and Trauma Informed Care	4	2	1	1	50	50	100
KU10DSSPSY503	Suicide Prevention and Management	4	2	1	1	50	50	100
KU10DSSPSY504	Marital and Family Therapy	4	2	1	1	50	50	100
KU10DSSPSY505	Disability and Rehabilitation	4	2	1	1	50	50	100
KU10RPHPSY501	Capstone Research Program*	20		16	4	50	50	100
KU10CIPPSY501	Capstone Internship Program**	20		20		50	50	100
Total Credits		20						

**If opting research pathway students will take 20 credits of research. **If the student is opting for an internship pathway, they will complete 20 credits of supervised clinical training. Other students will follow the coursework pathway of 20 credits.*



A- Indicates Major Courses, B& C- indicates minor courses, DSC-Discipline Specific Course, DSE- Discipline Specific Elective, AEC-Ability Enhancement Course, MDC- Multidisciplinary Course, VAC- Value added Course, SEC-Skill Enhancement Course

MDC Courses offered by School of Behavioural Sciences

Course Code	Title of the Paper	Credits	Contact Hours/Week			Weightage Ratio		
			L	T/S	P	CCE	ESE	T
KU01MDCPSY101	Psychology of Everyday Life	3	2	1		50	50	100
KU02MDCPSY102	Self and Society	3	2	1		50	50	100
KU03MDCPSY201	Psychology of Gender and Sexuality	3	2	1		50	50	100

VAC Courses offered by School of Behavioural Sciences

Course Code	Title of the Paper	Credits	Contact Hours/Week			Weightage Ratio		
			L	T/S	P	CCE	ESE	T
KU03VACPSY201	Ethics and Pro social behavior	3	2	1		50	50	100
KU04VACPSY202	Driving and Road Rage Behavior	3	2	1		50	50	100
		3	2	1		50	50	100

SEC Courses offered by School of Behavioural Sciences

Course Code	Title of the Paper	Credits	Contact Hours/Week			Weightage Ratio		
			L	T/S	P	CCE	ESE	T
KU04SECPSY201	Stress Management	3	2	1		50	50	100
KU05SECPSY301	Psychology of Love and Belongings	3	2	1		50	50	100
KU06SECPSY302	Psychological Skills for Professional Development	3	2	1		50	50	100



SEMESTER I
KU01DSCPSY101
FOUNDATIONS OF PSYCHOLOGY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
I	DSC	100-199	KU01DSCPSY101	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial/Seminar	Practical	CE	ESE	Total	
2	1	1	50	50	100	2

ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Descriptions:

The course aims to introduce the field of psychology to a student by promoting discussions on major psychological concepts and the history and science behind it. The course aims to provide students with a solid foundation in psychology, laying the groundwork for further exploration in specialized areas of interest. Whether the student is planning to pursue a career in psychology or simply interested in understanding human behavior and mental processes, this course will provide them with valuable insights that one can apply in both personal and professional life.

Course Objectives:

- To introduce the field of psychology as a branch of science
- To familiarize students with the basic concepts of psychology
- To evoke curiosity within the student to explore the past, present and future of the field psychology

Course Pre-requisites:



COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO No.	Expected Outcome	Learning Domains
C01	Critically evaluate the application of motivation principles in real life settings	E
C02	Understand the methods useful for experiments in psychology	U
C03	Critically evaluate the theories of motivation and its applications	E
C04	Create examples for the application of principles of memory in daily life	C

Remember (K), Understand (U), Apply(A), Analyze (An), Evaluate(E), Create (C)

Mapping of Course Outcomes to PSOs/PO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11
CO1	✓	✓		✓	✓				✓		
CO2			✓			✓			✓		
CO3	✓	✓		✓	✓						✓
CO4	✓		✓	✓	✓	✓	✓	✓			✓

COURSE CONTENT

Module 1: Introduction to Psychology (15 Hours)

- 1.1 Psychology- definition.
- 1.2 Brief history of modern scientific psychology, Science of Psychology (Myths and Misconceptions)
- 1.3 Major perspectives- behavioural, cognitive, biological, evolutionary, developmental, psychodynamic,
- 1.4 Social and cultural, Major applied areas of psychology.

Suggested readings specific to the module.

- 1.1 Baron, R.A.(2013). Psychology. (5th ed.). India: Dorling Kindersley
- 1.2 Baron, R.A.(2013). Psychology. (5th ed.). India: Dorling Kindersley
- 1.3 Baron, R.A.(2013). Psychology. (5th ed.). India: Dorling Kindersley
- 1.4 Baron, R.A.(2013). Psychology. (5th ed.). India: Dorling Kindersley



Module 2: Introduction to Psychological Research (10 Hours)

- 2.1 Definition and Concepts
- 2.2 Variables: Definitions, Types
- 2.3. Different types of research; Advantages and Disadvantages
- 2.4 Ethical issues in psychological research

Suggested readings specific to the module.

- 1.1 Baron, R.A. (2013). Psychology. (5th ed.). India: Dorling Kindersley.
- 1.2 Baron, R.A. (2013). Psychology. (5th ed.). India: Dorling Kindersley.
- 1.3 Baron, R.A. (2013). Psychology. (5th ed.). India: Dorling Kindersley.
- 1.4 Baron, R.A. (2013). Psychology. (5th ed.). India: Dorling Kindersley.

Module 3: Methods of Psychology (15 Hours)

- 3.1 Questionnaire, survey, case study
- 3.2 Interview, Observation
- 3.3 Focus group discussions, Content Analysis,
- 3.4 Other data collection methods

Suggested readings specific to the module.

- 3.1 Baron, R.A.(2013). Psychology. (5th ed.). India: Dorling Kindersley.
- 3.2 Baron, R.A.(2013). Psychology. (5th ed.). India: Dorling Kindersley.
- 3.3 Baron, R.A.(2013). Psychology. (5th ed.). India: Dorling Kindersley.
- 3.4 Baron, R.A.(2013). Psychology. (5th ed.). India: Dorling Kindersley.

Module 4: Basic Psychological Processes (20 Hours)

- 4.1 Emotions: Types, Concept
- 4.2 Sensation and perception: basic concepts
- 4.3 Motivation: Concept and approaches
- 4.4 Memory: Types and process

Suggested readings specific to the module.

- 4.1 Baron, R.A.(2013). Psychology. (5th ed.). India: Dorling Kindersley.
- 4.2 Ciccarelli, S.K. & White J.N. (2017) Psychology (5th ed.). New York: Pearson education
- Ciccarelli, S.K. & White J.N. (2017) Psychology (5th ed.). New York: Pearson education
- Goldstein, E.B. (2016). Sensation and Perception (10th ed.). USA: Wadsworth Cengage Learning
- 4.3 Ciccarelli, S.K. & White J.N. (2017) Psychology (5th ed.). New York: Pearson education



4.4 Ciccarelli, S.K. & White J.N. (2017) Psychology (5th ed.). NewYork: Pearson education

Module 5: Teacher Specific Module (15 hours)

A minimum of 5 experiments from the given list are to be conducted and documented during the semester. Experiments should be taken from different areas depending on the availability of the test materials and should be conducted using appropriate designs. Report of each experiment should contain introduction, aim, method, result, discussion, conclusion and references in APA Format.

Sl No	Practical	Sl No	Practical
1	Two-point threshold	14	Difference threshold
2	Auditory localization	15	Auditory discrimination
3	Span of attention	16	Division of attention
4	Distraction of attention	17	Reaction time
5	Time perception	18	Phi-phenomenon
6	Depth perception.	19	Muller Lyre illusion.
7	Colour Preference	20	Colour blindness
8	Yerks multiple choice	21	Trial and error learning
9	Transfer of learning	22	Massed versus spaced learning
10	Immediate Memory Span	23	Retention as a function of memory
11	Level of Aspiration	24	Knowledge of result
12	Effect of mental fatigue	25	Mapping the visual field
13	Judging Emotions	26	Computer based experiments

Note:

- The experiment should be designed by the teacher concerned. The design can be changed or altered for subsequent batches.
- An experiment can be substituted with another one of similar purpose by the teacher concerned at the instance of unavailability of a particular test or equipment.

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1. Baron, R.A.(2013). Psychology. India: Dorling Kindersley.
2. Ciccarelli, S.K. & White J.N. (2017) Psychology (5th ed.). NewYork: Pearson education
3. Gleitman, H., Reisberg, D., & Gross, J.(2007) Psychology. (7th ed). USA: W.W. Norton and company.



4. Goldstein, E.B. (2016). Sensation and Perception (10th ed.). USA: Wadsworth Cengage Learning
5. Smith, E.E., Hoeksema, S.N., Fredrickson, B., & Loftus, G.R. (2006). Introduction to Psychology. India : Thomson learning Inc.
6. Weiten, W. (2012). Psychology: Themes and variations (9th ed., International edition). Wadsworth Publishing Co Inc

Core Suggested Reading

- Banyard, P., Davies, M.N.O., Norman, C., & Winder, B. (2012). Essential Psychology. New Delhi: Sage Publications.
- Edwards, D, C. (1999). Motivation and Emotion. USA: Sage publications.
- Domjan, M. (2006). Learning and Behaviour (6th ed.). USA: Wadsworth.
- Misra, G. (2009). Psychology in India, Vol 1,2&3. India: Dorling Kindersely.

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

Lecturing, Flipped Classroom, ICT enabled lecturing, Seminars etc.

MODE OF TRANSACTION: Offline/Online

ASSESSMENT RUBRIC

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Experiment Report	10
b)	Test Paper -1/Open Book Exam/ Quiz/ Oral Presentation	15
c)	Test Paper- 2 Open Book Exam/ Quiz/ Oral Presentation	15
d)	Assignment can design as per the teacher specific module	10
Total		100

Sample Questions to test Outcomes.

1. Explain the historical roots of psychology
2. Evaluate the advantages and disadvantages of major data collection methods
3. Compare different types of research in psychological science.



SEMESTER II
KU02DSCPSY102
LIFESPAN DEVELOPMENT

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
II	DSC	100-199	KU02DSCPSY102	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial/Seminars	Practical	CE	ESE	Total	
2	1	1	50	50	100	2

ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Descriptions:

The course aims to provide comprehensive scientific knowledge on human lifespan development by exploring scientific research and theories on developmental psychology. This course aims to provide students with an understanding of the physical, cognitive, emotional, and social changes that occur across the lifespan.

Course Objectives:

1. To explore and understand the scientific study of human development
2. To explore the theoretical contributions in the field of lifespan development
3. To be able to apply the knowledge in psychological practice and real life
4. Explore the cultural difference in lifespan development

Course Pre-requisites:



COURSE OUTCOME

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO No.	Expected Outcome	Learning Domains
C01	Understand the core principles and theories of developmental psychology	U
C02	Understand the differences in growth pattern across human lifespan	U
C03	Apply developmental psychological principles in real life and psychological practice	A
C04	Analyze the developmental issues and its relationship with psychological issues.	An

Remember (K), Understand (U), Apply(A), Analyze (An), Evaluate(E), Create (C)

Mapping of Course Outcomes to PSOs/PO

Mapping of Course Outcomes to PSOs/POs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11
CO1						✓					✓
CO2						✓					✓
CO3	✓		✓	✓	✓		✓	✓	✓	✓	✓
CO4		✓	✓	✓	✓		✓	✓			✓

COURSE CONTENT

Module 1: CONCEPTION THROUGH BIRTH (15 Hours)

- 1.1 Theoretical Perspectives: Psychodynamic, Behavioural, Socio-biological (evolutionary), Cognitive, Socio-emotional, Socio-cultural.
- 1.2 Prenatal development
- 1.3 Human Birth. Birth process, stages., Birth complications
- 1.4 Prenatal hazards & complications of low birth weight. Infant assessment.

Suggested readings specific to the module.

- 1.1. Santrock, J.W. (2011). Life - span development (13th ed.). New York: Mc Graw Hill.
- 1.2 Santrock, J.W. (2011). Life - span development (13th ed.). New York: Mc Graw Hill
- 1.3 Santrock, J.W. (2011). Life - span development (13th ed.). New York: Mc Graw Hill
- 1.4 Santrock, J.W. (2011). Life - span development (13th ed.). New York: Mc Graw Hill



Module 2: PHYSICAL DEVELOPMENT ACROSS LIFESPAN (15 Hours)

- 2.1 Infancy- Physical development, Developmental issues in infancy, Developmental issues in toddlerhood
- 2.2 Early, middle and late childhood- Physical development
- 2.3 Adolescence: Puberty, Physical development
- 2.4 Early middle and late adulthood: Physical development

Suggested readings specific to the module.

- 2.1 Santrock, J.W. (2011). *Life - span development* (13th ed.). New York: Mc Graw Hill.
- 2.2 Santrock, J.W. (2011). *Life - span development* (13th ed.). New York: Mc Graw Hill.
- 2.3 Santrock, J.W. (2011). *Life - span development* (13th ed.). New York: Mc Graw Hill.
- 2.4 Santrock, J.W. (2011). *Life - span development* (13th ed.). New York: Mc Graw Hill.

Module 3: COGNITIVE DEVELOPMENT ACROSS LIFESPAN (15 Hours)

- 3.1 Postpartum period and toddlerhood: Psychological adjustments
- 3.2 Early, Middle and Late childhood: Cognitive Development
- 3.3 Adolescence: Cognitive Development
- 3.4 Early, Middle and Late adulthood: sexuality and Cognitive Development

Suggested readings specific to the module.

- 3.1 Santrock, J.W. (2011). *Life - span development* (13th ed.). New York: Mc Graw Hill.
- 3.2 Santrock, J.W. (2011). *Life - span development* (13th ed.). New York: Mc Graw Hill.
- 3.3 Santrock, J.W. (2011). *Life - span development* (13th ed.). New York: Mc Graw Hill.
- 3.4 Santrock, J.W. (2011). *Life - span development* (13th ed.). New York: Mc Graw Hill.

Module 4: SOCIOEMOTIONAL DEVELOPMENT ACROSS LIFESPAN (15 Hours)

- 4.1 Early childhood- Middle and late childhood: educational & vocational issues and socio-emotional development-
- 4.2 Adolescence- search for identity, sexuality, relationship with family, peers & adults
- 4.3 Early adulthood- socio emotional development; attraction, love and close relationships. Middle and late adulthood - careers, work and leisure, religion and meaning of life. Socio- emotional development: theories, stability and changing, close relationships.
- 4.4 Death and Dying Process: developmental perspective. Aging theories

Suggested readings specific to the module.

- 4.1. Santrock, J.W. (2011). *Life - span development* (13th ed.). Mc Graw Hill.
- 4.2. Santrock, J.W. (2011). *Life - span development* (13th ed.). Mc Graw Hill.
- 4.3. Santrock, J.W. (2011). *Life - span development* (13th ed.). Mc Graw Hill.
- 4.4 Santrock, J.W. (2011). *Life - span development* (13th ed.). Mc Graw Hill.



Module 5: Teacher Specific Module (15 Hours)

- Conduct various assessments related to lifespan development. Administer, score and write the report of at least 3 assessments.
- Teacher can select the assessments from the following list or can substitute it with appropriate available alternatives.
- VSMS, RAO's Social Maturity Scale, Developmental Screening Test, Attachment scales, Psycho-social developmental inventories, CBCL, Social Development Inventory, Adolescent Psychosocial Maturity Inventory, etc.

Core Compulsory Readings

1. Bornstein. H. M., Vandell, L, D. & Steinberg, L. (2011). *Development: Infancy through Adolescence*. Wads worth Cengage learning.
2. Papalia, D.E., Olds S.W., Feldmen, R.D. (2009) *Human Development* (11th ed). Tata McGraw Hill.
3. Santrock, J.W. (2011). *Life - span development* (13th ed.). Mc Graw Hill.
4. Sigelman, C.K., & Rider, E. A. (2003). *Life – Span Human Development*. Australia: Thomson and Wads worth.
5. Woolfolk, A. & Perry, N. E. (2012). *Child and Adolescent Development*. Pearson Education

Core Suggested Readings

1. Kakar, S. (2008). *The inner world: A psychoanalytic study of childhood and society in India*. New Delhi, India: Oxford University Press
2. Lerner, R. M. (2015). *Handbook of Child Psychology and Developmental Science* (7th ed.), Vols. 1-4. Hoboken, NJ, New York: Wiley and Sons
3. Misra, G., & Babu, N. (2013). Emerging perspectives on human development research. *Psychological Studies* 58(4), 349-352.
4. Misra, G. (2013). *Psychology in India: Basic psychological processes and human development* (Vol.1, pp. 69-110). New Delhi, India: Pearson.
5. Slater, S. & Bremner, G (2011). *An Introduction to Developmental Psychology*. UK: John Wiley & Sons.
6. Smith, K.P. Cowie, H. & Blades, M. (2011). *Understanding children's Development*. (5th ed.). UK: John Wiley & Sons.
7. Winnicott, D. W. (2012). *Family and individual development*. London: Routledge. Sharma, N., & Chaudhary, N. (2009). *Human development: Contexts and processes*.

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

- Lecturing, Group Discussions, Classroom activities, Debates, Flipped classroom. Seminars

MODE OF TRANSACTION: Offline/Online



ASSESSMENT RUBRICS

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
b)	Assessment Report	10
b)	Test Paper -1/Open book Exam/Quiz/Take home assignment	15
c)	Test Paper- 2/Open book Exam/Quiz/Take home assignment	15
d)	Assignment will be based on teacher specific module	10
Total		100

Sample Questions to test Outcomes

1. Explain the stages of human lifespan development
2. Evaluate different theoretical perspectives of lifespan development
3. Explain the complications of childbirth and the effect of teratogens
4. Evaluate the cognitive development across lifespan



SEMESTER II
KU02DSCPSY103
COGNITIVE PSYCHOLOGY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
II	DSC	100-199	KU02DSCPSY103	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	1	50	50	100	2

ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Descriptions:

The course aims to make students competent scientific explorers of different cognitive processes by discussing the theoretical and practical background of it. Cognitive psychology is the scientific study of mental processes such as perception, attention, memory, language, problem-solving, and decision-making. In this course, students will explore the fascinating realm of cognitive processes, seeking to understand how the mind works and how individuals perceive, think, and learn about the world around them.

Course Objectives:

- To explore different cognitive processes of human mind
- To understand the areas of cognitive research
- To understand the practical applications of cognitive theories.

Course Pre-requisites:

COURSE OUTCOME

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO. No.	Expected Outcome	Learning Domain
C01	Critically evaluate the application of learning in real life settings	E
C02	Understand the methods useful for experiments cognitive psychology	U
C03	Critically evaluate the theories of motivation and its applications	E
C04	Create examples for the application of learning principles in clinical and counselling psychology	C

Remember (K), Understand (U), Apply(A), Analyze (An), Evaluate(E), Create (C)



Mapping of Course Outcomes to PSOs/PO

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11
CO1	✓			✓							✓
CO2					✓	✓			✓		✓
CO3	✓	✓		✓				✓			✓
CO4	✓		✓	✓	✓	✓	✓	✓	✓		✓

COURSE CONTENT

Module 1: Introduction to cognitive psychology (10 Hours)

- 1.1 Introduction to Cognitive Psychology- Definition, History and theories, Concepts under Cognitive Psychology
- 1.2 Cognitive Development- Theoretical perspectives
- 1.3 Research methods in cognitive psychology
- 1.4 Paradigms of Cognitive Psychology and Current trends and future directions

Suggested readings specific to the module.

- 1.1 Galotti, K.M. (2014). Cognitive Psychology in and out of the laboratory (5th ed.). USA: Sage publications
- 1.2 Galotti, K.M. (2014). Cognitive Psychology in and out of the laboratory (5th ed.). USA: Sage publications
- 1.3 Galotti, K.M. (2014). Cognitive Psychology in and out of the laboratory (5th ed.). USA: Sage publications
- 1.4 Galotti, K.M. (2014). Cognitive Psychology in and out of the laboratory (5th ed.). USA: Sage publications

Module 2: Basic Cognitive Processes (15 Hours)

- 2.1 Perception- From sensation to representation, Approaches to Perception, Perception of objects and form, Time Perception, Environment and perception, Deficits in Perception
- 2.2 Attention- The nature and theories of attention,
- 2.3 When attention fails, Habituation and Adaptation, Automatic and controlled processes in attention
- 2.4. Consciousness- The consciousness of mental processes, Preconscious Process, consciousness as a scientific construct. modern theories of consciousness



Suggested readings specific to the module.

- 2.1 Goldstein, E.B. (2010). Sensation and Perception (8th ed.). USA: Wadsworth publishers
Schiffman, H.R. (2001). Sensation and Perception (5th ed.). USA: John Wiley & Sons.
- 2.2 Galotti, K.M. (2014). Cognitive Psychology in and out of the laboratory (5th ed.). USA: Sage publications
- 2.3 Galotti, K.M. (2014). Cognitive Psychology in and out of the laboratory (5th ed.). USA: Sage publications
- 2.4 Sternberg, R.J., & Sternberg, K. (2012). Cognitive Psychology (6th ed.). USA: Wadsworth publishers

Module 3: Higher Order Cognitive functioning (20 Hours)

- 3.1 Memory. Mental Images, Maps and Propositions, Theories
- 3.2 Language. language comprehension, Reading, Language and thought, language in social context
- 3.3 Problem solving and creativity
- 3.4 Reasoning, judgment and decision making

Suggested readings specific to the module.

- 3.1 Galotti, K.M. (2014). Cognitive Psychology in and out of the laboratory (5th ed.). USA: Sage publications
- Galotti, K.M. (2014). Cognitive Psychology in and out of the laboratory (5th ed.). USA: Sage publications
- 3.2 Sternberg, R.J., & Sternberg, K. (2012). Cognitive Psychology (6th ed.). USA: Wadsworth publishers
- Galotti, K.M. (2014). Cognitive Psychology in and out of the laboratory (5th ed.). USA: Sage publications
- 3.3 Sternberg, R.J., & Sternberg, K. (2012). Cognitive Psychology (6th ed.). USA: Wadsworth publishers
- Galotti, K.M. (2014). Cognitive Psychology in and out of the laboratory (5th ed.). USA: Sage publications
- 3.4 Sternberg, R.J., & Sternberg, K. (2012). Cognitive Psychology (6th ed.). USA: Wadsworth publishers
- Galotti, K.M. (2014). Cognitive Psychology in and out of the laboratory (5th ed.). USA: Sage publications

Module 4: Motivation and Learning (15 Hours)

- 4.1 Defining motivation. Meaning and sources of motivation, Extrinsic and intrinsic motivation, physiological basis of motivation.
- 4.2 Perspectives and theories: Biological, psychoanalytic, humanistic and cognitive approaches; Application of motivational theories.
- 4.3 Learning Theories: Thorndike, Skinner, Hull, Pavlov, Guthrie, Bandura, Kohler, Tolman; Physiological basis of learning;



4.4 Application of learning theories and implications in clinical and counselling psychology

Suggested readings specific to the module.

- 4.1 Bower, G.H., & Hilgard, E.R. (1998). Theories of learning (5th ed.). USA: Prentice Hall
4.2 Bower, G.H., & Hilgard, E.R. (1998). Theories of learning (5th ed.). USA: Prentice Hall
Deckers, L. (2016). Motivation- Biological, Physiological and Environmental (4th ed.). New York: Routledge publications
4.3 Olson, M. H., & Hergenhahn (2015). Introduction to theories of learning. New York: Routledge
4.4 Olson, M. H., & Hergenhahn (2015). Introduction to theories of learning. New York: Routledge

Module 5: Teacher Specific Module (15 hours)

A minimum of 5 experiments from the given list are to be conducted and documented during the semester. Experiments should be taken from different areas depending on the availability of the test materials and should be conducted using appropriate designs. Report of each experiment should contain introduction, aim, method, result, discussion, conclusion and references in APA Format.

Sl No	Practical	Sl No	Practical
1	Two-point threshold	14	Difference threshold
2	Auditory localization	15	Auditory discrimination
3	Span of attention	16	Division of attention
4	Distraction of attention	17	Reaction time
5	Time perception	18	Phi-phenomenon
6	Depth perception.	19	Muller Lyre illusion.
7	Colour Preference	20	Colour blindness
8	Yerks multiple choice	21	Trial and error learning
9	Transfer of learning	22	Massed versus spaced learning
10	Immediate Memory Span	23	Retention as a function of memory
11	Level of Aspiration	24	Knowledge of result
12	Effect of mental fatigue	25	Mapping the visual field
13	Judging Emotions	26	Computer based experiments



Note:

- The experiment should be designed by the teacher concerned. The design can be changed or altered for subsequent batches.
- Teacher should omit the experiments that had been chosen in Semester 1; Foundations of Psychology Course and should choose other experiments from the list
- An experiment can be substituted with another one of similar purpose by the teacher concerned at the instance of unavailability of a particular test or equipment.

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1. Bower, G.H., & Hilgard, E.R. (1998). Theories of learning (5th ed.). USA: Prentice Hall
2. Deckers, L. (2016). Motivation- Biological, Physiological and Environmental (4th ed.). New York: Routledge publications
3. Galotti, K.M. (2014). Cognitive Psychology in and out of the laboratory (5th ed.). USA: Sage publications
4. Goldstein, E.B. (2010). Sensation and Perception (8th ed.). USA: Wads worth publishers
5. Olson, M. H., & Hergenhahn (2015). Introduction to theories of learning. New York: Routledge.
6. Schiffman, H.R. (2001). Sensation and Perception (5th ed.). USA: John Wiley & Sons.
7. Sternberg, R.J., & Sternberg, K. (2012). Cognitive Psychology (6th ed.). USA: Wads worth publishers

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

Lecturing, Flipped Classroom, ICT enabled lecturing

MODE OF TRANSACTION: Offline/Online



ASSESSMENT RUBRICS

Evaluation Type		Mark Weightage
End Semester Evaluation		50%
Continuous Evaluation*		50%
a)	Experiment Report	20
b)	Test Paper -1	30
c)	Test Paper- 2	30
d)	Assignment	20
Total		100

**It can be modified and decided by the course coordinator*

Sample Questions to test Outcomes.

1. What are the techniques to improve memory?
2. Critically evaluate the theories of attention
3. How are learning principles integrated in therapies?
4. Explain the methods to measure perception?



SEMESTER III

HISTORY AND PERSPECTIVES OF PSYCHOLOGICAL SCIENCE

KU03DSCPSY201

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
III	DSC	200-299	KU03DSCPSY201	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial/Seminar	Practical	CE	ESE	Total	
2	1	1	50	50	100	2

ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Introduction:

Explores the evolution of psychological ideas and investigations, ultimately positioning the discipline at the intersection of scientific rigor and humanistic understanding. It delves into the development of psychological thought over time, tracing the journey that has led to its unique place, where scientific principles and humanistic perspectives converge.

Course Objectives:

1. Gain insights into the factors that have influenced the development of the field, highlighting the intersection of science and humanities.
2. Promote an interdisciplinary approach by recognizing the connection between psychology, history, and social sciences.
3. Foster an understanding of how historical perspectives can inform and enhance professional practice.
4. Enable students to identify instances of historical othering and marginalisation within the context of psychology.
5. Encourage students to appreciate the holistic nature of understanding the mind within broader societal and historical contexts.

Course Pre-requisites:



COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to

C01	Understand the historical foundations of psychology with the analytical skills to recognize the enduring impact of history on contemporary psychological thought and interpret how historical perspectives have contributed to shaping the contemporary mind, subjectivity and behaviour.	U
C02	Critically evaluate landmark moments, key figures, and pivotal events that have left an indelible mark on the field.	E
C03	Analyse the meaning and significance of historical instances of othering and marginalisation in the context of psychology.	An
C04	Apply the interdisciplinary approach in appreciating the holistic nature of understanding the mind within broader societal and historical contexts.	A

Remember (K), Understand (U), Apply(A), Analyze (An), Evaluate(E), Create (C)

Mapping of Course Outcomes to PSOs/PO

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PS O8	PS O9	PSO 10	PSO 11
CO 1	✓	✓		✓						✓	✓
CO 2		✓		✓		✓		✓		✓	
CO 3		✓		✓		✓	✓	✓		✓	
CO 4	✓	✓				✓	✓	✓		✓	

COURSE CONTENT

Module 1: Epistemology and Psychology (15 Hours)

- 1.1 Epistemology and science
- 1.2 Scientific revolution/ Paradigms in Science
- 1.3 Epistemic Virtues in Scientific Practice: A Psychological Analysis
- 1.4 The scientific approach to behavior

Suggested readings specific to the module.

- 1.1. Making connections: The relationship between epistemology and research methods by Dawn Darlaston-Jones University of Notre Dame, Australia
- 1.2. The Structure of Scientific Revolutions by Thomas S. Kuhn Outline and Study Guide prepared by Professor Frank Pajares, Emory University
- 1.3. Orona, G.A., Pritchard, D., Arum, R. et al. Epistemic virtue in higher education: testing the mechanisms of intellectual character development. *Curr Psychol* (2023).



<https://doi.org/10.1007/s12144-023-05005-1>

- 1.4. Choo, Chun Wei, 'Epistemic Virtues and Vices', *The Inquiring Organization: How Organizations Acquire Knowledge and Seek Information* (New York, 2016; online edn, Oxford Academic, 17 Dec. 2015), <https://doi.org/10.1093/acprof:oso/9780199782031.003.0005>, accessed 23 Jan. 2024.

Weiten, W. (2012). *Psychology: Themes and variations* (9th ed., International edition). Wadsworth Publishing Co Inc.

Module 2: The Philosophical context (15 Hours)

- 2.1 Why study history and psychology's history?
- 2.2 The mind and psychology in 18th & 19th century
- 2.3 The mind and psychology in 20th century
- 2.4 The significance of Psychophysics and psychometry in history of psychology

Suggested readings specific to the module.

- 2.1 Goodwin, C. J. *A history of modern psychology* 2nd edn. US: John Wiley & Sons
 - 2.2 *Psychology: Themes and Variations* & Brennan, J. F. (2014). *History and Systems of Psychology*. Harlow: Pearson Education Ltd.
 - 2.3 Brennan, J. F. (2014). *History and Systems of Psychology*. Harlow: Pearson Education Ltd.
Lyle V. Jones, David Thissen, *A History and Overview of Psychometrics*, Editor(s): C.R.
 - 2.4 Rao, S. Sinharay, *Handbook of Statistics*, Elsevier, Volume 26, 2006, Pages 1-27, ISSN 0169-7161, ISBN 9780444521033, [https://doi.org/10.1016/S0169-7161\(06\)26001-2](https://doi.org/10.1016/S0169-7161(06)26001-2). (<https://www.sciencedirect.com/science/article/pii/S0169716106260012>)
- Murray, D. (1993). A perspective for viewing the history of psychophysics. *Behavioral and Brain Sciences*, 16(1), 115-137. doi:10.1017/S0140525X00029277

Module 3: Modern Psychology (15 Hours)

- 3.1. The clinical traditions
- 3.2 The emergence of psychology as a profession
- 3.3 Behaviorism to Cognition to Socio-Cultural and historical psychology
- 3.4 Modern perspectives of psychology

Suggested readings specific to the module.

- 3.1 Weiten, W. (2012). *Psychology: Themes and variations* (9th ed., International edition). Wadsworth Publishing Co Inc.
- 3.2 Goodwin, C. J. *A history of modern psychology* 2nd edn. US: John Wiley & Sons
- 3.3 Goodwin, C. J. *A history of modern psychology* 2nd edn. US: John Wiley & Sons
- 3.4 Goodwin, C. J. *A history of modern psychology* 2nd edn. US: John Wiley & Sons

Module 4: Boundaries of Knowledge (15 Hours)

- 4.1 Boundaries of knowledge
- 4.2 Critical Psychology
- 4.3 Linking psychology's past and present
- 4.4 Nonwestern thoughts and psychology



Suggested readings specific to the module.

- 4.1 Palley, O. Boundaries of Knowledge. Momentum, 1(1). Boundaries of Knowledge (upenn.edu)
- 4.2 Teo, T. (2021). Teo, T.(2021). History and systems of critical psychology. Oxford Research Encyclopedia of Psychology. Oxford University Press. Oxford University Press.
- 4.3 Goodwin, C. J. A history of modern psychology 2nd edn. US: John Wiley& Sons
- 4.4 Danziger, K. (2006). Universalism and indigenization in the history of modern psychology. In A.C. Brock (Ed.), Internationalizing the History of Psychology. New York University Press, 2006, pp. 208-225

Module 5: Teacher Specific Module (15 Hours)

- Reflective reading sessions on the topics in the syllabus
- Reading sessions and discussions on original works of psychologists
- Documentary screenings on the biographies of renowned psychologists
- Classroom debates

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

- Brennan, J. F. (2014). History and Systems of Psychology. Harlow: Pearson Education Ltd.
- Goodwin, C. J. A history of modern psychology 2nd edn. US: John Wiley& Sons
- Danziger, K. (1990). Constructing the Subject: Historical Origins of Psychological Research. Cambridge, England: Cambridge University Press.
- Parker, I. (2007). Critical Psychology: What It Is and What It Is Not. Social and Personality Psychology Compass.
- Cromby, J. (2017). Ten suggestions for critical teaching in Psychology. Teaching Critical Psychology, 19–36. <https://doi.org/10.4324/9781315209319-2>
- Glassman, W. E. & Hadad, M. (2009). Approaches to Psychology. London: McGraw-Hill Education

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

- Benjamin, L. T., Jr. (2007). A Brief History of Modern Psychology. Malden, MA:Blackwell Publishing
- Benjamin, L. T., Jr. (Ed.). (2009). A History of Psychology: Original Sources and Contemporary Research (3rd ed.).
- Hergenhahn, B. R. (2009). An Introduction to the History of Psychology (6th ed.).Belmont, CA: Wadsworth
- Leahey T (2013) History of Psychology, A: From Antiquity to Modernity, 7th Edition
- Wertheimer, M. (2000). A brief history of psychology (4th Edition).
- De Freitas Araujo, S. (2019). A Role for the History of Psychology in Theoretical and Philosophical Psychology. Re-Envisioning Theoretical Psychology, 111–129. https://doi.org/10.1007/978-3-030-16762-2_5
- Kuhn, T.S. (1962). The Structure of Scientific Revolutions. Chicago and London: The University of Chicago Press.
- Schultz D. P. & Schultz, S. E. (2008). A History of Modern Psychology.
- Wadsworth: Thomson Learning, Inc.



Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

- Interactive classroom discussions based on suggested readings
- Group discussion
- Reflective Writing Assignments
- Interactive Lectures

Evaluation Type		Mark Weightage
End Semester Evaluation		50%
Continuous Evaluation		50%
a)	Quiz/Debates	20%
b)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/ Viva	30%
c)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/Viva	30%
d)	Take home assignment/ Movie reviews/Article analysis	20%
Total		100

ASSESSMENT RUBRICS

Sample Questions to test Outcomes.

1. Explain the historical roots of psychometry
2. What are the modern perspectives of psychology?
3. What are the historical milestones in the field of psychological science?



SEMESTER III

KU03DSCPSY202

PERSONALITY: APPROACHES AND CONTEMPORARY APPLICATIONS

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
III	DSC	200-299	KU03DSCPSY202	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial/Seminar	Practical	CE	ESE	Total	
2	1	1	50	50	100	2

ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Introduction:

The course will help to understand the concept personality and the psychological theories related to personality. The course enables students to explore the development of personality and explain the historical aspects as well as current trends and theories of personality psychology. Along with the exploration of the ideas of different personality theorists, the course also helps to understand the eastern perspectives in the personality studies.

Course Objectives:

- To understand the nature and definition of personality as well as its development
- To understand the traits constructs, dynamic processes, variations and maladaptive forms
- To understand the various perspectives and school of thought related to the concept personality.

Course Pre-requisites:



COURSE OUTCOMES

C01	Analyze the way in which personality explained by prominent theorists in psychology.	An
C02	Understand the psychoanalytic, socio-behaviouristic, cognitive and other major personality theories	U
C03	Evaluate humanistic and existential theories of personality	E
C04	Apply the theoretical and practical knowledge of personality for the assessment purpose.	A

Remember (K), Understand (U), Apply (A), Analyze (An), Evaluate(E), Create (C)

Mapping of Course Outcomes to PSOs/PO

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11
CO1	✓			✓							✓
CO2					✓	✓			✓		✓
CO3	✓	✓		✓				✓			✓
CO4	✓		✓	✓	✓	✓	✓	✓	✓		✓

COURSE CONTENTS

Module 1: Introduction to personality (12 hours)

- 1.1 Personality: definition, Historical perspectives in personality.
- 1.2 The scientific method in personality research: Approaches to study Personality, Trait and type theories
- 1.3 Personality and Psychometric tests, Ethics in personality research.
- 1.4 Current trends and researches in personality psychology.

Suggested readings specific to the module.

- 1.1 Cloninger, S. C. (2013). Theories of personality: understanding persons. Pearson Education.
- 1.2 Schultz, D. P., & Schultz, S. E. (2017). Theories of personality (11th ed.). Cengage Learning.
- 1.3 Elis, A., & Abrams, M. (2009). Personality Theories: Critical Perspective.
- 1.4 Cloninger, S. C. (2013). Theories of personality : understanding persons. Pearson Education.



Module 2: Psychoanalytically oriented personality theories (18 hours)

- 2.1 Sigmund Freud and Psychoanalysis
- 2.2 Neo-Freudian and Post Freudians: Anna Freud, Klein, Mahler, Winnicott and Reich.
- 2.3 Neo-analytic Perspectives: Carl Jung's analytical psychology.
- 2.4 Harry Stack Sullivan, Adler's Individual psychology, Erich Fromm, Erik Erickson and the lifecycle, Murray, Horney's Social and cultural psychoanalysis

Suggested readings specific to the module.

- 2.1 Elis, A., & Abrams, M. (2009). Personality Theories: Critical Perspective.
- 2.2 Schultz, D. P., & Schultz, S. E. (2017). Theories of personality (11th ed.). Cengage Learning.
- 2.3 Cloninger, S. C. (2013). Theories of personality : understanding persons. Pearson Education.
- 2.4 Cloninger, S. C. (2013). Theories of personality : understanding persons. Pearson Education.

Module 3: Behavioural, Humanistic, Existential and Cognitive theories (15 hours)

- 3.1 The classical conditioning of personality, The radical behaviourism: Skinner, Dollard and Miller's stimulus response theory, Bandura's Social Cognitive Learning theory, Contribution of the behavioural theory to contemporary clinical practice.
- 3.2 Mowrer's theory, Kurt Lewin's theory, Julian Rotter, Maslow's self-actualization
- 3.3 Transpersonal psychology, Rollo May, Victor Frankle and Existential theory
- 3.4 Kelly's Personal Construct Theory, Critical evaluation of the Behavioural, Humanistic, Existential and cognitive theories

Suggested readings specific to the module.

- 3.1 Elis, A., & Abrams, M. (2009). Personality Theories: Critical Perspective.
- 3.2 Frager, R., & Fadiman, J. (2005). Personality and personal growth. Prentice Hall.
- 3.3 Cloninger, S. C. (2013). Theories of personality : understanding persons. Pearson Education.
- 3.4 Cloninger, S. C. (2013). Theories of personality : understanding persons. Pearson Education.

Module 4: Eastern perspectives in personality (15 hours)

- 4.1 Indian Perspective on Personality.
- 4.2 Yoga, Zen, Buddhist Perspectives
- 4.3 Sufism and the Islamic tradition
- 4.4 Current status of Indian Personality

Suggested readings specific to the module.

- 4.1 Elis, A., & Abrams, M. (2009). Personality Theories: Critical Perspective.
- 4.2 Frager, R., & Fadiman, J. (2005). Personality and personal growth. Prentice Hall.



4.3 Cloninger, S. C. (2013). Theories of personality : understanding persons. Pearson Education.

4.4 Cloninger, S. C. (2013). Theories of personality : understanding persons. Pearson Education.

Module 5: Teacher Specific Module (15 hours)

- Sessions on personality analysis of popular personalities
- Classroom debates on the philosophical underpinnings of different personality theories
- Movie/documentary discussions and analysis Reviewing of seminal articles
- Personality Assessments: Projective/Inventory/Rating Scales

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1. Cloninger, S. C. (2013). Theories of personality : understanding persons. Pearson Education.
2. Elis, A., & Abrams, M. (2009). Personality Theories: Critical Perspective.
3. Ewen, R. B. (2014). An introduction to theories of personality. Psychology Press..
4. Frager, R., & Fadiman, J. (2005). Personality and personal growth. Prentice Hall.
5. Friedman, H. S., & Schustack, M. W. (2012). Personality : classic theories and modern research. Allyn & Bacon.
6. Schultz, D. P., & Schultz, S. E. (2017). Theories of personality (11th ed.). Cengage Learning.

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

1. Sinha, J. (1958). Indian psychology.
2. Funder, D. C. (1997). The personality puzzle. WW Norton & Co.
3. Kuppaswamy, B. (2001). Elements of Ancient Indian Psychology. Konark Publication

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

- Lecturing, Flipped Classroom, ICT enabled lecturing, Classroom Discussions, Debates

Mode of Transaction: Offline/Online



ASSESSMENT RUBRICS

Evaluation Type		Marks Weightage
End Semester Evaluation		50%
Continuous Evaluation		50%
a)	Quiz/Debates	20
b)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/ Viva	30
c)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/Viva	30
d)	Take home assignment/ Movie reviews/Article analysis	20
Total		100

Sample Questions to test Outcomes.

1. Explain the major paradigm shifts happened in the history of psychology
2. Present a comparative analysis of the major developments happened in psychology during 18th, 19th and 20th century
3. How Socio-Cultural and Historical Psychology is different from Behaviourism in their philosophical underpinnings?
4. What are the significances of Psychophysics and psychometry in history of psychology?
5. How Cognitive Psychology emerged as a new force in psychology?
6. Apply the concepts of Critical Psychology to analyse one of the social issue that bothers you.

Employability for the Course /Programme

- Research
- Social Scientist



SEMESTER III
KU03DSCPSY203
SOCIAL PSYCHOLOGY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
III	DSC	200-299	KU3DSCPSY203	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial/Seminar	Practical	CE	ESE	Total	
2	1	1	50	50	100	2

ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Introduction:

In Social Psychology, we aim to understand the fundamental principles that govern human interactions and shape our perceptions, attitudes, and behaviors towards others. From exploring the mechanisms of conformity and obedience to analyzing the complexities of prejudice and discrimination, this course offers a comprehensive examination of social phenomena that impact our everyday lives.

Course Objectives:

- To equip the students with the necessary knowledge about social psychology
- To create awareness regarding application of psychology in various social setting

Course Pre-requisites:



COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO No	Expected Outcome	Learning Domains
C01	Develop a comprehensive awareness about the complexities of social interactions and societal issues.	U
C02	Enhance their interpersonal skills, including communication, and conflict resolution, enabling them to navigate social situations with greater confidence and effectiveness.	A&An
C03	Critically evaluate social phenomena in the light of research findings.	C
C04	Apply social psychology in Workplace, different cultures and social justice issues	A

Remember (K), Understand (U), Apply(A), Analyze (An), Evaluate(E), Create (C)

Mapping of Course Outcomes to PSOs/POs

	PS O1	PS O2	PS O3	PS O4	PS O5	PSO 6	PSO 7	PS O 8	PS O 9	PSO 10	PSO 11
CO 1	✓		✓	✓	✓	✓	✓				
CO 2	✓		✓								
CO 3	✓	✓	✓	✓	✓		✓	✓			
CO 4	✓	✓	✓		✓	✓		✓	✓		✓

COURSE CONTENTS

Module 1: Introduction to Social psychology (15 Hours)

- 1.1 Introduction to social Psychology, Core concerns of social psychology.
Social psychology and related fields
- 1.2 Brief history of Social psychology.
- 1.3 Theoretical perspectives in Social psychology:biological and evolutionary perspective, cultural perspectives
- 1.4 Perspectives on Socialization, Agents of childhood Socialization, Process of Socialization,

Suggested readings specific to the module.

- 1.1 Delamater, J. D., & Myers, D. J. (2007). Social psychology (6th ed.) .USA: Thomson
- 1.2 Delamater, J. D., & Myers, D. J. (2007). Social psychology (6th ed.) USA: Thomson
- 1.3 Delamater, J. D., & Myers, D. J. (2007). Social psychology (6th ed.) USA: Thomson
- 1.4 Delamater, J. D., & Myers, D. J. (2007). Social psychology (6th ed.) USA: Thomson



Module 2: Social perception and Pro-social behaviour (15 Hours)

- 2.1 Schemas, Schematic processing, personschemas and group
- 2.2 Attitudes, impression formation
- 2.3 Prejudice and discrimination,heuristics, stereotypes,
- 2.4 Attribution, Bias and error in attribution, cultural basis of attribution

Suggested readings specific to the module.

- 2.1 Crisp, R.J & Turner, R. N. (2007) Essential Social psychology. New Delhi: Sage publications
- 2.2 Crisp, R.J & Turner, R. N. (2007) Essential Social psychology. New Delhi: Sage publications
- 2.3 Crisp, R.J & Turner, R. N. (2007) Essential Social psychology. New Delhi: Sage publications
- 2.4 Crisp, R.J & Turner, R. N. (2007) Essential Social psychology. New Delhi: Sage publications

Module 3: Proocial behaviour, Aggression and Social Influence (15 Hours)

- 3.1 Meaning, origins of pro-social behaviour, situation centered determinants of pro-social behaviour, perceiver centered- recipient centereddeterminants of helping. Steps in pro- social behaviour
- 3.2 Aggression: theories, determinants of aggression, disinhibition, forms of aggression in society.
- 3.3 Social influence on behaviour,
- 3.4 Problem focus, levels of analysis, and roles ofApplied Social psychologists

Suggested readings specific to the module.

- 3.1 Crisp, R.J & Turner, R. N. (2007) Essential Social psychology. New Delhi: Sage publications
- 3.2 Crisp, R.J & Turner, R. N. (2007) Essential Social psychology. New Delhi: Sage publications
- 3.3 Crisp, R.J & Turner, R. N. (2007) Essential Social psychology. New Delhi: Sage publications
- 3.4 Crisp, R.J & Turner, R. N. (2007) Essential Social psychology. New Delhi: Sage publication

Module 4: Applying Social Psychology (15 Hours)

- 4.1 Applying to education, Application in classroom
- 4.2 Application to organizations, application to criminal Justice system.
- 4.3 Applying social psychology to health, applyingto personal relationships
- 4.4 Research in social psychology, ethics andvalues in social psychology

Suggested readings specific to the module.

- 4.1 Schneider, F.W., Gruman, J A., & Coutts, L.M. (2017). Applied Social Psychology (3rd ed.)
- 4.2 Schneider, F.W., Gruman, J A., & Coutts, L.M. (2017). Applied Social Psychology (3rd ed.)
- 4.3 Schneider, F.W., Gruman, J A., & Coutts, L.M. (2017). Applied Social Psychology (3rd ed.)
- 4.4 Schneider, F.W., Gruman, J A., & Coutts, L.M. (2017). Applied Social Psychology (3rd ed.)



Module 5: Teacher Specific Module (15 Hours)

- **Role-playing Exercises:** Organize role-playing scenarios where teachers can enact various classroom situations influenced by social psychology principles.
- **Guest Lectures and Expert Panels:** Invite guest speakers who specialize in social psychology or have experience applying social psychology principles in education.
- **Interactive Workshops:** Organize interactive workshops where teachers can engage in hands-on activities, discussions, and collaborative problem-solving tasks related to social psychology concepts and their application in education.
- **Experiments in Social Psychology**

Core Compulsory Readings (Books, Journals, E-sources Websites/

weblinks)

1. Crisp, R.J & Turner, R. N. (2007) Essential Social psychology. New Delhi: Sage publications
2. Delamater, J. D., & Myers, D. J. (2007). Social psychology (6th ed.) .USA: Thomson
3. Kassir, S., Fein, S., & Markus, H.R. (2020). Social psychology (11th ed.).NewYork:Houghton Mifflin Company.
4. Schneider, F.W., Gruman, J A., & Coutts, L.M. (2017). Applied Social Psychology (3rd ed.).

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

List

1. Baron, R. A., Byrne, D., &Branscombe, N. R. (2008). Social psychology (11th ed.). New Delhi: Pearson prentice Hall
2. Baumister, R.F & Bushman, B.J. (2008). Fundamentals of Social Psychology. New delhi: Cengage Learning
3. Kool, V. K., & Agrawal, R. (2006). Applied Social Psychology: A global perspective. New Delhi: Atlantic Publishers
4. Rohall, D.E. Milkie, M.A & Lucas, J.W (2011) Social Psychology- Sociological Perspectives (2nd ed.). Newdelhi: PHI Learning Pvt Lmtd
5. Semin, G.R., & Fiedler, K. (Eds.) (1996). Applied Social Psychology. London:Sage publications
6. Smith, E.R., & Mackie, D. M. (3rd ed). (2007). Social psychology (3rd ed.) Hove: Psychology press.
7. Steg, L., Buunk, A P., &Rothengatter, J. (Eds.). (2008). Applied Social Psychologyunderstanding and managing social problems. Cambridge: Cambridge

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

Lecture Demonstration, Lecture with demonstration, Group discussion, Focused group discussion, Cooperative learning, Brainstorming, Collaborative learning, Case based study, Case analysis,

Mode Of Transaction: Offline/Online



ASSESSMENT RUBRICS

Mark Weightage

Evaluation Type		Marks
End Semester Evaluation		50%
Continuous Evaluation		50%
a)	Quiz/Debates	20%
b)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/ Viva	30%
c)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/Viva	30%
d)	Take home assignment/ Movie reviews/Article analysis	20%
Total		100

Sample Questions to test Outcomes.

1. How Experimental psychology and social psychology are related?
2. How would you explain the theoretical background of developmental social psychology?
3. Evaluate group stereotypes, stereotypic threats and errors caused by stereotypes
4. Which are the factors that determine aggression in a person?
5. How can you describe social cognitive developmental perspective on aggression?

Employability for the Course /Programme

- Psychologist



SEMESTER III
CHILD AND ADOLESCENT PSYCHOLOGY
KU03DSCPSY204

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
III	DSC	200-299	KU03DSCPSY204	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	1	50	50	100	2

Course Description:

Child and development psychology focus on the study of development, behaviour and mental process of child and adolescents. It involves understanding how children and adolescents develop physically, cognitively, socially, and emotionally and how their development is shaped by various factors such as family, culture, and environment. It also explores the theoretical and research aspects of child and adolescent behaviour. The field aims to understand the unique experiences and challenges faced by children and adolescents, and to promote their healthy development and wellbeing.

Course Objectives:

At the end of this course, students should be able to:

- Understand the physical, cognitive, socio-emotional, and personality development of children and adolescents.
- Understanding of different milestones various factors influence child and adolescent development.
- The foundation necessary to begin developing their own ideas into viable research projects if they choose to further pursue developmental research
- A basic understanding of normal development aids in understanding of deviant behaviors thus helping in planning interventions.
- Understanding of the various hazards of childhood and adolescence and how to overcome it successfully

Course Pre-requisites:



COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO No	Expected Outcome	Learning Domains
C01	Understand the theoretical and research approaches to understanding the child and adolescent development.	U
C02	Understand the socioemotional and personality development of the child and adolescent	U
C03	Analyse the problems and issues in child and adolescence	An
C04	Develop strategies to resolve the schooling and related psychopathological issues of children and adolescents	C

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs/POs

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PS O8	PS O9	PS O10	PS O11
CO 1	✓		✓								
CO 2	✓		✓	✓	✓						
CO 3	✓	✓					✓			✓	
CO 4	✓		✓		✓	✓	✓	✓	✓	✓	✓

COURSE CONTENTS

Module1: Child Development (15 Hours)

- 1.1 Introduction to Development, Human Development: An introduction to the field of human development, Human development today, History and Theories of development. Prenatal Development and Birth
- 1.2 Brain and Sleep, Nutrition and Exercise Illness and Death, puberty, adolescent sexuality, cognitive changes: Piaget's and Vygotsky's theory, thinking and intelligence, Social cognition, Language Development and Learning
- 1.3 Temperament: Definition, Major dimension, Features and structures of temperament, Gender differences in Temperament, Emotional and Personality.
- 1.4 Gender and Sexuality: Biological, Social and Cognitive influences on gender, Gender stereotypes similarities and differences, and gender role classifications. Exploring Adolescent Sexuality, Sexual Attitudes and behaviour, Problematic sexual outcomes in adolescence, and sexual literacy and Education.



Suggested readings specific to the module.

- 1.1 Rathus, S. A., & Rathus, S. A. (2006). Childhood and adolescence: Voyages in development. Belmont, CA: Thomson/Wadsworth
- Berk, L.E. (2015). Child Development: 9th Edition. Pearson Australia.
- Santrock, J.W. Child Development (13th ed). New Delhi: Tata Mc Graw Hill Pub.
- Santrock, J. W. (2007). Adolescence (11th ed.). Boston: McGraw Hill.
- 1.2 Rathus, S. A., & Rathus, S. A. (2006). Childhood and Adolescence: Voyages in development. Belmont, CA: Thomson/Wadsworth
- Santrock, J. W. (2007). Adolescence (11th ed.). Boston: McGraw Hill.
- 1.3 Santrock, J. W. (2007). Adolescence (11th ed.). Boston: McGraw Hill.
- 1.4 Santrock, J. W. (2007). Adolescence (11th ed.). Boston: McGraw Hill.
- 2.1 Santrock, J. W. (2007). Adolescence (11th ed.). Boston: McGraw Hill.

Module 2: Specific Topics Related to Child and Adolescence (15 Hours)

- 3.1 Moral Development and Religion: Domains of moral development, Contexts of Moral Development, Values, Religion, and Spirituality
- 3.2 Family: Parenting, Child Maltreatment, Sibling Relationships, and Birth Order, Developmental Changes in Parent-Child Relationships, Parents as Managers, Stepfamilies, Parental Monitoring in adolescents, Autonomy and Attachment, Parent-Adolescent Conflicts, Peers: Peer relations, Play and activities, Developmental Changes, Peer Status, Social Cognition, Bullying, Friends, Romantic relationships in adolescence, Culture and Adolescent Development, Cross-Cultural Comparisons, Ethnicity, and The Media.
- 3.3 Child Abuse and Neglect: Definition and Types of Abuse-Physical, Emotional, Sexual and Neglect, Prevalence and Risk Factors, Effects of Abuse and Neglect on Brain Development, Abuse of Children with disability
- 3.4 Prevention of Child Abuse and Neglect, Indian aspects of Legal Implication, Exploring Adolescent and Emerging Adult Problems, Impact of Media: Cognitive, Social and health effects, Attention and Learning from Media. Substance use and disorders (drugs, alcoholism, internet addiction, juvenile delinquency, suicide, and depression)

Suggested readings specific to the module

- 2.1 Santrock, J. W. (2007). Adolescence (11th ed.). Boston: McGraw Hill.
- 2.2 Santrock, J. W. (2007). Adolescence (11th ed.). Boston: McGraw Hill.
- 2.3 Skuse, D., Bruce, H., Dowdney, L., & Mrazek, D. (2011). Child psychology and psychiatry: frameworks for practice. John Wiley & Sons.
- 2.4 Skuse, D., Bruce, H., Dowdney, L., & Mrazek, D. (2011). Child psychology and psychiatry: frameworks for practice. John Wiley & Sons.

Module 3: Problems and Issues in Child and Adolescence (15 Hours)

- 3.1 Child and Adolescent Behavioral Problems, Specific Language Disorders, Children bereaved by parent or sibling, Adoption and Fostering, Impact of trauma and maltreatment.
- 3.2 Atypical development of Infancy and Childhood: Feeding and Eating disorders in



infancy and childhood, Literacy Disorders.

- 3.3 Atypical Development of Middle Childhood and Adolescence: Autism Spectrum Disorders, Somatization and Somatoform disorders, Attention Deficit Hyperactivity Disorder, Challenges of Obsessive-Compulsive Disorder in Children and Adolescence, Anxiety Disorders, Eating disorders in Adolescence, Early onset of bipolar disorders in Adolescence, and Emerging personality disorders.
- 3.4 Schooling and Career: Approaches to Educating Students, Transitions in Schooling, Social Contexts of Schools, Exceptional Children: Learning Disabilities, Attention Deficit Hyperactivity Disorder, Autism Spectrum Disorders, Gifted children, Educational issues involving adolescents with disabilities.

Suggested readings specific to the module.

- 3.1 Santrock, J. W. (2007). Adolescence (11th ed.). Boston: McGraw Hill.
- 3.2 Santrock, J. W. (2007). Adolescence (11th ed.). Boston: McGraw Hill.
- 3.3 Santrock, J. W. (2007). Adolescence (11th ed.). Boston: McGraw Hill.
- 3.4 Santrock, J. W. (2007). Adolescence (11th ed.). Boston: McGraw Hill.

Module 4: Schooling, Career, and Intervention (15 Hours)

- 4.1 Achievement and Career development in adolescence: Developmental Changes, Cognitive Factors,
- 4.2 Work in Adolescence, Working During College, Work/Career-Based Learning, Work in Emerging Adulthood, and Money management.
- 4.3 Intervention: Parent management training for conduct problems, Systemic and Family Approaches, Pediatric psychopharmacology and considerations
- 4.4 Cognitive Behavior Therapy Interventions in Child and Adolescence, Child-centered Play and Art therapy, Therapeutic Storytelling

Suggested readings specific to the module.

- 4.1 Santrock, J. W. (2007). Adolescence (11th ed.). Boston: McGraw Hill.
- 4.2 Santrock, J. W. (2007). Adolescence (11th ed.). Boston: McGraw Hill.
- 4.3 Skuse, D., Bruce, H., Dowdney, L., & Mrazek, D. (2011). Child psychology and psychiatry: frameworks for practice. John Wiley & Sons.
- 4.4 Skuse, D., Bruce, H., Dowdney, L., & Mrazek, D. (2011). Child psychology and psychiatry: frameworks for practice. John Wiley & Sons
- VanFleet, R., Sywulak, A. E., & Sniscak, C. C. (2011). Child-centered play therapy. Guilford Press.
- Hammel, S. (2018). Handbook of therapeutic storytelling: Stories and metaphors in psychotherapy, child and family therapy, medical treatment, coaching and supervision. Routledge.

Module 5: Teacher Specific Module (15 Hours)

In this module course will organize based on the following activities

- Train the students to perform child and adolescent case history intake based on the child intake format
- Diagnostic tests of Learning Disabilities, Autism Spectrum Disorders
- Screening of Childhood Psychopathology
- Behavioural Assessment methods
- Conduct an awareness program on child and adolescent psychopathology and



- behavioural problems
- Learning Enhancement Methods
- Prepare a Mental Health Literacy Training Modules

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

- Berk, L.E. (2015). Child Development: 9th Edition. Pearson Australia.
- Bornstein, M. H. (2002). Handbook of parenting: Volume 3. Mahwah, N.J: Lawrence Erlbaum.
- Hirschy, S. T., & Wilkinson, E. (2010). Protecting our children: Understanding and preventing abuse and neglect in early childhood. Belmont, Ca: Wadsworth.
- Hopkins, B. (2005). The Cambridge encyclopedia of child development. Cambridge, UK: Cambridge University Press.
- O'Connor, K. J. (1991). The play therapy primer: An integration of theories and techniques. New York: Wiley.
- Papalia, D.E., Olds, S.W. & Feldman, R.D. (2017). Human Development (9th ed). New Delhi: Tata Mc Graw Hill Pub.
- Reid, G. (2007). Motivating learners in the classroom: Ideas and strategies. London: P. Chapman Pub

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

- Schmeck, R. R. (1988). Learning strategies and learning styles. New York: Plenum.
- Hammel, S. (2018). Handbook of therapeutic storytelling: Stories and metaphors in psychotherapy, child and family therapy, medical treatment, coaching and supervision. Routledge.
- Goldstein, S., & Brooks, R. B. (2005). Handbook of resilience in children. New York: Kluwer Academic/Plenum Publishers.
- Calvert, S. L., & Wilson, B. J. (2008). The handbook of children, media, and development. Chichester, U.K: Wiley-Blackwell

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

- Group discussion
- Brainstorming
- Problem solving
- Explicit Teaching, E-learning (Video)
- Interactive Instruction: Active cooperative learning, Seminars, Group Assignments, Library work and Group discussion
- Presentation by individual student/ Group representative

Mode Of Transaction: Offline



ASSESSMENT RUBRICS

Marks Weightage

End Semester Evaluation	50%
● End Semester Theory Exam	100
Continuous Evaluation*	50%
● Internal Examination	40%
● Assignment	20%
● Seminar/Debate/Discussion/..etc	40%

**It can be modified and decided by the course coordinator as per the teacher specific module*

Sample Questions to test Outcomes.

1. Can you distinguish between key cognitive changes in child and adolescent development?
2. Discuss the behavior problems associated with adolescence.
3. Outline how children are developing gender-specific roles during the development
4. What are the career-related issues in adolescence?
5. How do you address the suicide problems among adolescence?

Employability for the Course/Programme

- Psychologist at Hospital Settings/School
- Counsellor at mental health care centers
- Teaching at Higher secondary school/college



SEMESTER IV
CLINICAL PSYCHOLOGY-I
KU04DSCPSY205

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	DSC	200-299	KU04DSCPSY205	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical/ Internship	CE	ESE	Total	
2	1	1	50	50	100	2

Course Description:

Clinical psychology is a branch of psychology that focuses on diagnosing and treating mental, emotional, and behavioral disorders. Clinical psychologists utilize various assessment techniques, such as interviews, psychological tests, and observations, to understand the underlying factors contributing to a person's difficulties. This course focuses on basic psychopathology and psychological disorders related to clinical Psychology. Understanding of psychopathology and clinical psychiatric disorders contributes to delivering evidence- based therapies and interventions to help individuals overcome their challenges and improve their overall well-being.

Course Objectives:

The Course aim is to:

- Study the basics of psychopathology.
- Understand the causes and symptoms of mental illness.
- Apply the use of DSM and ICD in clinical settings.
- Learn the skill of how to take case history effectively.

Course Pre-requisites:



COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO No.	Expected Outcome	Learning Domains
C01	Interpret the concept of normality and abnormality of the human behavior	U
C02	Evaluate the psychopathology and diagnosis based on case history taking approach.	E & A
C03	Demonstrate the working knowledge of bio-psycho-social and other etiology of psychological disorders	C
C04	Analyze DSM and ICD-11 Classification of disorders for differentiating psychological disorders	A

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs/POs

	PS O1	PS O2	PS O3	PS O4	PS O5	PSO 6	PS O7	PS O8	PSO 9	PSO 10	PSO 11
C O1	✓		✓				✓				
C O2	✓	✓		✓	✓					✓	
C O3	✓	✓	✓	✓							✓
C O4	✓	✓		✓		✓			✓		

COURSE CONTENTS

Module 1: Introduction to Psychopathology (10 Hours)

- 1.1 Concept of normality and abnormality; clinical criteria of abnormality. DSM and ICD. Dimensional, categorical and prototype model of psychopathology, Models of Normality
- 1.2 Classification of psychiatric disorders, evolution of abnormal psychology;
- 1.3 Mental health and mental illness: medical model and concept of disease, Causes
- 1.4 Perspectives of Abnormal Behaviour: Biological, Psychodynamic, Behavioural, Cognitive, And Humanistic, existential and Cultural Perspectives, Stigma, Misconceptions, Biopsychosocial model



Suggested readings specific to the module.

- 1.1 Bennett, P. (2011). Abnormal and clinical psychology : an introductory textbook. McGraw-Hill/Open University Press.
- Ahuja, N. (1999). A Text book of Psychiatry.
- 1.2 American Psychiatric Association, D. S. M. T. F., & American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders: DSM- 5 (Vol. 5, No. 5). Washington, DC: American psychiatric association.
- ICD-11 (2022). International Classification of mental and behavioural disorders, World Health Organization.
- 1.3 Sadock, B. J., Sadock, V. A., & Ruiz, P. (2015). Kaplan & Sadock's synopsis of psychiatry : behavioral sciences/clinical psychiatry (11th ed.). Wolters Kluwer.
- 1.4 Kearney, C. A., & Trull, T. J. (2011). Abnormal Psychology and Life: A Dimensional Approach. Cengage Learning.

Module 2: Understanding Disorders (20 Hours)

- 2.1 Case History, Mental Status Examination: Signs and symptoms,
- 2.2 Disorders of perception, disorders of thought and speech, disorders of memory, disorders of emotion,
- 2.3 Disorders of experience of self, disorders of consciousness, motor disorders,
- 2.4 Ego Defenses and Cognitive distortions

Suggested readings specific to the module.

- 2.1 Sadock, B. J., Sadock, V. A., & Ruiz, P. (2015). Kaplan & Sadock's synopsis of psychiatry : behavioral sciences/clinical psychiatry (11th ed.). Wolters Kluwer.
- 2.2 Casey, P. R., Kelly, B., & College, R. (2019). Fish's clinical psychopathology : signs and symptoms in psychiatry. Cambridge University Press.
- Sims, A. (1988). Symptoms in the mind: An introduction to descriptive psychopathology. Bailliere Tindall Publishers.
- 2.3 Casey, P. R., Kelly, B., & College, R. (2019). Fish's clinical psychopathology : signs and symptoms in psychiatry. Cambridge University Press.
- Sims, A. (1988). Symptoms in the mind: An introduction to descriptive psychopathology. Bailliere Tindall Publishers.
- 2.4 Casey, P. R., Kelly, B., & College, R. (2019). Fish's clinical psychopathology : signs and symptoms in psychiatry. Cambridge University Press.

Module 3: DSM/ICD-11 Classification of Disorders: Anxiety disorders and Stress related disorders (15 Hours)

- 3.1 Anxiety Disorders– Causes, Symptoms, types, theories, models and Treatment
- 3.2 Obsessive-Compulsive and Related Disorders, – Causes, Symptoms, types, theories, models and Treatment
- 3.3 Trauma- and Stressor-Related, Disorders- –Causes, Symptoms, types, theories, models and treatment



3.4 Somatic symptom and Related Disorder- – Causes, Symptoms, types, theories, models and treatment. Dissociative Disorders- Causes, Symptoms, types, theories, models and treatment

Suggested readings specific to the module.

- 3.1 Sue, D., Derald Wing Sue, Sue, D. M., & Sue, S. (2016). Understanding abnormal behavior (12th ed.). Cengage Learning.
American Psychiatric Association. (2013). DSM-5 classification. American Psychiatric Association.
- 3.2 Sue, D., Derald Wing Sue, Sue, D. M., & Sue, S. (2016). Understanding abnormal behavior (12th ed.). Cengage Learning.
American Psychiatric Association. (2013). DSM-5 classification. American Psychiatric Association.
- 3.3 Sue, D., Derald Wing Sue, Sue, D. M., & Sue, S. (2016). Understanding abnormal behavior (12th ed.). Cengage Learning.
American Psychiatric Association. (2013). DSM-5 classification. American Psychiatric Association.
- 3.4 Sue, D., Derald Wing Sue, Sue, D. M., & Sue, S. (2016). Understanding abnormal behavior (12th ed.). Cengage Learning.
American Psychiatric Association. (2013). DSM-5 classification. American Psychiatric Association.

Module 4 Mood disorder, Schizophrenia and Organic Mental disorders (15 Hours)

- 4.1 Schizophrenia Spectrum and Other Psychotic Disorders- Causes, symptoms, types, theories, models and treatment
- 4.2 Bipolar and Related Disorders-Causes, symptoms, types, theories, models and treatment
- 4.3 Depressive Disorders-Causes, symptoms, types, theories, models and treatment
- 4.4 Neurocognitive Disorders -Causes, symptoms, types, theories, models and treatment

Suggested readings specific to the module.

- 4.1 Sue, D., Derald Wing Sue, Sue, D. M., & Sue, S. (2016). Understanding abnormal behavior (12th ed.). Cengage Learning.
American Psychiatric Association. (2013). DSM-5 classification. American Psychiatric Association.
- 4.2 Sue, D., Derald Wing Sue, Sue, D. M., & Sue, S. (2016). Understanding abnormal behavior (12th ed.). Cengage Learning.
American Psychiatric Association. (2013). DSM-5 classification. American Psychiatric Association.
- 4.3 Sue, D., Derald Wing Sue, Sue, D. M., & Sue, S. (2016). Understanding abnormal behavior (12th ed.). Cengage Learning.
American Psychiatric Association. (2013). DSM-5 classification. American Psychiatric Association.
- 4.4. Sue, D., Derald Wing Sue, Sue, D. M., & Sue, S. (2016). Understanding abnormal behaviour (12th ed.). Cengage Learning.
American Psychiatric Association. (2013). DSM-5 classification. American Psychiatric Association.

Module 5: Teacher Specific Module (15 Hours)

In this course students will be trained following practical aspects of Clinical Psychology



- Adult case history intake
- Case presentation
- Visit to hospitals
- Learn Mental State Examination (MSE)
- Disorder specific -screening tests
- Poster Presentations
- Submission of 3 complete case history intake from mental health centers/hospitals/clinics as part of this course (mandatory)
- Rorschach Ink blot Test
- Personality Assessments
- Rating Scales
- IQ Assessments in Adult Population

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1. American Psychiatric Association. (2022). Diagnostic and statistical manual of mental disorders. Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, Text Revision (DSM-5-TR), 5. <https://doi.org/10.1176/appi.books.9780890425787>
2. Bennett, P. (2011). Abnormal and clinical psychology : an introductory textbook. McGraw- Hill/Open University Press.
3. Blaney, P. H., Krueger, R. F., & Millon, T. (2015). Oxford textbook of psychopathology. Oxford University Press
4. Buss, A. H. (1966). Psychopathology. John Wiley & Sons.
5. Casey, P. R., Kelly, B., & College, R. (2019). Fish's clinical psychopathology : signs and symptoms in psychiatry. Cambridge University Press.
6. Cockerham, W. C. (2020). Sociology of Mental Disorder. Routledge.
7. Eugene Walker, & Roberts, M. C. (2001). Handbook of clinical child psychology. Wiley.
8. Gelder, M. G., Lopez-Ibor, J. J., & Andreasen, N. C. (2003). New Oxford Textbook of Psychiatry, Volume 2. Oxford University Press.
9. Kapur, M. (1995). Mental Health of Indian Children.
10. Kearney, C. A., & Trull, T. J. (2011). *Abnormal Psychology and Life: A Dimensional Approach*. Cengage Learning.
11. Magnavita, J. J. (2004). Handbook of personality disorders : theory and practice. Wiley.
12. Sharma, S. (1990). Mental hospitals in India. Directorate General of Health Services
13. Sue, D., Derald Wing Sue, & Sue, D. M. (2017). Essentials of understanding abnormal behavior (3rd ed.). Cengage Learning.
14. Weis, R. (2020). Introduction to Abnormal Child and Adolescent Psychology. SAGE Publications.

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

1. Trull, T. J., & Prinstein, M. J. (2013). Clinical psychology. Belmont, CA: Wadsworth/Cengage Learning.
2. Whitbourne, S. K., & Halgin, R. P. (2015). Abnormal psychology. McGraw- Hill.
3. World Health Organisation. (2019). ICD-11. Who.int. <https://icd.who.int/>
4. <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=31>
5. <https://www.jstor.org/subject/psychology>



Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

- Group discussion
- Cooperative learning
- Brainstorming
- Collaborative learning
- Problem solving
- Explicit Teaching, E-learning (Video)
- Interactive Instruction: Active co-operative learning, Seminars, Group Assignments, Library work and Group discussion
- Presentation by individual student/ Group representative

Mode Of Transaction: Offline/Online

ASSESSMENT RUBRICS	Marks Weightage
End Semester Evaluation	50%
End Semester Theory Exam	100%
Continuous Evaluation	50%
● Internal Examination/Periodic Quiz/Open book Exam/Take home assignments	40%
● Assignment as suggested in the teacher specific module	20%
● Seminar/Debate/Discussion etc.	40%

Sample Questions to test Outcomes.

1. Can you distinguish between DSM and ICD
2. Describe how do culture affects abnormality?
3. What are the implications of different perspectives of abnormality?
4. What are the major categories in disorders of perception?
5. Describe the course and prognosis of separation anxiety disorder

Employability for the course/Programme

- Psychologist at Hospital Settings/School
- Counsellor at mental health care centres
- Teaching at Higher secondary school/college



SEMESTER IV
BIOLOGICAL BASIS OF BEHAVIOUR
KU04DSCPSY206

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IV	DSC	200-299	KU04DSCPSY206	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical/Internship	CE	ESE	Total	
2	1	1	50	50	100	2

L=Lecture, T/S= Tutorial/Seminar, P=Practical, ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Introduction:

The courses aims to orient the learners with biological basis of behaviour such as the influence of genes, brain, nervous system and endocrine system on behaviours. The learners will also be equipped to get a brief understanding of and use the various psyphysiological and psychophysics related assessments and report the results.

Course Objectives:

- To understand the basic principles of neurobiology, Students should grasp fundamental concepts related to the structure and function of neurons, neural circuits, and the nervous system.
- To identify the major neurotransmitter systems and their functions
- To investigate the role of hormones in behavior
- To communicate effectively about biological basis of behavior topics

Course Pre-requisites:



COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO. NO.	Expected Outcome	Learning Doamins
C01	To apply knowledge of biological concepts to explain various behaviors observed in humans and animals.	A
C02	To identify and describe the functions of key neural structures and pathways involve in psychological processes	An
C03	Able to explain influence neurotransmitters and hormones on human behavior and physiological processes.	E
C04	To integrate concepts from biology, neuroscience, psychology, and elated disciplines to develop a holistic understanding of the biological basis of behavior.	C

Remember (K), Understand (U), Apply(A), Analyze (An), Evaluate(E), Create (C)

Mapping of Course Outcomes to PSOs/POs

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PS O8	PS O9	PSO 10	PSO 11
CO1	✓	✓	✓	✓	✓	✓	✓	✓			
CO2	✓	✓		✓	✓	✓					
CO3	✓		✓		✓		✓	✓		✓	✓
CO4	✓	✓		✓		✓		✓			✓

COURSE CONTENTS

Module 1 Introduction to biopsychology (15 Hours)

- 1.1 Disciplines of biopsychology: Physiological psychology, Psychopharmacology, Neuropsychology, Psychophysiology, Cognitive neuroscience, Comparative psychology
- 1.2 Neurons: Structure of neurons: Types and functions of neurons and supportive cells;
- 1.3 Neural conduction: Resting potential, Propagation of action potential, Synaptic transmission; neurotransmitters; Neuroplasticity:
- 1.4 Autonomic Nervous system: Sympathetic and Parasympathetic Nervous system; Effect of drugs on synaptic transmission.

Suggested readings specific to the module.

- 1.1 Pinel, J. P. J. (2018). Biopsychology (10th ed.). U S A: Pearson education, inc
- 1.2 Pinel, J. P. J. (2018). Biopsychology (10th ed.). U S A: Pearson education, inc
- 1.3 Carlson, N. R. (2012). Foundations of physiological psychology (6th ed.) Delhi: Pearson education.



1.4 Pinel , J. P. J. (2018).Biopsychology(10 th ed.). U S A: Pearson education, inc

Module 2 Sensory system (15 Hours)

- 2.1 Sensory System: Visual System; Auditory System; Body Senses: Vestibular System
- 2.2 Somatosensory System- Touch, pain, pressure, temperature;
- 2.3 Chemical senses-Gustatory System, Olfactory System; Movement;
- 2.4 Principles of sensory system organization; Sensory Receptors: Types and functions.The visual system- pathway, theories of colour vision and disorders.

Suggested readings specific to the module.

- 2.1 Wilson, J. F. (2003). Biological foundations of human behaviour. Wadsworth Thomson learning. Inc
- 2.2 Wilson, J. F. (2003). Biological foundations of human behaviour. Wadsworth Thomson learning. Inc
- 2.3 Wilson, J. F. (2003). Biological foundations of human behaviour. Wadsworth Thomson learning. Inc
- 2.4 Wilson, J. F. (2003). Biological foundations of human behaviour. Wadsworth Thomson learning. Inc

Module 3 Internal regulation & Movement (15 Hours)

- 3.1 Temperature regulation: Homeostasis, allostasis, controlling body temperature
- 3.2 Movement: Brain mechanisms of movement and related dysfunctions
- 3.3 Sleep: Circadian sleep cycles, stages of sleep, theories of sleep, effects of sleep deprivation, Brain areas involved in sleep, Drugs sleep , sleep disorders.
- 3.4 Biological basis of learning and memory

Suggested readings specific to the module.

- 3.1 Kalat, J. W.(2014). Biological psychology (12 th ed) . Pearson education, Inc
- 3.2 Wilson, J. F. (2003). Biological foundations of human behaviour. Wadsworth Thomson learning. Inc
- 3.3 Wilson, J. F. (2003). Biological foundations of human behaviour. Wadsworth Thomson learning. Inc
- 3.4 Kalat, J. W.(2014). Biological psychology (12 th ed) . Pearson education, Inc

Module 4 Bioical basis of behaviour (15 Hours)

- 4.1 Endocrine system: Functions of thyroid gland, adrenal gland, pituitary gland, pancreas, thymusand pineal gland, HPA axis
- 4.2 Emotion: Emotional pathways in CNS, positive emotions and negative emotions
- 4.3 Biological basis of sexual behavior: Sexual differentiation, Hormones, Variations, Regulation of male and female sexual behavior, Deviant sexual behavior.
- 4.4 Biological basis of psychological disorders: psychoses, mood disorders and personality disorders

Suggested readings specific to the module.

- 4.1 Pinel , J. P. J. (2018).Biopsychology(10 th ed.). U S A: Pearson education, inc
- 4.2 Pinel , J. P. J. (2018).Biopsychology(10 th ed.). U S A: Pearson education, inc
- 4.3 Pinel , J. P. J. (2018).Biopsychology(10 th ed.). U S A: Pearson education, inc
- 4.4 Pinel , J. P. J. (2018).Biopsychology(10 th ed.). U S A: Pearson education, inc

Module 5: Teachers Specific Module (15 Hours)

- Provide students with hands-on experience and observations that reinforce the



theoretical concepts covered in the biological basis of behavior paper.

- Invited lecture series
- Preparing Brain Models, Theoretical Models.

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

List

1. Carlson , N. R. (2012). Foundations of physiological psychology (6 th ed.) Delhi: Pearson education.
2. Goldstein, L. H., & McNeil, J. E. (2012). *Clinical neuropsychology: A practical guide to assessment and management for clinicians*. John Wiley & Sons.
3. Kalat, J. W. (2014). Biological psychology (12 th ed) . Pearson education, Inc
4. Wilson, J. F. (2003). Biological foundations of human behaviour. Wadsworth Thomson learning. Inc
5. Kolb, B. (2021). *Fundamentals of Human Neuropsychology* (8th ed.). Worth Publishers

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

List

1. Schneider, M. A. (1990). *An introduction to Physiological Psychology* (3rd ed). USA: Random House.
2. Garrett, B. (2011). *Brain and Behaviour*. (3 rd Ed). Canada: Sage Publications Inc.
3. Leukel, F. (1985). *Introduction to physiological psychology* (3rd.ed.). New Delhi: CPSPublishers.
4. Rosenweig, M.R., Leiman, A.L. & Breedlove, S.M. (1999). *Biological psychology: An introduction to behavioral, cognitive, clinical neuroscience*. (2nd Ed.). USA: Sinauer Associates, Inc.
5. Carlson, N.R. (1999). *Foundations of physiological psychology* (4th. Ed.). Boston: Allyn & Bacon.
6. Heilman, M. K. M., & Valenstein, E. (2010). *Clinical neuropsychology*. Oxford University Press.
7. Rosenweig M.R, Breedlove S.M & Watson, N.V. (2005). *Biological Psychology*. (4 th Ed). US: Sinauer Associates Inc.
8. Darby, D., & Walsh, K. (2005). *Walsh's Neuropsychology. A Clinical Approach*, Fifth edition. UK: Elsevier.
9. Kalat, J.W. (2004). *Biological psychology* (8th.ed.). Belmont: Wadsworth/Thomson learning.
10. D'Esposito, M. (Ed.). (2003). *Neurological foundations of cognitive neuroscience*. MIT press.
11. Kandel, E.R. Schwartz, J.H. & Jessel, T.M. (2000). *Principles of neural science* (4th .ed.). New York: McGraw-Hill.

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

Lecture Demonstration, Lecture with demonstration, Group discussion, Focused group discussion, Cooperative learning, Brainstorming, Collaborative learning, Case based study, Case analysis



Mode Of Transaction: Offline/Online

ASSESSMENT RUBRICS

Marks Weightage

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Quiz/Debates	10
b)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/ Viva	15
c)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/Viva	15
d)	Take home assignment/ Movie reviews/Article analysis	10
Total		100

Sample Questions to test Outcomes.

1. Theoretical Perspectives of Biological Basis of Behaviour
2. Evaluate Brain structure and its functions

Employability for the Course /Programme

- Psychologist



SEMESTER IV
SCHOOL PSYCHOLOGY
KU4DSCPSY207

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IV	DSC	200-299	KU4DSCPSY207	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical/Internship	CE	ESE	Total	
2	1	1	50	50	100	2

ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Introduction:

This course is designed to provide the students with the basic knowledge specific to the professional specialty of school psychology. It focuses on the history and foundations of school psychology, roles and functions of school psychologists, professional issues and standards, and alternative service delivery models. The course also reviews emergent technologies and provides an examination of legal, ethical, and cultural issues as they affect the practice of school psychology. Also this course provides ample information on school counselling.

Course Objectives:

1. To provide the students with the basic knowledge on school psychology
2. To make the students aware about various roles and functions of a school psychologist
3. To help the students to explore the area of school counselling

Course Pre-requisites:



COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to:

C01	Understand the history and foundations of school psychology	U
C02	Analyse the roles and functions of the school psychologist as leader in personnel services for school system change.	An
C03	Critically evaluate the specificities of multicultural classroom	E
C04	Conduct tests and assessments which are specific to school behaviour	A

Remember (K), Understand (U), Apply (A), Analyze (An), Evaluate(E), Create (C)

Mapping of Course Outcomes to PSOs/POs

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PSO 7	PS O8	PS O9	PSO 10	PSO 11
C O1	✓	✓		✓				✓		✓	
C O2	✓	✓								✓	
C O3	✓	✓						✓	✓	✓	
CO 4	✓	✓		✓				✓	✓	✓	

COURSE CONTENTS

Module 1: Introduction to School Psychology (12 hours)

- 1.1 Basic concepts in school psychology, Historical Development of School Psych.
- 1.2 Becoming a School Psychologist, Roles & Functions of School Psychologists
- 1.3 Models of school Psychology, Ethics & Law in School Psychology
- 1.4 Assessment and Data Driven Intervention: Academic Ability and Achievement



Suggested readings specific to the module.

- 1.1 Grapin, S. L. & Kranzler, J. H. (2018) School Psychology: Professional Issues and Practices (1st Ed.) Springer Publishing. ISBN: 978-0826194732
Fagan, T.K., & Wise, P.S. (2007). School psychology: Past, present, and future. (3rd ed.). Washington, DC: National Association of School Psychologists (Chap.2)
- 1.2 Grapin, S. L. & Kranzler, J. H. (2018) School Psychology: Professional Issues and Practices (1st Ed.) Springer Publishing. ISBN: 978-0826194732
Fagan, T.K., & Wise, P.S. (2007). School psychology: Past, present, and future. (3rd ed.). Washington, DC: National Association of School Psychologists (Chap.4)
- 1.3 Grapin, S. L. & Kranzler, J. H. (2018) School Psychology: Professional Issues and Practices (1st Ed.) Springer Publishing. ISBN: 978-0826194732
Jacob, S., & Hartshorne, T.S. (2007). Ethics and Law for school psychologists. (5th ed.). Hoboken, NJ: John Wiley & Sons.
- 1.4 Grapin, S. L. & Kranzler, J. H. (2018) School Psychology: Professional Issues and Practices (1st Ed.) Springer Publishing. ISBN: 978-0826194732

Module 2: Managing a Multicultural Classroom (18 hours)

- 2.1 Definition of multiculturalism, Multicultural Education, Obstacles to multiculturalism in schools
- 2.2 Why the need for multicultural competent school psychologists?, Developing multicultural school competencies, Ethical and professional accountability
- 2.3 Cultural identity and acculturation
- 2.4 Self assessment of multicultural awareness, Knowledge, cross-cultural competencies and skills.

Suggested readings specific to the module.

- 2.1 Martines, D (2008). Multicultural School Psychology Competencies- A practical Guide. SAGE Publications, Inc.
- 2.2 Martines, D (2008). Multicultural School Psychology Competencies- A practical Guide. SAGE Publications, Inc.
- 2.3 Martines, D (2008). Multicultural School Psychology Competencies- A practical Guide. SAGE Publications, Inc.
- 2.4 Martines, D (2008). Multicultural School Psychology Competencies- A practical Guide. SAGE Publications, Inc.

Module 3: School Counselling (15 hours)

- 3.1 Define School Counselling, Characteristics of school psychologists, Historical context of School counselling: The Emergence of school counselling,
- 3.2 counselling to raise self-esteem, counselling depressed young people, counselling those with suicidal thoughts, counselling the sexually abused
- 3.3 Counselling the group, counselling violent and aggressive pupils
- 3.4 Brief counselling for heterosexual young people, same sex relations, brief counselling for homosexual young people



Suggested readings specific to the module.

- 3.1 Merrel. K.W. Ervin. R.A. & Peacock. G., (2012). School Psychology for the 21 st Century foundations and practices. 2 nd ed. The Guilford Press.
- 3.2 Gladding, S. T. & Batra. P., (2018). Counseling: a comprehensive profession. 8th ed. Pearson.
- 3.3 Line, D. (2006). Brief Counselling in schools Working with Young People from 11 to 18. (2 nd ed): Sage Publications
- 3.4 Line, D. (2006). Brief Counselling in schools Working with Young People from 11 to 18. (2 nd ed): Sage Publications

Module 4: Psychoeducational Assessments and Evaluation (15 hours)

- 4.1 Children with Special Concerns, Children with Disabilities
- 4.2 Ethical & Legal Issues: Psychoeducational Assessment & Research in the Schools
- 4.3 Assessments on Academic Motivation and Achievement Motivation
- 4.4 Assessments on Intelligence

Suggested readings specific to the module.

- 4.1 Jacob, S., & Hartshorne, T.S. (2007). Ethics and Law for school psychologists. (5th ed.). Hoboken, NJ: John Wiley & Sons.
- 4.2 Jacob, S., & Hartshorne, T.S. (2007). Ethics and Law for school psychologists. (5th ed.). Hoboken, NJ: John Wiley & Sons.
- 4.3 Jacob, S., & Hartshorne, T.S. (2007). Ethics and Law for school psychologists. (5th ed.). Hoboken, NJ: John Wiley & Sons.
- 4.4 Jacob, S., & Hartshorne, T.S. (2007). Ethics and Law for school psychologists. (5th ed.). Hoboken, NJ: John Wiley & Sons.

Module 5: Teacher Specific Module (15 hours)

- School visits
- Expert lectures
- Role plays
- Discussions and debates
- Movie/documentary screenings

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1. Fagan, T.K., & Wise, P.S. (2007). School psychology: Past, present, and future. (3rd ed.). Washington, DC: National Association of School Psychologists.
3. Jacob, S., & Hartshorne, T.S. (2007). Ethics and Law for school psychologists. (5th ed.). Hoboken, NJ: John Wiley & Sons.

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

1. Canter, A., Paige, L., Roth, M., Romero, I., & Carroll, S., ed. (2004) Helping children at home and school II: Handouts for families and educators. Bethesda, MD: National Association of School Psychologists. (CD Format).
2. Glanz, J. (2002). Finding Your Leadership Style: A guide for Educators. Alexandria, VA: Association for Supervision and Curriculum Development.



3. Thomas, A., & Grimes, J. (2008). Best practices in School Psychology V Bethesda, MD: National Association of School Psychologists.

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

- Jigsaw pedagogy
- Collaborative learning activities
- Experiential learning activities
- Flip classroom
- Peer assisted learning activities
- Discussions and debates

Mode of Transaction: offline/online

ASSESSMENT RUBRICS

Evaluation Type		Mark Weightage
End Semester Evaluation		50%
Continuous Evaluation		50%
a)	Quiz/Debates	10
b)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/ Viva	15
c)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/Viva	15
d)	Take home assignment/ Movie reviews/Article analysis	10
Total		100

Sample Questions to test Outcomes

1. What are the roles and functions of school psychologists? Explain.
2. How multicultural classroom can be considered as a resource in education setting? Analyse.
3. Why school counselling is an essential part of the contemporary Indian education? Prepare a critical analysis.
4. What is significance of academic motivation in schooling?

Employability for the Course /Programme

- Research
- School psychologist
- Social Scientist
- Psychology teacher in school and higher education sector



SEMESTER IV
HEALTH PSYCHOLOGY
KU04DSCPSY208

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	DSC	200-299	KU04DSCPSY208	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	1	50	50	100	2

ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Description:

The course provides grounding into the broader perspective on health and illness in the bio- psycho-social contexts. The students are introduced to need and scope of health Psychology, conceptual understanding of health and its concomitants. Health compromising and promoting behaviours as well as interventions are discussed. Students are expected to equally focus on coping, social support and resilience. The course facilitates an appreciation of contextual and cultural factors in addition to the biomedical models of health, illness throughout the lifespan. Finally future challenges in health in the Indian context are discussed.

Course Objectives:

At the end of the course, students should be able to:

- Understand health psychology as a broader field of inquiry that examines bio-medical, social, and cultural conceptualizations of health, illness, and well-being.
- To facilitate a detailed study of health interventions, health-promoting promoting and health-compromising behaviours
- To examine the role of coping, social support, resilience, and interventions in health, illness, and well-being.
- To analyze the present and future health challenges in the Indian context.

Course Pre-requisites:



COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO No	Expected Outcome	Learning Domains
C01	Understand the knowledge and skills essential for a health psychologist.	U
C02	Apply health psychology knowledge to deal with various kinds of physiological and psychological issues affecting health.	A
C03	Analyze techniques to communicate effectively, develop effective lifestyles and healthy habits	An
C04	Apply health psychology knowledge in real life situations	A

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs/POs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11
CO1	✓		✓								
CO2	✓			✓			✓				✓
CO3	✓	✓			✓	✓					
CO4	✓		✓	✓						✓	✓

COURSE CONTENTS

Module 1: Introduction to Health Psychology (15 Hours)

- 1.1 Brief Historical Overview; Need and Scope for Health Psychology, Epidemiology of health and illness.
- 1.2 Theoretical Models of Health and Illness – Mind-body dualism, biomedical model, Factors predicting health behaviors based on various health models. Representation, Procedures, Affect in Illness Self-Regulation: Perceptual Cognitive Model
- 1.3 Conceptualization and Operationalization of Perceived Control
- 1.4 Biological Mechanisms of Health and Disease

Suggested readings specific to the module.

- 1.1 Baum, A., Revenson, T. A., & Singer, J. (2012). Handbook of health psychology. Lawrence Erlbaum Associate Publishers.
- Sutton, S. R., Johnston, M., & Baum, A. S. (2004). The Sage handbook of health psychology.



- 1.2 Boyer, B. A., & Paharia, M. I. (Eds.). (2007). Comprehensive handbook of clinical health psychology. John Wiley & Sons.
Sutton, S. R., Johnston, M., & Baum, A. S. (2004). The Sage handbook of health psychology.
Baum, A., Revenson, T. A., & Singer, J. (2012). Handbook of health psychology. Lawrence Erlbaum Associate Publishers.
- 1.3 Baum, A., Revenson, T. A., & Singer, J. (2012). Handbook of health psychology. Lawrence Erlbaum Associate Publishers.
- 1.4 Sutton, S. R., Johnston, M., & Baum, A. S. (2004). The Sage handbook of health psychology.

Module 2: Determinants of Health-Related Behavior (15 Hours)

- 2.1 Dimensions of Health Behavior, Defining and Measuring Behavior, Research Designs
2.2 Health Cognitions: Attention to Symptoms, Cognitive schema and symptoms, Influence of Psychological Distress, Trauma Symptom Reporting, Making Sense of Illness and Measuring health cognition
2.3 Stress, Health, Illness, Psychoneuroimmunology
2.4 Coping with stress, Personality, Disease, and Self-Healing

Suggested readings specific to the module.

- 2.1 Sutton, S. R., Johnston, M., & Baum, A. S. (2004). The Sage handbook of health psychology.
2.2 Sutton, S. R., Johnston, M., & Baum, A. S. (2004). The Sage handbook of health psychology.
2.3 Sutton, S. R., Johnston, M., & Baum, A. S. (2004). The Sage handbook of health psychology.
Sarafino, E. P., & Smith, T. W. (2014). Health psychology: Biopsychosocial interactions. John Wiley & Sons.
Friedman, H. S., & Silver, R. C. (Eds.). (2007). Foundations of health psychology. Oxford University Press.
2.4 Sarafino, E. P., & Smith, T. W. (2014). Health psychology: Biopsychosocial interactions. John Wiley & Sons.
Friedman, H. S., & Silver, R. C. (Eds.). (2007). Foundations of health psychology. Oxford University Press.

Module 3: Prevention of Disease: Lifestyles to Enhance Health and Prevent Illness (15 Hours)

- 3.1 Health-related Behavior, Problems in promoting Illness, Role of Beliefs and Intentions, Role of Less rational Process
3.2 Developmental, gender, and Sociocultural Factors in Health, Programs for health promotion
3.3 Chronic Disease Prevention, Obesity, Tobacco cessation, Substance Use and Abuse
3.4 Nutrition, Weight Control and Diet, Exercise and Safety

Suggested readings specific to the module.

- 3.1 Friedman, H. S., & Silver, R. C. (Eds.). (2007). Foundations of health psychology. Oxford University Press.
3.2 Friedman, H. S., & Silver, R. C. (Eds.). (2007). Foundations of health psychology. Oxford University Press.



- 3.3 Friedman, H. S., & Silver, R. C. (Eds.). (2007). Foundations of health psychology. Oxford University Press.
- Boyer, B. A., & Paharia, M. I. (Eds.). (2007). Comprehensive handbook of clinical health psychology. John Wiley & Sons.
- 3.4 Sarafino, E. P., & Smith, T. W. (2014). Health psychology: Biopsychosocial interactions. John Wiley & Sons.

Module 4: Managing Pain and Discomfort (15 Hours)

- 4.1 Process of Hospitalization and Adjustment, Patient Adherence to Treatment Regimen
- 4.2 Living with Chronic and Life-Threatening Conditions: Chronic Conditions- Diabetes, Asthma, Hypertension, Alzheimer's Disease, Epilepsy, Nervous System Injuries, Arthritis, Life-Threatening Conditions- Heart Disease, Stroke, Cancer, HIV/AIDS, End Stage Renal Disease
- 4.3 Nature and Symptoms of Pain, Gate Control Theory of Pain, Biopsychosocial aspects of pain, Assessment of Pain, Managing and Controlling Clinical Pain
- 4.4 Psychosocial factors of Aging and Dying, Rehabilitation, Community Intervention

Suggested readings specific to the module.

- 4.1 Sarafino, E. P., & Smith, T. W. (2014). Health psychology: Biopsychosocial interactions. John Wiley & Sons.
- Baum, A., Revenson, T. A., & Singer, J. (2012). Handbook of health psychology. Lawrence Erlbaum Associate Publishers.
- 4.2 Sarafino, E. P., & Smith, T. W. (2014). Health psychology: Biopsychosocial interactions. John Wiley & Sons.
- Baum, A., Revenson, T. A., & Singer, J. (2012). Handbook of health psychology. Lawrence Erlbaum Associate Publishers.
- Boyer, B. A., & Paharia, M. I. (Eds.). (2007). Comprehensive handbook of clinical health psychology. John Wiley & Sons.
- 4.3 Sarafino, E. P., & Smith, T. W. (2014). Health psychology: Biopsychosocial interactions. John Wiley & Sons.
- 4.4 Sarafino, E. P., & Smith, T. W. (2014). Health psychology: Biopsychosocial interactions. John Wiley & Sons.
- Baum, A., Revenson, T. A., & Singer, J. (2012). Handbook of health psychology. Lawrence Erlbaum Associate Publishers.

Module 5: Teacher Specific Module (15 Hours)

- Design an intervention method for de-addiction with the support of the Biopsychosocial model.
- Conduct Health Psychology Assessments in adults by visiting your nearest clinic to understand and differentiate the effects of physical disease from psychological reactions to illness.
- Conduct an assessment on your friend's personality and evaluate the role of personality in health and wellbeing
- Explore the recent studies in Psychoneuroimmunology (minimum 5 studies) and understand how it impacts the overall health.
- Conduct a study to evaluate the Health Anxiety and the coping mechanisms of women in Kerala
- Utilize the wellness lab and body composition monitor to create health profiles of participants

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)



1. Baum, Andrew; Ravenson, Tracy A; Singer, Jerome(Eds.) (2012) *Handbook of Health Psychology* (2nd Edition) New York. Taylor and Francis
2. Broome, Annabel; Lielleywyn Sue (Eds.) (1995) *Health Psychology: Process and Application*(2nd Edition) London. Chapman and Hall
3. Crossley, M. L. (2000). *Rethinking Health Psychology*. Buckingham UK: Open University Press.
4. French, David; Vedhara, Kavita; Kaptein, AA; Weinman, John.(Eds.) (2010) *Health Psychology*(2nd Edition) Sussex UK. BPS Blackwell.
5. Lyons, A. C., & Chamberlain, K. (2006). *Health Psychology: A Critical Introduction*. Cambridge, UK: Cambridge University Press.
6. Taylor, Shelley E. (2009) *Health Psychology*. 6th Edition. New Delhi. Tata-McGraw Hill

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

1. Rodin, J., & Salovey, P. (1989). Health psychology. *Annual review of psychology*, 40(1), 533-579.
2. Williams, P. G., Holmbeck, G. N., & Greenley, R. N. (2002). Adolescent health psychology. *Journal of consulting and clinical psychology*, 70(3), 828.
3. Ogden, J. (2019). *Health Psychology*, 6e. McGraw Hill.
4. Brannon, L., & Feist, J. (2007). *Introduction to health psychology*. New Delhi, India:Thomson, Wadsworth.
5. Dimatteo, M. R., & Martin, L. R. (2002). *Health psychology*. New Delhi, India: Allyn& Bacon.
6. Taylor, S. E. (2011). *Health psychology*. New Delhi, India: Tata McGraw-Hill.
7. Weinman, J., Johnston, M., & Molloy, G. (2006). *Health psychology*. London: Sage Publications.

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

- Group discussion
- Case-based learning
- Brainstorming
- Collaborative learning
- Problem-based learning
- Explicit Teaching, E-learning (Video)
- Interactive Instruction: Active cooperative learning, Seminars, Group Assignments, Library work and Group discussion
- Presentation by individual student/ Group representative

Mode Of Transaction: Offline/Face to face: Lecture method & Demonstration method



ASSESSMENT RUBRICS

Marks Weightage

End Semester Evaluation	50%
Continuous Evaluation	50%
● Internal Examination/Quiz/Open Book Exam	40%
● Assignment will be conducted as per the teacher specific module	20%
● Seminar/Debate/Discussion/..etc	40%

Sample Questions to test Outcomes.

1. How do psychological factors such as stress and emotions influence physical health outcomes?
2. What role does social support play in promoting health and coping with illness?
3. Can personality traits affect susceptibility to certain diseases or conditions?
4. How do health beliefs and attitudes influence health-related behaviors such as diet, exercise, and medication adherence?
5. What are the psychological effects of chronic illness or disability on individuals and their families?

Employability for the Course/Programme

- Psychologist at Hospital Settings/School
- Neuropsychologist at mental health care centers
- Teaching at Higher secondary school/college



**SEMESTER V
CLINICAL PSYCHOLOGY-II
KU05DSCPSY301**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
5	DSC	300-399	KU05DSCPSY301	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	1	50	50	100	2

ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Description:

Clinical psychology-2 course focuses on the different dimensions of ethical, assessment, and clinical methods of clinical psychology. In addition to that this course focuses on basic psychopathology and psychological disorders such as neurodevelopmental, personality, substance use, and sexual dysfunctions. It also addresses how culture influences in the development of psychopathology.

Course Objectives:

At the end of the course, students should be able to:

- Know about clinical practice-oriented issues in the field.
- Explore the different treatment approaches in clinical psychology.
- Study assessment, diagnosis, and planning of treatment based on mentalhealth issues.

Course Pre-requisites:



COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO No	Expected Outcome	Learning Domains
C01	Evaluate the basis, theories and classifications for clinical psychology.	E
C02	Demonstrate the knowledge and skills to diagnose psychopathology	C
C03	Demonstrate the treatment and management of psychological disorders.	A
C04	Analyze different cultural perspectives of mental health.	An

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs/POs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11
CO1	✓										
CO2	✓			✓			✓				✓
CO3	✓		✓	✓						✓	
CO4	✓	✓			✓	✓		✓			

COURSE CONTENTS

Module 1: Introduction to Clinical Psychology and Assessment (10 Hours)

- 1.1 Defining clinical psychology- definition, education and training, professional activities and employment settings
- 1.2 Cultural and Ethical aspects and Issues in Clinical Psychology,
- 1.3 Conducting research in clinical psychology, Clinical Interviews and Clinical assessment - components and basic skills
- 1.4 Intellectual and neurological assessment, personality assessment, and behavioral assessment

Suggested readings specific to the module.

- 1.1 Hecker, J. E., & Thorpe, G. L. (2005). Introduction to clinical psychology: Science, practice, and ethics. Pearson Education
- Pomerantz, A. M. (2019). Clinical psychology: Science, practice, and diversity. Sage Publications.
- 1.2 Hecker, J. E., & Thorpe, G. L. (2005). Introduction to clinical psychology: Science, practice, and ethics. Pearson Education



Pomerantz, A. M. (2019). Clinical psychology: Science, practice, and diversity. Sage Publications.

1.3 Hecker, J. E., & Thorpe, G. L. (2005). Introduction to clinical psychology: Science, practice, and ethics. Pearson Education

Pomerantz, A. M. (2019). Clinical psychology: Science, practice, and diversity. Sage Publications.

1.4 Hecker, J. E., & Thorpe, G. L. (2005). Introduction to clinical psychology: Science, practice, and ethics. Pearson Education

Pomerantz, A. M. (2019). Clinical psychology: Science, practice, and diversity. Sage Publications.

Module 2: Childhood Disorders and Sleep -Wake Disorders (20 Hours)

2.1 Neurodevelopmental Disorders: Causes, Symptoms, types, theories, models and Treatment

2.2 Internalizing and Externalizing Disorders: Internalizing Disorders- Anxiety, Trauma, Stress-Related Disorders of Early Life, Mood Disorders of Early Life. Externalizing Disorders- Oppositional Defiant Disorders, Intermittent Explosive Disorders, Impulse-Control, and Conduct Disorders- Causes, Symptoms, types, theories, models and Treatment

2.3 Feeding and Eating Disorders, Elimination Disorders- Causes, Symptoms, types, theories, models and Treatment

2.4 Sleep-Wake Disorders- Causes, Symptoms, types, theories, models and Treatment

Suggested readings specific to the module.

2.1 Sadock, B. J., Sadock, V. A., & Ruiz, P. (2015). Kaplan & Sadock's synopsis of psychiatry: behavioral sciences/clinical psychiatry (11th ed.). Wolters Kluwer.
Sue, D., Derald Wing Sue, Sue, D. M., & Sue, S. (2016). Understanding abnormal behavior (12th ed.). Cengage Learning.
American Psychiatric Association. (2013). DSM-5 classification. American Psychiatric Association.

2.2 Sadock, B. J., Sadock, V. A., & Ruiz, P. (2015). Kaplan & Sadock's synopsis of psychiatry: behavioral sciences/clinical psychiatry (11th ed.). Wolters Kluwer.
Sue, D., Derald Wing Sue, Sue, D. M., & Sue, S. (2016). Understanding abnormal behavior (12th ed.). Cengage Learning.
American Psychiatric Association. (2013). DSM-5 classification. American Psychiatric Association.

2.3 Sadock, B. J., Sadock, V. A., & Ruiz, P. (2015). Kaplan & Sadock's synopsis of psychiatry: behavioral sciences/clinical psychiatry (11th ed.). Wolters Kluwer.
Sue, D., Derald Wing Sue, Sue, D. M., & Sue, S. (2016). Understanding abnormal behavior (12th ed.). Cengage Learning.
American Psychiatric Association. (2013). DSM-5 classification. American Psychiatric Association.

2.4 Sadock, B. J., Sadock, V. A., & Ruiz, P. (2015). Kaplan & Sadock's synopsis of psychiatry: behavioral sciences/clinical psychiatry (11th ed.). Wolters Kluwer.
Sue, D., Derald Wing Sue, Sue, D. M., & Sue, S. (2016). Understanding abnormal behavior (12th ed.). Cengage Learning.
American Psychiatric Association. (2013). DSM-5 classification. American Psychiatric Association



Module 3: Personality Disorders, Substance Use Disorders, and Sexual Dysfunctions (20 Hours)

- 3.1 Personality Disorders- Causes, Symptoms, types, theories, models and Treatment
- 3.2 Substance-Related and Addictive Disorders-Causes, Symptoms, types, theories, models and Treatment
- 3.3 Sexual Dysfunctions, Gender Dysphoria Paraphilic Disorders-Causes, Symptoms, types, theories, models and Treatment
- 3.4 Suicide: Warning Signs, Effects, Causes/Perspectives, and Prevention of Suicide

Suggested readings specific to the module.

- 3.1 Sue, D., Derald Wing Sue, Sue, D. M., & Sue, S. (2016).
Understanding abnormal behavior (12th ed.). Cengage Learning.
Geddes, J. R., & Andreasen, N. C. (2020). New Oxford textbook of psychiatry.
Oxford University Press, USA.
- 3.2 Sue, D., Derald Wing Sue, Sue, D. M., & Sue, S. (2016).
Understanding abnormal behavior (12th ed.). Cengage Learning
Geddes, J. R., & Andreasen, N. C. (2020). New Oxford textbook of psychiatry.
Oxford University Press, USA.
- 3.3 Sue, D., Derald Wing Sue, Sue, D. M., & Sue, S. (2016).
Understanding abnormal behavior (12th ed.). Cengage Learning.
Geddes, J. R., & Andreasen, N. C. (2020). New Oxford textbook of psychiatry.
Oxford University Press, USA.
- 3.4 Sue, D., Derald Wing Sue, Sue, D. M., & Sue, S. (2016).
Understanding abnormal behavior (12th ed.). Cengage Learning.
Geddes, J. R., & Andreasen, N. C. (2020). New Oxford textbook of psychiatry.
Oxford University Press, USA

Module 4 Clinical Psychology in India (10 Hours)

- 4.1 Phenomenology to Psychiatric Disorders: Cultural Phenomenology and Psychiatric Illness, How Self is Altered in Psychiatric Disorders. Social Inequalities and Mental health, Ecology of Mind in health and illness.
- 4.2 Growth of mental hospitals in India, Culture-bound syndromes in India
- 4.3 Eastern and Western perspectives on mental health
- 4.4 Current controversies and issues of Clinical psychology

Suggested readings specific to the module.

- 4.1 Kirmayer, L. J., Lemelson, R., & Cummings, C. A. (Eds.). (2015). Re-visioning psychiatry: Cultural phenomenology, critical neuroscience, and global mental health. Cambridge University Press
- 4.2 Murthy, P., Isaac, M., & Dabholkar, H. (2016, December 20). *Mental Hospitals in India in the 21st century: transformation and relevance. Epidemiology and Psychiatric Sciences*, 26(1), 10–15. <https://doi.org/10.1017/s2045796016000755>
Krishnamurthy, K., Duddu, V., & Alimchandani, A. (2000). *Mental hospitals in India*. ResearchGate. https://www.researchgate.net/publication/50399912_Mental_hospitals_in_dia



Kapoor, A., Juneja, R., & Singh, D. C. (2018). Cultural Specific Syndromes in India – An Overview. *International Journal of Current Research and Review*, 10(11), 2–
<https://doi.org/10.31782/ijcrr.2018.10111>

4.3 Barlow, D. H & Durnad, V, M(2009). *Abnormal psychology- an integrative approach* (5th ed.) .wardswothcengage learning

4.4 Horwitz, A.V & Scheid, T.L. (2006). *Handbook for the study of mental health - social contexts, theories and systems*. Cambridge university press

Module 5: Teacher specific module (15 Hours)

The students will be trained to acquire the following skills

- Case history intake of the disorder specified in this module
- Suicide Awareness Programs
- Awareness program on Substance abuse
- Visit De Addiction/mental health treatment centres
- Mental State Examination
- Exposure to screening assessments
- Train in providing psychoeducation
- Thematic Apperception test (TAT)
- Children's Apperception Test (CAT)
- Childhood and Adolescent Rating Scales
- IQ Assessments in Children and Adolescents

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1. Hecker, J. E., & Thorpe, G. L. (2005). *Introduction to clinical psychology : Science, practice, and ethics*. Pearson Education.
2. Ahuja. N. (2011). *A short text book of psychiatry*. (7th ed.) Jeypee publishers
3. Hoeksema, S.N(2004). *Abnormal psychology*(3th ed). McGraw Hill.
4. Horwitz, A.V & Scheid, T.L. (2006). *Handbook for the study of mental health - social contexts,theories and systems*. Cambridge university press
5. Kaplan, H.I. &Sadock,B. J. (1998). *Synopsis of psychiatry- behaviour sciences and clinicalpsychiatry*. Lippincott William and Williams
6. Trull,T.J., &Phares,E.J. (2001). *Clinical psychology: Concepts, methods, and profession* (6th ed.).Belmont. Wadsworth/Thomson Learning
7. Keaney, C, A & Trull, T, J (2012). *Abnormal psychology and life- a dimensional approach*.cengage learning.
8. Pomerantz, A. M. (2008).*Clinical Psychology-Science Practice & Culture*. Sage Publication

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

1. Barlow, D. H &Durnad, V, M(2009). *Abnormal psychology- an integrative approach* (5th ed.)Wardswothcengage learning
2. Carson, R.C; Butcher, N. & Mineka, S.(2007), *Abnormal Psychology and Modern Life*(13 th ed).Pearson Education
3. Sarasan,I .G.&Sarasan, B. R. (2002) *Abnormal Psychology – The Problem of MaladaptiveBehaviour* (10th ed.). Prentice Hall.
4. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5 th ed.). World Health organization (2018) ICD11
5. Walker &Roberts (2001)*Hand book of Clinical Child Psychology* (3rdEd.). John Wiley & Sons.



6. Magnavita, J.J. (2004) *Handbook of personality disorders : theory and practice*. Wiley.
 7. Weis, R. (2018). *Introduction to abnormal child and adolescent psychology*. Sage

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

- Group discussion
- Case-based learning
- Brainstorming
- Collaborative learning
- Problem- based learning
- Explicit Teaching, E-learning (Video)
- Interactive Instruction: Active co-operative learning, Seminars, Group Assignments, Library work and Group discussion
- Presentation by individual student/ Group representative

Mode Of Transaction: Offline/Online

ASSESSMENT RUBRICS

End Semester Evaluation	50%
● End Semester Theory Exam	100%
Continuous Evaluation	50%
● Internal Examination/Open Book Exam/Quiz/Take Home assignment/ Training Module development	40%
● Assignment as suggested in the teacher specific module/Community awareness activities	20%
● Seminar/Debate/Discussion/..etc	40%

Sample Questions to test Outcomes.

1. What are the general principles of ethical standards formulated by APA?
2. Role of Social Contexts and ecology in developing mental health problems.
3. Differentiate different types of personality disorders?
4. Outline the etiology of autism spectrum disorders.
5. Discuss the paraphilic disorders

Employability for the Course/Programme

- Psychologist at Hospital Settings/School
- Neuropsychologist at mental health care centers
- Teaching at Higher secondary school/college



**SEMESTER V
COUNSELLING AND GUIDANCE
KU05DSCPSY302**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
5	DSC	300-399	KU05DSCPSY302	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	1	50	50	100	2

ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Description:

The course aims to provide a thorough understanding of the theories and applications of counseling and psychotherapy. The course will enable the students to develop an in-depth study and appreciation of the different methods and approaches to counseling and therapy, identifying the overlaps in techniques and practice as well as distinguishing the two. The course focuses on the requirements of becoming a professional counselor and therapist and interaction with other health care professionals. Each of the counseling and psychotherapeutic approach is introduced with its distinguishing features, assumptions, set of practice methods and outcomes that show the effectiveness of the approach.

Course Objectives:

At the end of the course, students should be able to:

- Understand the comprehensive knowledge of Counseling and Guidance, with emphasis on its Historical development, nature, and stages involved.
- Understand different strategies that help in a therapeutic relationship.
- Create responsibility to preserve the dignity of counseling as a profession.
- To develop skills required for effective counseling

Course Pre-requisites:



COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO No.	Expected Outcome	Learning Domains
C01	Understand fundamental concepts or principles in Counselling and Guidance.	U
C02	Apply various skills and techniques to different helping scenarios	A
C03	Utilize various assessment methods to gather information about client's concerns.	C
C04	Understand and imbibe the qualities of an effective counsellor	U

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs/POs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11
CO1	✓		✓								✓
CO2	✓			✓			✓	✓			✓
CO3	✓			✓	✓						
CO4	✓		✓				✓			✓	

COURSE CONTENTS

Module 1: Fundamentals of Guidance and Counselling (15 Hours)

- 1.1 Guidance: Definition. History of Guidance Movement. Nature and Objectives of Guidance. Different types of Guidance: Educational – Guidance needs related to Education, Aptitudes and interests, Guidance at the elementary- school level, Guidance at the middle and secondary school level, Guidance towards the life goals. Career guidance and counselling: theories of career development, the process of vocational/ career counselling, exploration and contract setting, Distinction between vocational/career counselling and vocational/ career guidance. Personal social Guidance: Adjustment process, Motivation, Conflict and Frustration. Exceptional Children and Problems of Guidance- Gifted Children with Adjustment Problems, Mentally-Retarded Children, Handicapped Children and Problems of Adjustment, Hearing Defects, Eyesight Defects, Speech Defects, Spastics.
- 1.2 Counselling: Definition. Factors contributing to the emergence of counselling. Goals of counselling. Counselling as a solution to human problems. Counselling and related



- fields. Differentiated formal and informal Helping. Counselling past present and future.
- 1.3 Different formats for the delivery of counselling services, Conventional one-to-one counselling; time-limited counselling, nonprofessional counsellors, intermittent counselling. Counselling at a distance- Telephone counselling, Counseling through the internet.
 - 1.4 Modern trends in counselling: Trends in Counselling, changing social values affect counseling, postmodern trends, Mental health counseling and the Internet, Ecosystem mental health counselling, Diversity issues, Managed care.

Suggested readings specific to the module.

- 1.1 Rao, N. S., & Shajpal, P.(2013). *Counselling & Guidance*.(3rd ed). Tata Mc Grow Hill Publishers
- 1.2 Corey, G. (2017). *Theory and Practice of Counselling and Psychotherapy*. (10th ed.). Thomson books
- 1.3 Shrivastava, K.K. (2003). *Principles of Guidance and Counselling*. Kanishka publishers. Kinra, A.K. (2008). *Guidance and Counselling*. Dorling Kindersley (India) Pvt. Ltd
- Rao, N. S., & Shajpal, P.(2013). *Counselling & Guidance*.(3rd ed). Tata Mc Grow Hill Publishers
- 1.3 McLeod, J. (2009). *An Introduction to counselling* (4th ed.). Open university press
- 1.4 Nystul, M.S. (2011). *Introduction to Counselling-An art and Science Perspective* (4th ed.). Pearson Education
- Gladding, G. T. (2011). *Counselling- A Comprehensive Profession*. (6th ed.). Dorling Kindersley India Pvt. Ltd
- Rao, N. S., & Shajpal, P. (2013). *Counselling & Guidance*. (3rd ed). Tata Mc Grow Hill Publishers

Module 2: The counselling processes (15 Hours)

- 2.1 The arts and science of counselling process: The six stages, Research and evaluation
- 2.2 Egan’s model of counselling, Stage I: The Current Picture—Help Clients Clarify the Key Issues Calling for Change, Stage II: The Preferred Picture—Help Clients Identify, Choose, and Shape Problem-Managing Goals and Stage III: The Way Forward—Help Clients Develop Strategies and Plans for Accomplishing Goals.
- 2.3 Factors that Influence Counselling Process: Seriousness of presenting the problem, Structure, Initiative, The physical setting, Client Qualities
- 2.4 Types of Initial Interview- Initial Interviewing and Termination, Dealing with resistance

Suggested readings specific to the module.

- 2.1 Nystul, M.S. (2011). *Introduction to Counselling-An art and Science Perspective* (4th ed.). Pearson Education
- 2.2 Egan, G. (2010). *The skilled helper: A Problem-Management and Opportunity-Development Approach to Helping* (9th ed.). Cengage learning.
- 2.3 Gladding, G. T. (2011). *Counselling- A Comprehensive Profession*. (6th ed.). Dorling Kindersley India Pvt. Ltd
- 2.4 Gladding, G. T. (2011). *Counselling- A Comprehensive Profession*. (6th ed.). Dorling Kindersley India Pvt. Ltd



Module 3: Skills required for counselling practice (15 Hours)

- 3.1 Helping relationships: Core conditions
- 3.2 Helping relationship strategies
- 3.3 Listening skills: Primary listening skills:
- 3.4 Variables affecting the counselling process: Counsellor variable- General characteristics of counsellor, personality characteristics of counsellor, counsellor attitude and beliefs. Personal characteristics of an effective counsellor,

Suggested readings specific to the module.

- 3.1 Capuzzi, D. & Gross, D. R. (2011). *Counselling and Psychotherapy: Theories and Interventions* (5th ed.). American Counselling Association.
- Gladding, G. T. (2011). *Counselling- A Comprehensive Profession*. (6th ed.) Dorling Kindersley India Pvt. Ltd
- 3.2 Capuzzi, D. & Gross, D. R. (2011). *Counselling and Psychotherapy: Theories and Interventions* (5th ed.). American Counselling Association.
- 3.3 Nystul, M.S. (2011). *Introduction to Counselling-An art and Science Perspective* (4th ed.). Pearson Education
- 3.4 Gladding, G. T. (2011). *Counselling- A Comprehensive Profession*. (6th ed.) Dorling Kindersley India Pvt. Ltd
- Corey, G. (2017). *Theory and Practice of Counselling and Psychotherapy*. (10th ed.). Thomson books
- Rao, N. S., & Shajpal, P. (2013). *Counselling & Guidance*. (3rd ed). Tata Mc Grow Hill Publishers

Module 4 Testing, Assessments and Diagnosis in counselling (15 Hours)

- 4.1 Thrust areas of counselling and assessment: Brief history of the use of tests in counselling, tests and test score, problems and potential of using tests, Qualities of good tests- validity, Reliability, standardization and norms. Classification of tests – intelligence/ aptitude, Interests/ career, Personality, Achievement. Administration and Interpretation of test, Test bias.
- 4.2 Diagnosis: Historical perspective, Uses of Diagnosis, Psychodiagnosis, common diagnostics classification systems in counselling. Limitations of diagnosis. Diversity and postmodern issues in assessment and Diagnosis.
- 4.3 Counselling Interview: Communication in interview- verbal and non- verbal, Counsee-counsellor relationships, Interviewing techniques in counselling, Structuring the counselling relationships, Degree of lead, silence.
- 4.4 Understanding the individual: Non-testing techniques: Difference between testing and non-testing devices. Anecdotal Record, Autobiography, Observation, Rating scales, Questionnaire, Interview, Cumulative Record- Types, steps, advantages, limitations of each technique

Suggested readings specific to the module.

- 4.1 Gladding, G. T. (2011). *Counselling- A Comprehensive Profession*. (6th ed.) Dorling Kindersley India Pvt. Ltd
- Rao, N. S., & Shajpal, P. (2013). *Counselling & Guidance*. (3rd ed). Tata Mc Grow Hill Publishers
- Nystul, M.S. (2011). *Introduction to Counselling-An art and Science Perspective* (4th ed.). Pearson Education
- 4.2 Gladding, G. T. (2011). *Counselling- A Comprehensive Profession*. (6th ed.) Dorling Kindersley India Pvt. Ltd



Rao, N. S., & Shajpal, P.(2013). *Counselling & Guidance*.(3rd ed). Tata Mc Grow Hill Publishers

4.3 Gladding, G. T. (2011). *Counselling- A Comprehensive Profession*. (6th ed.)Dorling Kindersley India Pvt. Ltd

4.4 Kinra, A.K. (2008). *Guidance and Counselling*. Dorling Kindersley (India) Pvt. Ltd

Module 5: Teacher Specific Module (15 Hours)

In this course students will be introduced to

- Counselling skill training - Core skill training
- Intake of cases and conceptualising for counselling
- Problem identification
- Mutual counselling
- Telephone/online counselling

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

- Capuzzi, D. & Gross, D. R. (2011). *Counselling and Psychotherapy: Theories and Interventions* (5th ed.). American Counselling Association
- Corey, G. (2017). *Theory and Practice of Counselling and Psychotherapy*. (10th ed.). Thomson books
- Egan, G. (2010). *The skilled helper: A Problem-Management and Opportunity-Development Approach to Helping* (9th ed.). Cengage learning.
- Gladding, G. T. (2011). *Counselling- A Comprehensive Profession*. (6th ed.) Dorling Kindersley India Pvt. Ltd
- Hough, M. (2012). *Counselling Skills and theory*. (3rd ed.). Hodder Education
- Kinra, A.K. (2008). *Guidance and Counselling*. Dorling Kindersley (India) Pvt. Ltd
- Nelson-Jones. R. (2005). *Practical Counselling and Helping Skills* (5th ed.) Sage Publications
- Nystul, M.S. (2011). *Introduction to Counselling-An art and Science Perspective* (4th ed.). Pearson Education
- Rao, N. S., & Shajpal, P. (2013). *Counselling & Guidance*. (3rd ed). Tata Mc Grow Hill Publishers
- Shrivastava, K.K. (2003). *Principles of Guidance and Counselling*. Kanishka publishers

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

- Neukrug, E. (2012). *Counseling theory and practice*. Cengage learning
- Patterson, L. E., & Welfel, E. R. (1994). *The counseling process*. Thomson Brooks/Cole Publishing Co
- Wing Sue, D., & Sue, D. (2008). *Counseling the culturally diverse: Theory and practice* (5th ed.). John Wiley & Sons, Inc.
- Nayak, A.K. (2007). *Guidance and Counselling*. A P H Publishing Corporation



TEACHING LEARNING STRATEGIES (Classroom activities / Lab activities / Field Activities)

- Lecture and Demonstration of techniques
- Case-based learning
- Role play – Assign students with specific counselling roles (counselor / Client) and provide them with scenarios reflecting common counselling issues. This will help to practice skills required for counselling relationships.
- Create simulations of group counselling sessions
- Design a workshop that simulate career guidance sessions
- Develop a role-playing scenario where students practice conducting initial interview sessions and using strategies that build rapport.

MODE OF TRANSACTION: Offline/Online

ASSESSMENT RUBRICS

Marks Weightage

End Semester Evaluation	50%
● End Semester Examination	100
Continuous Evaluation	50%
● Internal examination/Quiz/Open book exam	40
● Assignment as per the teacher specific module	20
● Seminar/Case presentation/Debate	40

Sample Questions to test Outcomes.

1. Define counselling and Guidance. Differentiate between formal and informal helping.
2. What are some personal qualities and professional skills that is required for an effective counselor, and why are these qualities important?
3. Explain different stages/ models of a counselling relationships
4. What are the strategies that build rapport and encourage client dialogue?
5. Discuss the importance of listening skills in counselling
6. Evaluate the effectiveness of group counselling in addressing specific mental health issues.
7. What are some the non-testing techniques used to understand an individual in a counseling relationship?

Employability for the Course / Programme

- After completing the course, students may able to conduct workshops on topics that are related to effective counselling practice.
- Able to work in community-based mental health centres



SEMESTER: V
COMMUNITY PSYCHOLOGY
KU05DSCPSY303

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
5	DSC	300-399	KU05DSCPSY303	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	1	50	50	100	2

ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Introduction:

The course helps to understand the basic concepts of community psychology along with the history and the theories. Student will be able to evaluate the research methods in the field and explain the importance of community counseling. The course helps to seek an in depth understanding of the role of a community psychologist in dealing with social changes and in various levels of community problems.

Course Objectives:

- To understand the basic concepts of community Psychology
- To develop skills to apply Psychology indifferent community and settings

Course Pre-requisites: Students who have completed and passed higher secondary 12th standard education in any stream



COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO No.	Expected Outcome	Learning Domains
C01	Understand the historical and theoretical foundations of community psychology to address social issues and problems in communities	U
C02	Apply research methods to evaluate community-based interventions and programs	A
C03	Identify and apply ethical principles and standards in community psychology research and practice.	A
CO4	Create strategies to bring change in different community groups	C

Remember (K), Understand (U), Apply(A), Analyze (An), Evaluate(E), Create (C)

Mapping of Course Outcomes to PSOs/POs

CO No.	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PS O8	PS O9	PS 10	PS 11
CO1	✓	✓		✓		✓					✓
CO2	✓			✓	✓		✓	✓	✓		✓
CO3	✓	✓									
CO4	✓				✓	✓				✓	✓

COURSE CONTENTS

Module 1: An overview of community psychology (12 hours)

- 1.1 The community Psychology framework, Seven core values, Ecological levels of analysis, Understanding human diversity
- 1.2 History and theories of Community Psychology, Goals of Community Psychology
- 1.3 Methods of Community research-Quantitative methods,
- 1.4 Qualitative methods- Focus groups as a source of data, other qualitative methods

Suggested readings specific to the module.

- 1.1 Moritzugu, J., Vera, E., Wong, F.Y., Duffy, K.G. (2017). Community Psychology(5thed.).India:Routledge publishers
- 1.2 Moritzugu, J., Vera, E., Wong, F.Y., Duffy, K.G. (2017). Community Psychology(5thed.).India:Routledge publishers
- 1.3 Moritzugu, J., Vera, E., Wong, F.Y., Duffy, K.G. (2017). Community Psychology(5thed.).India:Routledge publishers



1.4 Moritzugu, J., Vera, E., Wong, F.Y., Duffy, K.G. (2017). Community Psychology(5thed.).India:Routledge publishers

Module 2: Social change (14 hours)

- 2.1 Social change- Its importance-Types and causes of social change, Creating Social change
- 2.2 Citizen Participation, Networking, Consultation,
- 2.3 Community Education and Information Dissemination
- 2.4. Community mobilization- its need and benefits, preparation, prerequisites, techniques, challenges and barriers

Suggested readings specific to the module.

- 2.1 Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., Dalton, J. H. (2012). *Community Psychology- Linking Individuals and Communities* (3rd ed.). Thomson Wadsworth publications
- 2.2 Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., Dalton, J. H. (2012). *Community Psychology- Linking Individuals and Communities* (3rd ed.). Thomson Wadsworth publications
- 2.3 Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., Dalton, J. H. (2012). *Community Psychology- Linking Individuals and Communities* (3rd ed.). Thomson Wadsworth publications
- 2.4 Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., Dalton, J. H. (2012). *Community Psychology- Linking Individuals and Communities* (3rd ed.). Thomson Wadsworth publications

Module 3: Applying Community psychology (18 hours)

- 3.1 Prevention and Promotion- Key concepts, Implementing programs and interventions to prevent problems
- 3.2 Promote well-being in settings like-Schools, Organizations, Legal system, Health Care systems.
- 3.3 Stress and resilience in community psychology, assumptions and strategies of community counseling
- 3.4 Dealing with distressed and marginalized clients, managing the Community counselling program

Suggested readings specific to the module.

- 3.1 Lewis, J. A., Lewis, M. D., Daniels, J. D., & D'Andrea, M. J. (2012). *Community Counseling- A Multicultural social justice perspective*. India: Cengage Learning India Private Limited
- 3.2 Lewis, J. A., Lewis, M. D., Daniels, J. D., & D'Andrea, M. J. (2012). *Community Counseling- A Multicultural social justice perspective*. India: Cengage Learning India Private Limited
- 3.3 Lewis, J. A., Lewis, M. D., Daniels, J. D., & D'Andrea, M. J. (2012). *Community Counseling- A Multicultural social justice perspective*. India: Cengage Learning India Private Limited
- 3.4 Lewis, J. A., Lewis, M. D., Daniels, J. D., & D'Andrea, M. J. (2012). *Community Counseling- A Multicultural social justice perspective*. India: Cengage Learning India Private Limited

Module 4: Combating addiction, violence and maltreatment (16 hours)



- 4.1 Role of Community Psychology in combating issues - drug and alcohol addiction, violence against women and children,
- 4.2 Forming self-help groups, assisting the old age,
- 4.3 Linking Community Psychology and Social Psychology
- 4.4 Diversity versus Prejudice and Stigmatization, Future of community Psychology

Suggested readings specific to the module.

- 4.1 Patil,A,R(2013).Community Organization And Development-An Indian perspective. PHI learning Pvt. Ltd.
- 4.2 Patil,A,R(2013).Community Organization And Development-An Indian perspective. PHI learning Pvt. Ltd.
- 4.3 Patil,A,R(2013).Community Organization And Development-An Indian perspective. PHI learning Pvt. Ltd.
- 4.4 Patil,A,R(2013).Community Organization And Development-An Indian perspective. PHI learning Pvt. Ltd.

Module 5: Teacher'Specific Module (15 Hours)

- Community Visit
- Community Mobilization
- Invited Lectures
- Community based awareness program
- Mental health literacy program
- Community psychological camp/assessments/screening programs

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1. Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., Dalton, J. H. (2012).CommunityPsychology-Linking Individuals and Communities(3rded.).USA:Thomson Wadsworth publications.
2. Lewis, J. A., Lewis, M. D., Daniels, J. D., &D'Andrea, M. J. (2012). Community Counseling- A Multicultural social justice perspective. India: Cengage Learning India Private Limited.
3. Moritzugu,J.,Vera,E.,Wong,F.Y.,Duffy,K.G.(2017).CommunityPsychology(5thed.).India: Routledge publishers
4. Nelson,G., Kloos, B., & Ornelas, J. (2014). Community Psychology and CommunityMentalHealth-Towards transformative change
5. Patil,A,R(2013).Communityorganizationanddevelopment-AnIndianperspective.Delhi: PHI learning Pvt. Ltd.
6. Schneider,F.W.,Gruman,JA.,&Coutts,L.M.(2017).Applied Social Psychology. UK:Sage publications

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

1. Nelson,G.,&Prillettensky,I.(2005).Communitypsychology-inpursuitofliberationandwell being.NewYork: Palmgrave Macmillan
- 2.Seed,P.,&Kaye,G.(1994).Handbookforassessingandmanagingcareinthecommunity.London: Jessica Kingsley publishers.



Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

- 1) Lecture
- 2) Demonstration
- 3) Lecture with demonstration

Mode Of Transaction: Offline/Online

ASSESSMENT RUBRICS

Evaluation Type		Marks
End Semester Evaluation		50%
Continuous Evaluation		50%
b)	Quiz/Debates	20
b)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/ Viva	30
c)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/Viva	30
d)	Take home assignment/ Movie reviews/Article analysis	20
Total		100

Sample Questions to test Outcomes.

1. Explain the use of quantitative research in community psychology.
2. Evaluate the use of the quantitative research method in community psychology.
3. If you could travel back in time and give advice to the community psychologists of the 20th century taking insights from current practice how would it be? Summarize your answer with sufficient evidence.
4. Analyse the historical and philosophical back ground of community psychology.
5. Analyse the challenges and barriers to community mobilization.

Employability for the Course/Programme

- Community Psychologist
- Community Mobilizer



SEMESTER V
EDUCATIONAL PSYCHOLOGY
KU05DSCPSY304

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
5	DSC	300-399	KU05DSCPSY304	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	1	50	50	100	2

ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Introduction:

The primary aim of this course is to introduce students to the field of Educational Psychology. It introduces the student to the psychological foundations of educational theory, research, and practice. Topics include learning theory, learner characteristics, intelligence, creativity, motivation, measurement and evaluation, and models of teaching for all learners. It offers a broad base of content focused on human learning, making it appropriate for students of psychology. It seeks to prepare them for potential roles as educators or counsellors within educational institutions. To achieve this objective, the course encompasses theoretical and applied Educational Psychology.

Course Objectives:

- To prepare the students to work in the field of educational psychology
- To make students think critically about education and its practice.
- To provide the students an exposure to the progressive psychological foundations of the idea of formal education and learning.

Course Pre-requisites:



COURSE OUTCOMES

C01	Understand the psychological basis of learning and teaching	U
C02	Evaluate different classroom pedagogies and the motivational aspect of teaching learning strategies	E
C03	Critically analyse the concepts of creativity, intelligence and aptitude	An
C04	Create pedagogic techniques to address the educational demands of certain exceptional situations and contexts	C

Remember (K), Understand (U), Apply (A), Analyze (An), Evaluate(E), Create (C)

Mapping of Course Outcomes to PSOs/POs

CO No.	PS O1	PSO2	PS O3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11
CO 1	✓	✓				✓	✓				
CO 2	✓	✓		✓		✓	✓				
CO 3		✓		✓		✓	✓				
CO 4		✓		✓		✓	✓			✓	

COURSE CONTENTS

Module 1: Educational Psychology: A Foundation for Teaching and Learning (12 hours)

- 1.1 Concepts and principles of educational psychology, Contextual Understanding of Indian Schools
- 1.2 The teaching-learning process, Goals of teaching and objectives for learning, transfer of training reinforcements in learning process
- 1.3 Theories of cognitive development-Piaget, Bruner, Vygotsky and Bronfenbrenner.
- 1.4 Theories of learning: Behavioural Theories of Learning, Information Processing and Cognitive Theories of Learning, Student Centered and Constructivist Theories of Learning
- 1.5 The intentional teacher: Taking social, moral and emotional development into account in intentional teaching. Inclusive teaching/classroom/education

Suggested readings specific to the module.

- 1.1 Robert E. Slavin (2015). Educational Psychology- Theory and Practice, Pearson Foundation, 12th Edition, (Chapter 1)



Chopra, R., & Jeffery, P. (Eds.). (2005). Educational regimes in contemporary India. SAGE Publishing, India.

De, A., Khera, R., Samson, M., & Shiva Kumar, A. K. (2011). PROBE revisited: A report on elementary education in India. OUP Catalogue.

1.2 Educational Psychology: Theory and Practice Robert E. Slavin, Pearson Foundation, 12th Edition, 2015 (Chapter 1)

1.3 Educational Psychology: Theory and Practice Robert E. Slavin, Pearson Foundation, 12th Edition, 2015 (Chapter 2)

1.4 Educational Psychology: Theory and Practice Robert E. Slavin, Pearson Foundation, 12th Edition, 2015 (Chapter 3)

Letter to a Teacher- School of Barbiana (2016)

Module 2: Motivation and Classroom Pedagogy (18 hours)

2.1 Meaning of motivation, Intrinsic and extrinsic motivation, Approaches to understand classroom motivation,

2.2 Motivational techniques in classroom teaching ,Teacher as a mentor

2.3 The goals of classroom management, creating a positive learning environment

2.4 Characteristics of an effective teacher, Teacher expectation and students' performance

Suggested readings specific to the module.

2.1 Educational Psychology: Theory and Practice Robert E. Slavin, Pearson Foundation, 12th Edition, 2015

2.2 Educational Psychology: Theory and Practice Robert E. Slavin, Pearson Foundation, 12th Edition, 2015

2.3 a) Educational Psychology: Theory and Practice Robert E. Slavin, Pearson Foundation, 12th Edition, 2015

b) Freedom Writers, 2007 (Movie)

2.4 Educational Psychology: Theory and Practice Robert E. Slavin, Pearson Foundation, 12th Edition, 2015

Module 3: Intelligence, Creativity and Aptitude (15 hours)

3.1 Intelligence: The Debate of IQ

3.2 Nature and characteristics of creativity, Theories of creativity; Fostering creativity among children

3.3 Nature and characteristics of aptitude; Types of aptitude

3.4 Measurement of aptitude; Utility of aptitude tests

Suggested readings specific to the module.

3.1 a) Kaufman, A. S. (2000). Intelligence tests and school psychology: Predicting the future by studying the past. *Psychology in the Schools*, 37(1), 7-16.

b) Cronbach, L. J. (1975). Five decades of public controversy over mental testing. *American Psychologist*, 30(1)

c) Robson, D., & Slater, S. (2019). The intelligence trap. Recorded Books, Incorporated.

3.2 Robert E. Slavin (2015), Educational Psychology- Theory and Practice. Pearson Foundation, 12th Edition



3.3 Robert E. Slavin (2015), Educational Psychology- Theory and Practice. Pearson Foundation, 12th Edition

3.4 Robert E. Slavin (2015), Educational Psychology- Theory and Practice. Pearson Foundation, 12th Edition

Module 4: Education in Exceptional Contexts (15 hours)

4.1 Learners with Exceptionalities and Effective Learning Environments

4.2 Teaching children with mental retardation, learning disability, Social class differences and educational difficulties, Attention Deficit Hyperactive disorder.

4.3 Special education: The question of disability

4.4 Types of standardized tests- Achievement test, and aptitude tests, Advantages and limitations of standardized test.

Suggested readings specific to the module.

4.1 Robert E. Slavin (2015), Educational Psychology- Theory and Practice. Pearson Foundation, 12th Edition

4.2 a) Robert E. Slavin (2015), Educational Psychology- Theory and Practice. Pearson Foundation, 12th Edition

b) Taare Zameen Par, 2007 (Movie)

4.3 Singal, N., Lynch, P., & Johansson, S. T. (Eds.). (2018). Education and disability in the global south: New perspectives from Africa and Asia. Bloomsbury Publishing.

4.4 Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, Divya Prakashani, Samantarapur, Bhubaneswar

Teacher Specific Module (15 hours)

- Visits to schools
- Expert lectures
- Practical sessions on assessments
- Movie/documentary screenings and analysis
- Design evidence-based model school curriculum/training modules for the schools
- Mental health literacy programs at schools
- Psychological assessments in schools

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1. Chauhan, S. S. (2010). Advanced Educational Psychology, Vikash Publishing.
2. Gage, N. L., & Berliner, D. C. (2009) Educational psychology (5th ed.). Boston, MA: Houghton Mifflin.
3. Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, Divya Prakashani, Samantarapur, Bhubaneswar
4. Robert E. Slavin (2015), Educational Psychology- Theory and Practice. Pearson Foundation, 12th Edition
5. Singal, N., Lynch, P., & Johansson, S. T. (Eds.). (2018). Education and disability in the global south: New perspectives from Africa and Asia. Bloomsbury Publishing.
6. Woolfolk, A.E. (2004). Educational Psychology (9th Ed.), Allyn& Bacon, London / Boston

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)



- Freedom Writers, 2007 (Movie)
- Taare Zameen Par, 2007 (Movie)

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Quiz/Debates	10
b)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/ Viva	15
c)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/Viva	15
d)	Take home assignment/ Movie reviews/Article analysis	10
Total		100

- Letter to a Teacher- School of Barbiana (2016)

ASSESSMENT RUBRICS

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

- 1) Lecture
- 2) Demonstration
- 3) Lecture with demonstration

Mode Of Transaction: Offline/ Online

Sample Questions to test Outcomes

1. Analyse the importance of educational psychology in the contemporary scenario of Indian education system
2. Critically analyse the mainstream idea of intelligence as a psychological category
3. Create a collaborative and progressive pedagogy for improving the reading skills of 8th standard students
4. Critically evaluate the behaviouristic ideas of learning

Employability for the Course /Programme

- Research
- Educational psychologist
- Social Scientist
- Psychology teacher in school and higher education sector



SEMESTER V
POSITIVE PSYCHOLOGY
KU05DSEPSY301

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
V	DSE	300-399	KU05DSEPSY301	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	1	50	50	100	2

ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Descriptions:

The course aims to move beyond merely treating mental health issues and focusing on the factors that contribute to human flourishing and optimal functioning. Positive Psychology is a branch of psychology that focuses on the scientific study of human strengths and virtues, and factors that contribute to a fulfilling and meaningful life. Throughout this course, students will explore the principles and practices of Positive Psychology, seeking to understand how individuals can thrive, flourish, and lead fulfilling lives.

Course Objectives:

1. To explore and understand the scientific study of positive aspects of human experience and well-being
2. Explore the nature of positive emotions such and how they contribute to overall well-being.
3. Identify and develop personal strengths and virtues that can lead to a more meaningful and purposeful life
4. Explore the concept of resilience and learn techniques to cope with challenges, setbacks, and adversity in a positive and constructive way.

Course Pre-requisites:



COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO No.	Expected Outcome	Learning Domains
C01	Understand the core principles and theories of positive psychology	U
C02	Evaluate the relationship between positive emotions, life satisfaction, and overall well-being.	E
C03	Apply positive psychology principles to personal experiences and challenges.	A
C04	Create strategies for developing and utilizing character strengths in daily life	C

**Remember (K), Understand (U), Apply(A), Analyze (An), Evaluate(E), Create (C)*

Mapping of Course Outcomes to PSOs/PO

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11
CO1						✓	✓	✓			✓
CO2		✓		✓	✓	✓		✓			✓
CO3	✓		✓	✓	✓	✓					✓
CO4	✓			✓	✓	✓			✓	✓	✓



COURSE CONTENTS

Module 1: PSYCHOLOGY FROM A POSITIVE PERSPECTIVE (15 Hours)

- 1.1 What is positive psychology: Definition, Concept and History.
- 1.2 Life above zero
- 1.3 Western roots of positive psychology
- 1.4 Eastern roots of positive psychology

Suggested readings specific to the module.

- 1.1 Baumgardner, S.R.& Crothers M.K. (2010). Positive psychology. Upper Saddle River, N.J.: Prentice Hall.
Snyder, C.R., & Lopez, S.J. (2019). Positive psychology: The scientific and practical explorations of human strengths (4th ed.). Thousand Oaks, CA: Sage
- 1.2 Baumgardner, S.R.& Crothers M.K. (2010). Positive psychology. Upper Saddle River, N.J.: Prentice Hall.
Snyder, C.R., & Lopez, S.J. (2019). Positive psychology: The scientific and practical explorations of human strengths (4th ed.). Thousand Oaks, CA: Sage
- 1.3 Baumgardner, S.R.& Crothers M.K. (2010). Positive psychology. Upper Saddle River, N.J.: Prentice Hall.
Snyder, C.R., & Lopez, S.J. (2019). Positive psychology: The scientific and practical explorations of human strengths (4th ed.). Thousand Oaks, CA: Sage
- 1.4 Baumgardner, S.R.& Crothers M.K. (2010). Positive psychology. Upper Saddle River, N.J.: Prentice Hall.
Snyder, C.R., & Lopez, S.J. (2019). Positive psychology: The scientific and practical explorations of human strengths (4th ed.). Thousand Oaks, CA: Sage

Module 2: SCIENCE OF HAPPINESS AND WELLBEING (15 Hours)

- 2.1 Evolution of positive emotions: Positive vs negative affectivity
- 2.2 Theories of positive emotions; Broaden and Build theory
- 2.3 Happiness and Subjective Well-Being; definitions of happiness, subjective well-being (RYFF scale) and its determinants, PERMA theory of wellbeing. Complete mental health, Increasing happiness in your life (David Myers)
- 2.4 Resilience; Concept, Sources of resilience, growth through trauma. Flow. Hope. Optimism. Emotional Intelligence. Self Determination

Suggested readings specific to the module.

- 2.1 Carr, A. (2022). Positive Psychology: The science of happiness and human strength (3rd ed.). UK: Routledge.
Snyder, C.R., & Lopez, S. J. (2019). Positive psychology: The scientific and practical explorations of human strengths (4th ed.). Thousand Oaks, CA: Sage
- 2.2 Carr, A. (2022). Positive Psychology: The science of happiness and human strength (3rd ed.). UK: Routledge.
Snyder, C.R., & Lopez, S. J. (2019). Positive psychology: The scientific and practical explorations of human strengths (4th ed.). Thousand Oaks, CA: Sage
- 2.3 Carr, A. (2022). Positive Psychology: The science of happiness and human strength (3rd ed.). UK: Routledge.
Snyder, C.R., & Lopez, S. J. (2019). Positive psychology: The scientific and practical explorations of human strengths (4th ed.). Thousand Oaks, CA: Sage



- 2.4 Carr, A. (2022). Positive Psychology: The science of happiness and human strength (3rd ed.). UK: Routledge.
Snyder, C.R., & Lopez, S. J. (2019). Positive psychology: The scientific and practical explorations of human strengths (4th ed.). Thousand Oaks, CA: Sage

Module 3: CHARACTER STRENGTHS AND VIRTUES (15 Hours)

- 3.1 Distinguishing Virtues, Character Strengths, and Situational Themes
- 3.2 Strengths of WISDOM AND KNOWLEDGE, COURAGE
- 3.3 Strengths of HUMANITY, JUSTICE
- 3.4 Strengths of TEMPERANCE, TRANSCENDENCE

Suggested readings specific to the module.

- 3.1 Seligman, M. E. P. & Peterson, C. (2004). Character Strengths and Virtues: A Handbook and Classification. New York: Oxford University Press
- 3.2 Seligman, M. E. P. & Peterson, C. (2004). Character Strengths and Virtues: A Handbook and Classification. New York: Oxford University Press
- 3.3 Seligman, M. E. P. & Peterson, C. (2004). Character Strengths and Virtues: A Handbook and Classification. New York: Oxford University Press
- 3.4 Seligman, M. E. P. & Peterson, C. (2004). Character Strengths and Virtues: A Handbook and Classification. New York: Oxford University Press

Module 4: POSITIVE PSYCHOLOGY IN ACTION (15 Hours)

- 4.1 Self intervention
- 4.2 Positive CBT in practice
- 4.3 Flourish: Strengths-Based Approach to Building Student Resilience
- 4.4 Applying positive psychology in different areas

Suggested readings specific to the module.

- 4.1. Proctor.C. (2017). Positive psychology in practice. Switzerland: Springer.
- 4.2. Proctor.C. (2017). Positive psychology in practice. Switzerland: Springer.
- 4.3. Proctor.C. (2017). Positive psychology in practice. Switzerland: Springer.
- 4.4. Proctor.C. (2017). Positive psychology in practice. Switzerland: Springer.

Module 5: Teacher Specific Module (15 Hours)

Positive Psychological assessments are to be done and reports should be submitted to the teacher. Possible Assessments: Resilience scale, Clifton Strengths Finder, Virtue in assessment Scales, Emotional Intelligence scale etc.

Positive Psychological Activities are to be conducted in the classroom



Core Compulsory Readings

1. Baumgardner, S.R.& Crothers M.K. (2010). Positive psychology. Upper Saddle River, N.J.: Prentice Hall.
2. Carr, A. (2022). Positive Psychology: The science of happiness and human strength (3rd ed.). UK: Routledge.
3. Cleave (2016). Positive psychology: A Toolkit for Happiness, purpose and wellbeing. India, Penguin books.
4. Joseph (2015). Positive Psychology in practice. Promoting human flourishing in work, health, education and everyday life. New Jersey, John Wiley and Sons.
5. Nakamura, J., Csikszentmihalyi, M. & Donaldson, S.I. (2011) Applied positive psychology improving everyday life, health schools, work, and society. New York: Psychology press.
6. Proctor, C. (2017). Positive psychology in practice. Switzerland: Springer.
7. Seligman, M. E. P. & Peterson, C. (2004). Character Strengths and Virtues: A Handbook and Classification. New York: Oxford University Press
8. Snyder, C.R., & Lopez, S.J. (2019). Positive psychology: The scientific and practical explorations of human strengths (4th ed.). Thousand Oaks, CA: Sage
9. Snyder, C. R., & Lopez, S. (2002). Handbook of positive psychology. New York: Oxford University Press

Core Suggested Readings

1. Haidt, J. (2005). The Happiness Hypothesis: Finding Modern Truth in Ancient Wisdom. New York, NY: Basic Books.
2. Lopez, S.J. (2011). The Encyclopedia of Positive Psychology. John Wiley & Sons, Volume 1 & 2
3. Park, N., Peterson, C., Szvarca, D., Vander Molen, R. J., Kim, E. S., & Collon, K. (2014). Positive Psychology and Physical Health: Research and Applications. American journal of lifestyle medicine, 10(3), 200–206. <https://doi.org/10.1177/1559827614550277>
4. Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University Press.
5. Seligman, M.E.P. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment. New York: Free Press/Simon and Schuster.
6. Schueller, S.M, & Parks, A.C. (2014). The Wiley Blackwell handbook of Positive Psychological Interventions. UK: John Wiley and son's ltd.
7. Ted. (2008, July 21). The new era of positive psychology | Martin Seligman [Video]. YouTube. <https://youtu.be/9FBxfd7DL3E?si=2a00LVoGSuKG7M8y>
8. <https://positivepsychology.com>

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

- Lecturing, Group Discussions, Classroom activities, Debates, Flipped classroom.

Mode of Transaction: Offline/Online



ASSESSMENT RUBRIC

Evaluation Type		Marks Weightage
End Semester Evaluation		50%
Continuous Evaluation		50%
a)	Assessment Report	20
b)	Test Paper -1/Open Book Exam/Take home assignments/Quiz	30
c)	Test Paper- 2/Open Book Exam/Take home assignments/Quiz	30
d)	Assignments will be based on the teacher specific module	20
Total		100

Sample Questions to test Outcomes.

1. Explain the evolution of positive psychology
2. Explain positive emotions and its benefits
3. Suggest strategies to increase resilience and to identify the threats to it
4. Assess the resiliency of the participant using appropriate test

Employability for the Course /Programme

- Wellness coach
- Trainer



SEMESTER V
ORGANIZATIONAL PSYCHOLOGY
KU05DSEPSY302

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
V	DSE	300-399	KU05DSEPSY302	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	1	50	50	100	2

L=Lecture, T/S= Tutorial/Seminar, P=Practical, ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Descriptions:

This course aims to help students to be cognizant of work place dynamics so that they make conscious decisions in their future work life as well as long term career. Organizational Psychology is a field that examines the behavior of individuals and groups within organizational settings. Throughout this course, students will explore the factors that influence behaviour in the workplace, including leadership, motivation, communication, teamwork, and organizational culture.

Course Objectives:

- To facilitate exploration of knowledge in organizational psychology and to promote academic growth in the field of organizational behaviour.
- To understand different concepts and dynamics related to organizational systems, behavior, and management.
- To Identify steps managers can take to motivate employees in the perspectives of the theories of work motivation.
- Understand significance of human resource development, evaluation and management for the interest, work with an organization and benefit of the organization

Course Pre-requisites:



COURSE OUTCOME

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO No.	Expected Outcome	Learning Domains
C01	Understand the core principles and theories of organizational psychology	U
C02	Evaluate the relationship between different organizational designs	E
C03	Understand theories of work motivation and organizational challenges	U
C04	Implement strategies for improving communications in organizations	A

Remember (K), Understand (U), Apply(A), Analyze (An), Evaluate(E), Create (C)

Mapping of Course Outcomes to PSOs/PO

	PSO2	PSO1	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11
CO1						✓	✓	✓		✓	
CO2		✓	✓		✓	✓				✓	
CO3							✓		✓	✓	✓
CO4	✓		✓	✓	✓			✓	✓	✓	✓

COURSE CONTENTS

Module 1: Introduction to Industrial/Organizational Psychology (10 Hours)

- 1.1 Definition and concepts
- 1.2 Why individual differences are important. Brief history
- 1.3 Contributing disciplines to the domain of I/O psychology
- 1.4 Contemporary trends and challenges.

Suggested readings specific to the module.

- 1.1 Schultz, D. P., & Schultz, E. S. (2008). Psychology and Work today. Newyork : Mac Milan publishing company.
Singh, N. (2011). Industrial Psychology. Delhi, India: Tata McGraw hill Education private limited.
- 1.2 Schultz, D. P., & Schultz, E. S. (2008). Psychology and Work today. Newyork : Mac Milan publishing company.
Singh, N. (2011). Industrial Psychology. Delhi, India: Tata McGraw hill Education private limited.



- 1.3 Schultz, D. P., & Schultz, E. S. (2008). Psychology and Work today. Newyork : Mac Milan publishing company.
Singh, N. (2011). Industrial Psychology. Delhi, India: Tata McGraw hill Education private limited.
- 1.4 Schultz, D. P., & Schultz, E. S. (2008). Psychology and Work today. Newyork : Mac Milan publishing company.
Singh, N. (2011). Industrial Psychology. Delhi, India: Tata McGraw hill Education private limited

Module 2 Organizational Theory And Design (15 Hours)

- 2.1 Classical organizational theory: bureaucratic model, modern view of bureaucracies
- 2.2 centralization and decentralization - flat, and tall structured
- 2.3 Departmentation, line/staff concept of organization
- 2.4 Modern organizational theory: organization as open system; Ecological theories; Modern organizational designs: project, matrix, horizontal, network designs

Suggested readings specific to the module.

- 2.1 Jones, G. R., Mathew, M. (2013). Organizational Theory, Design and change. India: DorlingKindersley Pvt. Ltd. Pp. 151-180
Schultz, D. P., & Schultz, E. S. (2008). Psychology and Work today. Newyork : Mac Milan publishing company.
Singh, N. (2011). Industrial Psychology. Delhi, India: Tata McGraw hill Education private limited.
- 2.2 Schultz, D. P., & Schultz, E. S. (2008). Psychology and Work today. Newyork : Mac Milan publishing company.
Singh, N. (2011). Industrial Psychology. Delhi, India: Tata McGraw hill Education private limited.
- 2.3 Schultz, D. P., & Schultz, E. S. (2008). Psychology and Work today. Newyork : Mac Milan publishing company.
Singh, N. (2011). Industrial Psychology. Delhi, India: Tata McGraw hill Education private limited.
- 2.4 Schultz, D. P., & Schultz, E. S. (2008). Psychology and Work today. Newyork : Mac Milan publishing company.
- 2.5 Singh, N. (2011). Industrial Psychology. Delhi, India: Tata McGraw hill Education private limited.

Module 3: Work Motivation And Job Design (20 Hours)

- 3.1 Work Motivation: Meaning and definition.
- 3.2 Theories of work motivation: Content theories-manifest need theory, learned need, ERG theory, self-determination theory, Process theories-Vroom expectancy theory, Potter-Lawler Mo del, Contemporary theories – equity theory, attribution theory.
- 3.3 Job design: meaning; Job design and quality of work life. Job analysis – Job rotation and job enlargement
- 3.4 Designing Job depth: Job enrichment; Total quality management and job design.

Suggested readings specific to the module.

- 3.1 Schultz, D. P., & Schultz, E. S. (2008). Psychology and Work today. Newyork: MacMilan publishing company



- 3.2 Schultz, D. P., & Schultz, E. S. (2008). Psychology and Work today. Newyork: MacMilan publishing company
- 3.3 Schultz, D. P., & Schultz, E. S. (2008). Psychology and Work today. Newyork: MacMilan publishing company
- 3.4 Schultz, D. P., & Schultz, E. S. (2008). Psychology and Work today. Newyork: MacMilan publishing company

Module 4: Communication In Organizations (15 Hours)

- 4.1 Importance; Processes; Communication within organization: downward, upward, lateral;
- 4.2 Interpersonal communication: formal vs informal. Communication media, technology
- 4.3 Barriers of effective communication: organizational and Individual; Overcoming communication barriers:
- 4.4 Communication audits, Communication cultures, individual actions.

Suggested readings specific to the module.

- 4.1 Schultz, D. P., & Schultz, E. S. (2008). Psychology and Work today. Newyork: MacMilan publishing company
- 4.2 Schultz, D. P., & Schultz, E. S. (2008). Psychology and Work today. Newyork: MacMilan publishing company
- 4.3 Schultz, D. P., & Schultz, E. S. (2008). Psychology and Work today. Newyork: MacMilan publishing company
- 4.4 Schultz, D. P., & Schultz, E. S. (2008). Psychology and Work today. Newyork: MacMilan publishing company

Module 5: Teacher Specific Module (15 Hours)

Students have to select an organization/industry to conduct an academic visit. The Objectives of the visit is to understand the structure and functioning of the organization, HR department and its functioning and psychological challenges within the organization. After the visit each student has to submit a detailed visit report to the teacher.

Core Compulsory Reading

1. Jones, G. R., Mathew, M. (2013). Organizational Theory, Design and change. India: DorlingKindersley Pvt. Ltd. Pp. 151-180.
2. Luthans, F. (2011). Organizational Behaviour. (12 th Ed.). New Delhi: McGrawHill.
3. Robbins, S. P. (2010). Organizational behaviour. Tata Mcgraw hill publications .
4. Schiffman, L. G., Kanuk, L. L., S, R. K., & Wisenblit, J. (2010). Consumer behaviour. Pearson publications.
5. Schultz, D. P., & Schultz, E. S. (2008). Psychology and Work today. Newyork: MacMilan publishing company.
6. Singh, N. (2011). Industrial Psychology. Delhi, India: Tata McGrawhill Educationprivatelimited.
7. Singh, K. (2013). Organizational Behaviour. India: Dorling Kindersley Pvt. Ltd. Pp. 265- 294.

Suggested readings

1. Balyan, R.KU. & Balyan, S. (2012); Human Resource Development. Mumbai: Himalaya Publishing House
2. Nims, R.R. (2006) Human Resource Development Today and Tomorrow. U.S.A.:



- Library of Congress publication
3. Sing, S.K. (2009). Human resource Development. New Delhi: Atlantic publishers and distributors (p) Ltd,
 4. Swanson, R. & Holton, E. (2001). Foundations of human resource development. San Francisco: Berrett-Koehler Publishers
 5. Wilson, J.P. (2012). Human Resource Development learning and Training for industries and organizations. Glasgow: Bell and Bain.

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

- Lecturing, Group Discussions, Classroom activities, Debates, Flipped classroom.

Mode of Transaction: Offline/ Online

ASSESSMENT RUBRICS

EVALUATION TYPE		MARKS WEIGHTAGE
END SEMESTER EVALUATION		50
CONTINUOUS EVALUATION		50
a)	Visit Report	10
b)	Test Paper -1	15
c)	Test Paper- 2	15
d)	Assignment	10
Total		100

Sample Questions to test Outcomes.

1. Evaluate the importance of a psychologist in a workplace
2. Explain the workplace related psychological issues
3. Suggest interventions for employee wellbeing
4. Explain work motivation and communication in an organization

Employability for the Course /Programme

- Organizational psychologist
- HR management



SEMESTER V
BEHAVIOURAL ECONOMICS
KU05DSEPSY303

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
V	DSE	300-399	KU05DSEPSY303	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	1	50	50	100	2

ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Descriptions:

This course combines principles from psychology and economics to analyze human behavior, biases, and heuristics in economic contexts. Through empirical research and practical applications, students will uncover the complexities of decision-making processes and their implications for individual choices and market outcomes.

Course Objectives:

- To understand the basic concepts of Behavioural Economics
- To analyse interdisciplinary approaches of Behaviour and Economics in Behavioural economics

Course Pre-requisites:

COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO No.	Expected Outcome	Learning Domains
C01	Understanding of Behavioural Economics Principles: Students will gain a solid understanding of the foundational principles of behavioural economics.	U
C02	Apply behavioural economics principles to real-world scenarios.	A
C03	Analyse and interpret human behaviour in economic contexts,	An
C04	Understand how individuals and markets deviate from traditional economic models. understand the role of culture in regulating human expending behaviour, create policies with the help of behavioural economics	U

Remember (K), Understand (U), Apply(A), Analyze (An), Evaluate(E), Create (C)



Mapping of Course Outcomes to PSOs/POs

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PS O8	PS O9	PS 10	PS 11
CO1		✓	✓	✓	✓		✓				✓
CO2			✓			✓					✓
CO3	✓	✓			✓						✓
CO4			✓					✓			✓

COURSE CONTENTS

Module 1: Introduction to Behavioural Economics (15 Hours)

- 1.1 Emergence and establishment of behavioural economics, Behavioral economics and policy.
- 1.2 The different faces of behavioral economics
- 1.3 Background of behavioral economics methods
- 1.4 Decision Making: Beliefs, emotions, and heuristics and cognitive ability can be incorporated into economic analysis of decision-making, two systems

Suggested readings specific to the module.

- 1.1 Ashraf, Nava, Camerer, Colin F. & Loewenstein, George (2005). Adam Smith, behavioural Economist. *Journal of Economic Perspectives*, 19, 131-145.
- 1.2 Laibson, David & Zeckhauser, Richard (1998). Amos Tversky and the ascent of behavioural economics. *Journal of Risk and Uncertainty*, 16, 7-47.
- 1.3 Colin Camerer and George Loewenstein. 2004. "Behavioural Economics: Past, Present, Future", <http://people.hss.caltech.edu/~camerer/ribe239.pdf>.
- 1.4 Cartwright, E. (2018). *Behavioral Economics*. Routledge.

Module 2: Economic Behavior (15 Hours)

- 2.1 Simple heuristics for complex choices
- 2.2 Utility and search- Choice arbitrariness,
- 2.3 Mental accounting and framing- Reference-dependent utility, the endowment effect, Willingness to pay or accept, Transaction utility, Narrow framing, Hedonic editing, choice bracketing.
- 2.4 The Role of Emotion- Aversion to lying, Deception, Honesty and framing

Suggested readings specific to the modules

- 2.1 Cartwright, E. (2018). *Behavioral Economics*. Routledge.
- 2.2 Cartwright, E. (2018). *Behavioral Economics*. Routledge.
- 2.3 Cartwright, E. (2018). *Behavioral Economics*. Routledge.
- 2.4 Cartwright, E. (2018). *Behavioral Economics*. Routledge.



Module 3: Origins of Behavior (15 Hours)

- 3.1 Evolution and culture- Evolution and economic behavior, Competing with others
- 3.2 Culture and multi-level selection- Cross-culture comparisons, Group selection, Gene– culture coevolution
- 3.3 The gender gap- Attitudes to competition, social preferences, The economics of family, Development economics
- 3.4 Neuro-economics- An introduction to the brain , Valuing rewards and learning, Making decisions

Suggested readings specific to the module.

- 3.1 Cartwright, E. (2018). *Behavioral Economics*. Routledge
- 3.2 Cartwright, E. (2018). *Behavioral Economics*. Routledge
- 3.3 Cartwright, E. (2018). *Behavioral Economics*. Routledge
- 3.4 Cartwright, E. (2018). *Behavioral Economics*. Routledge

Module 4: Welfare and Policy (15 Hours)

- 4.1 Happiness and Utility- Choices and commitment
- 4.2 Health and Happiness, Saving and Retirement.
- 4.3 Policy and Behaviour-Designing good Institutions,
- 4.4 Nudge and Behaviour Change

Suggested readings specific to the module.

- 4.1 Cartwright, E. (2018). *Behavioral Economics*. Routledge.
- 4.2 Cartwright, E. (2018). *Behavioral Economics*. Routledge.
- 4.3 Cartwright, E. (2018). *Behavioral Economics*. Routledge.
- 4.4 Cartwright, E. (2018). *Behavioral Economics*. Routledge.

Module 5: Teacher's specific module (15 Hours)

- Facilitate classroom experiments that demonstrate behavioural economics concepts in action
- Brainstorm potential behavioural barriers or biases hindering desired student outcomes (e.g., procrastination, lack of engagement).
- Develop simple, low-cost interventions or nudges based on behavioural insights (e.g., changing default options, providing social norms feedback, using priming techniques).

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

List

1. Cartwright, E. (2018). *Behavioral Economics*. Routledge.
2. Dan Ariely. 2009. Predictably Irrational: The Hidden Forces That Shapes Our Decisions. HarperCollins.
3. Daniel. Kahneman. 2012. Thinking, Fast and Slow. Penguin.
4. Richard H. Thaler and Cass R. Sunstein. 2009. Nudge: Improving Decisions About Health, Wealth and Happiness. Yale University Press.
5. <https://www.theguardian.com/world/2017/oct/09/what-is-behavioural-economics-richard-thaler-nobel-prize>



6. <https://www.theguardian.com/science/2014/jun/01/nudge-economics-freakonomics-danielka-hneman-debunked>

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

List

1. Amos Tversky and Daniel Kahneman, "Judgment under Uncertainty: Heuristics and Biases," *Science* 185 (1974), 1124 – 1131; <http://www.jstor.org/stable/1738360>
2. Kahneman, D. & Tversky, A. (1979). Prospect theory: An analysis of decision under risk *Econometrica*, 47, 263-291.
3. Sharon Oster and Fiona Scott Morton, "Behavioral Biases Meet the Market: The Case of Magazine Subscription Prices," *Advances in Economic Analysis & Policy* 5 (2005), Article 1; <http://www.bepress.com/bejeap/advances/vol5/iss1/art1>
4. Matthew Rabin, "Inference by Believers in the Law of Small Numbers," *Quarterly Journal of Economics* 117 (2002), 775-816; <http://www.jstor.org/stable/4132489>
5. Matthew Rabin and Dimitri Vayanos, "The Gambler's and Hot-Hand Fallacies: Theory and Applications," *Review of Economic Studies* 77 (2010), 730-778; <https://www.jstor.org/stable/pdf/40587644.pdf>
6. Henry Blodget, "Wall Street Self-Defense: Born Suckers: The Greatest Wall Street Danger of All: You," *Slate*, December 14, 2004 (amusing optional reading)
7. <http://dss.ucsd.edu/~vcrawfor/WallStreetBiases.html>
8. Barberis, Nicolas, Thirty Years of Prospect Theory in Economics: A Review and Assessment, *Journal of Economic Perspectives* 27-1, 173-196 (2013)
9. Daniel Kahneman, Jack Knetsch, and Richard Thaler, "Anomalies: The Endowment Effect, Loss Aversion, and Status Quo Bias," *Journal of Economic Perspectives* 5 (1991), 193-206; <http://www.jstor.org/stable/1942711>
10. Daniel Kahneman, Jack Knetsch, and Richard Thaler, "Experimental Tests of the Endowment Effect and the Coase Theorem," *Journal of Political Economy* 98 (1990), 1325-1348; Chapter 2 in *Advances*; <http://www.jstor.org/stable/2937761>

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

Lecture Demonstration, Lecture with demonstration, Group discussion, Focused group discussion, Cooperative learning, Brainstorming, Collaborative learning, Case based study, Case analysis

Mode Of Transaction: Offline/Online



ASSESSMENT RUBRICS

Marks Weightage

Evaluation Type	Marks
End Semester Evaluation	50
Continuous Evaluation	50
c) Quiz/Debates	10
b) Open book exam/Take home exam/Test paper/Small project/Oral presentation/ Viva	15
c) Open book exam/Take home exam/Test paper/Small project/Oral presentation/Viva	15
d) Take home assignment/ Movie reviews/Article analysis	10
Total	100

Sample Questions to test Outcomes.

1. What are different perspectives of Behavioural Economics
2. Explain Relationships between Policy and Behaviour
3. Evaluate the role of emotions in behavioural economics

Employability for the Course /Programme

- Psychologist





SEMESTER VI
NEUROPSYCHOLOGY

KU06DSCPSY305

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
6	DSC	300-399	KU06DSCPSY305	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	1	50	50	100	2

Course Description:

This is a basic course in neuropsychology that focuses on the field's beginnings. This course will provide an overview of the biological basis of behavior fundamentals of neuropsychology. The course's main goal is to give students a basic understanding of neuropsychology's most important concepts. Further, to develop an understanding of the brain-behaviour relationship and psychological and neurological functioning. The course will also introduce neurological disorders and neuropsychological testing. The aim of the course is to enable students to gain knowledge in neuropsychological testing and rehabilitation as well.

Course Objectives:

At the end of the course, students should be able to:

- Enable the students to understand the biological basis of experience and behaviour and the fundamentals of neuropsychology
- Develop an understanding of the relationship of Brain-behaviour and psychological disorders and neuropsychology
- Develop an understanding of neurological dysfunction and disorders.
- Enable students to gain skills in neuropsychological testing
- Understand and learn the methods of neuropsychological rehabilitation

Course Pre-requisites:



COURSE OUTCOMES

Course Outcome

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO No	Expected Outcome	Learning Domains
C01	Describe the origins and development of neuropsychology as a discipline.	K
C02	Develop a conceptual understanding of the foundational principles of neuropsychology.	U
C03	Develop a working knowledge of neuropathology from a neuropsychological standpoint.	U
C04	Apply the understanding of neuropsychological concepts to assessment from the perspective of a deficit measurement paradigm employed in neuropsychology.	A

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs/POs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11
CO1	✓			✓							
CO2	✓		✓	✓							✓
CO3	✓			✓		✓		✓		✓	✓
CO4	✓	✓		✓	✓					✓	

COURSE CONTENTS

Module 1: Introduction to Neuropsychology (10 Hours)

- 1.1 Nature and scope of Neuropsychology, the historical development of neuropsychology as a scientific discipline, Modern Neuropsychology, Emerging research areas.
- 1.2 Methods of studying the brain: Neurohistology Techniques, Radiologic Procedures, Electrophysiologic Procedures, Imaging of Brain Metabolism, Magnetic Imaging Procedures, Cerebrospinal Fluid Studies, Behavioural Examinations, Neurologic Examination, Neuropsychological Evaluation.
- 1.3 Brain Theory, Perspectives of Brain and Behaviour,
- 1.4 Brain Function: Insights from Brain Injury



Suggested readings specific to the module.

- 1.1 Zillmer, E. A., & Spiers, M. V. (2008). Principles of neuropsychology. Wadsworth/Thomson Learning.
- 1.2 Zillmer, E. A., & Spiers, M. V. (2008). Principles of neuropsychology. Wadsworth/Thomson Learning.
- 1.3 Kolb, B., & Wishaw, I. Q. (2021). Fundamentals of Human Neuropsychology. Macmillan Learning.
- 1.4 Kolb, B., & Wishaw, I. Q. (2021). Fundamentals of Human Neuropsychology. Macmillan Learning.

Module 2: Fundamentals of Cognitive Neuroscience (10 Hours)

- 2.1 Cortical Organization: Organization of the sensory and motor systems
- 2.2 Principles of Neocortical Function
- 2.3 Cerebral Asymmetry,
- 2.4 Variations in Cerebral Asymmetry

Suggested readings specific to the module.

- 2.1 Kolb, B., & Wishaw, I. Q. (2021). Fundamentals of Human Neuropsychology. Macmillan Learning.
- 2.2 Kolb, B., & Wishaw, I. Q. (2021). Fundamentals of Human Neuropsychology. Macmillan Learning.
- 2.3 Kolb, B., & Wishaw, I. Q. (2021). Fundamentals of Human Neuropsychology. Macmillan Learning.
- 2.4 Kolb, B., & Wishaw, I. Q. (2021). Fundamentals of Human Neuropsychology. Macmillan Learning.

Module 3: Functional Aspects of Lobes (20 Hours)

- 3.1 Occipital Lobes- Anatomy and Functions, Disorders of Cortical Function
- 3.2 Parietal Lobes- Anatomy and Functions, Somatosensory Symptoms of Parietal Lobe Lesions and disorders
- 3.3 Temporal Lobes- Anatomy and Functions, Symptoms of Temporal Lobe Lesions and disorders.
- 3.4 Frontal Lobes- Anatomy and Functions, Symptoms of Frontal Lobe Lesions and disorders

Suggested readings specific to the module.

- 3.1 Kolb, B., & Wishaw, I. Q. (2021). Fundamentals of Human Neuropsychology. Macmillan Learning.
- 3.2 Kolb, B., & Wishaw, I. Q. (2021). Fundamentals of Human Neuropsychology. Macmillan Learning.
- 3.3 Kolb, B., & Wishaw, I. Q. (2021). Fundamentals of Human Neuropsychology. Macmillan Learning.
- 3.4 Kolb, B., & Wishaw, I. Q. (2021). Fundamentals of Human Neuropsychology. Macmillan Learning.

Module 4: Neurological Disorders, Testing and Rehabilitation (20 Hours)

- 4.1 Higher Functions: Attention and Consciousness, Learning and Memory, Emotion and Social Brain, Brain Development and Plasticity, Overview of Neurodevelopmental Disorders, Plasticity, Recovery, and Rehabilitation of the Adult Brain
- 4.2 Cerebrovascular Disorders, Tumours, Traumatic Brain Injuries, Brain infections, Epilepsy, Tumors, Headaches, Disorders of Sleep and Neurodegenerative Disorders



- 4.3 Rationale and purpose of Neuropsychological Assessment, neurological mental status examination, assessment areas: Orientation (Arousal), Sensation and Perception, Attention/Concentration, Motor Skills, Verbal Functions/Language, Visuospatial Organization, Memory, Judgment/Problem Solving, frequently used assessment devices, the assessment process, interpreting assessment data and reporting the findings, psychometric issues in neuropsychological assessment.
- 4.4 Application of Neuropsychology in Neurorehabilitation

Suggested readings specific to the module.

- 4.1 Kolb, B., & Wishaw, I. Q. (2021). Fundamentals of Human Neuropsychology. Macmillan Learning.
- 4.2 Kolb, B., & Wishaw, I. Q. (2021). Fundamentals of Human Neuropsychology. Macmillan Learning.
- 4.3 Kolb, B., & Wishaw, I. Q. (2021). Fundamentals of Human Neuropsychology. Macmillan Learning.
- 4.4 Kolb, B., & Wishaw, I. Q. (2021). Fundamentals of Human Neuropsychology. Macmillan Learning.

Module 5: Teacher Specific Module (15 Hours)

Students will be trained in following aspects of the course

- Neuropsychological Assessment Battery – Adultly & Children
- Visit to Neurorehabilitation centre
- Prepare a Neuropsychological Test Report
- Neuropsychological Rehabilitation Plan based on the report
- Prepare cognitive retraining based on the different domains of learning in normal individuals

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1. Darby, D., & Walsh, K. (2005). Walsh's Neuropsychology. A Clinical Approach, Fifth edition. UK: Elsevier
2. Pinel, J. P. J., & Barnes, S. J. (2018). Biopsychology. Harlow: Pearson Education Limited.
3. Carlson, N. R. (2014). Foundations of Behavioural Neuroscience. Pearson.
4. Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) Biological Psychology: An introduction to behavioural, cognitive, and clinical neuroscience, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts.
5. Lezak, M. et al., (2012). Neuropsychological Assessment [5th Edition]
6. Wilson, B. A., & Betteridge, S. (2019). Essentials of Neuropsychological Rehabilitation. The Guilford Press.

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

1. Schoenberg, M. R., & Scott, J. G. (2011). The little black book of neuropsychology: A Syndrome-based Approach. New York: Springer.
2. Jennifer M. Gurd, Udo Kischka, John C. Marshall (Eds.).(2010). The Handbook of Clinical Neuropsychology. New York, NY: Oxford University Press.
3. Boyle, G. J., Golden, C. J., Stein, D. J., & Stern, Y. (2023). The SAGE Handbook of Clinical Neuropsychology: Clinical Neuropsychological Assessment and Diagnosis.



Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

- Group discussion
- Case-based learning
- Brainstorming
- Collaborative learning
- Problem-based learning
- Explicit Teaching, E-learning (Video)
- Interactive Instruction: Active cooperative learning, Seminars, Group Assignments, Library work and Group discussion
- Presentation by individual student/ Group representative

Mode Of Transaction: Offline/Online

ASSESSMENT RUBRICS

	Mark Weightage
End Semester Evaluation	50%
● End Semester Theory Exam	100
Continuous Evaluation	50%
● Internal Examination/Quiz/MCQ Based Examination/Open Book Exam/Project	40%
● Assignment as suggested in the teacher specific module	20%
● Seminar/Debate/Discussion/..etc	40%

Sample Questions to test Outcomes.

1. Describe the neuroanatomy of the brain.
2. Discuss the functional aspects of the sensory system.
3. Is brain can recover from an injury? Discuss the principles of rehabilitation.
4. Explain the functional aspects of the frontal lobe.
5. Assessment of temporal lobe assessment

Employability for the Course/Programme

- Psychologist at Hospital Settings/School
- Neuropsychologist at mental health care centers
- Teaching at Higher secondary school/college



SEMESTER VI
DISASTER MANAGEMENT AND PSYCHOLOGICAL FIRST AID
KU6DSCPSY306

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	DSC	300-399	KU6DSCPSY306	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	1	50	50	100	2

L=Lecture, T/S= Tutorial/Seminar, P=Practical, ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Descriptions:

The course aims to equip participants with the knowledge, skills, and tools necessary to effectively respond to and mitigate the psychological impact of disasters and traumatic events. Students will be familiarized with the concept of Psychological First Aid (PFA) and will gain an understanding of its principles and application in providing immediate support to individuals affected by crises. Disasters and traumatic events can have a significant impact on the mental health and well-being of individuals and communities. In this course, students will explore the psychological impact of disasters and traumatic events, as well as strategies for providing immediate psychological support to those affected.

Course Objectives:

1. To understand the principles of disaster management, including preparedness, response, and recovery phases.
2. To be able to recognize common reactions to trauma
3. To be able to provide compassionate and culturally sensitive support to survivors
4. To contribute to the overall well-being and resilience of communities in times of crisis.

Course Pre-requisites:



COURSE OUTCOME

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO No.	Expected Outcome	Learning Domains
C01	Understand the core principles and theories of disaster management	U
C02	Demonstrate proficiency in providing psychological first aid	A
C03	Demonstrate communication skills to provide compassionate support in crisis situations	A
C04	Create and apply strategies for wellbeing in the face of a crisis	C

***Remember (K), Understand (U), Apply(A), Analyze (An), Evaluate(E), Create (C)**

Mapping of Course Outcomes to PSOs/PO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11
C01		✓				✓	✓	✓			✓
C02	✓		✓	✓	✓	✓				✓	✓
C03	✓		✓	✓	✓		✓		✓	✓	✓
C04	✓		✓	✓	✓	✓		✓	✓	✓	✓

COURSE CONTENTS

Module 1: INTRODUCTION TO DISASTER MANAGEMENT (10 Hours)

- 1.1 Definition and concepts. Identifying different types of disasters. Disaster Myths
- 1.2 Emergency Management Basics
- 1.3 Reactions and Risk Factors
- 1.4 Perception of Risk and Evacuation Behaviour

Suggested readings specific to the module.

- 1.1 Baker, L. R. & Cormier, L. A. (2015). Disasters and vulnerable populations: Evidence-based practice for helping professions. New York, NY: Springer Publishing.



- 1.2 Baker, L. R. & Cormier, L. A. (2015). Disasters and vulnerable populations: Evidence-based practice for helping professions. New York, NY: Springer Publishing.
- 1.3 Baker, L. R. & Cormier, L. A. (2015). Disasters and vulnerable populations: Evidence-based practice for helping professions. New York, NY: Springer Publishing.
- 1.4 Baker, L. R. & Cormier, L. A. (2015). Disasters and vulnerable populations: Evidence-based practice for helping professions. New York, NY: Springer Publishing.

Module 2 PSYCHOLOGY OF DISASTER AND MANAGEMENT (20 Hours)

- 2.1 Fear, Resilience and Groupthink. Panic, Paralysis and Altruism
- 2.2 Unique needs of differently abled, pregnant women, infants and children. Unique needs of individuals with mental health issues and substance abuse
- 2.3 Disaster Mental health interventions. Organizational, legal, ethical and moral issues related to disaster response
- 2.4 Responder issue. Mass fatalities, Family assistance

Suggested readings specific to the module.

- 2.1 Baker, L. R. & Cormier, L. A. (2015). Disasters and vulnerable populations: Evidence-based practice for helping professions. New York, NY: Springer Publishing.
Ripley, A. (2008). The unthinkable. Who survives when disaster strikes and why. New York, NY: Crown Publishers.
- 2.2 Baker, L. R. & Cormier, L. A. (2015). Disasters and vulnerable populations: Evidence-based practice for helping professions. New York, NY: Springer Publishing.
- 2.3 Ripley, A. (2008). The unthinkable. Who survives when disaster strikes and why. New York, NY: Crown Publishers.
Baker, L. R. & Cormier, L. A. (2015). Disasters and vulnerable populations: Evidence-based practice for helping professions. New York, NY: Springer Publishing
- 2.4 Keller, R. T., & Bobo, W. V. (2004). Handling Human Remains. *Psychiatric Annals*, 34 (8), 634-640

Module 3: PSYCHOLOGICAL FIRST AID (PFA) (15 hours)

- 3.1 Concept and development of PFA.
- 3.2 Core Competencies of PFA
- 3.3 Rapport Establishment in PFA
- 3.4 Reflective Listening in PFA

Suggested readings specific to the module.

- 3.1 American Psychiatric Association. (1954). Psychological first aid in community disasters. Washington, DC: Author
- 3.2 Dieltjens, T., Moonens, I., Van Praet, K., De Buck, E., & Vandekerckhove, P. (2014). A systematic literature search on psychological first aid: lack of evidence to develop guidelines.
- 3.3 American Psychiatric Association. (1954). Psychological first aid in community disasters. Washington, DC: Author
- 3.4 Dieltjens, T., Moonens, I., Van Praet, K., De Buck, E., & Vandekerckhove, P. (2014).



A systematic literature search on psychological first aid: lack of evidence to develop guidelines.

Hansen, P. (2018). A guide to psychological first aid for red cross and red crescent societies. Copenhagen: International Federation of Red Cross and Red Crescent Societies. <https://pscentre.org/wp-content/uploads/2019/05/PFA-Guide-low-res.pdf>

American Psychiatric Association. (1954). Psychological first aid in community disasters. Washington, DC: Author

Dieltjens, T., Moonens, I., Van Praet, K., De Buck, E., & Vandekerckhove, P. (2014). A systematic literature search on psychological first aid: lack of evidence to develop guidelines.

Hansen, P. (2018). A guide to psychological first aid for red cross and red crescent societies. Copenhagen: International Federation of Red Cross and Red Crescent Societies. <https://pscentre.org/wp-content/uploads/2019/05/PFA-Guide-low-res.pdf>

Module 4: TECHNIQUES IN PFA (15 Hours)

4.1 Assessment of Needs

4.2 Prioritization in PFA

4.3 Intervention in PFA

4.4 Disposition in PFA

Suggested readings specific to the module

- 4.1 American Psychiatric Association. (1954). Psychological first aid in community disasters. Washington, DC: Author
- Dieltjens, T., Moonens, I., Van Praet, K., De Buck, E., & Vandekerckhove, P. (2014). A systematic literature search on psychological first aid: lack of evidence to develop guidelines.
- Hansen, P. (2018). A guide to psychological first aid for red cross and red crescent societies. Copenhagen: International Federation of Red Cross and Red Crescent Societies. <https://pscentre.org/wp-content/uploads/2019/05/PFA-Guide-low-res.pdf>
- 4.2 American Psychiatric Association. (1954). Psychological first aid in community disasters. Washington, DC: Author
- Dieltjens, T., Moonens, I., Van Praet, K., De Buck, E., & Vandekerckhove, P. (2014). A systematic literature search on psychological first aid: lack of evidence to develop guidelines.
- Hansen, P. (2018). A guide to psychological first aid for red cross and red crescent societies. Copenhagen: International Federation of Red Cross and Red Crescent Societies. <https://pscentre.org/wp-content/uploads/2019/05/PFA-Guide-low-res.pdf>
- 4.3 American Psychiatric Association. (1954). Psychological first aid in community disasters. Washington, DC: Author
- Dieltjens, T., Moonens, I., Van Praet, K., De Buck, E., & Vandekerckhove, P. (2014). A systematic literature search on psychological first aid: lack of evidence to develop guidelines.
- Hansen, P. (2018). A guide to psychological first aid for red cross and red crescent societies. Copenhagen: International Federation of Red Cross and Red Crescent Societies. <https://pscentre.org/wp-content/uploads/2019/05/PFA-Guide-low-res.pdf>
- 4.4 American Psychiatric Association. (1954). Psychological first aid in community disasters. Washington, DC: Author
- Dieltjens, T., Moonens, I., Van Praet, K., De Buck, E., & Vandekerckhove, P. (2014). A systematic literature search on psychological first aid: lack of evidence to develop guidelines.



Hansen, P. (2018). A guide to psychological first aid for red cross and red crescent societies. Copenhagen: International Federation of Red Cross and Red Crescent Societies. <https://pscentre.org/wp-content/uploads/2019/05/PFA-Guide-low-res.pdf>

Module 5: Teacher Specific Module (15 Hours)

Basic life support training (BLS). Psychological first aid demonstration (Relevant videos and practical sessions). Demonstration of RAPID model (Relevant videos and practical sessions). District Disaster management visit. Collecting narratives from survivors and victims of disaster.

Core Compulsory Readings

1. American Psychiatric Association. (1954). Psychological first aid in community disasters. Washington, DC: Author
2. Baker, L. R. & Cormier, L. A. (2015). Disasters and vulnerable populations: Evidence-based practice for helping professions. New York, NY: Springer Publishing
3. Dailey, S. F., & LaFauci Schutt, J. M. (2018). Disaster mental health: Ethical issues for counselors. *Counseling Today*, 16-18. Retrieved from https://www.counseling.org/docs/defaultsource/ethics/ethicscolumns/ethics_january_2018_disaster-mental-health.pdf?sfvrsn=ba25522c_4
4. Dieltjens, T., Moonens, I., Van Praet, K., De Buck, E., & Vandekerckhove, P. (2014). A systematic literature search on psychological first aid: lack of evidence to develop guidelines. *PloS one*, 9(12), e114714. <https://doi.org/10.1371/journal.pone.0114714>
5. Hansen, P. (2018). A guide to psychological first aid for red cross and red crescent societies. Copenhagen: International Federation of Red Cross and Red Crescent Societies. <https://pscentre.org/wp-content/uploads/2019/05/PFA-Guide-low-res.pdf>
6. Keller, R. T., & Bobo, W. V. (2004). Handling Human Remains. *Psychiatric Annals*, 34(8), 634-640

Core Suggested Readings

1. Everly, G. S., Jr. (1999). Toward a model of psychological triage. *International Journal of Emergency Mental Health*, 1, 151–154.
2. Everly, G. S., Jr., & Lating, J. M. (2013). A clinical guide to the treatment of the human stress response (3rd ed.). New York, NY: Springer.
3. Harrison, R. L., & Westwood, M. J. (2009). Preventing vicarious traumatization of mental health therapists: Identifying protective practices. *Psychotherapy Theory, Research, Practice, Training*, 46, 203–219.
4. Hill, C. E. (2009). *Helping skills: Facilitating exploration, insight, and action* (3rd ed.). Washington, DC: American Psychological Association.
5. Raphael, B. (1986). *When disaster strikes: How individuals and communities cope with catastrophe*. New York, NY: Basic Books.
6. Nacos, B. L. (2013). Crisis communication: The role of the media. In Goodwin Veenema, *Disaster Nursing and Emergency Preparedness: For chemical, biological, and radiological terrorism and other hazards* (pp. 167-180). New York: Springer Publishing

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

- Lecturing, Group Discussions, Classroom activities, Debates, Flipped classroom.

Mode of Transaction: Offline/ Online



ASSESSMENT RUBRICS

EVALUATION TYPE		MARKS WEIGHTAGE
END SEMESTER EVALUATION		50
CONTINUOUS EVALUATION		50
a)	Visit Report/Narrative report/Demonstration (any one of the above)	10
b)	Test Paper -1/Open Book Exam/Take home assignments/Quiz	15
c)	Test Paper- 2/Open Book Exam/Take home assignments/Quiz	15
d)	Assignment as per the teacher specific module	10
Total		100

Sample Questions to test Outcomes.

1. Explain the common myths of disaster
2. Evaluate different disaster management interventions to promote mental health
3. Demonstrate psychological first aid techniques
4. Evaluate the core competencies of managing a crisis
5. Suggest disaster management intervention strategies for flood affected victims

Employability for the Course /Programme

Providing Psychological services during disasters and crisis



**SEMESTER VI
PSYCHOLOGY FOR CONTEMPORARY INDIA
KU06DSCPSY307**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	DSC	300-399	KU06DSCPSY307	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	1	50	50	100	2

L=Lecture, T/S= Tutorial/Seminar, P=Practical, ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Introduction:

This course is designed to provide the students with a non-Euro centric lens of psychology to understand human lives. It will equip the students to understand and analyse the development of the psyche and psychological process within a socio-political and the cultural context. After the completion of the course the students will be able to analyse the contemporary Indian society with the help of psychological knowledge.

Course Objectives:

- To explore the possibilities of implementing Indian psychological concepts in a contemporary context.
- To understand the development of Self, Identity and Consciousness in Indian context
- To analyse the existing practices of faith healing in the context of cultural and religious plurality in India

Course Pre-requisites:



COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to:

C01	Understand the principles of cultural psychology and critical psychology to analyse the contemporary Indian society	U
C02	Critically analyse the various socio cultural factors which impact the psychological development and processes	An
C03	Analyse the Indian psyche by applying the praxis of a critical cultural Psychology in India through discussing themes of self, health, caste, and gender.	An
C04	Apply the knowledge of psychology to understand the contemporary Indian minds, mental processes and the faith healing practices	A

***Remember (K), Understand (U), Apply (A), Analyze (An), Evaluate(E), Create (C)**

Mapping of Course Outcomes to PSOs/POs

	P S O 1	PS O2	PS O3	PS O4	PS O5	PS O6	PSO 7	PS O8	PS O9	PSO 10	PSO11
CO1	✓	✓	✓			✓	✓	✓		✓	
CO2	✓		✓			✓				✓	
CO3	✓	✓				✓		✓		✓	
CO4	✓	✓				✓		✓		✓	✓

COURSE CONTENTS

Module 1: A journey Back to the Roots (15 hours)

- 1.1 A journey back to the roots: Psychology in India
- 1.2 What is 'Indian' Psychology? Can there be an essential model of an Indian psyche?
- 1.3 Is there 'an Indian way of thinking'?
- 1.4 The role of a psychologist in India

Suggested readings specific to the module.

- 1.1 Dalal A.K., A Journey Back to the Roots: Psychology in India, *Foundations of Indian Psychology*, M. Cornelisson, G. Misra & S. Verma (Eds) Publisher: Pearson, New Delhi



- 1.2 'The Non – Pradigmatic Crisis of Indian Psychology: Reflections on a Recipient Culture of Science', Nandy A, Indian Journal of Psychology, 1974
- 1.3 'Is there an Indian Way of Thinking?', Ramanujan AK, Contributions to Indian Sociology, 1989
'Introduction', The Indians, Kakar S, Penguin, 2009
- 1.4 Anek Ramayan, Documentary film, Sen, Theatrically Active Parents for Education (TAPE), 2007
'The Role of the Psychologist', Writings for a Liberation Psychology, Martin-Baro I, Harvard University Press, 1994

Module 2: Cultural Climate and Conceptual Roots in Indian Psychology (15 hours)

- 2.1 Cultural Psychology- what is it?
- 2.1 Pluralism and the Notion of Multiple Perspectives
- 2.2 Relationship between humans and nature
- 2.3 Critical psychology to address Indian psyche

Suggested readings specific to the module.

- 2.1 Cultural Psychology – What is it?, Cultural Psychology: Essays on comparative human development, Stigler JW, Shweder RA, Herdt G ed., Cambridge University Press, 1999
- 2.2 Rao K.R., Paranjpe A.C., (2016), Psychology in the Indian Tradition, Springer
- 2.3 Rao K.R., Paranjpe A.C., (2016), Psychology in the Indian Tradition, Springer
- 2.4 'Critical Psychology for Social Justice: Concerns and Dilemmas', Critical Psychology: An Introduction, Fox D, Prilleltensky I, Austin S (2nd ed), Sage Publications, 2009

Module 3: Self, Identity and Consciousness (15 hours)

- 3.1 Theories of the “SELF” in Indian Thought
- 3.2 Idea of identity in Indian Psychology
- 3.3 Formation of identities in India: Caste identity, gender identity, religious identity
- 3.4 Consciousness in Indian psychology, Buddhist Phenomenology of Consciousness: Elements of Consciousness, Four Planes of Consciousness, Forms of Consciousness

Suggested readings specific to the module.

- 3.1 Rao K.R., Paranjpe A.C., (2016), Psychology in the Indian Tradition, Springer
- 3.2 'Beyond the Mask: An Exploration of Human Identity based on the work of Sri Aurobindo', Cornelissen M, Handbook of Psychology in India, Misra G ed., Oxford University Press, 2011
- 3.3 a) 'The Maternal Feminine in Indian Psychoanalysis', Culture and Psyche, Kakar S, Oxford University Press, 2008
b) 'The Indian Mind', The Indians, Kakar S, Penguin, 2009
c) 'Phenomenology of Untouchability', The Cracked Mirror: An Indian Debate on Experience and Theory, Guru G and Sarukkai S, Oxford University Press, 2012
d) Annihilation of Caste (Annotated Critical Edition), Ambedkar BR, Navyana, 2014
- 3.4 Rao K.R., Paranjpe A.C., (2016), Psychology in the Indian Tradition, Springer

Module 4: Religion, Traditions and Mental Health (15 hours)

- 4.1 Faith healing for mental distress, Faith healing in different religious practices



- 4.2 The psychoanalytic view point of faith healing, The cultural analysis of faith healing
- 4.3 Faith healing and gender
- 4.4 Religion, coping and positive emotions, Barriers to research and implementation.

Suggested readings specific to the module.

- 4.1 'Soul Knowledge and Soul Force: The Pir of PatteshahDargah', Shamans, Mystics and Doctors: A Psychological Inquiry into India and it's Healing Traditions, Kakar S, The University of Chicogo Press, 1991
- 4.2 'Healing and Culture', Shamans, Mystics and Doctors: A Psychological Inquiry into India and it's Healing Traditions, Kakar S, The University of Chicogo Press, 1991
- 4.3 There's something in the air, Documentary film, Ghufuran I, 2012
- 4.4 Koenig, H. G. (2005). Faith and Mental Health. Templeton Foundation Press, London.

Module 5: Teacher Specific Module (15 hours)

- 1. Documentary/Movie screenings and discussions
- 2. Classroom debates on various themes introduced in the course
- 3. Visits to temples, Dargahas, churches and other significant places to understand the existing faith healing practices
- 4. Expert lectures on critical psychology and cultural psychology

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

- 1. Dalal A.K., A Journey Back to the Roots: Psychology in India, Foundations of Indian Psychology, M. Cornelisson, G. Misra & S. Verma (Eds) Publisher: Pearson, New Delhi
- 2. 'The Non – Pradigmatic Crisis of Indian Psychology: Reflections on a Recipient Culture of Science', Nandy A, Indian Journal of Psychology, 1974
- 3. 'Is there an Indian Way of Thinking?', Ramanujan AK, Contributions to Indian Sociology, 1989
- 4. 'Introduction', The Indians, Kakar S, Penguin, 2009
- 5. Anek Ramayan, Documentary film, Sen, Theatrically Active Parents for Education (TAPE), 2007
- 6. 'The Role of the Psychologist', Writings for a Liberation Psychology, Martin-Baro I, Harvard University Press, 1994
- 7. Cultural Psychology – What is it?, Cultural Psychology: Essays on comparative human development, Stigler JW, Shweder RA, Herdt G ed., Cambridge University Press, 1999
- 8. Rao K.R., Paranjpe A.C., (2016), Psychology in the Indian Tradition, Springer
- 9. 'Critical Psychology for Social Justice: Concerns and Dilemmas', Critical Psychology: An Introduction, Fox D, Prilleltensky I, Austin S (2nded), Sage Publications, 2009
- 10. 'Beyond the Mask: An Exploration of Human Identity based on the work of Sri Aurobindo', Cornelissen M, Handbook of Psychology in India, Misra G ed., Oxford University Press, 2011
- 11. a) 'The Maternal Feminine in Indian Psychoanalysis', Culture and Psyche, Kakar S, Oxford University Press, 2008
b) 'The Indian Mind', The Indians, Kakar S, Penguin, 2009
c) 'Phenomenology of Untouchability', The Cracked Mirror: An Indian Debate on Experience and Theory, Guru G and Sarukkai S, Oxford University Press, 2012
d) Annihilation of Caste (Annotated Critical Edition), Ambedkar BR, Navyana, 2014
- 12. 'Soul Knowledge and Soul Force: The Pir of PatteshahDargah', Shamans, Mystics and Doctors: A Psychological Inquiry into India and it's Healing Traditions, Kakar S, The University of Chicogo Press, 1991



13. 'Healing and Culture', Shamans, Mystics and Doctors: A Psychological Inquiry into India and it's Healing Traditions, Kakar S, The University of Chicogo Press, 1991
14. There's something in the air, Documentary film, Ghufuran I, 2012
15. Koenig, H. G. (2005). Faith and Mental Health. Templeton Foundation Press, London.

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

1. Collaborative learning activities
2. Common reading sessions
3. Jigsaw Pedagogy

Mode of Transaction: Offline/Online

ASSESSMENT RUBRICS

Evaluation Type		Marks Weightage
End Semester Evaluation		50
Continuous Evaluation		50
a)	Quiz/Debates	10
b)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/ Viva	15
c)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/Viva	15
d)	Take home assignment/ Movie reviews/Article analysis	10
Total		100



Sample Questions to test Outcomes

1. Evaluate the possibilities of implementing Indian psychological concepts in a contemporary context to understand the class divide in India
2. How can you critically analyse the development of Self, Identity and Consciousness in Indian Context?
3. Prepare a detailed note on existing practices of faith healing in the context of cultural and religious plurality in India

Employability for the Course /Programme

- Research
- Cultural analyst
- Social analyst
- Social Scientist
- Psychology teacher in school and higher education sector





SEMESTER VI
ENVIRONMENTAL PSYCHOLOGY
KU6DSEPSY304

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	DSE	300-399	KU6DSEPSY304	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	1	50	50	100	2

L=Lecture, T/S= Tutorial/Seminar, P=Practical, ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Descriptions:

The course aims to explore the interplay between the built/natural environment and human behavior by discussing the effect of human behavior on the environment and the environment on human behavior and psychological state. Environmental Psychology is a field that examines the relationship between individuals and their surroundings, including the built and natural environment. Throughout this course, student will explore how the environment influences human behavior, emotions, and well-being, and how human behavior, in turn, affects the environment.

Course Objectives:

1. To equip the students with the necessary knowledge and skills of an environmental psychologist
2. To understand various environmental policies
3. To bring about awareness regarding environmental issues.

Course Pre-requisites:



COURSE OUTCOME

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO No.	Expected Outcome	Learning Domains
C01	Understand the core principles and theories of environmental psychology	U
C02	Apply environmental psychological principles to manage environmental stress	A
C03	Critically evaluate the major environmental policies, acts and movements.	E
C04	Formulate pro-environmental intervention strategies	C

*Remember (K), Understand (U), Apply(A), Analyze (An), Evaluate(E), Create (C)

Mapping of Course Outcomes to PSOs/PO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11
CO1						✓	✓				✓
CO2	✓			✓	✓		✓	✓	✓		✓
CO3		✓	✓			✓					✓
CO4	✓			✓	✓				✓	✓	✓

COURSE CONTENT

Module 1: INTRODUCTION TO ENVIRONMENTAL PSYCHOLOGY (15 Hours)

- 1.1 Introduction Environmental psychology and its important, History and current scope of environmental psychology,
- 1.2 Research methods in environmental psychology, Links to other disciplines.
- 1.3 Psychological theories of environmental issues- Schema theory, Cognitive process theory
- 1.4 Perception theories, Theory of attachment and place attachment.

Suggested readings specific to the module.

- 1.1 Steg, L. Van Den Berg, A.E. & De Groot, J.I.M (2019). *Environmental Psychology an Introduction* (2nd ed.). British Psychological Society and John Wiley & Sons, Ltd.
- 1.2 Steg, L. Van Den Berg, A.E. & De Groot, J.I.M (2019). *Environmental Psychology an Introduction* (2nd ed.). British Psychological Society and John Wiley & Sons, Ltd.



- 1.3 Bonnes, M., Lee, T. & Bonaicito, M (2016). Psychological theories for environmental issues.
Ashtage publishing.
- 1.4 Bonnes, M., Lee, T. & Bonaicito, M (2016). Psychological theories for environmental issues.
Ashtage publishing.

Module 2: ENVIRONMENTAL INFLUENCE ON HUMAN BEHAVIOUR (15 Hours)

- 2.1 Environmental perception and cognition, Human spatial behaviour; personal space and territoriality,
- 2.2 Environmental risks and emotional reactions
- 2.3 Environmental stress and its effects, Noise, crowding, Poor housing quality, Poor neighbourhood quality, Traffic congestion, Disaster, toxic hazards and pollution, Climate change.
- 2.4 Environmental Issues in Low and Middle Income Countries

Suggested readings specific to the module.

- 2.1 Steg, L. Van Den Berg, A.E. & De Groot, J.I.M (2019). Environmental Psychology an Introduction (2nd ed.). British Psychological Society and John Wiley & Sons, Ltd.
- 2.2 Steg, L. Van Den Berg, A.E. & De Groot, J.I.M (2019). Environmental Psychology an Introduction (2nd ed.). British Psychological Society and John Wiley & Sons, Ltd.
- 2.3 Clatyon, S.& Manning, C (2018). Psychology and climate change : human perception, impacts and responses . Academic Press.
- Steg, L. Van Den Berg, A.E. & De Groot, J.I.M (2019). Environmental Psychology an Introduction (2nd ed.). British Psychological Society and John Wiley & Sons, Ltd.
- 2.4 Steg, L. Van Den Berg, A.E. & De Groot, J.I.M (2019). Environmental Psychology an Introduction (2nd ed.). British Psychological Society and John Wiley & Sons, Ltd.

Module 3: FACTORS INFLUENCING ENVIRONMENTAL BEHAVIOUR (20 Hours)

- 3.1 Pro-environmental behaviour: Pro- environmental behavior and consequences, values and social norms of pro-environmental behavior,
- 3.2 Affective and symbolic aspects of environmental behavior,
- 3.3 Theories to Explain Environmental Behaviour,
- 3.4 Environmental policy in India: Development, Land and forest policy, Climate change policy,

Suggested readings specific to the module.

- 3.1 Steg, L. Van Den Berg, A.E. & De Groot, J.I.M (2019). Environmental Psychology an Introduction (2nd ed.). British Psychological Society and John Wiley & Sons, Ltd.
- 3.2 Steg, L. Van Den Berg, A.E. & De Groot, J.I.M (2019). Environmental Psychology an Introduction (2nd ed.). British Psychological Society and John Wiley & Sons, Ltd.
- 3.3 Steg, L. Van Den Berg, A.E. & De Groot, J.I.M (2019). Environmental Psychology an Introduction (2nd ed.). British Psychological Society and John Wiley & Sons, Ltd.
- 3.4 Chopra, K (2017). Development and environmental policy in India- the last few decades. Springer.



Module 4: ENCOURAGING PRO ENVIRONMENTAL BEHAVIOUR (10 Hours)

- 4.1 Changing behaviour to save environment, Informational strategies,
- 4.2 Rewards and penalties,
- 4.3 Persuasive technologies –ambient persuasion and group intervention,
- 4.4 Acceptability of environmental policies

Suggested readings specific to the module.

- 4.1 Steg, L. Van Den Berg, A.E. & De Groot, J.I.M (2019). *Environmental Psychology an Introduction* (2nd ed.). British Psychological Society and John Wiley & Sons, Ltd.
- 4.2 Steg, L. Van Den Berg, A.E. & De Groot, J.I.M (2019). *Environmental Psychology an Introduction* (2nd ed.). British Psychological Society and John Wiley & Sons, Ltd.
- 4.3 Steg, L. Van Den Berg, A.E. & De Groot, J.I.M (2019). *Environmental Psychology an Introduction* (2nd ed.). British Psychological Society and John Wiley & Sons, Ltd.
- 4.4 Steg, L. Van Den Berg, A.E. & De Groot, J.I.M (2019). *Environmental Psychology an Introduction* (2nd ed.). British Psychological Society and John Wiley & Sons, Ltd.

Module 5: Teacher Specific Module (15 Hours)

Students have to conduct either

- a) a group activity on promoting pro-environmental behaviour in the campus using any of the strategies mentioned in Module 4. A detailed report needs to be submitted to the teacher by all students for evaluation. The activity could be done by the class as a whole or different sub groups.
or
- b) Each student has to find an exceptional pro-environmental activist who has done prominent work in their field and should conduct a psychological analysis of their motivations using direct, telephonic or online semi structured interviews. Interview Report and Verbatim has to be submitted for evaluation

Core Compulsory Readings

1. Steg, L. Van Den Berg, A.E. & De Groot, J.I.M (2019). *Environmental Psychology an Introduction* (2nd ed.). British Psychological Society and John Wiley & Sons, Ltd.
2. Arora, N & Khan, F. A (2014). *Environmental psychology*. Book enclave
3. Bell, P. A., Greene, T.C., Fishers, J. D., & Baum, A. (2001). *Environmental Psychology* (5th ed.). Thomson Wadsworth.
4. Bonnes, M., Lee, T. & Bonaicito, M (2016). *Psychological theories for environmental issues*. Ashtage publishing
6. Chopra, K (2017). *Development and environmental policy in India- the last few decades*. Springer.
7. Clatyon, S.& Manning, C (2018). *Psychology and climate change : human perception, impacts and responses* . Academic Press.



Core Suggested Readings

1. Eberhard. J.P (2009). Brain Landscapes. New York: Oxford university press
2. Nickerson, R.S. (2003). Psychology and environmental change. USA: Lawrence Erlbaum associations, Inc
3. Saxena, H.M. (2006). Environmental studies. New Delhi: Rawat Publications.
4. Uberoi,N.K.(2003). Environmental management (11th ed). New Delhi: Excel books.

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

- Lecturing, Group Discussions, Classroom activities, Debates, Flipped classroom.

Mode of Transaction: Offline/ Online

ASSESSMENT RUBRICS

EVALUATION TYPE		MARKS WEIGHTAGE
END SEMESTER EVALUATION		50%
CONTINUOUS EVALUATION		50%
a)	Campus Activity Report/ Interview Report	20
b)	Test Paper -1/Open Book Exam/Take home assignments/Quiz	30
c)	Test Paper- 2/Open Book Exam/Take home assignments/Quiz	30
d)	Assignment as per the teacher specific module	20
Total		100

Sample Questions to test Outcomes.

1. Explain the major psychological theories of environmental issues
2. Evaluate the effect of environmental stressors on human behaviour
3. Suggest strategies to promote pro environmental behaviour
4. What are the major environmental issues in India ?

Employability for the Course /Programme

Environmental psychologist



SEMESTER VI
SPORTS AND EXERCISE PSYCHOLOGY
KU06DSEPSY305

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	DSE	300-399	KU6DSEPSY305	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	1	50	50	100	2

L=Lecture, T/S= Tutorial/Seminar, P=Practical, ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Introduction:

Sports psychology delves into the mental aspects of athletic performance, examining how psychological factors influence an individual's participation in sports and physical activity. This course provides students with an in-depth understanding of the psychological principles and techniques relevant to athletes, coaches, and sports enthusiasts.

Course Objectives:

1. To understand the history and basics concepts of sports and exercise Psychology.
2. To learn about scope and application of psychology in sportfield.
3. To study the importance and psychological effect of physical activity.
4. To gain knowledge about Theories and models of exercise behaviour
5. To know about recent advances and intervention in sports and exercise
6. To understand the social psychological components in sports

Course Pre-requisites:



COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO No.	Expected Outcome	Learning Domains
C01	Understanding the basic concepts of sports and exercise psychology	U
C02	Analyze the knowledge gained from theories of sports psychology	An
C03	Create intervention strategies for improving sports performance	C
C04	Apply intervention strategies for improving mental health of sports personnel	A

*Remember (K), Understand (U), Apply(A), Analyze (An), Evaluate(E), Create (C)

Mapping of Course Outcomes to PSOs/POs

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PS O8	PS O9	PS 10	PS 11
CO 1	✓		✓	✓	✓	✓	✓			✓	
CO 2	✓		✓					✓		✓	
CO 3	✓	✓	✓	✓	✓		✓	✓			✓
CO 4	✓	✓	✓		✓	✓		✓		✓	✓

COURSE CONTENTS

Module 1: Understanding sports Psychology (15 Hours)

- 1.1 Definitions, Foundations, Historical perspective, theoretical perspectives,
- 1.2 Development of professional organizations,
- 1.3 Nature and scope of Sports psychology
- 1.4 Ethical issues in sport Psychology

Suggested readings specific to the module.

- 1.1 Cox, R.H. (2007). Sport Psychology (6th ed.) McGraw-Hill Companies, Inc
- 1.2 Cox, R.H. (2007). Sport Psychology (6th ed.) McGraw-Hill Companies, Inc
- 1.3 Cox, R.H. (2007). Sport Psychology (6th ed.) McGraw-Hill Companies, Inc
- 1.4 Cox, R.H. (2007). Sport Psychology (6th ed.) McGraw-Hill Companies, Inc

Module 2: Nutrition and Psychological factors (15 Hours)

- 2.1 Nutrition: the base for human performance, energy value of food, energy transfer in exercise, measurement of human energy expenditure
- 2.2 Psychological effect of physical activity



- 2.3 Psychology of athlete
- 2.4 Self-esteem and self-perception in sport and exercise

Suggested readings specific to the module.

- 2.1 Thatcher,J.,Day,M.,&Rahman,R(2011).Sport and exercise psychology.UK: British library cataloging in publishing data.
- 2.2 Thatcher,J.,Day,M.,&Rahman,R(2011).Sport and exercisepsychology.UK: British library cataloging in publishing data.
- 2.3 Thatcher,J.,Day,M.,&Rahman,R(2011).Sport and exercisepsychology.UK: British library cataloging in publishing data.
- 2.4 Thatcher,J.,Day,M.,&Rahman,R(2011).Sport and exercisepsychology.UK: British library cataloging in publishing data.

Module 3: Interventions in sports Psychology-1 (15 Hours)

- 3.1 Cognitive behavioural interventions-
- 3.2 Coping and intervention strategies,
- 3.3 Goal setting in sports,
- 3.4 Imagery and hypnosis in sports, Self talk

Suggested readings specific to the module.

- 3.1 Thatcher,J.,Day,M.,&Rahman,R(2011).Sport and exercise psychology.UK: British library cataloging in publishing data
- 3.2 Thatcher,J.,Day,M.,&Rahman,R(2011).Sport and exercise psychology.UK: British library cataloging in publishing data
- 3.3 Thatcher,J.,Day,M.,&Rahman,R(2011).Sport and exercise psychology.UK: British library cataloging in publishing data
- 3.4 Thatcher,J.,Day,M.,&Rahman,R(2011).Sport and exercise psychology.UK: British library cataloging in publishing data

Module 4: Interventions in sports Psychology-2 (15 Hours)

- 4.1 Psychological skill training,
- 4.2 Self-regulation and biofeedback,
- 4.3 Consultancy in sports and exercise psychology.
- 4.4 Special issues-Burnout in athletes,psychology of athletic injuries,drug abuse in sport and exercise

Suggested readings specific to the module.

- 4.1 Thatcher,J.,Day,M.,&Rahman,R(2011).Sport and exercise psychology.UK: British library cataloging in publishing data
- 4.2 Thatcher,J.,Day,M.,&Rahman,R(2011).Sport and exercise psychology.UK: British library cataloging in publishing data
- 4.3 Thatcher,J.,Day,M.,&Rahman,R(2011).Sport and exercise psychology.UK: British library cataloging in publishing data
- 4.4 Thatcher,J.,Day,M.,&Rahman,R(2011).Sport and exercise psychology.UK: British library cataloging in publishing data

Module 5: Teacher Specific Module (15 Hours)

- Visist to sports school, SAI,
- Interaction with Guest Faculty
- Sports performance enhancement activities



Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1. Cox, R.H. (2007). Sport Psychology (6th ed.)McGraw-HillCompanies,Inc
2. Thatcher,J.,Day,M.,&Rahman,R(2011).Sport and exercisepsychology.UK: British library cataloging in publishing data.
3. McArdle,W.D.,Katch,F.I.,&Katch,V.L(1996).Exercise physiology(4thed.).USA: Lippincott Williams& Wilkins
4. KremerJ.,Moran,A.,Walker,G.,Craig,C.(2012).Key concepts in SportPsychology.Sage Publications
5. Morris,T.,Summers,J.(2004).SportPsychology;Theory,applicationsandissues. John willeys & sons Australia, Ltd

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

1. Cox, R.H. (2007). Sport Psychology (6th ed.)McGraw-HillCompanies,Inc
2. Thatcher,J.,Day,M.,&Rahman,R(2011).Sportandexercisepsychology.UK: British library cataloging in publishing data.
3. McArdle,W.D.,Katch,F.I.,&Katch,V.L(1996).Exercisepsychology(4thed.).USA:Lippinc ott Williams &Wilkins
4. Papaioannou, A.G., Hackfort, D. (2016). Routledge Companion to Sport andExercise Psychology Global perspectives and fundamental concepts. NY: taylor &francis
5. Saw,D.F.Gorely,T,Corban,R.M.(2007).SportandExercisePsychology.USA:BIOS Scientific Publishers
6. KremerJ.,Moran,A.,Walker,G.,Craig,C.(2012).Keyconcepts inSportPsychology.Sage Publications
7. Morris,T.,Summers,J.(2004).SportPsychology;Theory,applicationsandissues. John willeys & sons Australia, Ltd

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

Lecture Demonstration, Lecture with demonstration, Group discussion, Focused group discussion, Cooperative learning, Brainstorming, Collaborative learning, Case based study, Case analysis

Mode Of Transaction: Offline/Online



ASSESSMENT RUBRICS

Evaluation Type		Marks
End Semester Evaluation		50%
Continuous Evaluation		50%
a)	Quiz/Debates	10
b)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/ Viva	15
c)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/Viva	15
d)	Take home assignment/ Movie reviews/Article analysis	10
Total		100

Sample Questions to test Outcome

1. Evaluate interventions of sports psychology
2. Define sports Psychology
3. Evaluate the role of sports psychologist

Employability for the Course/Programme

- Sports Psychologists
- Sports research



**SEMESTER VI
INTERNSHIP
KU06INTPSY301**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
6	INT	300-399	KU06INTPSY301	4	120

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Internship	CE	ESE	Total	
-	-	4	50	50	100	Viva-Voce (20 Min./Student)

ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Introduction:

Internship (Clinical training) in clinical psychology is an essential component of preparing future psychologists to effectively assess, diagnose, and treat mental health disorders. This rigorous training program combines academic coursework and supervised practical experience to equip students with the necessary skills and knowledge to work with diverse populations in a clinical setting. Through this training, aspiring clinical psychologists gain valuable hands-on experience in conducting assessments, providing therapy, and collaborating with multidisciplinary teams, ensuring they are well-prepared to make a positive impact on individuals' mental well-being.

Course Objectives:

At the end of the internship (clinical training), students should be able to learn and practice the necessary clinical skills needed to perform Clinical interviews, Case history method, Observation method, Psychological evaluation, Understand basic Psychopathology, Know about the structured psychiatry evaluation proforma (adult) and skills to perform cognitive assessment. Student should be able to:

- Understand foundational knowledge on Clinical training to provide students with a comprehensive understanding of the theoretical frameworks, research, and evidence-based practices that inform clinical psychology.
- Equip students with practical skills necessary for clinical practice by learning how to conduct psychological assessments, administer and interpret tests, develop treatment plans, deliver therapy effectively, and engage in case conceptualization.
- Cultivate professional competence by clinical training to foster professional competence by promoting self-awareness, empathy, cultural sensitivity, and ethical decision-making.



- Demonstrate how to establish therapeutic relationships, work collaboratively with clients and interdisciplinary teams, and adhere to professional standards and guidelines.
- Foster self-reflection and personal growth through clinical training to engage in ongoing self-reflection, self-awareness, and personal growth.
- Demonstrate and prepare for licensure and professional practice through necessary educational and supervised experience requirements to become eligible for licensure exams within and outside India to and embark on a successful career in clinical practice.

Course Pre-requisites: Successful completion of the courses of Life Span Development, Cognitive Psychology, Biological Foundations of Behaviors, Clinical Psychology 1& 2, and Counselling Psychology

COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO No	Expected Outcome	Learning Domains
C01	Development of clinical skills necessary for assessment, and diagnosis	U
C02	Apply the knowledge of psychological theories to evidence-based practices.	A
C03	Demonstrate ethical and professional competence by learning ethical guidelines and professional standards and applying them in their clinical work	A
C04	Develop skills in maintaining confidentiality, managing boundaries, and addressing ethical dilemmas	An

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)



Mapping of Course Outcomes to PSOs/POs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11
CO1	✓	✓			✓		✓				✓
CO2	✓			✓	✓			✓	✓		✓
CO3	✓		✓	✓						✓	✓
CO4	✓		✓								✓

COURSE CONTENTS

The coursework will be a complete one-to-one/ group supervised clinical training under the qualified licensed clinical psychologists at hospitals or rehabilitation centers or special schools or schools. Clinical training involves demonstrations, practice exercises, case presentations & discussions, and Case Based Learning. Practice exercises in methods of clinical psychology research and psychoeducational assessments will help enhance evaluative skills. Discussions and PBL will strengthen critical thinking skills.

Basic Requirements at the end of Internship

1. A detailed case history submission based on the prescribed proforma provided by the School of Behavioral Sciences, Kannur University. A minimum of 5 detailed cases should be submitted and out of 5 cases 2 should be child cases in the child case history proforma.
2. A complete evaluation of the supervised clinical training by the supervisor (licensed clinical psychologist) based on the prescribed proforma
3. Submission of the Logbook to the School of Behavioural Sciences, Kannur University
4. The internship can be started from 3rd Semester and complete at the end of 6th semester (it will be based on the decision of the Department Council)

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

- Group Discussions
- Case-based learning
- Brainstorming
- Collaborative learning
- Problem-based learning
- Presentation by individual student/ Group representative



Mode Of Transaction: Offline/Face to face: Supervised Clinical Training

ASSESSMENT RUBRICS

End Semester Evaluation	50%
● Clinical Viva	100%
Continuous Evaluation	50%
● Case Records & *	30%
● Case Presentations*	20%
● Assignment/Clinical Work**	50%

* Case records and Case Presentations will be evaluated at the School

**It will be evaluated by the clinical supervisor out of 50% of the continuous evaluation

Note: clinical viva will be conducted at the School of Behavioral Sciences, Kannur University as the final end-semester evaluation.

Employability for the Course/Programme

- Assistant Psychologist at Hospital Settings/School
- Teaching at Higher secondary school/college



SEMESTER VII
PSYCHOMETRICS
KU07DSCPSY401

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VII	DSC	400-499	KU07DSCPSY401	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	1	50	50	100	2

ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Introduction:

This course aims to enhance the ability and understanding of students in the field of psychometric testing. Here, students learn the concepts and theories of psychological testing. The course helps to learn different types of testing and their applications including different types of intelligence and personality tests.

Course Objectives:

- To study the basics of Psychometrics
- To understand the nature and uses of psychological tests and its ethical and social implications
- To know about test construction process
- To enhance the knowledge in different psychological assessments and its application in different settings.
- To familiarize the descriptive and inferential statistics

Course Pre-requisites: Successful completion of a 3-year bachelor's Degree with a Major/Minor in psychology or an equivalent program in Psychology



COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO. No.	Expected Outcome	Learning Domain
C01	Understand the scientific basis of psychological testing and ethics of psychological testing	U
C02	Explain the psychological tests such as intelligence tests, Personality Inventories, Interest scales, attitude scales and its uses.	E
C03	Evaluate scientific base, application and opportunities in Behavioural Psychometrics	E
C04	Construct a standardized psychological test by applying psychometric principles	C

Remember (K), Understand (U), Apply(A), Analyze (An), Evaluate(E), Create (C)

Mapping of Course Outcomes to PSOs/POs

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PS O8	PS O9	PS O10	PS O11
C01	✓	✓		✓	✓	✓	✓	✓	✓	✓	
C02	✓		✓		✓	✓		✓			✓
C03	✓	✓		✓		✓	✓				✓
C04	✓		✓	✓	✓	✓		✓			✓

COURSE CONTENTS

Module 1: Functions and origins of psychological tests (14Hours)

- 1.1 The history of psychological testing
- 1.2 Nature and use of psychological tests
- 1.3 The testing process- standardized procedures in test administration, influence of the examiner, background and motivation of the examinee, issues in scoring.
- 1.4 Ethical and social implications of testing

Suggested readings specific to the module.

- 1.1 Anasthasi,A.&Urbina,S.(2016).Psychological testing.(7thed.).Boston: Pearson.
- 1.2 Cohen, R.J., Swerdlik, M.E. (2007). Psychological testing and assessment. New Delhi:The McGraw-hill companies
- 1.3 Gregory,R.J.(2017).Psychologicaltesting:History,principlesandapplication s. (7thed.).Boston: Pearson.



1.4 Kaplan, R. M., & Sacuzzo, D. P (2012) Psychological Assessment and Theory: Creating and Using Psychological Tests (8thed.). USA: Westviewpress

Module 2: Prominent Psychological tests (16 Hours)

- 2.1 Types of intelligence tests and examples, Pre School assessment
- 2.2 Testing Special Population, Culture fair tests.
- 2.3 Need and significance of Personality assessment, Projective Techniques- Clinical use of Rorschach Inkblot test and TAT, Personality Inventories and self-report measures,
- 2.4 Other assessment techniques: Interest and attitude scales and opinion surveys

Suggested readings specific to the module.

- 2.1. Anasthasi, A. & Urbina, S. (2016). Psychological testing. (7thed.). Boston: Pearson.
- 2.2. Cohen, R.J., Swerdlik, M.E. (2007). Psychological testing and assessment. New Delhi: The McGraw-hill companies
- 2.3. Gregory, R.J. (2017). Psychological testing: History, principles and applications. (7thed.). Boston: Pearson.
- 2.4. Kaplan, R. M., & Sacuzzo, D. P (2012) Psychological Assessment and Theory: Creating and Using Psychological Tests (8thed.). USA: Westviewpress

Module 3: Test construction (14 hours)

- 3.1 Test norms: types of norms, development of norms, standardization procedure, Raw Score transformation.
- 3.2 Classification and characteristics of Reliability
- 3.3 Classification and characteristics of validity
- 3.4 Test construction- defining the test, selecting scaling method, constructing the items, testing the items, item analysis, revising the test, publishing the test.

Suggested readings specific to the module.

- 3.1 Anasthasi, A. & Urbina, S. (2016). Psychological testing. (7th ed.). Boston: Pearson. Cohen, R.J., Swerdlik, M.E. (2007). Psychological testing and assessment. New Delhi: The McGraw-hill companies
- 3.2 Gregory, R.J. (2017). Psychological testing: History, principles and applications. (7thed.). Boston: Pearson.
- 3.3 Kaplan, R.M., & Sacuzzo, D.P (2012) Psychological Assessment and Theory: Creating and Using Psychological Tests (8thed.). USA: Westviewpress
- 3.4 .Singh, A.K. (2015). Tests, measurements and research methods in behavioural sciences. Bharati Bhawan.

Module 4: Applications of psychological testing (16 hours)

- 4.1 Applications of Psychological testing in Clinical and Counselling Psychology setting, Testing in health psychology and healthcare Setting
- 4.2 Tests in educational setting, Forensic applications of assessment
- 4.3 Application in Career guidance settings, Application in Organizational and business setting
- 4.4 Computerized assessment and future of testing



Suggested readings specific to the module.

- 4.1 Anasthasi,A.&Urbina,S.(2016).*Psychologicaltesting*.(7thed.).Boston: Pearson.
- 4.2 Gregory, R.J. (2017).*Psychological testing:History, principles andapplications*.(7thed.).Boston: Pearson.
- 4.3 Kaplan, R. M., &Sacuzzo, D. P (2012) *Psychological Assessmentand Theory: Creating and Using Psychological Tests* (8thed.).Westviewpress
- 4.4 Singh, A. K. (2015). *Tests, measurements and research methods inbehavioural sciences*. Bharati Bhawan.

Module 5: Teacher Specific Module;Test Construction (Practical) (15 Hours)

To develop a psychometrically sound test for assessing understanding and application of psychological principles in different contexts.

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

- 1. Anasthasi,A.&Urbina,S.(2016).*Psychologicaltesting*.(7thed.).Boston:Pearson.
- 2. Gregory,R.J.(2017).*Psychologicaltesting:History,principlesandapplications*.(7thed.).Bos on : Pearson.
- 3. Cohen,R.J.,Swerdlik,M.E.(2007).*Psychologicaltestingandassessment*.New Delhi:The McGraw-hill companies
- 4. Kaplan,R.M.,&Sacuzzo,D.P(2012)*PsychologicalAssessmentandTheory:Creatingand Using Psychological Tests*(8thed.).USA:West viewpress
- 5. Singh,A.K.(2015).*Tests,measurementsandresearchmethodsinbehaviouralsciences*.Bhar ai Bhawan

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

- 1. Groth Marnat,G. &Wright,A.J. (2016). *Handbook of psychological assessment* (6thed).New York: JohnWiley.
- 2. Maloney,M.P.,&Ward,M.P.(1976).*Psychological assessment:A conceptual approach*.
- 3. Murphy,K.R.&David shofer,C.O.(2019).*Psychological tesing Principles and applications*(6thed). Pearson India Education Services Pvt.Ltd

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

Lecturing, Flipped Classroom, ICT enabled lecturing

Mode of Transaction: Online / offline

Assessment Rubrics

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
d)	Quiz/Debates	10
b)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/ Viva	15
c)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/Viva	15
d)	Take home assignment/ Movie reviews/Article analysis	10
Total		100



Sample Questions to test Outcomes.

1. Critically evaluate the different techniques of behavioural assessment.
2. Analyse the need and significance of different types of intelligence tests?
3. Evaluate the history and origin of projective testing and its application
4. Explain the application of Psychological tests in different setting
5. Evaluate the Computerized assessment and future of testing

Employability for the Course/Programme

- Psychometrician





SEMESTER VII
ETHICS IN PSYCHOLOGICAL PRACTICE
KU07DSCPSY402

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
7	DSC	400-499	KU07DSCPSY402	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	1	50	50	100	2

ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Description:

Ethics in psychology professional practice encompass a set of principles and guidelines that govern the behavior and responsibilities of psychologists in their professional roles. These ethical standards are designed to protect the welfare and rights of clients, ensure integrity in research and practice, and maintain the trust of the public. Key components include confidentiality, informed consent, competence, avoiding harm, and respecting diversity. Adherence to ethical standards is crucial for upholding the integrity and effectiveness of psychological services and research, fostering trust between psychologists and their clients, and promoting the well-being of individuals and communities.

Course Objectives:

At the end of the course, students should be able to:

- Understand the ethical principles and guidelines governing psychology professional practice, including confidentiality, informed consent, competence, and avoiding harm, and their application in various contexts such as therapy, assessment, research, and consulting.
- Develop critical thinking skills to analyze ethical dilemmas commonly encountered in psychology practice, research, and organizational settings, and to formulate ethically sound solutions that prioritize client welfare, professional integrity, and societal values.
- Cultivate ethical decision-making abilities through case studies, role-playing exercises, and discussions, enabling students to integrate ethical principles into their professional conduct, navigate complex ethical challenges, and uphold the highest standards of ethical behavior in their future careers as psychologists.

Course Pre-requisites: Successful completion of a 3-year bachelor's Degree with Major/Minor in psychology or an equivalent program in Psychology



COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO No.	Expected Outcome	Learning Domains
C01	Understand the ethical principles and guidelines relevant to psychology professional practice.	U
C02	Apply ethical decision-making frameworks in various professional scenarios.	A
C03	Evaluate the impact of ethical considerations on professional conduct, interpersonal relationships, and the broader community.	E
C04	Demonstrate ethical sensitivity, reflexivity, and accountability in navigating ethical challenges and promoting ethical behavior as responsible and ethical practitioners in the field of psychology.	A

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs/POs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11
CO1	✓			✓				✓			
CO2	✓		✓		✓						✓
CO3	✓		✓								
CO4	✓	✓	✓			✓	✓			✓	✓

COURSE CONTENTS

Module 1: Psychology and Philosophy of Professional Practice (15 Hours)

- 1.1 Foundations and Resources for Ethical Practice: Components of Moral Behaviour, Code of Ethics, Research on professional ethics
- 1.2 Ethics in Real Life, Ethics Theories and Codes, American Psychological Association and Ethics Code, Ethics in Indian context
- 1.3 Ethical Practice: Forms of Ethical Reasoning, Model of Ethical Decision Making,
- 1.4 Ethical Practice in Multicultural Society- Language of multicultural counseling and Diversity of the society.

Suggested readings specific to the module



- 1.1 Welfel, E. R. (2006). Ethics in counseling and psychotherapy: Standards, research, and emerging issues. Thomson Brooks/Cole Publishing Co.
- 1.2 Pope, K. S., & Vasquez, M. J. (2016). Ethics in psychotherapy and counseling: A practical guide. John Wiley & Sons.
https://www.indiacode.nic.in/bitstream/123456789/19048/1/rehabilitation_council_of_india_act_1992.pdf
- 1.3 Welfel, E. R. (2006). Ethics in counseling and psychotherapy: Standards, research, and emerging issues. Thomson Brooks/Cole Publishing Co.
- 1.4 Welfel, E. R. (2006). Ethics in counseling and psychotherapy: Standards, research, and emerging issues. Thomson Brooks/Cole Publishing Co.

Module 2: Ethical Issues in Psychological Interventions (15 Hours)

- 2.1 Competence to Practice: Components of Professional Competence, Distress, Burnout, and Other Competence Problems, Legal ramifications of incompetent practice
- 2.2 Confidentiality: Ethical principles and virtues underlying confidentiality, Codes of ethics, Communication, Limits of confidentiality, Confidentiality with special populations, Confidentiality in multicultural context.
- 2.3 Informed Consent: History, underlying ethical principles and virtues, Codes of ethics, Informed consent and HIPA Act, Approaches to informed consent, Applications to minors and special population, Court mandated counseling, Informed Consent in Assessment.
- 2.4 Sexualized relationships with clients, Students, Supervisees, and research participants, Nonsexual multiple relationships and boundary issues, Intervention with groups, couples and families: unique ethical responsibilities.

Suggested readings specific to the module.

- 2.1 Welfel, E. R. (2006). Ethics in counseling and psychotherapy: Standards, research, and emerging issues. Thomson Brooks/Cole Publishing Co.
- 2.2 Welfel, E. R. (2006). Ethics in counseling and psychotherapy: Standards, research, and emerging issues. Thomson Brooks/Cole Publishing Co.
- 2.3 Welfel, E. R. (2006). Ethics in counseling and psychotherapy: Standards, research, and emerging issues. Thomson Brooks/Cole Publishing Co.
- 2.4 Welfel, E. R. (2006). Ethics in counseling and psychotherapy: Standards, research, and emerging issues. Thomson Brooks/Cole Publishing Co.

Module 3: Prevention and Remediation of Misconduct (20 Hours)

- 3.1 Ethics of assessment: Ethics of Diagnosis and Ethics of Testing
- 3.2 Maximizing the opportunity to prevent misconduct and Minimize the damage: Formal disciplinary procedures, Responding to Ethics Complaints, Licensing Board Procedures in India and Other countries
- 3.3 Responding to Ethics Complaints, Self-monitoring, Three step model of recovery,
- 3.4 Mental Health Act of India, Mental Health Act 2017 in India: Child and Adolescent Perspective Rehabilitation Council of India (RCI) guidelines for mental health professionals' practice

Suggested readings specific to the module.

- 3.1 Welfel, E. R. (2006). Ethics in counseling and psychotherapy: Standards, research, and emerging issues. Thomson Brooks/Cole Publishing Co.
- 3.2 Welfel, E. R. (2006). Ethics in counseling and psychotherapy: Standards, research,



and emerging issues. Thomson Brooks/Cole Publishing Co.

<https://rehabcouncil.nic.in/norms-guidelines>

- 3.3 Welfel, E. R. (2006). Ethics in counseling and psychotherapy: Standards, research, and emerging issues. Thomson Brooks/Cole Publishing Co.
- 3.4 https://www.indiacode.nic.in/bitstream/123456789/19048/1/rehabilitation_council_of_india_act_1992.pdf
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8277537/>
Mental Health Act 2017 in India: Child and Adolescent Perspective-
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6482686/>

Module 4: Ethical Issues in Special Settings (10 Hours)

- 4.1 Ethics in Community, College, Addiction, and Forensic Settings
4.2 Professional School Counsellor: Applying Professional Standards to Educational Culture
4.3 Ethics of Supervision and Consultation: Modeling Responsible Behavior
4.4 Counselor and Therapist as Teachers and Researchers: Integrity, Science, and Care

Suggested readings specific to the module.

- 4.1 Welfel, E. R. (2006). Ethics in counseling and psychotherapy: Standards, research, and emerging issues. Thomson Brooks/Cole Publishing Co.
- 4.2 Welfel, E. R. (2006). Ethics in counseling and psychotherapy: Standards, research, and emerging issues. Thomson Brooks/Cole Publishing Co.
- 4.3 Welfel, E. R. (2006). Ethics in counseling and psychotherapy: Standards, research, and emerging issues. Thomson Brooks/Cole Publishing Co.
- 4.4 Welfel, E. R. (2006). Ethics in counseling and psychotherapy: Standards, research, and emerging issues. Thomson Brooks/Cole Publishing Co.

Module 5: Teacher Specific Module (15 Hours)

Students will get exposure and practice to take an ethical decision making and maintaining professionalism by abiding ethical behaviour in clinical practice and academic activities by practising following activities

- Case based/Simulation based experiential learning
- Scenario based group discussions
- Discuss the formal ethical guidelines
- Role-plays
- Ethics Debates
- Guest Speakers
- Reflective writing

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1. Young, G. (2017). Revising the APA ethics code. Cham, Switzerland: Springer International Publishing.
2. Corey, G., Corey, M. S., & Callanan, P. (1988). Issues and ethics in the helping professions. Wadsworth/Thomson Learning.
3. Koocher, G. P., & Keith-Spiegel, P. (2008). Ethics in psychology and the mental health professions.
4. Cottone, R. R., Tarvydas, V. M., & Hartley, M. T. (2021). Ethics and decision making in counseling and psychotherapy. Springer Publishing Company.

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)



- Ethical Principles of Psychologists APA - <https://www.apa.org/ethics/code/ethics-code-2017.pdf>
- https://www.researchgate.net/publication/7699124_Ethics_and_the_Professional_Practice_of_Psychologists_The_Role_of_Virtues_and_Principles
- <https://www.apa.org/education-career/ce/professional-ethics.pdf>
- https://www.sagepub.com/sites/default/files/upm-binaries/102916_Ch05_02.pdf

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

- Group discussion
- Case-based learning
- Brainstorming
- Collaborative learning
- Problem-based learning
- Explicit Teaching, E-learning (Video)
- Interactive Instruction: Active cooperative learning, Seminars, Group Assignments, Library work and Group discussion
- Presentation by individual student/ Group representative

Mode of Transaction: Offline/Online

ASSESSMENT RUBRICS

	Marks Weightage
End Semester Evaluation	50%
● Continuous Evaluation	50%
● Internal Examination/Quiz/Open book Exam/Test Paper	40%
● Assignment as mentioned in the teacher specific module	20%
● Seminar/Debate/Discussion/..etc	40%

Sample Questions to test Outcomes.

1. How do ethical guidelines influence the design and implementation of psychological research?
2. What are the potential ethical dilemmas faced by psychologists when working with vulnerable populations such as children or individuals with mental illness?
3. How do psychologists balance the principles of confidentiality with the need to protect individuals from harm?
4. Can you discuss the role of informed consent in psychological research and therapy, and how it ensures ethical practice?
5. How do cultural differences impact ethical considerations in psychology, and how can psychologists navigate these differences responsibly?

Employability for the Course/Programme

Professional Psychologist



**SEMESTER VII
RESEARCH METHODS: QUANTITATIVE
KU07DSCPSY403**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VII	DSC	400-499	KU07DSCPSY403	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	1	50	50	100	2

ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Description:

Quantitative research methods in behavioral science and clinical psychology involve the systematic collection, analysis, and interpretation of numerical data to understand and predict human behavior. These methods rely on measurement, statistical analysis, and mathematical modeling to investigate various aspects of behavior, such as attitudes, emotions, cognition, and social interactions. Researchers use structured surveys, experiments, observations, and secondary data analysis to gather quantitative data, which can be analyzed using statistical techniques like correlation, regression, and factor analysis. The goal of quantitative research in clinical psychology is to uncover patterns, relationships, and underlying mechanisms that contribute to our understanding of human behavior, allowing for the development of theories and evidence-based interventions to address social, psychological, and cognitive phenomena.

Course Objectives:

At the end of the course, students will be able to:

- Know about the scientific foundation of research in behavioral sciences
- Acquire knowledge on the step-by-step research process
- Gain knowledge on Designing, conducting, and evaluating research in behavioral sciences.
- Know in detail about various experimental designs used in psychology research
- Impart knowledge on qualitative data analytics skills and meaningful interpretation to the qualitative data so as to solve the research problem
- Study Ethical Problems in Behavioural Research, APA guidelines and Future of clinical psychology research

Course Pre-requisites: Successful completion of a 3-year bachelor's Degree with Major/Minor in psychology or an equivalent program in Psychology



COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO No	Expected Outcome	Learning Domains
C01	Explain the fundamental principles of research design, and the advantages and disadvantages of different approaches.	K
C02	Demonstrate skills in formulating research questions and hypotheses, and in selecting appropriate research methods to answer them.	U
C03	Critically evaluate Quantitative research studies in behavioural sciences	An
C04	Evaluate and understand the ethical issues related to data collection and analysis.	E

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs/POs

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PSO7	PS O8	PSO9	PSO10	PS O11
CO 1	✓										
CO 2	✓	✓									
CO 3	✓			✓	✓	✓					
CO 4	✓		✓						✓		✓

COURSE CONTENTS

Module 1: Introduction to Quantitative Research (10 Hours)

- 1.1 Meaning, purpose, and dimensions of research, Psychology Science and Art: Objectives of Science, Tenets of Science, Scientific, Method, Scientific thinking in Psychology, Paradigms in research, Criteria for Good research, Perspective on Research, Approaches to Research
- 1.2 Methods used in psychological research, Steps in Planning and doing Research, Preliminary stages of research: identifying a research topic and preparing a research proposal, Formulating research questions and research proposal
- 1.3 Understanding the Research Literature, Steps in conducting a literature review, Searching Literature in a Computerized Database (Cochrane, PubMed, MEDLINE, PsyINFO,



ProQuest, ERIC, Scopus, Web of Science) Abstracting Literature, and Mapping, Development of the conceptual framework of the research. Systematic Review and Meta-Analysis.

- 1.4 Ethics in Behavioral Science Research, Ethical Problems in Behavioral Research, Deception, Full disclosure, Anonymity and Confidentiality of Research, Protecting the welfare of Animal subjects.

Suggested readings specific to the module.

- 1.1 Singh, Y. K. (2006). Fundamental of research methodology and statistics. New Age International.
Rooney, B. J., & Evans, A. N. (2018). Methods in psychological research. Sage Publications.
Goodwin, K. A., & Goodwin, C. J. (2016). Research in psychology: Methods and design. John Wiley & Sons.
https://us.sagepub.com/sites/default/files/upm-assets/121282_book_item_121282.pdf
Leong, F. T., & Austin, J. T. (Eds.). (2023). The psychology research handbook: A guide for graduate students and research assistants. SAGE publications.
Barker, C., Pistrang, N., & Elliott, R. (2015). Research methods in clinical psychology: An introduction for students and practitioners. John Wiley & Sons
- 1.2 Clark-Carter, D. (2009). Quantitative psychological research: The complete student's companion. Psychology Press.
Rooney, B. J., & Evans, A. N. (2018). Methods in psychological research. Sage Publications.
- 1.3 Creswell, J. W., & Creswell, J. D. (2017). Research design: Qualitative, quantitative, and mixed methods approaches. Sage publications.
Rooney, B. J., & Evans, A. N. (2018). Methods in psychological research. Sage Publications.
- 1.4 Rooney, B. J., & Evans, A. N. (2018). Methods in psychological research. Sage Publications.
Goodwin, K. A., & Goodwin, C. J. (2016). Research in psychology: Methods and design. John Wiley & Sons.

Module 2: Research Design and Methods (10 Hours)

- 2.1 Meaning and types of variables, Consideration in the selection of variables and Control of extraneous variables, Measuring variables, Variables, and Validity of research design
- 2.2 Hypothesis testing, Power, and Control, Types of hypotheses, Errors in Hypothesis testing, and formulation of Hypothesis.
- 2.3 Introduction to Experimental Research, Control Problems in Experimental Research, Experimental Design: Independent groups design, Dependent groups, and mixed groups design (factorial designs), Single participant design/Operant approach. Non-experimental research: Quasi-experimental design, Longitudinal and Cross-Sectional Research, Case Studies, Correlational Research, Descriptive Research Methods. Mixed Method Research Design, Art based research design, Community based participatory research design

Suggested readings specific to the module.

- 2.1 Clark-Carter, D. (2009). Quantitative psychological research: The complete student's companion. Psychology Press.
Rooney, B. J., & Evans, A. N. (2018). Methods in psychological research. Sage Publications.
- 2.2 Rooney, B. J., & Evans, A. N. (2018). Methods in psychological research. Sage Publications.



- 2.3 Goodwin, K. A., & Goodwin, C. J. (2016). Research in psychology: Methods and design. John Wiley & Sons.
Rooney, B. J., & Evans, A. N. (2018). Methods in psychological research. Sage Publications.
- 2.4 Goodwin, K. A., & Goodwin, C. J. (2016). Research in psychology: Methods and design. John Wiley & Sons.
Rooney, B. J., & Evans, A. N. (2018). Methods in psychological research. Sage Publications.

Module 3: Sampling Techniques Data Collection Methods, Data Analysis (20 Hours)

- 3.1 Selecting research participants, Population, Sample, and Types of Sampling: Probability and Non-probability sampling. Sample and Effect Size, Sample size determination.
- 3.2 Data collection: observational methods, surveys, questionnaires, interviewing methods, case study methods, and psychometric tests.
- 3.3 Foundations of Quantitative Measurement.
- 3.4 Data Analysis: Descriptive and Inferential Statistics, Hypothesis Testing, Parametric tests- t-tests, ANOVA, Regression analysis, Analysis of covariance (ANCOVA), Analysis of Means (ANOM), Repeated measures of ANOVA, Factor analysis, Canonical Correlation Analysis, Multivariate Analysis of Variance (MANOVA). Non-parametric tests- Mann-Whitney U test, Wilcoxon Signed Rank Test, Kruskal-Wallis Test, Friedman test, Spearman's Rank Correlation Coefficient, Kendall's Tau, Chi-square Test of Independence, Mann-Whitney-Wilcoxon Test, Kolmogorov-Smirnov Test, Anderson-Darling Test

Suggested readings specific to the module

- 3.1 Rooney, B. J., & Evans, A. N. (2018). Methods in psychological research. Sage Publications.
- 3.2 Barker, C., Pistrang, N., & Elliott, R. (2015). Research methods in clinical psychology: An introduction for students and practitioners. John Wiley & Sons
- 3.3 Barker, C., Pistrang, N., & Elliott, R. (2015). Research methods in clinical psychology: An introduction for students and practitioners. John Wiley & Sons (chapter 4)
- 3.4 Bonamente, M. (2017). Statistics and analysis of scientific data (pp. 348p-348p). New York, NY: Springer New York.

Module 4: Software, Interpretation of Psychological Test Data, and Reporting (20 Hours)

- 4.1 Basics of SPSS software, Statistics and Application of R Software, and JAMOVI Statistical Software
- 4.2 Reporting standards for research in Psychology, Setting the Stage: Title, Abstract, and Introduction, Method Section of the report/thesis, Reporting research design, Summarizing your data and Statistical Analysis.
- 4.3 Reporting other design features: Longitudinal, Replication studies, Studies with one subject and Clinical trials
- 4.4 Interpreting your results: The Discussion Section, Reporting research syntheses and Meta-Analysis. Journal article and Meta-Analysis reporting standards

Suggested readings specific to the module

- 4.1 Cleophas, T. J., & Zwinderman, A. H. (2016). SPSS for Starters and 2nd Levelers. Cham, Switzerland: Springer.



Heumann, C., & Shalabh, M. S. (2016). Introduction to statistics and data analysis. Springer International Publishing Switzerland.

4.2 Cooper, H. (2018). Reporting quantitative research in psychology: How to meet APA style journal article reporting standards. American Psychological Association.

4.3 Cooper, H. (2018). Reporting quantitative research in psychology: How to meet APA style journal article reporting standards. American Psychological Association.

4.4 Cooper, H. (2018). Reporting quantitative research in psychology: How to meet APA style journal article reporting standards. American Psychological Association.

Module 5: Teacher Specific Module (15 Hours)

In this module the course teachers will impart skill based practical knowledge and its application to real life scenario by training following activities during the course

- Journal Club
- Research Proposal Writing
- Report Writing
- Practice Data Analysis on Sample Research Data
- Conference presentations/Workshops/Symposium

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

- Broota, K. D. (1989). Experimental design in behavioural research. New Age International.
- McQueen, R. A., & Knussen, C. (2006). Introduction to research methods and statistics in psychology. Pearson education.
- Singh, A. K. (2015). Tests, measurements and research methods in behavioural sciences. Bharati Bhawan.
- O'Leary, Z. (2017). The essential guide to: Doing your research project (3rd ed.). Los Angeles: Sage.
- Denicolo, P. & Becker, L. (2012). Developing Research Proposals (success in research). New Delhi: Sage.

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

- Kerlinger, F. N. (1966). Foundations of behavioral research. American Psychological Association
- Garrett, H. E. (1953). Statistics in psychology and education

Teaching learning Strategies (Classroom activities / Lab activities / Field Activities)

- Classroom activity
- Classroom Practical Demonstration of the topics

Mode Of Transaction: Offline/Online



ASSESSMENT RUBRICS

Marks Weightage

	Marks Weightage
End Semester Evaluation	50%
● End Semester Examination	100
Continuous Evaluation	50%
● Seminar/Journal Club	20
● Assignment as per the all course Module	20
● Classroom Practical Activity	10
● Internal Exam/Quiz	50

Sample Questions to test Outcomes.

1. Describe the steps involved in the research proposal
2. Discuss parametric statistics, in the context of applying behavioral research
3. What is MANOVA?
4. Discuss the Paradigms in research
5. How to report regression analysis results in the scientific journal?

Employability for the Course/Programme

- Behavioral Science Research Assistance, Research fellow



SEMESTER VII
RESEARCH METHODS: QUALITATIVE
KU07DSCPSY404

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VII	DSC	400-499	KU07DSCPSY404	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	1	50	50	100	2

ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Introduction:

This course will introduce the students to the various approaches to designing and conducting qualitative research in psychology. Qualitative research is a multi-method approach to studying social interaction and deriving meaning from individuals' experiences. This course will introduce basic qualitative data collection principles, ethical issues in qualitative research, how to design research projects, qualitative data collection procedures, and qualitative data analysis methods. The students will gain first-hand experience through participation in guided research activities, which will involve performing observations and conducting an interview etc. This course also provides updated information on the use of technology in qualitative researches.

Course Objectives:

1. To provide students with an understanding of how to situate qualitative methodologies in psychological research.
2. To familiarize the students with a range of qualitative methods.
3. To begin to prepare the students to conduct qualitative research in the future.

Course Pre-requisites: Successful completion of a 3-year bachelor's Degree with Major/Minor in psychology or an equivalent program in Psychology



COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to:

C01	Analyse where and how to use qualitative research in psychological science	An
C02	Understand the philosophical and paradigmatic underpinnings of qualitative methodology	U
C03	Perform various data collection and data analysis methods which are popular in qualitative research	C
C04	Apply the latest technology in qualitative reserach	A

*Remember (K), Understand (U), Apply (A), Analyze (An), Evaluate(E), Create (C)

Mapping of Course Outcomes to PSOs/POS

	PSO 1	PSO 2	PS O3	PS O4	PS O5	PSO6	PSO7	PSO8	PSO 9	PSO1 0	PSO1 1
CO 1	✓	✓				✓				✓	
CO 2	✓	✓				✓	✓			✓	
CO 3	✓	✓				✓	✓			✓	
CO 4	✓					✓			✓	✓	

COURSE CONTENTS

Module 1: Qualitative research in Psychology (15 hours)

- 1.1 A history of qualitative inquiry
- 1.2 Philosophical foundations; Paradigms in qualitative research
- 1.3 Qualities of a qualitative researcher; Challenges in qualitative research
- 1.4 Ethics and politics in qualitative research



Suggested readings specific to the module.

- 1.1 Guba E.G. & Lincoln, Y.S. (1994). Competing Paradigms in qualitative research. In N. K Denzin & Y. S Lincoln (Eds.), Handbook of qualitative research (pp. 105-117). Thousand Oaks, CA: Sage
- 1.2 Guba E.G. & Lincoln, Y.S. (1994). Competing Paradigms in qualitative research. In N. K Denzin & Y. S Lincoln (Eds.), Handbook of qualitative research (pp. 105-117). Thousand Oaks, CA: Sage
- 1.3 Camic, Paul M., Rhodes, Jean E., Yardley, L. (2003), Qualitative Research in Psychology: expanding perspectives in methodology and design. American Psychological Association. Washington, DC.
- 1.4 Haverkamp, B. E. (2005). Ethical perspectives on qualitative research in applied psychology. Journal of Counseling Psychology, 52(2), 146 – 155

Module 2: Data Collection in Qualitative Research (15 hours)

- 2.1 Methods of data collection in qualitative research with hands on experiences: Observation methods, Interview methods
- 2.2 Focus Group
- 2.3 Videography, Case Study
- 2.4 Ethnographies

Suggested readings specific to the module.

- 2.1 Whiting, L.S. (2008). Semi-structured interviews: Guidance for novice researchers. Nursing Standard, 22(23), 35 – 40.
- 2.2 Camic, Paul M., Rhodes, Jean E., Yardley, L. (2003), Qualitative Research in Psychology: expanding perspectives in methodology and design. American Psychological Association. Washington, DC.
- 2.3 Camic, Paul M., Rhodes, Jean E., Yardley, L. (2003), Qualitative Research in Psychology: expanding perspectives in methodology and design. American Psychological Association. Washington, DC.
- 2.4 Camic, Paul M., Rhodes, Jean E., Yardley, L. (2003), Qualitative Research in Psychology: expanding perspectives in methodology and design. American Psychological Association. Washington, DC.

Module 3: Data Analysis in Qualitative Research (15 hours)

- 3.1 Transcription of data
- 3.2 Methods of data analysis in qualitative research with hands on experience: Content Analysis,
- 3.3 Narrative Psychology and Narrative Analysis, Interview Analysis,
- 3.4 Discourse Analysis and Discursive Psychology, Grounded Theory, Phenomenology

Suggested readings specific to the module.

- 3.1 Poland, B. D. (1995). Transcription quality as an aspect of rigor in qualitative research. Qualitative Inquiry, 1(3), 290 – 310.
- 3.2 Camic, Paul M., Rhodes, Jean E., Yardley, L. (2003), Qualitative Research in Psychology: expanding perspectives in methodology and design. American Psychological Association. Washington, DC.
- 3.3 Camic, Paul M., Rhodes, Jean E., Yardley, L. (2003), Qualitative Research in Psychology:



expanding perspectives in methodology and design. American Psychological Association. Washington, DC.

- 3.4 Camic, Paul M., Rhodes, Jean E., Yardley, L. (2003), *Qualitative Research in Psychology: expanding perspectives in methodology and design*. American Psychological Association. Washington, DC.

Module 4: Advanced Technologies in Qualitative Research (15 hours)

- 4.1 Use of Software in qualitative research: Software for data management and analysis. NVivo and ATLAS.ti
- 4.2 Preparing a research design in qualitative research
- 4.3 Writing a research proposal
- 4.4 Writing a research report.

Suggested readings specific to the module.

- 4.1 Manuals of NVivo and ATLAS. ti
- 4.2 Elliott, R., Fischer, C. T., & Rennie, D. L. (1999). Evolving guidelines for publication of qualitative research studies in psychology and related fields. *British Journal of Clinical Psychology*, 38(3), 215 – 229.
- 4.3 Elliott, R., Fischer, C. T., & Rennie, D. L. (1999). Evolving guidelines for publication of qualitative research studies in psychology and related fields. *British Journal of Clinical Psychology*, 38(3), 215 – 229.
- 4.4 Elliott, R., Fischer, C. T., & Rennie, D. L. (1999). Evolving guidelines for publication of qualitative research studies in psychology and related fields. *British Journal of Clinical Psychology*, 38(3), 215 – 229.

Module 5: Teacher Specific Module (15 hours)

- Review and analysis of published research works
- Common reading sessions
- Field visits
- Expert lectures and workshops
- Small ethnographic works

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1. Guba E.G. & Lincoln, Y.S. (1994). Competing Paradigms in qualitative research. In N. K Denzin & Y. S Lincoln (Eds.), *Handbook of qualitative research* (pp. 105-117). Thousand Oaks, CA: Sage
2. Haverkamp, B. E. (2005). Ethical perspectives on qualitative research in applied psychology. *Journal of Counseling Psychology*, 52(2), 146 – 155.
3. Whiting, L.S. (2008). Semi-structured interviews: Guidance for novice researchers. *Nursing Standard*, 22(23), 35 – 40.
4. Poland, B. D. (1995). Transcription quality as an aspect of rigor in qualitative research. *Qualitative Inquiry*, 1(3), 290 – 310.
5. Camic, Paul M., Rhodes, Jean E., Yardley, L. (2003), *Qualitative Research in Psychology: expanding perspectives in methodology and design*. American Psychological Association. Washington, DC.
6. Elliott, R., Fischer, C. T., & Rennie, D. L. (1999). Evolving guidelines for publication of qualitative research studies in psychology and related fields. *British Journal of Clinical Psychology*, 38(3), 215 – 229



Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

- Practice sessions on various methods in research
- Discussions
- Review of academic articles
- Peer assisted learning
- Jigsaw pedagogy

Mode Of Transaction: Offline/Online

ASSESSMENT RUBRICS

Marks Weightage

Evaluation Type		Marks
End Semester Evaluation		50%
Continuous Evaluation		50%
a)	Quiz/Debates	20
b)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/ Viva	30
c)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/Viva	30
d)	Take home assignment/ Movie reviews/Article analysis	20
Total		100

Sample Questions to test Outcomes

1. Explain the qualities of a qualitative researcher
2. What are the steps involved in the preparation of a qualitative research proposal. Explain with an example?
3. How an ethnography is different from participant observation?
4. Analyse the idea of triangulation.
5. Which are the major ethical issues in a qualitative research?

Employability for the Course /Programme

- Research
- Social Scientist

Psychology teacher in school and higher education sector



SEMESTER VII
CULTURAL PSYCHOLOGY
KU07DSEPSY401

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VII	DSE	400-499	KU07DSEPSY401	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	1	50	50	100	2

ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Introduction:

The field of cultural psychology has recently become a major force in the discipline of psychology. It considers psyche as a structure of psychological processes that are shaped by and thus closely attuned to the culture that surrounds them. Accordingly, culture cannot be understood without a deep understanding of the minds of people who make it up and, likewise, the mind cannot be understood without reference to the sociocultural environment to which it is adapted and attuned. In significant ways, the field has since evolved by exploring the nature of the mutual constitution of culture and the psyche. This course introduces different key aspects in cultural psychology, its theoretical perspectives and the promises which it makes in the process of understanding human mind and behavior. The last module of the course is designed to explore the development of psyches in the Indian cultural contexts.

Course Objectives:

1. To introduce the key aspects of cultural psychology to students.
2. To help the students to explore and understand how psychological processes are shaped by the cultural specificities and the contexts
3. To give a comprehensive idea about the development of a culture as the result of human mental processes

Course Pre-requisites: Successful completion of a 3-year bachelor's Degree with Major/Minor in psychology or an equivalent program in Psychology



COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to:

C01	Understand the key aspects of cultural psychology	U
C02	Critically analyse and understand how psychological processes are shaped by the cultural specificities and the contexts	An
C03	Evaluate the idea that development of a culture as the result of human mental processes	E
C04	Apply knowledge gained to analyse how Indian psyches operates according to the specific Indian cultural contexts	A

Remember (K), Understand (U), Apply (A), Analyze (An), Evaluate(E), Create (C)

Mapping of Course Outcomes to PSOs/POs

	PS O1	PS O2	PSO3	PSO4	PS O5	PSO6	PSO 7	PSO 8	PS O9	PSO 10	PSO 11
CO1	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
CO2		✓				✓	✓	✓		✓	✓
CO3			✓			✓	✓	✓			
CO4	✓	✓	✓			✓		✓			✓

COURSE CONTENTS

Module 1: Culture and Psychology: A History of the Study of Their Relationship (12 hours)

- 1.1 Early history, Contemporary views, Approaches to Culture, Concepts of Culture
- 1.2 Humans interact with environment, Functions of culture, Recent Examples of the Impact of the
 - Concept of Culture on Psychology
- 1.3 Evolutionary Foundations of Cultural Psychology
- 1.4 A cultural acquisition device

Suggested readings specific to the module

- 1.1 Matsumoto, D; Juang, L. (2004). Culture and Psychology. (3rd Ed.) United States
- 1.2 Kitayama, S, Kohen, D. (2007). Handbook of Cultural Psychology. Guilford Press
- 1.3 Kitayama, S, Kohen, D. (2007). Handbook of Cultural Psychology. Guilford Press



1.4 Kitayama, S, Kohen, D. (2007). Handbook of Cultural Psychology. Guilford Press

Module 2: Theoretical Foundation (18 hours)

- 2.1 Cultural Historical Activity Theory- Integrating Phylogeny, Cultural History, and Ontogenesis
in Cultural Psychology
- 2.2 Self as Cultural Mode of Being
- 2.3 Integrating System Approaches to Culture and Personality
- 2.4 Cross-Cultural Differences in Global Traits

Suggested readings specific to the module.

- 2.1 Kitayama, S, Kohen, D. (2007). Handbook of Cultural Psychology. Guilford Press
- 2.2 Kitayama, S, Kohen, D. (2007). Handbook of Cultural Psychology. Guilford Press
- 2.3 Kitayama, S, Kohen, D. (2007). Handbook of Cultural Psychology. Guilford Press
- 2.4 Kitayama, S, Kohen, D. (2007). Handbook of Cultural Psychology. Guilford Press

Module 3: Culture and psychological processes (15 hours)

- 3.1 Culture and Psychopathology: Foundations, Issues, and Directions
- 3.2 Cultural Neuroscience, Cultural variations in behavior and cultural variations in the brain
- 3.3 Culture and Self, Culture and Social Behavior
- 3.4 Culture and Gender, Culture and Cognition, Culture and Mental Health

Suggested readings specific to the module.

- 3.1 Kitayama, S, Kohen, D. (2007). Handbook of Cultural Psychology. Guilford Press
- 3.2 Kitayama, S, Kohen, D. (2007). Handbook of Cultural Psychology. Guilford Press
- 3.3 Matsumoto, D ; Juang, L. (2004). Culture and Psychology. (3rd Ed.) United States pp. 209-218
- 3.4 Watters, E. (2011). Crazy Like Us: The Globalization of the American Psyche. Free Press. pp. 187-248

Module 4 Cultural and Community Psychology; Indian Context (15 hours)

- 4.1 Indian Psyche, Plurality and Diversity
- 4.2 Indian Culture and Authority, Oppression in Indian Culture
- 4.3 The Inner Experience of Caste in India
- 4.4 Psychology for India

Suggested readings specific to the module.

- 4.1 "Is there an Indian way of thinking ?" A K Ramanujan , A K Srivastava



- 4.2 The Indians, Sudhir Kakar, “Theories of Oppression and another dialogue of cultures”
Asish Nandy (2012)
- 4.3 The Indians, Sudhir Kakar
- 4.4 The Indians, Sudhir Kakar

Module 5: Teacher Specific Module (15 hours)

- Discussions and debates on the topics in the syllabus
- Expert lectures
- Field visits to explore the cultural histories and realities
- Collective reading sessions on seminal papers on cultural psychology
- Movie/documentary screenings and analysis

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

1. Matsumoto, D; Juang, L. (2004). Culture and Psychology. (3rd Ed.) United States
2. Kitayama, S, Kohen, D. (2007). Handbook of Cultural Psychology. Guilford Press
3. Watters, E. (2011). Crazy Like Us: The Globalization of the American Psyche. Free Press. pp. 187-248
4. “Is there an Indian way of thinking ?” A K Ramanujan , A K Srivastava
5. The Indians, Sudhir Kakar,
6. “Theories of Oppression and another dialogue of cultures” Asish Nandy (2012)

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

- Interactive lectures
- Collaborative learning activities
- Jigsaw pedagogy
- Group projects
- Discussions and debates

Mode Of Transaction: Offline/Online



ASSESSMENT RUBRICS

Evaluation Type		Mark Weightage
End Semester Evaluation		50%
Continuous Evaluation		50%
a)	Quiz/Debates	20
b)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/ Viva	30
c)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/Viva	30
d)	Take home assignment/ Movie reviews/Article analysis	20
Total		100

Sample Questions

1. How does culture influence the development of psyche?
2. Explain the dialectical process of cultural development with examples
3. How can you apply the knowledge of cultural psychology to analyse the caste system in India?
4. How can you apply the knowledge of cultural psychology to analyse the practice of gender discrimination persisting in your community/culture/locality
5. Critically nalyse A.K Ramanujan's idea of Indian way of thinking

Employability for the Course /Programme

- Research
- Cultural psychologist
- Social Scientist
- Psychology teacher in school and higher education sector





SEMESTER VII
PSYCHOLOGY FOR INTERPERSONAL RELATIONSHIP
KU07DSEPSY402

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VII	DSE	400-499	KU07DSEPSY402	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	1	50	50	100	2

L=Lecture, T/S= Tutorial/Seminar, P=Practical, ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Introduction:

Interpersonal relationships, including romantic relationships and friendships, play a critical role in most people's lives. These relationships motivate our behavior, contribute to our psychological development, help define our identities, and influence our mental and physical health in profound ways. In this class, we will review the scientific psychological literature on interpersonal relationships to answer several questions: Why are relationships so important? Why are we attracted to some people and not others? How do we form and maintain relationships? What are important features of successful relationships? Why do relationships sometimes end? How do relationships affect people? This course will also explore how interpersonal relationships are similar and different across diverse social identities and relationship structures. This course will benefit future mental health clinicians, psychology researchers, health care professionals, and anyone who has personal relationships of any kind.

Course Objectives:

1. This course is designed to give students an insight into the most important theories and research into the field of Interpersonal Relationships, and how this knowledge can be applied in real life.
2. Understanding the fundamental nature of human relationships - formation of social bonds, friendships, romantic relationships, interpersonal communication and conflict - will enhance students' awareness about themselves and others.
3. Equipped with better interpersonal skills, students will go a long way in achieving their own personal relationship goals

Course Pre-requisites:



COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to:

C01	Understand the psychology behind the need for interpersonal relationships	U
C02	Critically analyse how interpersonal attraction develops	An
C03	Evaluate the process involved in the development of interpersonal relationships, love and sexuality	E
C04	Apply the knowledge to address the common challenges which people experience while building a healthy relationship	A

*Remember (K), Understand (U), Apply (A), Analyze (An), Evaluate(E), Create (C)

Mapping of Course Outcomes to PSOs/POs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO7	PSO 8	PSO 9	PSO1 0	PSO1 1
CO 1	✓	✓		✓				✓		✓	
CO 2	✓	✓						✓		✓	
CO 3	✓	✓						✓		✓	
CO 4	✓	✓	✓					✓		✓	✓
CO 5											

COURSE CONTENTS

Module 1: Science of Relationship (15 hours)

- 1.1 Basic ingredients of a relationship
- 1.2 Methodology in relationship research
- 1.3 The roots of relationships - our social nature
- 1.4 Interpersonal needs

Suggested readings specific to the module.

- 1.1 Regan, P. (2011). Close Relationships. New York, NY: Routledge
- 1.2 Regan, P. (2011). Close Relationships. New York, NY: Routledge
- 1.3 Regan, P. (2011). Close Relationships. New York, NY: Routledge
- 1.4 Regan, P. (2011). Close Relationships. New York, NY: Routledge



Module 2: Relationship Development (15 hours)

- 2.1 Principles of interpersonal attraction,
- 2.2 Relationship initiation
- 2.3 Relationship development, theories of attraction
- 2.4 Mate selection and marriage

Suggested readings specific to the module.

- 2.1 Miller, R. S. (2017). *Intimate Relationships* (8th Edition). New York: McGraw-Hill.
- 2.2 Miller, R. S. (2017). *Intimate Relationships* (8th Edition). New York: McGraw-Hill.
- 2.3 Miller, R. S. (2017). *Intimate Relationships* (8th Edition). New York: McGraw-Hill.
- 2.4 Miller, R. S. (2017). *Intimate Relationships* (8th Edition). New York: McGraw-Hill.

Module 3: Relationship Processes (15 hours)

- 3.1 Thinking and feeling, romantic beliefs, attributions
- 3.2 Communication (verbal and non verbal),
- 3.3 Providing support
- 3.4 Love and sexuality

Suggested readings specific to the module.

- 3.1 Regan, P. (2011). *Close Relationships*. New York, NY: Routledge
- 3.2 Regan, P. (2011). *Close Relationships*. New York, NY: Routledge
- 3.3 Regan, P. (2011). *Close Relationships*. New York, NY: Routledge
- 3.4 Regan, P. (2011). *Close Relationships*. New York, NY: Routledge

Module 4: Relationship challenges and Positive Relationships (15 hours)

- 4.1 Rejection and betrayal, Aggression and violence
- 4.2 Conflict and loss
- 4.3 Effects of close relationships on health and wellbeing
- 4.4 Identifying distressing and toxic relationships, Maintaining, enhancing and repairing relationships

Suggested readings specific to the module.

- 4.1 Regan, P. (2011). *Close Relationships*. New York, NY: Routledge
- 4.2 Jackson-Dwyer, D. (2014). *Interpersonal Relationships*. London and New York: Routledge
- 4.3 Jackson-Dwyer, D. (2014). *Interpersonal Relationships*. London and New York: Routledge
- 4.4 Regan, P. (2011). *Close Relationships*. New York, NY: Routledge

Module 5: Teacher Specific Module (15 hours)

- Role plays and analysis
- Movie/documentary screenings
- Debates and discussions
- Expert lectures, Case analysis

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)



1. Miller, R. S. (2017). Intimate Relationships (8th Edition). New York: McGraw-Hill.
2. Regan, P. (2011). Close Relationships. New York, NY: Routledge
3. Jackson-Dwyer, D. (2014). Interpersonal Relationships. London and New York: Routledge

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

- Collaborative learning
- Jigsaw pedagogy
- Peer assisted learning activities
- Collective reading sessions
- Experiential learning activities
- Interactive lectures

Mode Of Transaction: offline/Online

ASSESSMENT RUBRICS

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Quiz/Debates	10
b)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/ Viva	15
c)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/Viva	15
d)	Take home assignment/ Movie reviews/Article analysis	10
Total		100

Sample Questions to test Outcomes

1. Prepare a comparative analysis of any two theories of relationship building
2. Explain the process of relationship building
3. Present examples from your real life experiences and explain how to identify distressing and toxic relationships?
4. Critically analyse the concept sexuality and explain the role of sexuality in intimate relationships.

Employability for the Course /Programme

- Research
- Social Scientist
- Social analyst



SEMESTER VII
FORENSIC PSYCHOLOGY
KU07DSEPSY403

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VII	DSE	400-499	KU07DSEPSY403	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	1	50	50	100	3

L=Lecture, T/S= Tutorial/Seminar, P=Practical, ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Introduction:

The course aims at creating awareness about the field of forensic psychology through the skillful knowledge to work as a forensic psychologist. The course would help the students to evaluate the theories and criminal behaviours and understand them in an application level.. It gives a professional understanding to students about the importance of a psychologist in the field of forensic and criminal psychology.

Course Objectives:

- To equip the students with the necessary knowledge and skills to work as a forensic psychologist
- To create awareness about the significance of forensic psychology
- To familiarise students with the major concepts , theories and issues regarding forensic psychology

Course Pre-requisites: Successful completion of BSc Psychology



COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO No.	Expected Outcome	Learning Domains
C01	Understand the theoretical perspectives and concepts of forensic psychology	U
C02	Demonstrate the forensic psychology assessments and investigation procedure	A
C03	Critically analyze the case studies related to psychological autopsies.	An
C04	Apply the forensic psychological concepts and principles to analyze criminal behaviours	A

*Remember (K), Understand (U), Apply(A), Analyze (An), Evaluate(E), Create (C)

Mapping of Course Outcomes to PSOs/POs

	PSO 1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11
CO1	✓		✓	✓		✓	✓				
CO2		✓			✓				✓		✓
CO3							✓				✓
CO4	✓		✓	✓		✓		✓	✓		✓

COURSE CONTENTS

Module 1: Introduction (15 hours)

- 1.1 Forensic Psychology: Nature, Introduction, Definition, scope, History ,Current Trends.
- 1.2 Education, Training and Research. Role of Forensic Psychology in Organization and with Offenders.
- 1.3 Professional Issues;Professional training and education in forensic psychology
- 1.4 Forensic psychology in India, Ethical & legal issues in forensic practice; Branches of Forensic Psychology. Police Psychology.

Suggested readings specific to the module.

- 1.1 Wrightsman,L.S.&Fulero,S.M.(2008).Forensicpsychology(3rdEd.).Belmont,CA :WadsworthPublishing Co.
- 1.2 Haward,L.(1981).Forensicpsychology.London:BatsfordAcademicandEducation alLtd
- 1.3 Wrightsman,L.S.&Fulero,S.M.(2008).Forensicpsychology(3rdEd.).Belmont,CA
- 1.4 Wright sman,L.S.&Fulero,S.M.(2008).Forensicpsychology(3rdEd.).Belmont,CA



Module 2: Investigation and assessment (15 hours)

- 2.1 Investigations in Forensic Psychology. Profiling. Psychological Sketch. Risk Factor Prediction. Polygraph.
- 2.2 Forensic Hypnosis. BrainFinger Printing. Examination of the Crime Scene. Collection of Material Evidences.
- 2.3 Investigative psychology –crime scene and investigation
- 2.4 Assessment and evaluation in forensic psychology; Psychological tests, types and characteristics of tests in forensic psychology –intelligence, personality, neurobiological testing; ethical issues in testing.

Suggested readings specific to the module.

- 2.1 Wrightsman, L.S. & Fulero, S.M. (2008). *Forensic psychology* (3rd Ed.). Belmont, CA: Wadsworth Publishing Co.
- 2.2 Haward, L. (1981). *Forensic psychology*. London: Batsford Academic and Educational Ltd
- 2.3 Wrightsman, L.S. & Fulero, S.M. (2008). *Forensic psychology* (3rd Ed.). Belmont, CA: Wadsworth Publishing Co.
- 2.4 Haward, L. (1981). *Forensic psychology*. London: Batsford Academic and Educational Ltd

Module 3: Issues in forensic psychology (15 hours)

- 3.1 Criminal psychology: Definition, nature and scope of criminal psychology
- 3.2 Theories of crime - Psychological theories, Social theories
- 3.3 Psychological disorders and criminal behaviours – psychotic disorders, bipolar disorders, intellectual disabilities, major depression. Psychopath – general characteristics, antisocial personality disorder and psychopathy, prevalence of criminal psychopathy, psychological measures of psychopathy, juvenile psychopath, female psychopath
- 3.4 Mentally ill offenders. Amnesia for criminal behaviour, serial killers and rampage killers, sex offenders

Suggested readings specific to the module.

- 3.1 Dvey G (2011). *Applied Psychology*. British Psychological Society and Blackwell Publishers Ltd.
- 3.2 Gadd D & Jefferson T (2007). *Psychosocial Criminology, An Introduction*. Sage Publications Ltd.
- 3.3 Gadd D & Jefferson T (2007). *Psychosocial Criminology, An Introduction*. Sage Publications Ltd.
- 3.4 Gadd D & Jefferson T (2007). *Psychosocial Criminology, An Introduction*. Sage Publications Ltd.

Module 4: Criminal Profiling and Current Trends

- 4.1 The psychologist in court – expert evidence, pre-trial preparation, examination chief, cross examination; Competency to stand trial, eyewitness memory; eye witness testimony and false confession- evidence in court, consequences and types of false confessions; Criminal competencies
- 4.2 Psychology of aggression and violence, terrorism – domestic; drugs and crime; cybercrimes – terrorism, bullying, harassment, talking; psychological autopsy- manner of death
- 4.3 Psychological profiling, linking crime and personality of criminals in the context of law, future directions in criminal profiling
- 4.4 Psychology of violence and intimidation, psychology of sexual assault, Forensic psychology and victims of crime, Factors affecting victimization, New trends in forensic psychology



Suggested readings specific to the module.

- 4.1 Loftus, E.F. (1996). Eye witness testimony: With a new preface. Cambridge, MA: Harvard University Press.
- 4.2 Ross, F.D., Read, D.J., & Toglia, M.P. (1994). Adult eyewitness testimony. New York: Cambridge University Press.
- 4.3 Webb, D. (2013). Criminal profiling: An introductory guide. Independent Publishing Platform
- 4.4 Loftus, E.F. (1996). Eye witness testimony: With a new preface. Cambridge, MA: Harvard University Press.

Module 5: Teacher's Specific Module:

- Visit- Forensic Science Laboratory
- Invited Lecture series

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1. Batchman, R., & Schutt, R. K. (2008). Fundamentals of research in criminology and criminal justice. London: Sage.
2. Bartol, Curt R & Bartol, Anne M, (2008) Current perspectives in Forensic Psychology and Criminal Behaviour, Sage, London.
3. Bartol C.R & Bartol A.M (2008). Introduction to Forensic Psychology, Research and Application. (2nd edn). USA: Sage Publications Inc. – Module 2,3,4,5
4. Bull R., Cooke C., Hatcher R., Woodhams J., Bilby C & Grant T (2010). Criminal
5. Davis F.D & Bukist W (2006). 21st Century Psychology, A reference Handbook, Vol 2, USA: Sage Publications Ltd.
6. Dvey G (2011). Applied Psychology. UK: British Psychological Society and Blackwell Publishers Ltd. Gadd D & Jefferson T (2007). Psychosocial Criminology, An Introduction. Chennai: Sage Publications Ltd.
7. Haward, L. (1981). Forensic psychology. London: Batsford Academic and Educational Ltd.
8. Howitt, D. (2002). Forensic and criminal psychology. New Delhi, India: Prentice Hall.
9. Loftus, E.F. (1996). Eyewitness testimony: With a new preface. Cambridge, MA: Harvard University Press.
10. Marsh I., Melville G., Morgan K., Norris G & Walkington Z (2006). Theories of Crime. UK: British Library Cataloguing in Publication Data.
11. Reid S. T (2006). Crime and Criminology, (11th edn). New York: McGraw-Hill. Umadehan B. (2011). Forensic Medicine. New Delhi: CBS Publishers and Distributors.
12. Ross, F.D., Read, D.J., & Toglia, M.P. (1994). Adult eyewitness testimony. New York: Cambridge University Press.
13. Sellers, C.S & Akers. R.L (2004). Criminological theories introduction,



Evaluation, and Application. Rawat Publications. Delhi. –module 1 (theories)

14. Webb, D. (2013). Criminal profiling: An introductory guide. UK: Independent Publishing Platform.

15. Wrightsman, L.S. & Fulero, S.M. (2008). Forensic psychology (3rd Ed.). Belmont, CA: Wadsworth Publishing Co.

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

- Lecturing. Group Discussion. ICT enabled lecturing.

Mode Of Transaction: Offline/Online

ASSESSMENT RUBRICS

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
e)	Quiz/Debates	10
b)	Open book exam/ Take home exam/ Test paper/ Small project/ Oral presentation/ Viva	15
c)	Open book exam/ Take home exam/ Test paper/ Small project/ Oral presentation/ Viva	15
d)	Take home assignment/ Movie reviews/ Article analysis	10
Total		100

Sample Questions to test Outcomes.

1. What are the major roles of a forensic psychologist?
2. Explain the importance of criminal profiling
3. Evaluate the evolution of the field forensic psychology
4. How are psychological characteristics linked with criminal behavior?

Employability for the Course/Programme

- Forensic Psychologist



**SEMESTER VIII
PSYCHOTHERAPY
KU08DSCPSY405**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VIII	DSC	400-499	KU08DSCPSY405	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	1	50	50	100	2

ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Introduction:

The specialization course aims to provide a thorough understanding of the theories and applications of psychotherapy. The course will enable the students to develop an in-depth study and appreciation of the different methods and approaches to therapy, identifying the overlaps in techniques and practice as well as distinguishing the modalities. The course focuses on the requirements of becoming a professional psychotherapist, working with clients, patients and interacting with other health care professionals. The historical perspective, the common principles of therapy, together with the ethical frame of working, are introduced. The main psychotherapy modalities of working are explored with the underlying frameworks of thought and knowledge. The application of psychotherapy principles across diverse groups and populations are investigated and studied.

Course Objectives:

At the end of the course, students should be able to:

- Explain different theoretical models of Psychotherapy.
- Differentiate different therapeutic features of psychotherapy, its components, structure and organization.
- Apply different therapeutic approaches with respect to the clinical conditions
- Analyse various approaches of Psychotherapy
- Design psycho therapeutic approach according to the clinical conditions



Course Pre-requisites: Successful completion of a 3-year bachelor's Degree with Major/Minor in psychology or an equivalent program in Psychology

COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO No	Expected Outcome	Learning Domains
C01	Understand the theoretical basis of Psychotherapy	U
C02	Apply theoretical knowledge in the context of mental health conditions.	A
C03	Evaluate the process and outcome variables of psychotherapy.	E
C04	Analyse the case formulation methods of different psychotherapeutic approaches and create treatment plan with respect to different mental health conditions	An

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs/POs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11
CO1	✓					✓		✓			✓
CO2	✓		✓	✓							✓
CO3	✓			✓							✓
CO4	✓	✓		✓	✓		✓			✓	✓

COURSE CONTENTS

Module1: Introduction to Psychotherapy

- 1.1 Historical Roots of Psychotherapy. What is Psychotherapy, Goals of Psychotherapy
- 1.2 Types of Psychotherapy: Supportive therapy, Re-educative Therapy, Reconstructive Therapy, Stages and Outline of Psychotherapy, Basic Ingredients of Psychotherapy, Research in Psychotherapy: How Effective is Psychotherapy? Measuring Therapeutic Improvement, Critical/controversial issues in psychotherapy.
- 1.3 Who can do Psychotherapy?, General Principles of Psychotherapy, Unity and Diversity among Psychotherapies: Generic Model of Psychotherapy,



1.4 Therapeutic contract, Therapeutic Operations, Therapeutic Bond

Suggested readings specific to the module.

1.1 Wolberg, L. R. (1988). The technique of psychotherapy, Parts 1 & 2. Grune & Stratton, Inc/Harcourt, Bra.

1.2 Wolberg, L. R. (1988). The technique of psychotherapy, Parts 1 & 2. Grune & Stratton, Inc/Harcourt, Bra.

1.3 Wolberg, L. R. (1988). The technique of psychotherapy, Parts 1 & 2. Grune & Stratton, Inc/Harcourt, Bra.

Consoli, A.J., Beutler, L. E., & Bongar, B. (Eds.). (2017). Comprehensive textbook of psychotherapy: Theory and practice. Oxford University Press.

1.4 Consoli, A.J., Beutler, L. E., & Bongar, B. (Eds.). (2017). Comprehensive textbook of psychotherapy: Theory and practice. Oxford University Press.

Module2: Approaches to Psychotherapy

2.1 Historical roots of Psychodynamic Psychotherapy and Psychoanalytic Approach, Psychodynamic therapies in practice

2.2 Jungian approach and Techniques: Dreams, Transference, Countertransference. Application and Evaluation, Adlerian Approach and Techniques: Lifestyle analysis, other brief intervention strategies, application and evaluation, case study. Melanie Klein: Major concepts: Splitting, Projective Identification, Application, and Evaluation

2.3 Existential, Humanistic, and Experiential Therapies, Humanistic-Experiential Psychotherapy in Practice: Emotion-Focused Therapy, Interpersonal Psychotherapy and Practice. Gestalt Therapy

2.4 Behavioristic Approaches to psychotherapy, Cognitive and Behavior Therapy (CBT), Rational Emotive Behavior Therapy (REBT), Systemic Therapies and Practice, Integrative and Eclectic Therapies

Suggested readings specific to the module.

2.1 Consoli, A.J., Beutler, L. E., & Bongar, B. (Eds.). (2017). Comprehensive textbook of psychotherapy: Theory and practice. Oxford University Press.

Corey, G. (2015). Theory and practice of counseling and psychotherapy (10th ed.). Boston: Cengage Learning.

2.2 Hanley, T., & Winter, L. A. (Eds.). (2023). The SAGE handbook of counselling and psychotherapy. SAGE.

2.3 Consoli, A.J., Beutler, L. E., & Bongar, B. (Eds.). (2017). Comprehensive textbook of psychotherapy: Theory and practice. Oxford University Press.

2.4 Consoli, A.J., Beutler, L. E., & Bongar, B. (Eds.). (2017). Comprehensive textbook of psychotherapy: Theory and practice. Oxford University Press.

Module 3: Psychotherapy Based on Specific Population and Modalities

3.1 Supportive Psychotherapy, Psychoeducation, Group Therapy: Theory and Practice, Family Therapy: Theory and Practice, Electronic Based Therapies,

3.2 Psychological Therapy with Children and Adolescents: Theory and Practice, Psychotherapy with Older Adults, Psychotherapy with Women: Feminist Therapy, Psychotherapy with Men



- 3.3 Psychotherapy with LGBTQIA+ community, Psychotherapy with Racial/Minority and Immigrants/Refugees
- 3.4 Psychotherapy in Special Conditions: Schizophrenia, Anxiety, Personality Disorders, Sexual Disorders, Sleep Disorders, Eating and Habit Disorders, Affective Disorders, Somatoform disorders, and Speech Disorders. Psychotherapy with people exposed to mass casualty events, Psychotherapy in clinical emergencies

Suggested readings specific to the module.

- 3.1 Wolberg, L. R. (1988). The technique of psychotherapy, Parts 1 & 2. Grune & Stratton, Inc/Harcourt, Bra.
Consoli, A.J., Beutler, L. E., & Bongar, B. (Eds.). (2017). Comprehensive textbook of psychotherapy: Theory and practice. Oxford University Press.
- 3.2 Consoli, A.J., Beutler, L. E., & Bongar, B. (Eds.). (2017). Comprehensive textbook of psychotherapy: Theory and practice. Oxford University Press.
- 3.3 Consoli, A.J., Beutler, L. E., & Bongar, B. (Eds.). (2017). Comprehensive textbook of psychotherapy: Theory and practice. Oxford University Press.
- 3.4 Consoli, A.J., Beutler, L. E., & Bongar, B. (Eds.). (2017). Comprehensive textbook of psychotherapy: Theory and practice. Oxford University Press.
Wolberg, L. R. (1988). The technique of psychotherapy, Parts 1 & 2. Grune & Stratton, Inc/Harcourt, Bra.

Module 4: Specific Issues of Psychotherapy

- 4.1 Research Methods and Randomized Clinical Trials in Psychotherapy, Psychotherapy Research variables: Process and Outcome variables.
- 4.2 Short-term Psychotherapy, Training and Development of Psychotherapists: A Life-Span Perspective
- 4.3 Ethical and Legal Matters in Psychotherapy, Cross-cultural Psychotherapy
- 4.4 Modern Psychotherapists and Future of Psychotherap

Suggested readings specific to the module.

- 4.1 Consoli, A.J., Beutler, L. E., & Bongar, B. (Eds.). (2017). Comprehensive textbook of psychotherapy: Theory and practice. Oxford University Press.
Gabbard, G. O., Beck, J. S., & Holmes, J. (Eds.). (2007). Oxford textbook of psychotherapy. Oxford University Press.
- 4.2 Consoli, A.J., Beutler, L. E., & Bongar, B. (Eds.). (2017). Comprehensive textbook of psychotherapy: Theory and practice. Oxford University Press.
- 4.3 Consoli, A.J., Beutler, L. E., & Bongar, B. (Eds.). (2017). Comprehensive textbook of psychotherapy: Theory and practice. Oxford University Press.
Gabbard, G. O., Beck, J. S., & Holmes, J. (Eds.). (2007). Oxford textbook of psychotherapy. Oxford University Press
- 4.4 Consoli, A.J., Beutler, L. E., & Bongar, B. (Eds.). (2017). Comprehensive textbook of psychotherapy: Theory and practice. Oxford University Press

Module 5: Teacher Specific Module (15 Hours)



In this module students will be introduced to the assessment, process and outcome evaluation part of the psychotherapy. The following activities are included

- Case intake for the psychotherapy
- Assessment methods
- Case formulation
- Conduct of Psychotherapy
- Progress/Outcome evaluation methods in Psychotherapy
- Case presentation
- Mutual therapy among students

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1. Bongar, B., & Beutler, E. L. (1995). *Comprehensive Textbook of Psychotherapy Theory and Practice* Oxford University Press.
2. Boyd, J., & Grieger, R. (1987). *Rational Emotive Therapy A Skills Based Approach*. Van Nostrand Reinhold Company.
3. Corey, G. (2000). *Theory and Practice of Group Counselling III Edition*. Brooks Cole Publishing Company.
4. Coombs, R. (2005). *Family Therapy Review*. Lawrence Erlbaum Associates Publishers New Jersey.
5. Feltham, C., & Horton, I. (Eds.) (2012). *The Sage handbook of counseling and psychotherapy*. Los Angeles: Sage.
6. Feltham, C. (Ed.) (1999). *Controversies in psychotherapy and counseling*. New Delhi, India: Sage.
7. Garfield, S., & Bergin, A.E. (1971). *Handbook of Psychotherapy And Behaviour Change* N.Y. John Wiley Sons.
8. Korchin, J. S. (1986). *Modern Clinical psychology: Principles of Intervention in the Clinic and Community*. CBS Publishing.
9. Sommers-Flanagan, J., & Sommers-Flanagan, R. (2018). *Counseling and psychotherapy theories in context and practice: Skills, strategies, and techniques*. John Wiley & Sons.

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

1. Nystul, S. M. (1993). *The Art and Science of Counselling and Psychotherapy*. Merrill Prentice Hall.
2. Pap, P. (1977). *Family Therapy Full Length Case Studies*. Gardner Press Inc.
3. Patterson, H, C. (1973). *Theories of Counselling and Psychotherapy*. Harper & Row Publishers.
4. Parfas, Fernando B. (2004). *Therapeutic Community: A Social Systems Perspective* Lincoln, NE, USA. iUniverse, Inc.
5. Prochaska, J. O., & Norcross, J. C. (2003). *Systems of psychotherapy: A trans-theoretical analyses (5th ed.)*. Pacific Grove, CA: Thomson-Brooks/Cole.
6. Russ, W. S., & Ollendick, H. T. (1999). *Handbook of Psychotherapies with children and Families*. Kluwer Academic/ Plenum Publishers
7. Sejwal, P., & Arora, M. (2012). *Counseling psychology*. New Delhi.: Crescent Publishing Corporation.
8. Sharf, R. S. (2015). *Theories of psychotherapy and counseling: Concepts and cases (6th ed.)*. MA, USA. Cengage Learning.
9. Simpkins, Annellen; Simpkins, Alexander C (2011) *Meditation and Yoga in Psychotherapy: Techniques for Clinical Practice*. New Jersey, USA. John Wiley & Sons



10. Simon, L. (2000). *Psychotherapy: Theory, practice, modern and postmodern influences*. Westport, Connecticut: Praeger.

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

- Case discussions
- Demonstration of Psychotherapy
- Group Discussion
- Case-based learning
- Problem-based learning
- Brainstorming
- Collaborative learning
- Explicit Teaching, E-learning (Video)
- Interactive Instruction: Active co-operative learning, Seminars, Group Assignments, Library work and Group discussion
- Presentation by individual student/ Group representative

Mode Of Transaction: Offline/Online

ASSESSMENT RUBRICS

Marks Weightage

End Semester Evaluation	50%
● End Semester Theory Exam	100%
Continuous Evaluation	50%
● Internal Examination	40%
● Open book exam/ Take home exam/ Test paper/ Small project/ Oral presentation/ Viva/ Quiz	20%
● Seminar/ Debate/ Case Discussions/ Assignment)	40%

Sample Questions to test Outcomes.

1. Discuss the therapeutic techniques of psychoanalytic psychotherapy.
2. Discuss the role of Interpersonal Psychotherapy in the management of depression
3. Explain REBT
4. How would you differentiate between CBT and REBT?
5. Explain the techniques in gestalt therapy.

Employability for the Course/Programme

- Psychologist at Hospital Settings/School
- Counsellor at mental health care centers
- Teaching at Higher secondary school/college



SEMESTER VIII
BEHAVIOURAL NEUROSCIENCE
KU08DSCPSY406

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VIII	DSC	400-499	KU08DSCPSY406	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	1	50	50	100	2

ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Introduction:

The course focuses on the in depth understanding of neurological structure and function in human body. Students learn the biological basis of psychological disorders, sensory motor and cognitive processes. The course also gives importance to understand neurological assessment and importance of neuropsychological rehabilitation. The students also get to understand the role of a neuropsychologist in the field of mental health.

Course Objectives:

- To understand the role of a Neuropsychologist in clinical setting
- To identify the biological causes of psychological disorders
- To understand current trends and researches in brain and behaviour

Course Pre-requisites: Successful completion of a 3-year bachelor's Degree with Major/Minor in psychology or an equivalent program in Psychology



COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO No	Expected Outcome	Learning Domains
C01	Explain neurological disorders, underlying symptoms, causes and their treatments.	E
C02	Explain biological basis of behaviour, developmental disorders and Psychological disorders	E
C03	Analyze the relationship between brain and behavior and treatment method used in rehabilitation centres	A
C04	Demonstrate skills in neuropsychological assessment	U

Remember (K), Understand (U), Apply(A), Analyze (An), Evaluate(E), Create (C)

Mapping of Course Outcomes to PSOs/POs

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PS O8	PS O9	PS O10	PS O11
CO1	✓		✓	✓		✓	✓	✓		✓	✓
CO2		✓		✓	✓		✓	✓		✓	✓
CO3	✓		✓			✓		✓			✓
CO4		✓	✓	✓		✓	✓	✓	✓	✓	✓

COURSE CONTENTS

Module 1: An Introduction To Behavioural Neuroscience (15 Hours)

- 1.1 Ancient philosophical concepts of brain and behaviour, Biological explanation of behaviour
- 1.2 Origins of behavioural neuroscience, The evolution of behaviour, Darwin's contribution, Mendelian genetics
- 1.3 The modern field of Behavioural Genetics
- 1.4 The Method and strategies of research in behavioural neuroscience

Suggested readings specific to the module

- 1.1 Carlson, N.R. (2018). Foundations of behavioural neuroscience (9th ed). India: Pearson India Education Services Pvt Ltd.
- 1.2 Clark, D., Boutros, N., & Mendez, M. (2010). The brain and behaviour - an introduction to behavioural neuroanatomy (3rd ed). New York: Cambridge University Press
- 1.3 Carlson, N.R. (2018). Foundations of behavioural neuroscience (9th ed). India: Pearson India Education Services Pvt Ltd.



1.4 Carlson, N.R. (2018). Foundations of behavioural neuroscience (9th ed). India: Pearson India Education Services Pvt Ltd.

Module 2: Nervous system (15 Hours)

- 2.1 Organization & functions of nervous system: Central and peripheral
- 2.2 Neural activity - conduction, transmission, & integration of neural signals, Biochemical activity of the brain
- 2.3 Basic anatomy & gross topography of the brain, The four lobes, Thalamus, Basal ganglia, & The limbic system
- 2.4 Development & plasticity of brain

Suggested readings specific to the module.

- 2.1 Kalat, J.W. (2009). Biological psychology (10th ed.). USA: Cengage Learning Inc.
- 2.2 Kolb, B., & Whishaw, I.Q. (2011). An introduction to Brain and Behaviour. USA: Worth Publishers.
- 2.3 Kolb, B., & Whishaw, I. Q. (2008). Fundamentals of Human Neuropsychology. New York: Worth Publishers
- 2.4 Kolb, B., & Whishaw, I. Q. (2008). Fundamentals of Human Neuropsychology. New York: Worth Publishers..

Module 3: Biological basis of developmental & Psychological disorders (15 Hours)

- 3.1. Congenital, acquired & specific developmental disorders
- 3.2. Learning and neuropsychiatric disorders of childhood
- 3.3. Seizure disorders, Tumours & traumatic head injury, Cerebrovascular disorders
- 3.4. Degenerative disorders, Disorders caused by infectious disease, Biological basis of schizophrenia, mood disorders, substance abuse and addiction, anxiety Disorders

Suggested readings specific to the module.

- 3.1 Zilmer, E.A. & Spicers, M.V. (2001). Neuropsychology. USA: Wardsworth
- 3.2 Carlson, N.R. (2018). Foundations of behavioural neuroscience (9th ed). India: Pearson India Education Services Pvt Ltd.
- 3.3 Carlson, N.R. (2018). Foundations of behavioural neuroscience (9th ed). India: Pearson India Education Services Pvt Ltd.
- 3.4 Carlson, N.R. (2018). Foundations of behavioural neuroscience (9th ed). India: Pearson India Education Services Pvt Ltd

Module 4: Sensory, motor and cognitive processing, Assessment & rehabilitation (15 Hours)

- 4.1 Biological basis of sensory processing: Visual,
- 4.2 Auditory process
- 4.3 Somatosensory, olfactory, cutaneous & vestibular processing
- 4.4 Motor system, memory system, attention, consciousness and alteration of consciousness, emotional processing.

Suggested readings specific to the module.

- 4.1 Zilmer, E.A. & Spicers, M.V. (2001). Neuropsychology. USA: Wardsworth
- 4.2 Carlson, N.R. (2018). Foundations of behavioural neuroscience (9th ed). India: Pearson India Education Services Pvt Ltd.
- 4.3 Carlson, N.R. (2018). Foundations of behavioural neuroscience (9th ed). India:



Pearson india education services Pvt Ltd.

4.4 Carlson,N.R.(2018).Foundations of behavioural neuroscience(9th ed).India: Pearson india education services Pvt Ltd.

Module 5: Teacher Specific Module: (15 Hours)

- Assessments in Behavioural Neurosciences
- Lab Visit
- Invited lectures

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1. Carlson,N.R.(2018).Foundations of behavioural neuroscience(9th ed). India: Pearson indiaeducation services Pvt Ltd.
2. Clark,D.,Boutros,N.,&Mendez,M.(2010).The brain and behaviour-
3. An introduction to behavioural neuroanatomy (3rd ed). NewYork:Cambridge university press.
4. Garrett,B.(2011).Brain and behaviour An introduction to biological psychology(3rded.).Canada: Sage publications
5. Kalat,J.W.(2009).Biologicalpsychology(10thed.).USA:CengagelearningInc.
- Kolb,B.,&Whishaw,I.Q.(2011).An introduction to Brain And Behaviour.

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

1. Walsh,K.&Darby,D.(2005).Neuropsychology.London:Churchilllivingstone.
2. Joseph,R.(2000).NeuroPsychiatry,Neuropsychology,ClinicalNeuroScience.New y ork

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

- Lecturing, Flipped Classroom, ICT enabled lecturing

Mode Of Transaction: Offline/Online

ASSESSMENT RUBRICS

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Quiz/Debates	10
b)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/ Viva	15
c)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/Viva	15
d)	Take home assignment/ Movie reviews/Article analysis	10
Total		100



Sample Questions to test Outcomes.

1. Explain the organization & functions of nervous system
2. Elucidate the methods and strategies of research in behavioural neuroscience .
3. Explain the neuropsychological pathology of cerebrovascular disorders
4. Write a note about Current trends and researches in brain and behaviour. Evaluate the ancient philosophical concepts of brain and behaviour

Employability for the Course/Programme

- Psychologist





SEMESTER VIII
ACADEMIC WRITING IN PSYCHOLOGY
KU08DSCPSY407

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VIII	DSC	400-499	KU08DSCPSY407	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	1	50	50	100	2

ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Introduction:

This course systematically prepares the students to enter into the world of academic writing. It presents how academic writing is different from non-academic writing by its nature and essence. Since critical reading of academic texts is the key method to explore academic writing, this course presents ample opportunities for guided experiences of critical reading. It also exposes students to the process of publishing academic works. Practical sessions on writing help the students to develop own style of academic writing. The sessions on the use of advanced technology in the field of scientific and academic writing will help the students to ease out the technical concerns in this field

Course Objectives:

- Develop the skills of scientific academic writing.
- Appreciate ethics in scientific writing.
- Familiar with the publication process and work on developing the content based on effective criticism.

Course Pre-requisites: Successful completion of a 3-year bachelor's Degree with Major/Minor in psychology or an equivalent program in Psychology



COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to

C01	Prepare scientific and technical papers of high quality	C
C02	Understand how research material might be effectively presented	U
C03	Analyse the ethics in scientific writing	An
C04	Apply the knowledge to format documents and presentations to optimize their appeal	A

Remember (K), Understand (U), Apply (A), Analyze (An), Evaluate(E), Create (C)

Mapping of Course Outcomes to PSOs/POs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO10	PSO11
CO 1	✓					✓			✓	✓	
CO 2		✓				✓			✓	✓	
CO 3						✓			✓	✓	
CO 4		✓				✓			✓	✓	

COURSE CONTENTS

Module 1: Into the world of academic writing (12 hours)

- 1.1. What is scientific/academic writing? Historical perspective, Approaching a writing Project, Types of scientific communication
- 1.2. Ethics in scientific publishing
- 1.3. Reading and Thinking: Searching the scientific literature, Critical reading of scientific report and systematic recording, How not to read, Speed-reading
- 1.4. What is a refereed journal? – Introduce students to different academic journals in Psychology, of national and international relevance.



Suggested readings specific to the module.

- 1.1 Gastel, B., & Day, R. A. (2016). How to write and publish a scientific paper (8th Ed.). New York: Greenwood Publishing Group Inc.
- 1.2 Gastel, B., & Day, R. A. (2016). How to write and publish a scientific paper (8th Ed.). New York: Greenwood Publishing Group Inc.
- 1.3 Wyse, D. (2012). The good writing guide for education students (3rd Ed.). London: Sage
- 1.4 Important journals of a teacher's choice

Module 2: Writing ethically (18 hours)

- 2.1 The concept ethics in academic writing
- 2.2 How to avoid plagiarism?
- 2.3 Plagiarism: similarity index check- introduce different software
- 2.4 The act and the art of reading and note-taking

Suggested readings specific to the module.

- 2.1 Gastel, B., & Day, R. A. (2016). How to write and publish a scientific paper (8th Ed.). New York: Greenwood Publishing Group Inc. (Chapter 5)
- 2.2 American Psychological Association. (2020) Publication Manual of the American Psychological Association (7th Ed.)
- 2.3 Turnitin software, Grammarly etc.
- 2.4 Gastel, B., & Day, R. A. (2016). How to write and publish a scientific paper (8th Ed.). New York: Greenwood Publishing Group Inc. (Chapter 5)

Module 3: Writing begins (15 hours)

- 3.1 How to prepare a title, Listing authors and address, Abstract, Introduction, Materials and Methods section, Results, Discussion, Conclusion, Acknowledgment and Reference
- 3.2 Reference Styles, Reference citations
- 3.3 Using Reference software EndNote, Mendeley, and Zoter
- 3.4 Organizing your writing, Preparing outlines and standard formats for scientific papers, research projects and theses, and preparing a literature review

Suggested readings specific to the module.

- 3.1 Carson, S.H., Fama, J., Clancy, K., Ebert, J. & Tierney, A. (2012). Writing for psychology: A guide for psychology concentrators. Department of psychology: Harvard College.
- 3.2 Carson, S.H., Fama, J., Clancy, K., Ebert, J. & Tierney, A. (2012). Writing for psychology: A guide for psychology concentrators. Department of psychology: Harvard College.
- 3.3 Carson, S.H., Fama, J., Clancy, K., Ebert, J. & Tierney, A. (2012). Writing for psychology: A guide for psychology concentrators. Department of psychology: Harvard College.
- 3.4 Carson, S.H., Fama, J., Clancy, K., Ebert, J. & Tierney, A. (2012). Writing for psychology: A guide for psychology concentrators. Department of psychology: Harvard College.

Module 4 Technology in Academic Writing (15 hours)



- 4.1 How to write a narrative & scoping review, systematic review, and meta-analysis
- 4.2 Microsoft Word, Formatting (including margins, tabs, indents, justification, etc.), Using the table feature, Creating tables of content
- 4.3 Microsoft Excel, Creating tables, charts, graphs
- 4.4 Use of Statistical Software, Journal finding software

Suggested readings specific to the module.

- 4.1 Carson, S.H., Fama, J., Clancy, K., Ebert, J. & Tierney, A. (2012). Writing for psychology: A guide for psychology concentrators. Department of psychology: Harvard College
- 4.2 Carson, S.H., Fama, J., Clancy, K., Ebert, J. & Tierney, A. (2012). Writing for psychology: A guide for psychology concentrators. Department of psychology: Harvard College.
- 4.3 Carson, S.H., Fama, J., Clancy, K., Ebert, J. & Tierney, A. (2012). Writing for psychology: A guide for psychology concentrators. Department of psychology: Harvard College.
- 4.4 Carson, S.H., Fama, J., Clancy, K., Ebert, J. & Tierney, A. (2012). Writing for psychology: A guide for psychology concentrators. Department of psychology: Harvard College.

Module 5: Teacher specific module (15 hours)

- Sessions on critical review of academic articles
- Workshops on academic writing
- Small scale competitions on academic writing
- Collective writing and feedback giving sessions

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1. American Psychological Association. (2020) Publication Manual of the American Psychological Association (7th Ed.)
2. Carson, S.H., Fama, J., Clancy, K., Ebert, J. & Tierney, A. (2012). Writing for psychology: A guide for psychology concentrators. Department of psychology: Harvard College.
3. Miller, S. A., Writing in Psychology. Routledge. ISBN 9781032159447
4. Alley, M. (2003). The craft of scientific presentations: critical steps to succeed and critical errors to avoid. New York: Springer.
5. Gastel, B., & Day, R. A. (2016). How to write and publish a scientific paper (8th Ed.). New York: Greenwood Publishing Group Inc.
6. Nair, R. (2017). Academic journal editing and publishing. Chennai: Notion Press.
7. Silvia, P. (2007). How to write a lot: a practical guide to productive academic writing. Washington, DC: American Psychological Association.
8. Wyse, D. (2012). The good writing guide for education students (3rd Ed.). London: Sage

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

- Jigsaw pedagogy
- Collaborative learning activities



- Experiential learning activities
- Flip classroom
- Peer assisted learning activities
- Discussions and debates

Mode Of Transaction: Offline/online

ASSESSMENT RUBRICS

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Quiz/Debates	10
b)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/ Viva	15
c)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/Viva	15
d)	Take home assignment/ Movie reviews/Article analysis	10
Total		100

Sample Questions to test Outcomes

1. What are the ethics in scientific/academic writing?
2. Why do we need to follow ethics in academic writing?
3. Which are the techniques that you follow to avoid plagiarism?
4. Explain the idea of critical reading.
5. What are the differences between narrative & scoping review and systematic review?

Employability for the Course /Programme

- Research
- Social Scientist
- Psychology teacher in school and higher education sector



SEMESTER: VIII

INDIAN APPROACHES TO PSYCHOTHERAPY

KU08DSEPSY404

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VIII	DSE	400-499	KU08DSEPSY404	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	1	50	50	100	2

Course Description:

This course brings psychotherapy in the framework of Indian psychological traditions. There is a diversity of psychotherapeutic approaches that arise from these traditions, and these will be explored in depth. These unique principles, practices, models and modalities will familiarise the students in the overall approaches as well as the techniques and stages of psychotherapy. The course is aimed at preparation for a career in psychotherapy and allied health professions where the Indian approaches can be used effectively for treatment of various psychological conditions

Course Objectives:

At the end of the course, students should be able to:

- Understand the paradigms, principles and practices of the major Indian approaches to psychotherapy.
- Develop a comprehensive understanding of the different models and modalities of the Indian psychotherapies in depth and their practical applications.
- Develop an appreciation for the practical application of the techniques and interventions in the treatment of various mental conditions.

Course Pre-requisites: Successful completion of a 3-year bachelor's Degree with Major/Minor in psychology or an equivalent program in Psychology



COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO No	Expected Outcome	Learning Domains
C01	Understand the basic conceptual understanding of Indian approaches to psychotherapy.	U
C02	Demonstrate the skills to practice Indian approaches to psychotherapy approaches	A
C03	Evaluate the Indian and Western approaches to psychotherapy	E
C04	Apply the Indian approaches to Psychotherapy in real life context	A

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs/POs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11
CO1	✓			✓		✓					
CO2	✓			✓							✓
CO3	✓	✓		✓							✓
CO4	✓		✓	✓	✓		✓	✓		✓	✓

COURSE CONTENTS

Module 1: Foundations: Understanding Indian Psychology Perspectives (15 Hours)

- 1.1 What is Indian Psychology (IP): ontologies and epistemologies, Knowing the Indian traditions
- 1.2 The central ideas in Indian Psychology: person; personality, consciousness; mind
- 1.3 The frameworks and techniques of healing in Indian Psychology, The sources of Indian Psychology knowledge, Indian Psychology: Implication and Applications
- 1.4 The scientific method: the Indian Psychology approach

Suggested readings specific to the module

- 1.1 Rao, K., Paranjpe, A., & Dalal, A. (Eds.). (2008). Handbook of Indian Psychology. Foundation Books. doi:10.1017/UPO9788175968448
- Cornelissen, M., Misra, G., & Varma, S. (2014). Foundations and Applications of Indian Psychology. Chennai: Pearson.



- 1.2 Rao, K., Paranjpe, A., & Dalal, A. (Eds.). (2008). Handbook of Indian Psychology. Foundation Books. doi:10.1017/UPO9788175968448
- 1.3 Cornelissen, M., Misra, G., & Varma, S. (2014). Foundations and Applications of Indian Psychology. Chennai: Pearson.
- 1.4 Cornelissen, M., Misra, G., & Varma, S. (2014). Foundations and Applications of Indian Psychology. Chennai: Pearson.

Module 2: Models and Modalities: Indian approaches to psychotherapy (15 Hours)

- 2.1 Psychotherapy and Indian thought
- 2.2 The therapeutic relationship: Guru as guide
- 2.3 Cognitive models: Vedanta and the solution to suffering, Emotive models: Bhagavad Gita and bhakti yoga, Behavioural models: Bhagavad Gita and karma yoga, Physical and Physiological models- Yoga: postural and breathing, Ayurveda approaches
- 2.4 Psychospiritual models: Pathway of purification and perfection, Challenges in application of models and modalities

Suggested readings specific to the module.

- 2.1 https://www.researchgate.net/profile/Nimisha-Kumar-2/publication/310504890_Indian_Perspective_on_Psychotherapy_Cultural_Issues/links/5b04fa750f7e9be94bdbb39c/Indian-Perspective-on-Psychotherapy-Cultural-Issues.pdf
Cornelissen, M., Misra, G., & Varma, S. (2014). Foundations and Applications of Indian Psychology. Chennai: Pearson.
- 2.2 Cornelissen, M., Misra, G., & Varma, S. (2014). Foundations and Applications of Indian Psychology. Chennai: Pearson.
- 2.3 Cornelissen, M., Misra, G., & Varma, S. (2014). Foundations and Applications of Indian Psychology. Chennai: Pearson.
- 2.4 Cornelissen, M., Misra, G., & Varma, S. (2014). Foundations and Applications of Indian Psychology. Chennai: Pearson.

Module 3: Indian Psychotherapy: The contemplative approaches (15 Hours)

- 3.1 The psychology of meditation, Psychotherapy and meditation
- 3.2 Buddhism, mindfulness and psychotherapy,
- 3.3 Yoga contemplative techniques for psychotherapy,
- 3.4 Treatment of specific psychological conditions

Suggested readings specific to the module.

- 3.1 Cornelissen, M., Misra, G., & Varma, S. (2014). Foundations and Applications of Indian Psychology. Chennai: Pearson.
- 3.2 Cornelissen, M., Misra, G., & Varma, S. (2014). Foundations and Applications of Indian Psychology. Chennai: Pearson.
- 3.3 Cornelissen, M., Misra, G., & Varma, S. (2014). Foundations and Applications of Indian Psychology. Chennai: Pearson.
- 3.4 Cornelissen, M., Misra, G., & Varma, S. (2014). Foundations and Applications of Indian Psychology. Chennai: Pearson.



Module 4: Indian Psychotherapy: The Integrative approach of Yoga (15 Hours)

- 4.1 The Yoga approach of inner and outer transformation, The mind-body complex, its functioning and techniques
- 4.2 Yoga psychotherapy as an integrated approach: The foundation: Kriya yoga techniques, The therapeutic journey through Aṣṭāṅga Yoga techniques
- 4.3 Treatment of specific psycho-physical conditions
- 4.4 Resolution of social-conflicts: An Indian model

Suggested readings specific to the module.

- 4.1 Cornelissen, M., Misra, G., & Varma, S. (2014). Foundations and Applications of Indian Psychology. Chennai: Pearson.
- 4.2 Cornelissen, M., Misra, G., & Varma, S. (2014). Foundations and Applications of Indian Psychology. Chennai: Pearson.
- 4.3 Cornelissen, M., Misra, G., & Varma, S. (2014). Foundations and Applications of Indian Psychology. Chennai: Pearson.
- 4.4 Cornelissen, M., Misra, G., & Varma, S. (2014). Foundations and Applications of Indian Psychology. Chennai: Pearson.

Module 5: Teacher Specific Module (15 Hours)

In this module student will get exposure to practice various Indian approaches of Psychotherapy

- Yoga and meditation
- Mindfulness based approaches
- Evaluate the significance of Indian approaches to Psychotherapy in different real life situations (Organization, School, Mental Health Centres, Sports etc.)

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1. Ajaya, S. (2008). Healing the whole person: applications of yoga psychotherapy. Himalayan Institute Press.
2. Aranya, S. H. (1984). Yoga philosophy of Patanjali: containing his yoga aphorisms with Vyasa's commentary in Sanskrit and a translation with annotations (bhaswati) including many suggestions for the practice of yoga (4th ed.). Calcutta, India: Calcutta University/ New York: SUNY Press.
3. Arias, AJ;Steinberg, K;Banga, A; Trestman, RL(2006). Systematic Review of the Efficacy of Meditation Techniques as Treatments for Medical Illness. The Journal of Alternative And Complementary Medicine. Volume 12, Number 8, 2006, pp. 817–832
4. Banet, A.G(Ed.)(1976). Creative Psychotherapy: A sourcebook. London, UK. Peiffer and Co.
5. Caplan, M., Portillo, A., & Seely, L. (2013). Yoga psychotherapy: the integration of western psychological theory and ancient yogic wisdom. Journal of Transpersonal Psychology, 45(2).
6. Das, B. (2009). Yogasūtrabhāṣyakoṣaḥ (Saṃskaraṇa 1). Vārāṇasī: Bhāratiya Vidyā Saṃsthāna.
7. Desmarais, M. M. (2008). Changing minds: mind, consciousness, and identity in Patañjali's Yoga-sūtra and cognitive neuroscience (1st ed). Delhi: Motilal Banarsidass Publishers.
8. Feuerstein, G. (2002). The yoga tradition: Its history, literature, philosophy and practice. Delhi, India: Bhavana Books and Prints.
9. Gharote, M. L., Devnath, P., & Jha, V. K. (2002). Haṭharatnāvalī (A treatise on haṭhayoga) of Śrīnivāsayogī (1st ed). Lonavala: Lonavala Yoga Institute (India).



10. Jacobsen, K. A., Larson, G. J. (2005). Theory and practice of yoga: Essays in honour of Gerald James Larson. Leiden, Holland: Brill.
11. Rao, K. R. (2017). Foundations of yoga psychology. Springer Singapore.
12. Paranjpe, A. C. (1998). Self and identity in modern psychology and Indian thought. New York: Plenum Press.
13. Rama, Swami., Ballentine, R., & Ajeya, S. (1986). Yoga and psychotherapy: An evolution of consciousness. Honnesdale, PA: Himalyan Institute Press.

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

1. Keane, W. M. (1995). When the therapist is a yogi: Integrating yoga and psychotherapy. *International Journal of Yoga Therapy*, 6(1), 15-22.
2. Kiran Kumar, S. K. (2002). Psychology of meditation: A contextual approach. New Delhi, India: Concept Publishing Co.
3. Paranjpe, A. C. (1984). Theoretical psychology. New York: Plenum Press.
4. Rao, K. R., & Paranjpe, A. C. (2008). Yoga psychology: Theory and application. Cambridge University Press India/Foundation Books.
5. Rao, S.K. Ramachandra. (1990). (Ed.). Mental Health in Ayurveda. (Source book of Charaka and Sushruta Samhita). Bangalore: NIMHANS.
6. Rama, S., Ballentine, R., & Ajaya, S. (1976). Yoga and psychotherapy: The evolution of consciousness. Himalayan Institute Press.
7. Ramakrishna Rao, K. (2011). Applied yoga psychology studies of neurophysiology of meditation. *Journal of Consciousness Studies*, 18(11-12), 161- 198.
8. Ross, A. and Thomas, Sue(2010) The Health Benefits of Yoga and Exercise: A Review of Comparison Studies. *The Journal of Alternative And Complementary Medicine* Volume 16, Number 1, 2010, pp. 3–12.
9. Shankar, G. (2016). Yoga Psychotherapy around the world. *Health Psychology*, 1, 219.
10. Sarris, Jeroms; Patricia L. Gerbarg, Richard P. Brown and Philip R. Muskin, Integrative and Complementary Medicine in Psychiatry, *Psychiatry*, (2261-2290), (2015).
11. Satyananda Saraswati, Swami(1990) Yoga Nidra. Munger, India: Yoga Publications Trust
12. Sengupta, P(2012) Health Impacts of Yoga and Pranayama: A State-of-the-Art Review. *International Journal of Preventive Medicine*, Jul; 3(7): 444–458.
13. Shivananda, R. (1988 Edition). Hatha yoga: The hidden language. Delhi, India: Jaico Publishing House.
14. Sovik R.(2000) The science of breathing—The yogic view. *Progressive Brain Research: The biological basis of Mind Body interactions* Ed ;122:491–505.
15. Slède, L., & Pomerantz, R. (2001). Yoga and psychotherapy: A review of the literature. *International Journal of Yoga Therapy*, 11(1), 61-75.
16. Swami Ajaya. (1983). Psychotherapy, east and west: A unifying paradigm. Himalayan Institute Press.
17. Swatmarama Y(1933) Hatha Yoga Pradipika Madras. Theosophical Society. Adyar.
18. Vasu, R. B. S. C. (Trans.). (2007). Gheranda Samhita (1 edition). New Delhi: Munshirm Manoharlal Pub Pvt Ltd.
19. Veda Bharati, Swami. (2001). Yoga Sutras of Patanjali: With the Exposition of Vyasa (Vol.1: Samadhi Pada). Rishikesh: Ahym sin Publishers.
20. Veda Bharati, Swami. Veda. (2001). Yoga Sutras of Patanjali: With the Exposition of Vyasa (Vol. 2: Sadhana Pada). New Delhi, India: Motilal Banarsidass Publishers.



21. Vivekananda, Swami (2015) Raja-yoga: Conquering the Inner Nature. Mayavati, India. Advaita Ashrama. 45th Reprint.
22. Walsh, R., & Vaughan, F. (Eds.) (1993). Paths beyond ego: The transpersonal vision. Los Angeles: Tarcher/Perigee.
23. Walsh, R., Shapiro, S.L. (2006) The meeting of Meditative Disciplines and Western Psychology: A mutually Enriching Dialogue. American Psychologist. Vol.46, 3, 227-239.
24. Watts, A. (2017). Psychotherapy east & west. New World Library

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

- Group discussion
- Brainstorming
- Collaborative learning
- Explicit Teaching, E-learning (Video)
- Interactive Instruction: Active co-operative learning, Seminars, Group Assignments, Library work and Group discussion
- Presentation by individual student/ Group representative

Mode Of Transaction: Offline/Online

ASSESSMENT RUBRICS

Evaluation Type		Marks Weightage
End Semester Evaluation		50%
Continuous Evaluation		50%
a)	Quiz/Debates	20
b)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/ Viva	30
c)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/Viva	30
d)	Take home assignment/ Movie reviews/Article analysis	20
Total		100



Sample Questions to test Outcomes.

1. How do the Indian approaches to psychotherapy explore the integration of traditional healing practices, such as Ayurveda, yoga, and meditation, with contemporary psychological theories and techniques?
2. What cultural and philosophical foundations underpin Indian approaches to psychotherapy, and how do these perspectives influence therapeutic interventions and conceptualizations of mental health?
3. In what ways does the Indian approach to psychotherapy address the importance of spirituality and holistic well-being in Indian psychotherapy, and how are these aspects incorporated into treatment modalities?
4. How does Indian Psychology examine the role of family dynamics, community support systems, and social relationships in Indian psychotherapy practice, and how are these factors integrated into therapeutic interventions?

Employability for the Course /Programme

- Research
- Social Scientist





SEMESTER: VIII
PSYCHO-ONCOLOGY
KU08DSEPSY405

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VIII	DSE	400-499	KU08DSEPSY405	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	1	50	50	100	2

ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Descriptions:

The course aims to provide comprehensive scientific knowledge on the psychology of cancer and to guide the students to be trained to become psycho-oncologist. Psycho-oncology is a specialized field that focuses on the psychological, social, and behavioral aspects of cancer. This course aims to provide students with a comprehensive understanding of the psychological impact of cancer on patients, families, and caregivers, as well as strategies for providing effective support and interventions.

Course Objectives:

1. To explore and understand the scientific study of psycho-oncology
2. To equip the students with the necessary knowledge and skills to work as a psycho-oncologist
3. To create awareness regarding cancer and related psychological issues
4. To familiarize students in the field of psycho-oncological rehabilitation

Course Pre-requisites: Successful completion of a 3-year bachelor's Degree with Major/Minor in psychology or an equivalent program in Psychology



COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO No.	Expected Outcome	Learning Domains
C01	Understand the core principles and theories of psycho-oncology	U
C02	Evaluate the emotional states of cancer patients and survivors	E
C03	Apply psycho-oncological principles in real life and in psychological practice	A
C04	Apply intervention strategies for cancer rehabilitation	A

*Remember (K), Understand (U), Apply(A), Analyze (An), Evaluate(E), Create (C)

Mapping of Course Outcomes to PSOs/PO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11
CO1		✓				✓					✓
CO2	✓	✓	✓	✓	✓		✓			✓	✓
CO3	✓		✓	✓	✓		✓	✓		✓	✓
CO4	✓		✓	✓	✓	✓		✓	✓	✓	✓

COURSE CONTENTS

Module 1: INTRODUCTION TO PSYCHO-ONCOLOGY (15 HOURS)

- 1.1 Definition. Introduction to the field. Psychosocial Impact of Cancer.
- 1.2 Fear of Progression in Cancer Patients and survivors; Introduction, fear of disease progression.
- 1.3 Assessment of Fear of Progression, Frequency and Correlations of Fear of Progression,
- 1.4 Psychological treatment approaches

Suggested readings specific to the module.

- 1.1 Goerling, U. & Mehnert, A. (2018). Psycho-Oncology.(2nd ed.). Springer International Publishing.
- 1.2 Goerling, U. & Mehnert, A. (2018). Psycho-Oncology.(2nd ed.). Springer International Publishing.
- 1.3 Goerling, U. & Mehnert, A. (2018). Psycho-Oncology.(2nd ed.). Springer International Publishing.
- 1.4 Goerling, U. & Mehnert, A. (2018). Psycho-Oncology.(2nd ed.). Springer International Publishing.



Module 2: REHABILITATION FOR CANCER PATIENTS (15 HOURS)

- 2.1 Relevance of rehabilitation in cancer. Focus and basic concepts. Structure of rehabilitation care.
- 2.2 Rehabilitation Needs and Assessment, Goals and Interventions.
- 2.3 Psycho-oncology in rehabilitation. Cancer rehabilitation: a multidisciplinary task.
- 2.4 Evaluation of Cancer Rehabilitation.

Suggested readings specific to the module.

- 2.1 Goerling, U. & Mehnert, A. (2018). *Psycho-Oncology*.(2nd ed.). Springer International Publishing.
Holland, J.C. Breitbart, W. S. Jacobsen, P.B. Loscalzo, M.J. McCorkle, R. & Butow, P.N. (2015). *Psycho-Oncology* (3rd ed.). New York: Oxford University Press
- 2.2 Goerling, U. & Mehnert, A. (2018). *Psycho-Oncology*.(2nd ed.). Springer International Publishing.
Holland, J.C. Breitbart, W. S. Jacobsen, P.B. Loscalzo, M.J. McCorkle, R. & Butow, P.N. (2015). *Psycho-Oncology* (3rd ed.). New York: Oxford University Press
- 2.3 Goerling, U. & Mehnert, A. (2018). *Psycho-Oncology*.(2nd ed.). Springer International Publishing.
Holland, J.C. Breitbart, W. S. Jacobsen, P.B. Loscalzo, M.J. McCorkle, R. & Butow, P.N. (2015). *Psycho-Oncology* (3rd ed.). New York: Oxford University Press
- 2.4 Goerling, U. & Mehnert, A. (2018). *Psycho-Oncology*.(2nd ed.). Springer International Publishing.
Holland, J.C. Breitbart, W. S. Jacobsen, P.B. Loscalzo, M.J. McCorkle, R. & Butow, P.N. (2015). *Psycho-Oncology* (3rd ed.). New York: Oxford University Press

Module 3: PSYCHOTHERAPY IN THE ONCOLOGY SETTING (15 HOURS)

- 3.1 Introduction. Psychological challenges and interventions for patients with cancer; Psychoeducation, Psychological Support,
- 3.2 Psychotherapy, Psychodynamic Psychotherapy, Systemic Psychotherapy, Cognitive Behavioural Psychotherapy, Specific Psychotherapies proposed for the oncology setting
- 3.3 Psychotherapy Integration. Pain management
- 3.4 Outcome of Psycho-oncological interventions.

Suggested readings specific to the module.

- 3.1 Goerling, U. & Mehnert, A. (2018). *Psycho-Oncology*.(2nd ed.). Springer International Publishing.
Holland, J.C. Breitbart, W. S. Jacobsen, P.B. Loscalzo, M.J. McCorkle, R. & Butow, P.N. (2015). *Psycho-Oncology* (3rd ed.). New York: Oxford University Press
- 3.2 Goerling, U. & Mehnert, A. (2018). *Psycho-Oncology*.(2nd ed.). Springer International Publishing.
Holland, J.C. Breitbart, W. S. Jacobsen, P.B. Loscalzo, M.J. McCorkle, R. & Butow, P.N. (2015). *Psycho-Oncology* (3rd ed.). New York: Oxford University Press
- 3.3 Goerling, U. & Mehnert, A. (2018). *Psycho-Oncology*.(2nd ed.). Springer International Publishing.
Holland, J.C. Breitbart, W. S. Jacobsen, P.B. Loscalzo, M.J. McCorkle, R. & Butow, P.N. (2015). *Psycho-Oncology* (3rd ed.). New York: Oxford University Press
- 3.4 Goerling, U. & Mehnert, A. (2018). *Psycho-Oncology*.(2nd ed.). Springer International Publishing.



Holland, J.C. Breitbart, W. S. Jacobsen, P.B. Loscalzo, M.J. McCorkle, R. & Butow, P.N. (2015). *Psycho-Oncology* (3rd ed.). New York: Oxford University Press

Module 4: QUALITY OF LIFE AND SURVIVORSHIP (15 HOURS)

- 4.1 Fear of cancer recurrence. Positive consequences of the experience of cancer.
- 4.2 Changing health behaviours after treatment; Implementing the survivorship care plan.
- 4.3 Adult survivors of childhood cancer. Adolescents and young adults with cancer.
- 4.4 Quality of life in oncology: terms and definitions, measures in QOL. QOL during Oncological Treatment. Relevance of QOL. Challenges in QOL. QOL of Health care providers.

Suggested readings specific to the module.

- 4.1 Goerling, U. & Mehnert, A. (2018). *Psycho-Oncology*.(2nd ed.). Springer International Publishing.
Guex, P. (1994). *An Introduction to Psycho-Oncology*. New York: Routledge
- Holland, J.C. Breitbart, W. S. Jacobsen, P.B. Loscalzo, M.J. McCorkle, R. & Butow, P.N. (2015). *Psycho-Oncology* (3rd ed.). New York: Oxford University Press.
- 4.2 Goerling, U. & Mehnert, A. (2018). *Psycho-Oncology*.(2nd ed.). Springer International Publishing.
Guex, P. (1994). *An Introduction to Psycho-Oncology*. New York: Routledge
- Holland, J.C. Breitbart, W. S. Jacobsen, P.B. Loscalzo, M.J. McCorkle, R. & Butow, P.N. (2015). *Psycho-Oncology* (3rd ed.). New York: Oxford University Press.
- 4.3 Goerling, U. & Mehnert, A. (2018). *Psycho-Oncology*.(2nd ed.). Springer International Publishing.
Guex, P. (1994). *An Introduction to Psycho-Oncology*. New York: Routledge
- Holland, J.C. Breitbart, W. S. Jacobsen, P.B. Loscalzo, M.J. McCorkle, R. & Butow, P.N. (2015). *Psycho-Oncology* (3rd ed.). New York: Oxford University Press.
- 4.4 Kreitler, S. (2019). *Psycho-Oncology for the Clinician: The Patient Behind the Disease*. Switzerland: Springer Nature Switzerland

Module 5: Teacher Specific Module (15 Hours)

- Assessments related to Psycho-oncology could be conducted.
- Students are encouraged conduct an academic visit to Cancer Hospitals, Rehabilitation Centres, Survivors organizations etc. Visit report will be evaluated

Core Compulsory Readings

1. Goerling, U. & Mehnert, A. (2018). *Psycho-Oncology*.(2nd ed.). Springer International Publishing.
2. Guex, P. (1994). *An Introduction to Psycho-Oncology*. New York: Routledge
3. Holland, J.C. Breitbart, W. S. Jacobsen, P.B. Loscalzo, M.J. McCorkle, R. & Butow, P.N. (2015). *Psycho-Oncology* (3rd ed.). New York: Oxford University Press.
4. Kreitler, S. (2019). *Psycho-Oncology for the Clinician: The Patient Behind the Disease*. Switzerland: Springer Nature Switzerland

Core Suggested Readings

1. Grassi, L. & Riba, M. (2012). *Clinical Psycho-Oncology: An International Perspective*. USA: John Wiley & Sons, Ltd.
2. Watson, M. & Kissane, D. W. (2011). *Handbook of Psychotherapy in Cancer Care*. UK: John Wiley & Sons, Ltd.



Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

Lecturing, Group Discussions, Classroom activities, Debates, Flipped classroom.

Mode of Transaction: Offline/Online

ASSESSMENT RUBRICS

EVALUATION TYPE		MARKS WEIGHTAGE
END SEMESTER EVALUATION		50%
CONTINUOUS EVALUATION		50%
a)	Visit Report/Assessment Report	20%
b)	Test Paper -1/Open Book Exam/Quiz	30%
c)	Test Paper- 2/Open Book Exam/Quiz	30%
d)	Assignments as per the teacher specific module	20%
Total		100

Sample Questions to test Outcomes.

1. Explain the relevance of the field psycho-oncology
2. Design strategies for rehabilitating cancer patients
3. Demonstrate therapeutic skills in oncology setting
4. Evaluate quality of life with respect to cancer patients

Employability for the Course /Programme

- Psycho-oncologist



SEMESTER VIII

CAPSTONE PROJECT IN HONOURS WITH RESEARCH PROGRAM

KU08RPHPSY401

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VIII	RPH	400-499	KU08RPHPSY401	12	300

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
-	4	8	50	50	100	Viva-Voce 30 Min.

ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Description:

Each student is to undertake research work on his/her area of specialization. Each student would be assigned a supervising teacher. The student in consultation with the supervisor identifies a topic for inquiry and gets the approval of the supervisor. Subsequently, the student develops a research proposal and gets the approval of the supervising teacher. With continuous guidance and supervision, the student completes the research work and writes a report in the form of a master's degree dissertation, and submits it to the department. Each student will conduct research work on the approved topic following strong scientific rigor and ethical standards. Ethical standards would be followed at all the stages of the inquiry. With continuous and all-round guidance and supervision of the supervising teacher, each student would complete the work, write the research report, and submit the final version of the dissertation to the school. Finally, every student would present and defend his/her dissertation before a panel of examiners and other students as part of the evaluation.

Course Objectives

- To enable students to plan a scientific inquiry and develop a scientifically strong research proposal.
- To empower students to choose the most suitable research methods to undertake a particular study.
- To help students develop skills for data collection and analyze research data by using basic and advanced quantitative and qualitative methods.
- To develop competency to write a dissertation by following the APA format.

Course Pre-requisites: Successful completion of a 3-year bachelor's Degree with Major/Minor in psychology or an equivalent program in Psychology



COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO No.	Expected Outcome	Learning Domains
C01	Develop competency to conduct any given research in the fields of Psychology/Behavioral sciences	A
C02	Develop cultural competence by working with diverse populations.	A
C03	Plan and execute a research project in a specified time frame.	C
C04	Develop research aptitude and ethical integrity	A

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs/Pos

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11
CO1	✓		✓	✓		✓		✓			
CO2	✓		✓				✓				
CO3	✓	✓	✓		✓				✓		✓
CO4	✓		✓							✓	

COURSE CONTENTS

This, being a research-based dissertation, would not have modules found in conventional courses. However, the dissertation work would follow a sequence of seven phases as listed below, though deviations would be entertained wherever necessary, the phases typical of a dissertation are listed below:

Modules

This, being a research-based dissertation, would not have modules found in conventional courses. However, the dissertation work would follow a sequence of seven phases as listed below, though deviations would be entertained wherever necessary, the phases typical of a dissertation are listed below:

Phase I: Selection of The Research Area and Topic

In this phase, the student in consultation with the supervising teacher, identifies the research area and a topic.



Phase II: Development of a Research Proposal

The student, with close supervision by the supervising teacher, develops a proposal and get it approved by the School of Behavioral Sciences Research Committee and Ethics Committee of the Institution.

Phase III: Review of Literature

Guided by the supervising teacher, the students undertake an exhaustive review of literature on concepts, theories, research evidences, and methods surrounding the topic of research.

Phase IV: Instrumentation

All the instrument to be used for data collection would either be selected or developed during this stage.

Phase V: Data Collection

The complete data required for the research work would be collected in this stage. Development of a data collection plan and all the pre-data collection formalities would also form part of this stage.

Phase VI: Data Analysis

During this stage, the collected data would be examined, cleaned, and analyzed based on the data analysis plan. Results are interpreted and supplementary analysis, if needed, would also be carried out.

Phase VII: Writing of the Dissertation and Publish the Work

The research output is written in the form of a dissertation following APA format and submitted to the school for final evaluation.

- Ethics committee clearance of the research should be obtained.
- Students are encouraged to prepare the manuscript of the research based on a suitable Journal for publication
- The dissertation should be submitted one month before the 8th Semester End Sem Examination

Time Frame of Dissertation Work

Sl.No.	Phases	Target Months
1	Phase I	Department Council will decide according to the University academic calendar well in advance
2	Phase II	
3	Phase III	
4	Phase IV	
5	Phase V	
6	Phase VI	
7	Phase VII	
8	Submission	
9	Manuscript Submission/Publication/Presentation in Conference	



ASSESSMENT RUBRICS

Sl.No.	Area	Weightage
1	Statement of the Problem, and Literature Review	10%
2	Methods & Analysis	15%
4	Result, Discussions, Summary, and Implications	15%
5	Manuscript Submission/Publication/Presentation	10%
6	ESE/Research Presentation & Viva by an external examiner	50%
	Total	100%

Employability for the Course/Programme

- Behavioural Science Researcher
- Teaching at Higher secondary school/college





**SEMESTER VIII
GROUP COUNSELLING
KU08DSEPSY406**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VIII	DSE	400-499	KU08DSEPSY406	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	1	50	50	100	2

ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Introduction:

Introduces students to the theory, techniques, and ethical considerations essential for facilitating therapeutic groups. Through exploration of group dynamics, theoretical frameworks, and practical skills development, students learn how to effectively manage group processes and foster an environment conducive to healing and growth. Emphasis is placed on cultural sensitivity, ethical principles, and ongoing self-reflection to ensure counselors can provide competent and compassionate support to diverse populations within a group setting.

Course Objectives:

- Students will develop an understanding of the various dynamics at play within therapeutic groups, including roles, norms, conflict resolution, and stages of group development.
- Students will learn and apply a range of counseling techniques tailored to group settings, including active listening, empathy, facilitation of group discussions, and conflict resolution strategies.

Course Pre-requisites: Successful completion of a 3-year bachelor's Degree with Major/Minor in psychology or an equivalent program in Psychology



COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO No	Expected Outcome	Learning Domains
C01	Demonstrate the ability to effectively facilitate therapeutic groups by applying appropriate counseling techniques, managing group dynamics, and fostering a safe and supportive environment for group members.	U
C02	Exhibit ethical decision-making skills and adhere to professional standards in group counseling, including maintaining confidentiality, obtaining informed consent, and addressing ethical dilemmas that may arise within group settings.	A
C03	Demonstrate cultural competence by recognizing and respecting the diversity of group members, understanding how cultural factors	A
C04	Assess the effectiveness of group counseling interventions by evaluating group progress, measuring outcomes, and reflecting on their own facilitation skills and personal biases, integrating feedback to enhance future practice.	E

*Remember (K), Understand (U), Apply(A), Analyze (An), Evaluate(E), Create (C)

Mapping of Course Outcomes to PSOs/POs

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PS O8	PS O9	PS O10	PSO 11
CO 1	✓		✓	✓	✓	✓	✓	✓			✓
CO 2	✓		✓				✓	✓	✓		✓
CO 3	✓	✓	✓	✓	✓		✓				✓
CO 4	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓

COURSE CONTENTS

Module 1: Counselling Models (15 Hours)

- 1.1 Basic aspects, stages, steps and process of: Robert Car huff's art of helping model
- 1.2 Basic aspects, stages, steps and process of; Egan and Egan's skilled helper model;
- 1.3 Basic aspects, stages, steps of Ivey and Ivey's intentional interviewing model.
- 1.4 Process of Ivey's intentional interviewing model.



Suggested readings specific to the module.

- 1.1 Carkhuff, R.R., (2011). The art of helping. HRD Press, Inc
- 1.2 Egan, G. (2007). The Skilled Helper: A Problem-Management and Opportunity- Development Approach to Helping. Brooks/Cole Pub Co
- 1.3 Ivey, A, Ivey, M & Zalaquett, C., (2013). Intentional Interviewing and counseling Facilitating Client Development in a Multicultural Society. Brooks/Cole, Cengage Learning.
- 1.4 Ivey, A, Ivey, M & Zalaquett, C., (2013). Intentional Interviewing and counseling Facilitating Client Development in a Multicultural Society. Brooks/Cole, Cengage Learning.

Module 2: Group Counselling Basic Aspects (15 Hours)

- 2.1 Meaning and definitions of group counselling;
- 2.2 Types of groups
- 2.3 Personal characteristics of effective leaders
- 2.4 Role and functions of leader; Co-leadership;

Suggested readings specific to the module.

- 2.1 Gladding, S.T. (2017). Counseling a comprehensive profession, (7th ed). Pearson
- 2.2 Gladding, S.T. (2017). Counseling a comprehensive profession, (7th ed). Pearson
- 2.3 Gladding, S.T. (2017). Counseling a comprehensive profession, (7th ed). Pearson
- 2.4 Gladding, S.T. (2017). Counseling a comprehensive profession, (7th ed). Pearson

Module 3: Group Counselling Skills (15 Hours)

- 3.1 Group counseling skills: Session opening, Identifying commonalities and differences, Identifying group goals and needs,
- 3.2 Norming, Eliciting group response, Eliciting group Observations, Eliciting empathic reactions, Clarifying, Mutual feedback, Reflecting, Responding to feelings, Identifying non-verbal behaviours,
- 3.3 Validating, Extinguishing, Eliciting alternatives, Exploring and testing consequences, Summarizing, Clarifying, Questioning, Leading, Pacing, Linking, Transitioning, Task focusing,
- 3.4 Interpreting, Negotiations, Modelling, Rewarding, Mediating, Gate keeping, Supporting, Confrontation, Blocking and Evaluating, and Closing skills.

Suggested readings specific to the module

- 3.1 Corey, G., (2011). *Theory and Practice of Group Counseling*. Brooks.
- 3.2 Corey, G., (2011). *Theory and Practice of Group Counseling*. Brooks.
- 3.3 Corey, G., (2011). *Theory and Practice of Group Counseling*. Brooks.
- 3.4 Corey, G., (2011). *Theory and Practice of Group Counseling*. Brooks.

Module 4: Stages In Group Development (15 Hours)

- 4.1 Pre- group issues; Formation of the group;
- 4.2 Initial stage; Working stage;
- 4.3 Final stage- consolidation and termination;
- 4.4 Post group issues- follow- up and evaluation.



Suggested readings specific to the module.

- 4.1 Corey,G., (2011). *Theory and Practice of Group Counseling*. Brooks.
- 4.2 Corey,G., (2011). *Theory and Practice of Group Counseling*. Brooks.
- 4.3 Corey,G., (2011). *Theory and Practice of Group Counseling*. Brooks.
- 4.4 Corey,G., (2011). *Theory and Practice of Group Counseling*. Brooks.

Module 5: Teacher's Specific Module (15 Hours)

- Demonstrating Group Counselling sessions

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

List

1. Batra, P & Gladding, S. T., (2018). *Counseling a Comprehensive Profession*. Pearson
2. Gladding, S.T. (2017). *Counseling a comprehensive profession*, (7th ed). Pearson
3. Carkhuff,R.R., (2011). *The art of helping*. HRD Press.Inc
4. Ivey, A, Ivey,M & Zalaquett, C., (2013). *Intentional Interviewing and counseling Facilitating Client Development in a Multicultural Society*. Brooks/ole, Cengage Learning.
5. Corey,G., (2011). *Theory and Practice of Group Counseling*. Brooks.
6. Feltham, C & Horton, I. (2000). *Handbook of counseling and psychotherapy*. Sage Publications.

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

List

1. Nelson, R.J., (2021). *Basic Counseling Skills: A Helper's Manual*. Sage Publications, India.
2. Sharf,R., (2015). *Theories of Psychotherapy & Counseling: Concepts and cases*. Brooks Cole
3. Palmer,S & Woolfe, R., (1999). *Integrative and Eclectic Counselling and Psychotherapy*. SAGE Publications Ltd
4. Strawbridge, S & Woolfe, R., (2009). *Handbook of counseling*. Sage Publications.
5. Barki,B.G & Mukhopadhyay, B., (1989). *Guidance and Counseling: A Manual*. Stosius Inc/Advent Books Division
6. Esposito, J.F & Hattem, A.K. (2015). *Introduction to Family Counseling: A Case Study Approach*.Sage Publications
7. American Counseling Association. (2016). *Counseling and Psychotherapy Theories and Interventions*. Avenue & Alexandria.
8. Van, E.D. (2012). *Existential Counselling & Psychotherapy in Practice*. Sage Publications Ltd

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

Lecture Demonstration, Lecture with demonstration, Group discussion, Focused group discussion, Cooperative learning, Brainstorming, Collaborative learning, Case based study, Case analysis.

Mode Of Transaction: Offline/Online



ASSESSMENT RUBRICS

		Marks Weightage
Evaluation Type		Marks
End Semester Evaluation		50%
Continuous Evaluation		50%
a)	Quiz/Debates	20%
b)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/ Viva	30%
c)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/Viva	30%
d)	Take home assignment/ Movie reviews/Article analysis	20%
Total		100

Sample Questions to test Outcomes.

1. Define Group
2. Evaluate Process of Group Counselling
3. Explain the process of group counselling

Employability for the Course /Programme

- Counsellor/Therapist



**SEMESTER VIII
GERIATRIC PSYCHOLOGY
KU08DSEPSY407**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VIII	DSE	400-499	KU08DSEPSY407	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	1	50	50	100	2

ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Introduction:

The course Geriatric Psychology provides information and a set of frameworks that will be useful in working with older adults. Enhance the good knowledge about biological, cognitive, psychological, and social aspects of ageing process and develop skills, in-depth knowledge, and expertise in psychological assessment and interventions to promote well-being of the older adults.

Course Objectives:

At the end of the course, students should be able to.

1. Familiarize students in the field of Psychology of ageing
2. To enhance the understanding about biological, cognitive, psychological, and social aspects of ageing process
3. To develop skills to apply psychological assessments of older adults
4. To equip the students with the necessary knowledge and expertise in psychological assessment and interventions to promote well-being of the older adults.

Course Pre-requisites: Successful completion of a 3-year bachelor's Degree with Major/Minor in psychology or an equivalent program in Psychology



COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO.NO.	Expected Outcome	Learning Domain
C01	Enhance the understanding about psychology of ageing	U
C02	Explore biological, cognitive, psychological, and social aspects of ageing process	E
C03	Develop skills to conduct psychological assessment for elderly	A
C04	Develop in-depth knowledge about the mental health of elderly	U

L=Lecture, T/S= Tutorial/Seminar, P=Practical, ESE= End Semester Evaluation, CE= Continuous Evaluation

Mapping of Course Outcomes to PSOs/POs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11
C01		✓				✓					✓
C02	✓	✓	✓	✓	✓		✓			✓	✓
C03	✓		✓	✓	✓		✓	✓		✓	✓
C04	✓		✓	✓	✓	✓		✓	✓	✓	✓

COURSE CONTENTS

Module 1: Basic concepts, theories and method in the psychology of ageing (15 hours)

- 1.1 What is ageing-Definitions of ageing, Differences in life expectancy, The epidemiology of ageing
- 1.2 Theoretical Issues in the Psychology of Ageing- Theoretical themes, Future directions for psychological theories of ageing.
- 1.3 Methodological and Analytical Issues in the Psychology of Ageing- Research design in studies of ageing, Methodological issues, Statistical model for assessing changes in ageing research, Future directions and methodological recommendations in ageing research
- 1.4 Historical Influences on Ageing and Behavior- Changes in conceptual frame work, Educational influences, Changes of occupational status and work complexity, Changes in health care chronic disease and life style.



Suggested readings specific to the module

- 1.1 Birren, J. E., Schaie, K. W. (2006). Handbook of psychology of aging (6th ed.). Elsevier, Inc
- 1.2 Cavanaugh, J. C., Blanchard-Fields, F (2006). Adult development and aging (5th ed.). Wadsworth Thomson Learning, Inc
- 1.3 Johnson, M. L. (2005). The Cambridge handbook of age and ageing. Cambridge University Press
- 1.4 Stuart-hamilton, I. (2006). The psychology of aging- An introduction (4th ed.). Jessica Kingsley Publishers
- Schaie, K. W., and Willis, S.L. (2011). Handbook of the Psychology of Aging(7th ed). Elsevier Inc.

Module 2: Biological & Cognitive aspects of ageing (15 hours)

- 2.1 Biological aspects of ageing- Biological ageing, Evolution and ageing, The ageing body, Basic anatomy of the nervous system. Neuronal changes in later life
- 2.2 Physical changes- Biological theories of ageing, Ageing sensory system, Changes in appearance and mobility, vital functions, reproductive system.
- 2.3 Cognitive aspects of ageing- Attention and perceptual processing, Ageing and Memory, Learning, Language comprehension & production in Normal Ageing,
- 2.4 Intelligence, Problem solving and decision-making capacities.

Suggested readings specific to the module.

- 2.1 Birren, J. E., Schaie, K. W. (2006). Handbook of psychology of aging (6th de.). Elsevier, Inc
- 2.2 Cavanaugh, J. C., Blanchard-Fields, F (2006). Adult development and aging (5th ed.). Wadsworth Thomson Learning, Inc
- 2.3 Schaie, K. W., and Willis, S.L. (2011). Handbook of the Psychology of Aging (7th ed). Elsevier Inc.
- 2.4 Stuart-hamilton, I. (2006). The psychology of aging- An introduction (4th ed.). Jessica Kingsley Publishers

Module 3: Psychological & Social aspects of ageing (15 hours)

- 3.1 Social cognition- Social judgement process, Motivation and social processing goal, Stereotype and ageing, Social situation and social competence, Inter- generational communication practices.
- 3.2 Ageing Personality and life style, Relationships, Work leisure and retirement.
- 3.3 Religion and Spirituality, Wisdom and ageing, Elder abuse and neglect,
- 3.4 Death, dying and bereavement.

Suggested readings specific to the module.

- 3.1 Birren, J. E., Schaie, K. W. (2006). Handbook of psychology of aging (6th ed.). Elsevier, Inc
- 3.2 Cavanaugh, J. C., Blanchard-Fields, F (2006). Adult development and aging (5th ed.). Wadsworth Thomson Learning, Inc
- 3.3 Schaie, K. W., and Willis, S.L. (2011). Handbook of the Psychology of Aging (7th ed.). Elsevier Inc.



3.4 Stuart-hamilton, I. (2006). The psychology of aging- An introduction (4th ed.). Jessica. Kingsley Publishers

Module 4: Mental illness and ageing (15 Hours)

- 4.1 Models of Mental Health in Later Life- Psychodynamic model, Cognitive-Behavioral Model, Stress and Coping Model, Family system model.
- 4.2 Dementia and other neurodegenerative disorders- Classifying dementias, Illnesses which can be confused with dementia, Problems with diagnosis and testing.
- 4.3 Severe Mental Disorders in Older Adults: Schizophrenia and Other Late-Life Psychoses, Depression, Anxiety, Sexual disorders, Sleep Disorders, Substance abuse and Personality disorder
- 4.4 Assessment and formulation - Clinical interview, Geropsychological assessment, Neuropsychological assessment for older people, Problems in Measuring the Psychological Status of Older People

Suggested readings specific to the module.

- 4.1 Birren, J. E., Schaie, K. W. (2006). Handbook of psychology of aging (6th ed.). Elsevier, Inc
- 4.2 Hersen, M., VanHasselt, V. B. (1998). Handbook of clinical geropsychology. Springer science & Business media, Inc
- 4.3 Schaie, K. W., and Willis, S.L. (2011). Handbook of the Psychology of Aging. (7th ed.). Elsevier Inc.
- 4.4 Segal, D.L., Qualls, S.H., Smyer, M.A. (2011). Aging and Mental Health (2nd ed). Blackwell Publishers
- Stuart-hamilton, I. (2006). The psychology of aging- An introduction (4th ed.). Jessica. Kingsley Publishers
- Woods, B., Clare, L. (2015). Handbook of clinical psychology of aging (2nd ed.). John Wiley & Sons, Ltd

Module 5: Teacher Specific Assessment (15 Hours)

Institution visits & Assessment and formulation: Visit any old age home or institution and submit a report of clinical interview and any neuropsychological or other psychological assessment appropriate to the condition of elderly.

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1. Birren, J. E., Schaie, K. W. (2006). Handbook of psychology of aging (6th ed.). Elsevier, Inc
2. Hersen, M., VanHasselt, V. B. (1998). Handbook of clinical geropsychology. Springer science & Business media, Inc
3. Cavanaugh, J. C., Blanchard-Fields, F (2006). Adult development and aging (5th ed.). Wadsworth Thomson Learning, Inc
4. Schaie, K. W., and Willis, S.L. (2011). Handbook of the Psychology of Aging. (7th ed.). Elsevier Inc
5. Segal, D.L., Qualls, S.H., Smyer, M.A. (2011). Aging and Mental Health (2nd ed). Blackwell Publishers
6. Stuart-hamilton, I. (2006). The psychology of aging- An introduction (4th ed.). Jessica. Kingsley Publishers



7. Woods, B., Clare, L. (2015). Handbook of clinical psychology of aging (2nd ed.). John Wiley & Sons, Ltd
8. Johnson, M. L. (2005). The Cambridge handbook of age and ageing. Cambridge University Press

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)
List

1. Lachman, M. E. (2001). Handbook of midlife development. John Wiley & sons, Inc
2. Lazarus, R.S., Lazarus, B.N. (2006). Coping with ageing. Oxford university press
3. Pachana, N. A., Laidlaw, K (2014). Oxford Handbook of Clinical Geropsychology. Oxford university press.
4. Quadagno, J. (2014). Aging and the life course: An Introduction to Social Gerontology. (6th ed.). The McGraw Hill Companies.

TEACHING LEARNING STRATEGIES (Classroom activities / Lab activities / Field Activities)

- Class room activities- Lecturing, ICT enabled lecturing, Group discussion, Brainstorming, Collaborative learning and Case based study etc
- Lab activity- Psychological Assessment

MODE OF TRANSACTION: Offline/Online

ASSESSMENT RUBRICS

		Marks Weightage
Evaluation Type		Marks
End Semester Evaluation		50%
Continuous Evaluation		50%
a)	Visit Report	20%
b)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/ Viva	30%
c)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/Viva	30%
d)	Take home assignment/ Movie reviews/Article analysis	20%
Total		100

Sample Questions to test Outcomes.

1. Analyse the methodological and analytical issues in the Psychology of Ageing.
2. Evaluate the methods to improving the mental health of older adults.
3. Analyse the problems in measuring the psychological status of older people
4. Explain the application of neuropsychological tests for the cognitive impairment of elderly.



Employability for the Course/Programme

- Psychologist at Hospital Settings
- Counsellor at Geriatric health care centers
- Teaching at Higher secondary school/colleges





SEMESTER IX
RECENT ADVANCES IN PSYCHOTHERAPY
KU09DSCPSY501

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IX	DSC	500-599	KU09DSCPSY501	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	1	50	50	100	2

ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Description:

Recent Advances in Psychotherapy, course will explore the diverse and evolving landscape of therapeutic approaches that are widely used by mental health professionals today. Psychotherapy has come a long way since its inception, and this course will introduce you to the latest theories and techniques that are shaping the field. The course will explore several prominent contemporary approaches to psychotherapy, including but not limited to Dialectical Behaviour Therapy, Acceptance and Commitment Therapy, Emotion-Focused Therapy, Solution-Focused Psychotherapy, Schema Therapy, and Mindfulness Therapy. Throughout this course, students will delve into the underlying theories, techniques, and practical applications of these contemporary approaches to psychotherapy. By the end, you will have a solid foundation and understanding of the various therapeutic techniques and perspectives used by therapists today.

Course Objectives:

At the end of the course, students should be able to:

- Understand the recent developments in Psychotherapy
- Get a knowledge about the social changes where the contemporary psychotherapies can be applied
- Apply the Psychotherapeutic approaches in clinical conditions
- Analyse various recent advances in psychotherapy
- Create a Psychotherapeutic approach specific to clinical conditions

Course Pre-requisites: Successful completion of a 4-year Bachelor's Honours Degree in Clinical Psychology/Psychology or an equivalent program in Psychology



COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO No	Expected Outcome	Learning Domains
C01	Understand the recent advancements in Psychotherapy	U
C02	Apply appropriate psychotherapy within the context of specific clinical conditions.	A
C03	Design case formulations based on different psychotherapies	C
C04	Develop an ethical and evidence based clinical practice competence in advanced psychotherapy practice	A

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs/POs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11
CO1	✓					✓	✓	✓			
CO2	✓		✓	✓							✓
CO3	✓	✓		✓	✓						✓
CO4	✓		✓	✓					✓	✓	✓

COURSE CONTENTS

Module1: Dialectical Behaviour Therapy (DBT) (15 Hours)

- 1.1 Overview of DBT: Introduction, Origin, Structure and Research.
- 1.2 Rationale for dialectical behaviour therapy skill training: Basic assumptions, Biopsychosocial theory.
- 1.3 DBT model of emotions, emotion dysregulation its development and consequences, biological vulnerabilities, cognitive environment.
- 1.4 Process of DBT skill training: Mindfulness skills, Interpersonal effectiveness skills, Emotion regulation skills, Distress tolerance skills. Structuring skill training session, Clinical applications of DBT skills.



Suggested readings specific to the module.

- 1.1 Linehan, M. M. (2015). DBT Skills Training: Manual. Guilford Press.
- 1.2 Linehan, M. M. (2015). DBT Skills Training: Manual. Guilford Press.
- 1.3 Linehan, M. M. (2015). DBT Skills Training: Manual. Guilford Press
- 1.4 Linehan, M. M. (2015). DBT Skills Training: Manual. Guilford Press

Module2: Acceptance and Commitment Therapy (ACT) (15 Hours)

- 2.1 Foundations and the Model: The dilemma of human suffering, functional contextual approach, psychological flexibility.
- 2.2 Functional analysis and approach to intervention: case formulation, therapeutic relationship in ACT, Creating a context for change.
- 2.3 Clinical methods: Core clinical process; present moment awareness, dimension of self, defusion, acceptance, connecting with values and committed action.
- 2.4 Clinical application of ACT.

Suggested readings specific to the module.

- 2.1 Hayes, S. C., Strosahl, K. D., & Strosahl, K. (Eds.). (2004). A practical guide to acceptance and commitment therapy. Springer Science & Business Media.
- 2.2 Hayes, S. C., Strosahl, K. D., & Strosahl, K. (Eds.). (2004). A practical guide to acceptance and commitment therapy. Springer Science & Business Media.
- 2.3 Hayes, S. C., Strosahl, K. D., & Strosahl, K. (Eds.). (2004). A practical guide to acceptance and commitment therapy. Springer Science & Business Media.
- 2.4 Hayes, S. C., Strosahl, K. D., & Strosahl, K. (Eds.). (2004). A practical guide to acceptance and commitment therapy. Springer Science & Business Media.

Module 3: Emotion Focused Therapy, Motivation Enhancement Therapy, Solution Focused Therapy (15 Hours)

- 3.1 Brief history of EFT, Theory and functioning of EFT. Features--Experiential focus, Maladaptive emotion responses and negative patterns of emotions, Individual therapy, Emotion response types, Therapeutic process with different emotion responses, Therapeutic tasks, Emotion-focused therapy for trauma.
- 3.2 Rationale and Basic principles of MET: Express empathy, develop discrepancy, avoid argumentation, roll with resistance, support self-efficacy.
- 3.3 Three phases of practical strategies of MET: Phase I-Building motivation for change, Phase II- Strengthening commitment to change, Phase III-Follow through strategies. Structure of MET sessions: The initial session, Follow-through sessions.
- 3.4 Origin and philosophical assumptions of Solution-focused brief therapy, Features of solution-focused interviewing: Ideas about therapeutic conversation, choosing the next question, acknowledgment and possibility, compliments, and deciding who to meet with. Getting started, Establishing a contract, the client's preferred future, when has it already happened? Instances of success, measuring the progress, coping questions, ending the sessions, and conducting follow-up sessions.



Suggested readings specific to the module.

- 3.1 Greenberg, L. S., & Goldman, R. N. (2019). Clinical handbook of emotion-focused therapy. American Psychological Association.
- Greenberg, L. S. (2019). Emotion-Focused Therapy Coaching Clients to Work Through Their Feelings (2nd eds.) American Psychological Association
- 3.2 Miller, W.R. (1995). Motivational Enhancement Therapy with Drug Abusers. Motivational Enhancement Therapy Manual.
- 3.3 Miller, W.R. (1995). Motivational Enhancement Therapy with Drug Abusers. Motivational Enhancement Therapy Manual.
- 3.4 Ratner, H., George, E., & Iveson, C. (2012). Solution Based Brief Therapy: 100 key points & Techniques. Routledge. London.

Module 4: Schema Focused Therapy, Compassion Focused Therapy Mindfulness and Yoga (15Hours)

- 4.1 Conceptual model of Schema Focused Therapy (SFT), Schema assessment and education, Schema therapy for personality disorders
- 4.2 Self-compassion, Self-compassion Skill, and Self-compassion based everyday living
- 4.3 Mindfulness and its historical development, applications—therapy programs—mindfulness-based stress reduction—mindfulness-based cognitive therapy—mindfulness-based pain management. Cultivating mindfulness: what is mindfulness?, Beginning of mindfulness and meditation.
- 4.4 Yoga: Traditions, Philosophy and Practices. Yoga and The Brain. The practice of mindfulness and yoga: Body as body, Feelings as feelings, Mindfully aware of the mind, Awareness of objects of mind. Applications of Yoga.

Suggested readings specific to the module.

- 4.1 Young, J. E., Klosko, J. S., & Weishaar, M. E. (2006). Schema therapy: A practitioner's guide. Guilford Press.
- 4.2 Gilbert, P. (2010). Compassion-focused therapy: Distinctive features. Routledge.
- 4.3 Wolf, C., & Serpa, J. G. (2015). A clinician's guide to teaching mindfulness: The comprehensive session-by-session program for mental health professionals and health care providers. New Harbinger Publications.
- 4.4 Simpkins, M.A., & Simpkins, C.A. (2011). *Meditation and Yoga in Psychotherapy: Techniques for Clinical Practice*. New Jersey, USA. John Wiley & Sons

Module 5: Teacher Specific Module (15 Hours)

In this module students will be trained in selected advanced psychotherapy techniques to deliver in the clinical scenario. Training includes:

- Case based discussions
- Expert talk
- Individual practice
- Observation of Psychotherapy
- Case based group discussions
- Case presentations
- Case formulation based on advanced psychotherapy



Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1. Dimeff, L. A., & Koerner, K. E. (2007). *Dialectical behavior therapy in clinical practice: Applications across disorders and settings*. Guilford Press.
2. Read, G. (2015). *DBT Skills Training Manual DBT Skills Training Handouts and Worksheets*.
3. Linehan, M. M., Rathus, H. J., & Miller, L. A. (2007). *Dialectical Behavior Therapy with Suicidal Adolescents*. The Guilford Press
4. Hayes, S. C., Strosahl, K. D., & Wilson, K. G. (2011). *Acceptance and commitment therapy: The process and practice of mindful change*. Guilford press.
5. Wilson, K., Hayes, S., & Strosahl, K. (2003). *Acceptance and commitment therapy: an experiential approach to behavior change*. New York: Guilford press.
6. Greenberg, L.S., & Goldman, R.N.(Ed.).(2019).*Clinical handbook of emotion-focused therapy*. American Psychological Association. Washington, DC
7. Segal, Z., Williams, M., & Teasdale, J. (2018). *Mindfulness-based cognitive therapy for depression*. Guilford publications.
8. Eisendrath Stuart J. (Ed.) (2016) *Mindfulness-Based Cognitive Therapy: Innovative Applications*. San Francisco. Springer.
9. Malan, D. (1976). *Brief Psychotherapies The Frontier of Brief Psychotherapy* Plenum Medical Book Company.
10. Simon, L. (2000). *Psychotherapy: Theory, practice, modern and postmodern influences*. Westport, Connecticut: Praeger.

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

1. Harris, R. (2019). *ACT made simple: An easy-to-read primer on acceptance and commitment therapy*. New Harbinger Publications.
2. Furrow, J. L., Johnson, S. M., & Bradley, B. A. (2011). *The emotionally focused casebook: New directions in treating couples*. Routledge.
3. Bongar, B., & Beutler, E. L. (1995). *Comprehensive Textbook of Psychotherapy Theory and Practice* Oxford University Press.
4. Corey, G. (2015). *Theory and practice of counseling and psychotherapy* (10th ed.). Boston: Cengage Learning.
5. Corey, G. (1996). *Theory and Practice of Counselling and Psychotherapy*. Brooks/ Cole Publishing Company.
6. Boccio, F.J.(2004). *Mindfulness Yoga: The Awakened Union of Breath, Body and Mind*. Wisdom publications. Boston.
7. Feltham, C., & Horton, I. (Eds.) (2012). *The Sage handbook of counseling and psychotherapy*. Los Angeles: Sage.
8. Feltham, C. (Ed.) (1999). *Controversies in psychotherapy and counseling*. New Delhi, India: Sage.
9. Garfield, S., & Bergin, A.E. (1971). *Handbook of Psychotherapy And Behaviour Change* N.Y. John Wiley Sons.
10. Ivey, A. E., D'Andrea, M., Ivey, M. B., & Simek-Morgan, L. (2007). *Theories of counseling and psychotherapy: A multicultural perspective* (6th ed.). Boston: Allyn & Bacon.

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

- Group discussion



- Case-based learning
- Brainstorming
- Collaborative learning
- Problem- based learning
- Explicit Teaching, E-learning (Video)
- Interactive Instruction: Active co-operative learning, Seminars, Group Assignments, Library work and Group Discussions
- Presentation by individual student/ Group representative

Mode Of Transaction: Offline/Online

ASSESSMENT RUBRICS

Evaluation Type		Mark Weightage
End Semester Evaluation		50%
Continuous Evaluation		50%
a)	Quiz/Debates	20%
b)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/ Viva	30%
c)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/Viva	30%
d)	Take home assignment/ Movie reviews/Article analysis	20%
Total		100

Sample Questions to test Outcomes.

1. Describe the process of dialectical behavior therapy.
2. Discuss the scope of acceptance and commitment therapy in clinical conditions
3. What is solution-focused therapy in its application?
4. Explain the mindfulness-based therapy.
5. What are the indications of schema-focused therapy?

Employability for the Course/Programme

- Psychologist at Hospital Settings/School
- Counsellor at mental health care centers
- Teaching at Higher secondary school/colleges



SEMESTER IX
ADVANCED QUANTITATIVE RESEARCH
KU09DSCPSY502

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IX	DSC	500-599	KU09DSCPSY502	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	1	50	50	100	2

Course Description:

Advanced quantitative research methods in psychology encompass sophisticated statistical techniques used to analyze complex data sets and address nuanced research questions. These methods often involve multivariate analyses, such as structural equation modeling, hierarchical linear modeling, and latent class analysis. They allow researchers to explore relationships between multiple variables, control for confounding factors, and uncover underlying patterns or structures within data. Advanced quantitative methods are particularly valuable for studying intricate psychological phenomena, such as the interplay of various factors influencing behavior or the mechanisms underlying mental health disorders.

Course Objectives:

At the end of the course, students should be able to:

- Develop proficiency in epidemiological research, and advanced statistical techniques, such as structural equation modeling and hierarchical linear modeling, to analyze complex psychological data sets effectively.
- Enhance understanding of multivariate analysis methods to investigate relationships between multiple variables and uncover nuanced patterns in psychological research.
- Understand the process of clinical trials of psychotherapy/psychological interventions
- Cultivate critical thinking skills to evaluate and apply advanced quantitative research methods appropriately in designing, conducting, and interpreting studies within the field of psychology.

Course Pre-requisites: Successful completion of a 4-year Bachelor's Honours Degree in Clinical Psychology/Psychology or an equivalent program in Psychology



COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to:

C01	Apply advanced statistical techniques to analyze and interpret complex psychological data sets, and effectively synthesizing findings to draw meaningful conclusions and implications for theory and practice.	A
C02	Demonstrate the ability to design and implement sophisticated research studies in psychology using advanced quantitative methodologies.	A
C03	Develop proficiency in communicating research findings using advanced quantitative methods through clear and concise written reports.	A

Mapping of Course Outcomes to PSOs/POs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11
CO1	✓			✓		✓		✓		✓	✓
CO2	✓			✓							✓
CO3	✓	✓	✓	✓	✓				✓		✓

COURSE CONTENTS

Module 1: Epidemiological Research Methods in Psychology (15 Hours)

- 1.1 Designing impactful research, Pragmatic sampling method, and Research ethics for human research and legal issues, Causal Relationships in health and disease
- 1.2 Human behavior and Epidemiological modeling. Epidemiological research: Interventional versus Observational study designs, Case report, and Case Series
- 1.3 Cross-sectional, Cohort Studies, and Case-control studies
- 1.4 Randomized Controlled Trials, and Clinical Trials, Effect Modification, and Screening and Diagnosis

Suggested readings specific to the module.

- 1.1 Brough, P. (Ed.). (2018). Advanced research methods for applied psychology: Design, analysis and reporting. Routledge.
- 1.2 Behavioural Epidemiology
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7121071/> doi: [10.1007/978-1-4614-5474-8_1](https://doi.org/10.1007/978-1-4614-5474-8_1)



Kestenbaum, B. (2009). Epidemiology and biostatistics. An Introduction to Clinical Research.

- 1.3 Kestenbaum, B. (2009). Epidemiology and biostatistics. An Introduction to Clinical Research.
- 1.4 Kestenbaum, B. (2009). Epidemiology and biostatistics. An Introduction to Clinical Research.

Module 2: Data Collection (15 Hours)

- 2.1 Systematic Reviews and Synthesis, Review Questions and Identifying Studies, Guidelines for Systematic review: PRISMA Guidelines, Standards of reporting systematic review.
- 2.2 Meta-analysis and guidelines and standards of reporting
- 2.3 Longitudinal Data Collection: Guidelines for data collection
- 2.4 Diary Studies, Event sampling and Smartphone apps

Suggested readings specific to the module.

- 2.1 Brough, P. (Ed.). (2018). Advanced research methods for applied psychology: Design, analysis and reporting. Routledge
<https://www.ncbi.nlm.nih.gov/books/NBK209507/>
<https://systematicreviewsjournal.biomedcentral.com/articles/10.1186/s13643-021-01626-4>
- 2.2 [10.1371/journal.pcbi.1006922](https://doi.org/10.1371/journal.pcbi.1006922)
Giles, D. (2013). Advanced research methods in psychology. Routledge.
- 2.3 Brough, P. (Ed.). (2018). Advanced research methods for applied psychology: Design, analysis and reporting. Routledge
- 2.4 Brough, P. (Ed.). (2018). Advanced research methods for applied psychology: Design, analysis and reporting. Routledge

Module 3: Data Analysis (15 Hours)

- 3.1 Managing missing data: Theory of missing data, Modern methods of managing missing data, Data Preparation.
- 3.2 Statistical Analysis: Analysis of Variance (ANOVA), Analysis of Covariance (ANCOVA), Multivariate Analysis of Variance (MANOVA), Discriminant function analysis
- 3.3 Mediation analysis and conditional process model
- 3.4 Structural Equation Modeling, and Pathway Analysis

Suggested readings specific to the module.

- 3.1 Brough, P. (Ed.). (2018). Advanced research methods for applied psychology: Design, analysis and reporting. Routledge
- 3.2 Giles, D. (2013). Advanced research methods in psychology. Routledge.
- 3.3 Brough, P. (Ed.). (2018). Advanced research methods for applied psychology: Design, analysis and reporting. Routledge
- 3.4 Brough, P. (Ed.). (2018). Advanced research methods for applied psychology: Design, analysis and reporting. Routledge



Module 4: Other Advanced Approaches (15 Hours)

- 4.1 Scale development and item piloting, Item analysis, Factor analysis: Exploratory factor analysis and Principal component analysis.
- 4.2 Hierarchical Linear Modeling (HLM), Time Series Analysis, Item Response Theory.
- 4.3 Latent Growth Curve Modeling, Survival Analysis
- 4.4 Social Network Analysis, Log-linear models, Q-methods,

Suggested readings specific to the module.

- 4.1 Giles, D. (2013). Advanced research methods in psychology. Routledge
- 4.2 Giles, D. (2013). Advanced research methods in psychology. Routledge
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1839066/>
- 4.3 Kestenbaum, B. (2009). Epidemiology and biostatistics. An Introduction to Clinical Research.
- 4.4 Brough, P. (Ed.). (2018). Advanced research methods for applied psychology: Design, analysis and reporting. Routledge
- Giles, D. (2013). Advanced research methods in psychology. Routledge

Module 5: Teacher Specific Module

In this module students will be trained in

- Systematic Review
- Meta-Analysis
- Critical evaluation of published scientific research
- Learn the different statistical software to manage the psychological research data
- Test construction and applying factor analysis methods
- Clinical trials in Psychotherapy and Diagnostic instruments and its statistical application

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1. Carlton, M. A. (2000). Data analysis: Statistical and computational methods for scientists and engineers. The American Statistician, 54(2), 155.
2. Johnson, R. A., & Wichern, D. W. (2002). Applied multivariate statistical analysis.
3. Coolican, H. (2017). Research methods and statistics in psychology. Psychology press.
4. Greene, J., & d'Oliveira, M. (2005). Learning to use statistical tests in psychology. McGraw-Hill Education (UK).

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

1. Everitt, B. S. (1996). Making sense of statistics in psychology: A second-level course. Oxford University Press.
2. Mertler, C. A., Vannatta, R. A., & LaVenita, K. N. (2021). Advanced and multivariate statistical methods: Practical application and interpretation. Routledge.

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

- Group discussion
- Collaborative learning
- Explicit Teaching, E-learning (Video)
- Interactive Instruction: Active co-operative learning, Seminars, Group Assignments, Library work and Group discussion
- Presentation by individual student/ Group representative

Mode of Transaction: Offline/Online



ASSESSMENT RUBRICS

Marks Weightage

End Semester Evaluation	50
● End Semester Theory Exam	
Continuous Evaluation	50
● Internal Examination/Quiz/Open book exam	40%
● Assignment as per the teacher specific module and	20%
● Seminar/Debate/Discussion/Journal Club/Critical analysis of research papers..etc	40%

Sample Questions to test Outcomes.

1. How do structural equation modeling techniques contribute to the understanding of complex interrelationships among psychological variables in research?
2. What role do multilevel modeling approaches play in examining nested data structures and exploring individual and contextual influences on psychological outcomes?
3. How does latent growth curve modeling enhance our understanding of developmental trajectories and individual differences over time in psychological research?
4. In what ways can item response theory improve the measurement precision and validity of psychological assessments, particularly in high-stakes testing contexts?
5. What are the statistical analysis applied to factor analysis and writ the indications of each analysis.

Employability for the Course/Programme

- Behavioral science researcher
- Research assistant and junior research fellows in funded research projects



SEMESTER IX
ADVANCED QUALITATIVE RESEARCH
KU09DSCPSY503

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IX	DSC	500-599	KU09DSCPSY503	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	1	50	50	100	2

Course Description:

This course explores a variety of qualitative research approaches, taking into account issues of epistemology (ways of knowing), methodology (ways of examining), and representation (ways of writing and reporting). The goal is that students will emerge from the class with first-hand qualitative research experience and a significant understanding of qualitative methods that can serve as a basis for an ongoing research program. An exposure to the updated and advanced technological application is also ensured in this course.

Course Objectives:

1. Gain an understanding of the theoretical, historical, and philosophical traditions of qualitative research in Psychology.
2. Develop skills and methods to engage in independent qualitative research, including the ability to design a study, collect data, and analyze materials
3. Become familiar with how to read, interpret, write, and present qualitative research

Course Pre-requisites: Successful completion of a 4-year Bachelor's Honours Degree in Clinical Psychology/Psychology or an equivalent program in Psychology



COURSE OUTCOMES

C01	Understand how to design a qualitative research	U
C02	Understand the application of various qualitative methods of data collection and analysis	U
C03	Interpret and analyse qualitative data from different sources.	An
C04	Write qualitative research reports.	C

Remember (K), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs/POs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11
CO 1	✓					✓			✓		
CO 2	✓	✓				✓		✓	✓	✓	
CO 3	✓	✓				✓		✓	✓	✓	
CO 4	✓					✓		✓		✓	

COURSE CONTENTS

Module 1: Qualitative Research Process: Practical aspects (12 hours)

- 1.1 General introduction, guidelines and rules in qualitative research, A brief discussion on different qualitative paradigms in research.
- 1.2 Theoretical and practical aspects to some important methods: Ethnography, grounded theory, narrative inquiry, and phenomenological inquiry.
- 1.3 Practical sessions on various methods of collecting qualitative data: participant observation, interviewing,
- 1.4 Theoretical aspects of qualitative data analysis: Codes, Different types of coding, Memos, Themes, Diagrams

Suggested readings specific to the module.

- 1.1 Flick, U. (2017). Introduction to Qualitative Research(5th ed.). New Delhi: Sage.
- 1.2 Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). Writing ethnographic fieldnotes. Chicago, IL: University of Chicago Press (selected chapters)
- 1.3 a) Silverman, D. (2017). Doing Qualitative Research (5th ed).Los Angeles: Sage.



- b) Tracy, S. J. (2019). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact*. John Wiley & Sons.
- 1.4 Willig, C., & Stainton-Rogers, W. (Eds.) (2017). *The Sage Handbook of qualitative research in psychology* (2nd ed.). London: Sage.

Module 2: The Idea of Data in Qualitative Research (18 hours)

- 2.1 Practical sessions on various methods of collecting qualitative data: life history and oral history
- 2.2 Documents, diaries
- 2.3 Practical sessions on various methods of collecting qualitative data: photographs, films and videos,
- 2.4 Practical sessions on various methods of collecting qualitative data: conversation, texts and case studies.

Suggested readings specific to the module.

- 2.1 Denzin, N. K., & Lincoln, Y. S. (2005). Introduction: The discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (3rd ed., pp. 1-32). Thousand Oaks, CA: Sage.
- 2.2 Denzin, N. K., & Lincoln, Y. S. (2005). Introduction: The discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (3rd ed., pp. 1-32). Thousand Oaks, CA: Sage.
- 2.3 Denzin, N. K., & Lincoln, Y. S. (2005). Introduction: The discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (3rd ed., pp. 1-32). Thousand Oaks, CA: Sage.
- 2.4 Denzin, N. K., & Lincoln, Y. S. (2005). Introduction: The discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (3rd ed., pp. 1-32). Thousand Oaks, CA: Sage.

Module 3: Analysing the Qualitative Data (15 hours)

- 3.1 Analysis methods: Meta-analysis, Thematic analysis
- 3.2 Analysis methods: Qualitative Content Analysis, Narrative analysis
- 3.3 Analysis methods: Discourse analysis, Conversation analysis
- 3.4 Analysis methods: Visual analysis

Suggested readings specific to the module.

- 3.1 Willig, C., & Stainton-Rogers, W. (Eds.) (2017). *The Sage Handbook of qualitative research in psychology* (2nd ed.). London: Sage.
- 3.2 Willig, C., & Stainton-Rogers, W. (Eds.) (2017). *The Sage Handbook of qualitative research in psychology* (2nd ed.). London: Sage.
- 3.3 Willig, C., & Stainton-Rogers, W. (Eds.) (2017). *The Sage Handbook of qualitative research in psychology* (2nd ed.). London: Sage.
- 3.4 Willig, C., & Stainton-Rogers, W. (Eds.) (2017). *The Sage Handbook of qualitative research in psychology* (2nd ed.). London: Sage.

Module 4: Technology in Qualitative Research (15 hours)

- 4.1 Practical sessions on the usage of software for coding and analysis- NVivo and ATLAS.ti
- 4.2 Practical sessions on research report writing
- 4.3 Practical sessions on article manuscript preparations



4.4 Practical sessions on project proposal preparations

Suggested readings specific to the module.

4.1 Manuals of NVivo and ATLAS.ti

4.2 Denicolo, P. & Becker, L. (2012). *Developing Research Proposals (success in research)*. New Delhi: Sage.

4.3 Denicolo, P. & Becker, L. (2012). *Developing Research Proposals (success in research)*. New Delhi: Sage.

4.4 O'Leary, Z. (2017). *The essential guide to: Doing your research project (3rd ed.)*. Los Angeles: Sage.

Module 5: Teacher Specific Module (15 hours)

- Conducting a small qualitative research by applying the methodology of student's choice and interest
- An experiential session on ethnography
- Expert lectures and workshops
- Sessions on reading and writing academic articles

Core suggested readings

1. Flick, U. (2017). *Introduction to Qualitative Research (5th ed.)*. New Delhi: Sage.
2. Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). *Writing ethnographic fieldnotes*. Chicago, IL: University of Chicago Press (selected chapters)
3. Silverman, D. (2017). *Doing Qualitative Research (5th ed.)*. Los Angeles: Sage.
 - a) Tracy, S. J. (2019). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact*. John Wiley & Sons.
4. Willig, C., & Stainton-Rogers, W. (Eds.) (2017). *The Sage Handbook of qualitative research in psychology (2nd ed.)*. London: Sage.
5. Denzin, N. K., & Lincoln, Y. S. (2005). Introduction: The discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research (3rd ed., pp. 1-32)*. Thousand Oaks, CA: Sage.
6. Manuals of NVivo and ATLAS.ti
7. Denicolo, P. & Becker, L. (2012). *Developing Research Proposals (success in research)*. New Delhi: Sage.
8. O'Leary, Z. (2017). *The essential guide to: Doing your research project (3rd ed.)*. Los Angeles: Sage.

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

- Practice sessions of various methods in qualitative research
- Oral presentations
- Discussions and debates
- Peer assisted learning sessions
- Collaborative learning

Mode Of Transaction: Offline/Online



ASSESSMENT RUBRICS

Marks Weightage

Evaluation Type	Marks
End Semester Evaluation	50%
Continuous Evaluation	50%
Quiz/Debates	10
Open book exam/Take home exam/Test paper/Small project/Oral presentation/ Viva	15
Open book exam/Take home exam/Test paper/Small project/Oral presentation/Viva	15
Take home assignment/ Movie reviews/Article analysis	10
Total	100

Sample Questions to test Outcomes

- How qualitative research is ideologically different from that of quantitative research
- What are the major difference between life history method and oral history method?
- Critically analyse the advantages and disadvantages of ethnography
- Prepare the research proposal by employing Focus Group Discussion as a method of data collection

Employability for the Course /Programme

- Research
- Social Scientist
- Psychology teacher in school and higher education sector



SEMESTER IX
MANAGEMENT OF NEURODIVERSITY
KU09DSCPSY504

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IX	DSC	500-599	KU09DSCPSY504	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	1	50	50	100	2

ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Description:

Neurodiversity acknowledges the natural variation in human brains, celebrating differences such as autism, ADHD, dyslexia, and more as unique perspectives rather than deficits. This paradigm shift promotes inclusivity, innovation, and equality by recognizing the strengths of neurodivergent individuals and challenging societal stigma. Throughout this course, we will explore the concept of neurodiversity, understand its implications, and learn strategies for creating inclusive environments that support the diverse needs of all individuals.

Course Objectives:

- To gain a comprehensive understanding of the concept of neurodiversity, including its definition, principles, and significance in contemporary society.
- To Learn to recognize and differentiate various neurodivergent conditions, such as autism, ADHD, dyslexia, and dyspraxia, understanding their unique characteristics and manifestations.
- To Explore the strengths and challenges associated with neurodivergent individuals, emphasizing a strengths-based approach to harnessing diverse talents and perspectives.

Course Pre-requisites: Successful completion of a 4-year Bachelor's Honours Degree in Clinical Psychology/Psychology or an equivalent program in Psychology



COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO No.	Expected Outcome	Learning Domains
CO1	Learners will develop skills and strategies to effectively support neurodiverse individuals in various settings, fostering environments that accommodate diverse needs and promote success.	A
CO2	Cultivate empathy and respect towards neurodivergent individuals, challenging stereotypes and advocating for inclusive practices that celebrate neurodiversity.	C
CO3	Contribute to creating a more inclusive and equitable society by promoting acceptance, understanding, and support for neurodiverse individuals in their communities, workplaces, and beyond.	A
CO4	Analyze theories and practices a psychologist/therapist can use while dealing with neurodiverse population	An

Remember (K), Understand (U), Apply(A), Analyze (An), Evaluate(E), Create (C)

Mapping of Course Outcomes to PSOs/POs

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PS O8	PS O9	PS O10	PS O11
CO1	✓		✓	✓	✓		✓			✓	✓
CO2		✓		✓		✓			✓	✓	✓
CO3	✓			✓	✓		✓	✓		✓	✓
CO4		✓		✓		✓		✓			✓

COURSE CONTENTS

Module 1: Introducing Neurodiversity (15 Hours)

- 1.1 What is neurodiversity
- 1.2 Conceptualization of neurodiversity
- 1.3 Inclusive Practices for Neurodiversity
- 1.4 terminology- NEUROIDENTITY GROUP or NEUROMINORITY/ An autistic person or a person with autism



Suggested readings specific to the module.

- 1.1 Armstrong, T. (2010). Neurodiversity: Discovering the Extraordinary Gifts of Autism, ADHD, Dyslexia, and Other Brain Differences. Da Capo Lifelong Books
- 1.2 Armstrong, T. (2010). Neurodiversity: Discovering the Extraordinary Gifts of Autism, ADHD, Dyslexia, and Other Brain Differences. Da Capo Lifelong Books
- 1.3 Armstrong, T. (2010). Neurodiversity: Discovering the Extraordinary Gifts of Autism, ADHD, Dyslexia, and Other Brain Differences. Da Capo Lifelong Books
- 1.4 Armstrong, T. (2010). Neurodiversity: Discovering the Extraordinary Gifts of Autism, ADHD, Dyslexia, and Other Brain Differences. Da Capo Lifelong Books

Module 2 Developmental Neurodiversity (15 Hours)

- 2.1 Neurodiversity in childhood, adolescents, and education: experiences and challenges
- 2.2 Neurodiversity in Adulthood and workplace: experiences and challenges
- 2.3 Neurodiversity & relationship
- 2.4 In-depth interviews with neurodivergent individuals and professionals working in each setting and identify the challenges and possibilities of everyday life

Suggested readings specific to the module.

- 2.1 Armstrong, T. (2010). Neurodiversity: Discovering the Extraordinary Gifts of Autism, ADHD, Dyslexia, and Other Brain Differences. Da Capo Lifelong Books
- 2.2 Armstrong, T. (2010). Neurodiversity: Discovering the Extraordinary Gifts of Autism, ADHD, Dyslexia, and Other Brain Differences. Da Capo Lifelong Books
- 2.3 Armstrong, T. (2010). Neurodiversity: Discovering the Extraordinary Gifts of Autism, ADHD, Dyslexia, and Other Brain Differences. Da Capo Lifelong Books
- 2.4 Armstrong, T. (2010). Neurodiversity: Discovering the Extraordinary Gifts of Autism, ADHD, Dyslexia, and Other Brain Differences. Da Capo Lifelong Books

Module 3 Assessment & Management (15 Hours)

- 3.1 Conducting assessment- Principles and concepts of psychometrics, conducting assessment,
- 3.2 Writing assessment report, assessment by other professionals.
- 3.3 Formal behavioral assessment and Establishing a reinforcement programme
- 3.4 Neuropsychological assessments

Suggested readings specific to the module.

- 3.1 Zirpoli, T.J. (2005). Behaviour Management. Applications for teachers . 4th edition. New Jersey, Pearson Merrill Prentice Hall
- 3.2 Zirpoli, T.J. (2005). Behaviour Management. Applications for teachers . 4th edition. New Jersey, Pearson Merrill Prentice Hall
- 3.3 Zirpoli, T.J. (2005). Behaviour Management. Applications for teachers . 4th edition. New Jersey, Pearson Merrill Prentice Hall
- 3.4 Zirpoli, T.J. (2005). Behaviour Management. Applications for teachers . 4th edition. New Jersey, Pearson Merrill Prentice Hall



Module 4 Counselling for life stresses Neurodivergent individual (15 Hours)

- 4.1 Collaboration with Support Networks Engaging family members, educators, and professionals,
- 4.2 Establishing open communication channels, Ensuring continuity of support across environments
- 4.3 Conflict Resolution
- 4.4 Cultural Competence

Suggested readings specific to the module.

- 4.1 Armstrong, T. (2010). Neurodiversity: Discovering the Extraordinary Gifts of Autism, ADHD, Dyslexia, and Other Brain Differences. Da Capo Lifelong Books.
- 4.2 Armstrong, T. (2010). Neurodiversity: Discovering the Extraordinary Gifts of Autism, ADHD, Dyslexia, and Other Brain Differences. Da Capo Lifelong Books
- 4.3 Armstrong, T. (2010). Neurodiversity: Discovering the Extraordinary Gifts of Autism, ADHD, Dyslexia, and Other Brain Differences. Da Capo Lifelong Books
- 4.4 Armstrong, T. (2010). Neurodiversity: Discovering the Extraordinary Gifts of Autism, ADHD, Dyslexia, and Other Brain Differences. Da Capo Lifelong Books

Module 5: Teacher Specific Module:

- Case studies or role-plays to apply counseling techniques
- Written reflections on personal growth and learning
- Peer feedback and discussions on counseling approaches

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1. Jena, S.P.K. (2013) Learning Disability – Theory to practice. Los Angeles: Sage Publications Autistic Mutual Aide Society Edinburgh (AMASE) Glossary Online resource A concise guide to some basic vocabulary useful for talking and reading about neurodiversity. <https://amase.org.uk/glossary/>
2. Neurodiversity is for Everyone Article Why neurodiversity is an important idea for everyone to understand, and how it relates to disability and diversity more broadly. <https://oolong.medium.com/neurodiversity-is-for-everyone-f375a27aa3c9>
3. Understanding neurodiversity in the context of equality and inclusive practice Guidance document for professionals
4. A professional guide for teachers from the General Teaching Council for Scotland, who also have useful guides to autism and dyslexia. Information about the GTCS guides: <https://www.gtcs.org.uk/News/news/gtcs-publishes-a-professional-guide.aspx> Direct link to the neurodiversity guide <https://www.gtcs.org.uk/nmsruntime/saveasdialog.aspx?IID=8838&sID=11411>
5. What is Neurodiversity and what should schools be doing? Article A TES article giving one writer's view of what neurodiversity should mean for schools. <https://www.tes.com/news/what-is-neurodiversity>
6. <https://www.penguin.co.uk/books/443103/a-different-sort-of-normal/9780241508794.html>
7. Neurodiversity: some basic terms and definitions Online resource/article A more in-depth exploration of the language of neurodiversity. <https://neuroqueer.com/neurodiversity-terms-and-definitions/> 2.
8. <https://blogs.scientificamerican.com/observations/clearing-up-some-misconceptions-about-neurodiversity/>
9. Podcast <https://anchor.fm/differentminds> Suggested episodes: <https://anchor.fm/differentminds/episodes/In-conversation-with-Judy-Singer---creator->



ofthe-term- Neurodiversity-eiadof <https://anchor.fm/differentminds/episodes/Neurodiversity--the-new-normal-ehng1A> scholarly but largely accessible collection of texts exploring key ideas about neurodiversity, both in theory and in practice. <https://www.pavpub.com/mental-health/the-neurodiversity-reade>

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks) List

1. AMASE. (n.d.). Autistic Glossary. AMASE Autistic Mutual Aid Society Edinburgh. <https://amase.org.uk/glossary/> Balfe, A. (2021).
2. <https://blogs.scientificamerican.com/observations/clearing-up-some-misconceptions-about-neurodiversity/>
3. Corby, G. (2018, November 8). What is neurodiversity and what should schools be doing? Tes. <https://www.tes.com/news/what-is-neurodiversity>
4. General Teaching Council for Scotland. (2020). Understanding neurodiversity in the context of equality and inclusive practice: A professional guide for teachers. <https://www.gtcs.org.uk/News/news/gtcs-publishes-asl-professional-guides.aspx>
5. Milton, D., Ridout, S., Martin, N., Mills, R., & Murray, D. (Eds.). (2020). The Neurodiversity Reader: Exploring concepts, lived experience and implications for practice. Pavilion. Offord, J. (Executive Producer). (August 4, 2020).
6. Neurodiversity – the new normal [Audio podcast episode]. In Different Minds. [Audio podcast]. www.johnofford.co.uk. Offord, J. (Executive Producer). (August 18, 2020).
7. In conversation with Judy Singer - creator of the term 'Neurodiversity' [Audio podcast episode]. In Different Minds. [Audio podcast]. www.johnofford.co.uk. Oolong. (2019, October 19).
8. Neurodiversity is for everyone. Medium. <https://oolong.medium.com/neurodiversity-is-for-everyone-f375a27aa3c9> Walker, N. (2014).
9. Neurodiversity: Some Basis Terms & Definitions. Neuroqueer. <https://neuroqueer.com/neurodiversity-terms-and-definitions/>

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

Lecture Demonstration, Lecture with demonstration, Group discussion, Focused group discussion, Cooperative learning, Brainstorming, Collaborative learning, Case based study, Case analysis

Mode Of Transaction: Offline/Online



ASSESSMENT RUBRICS

Marks Weightage

Evaluation Type		Marks
End Semester Evaluation		50%
Continuous Evaluation		50%
a)	Quiz/Debates	20%
b)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/ Viva	30%
c)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/Viva	30%
d)	Take home assignment/ Movie reviews/Article analysis	20%
Total		100

Sample Questions to test Outcomes.

1. What are different perspectives of Neurodiversity
2. Explain Special Population
3. Evaluate the role of Psychologists dealing with Neurodiversity

Employability for the Course /Programme

- Psychologist
 - Child Psychologist



SEMESTER IX
CAPSTONE INTERNSHIP-1
KU09CIPPSY501

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IX	INT	500-599	KU09CIPPSY501	4	120

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
-	4	-	50	50	100	Viva Voce 30 Min.

ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Description:

Internship Clinical training in clinical psychology is an essential component of preparing future psychologists to effectively assess, diagnose, and treat mental health disorders. This rigorous training program combines academic coursework and supervised practical experience to equip students with the necessary skills and knowledge to work with diverse populations in a clinical setting. Through this training, aspiring clinical psychologists gain valuable hands-on experience in conducting assessments, providing therapy, and collaborating with multidisciplinary teams, ensuring they are well-prepared to make a positive impact on individuals' mental well-being.

Aim: To train the students to perform psychological assessments and to develop competent and compassionate professionals who are capable of providing evidence-based assessment, diagnosis, and treatment for individuals experiencing mental health challenges.

Objectives: To learn and practice the necessary clinical skills needed to perform Clinical interview, Case history method, Observation method, Psychological evaluation, Understanding basic Psychopathology, Know about the structured psychiatry evaluation proforma (adult) and skills to perform cognitive assessment.

- To understand foundational knowledge on Clinical training to provide students with a comprehensive understanding of the theoretical frameworks, research, and evidence-based practices that inform clinical psychology.
- To equip students with practical skills necessary for clinical practice by learning how to conduct psychological assessments, administer and interpret tests, develop treatment plans, deliver therapy effectively, and engage in case conceptualization.
- To cultivate professional competence by clinical training to foster professional competence by promoting self-awareness, empathy, cultural sensitivity, and ethical decision-making.



- To demonstrate how to establish therapeutic relationships, work collaboratively with clients and interdisciplinary teams, and adhere to professional standards and guidelines.
- To foster self-reflection and personal growth through clinical training to engage in ongoing self-reflection, self-awareness, and personal growth.
- To demonstrate and prepare for licensure and professional practice through necessary educational and supervised experience requirements to become eligible for licensure exams within and outside India to and embark on a successful career in clinical practice

Course Pre-requisites: Successful completion of a 4-year Bachelor’s Honours Degree in Clinical Psychology/Psychology or an equivalent program in Psychology

COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO.No	Course Outcome	Learning Domains
C01	Develop therapy and intervention skills and practical experience	A
C02	Develop cultural competence by working with diverse populations.	A
C03	Apply ethical principles to the clinical practice and gain experience in collaborating with a multidisciplinary team.	A
C04	Develop professional competence, identity and self-reflection in clinical training	A

Remember (K), Understand (U), Apply(A), Analyze (An), Evaluate(E), Create (C)

Mapping of Course Outcomes to PSOs/POs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11
CO1	✓						✓	✓			
CO2	✓										
CO3	✓		✓	✓						✓	
CO4	✓	✓		✓	✓	✓				✓	✓



COURSE CONTENTS

The coursework will be a complete one-to-one/ group supervised clinical training under the qualified licensed clinical psychologists at hospitals or rehabilitation centers or special schools or schools. Clinical training involves demonstrations, practice exercises, case presentations & discussions, and Case Based Learning. Practice exercises in methods of clinical psychology research and psychoeducational assessments will help enhance evaluative skills. Discussions and Problem Based Learning will strengthen critical thinking skills.

Basic Requirements at the end of Internship

1. A detailed case history submission based on the prescribed proforma provided by the School of Behavioral Sciences, Kannur University. A minimum of 5 detailed cases should be submitted and out of 5 cases 2 should be child cases in the child case history proforma.
2. A complete evaluation of the supervised clinical training by the supervisor (licensed clinical psychologist) based on the prescribed proforma
3. Submission of the Logbook to the School of Behavioral Science

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

- Group Discussions
- Case-based learning
- Brainstorming
- Collaborative learning
- Problem-based learning
- Presentation by individual student/ Group representative

Mode Of Transaction: Offline Supervised Clinical Training



ASSESSMENT RUBRICS

	Marks Weightage
End Semester Evaluation	50%
● Clinical Viva	100%
Continuous Evaluation	50%
● Case Records, Attendance in Clinical Training/Maintenance of Log Book	40%
● Clinical Work Evaluation, Detailed Psychotherapy Case history intake (Minimum 5)*	40%
● Case Presentations/ Clinical Viva (Mid Semester)	20%

**Clinicval work will be evaluated by the clinical supervisor out of 40% of the continuous evaluation.*

Case Presentation and Case records will be evaluated at the School

Clinical viva will be conducted at the School of Behavioral Sciences, Kannur University as final end- semester evaluation.

Employability for the Course/Programme

- Assitant Psychologist at Hospital Settings/School
- Teaching at Higher Secondary school/college



SEMESTER X
COGNITIVE BEHAVIOUR THERAPY (CBT)
KU10DSSPSY501

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
X	DSS	500-599	KU10DSSPSY501	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	1	50	50	100	2

ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Description:

This course will enable students to understand the role of learning in the geneses of adaptive and maladaptive behaviour and also equip them with a sound understanding of cognitive Behavioural Therapy both concepts and techniques. This course introduces cognitive behaviour therapy by tracing its origins and depicting the cognitive behaviour therapy model underpinning cognitive behaviour therapy. This course also covers the tools and ways with which cognitive and behavioural assessment is carried out in cognitive behaviour therapy. Different cognitive behaviour therapeutic procedures would also be explored. Finally, the application of cognitive behaviour modification in various clinical and non-clinical settings would be examined.

Course Objectives:

At the end of the course, students should be able to:

- Describe the historical roots of modern cognitive behaviour therapy
- Describe how the behaviour of the patient is conceptualized in cognitive behaviour therapy
- Explain the process of cognitive behaviour therapy in a sequential order
- Describe different methods and instruments used in cognitive behaviour therapy
- Conduct cognitive behavioural assessments following selected methods and tools
- Explain different behaviour therapeutic procedures and their utilities with different human problems in various settings
- Develop cognitive behaviour therapy intervention plans for assigned cases
- Explain the application of cognitive behaviour therapy in different settings- clinical and non-clinical



Course Pre-requisites: Successful completion of a 4-year Bachelor's Honours Degree in Clinical Psychology/Psychology or an equivalent program in Psychology

COURSE OUTCOMES

Course Learning Outcomes:

At the end of the Course, the Student will be able to:

CO No.	Expected Outcome	Learning Domains
CO1	Understand the evidence-based research findings of CBT in different treatment conditions	U
C02	Apply the cognitive behaviour therapy (CBT) knowledge to case formulation and treatment plan.	A
C03	Demonstrate the CBT session and agenda settings in the treatment of different psychological disorders.	A
C04	Apply cognitive behaviour therapy techniques to different human problems in various settings	A

Remember (K), Understand (U), Apply(A), Analyze (An), Evaluate(E), Create (C)

Mapping of Course Outcomes to PSOs/POs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11
CO1	✓						✓	✓			
CO2	✓										
CO3	✓		✓	✓						✓	
CO4	✓	✓		✓	✓	✓				✓	✓

COURSE CONTENTS

Module 1: Introduction and Process of Behaviour Therapy (15 Hours)

- 1.1 What is behaviour therapy? Historical precursors to modern behaviour therapy. History, Early experimental work and the Beginnings of contemporary behaviour therapy. Early Ethical Concerns about Behaviour Therapy.
- 1.2 The Behavioural Model: Overt and Covert Behaviours. Behavioural versus trait descriptions
- 1.3 Behaviour as Learned The ABC model. The Process of Behaviour Therapy: Clarifying the problem, Formulating initial treatment goals, Identifying and maintaining conditions, Designing and implementing treatment plans, Evaluation and follow-up. Application of Behaviour Therapy in different settings: Clinical, Rehabilitation, School, Industrial, and Community settings



- 1.4 Behavioral Assessment: Multimethod and multimodal assessment, Characteristics of behavioural assessment, Behavioural interviews, Direct self-report inventories, Self-recording, Behavioural checklists and rating scales, Systematic naturalistic observation, Simulated observations, Role-playing, Functional behavioural assessment. Behaviour analysis

Suggested readings specific to the module.

- 1.1 Spiegler, M. D., & Guevremont, D. C. (2010). *Contemporary behaviour therapy*, Belmont, CA: Wadsworth.
- 1.2 Spiegler, M. D., & Guevremont, D. C. (2010). *Contemporary behaviour therapy*, Belmont, CA: Wadsworth.
- 1.3 Spiegler, M. D., & Guevremont, D. C. (2010). *Contemporary behaviour therapy*, Belmont, CA: Wadsworth.
- 1.4 Spiegler, M. D., & Guevremont, D. C. (2010). *Contemporary behaviour therapy*, Belmont, CA: Wadsworth.

Module 2: Behaviour Therapies and Cognitive Behaviour Therapy (15 Hours)

- 2.1 Acceleration behaviour therapy (stimulus control, reinforcement, modelling, prompting, shaping, cueing and chaining).
- 2.2 Deceleration behaviour therapy (differential reinforcement, punishment and aversion therapy). Combining reinforcement and punishment (token economy, contingency contract, and behavioural parent training). Exposure Therapies (brief/graduated and prolonged/intense)
- 2.3 Cognitive Behaviour Therapy (CBT): What is CBT?, Basic Concepts, Principles, characteristics and fundamental models of cognitive behavior therapy.
- 2.4 CBT theoretical model – Beck's information processing model, Interactive cognitive subsystems by Teasdale, Constructivism, and Metacognitive approaches.

Suggested readings specific to the module.

- 2.1 Spiegler, M. D., & Guevremont, D. C. (2010). *Contemporary behaviour therapy*, Belmont, CA: Wadsworth.
- 2.2 Spiegler, M. D., & Guevremont, D. C. (2010). *Contemporary behaviour therapy*, Belmont, CA: Wadsworth.
- 2.3 Beck, J. S. (2011). *Cognitive behaviour therapy: basics and beyond*. New York: Guilford.
- 2.4 Westbrook, D., Kennerley, H., & Kirk, J. (2011). *An introduction to cognitive behaviour therapy: Skills and applications*. Sage.
- Wells, A. (2011). *Metacognitive therapy for anxiety and depression*. Guilford press.

Module 3: CBT Therapeutic Relationship, Assessment Case Conceptualization and Formulation (15 Hours)

- 3.1 Therapeutic relationship: Collaborating with client, structure and active engagement, time-limited and brief, empirical in approach, Problem-oriented in approach. The Role of the Therapeutic Relationship in CBT, Using the Relationship in Therapy, Handling Problems in the Relationship Therapeutically.
- 3.2 Assessment in Cognitive Behaviour Therapy: Assessing clients' current problems: problem description, triggers, and modifying factors, consequences. Assessment of maintaining process: safety behaviors, escape/avoidance, reduction of activity, catastrophic misinterpretation, scanning or hypervigilance, self-fulfilling prophecies, performance anxiety, fear of fear, Perfectionism, short-term rewards. Assessment of past history and problem development: Vulnerability factors, Precipitants, modifiers. Techniques for assessment of various levels of cognitions (NAT, assumptions, beliefs, and schemas)



- 3.3 Cognitive conceptualization - operationalizing cognitions – assessing cognitions.
- 3.4 Fundamentals of case formulation: Principles and Objectives. Formulating the Case. Setting Treatment Goals Case formulation in various conditions: case formulation in depression, anxiety disorders, and personality disorders.

Suggested readings specific to the module.

- 3.1 Westbrook, D., Kennerley, H., & Kirk, J. (2011). An introduction to cognitive behaviour therapy: Skills and applications. Sage.
Beck, J. S. (2011). *Cognitive behaviour therapy: basics and beyond*. New York: Guilford.
- 3.2 Westbrook, D., Kennerley, H., & Kirk, J. (2011). An introduction to cognitive behaviour therapy: Skills and applications. Sage.
Beck, J. S. (2011). *Cognitive behaviour therapy: basics and beyond*. New York: Guilford.
- 3.3 Beck, J. S. (2011). *Cognitive behaviour therapy: basics and beyond*. New York: Guilford.
- 3.4 Westbrook, D., Kennerley, H., & Kirk, J. (2011). An introduction to cognitive behaviour therapy: Skills and applications. Sage.

Module 4: Conduct of therapy (15 Hours)

- 4.1 Session structuring: Goals and structure of the initial session: establishing trust and rapport, Socializing the patient into cognitive therapy, educating the patient about her disorder, about the cognitive model, and about the process of therapy.
- 4.2 Normalizing the patient's difficulties and instilling hope, eliciting (and correcting, if necessary) the patient's expectations for therapy, gathering additional information about the patient's difficulties. Using this information to develop a goal list, educating the patient about her disorder, Setting homework, Provide a summary, Eliciting feedback.
- 4.3 Conduct of Therapy Disorder Specific: Mood Disorder, Anxiety Disorder, Panic Disorder, OCD, Social phobia, Psychosis, and personality disorders.
- 4.4 Cognitive Behaviour Therapies with special populations and medical settings: Special population: CBT with children, CBT with elderly. Cognitive Behaviour Therapy in medical settings: Applications of CBT in lifestyle disorders, cancer and HIV, respiratory disorders, sexual dysfunction, infertility, skin disorders. Indian Psychological Perspective on CBT

Suggested readings specific to the module.

- 4.1 Hawton, K. E., Salkovskis, P. M., Kirk, J. E., & Clark, D. M. (1989). Cognitive behaviour therapy for psychiatric problems: A practical guide. Oxford University Press.
Beck, J. S. (2011). *Cognitive behaviour therapy: basics and beyond*. New York: Guilford
- 4.2 Beck, J. S. (2011). *Cognitive behaviour therapy: basics and beyond*. New York: Guilford
- 4.3 Hawton, K. E., Salkovskis, P. M., Kirk, J. E., & Clark, D. M. (1989). Cognitive behaviour therapy for psychiatric problems: A practical guide. Oxford University Press.
- 4.4 Leahy, R. L. (Ed.). (2015). Contemporary cognitive therapy: Theory, research, and practice. Guilford Publications.
Hawton, K. E., Salkovskis, P. M., Kirk, J. E., & Clark, D. M. (1989). Cognitive behavior therapy for psychiatric problems: A practical guide. Oxford University Press

Module 5: Teacher Specific Module (15 Hours)

In this module students will train various CBT techniques as follows



- Case history intake as per the CBT format
- Behavioural Analysis
- Behaviour therapy in the community settings
- CBT Case formulation based on different CBT method
- Case discussions
- Mutual CBT sessions
- Case presentations
- CBT Assessment
- CBT Outcome evaluation method
- Conducting CBT in clinical conditions/Online CBT interventions

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1. O'Donohue, W. & Kitchener, R. (Eds.) (1999). *Handbook of behaviourism*. New York: Academic Press.
2. O'Donohue, W. (Ed.) (1998). *Learning and behaviour therapy*. New York: Allyn & Bacon.
3. O'Donohue, W. T., & Fisher, J. E. (2009). *General principles and empirically supported techniques of cognitive behavior therapy*. John Wiley & Sons, Inc.
4. Reinecke, M.A., Clark, D.A. (2003). *Cognitive Therapy across the life span: evidence and practice*. Cambridge university press, Cambridge
5. Reinecke, M.A., Dattilio, F.M., Freeman, A. (2006). *Cognitive therapy with children and adolescents a case book for Clinical Practice*, 2nd ed. Guilford press. New York
6. Skinner, B. F. (1974). *About behaviourism*. New York: The Free Press
7. Richard, D. C. S., & Huprich, S. K. (Eds.) (2009). *Clinical psychology: assessment, treatment, and research*. Burlington, MA: Elsevier
8. Watson, T. S., & Steege, M. W. (2009). *Conducting school-based functional behavioural assessments: a practitioner's guide* (2nd ed.). New York: The Guilford Press.

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

1. Bandura, A. (1969). *Principles of behaviour modification*. New York: Holt, Rinehart, & Winston
2. Ellis, A. (1994). *How to keep people from pushing your buttons*. New York: Citadel
3. Haynes, S. N. & O'Brein, W. O. (2000). *Principles and practices of behavioural assessment*. New York: Plenum/Kluwer Press
4. Lambert, M.J. (2004). *Handbook of psychotherapy and behaviour change*, 5th ed, John Wiley and sons: USA
5. Miltenberger R.M (2008). *Behavior Modification: Principles and Procedures*. Fourth edition Thomson Higher Education, USA
6. Nelson, R. O., & Hayes, S. C. (Eds.) (1986). *Conceptual foundations of behavioural assessment*. New York: Guilford Press.

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

- Group discussion
- Case-based learning
- Brainstorming



- Collaborative learning
- Problem- based learning
- Explicit Teaching, E-learning (Video)
- Interactive Instruction: Active co-operative learning, Seminars, Group Assignments, Library work and Group discussion
- Presentation by individual student/ Group representative

Mode Of Transaction: Offline/Online

ASSESSMENT RUBRICS

Evaluation Type	Mark Weightage
End Semester Evaluation	50%
Continuous Evaluation	50%
Quiz/Debates	20
Open book exam/Take home exam/Test paper/Small project/Oral presentation/ Viva	30
Open book exam/Take home exam/Test paper/Small project/Oral presentation/Viva	30
Take home assignment/ Movie reviews/Article analysis	20
Total	100

Sample Questions to test Outcomes.

1. How does cognitive behavior therapy (CBT) distinguish between thoughts, feelings, and behaviors, and how does this understanding inform the therapeutic process?
2. What specific techniques are employed in CBT to challenge and reframe negative thought patterns, and how do these techniques contribute to positive behavioral change?
3. Can you describe the role of homework assignments in CBT sessions and how they reinforce the learning and application of new coping skills outside of therapy sessions?
4. How does cognitive restructuring in CBT help individuals develop more adaptive ways of thinking, and what evidence exists to support its effectiveness in treating various mental health conditions?
5. In what ways does CBT address both the present moment and past experiences, and how does this dual focus contribute to long-term psychological well-being?

Employability for the Course/Programme

Hospital/Educational settings as a psychologist/Counseling Psychologist



SEMESTER X

FOUNDATIONS OF PSYCHOTRAUMATOLOGY AND TRAUMA INFORMED CARE

KU10DSSPSY502

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
X	DSS	500-599	KU10DSSPSY502	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	1	50	50	100	2

ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Description:

Trauma-informed care is an approach to providing support and assistance that recognizes the prevalence and impact of trauma on individuals. It involves understanding how trauma affects people's lives, behaviors, and coping mechanisms. Rather than focusing solely on treating symptoms, trauma-informed care emphasizes creating environments that are safe, empowering, and sensitive to individuals' experiences. This approach prioritizes building trust, fostering collaboration, and promoting resilience while avoiding re-traumatization. It's not just about addressing trauma after it occurs but also about preventing it by creating supportive and nurturing environments. Trauma-informed care is widely used in various settings, including healthcare, education, social services, and criminal justice, to better serve individuals who have experienced trauma.

Course Objectives:

At the end of the course, students should be able to:

- Understand the fundamental principles of Psychotraumatology and trauma-informed care.
- Understand the Neurological, Epigenetic, Adverse Childhood Experiences, and Resilience science of trauma
- Demonstrate the different psychological intervention approach of the trauma-informed care
- Apply the trauma-informed care intervention in real settings.

Course Pre-requisites: Successful completion of a 4-year Bachelor's Honours Degree in Clinical Psychology/Psychology or an equivalent program in Psychology



COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO No	Expected Outcome	Learning Domains
C01	Understand the fundamental principles of psychotraumatology and trauma informed care	U
C02	Create a positive change in patient care by applying the trauma informed care care	C
C03	Critically evaluate the scope and application of trauma informed approach	E

Remember (K), Understand (U), Apply(A), Analyze (An), Evaluate(E), Create (C)

Mapping of Course Outcomes to PSOs/POs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11
CO1	✓					✓		✓			✓
CO2	✓				✓		✓		✓		✓
CO3	✓	✓	✓	✓						✓	✓

COURSE CONTENTS

Module 1: Understanding Psychotraumatology and Trauma-informed Care (15 Hours)

- 1.1 What is psychotraumatology? Basics foundations, What is trauma? The survivor,
- 1.2 Historical evolution of Post-Traumatic Stress Disorder (PTSD) diagnostic criteria, Diagnostic approaches of DSM-5/ICD-11, Transdiagnostic approach of trauma-informed care
- 1.3 What is complex trauma? Building an Empowering and collaborative relationship, Asking about and disclosure of trauma: Barriers, Do's and Don'ts and Guidelines of asking about trauma
- 1.4 Victims of violence: Fear and Anxiety, Assumptive Worlds, Core Assumptions, Coping and inappropriate reactions

Suggested readings specific to the module.

- 1.1 Clark, C., Classen, C. C., Fourt, A., & Shetty, M. (2014). Treating the trauma survivor: An essential guide to trauma-informed care. Routledge.Reference
- Everly Jr, G. S. (1995). Psychotraumatology. In Psychotraumatology: Key papers and core concepts in post-traumatic stress (pp. 3-8). Boston, MA: Springer US.Reference
- 1.2 Everly Jr, G. S. (1995). Psychotraumatology. In Psychotraumatology: Key papers and core



- concepts in post-traumatic stress (pp. 3-8). Boston, MA: Springer US. Reference
- 1.3 Clark, C., Classen, C. C., Fourt, A., & Shetty, M. (2014). Treating the trauma survivor: An essential guide to trauma-informed care. Routledge. Reference
 - 1.4 Everly Jr, G. S. (1995). Psychotraumatology. In Psychotraumatology: Key papers and core concepts in post-traumatic stress (pp. 3-8). Boston, MA: Springer US. Reference

Module 2: The science of trauma (15 Hours)

- 2.1 Integrative model of trauma: Neurological hypersensitivity, Neuroendocrinology and Endocrinology, Psychological hypersensitivity,
- 2.2 Neurobiological model of PTSD, Epigenetics of trauma
- 2.3 Psychological theories of PTSD, Neurocognitive alterations associated with PTSD: Neuropsychological deficits, information biases, and implication for mild traumatic brain injury.
- 2.4 Adverse Childhood Experience (ACE): The potential series nature of ACE, Impact of early trauma on brain, body, behavior, and society

Suggested readings specific to the module.

- 2.1 Everly Jr, G. S. (1995). Psychotraumatology. In Psychotraumatology: Key papers and core concepts in post-traumatic stress (pp. 3-8). Boston, MA: Springer US. Reference
- 2.2 Everly Jr, G. S. (1995). Psychotraumatology. In Psychotraumatology: Key papers and core concepts in post-traumatic stress (pp. 3-8). Boston, MA: Springer US.
- 2.3 <https://traumainformedoregon.org/wp-content/uploads/2017/07/Foundations-of-Trauma-Informed-Care.pdf>
- 2.4 Friedman, M. J., Keane, T. M., & Resick, P. A. (Eds.). (2007). Handbook of PTSD: Science and practice. Guilford press.
Brewer-Smyth, K. (2022). Adverse Childhood Experiences: The Neuroscience of Trauma, Resilience and Healing Throughout the Life Course. Springer Nature.

Module 3: Assessment and Trauma-Informed Intervention (15 Hours)

- 3.1 Conducting trauma-informed assessments, Responding to safety concerns, Psychological Assessment of PTSD
- 3.2 Psychoeducation and trauma-informed interventions, Overview of Psychological and Psychiatric intervention after Trauma, Dealing with substance use, Transference and countertransference, Understanding vicarious traumatization.
- 3.3 Trauma counseling: Theoretical context of trauma counseling, Trauma of loss, Vulnerability and Interpersonal Violence, Intolerance and trauma of hate
- 3.4 EMDR Therapy: Assessment and Phases of EMDR Therapy

Suggested readings specific to the module.

- 3.1 Clark, C., Classen, C. C., Fourt, A., & Shetty, M. (2014). Treating the trauma survivor: An essential guide to trauma-informed care. Routledge.
- 3.2 Clark, C., Classen, C. C., Fourt, A., & Shetty, M. (2014). Treating the trauma survivor: An essential guide to trauma-informed care. Routledge.
- 3.3 Brewer-Smyth, K. (2022). Adverse Childhood Experiences: The Neuroscience of Trauma, Resilience and Healing Throughout the Life Course. Springer Nature.
- 3.4 Levers, L. L., & Levers, L. L. (2012). Trauma counseling: Theories and interventions (p. 533). Springer Pub.
Shapiro, F. (2001). Eye movement desensitization and reprocessing (EMDR): Basic principles, protocols, and procedures. Guilford Press.



Module 4: Recent Trends, Ethical and Research Perspectives of Trauma (15 Hours)

- 4.1 Crisis intervention, Community Violence, Workplace and campus violence, Natural disaster, and first responder mental health
- 4.2 Post Traumatic Growth, Trauma in School Settings: Self-Touch - Creating a school community to prevent child sexual abuse, Teaching healthy relationship skills to reduce youth risk behaviors. Trauma self-regulation and learning.
- 4.3 The ethical perspective of trauma work, Vicarious traumatization, Therapist Self-care, Trauma and Supervision
- 4.4 Ethical aspects of trauma research: Assessment method, and Authenticity of data

Suggested readings specific to the module.

- 4.1 Black, L. L., & Flynn, S. V. (2020). *Crisis, Trauma, and Disaster: A Clinician's Guide*. SAGE Publications.
Levers, L. L., & Levers, L. L. (2012). *Trauma counseling: Theories and interventions* (p. 533). Springer Pub.
- 4.2 Panlilio, C. C. (2019). *Trauma-Informed Schools*. Springer International Publishing.
- 4.3 Levers, L. L., & Levers, L. L. (2012). *Trauma counseling: Theories and interventions* (p. 533). Springer Pub.
- 4.4 <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3181588/>

Module 5: Teacher-Specific Module (15 Hours)

In this module, students will get exposure to

- Case Studies
- Role-Plays
- Reflective Writing/Field Trips
- Skill Building Workshop with Guest Faculty
- Media Analysis - Analyze films, documentaries, or news articles that portray themes of trauma and resilience, and discuss the accuracy of their depictions and the ethical considerations involved
- Self-care Plans- Guide students in developing personalized self-care plans to prevent burnout and compassion fatigue while working in trauma-sensitive environments
- Traum-informed interventions/EMDR Training

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1. Overstreet, S., & Chafouleas, S. M. (2016). Trauma-informed schools: Introduction to the special issue. *School Mental Health*, 8, 1-6.
2. Black, L. L., & Flynn, S. V. (2020). *Crisis, Trauma, and Disaster: A Clinician's Guide*. SAGE Publications.
3. Luber, M. (Ed.). (2018). *Eye movement desensitization and reprocessing (EMDR) therapy scripted protocols and summary sheets: Treating trauma in somatic and medical related conditions*. Springer Publishing Company.

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

1. Brewer-Smyth, K. (2022). *Adverse Childhood Experiences: The Neuroscience of Trauma, Resilience and Healing Throughout the Life Course*. Springer Nature.



2. Gerber, M. R. (Ed.). (2019). Trauma-informed healthcare approaches: A guide for primary care. Springer.
3. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6924542/>
4. <https://www.tandfonline.com/toc/zept20/current>
5. <https://cpe.psychopen.eu/index.php/cpe/article/view/2363/2363.html>
6. <https://www.sciencedirect.com/science/article/abs/pii/S1084952116305043>

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

- Case discussions
- Lab-Practical demonstration of the trauma informed psychotherapy

Mode Of Transaction

- Offline

ASSESSMENT RUBRICS

Evaluation Type	Mark Weightage
End Semester Evaluation	50%
Continuous Evaluation	50%
Quiz/Debates	20
Open book exam/Take home exam/Test paper/Small project/Oral presentation/ Viva	30
Open book exam/Take home exam/Test paper/Small project/Oral presentation/Viva	30
Take home assignment/ Movie reviews/Article analysis	20
Total	100



Sample Questions to test Outcomes.

1. Explain the ethical aspects of trauma-informed research
2. Discuss the basic steps of EMDR therapy
3. What are the basic methods of trauma-informed assessments?
4. Elaborate on psychological theories of PTSD and its implications in trauma-informed care
5. What is the integrative model of trauma?
6. Define psychotraumatology and explain the science behind trauma-informed care

Employability for the Course/Programme

- Hospital settings as a psychologist
- Trauma-informed care Counsellor
- Disaster management organizations





SEMESTER X

SUICIDOLOGY AND SUICIDE PREVENTION

KU10DSSPSY503

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
X	DSS	500-599	KU10DSSPSY503	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	1	50	50	100	2

ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Descriptions:

The course aims to provide students with a deep understanding of suicidology and suicide prevention, equipping them with the knowledge and skills to recognize risk factors, intervene effectively, and advocate for mental health support. Through exploration of psychological, biological, and sociocultural factors, students gain insights and empathy. By fostering critical thinking and evidence-based approaches, the course empowers students to contribute meaningfully to suicide prevention efforts, working towards a world where every individual feels valued and supported.

Course Objectives:

1. To explore psychological, biological, and sociocultural factors influencing suicidal behavior
2. To develop skills in risk assessment, crisis intervention, and postvention support.
3. To advocate for policies and practices that promote mental health and reduce suicide rates.
4. To understand the epidemiology of suicide and its impact on individuals and communities.

Course Pre-requisites: Successful completion of a 4-year Bachelor's Honours Degree in Clinical Psychology/Psychology or an equivalent program in Psychology



COURSE OUTCOME

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO No.	Expected Outcome	Learning Domains
C01	Understand factors contributing to suicide and its prevention.	U
C02	Apply evidence-based approaches to assess suicide risk, intervene in crisis situations, and provide postvention support.	A
C03	Critically evaluate the effectiveness of various suicide prevention strategies for culturally sensitive and community-based interventions.	E
C04	Apply the knowledge, skills, and empathy necessary to contribute meaningfully to suicide prevention efforts in professional and personal contexts.	A

Remember (K), Understand (U), Apply(A), Analyze (An), Evaluate(E), Create (C)

Mapping of Course Outcomes to PSOs/PO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11
CO1					✓	✓	✓				✓
CO2	✓		✓	✓	✓			✓			✓
CO3		✓	✓			✓	✓		✓	✓	✓
CO4	✓		✓	✓	✓	✓		✓			✓

COURSE CONTENTS

Module 1: EXPLORING THE DEPTH AND IMPACT OF SUICIDE (10 Hours)

- 1.1 Development of definitions of suicidal behaviour, Difference Between Suicide and Self-Harm
- 1.2 International perspectives on non- suicidal self- injury
- 1.3 Extended suicide
- 1.4 Theories of Suicidal Behaviour: Social theories, Psychoanalytic, Psychological theories of suicidal behaviour, Biological theories and Neurobiology and the genetics of suicide.



Suggested readings specific to the module.

- 1.1 Wasserman, D. (2021). Oxford Textbook of Suicidology and Suicide Prevention (2nd ed.). United Kingdom: Oxford University Press
Sadek, J. (2019). Clinician's Guide to Suicide Risk Assessment and Management. Switzerland AG : Springer Nature. <https://doi.org/10.1007/978-3-319-77773-3>
- 1.2 Wasserman, D. (2021). Oxford Textbook of Suicidology and Suicide Prevention (2nd ed.). United Kingdom: Oxford University Press
Sadek, J. (2019). Clinician's Guide to Suicide Risk Assessment and Management. Switzerland AG : Springer Nature. <https://doi.org/10.1007/978-3-319-77773-3>
- 1.3 Wasserman, D. (2021). Oxford Textbook of Suicidology and Suicide Prevention (2nd ed.). United Kingdom: Oxford University Press
Sadek, J. (2019). Clinician's Guide to Suicide Risk Assessment and Management. Switzerland AG : Springer Nature. <https://doi.org/10.1007/978-3-319-77773-3>
- 1.4 Wasserman, D. (2021). Oxford Textbook of Suicidology and Suicide Prevention (2nd ed.). United Kingdom: Oxford University Press
Sadek, J. (2019). Clinician's Guide to Suicide Risk Assessment and Management. Switzerland AG : Springer Nature. <https://doi.org/10.1007/978-3-319-77773-3>

Module 2: PSYCHIATRIC DETERMINANTS OF SUICIDE (20 Hours)

- 2.1 Mood and anxiety disorders in suicide and suicide attempters. Post- traumatic stress disorder and risk for suicide in combat veterans. Alcohol, other psychoactive substance use disorders, and suicide
- 2.2 Suicide among people with psychosis in schizophrenia spectrum: epidemiology and prevention. Suicidal behaviour and bipolar disorder: risk and resilience factors
- 2.3 Suicidal behaviour and nonsuicidal self- injury among patients with eating disorders. Adjustment disorder and suicide in adult and youth population
- 2.4 Risk for suicidal behaviour in personality disorders

Suggested readings specific to the module.

- 2.1 Wasserman, D. (2021). Oxford Textbook of Suicidology and Suicide Prevention (2nd ed.). United Kingdom: Oxford University Press
- 2.2 Wasserman, D. (2021). Oxford Textbook of Suicidology and Suicide Prevention (2nd ed.). United Kingdom: Oxford University Press
- 2.3 Wasserman, D. (2021). Oxford Textbook of Suicidology and Suicide Prevention (2nd ed.). United Kingdom: Oxford University Press
- 2.4 Wasserman, D. (2021). Oxford Textbook of Suicidology and Suicide Prevention (2nd ed.). United Kingdom: Oxford University Press

Module 3: SUICIDE RISK ASSESSMENT (10 Hours)

- 3.1 Cognitive biases in suicide risk assessment
- 3.2 Psychometric Measures: Scales for the evaluation of suicide risk. Clinical Measures: The role of the clinical interview in suicide risk assessment, Recognizing a suicide crisis in psychiatric patients. Biological Measures : Biological predictors of suicidal behaviour in mood disorders, Neuroimaging of suicidal behaviour: a decade of progress
- 3.3 Common Challenges in Suicide Risk Assessment
- 3.4 The Suicide Risk Assessment Process. Suicide Risk Assessment Tools and Instruments



Suggested readings specific to the module.

- 3.1 Wasserman, D. (2021). Oxford Textbook of Suicidology and Suicide Prevention (2nd ed.). United Kingdom: Oxford University Press
Sadek, J. (2019). Clinician's Guide to Suicide Risk Assessment and Management. Switzerland AG : Springer Nature. <https://doi.org/10.1007/978-3-319-77773-3>
- 3.2 Wasserman, D. (2021). Oxford Textbook of Suicidology and Suicide Prevention (2nd ed.). United Kingdom: Oxford University Press
Sadek, J. (2019). Clinician's Guide to Suicide Risk Assessment and Management. Switzerland AG : Springer Nature. <https://doi.org/10.1007/978-3-319-77773-3>
- 3.3 Wasserman, D. (2021). Oxford Textbook of Suicidology and Suicide Prevention (2nd ed.). United Kingdom: Oxford University Press
Sadek, J. (2019). Clinician's Guide to Suicide Risk Assessment and Management. Switzerland AG : Springer Nature. <https://doi.org/10.1007/978-3-319-77773-3>
- 3.4 Wasserman, D. (2021). Oxford Textbook of Suicidology and Suicide Prevention (2nd ed.). United Kingdom: Oxford University Press
Sadek, J. (2019). Clinician's Guide to Suicide Risk Assessment and Management. Switzerland AG : Springer Nature. <https://doi.org/10.1007/978-3-319-77773-3>

Module 4: SUICIDE PREVENTION AND MANAGEMNET OF SUICIDALITY (20 Hours)

- 4.1 Health Care Strategies. Early Detection. Early detection and management of suicidal patients in primary care, Crisis Hotlines
- 4.2 Treatment: Pharmacological and other biological treatments of suicidal individuals, Countertransference in the treatment of suicidal patients, The psychological and behavioural treatment of suicidal behaviour. Dialectical behaviour therapy for suicidal individuals. Cognitive and other therapies for suicidal individuals. Family psychoeducation after a suicide attempt
- 4.3 Survivors of Suicide Loss : Suicide loss: characteristics and support for people bereaved by suicide, Clinicians after the suicide of their patients. Shame and Guilt in Suicide and Survivors
- 4.4 Public Health Strategies; Awareness and Education : Suicide prevention by education and the moulding of attitudes, Universal suicide prevention in schools, Multilevel approaches in adult suicide Prevention, The role of mass media. Controlling the Access to Means of Suicide

Suggested readings specific to the module.

- 4.1 Wasserman, D. (2021). Oxford Textbook of Suicidology and Suicide Prevention (2nd ed.). United Kingdom: Oxford University Press
Sadek, J. (2019). Clinician's Guide to Suicide Risk Assessment and Management. Switzerland AG : Springer Nature. <https://doi.org/10.1007/978-3-319-77773-3>
- 4.2 Wasserman, D. (2021). Oxford Textbook of Suicidology and Suicide Prevention (2nd ed.). United Kingdom: Oxford University Press
Sadek, J. (2019). Clinician's Guide to Suicide Risk Assessment and Management. Switzerland AG : Springer Nature. <https://doi.org/10.1007/978-3-319-77773-3>
- 4.3 Wasserman, D. (2021). Oxford Textbook of Suicidology and Suicide Prevention (2nd ed.). United Kingdom: Oxford University Press
Sadek, J. (2019). Clinician's Guide to Suicide Risk Assessment and Management. Switzerland AG : Springer Nature. <https://doi.org/10.1007/978-3-319-77773-3>
- 4.4 Wasserman, D. (2021). Oxford Textbook of Suicidology and Suicide Prevention (2nd ed.). United Kingdom: Oxford University Press
Sadek, J. (2019). Clinician's Guide to Suicide Risk Assessment and Management.



Switzerland AG : Springer Nature. <https://doi.org/10.1007/978-3-319-77773-3>

Module 5: Teacher Specific Module (15 Hours).

- Students should host workshops to educate others about the warning signs of suicide, how to support someone who may be at risk, and where to seek help. Invite mental health professionals to lead these workshops.
- Invite experts in suicidology and suicide prevention to speak on campus. They can discuss the latest research, effective prevention strategies, and the importance of mental health awareness.
- Screen documentaries or films related to suicide prevention and mental health. Follow the screening with a discussion led by mental health professionals to facilitate dialogue and understanding. Prepare a training module for prevention and management.
- Evaluation will be based on the activity carried out by the student, student involvement and the effectiveness of the activity.

Core Compulsory Readings

1. Leo, D.D. & Dieskstra, R.F.W. (2002). *Suicide Prevention A Holistic Approach*. NewYork: Kluwer Academic Publishers
2. Sadek, J. (2019). *Clinician's Guide to Suicide Risk Assessment and Management*. Switzerland AG : Springer Nature. <https://doi.org/10.1007/978-3-319-77773-3>
3. Wasserman, D. (2021). *Oxford Textbook of Suicidology and Suicide Prevention (2nd ed.)*. United Kingdom: Oxford University Pres

Core Suggested Readings

1. Henden, J. (2008). *Preventing Suicide The Solution Focused Approach*. England: JohnWiley & Sons, Ltd.

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

- Lecturing, Group Discussions, Classroom activities, Debates, Flipped classroom.
- Assessments related to suicidology
- News event discussions on suicides

Mode of Transaction: offline/Online



ASSESSMENT RUBRICS

EVALUATION TYPE		MARK WEIGHTAGE
END SEMESTER EVALUATION		50%
CONTINUOUS EVALUATION		50%
a)	Activity Report (Module 5)	20%
b)	Test Paper -1/ Quiz/Debates	30%
c)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/ Viva	30%
d)	Take home assignment/ Movie reviews/Article analysis	20%
Total		100%

Sample Questions to test Outcomes.

1. Explain Theoretical perspectives of suicidology
2. Evaluate different determinants of suicide behaviour
3. Explain the different approaches to manage suicidality
4. Evaluate the public preventive methods of suicid

Employability of the course

- Suicide Hotline Counsellor
- Psychologist



SEMESTER X
MARITAL AND FAMILY THERAPY
KU10DSSPSY504

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
X	DSS	500-599	KU10DSSPSY504	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	1	50	50	100	2

ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Introduction:

In Marital and Family Therapy, we'll explore the dynamics of relationships and families, analyzing various theoretical perspectives and intervention strategies. Through examining communication patterns, power dynamics, and cultural influences, we'll develop a nuanced understanding of familial interactions. By the course's end, students will possess practical skills to navigate complex relational dynamics and facilitate positive change within couples and families.

Course Objectives:

- To understand the theoretical foundation of marital and family therapy, including assessment and intervention strategies.
- To analyze the influence of communication patterns, power dynamics, and cultural factors on relationships and families.
- To develop culturally competent and ethical approaches to promote positive change and resilience within diverse familial contexts.

Course Pre-requisites: Successful completion of a 4-year Bachelor's Honours Degree in Clinical Psychology/Psychology or an equivalent program in Psychology



COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO No.	Expected Outcome	Learning Domains
C01	Gain a comprehensive understanding of the theoretical frameworks underpinning marital and family therapy, enabling students to critically evaluate and apply various models in clinical practice.	U
C02	Acquire proficiency in conducting assessments of relational dynamics and family functioning, utilizing appropriate tools and techniques to identify strengths, challenges, and areas for intervention.	An
C03	Develop competency in designing and implementing effective therapeutic interventions tailored to the unique needs of individuals, couples, and families, while considering cultural sensitivity and ethical considerations.	A
C04	Demonstrate the ability to foster resilience and facilitate positive change within relationships and families, applying evidence-based strategies to address communication breakdowns, power imbalances, and other challenges commonly encountered in therapeutic settings.	U

Remember (K), Understand (U), Apply(A), Analyze (An), Evaluate(E), Create (C)

Mapping of Course Outcomes to PSOs/POs

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PS O8	PS O9	PS O10	PS O11
CO 1	✓		✓	✓	✓	✓	✓	✓			✓
CO 2	✓		✓				✓	✓			✓
CO 3	✓	✓	✓	✓	✓		✓	✓			✓
CO 4	✓	✓	✓		✓	✓	✓	✓		✓	✓

COURSE CONTENTS

Module 1: Foundations of Marriage and Family Therapy (15 Hours)

- 1.1 The history of marriage And family therapy
- 1.2 General Systems Theory, Cybernetics, and Family Therapy
- 1.3 Contextual Issues in Couple and Family Therapy: Gender, Sexual Orientation
- 1.4 Culture, and Spirituality



Suggested readings specific to the module.

- 1.1 Bischoff, R. J. (2003). Research in marriage and family therapy. In L. L. Hecker & J. L. Wetchler (Eds.), An introduction to marriage and family therapy (pp. 539–590). Haworth Clinical Practice Press
- 1.2 Bischoff, R. J. (2003). Research in marriage and family therapy. In L. L. Hecker & J. L. Wetchler (Eds.), An introduction to marriage and family therapy (pp. 539–590). Haworth Clinical Practice Press
- 1.3 Bischoff, R. J. (2003). Research in marriage and family therapy. In L. L. Hecker & J. L. Wetchler (Eds.), An introduction to marriage and family therapy (pp. 539–590). Haworth Clinical Practice Press
- 1.4 Bischoff, R. J. (2003). Research in marriage and family therapy. In L. L. Hecker & J. L. Wetchler (Eds.), An introduction to marriage and family therapy (pp. 539–590). Haworth Clinical Practice Press

Module 2: Theoretical and Methodological Issues (15 Hours)

- 2.1 The Current Status of Theorizing About Families, The Demography of Families
- 2.2 Quantitative Methodology for Family Science
- 2.3 Qualitative Family Research: Enduring Themes and Contemporary Variations
- 2.4 Feminism and Families,

Suggested readings specific to the module.

- 2.1 Bush, K. R., & Peterson, G. W. (2013). Parent-child relationships in diverse contexts. In G. W. Peterson & K. R. Bush (Eds.), Handbook of marriage and the family (3rd ed., pp. 275–302). Springer Science + Business Media. https://doi.org/10.1007/978-1-4614-3987-5_13
- 2.2 Bush, K. R., & Peterson, G. W. (2013). Parent-child relationships in diverse contexts. In G. W. Peterson & K. R. Bush (Eds.), Handbook of marriage and the family (3rd ed., pp. 275–302). Springer Science + Business Media. https://doi.org/10.1007/978-1-4614-3987-5_13
- 2.3 Bush, K. R., & Peterson, G. W. (2013). Parent-child relationships in diverse contexts. In G. W. Peterson & K. R. Bush (Eds.), Handbook of marriage and the family (3rd ed., pp. 275–302). Springer Science + Business Media. https://doi.org/10.1007/978-1-4614-3987-5_13
- 2.4 Bush, K. R., & Peterson, G. W. (2013). Parent-child relationships in diverse contexts. In G. W. Peterson & K. R. Bush (Eds.), Handbook of marriage and the family (3rd ed., pp. 275–302). Springer Science + Business Media. https://doi.org/10.1007/978-1-4614-3987-5_13

Module 3: Special Issues and Topics in Marriages and Family Therapy (15 Hours)

- 3.1 Couple Therapy
- 3.2 Communication Training, Marriage Enrichment, and Premarital Counseling
- 3.3 Sexual Disorders and Sex Therapy
- 3.4 Special Topics in Family Therapy: Mental Illness, Physical Illness, Substance Abuse, Family Violence, and Divorce, Ethical, Legal, and Professional Issues in Marriage and Family Therapy

Suggested readings specific to the module.

- 3.1 Bischoff, R. J. (2003). Research in marriage and family therapy. In L. L. Hecker & J. L. Wetchler (Eds.), An introduction to marriage and family therapy (pp. 539–590). Haworth Clinical Practice Press



- 3.2 Bischoff, R. J. (2003). Research in marriage and family therapy. In L. L. Hecker & J. L. Wetchler (Eds.), *An introduction to marriage and family therapy* (pp. 539–590). Haworth Clinical Practice Press
- 3.3 Bischoff, R. J. (2003). Research in marriage and family therapy. In L. L. Hecker & J. L. Wetchler (Eds.), *An introduction to marriage and family therapy* (pp. 539–590). Haworth Clinical Practice Press
- 3.4 Bischoff, R. J. (2003). Research in marriage and family therapy. In L. L. Hecker & J. L. Wetchler (Eds.), *An introduction to marriage and family therapy* (pp. 539–590). Haworth Clinical Practice Press

Module 4: Diversity in Family Life and Application of Family Social Science, (15 Hours)

- 4.1 Family Lives of Lesbian and Gay Adults
- 4.2 Social Policies and Families Through an Ecological Lens
- 4.3 Families and Communities: A Social Organization Theory of Action and Change
- 4.4 Family Life Education: Issues and Challenges in Professional Practice, Family Therapy: An “Emerging Field”, Teaching About Family Science as a Discipline

Suggested readings specific to the module.

- 4.1 Bush, K. R., & Peterson, G. W. (2013). Parent-child relationships in diverse contexts. In G. W. Peterson & K. R. Bush (Eds.), *Handbook of marriage and the family* (3rd ed., pp. 275–302). Springer Science + Business Media. https://doi.org/10.1007/978-1-4614-3987-5_13
- 4.2 Bush, K. R., & Peterson, G. W. (2013). Parent-child relationships in diverse contexts. In G. W. Peterson & K. R. Bush (Eds.), *Handbook of marriage and the family* (3rd ed., pp. 275–302). Springer Science + Business Media. https://doi.org/10.1007/978-1-4614-3987-5_13
- 4.3 Bush, K. R., & Peterson, G. W. (2013). Parent-child relationships in diverse contexts. In G. W. Peterson & K. R. Bush (Eds.), *Handbook of marriage and the family* (3rd ed., pp. 275–302). Springer Science + Business Media. https://doi.org/10.1007/978-1-4614-3987-5_13
- 4.4 Bush, K. R., & Peterson, G. W. (2013). Parent-child relationships in diverse contexts. In G. W. Peterson & K. R. Bush (Eds.), *Handbook of marriage and the family* (3rd ed., pp. 275–302). Springer Science + Business Media. https://doi.org/10.1007/978-1-4614-3987-5_13

Module 5: Teachers Specific Module (15 Hours)

- Assessments in Family and Marital Therapy
- Workshops
- Invited Guest Talks
- Case Formulation of Family and Marital Issues

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1. Bush, K. R., & Peterson, G. W. (2013). Parent-child relationships in diverse contexts. In G. Peterson & K. R. Bush (Eds.), *Handbook of marriage and the family* (3rd ed., pp. 275–302). Springer Science + Business Media. https://doi.org/10.1007/978-1-4614-3987-5_13
2. Bischoff, R. J. (2003). Research in marriage and family therapy. In L. L. Hecker & J. L. Wetchler (Eds.), *An introduction to marriage and family therapy* (pp. 539–590). Haworth Clinical Practice Press



- Keitner, G. I., Heru, A. M., & Glick, I. D. (2009). Clinical Manual of Couples and Family Therapy. American Psychiatric Pub.

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)
List

Lmft-S, L. M. P. L. (2011). Marriage and family therapy: A Practice-Oriented Approach. Springer Publishing Company.

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

- Lecture Demonstration, Lecture with demonstration, Group discussion, Focused group discussion, Cooperative learning, Brainstorming, Collaborative learning, Case based study, Case analysis

Mode Of Transaction: Offline/Online

ASSESSMENT RUBRICS

Evaluation Type		Marks
End Semester Evaluation		50%
Continuous Evaluation		50%
a)	Quiz/Debates	20%
b)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/ Viva	30%
c)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/Viva	30%
d)	Take home assignment/ Movie reviews/Article analysis	20%
Total		100%

Sample Questions to test Outcomes.

- Evaluate theories of family therapy
- Describe about Marriage Enrichment and Premarital Counseling

Employability for the Course /Programme

- Family Therapist
- Premarital Counsellor



SEMESTER: X

DISABILITY AND REHABILITATION

KU10DSSPSY505

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
X	DSS	500-599	KU10DSSPSY505	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	1	50	50	100	2

Course Description:

This course introduces the concepts related to disability and rehabilitation. It includes basic concepts of disability and rehabilitation, special education, legal aspects of disability, policies and mental health act of India, diversity in disability and rehabilitation, Impact of illness and Disability and Interventions. This course helps students to gain hands-on experience in dealing with student diversity in the Indian context. Further, it will provide the students with the skills needed to successfully handhold and enhance the opportunities and outcomes of students/adult with disabilities.

Course Objectives:

To make students understand student diversity and the nature of disabilities that students in regular schools bring in with them.

- To help the student to understand the concept of disability and related disorders.
- To help students appreciate the underpinning concepts, theories, evidence-based interventions, and legality surrounding special education/inclusive education.
- To make students assess, plan, implement, evaluate, and revise interventions to help diverse students and students with different disabilities get included in society.
- To work towards converting schools into inclusive schools.

Course Prerequisites: Successful completion of a 4-year Bachelor's Honours Degree in Clinical Psychology/Psychology or an equivalent program in Psychology



COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO No	Expected Outcome	Learning Domains
C01	Understand the basic concepts, policies, and mental health act of disability and rehabilitation	U
C02	Analyse the merits of the underpinning concepts, theories, and evidence-based interventions, which support students with special needs in regular schools.	An
C03	Assess, plan and implement individualised interventions to help people with different disabilities to get included in society.	A
C04	Applying rehabilitation principles for various debilitating conditions	A

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs/POs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11
CO1	✓					✓		✓			
CO2	✓			✓			✓			✓	
CO3	✓	✓		✓	✓					✓	
CO4	✓		✓								✓

COURSE CONTENT

Module 1: Disability and Rehabilitation (15 Hours)

- 1.1 The concept of Disability and Rehabilitation, Foundation of History of special needs, Underlying principles of special needs of education
- 1.2 Components of Special Education, Legal/Typological and Approaches to special needs education- Inclusive education, Team approaches in special needs education
- 1.3 Disability acts and policies in Indian context, Disability and Public Policy in cultural perspective, legislation for differently abled in India.
- 1.4. Disability Movement, Disability Rights and Disability Studies, Family Care and Work, Gender and Disability. Rehabilitation Council of India and Mental health Acts in India



Suggested readings specific to the module.

- 1.1 Cecil, R. Reynolds and Elaine, F, (2007). Encyclopedia of Special education: a reference for the education of children, adolescents, and adults with disabilities and other exceptional individuals. 3rd Ed, Vol.1.Publisher: John Wiley & Sons.
- 1.2 Michael, F. (2009). *Foundations of special Education: An Introduction*. Ed: q, A John Wiley & Sons, Ltd., Publication.
- 1.3 Karmakar, S. A. N. G. E. E. T. A., & Saxena, V. A. N. D. A. N. A. (2015). Critical Analysis of Education Policies and Acts Related to People with Disability in India. *Journal of Indian Education*, 41(1), 5-18. Addlakha, R. (Ed.). (2020). *Disability studies in India: Global discourses, local realities*. Taylor & Francis.
- Karna, G. N. (2010). *Disability studies in India: The Kerala experience*. *International Journal of Therapy and Rehabilitation*, 17(9), 456-457.
- Bedi, S. (2019). *The differently abled: Exploring the rights and legislation in India. Inclusion, Equity and Access for Individuals with Disabilities: Insights from Educators across World*, 19-40.
- 1.4 Addlakha, R. (Ed.). (2020). *Disability studies in India: Global discourses, local realities*. Taylor & Francis.

Module 2 Diversity in Disability (15 Hours)

- 2.1 Disability Identity and Disability Culture, Models of disability: Biomedical model, Biopsychosocial model, Functional and Environmental model, Sociopolitical model, The power of models, and Implications
- 2.2 Students with special educational needs: Intellectual Disability, Autism Spectrum Disorder, Learning Disability, Speech, Language and Hearing Disability, Disability associated with chronic mental illness, and Disability related to Physical conditions.
- 2.3 Assessment and functioning of disability: Assessment of impairment, Assessment of functioning, Assessment of insight, Assessment of side effects, and Disability assessment and certification (Government of India Guidelines)
- 2.4 Assessment of recovery, empowerment, strength, quality of life and perception of care

Suggested readings specific to the module.

- 2.1 Marini, I., CRC, C., Leming, A. R., & Bishop, M. (Eds.). (2023). *The Psychological and Social Impact of Chronic Illness and Disability*. Springer Publishing
- Orto, D.A., & Power, P.W. (Eds). (2007). *The Psychological and Social impact of Chronic Illness and Disability*. Springer Publishing.
- 2.2 American Psychiatric Association, D. S. M. T. F., & American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: DSM-5 (Vol. 5, No. 5)*. Washington, DC: American psychiatric association.
<https://pressbooks.pub/uwgedpsych/chapter/students-with-special-educational-needs/>



- 2.3 King, R., Lloyd, C., Meehan, T., Deane, F., & Kavanagh, D. (Eds.). (2012). Manual of psychosocial rehabilitation. John Wiley & Sons.
<http://www.ccdisabilities.nic.in/actsguideline/guidelines-evaluation-various-disabilities-and-procedure-certification>
- 2.4 King, R., Lloyd, C., Meehan, T., Deane, F., & Kavanagh, D. (Eds.). (2012). Manual of psychosocial rehabilitation. John Wiley & Sons.(Chapter 4 & 5)

Module 3 Impact of illness and Disability (15 Hours)

- 3.1 Psychological adaptation of chronic illness and disability, Objective awareness and Stigma, Psychosocial issues of women with physical disabilities
- 3.2 Family issues in Illness and Disability: Family Decision making, Mothers with physical disabilities and well-being, Parenting a child with chronic medical condition.
- 3.3 Psychiatric and Psychological Issues in survivors of major disasters
- 3.4 Principles relating to disability and psychological adjustment.

Suggested readings specific to the module.

- 3.1 Orto, D.A., & Power, P.W. (Eds). (2007). The Psychological and Social impact of Chronic Illness and Disability. Springer Publishing. (Chapter 8, 9 & 10)
- 3.2 Orto, D.A., & Power, P.W. (Eds). (2007). The Psychological and Social impact of Chronic Illness and Disability. Springer Publishing. (Chapter 16, 17 & 18)
- 3.3 Orto, D.A., & Power, P.W. (Eds). (2007). The Psychological and Social impact of Chronic Illness and Disability. Springer Publishing. (Chapter 13)
- 3.4 Orto, D.A., & Power, P.W. (Eds). (2007). The Psychological and Social impact of Chronic Illness and Disability. Springer Publishing. (Chapter 15)

Module 4 Intervention and Therapeutic Skills in Rehabilitation (15 Hours)

- 4.1 Construct of hope in Rehabilitation, Deciding on life changes: The role of Motivational Interviewing, (MI) and MI intervention method.
- 4.2 Cognitive remediation
- 4.3 Intervention model specific to Learning Disabilities, Autism Spectrum Disorder, Intellectual Disability
- 4.4 Disability management related to War, Death, and Bereavement, Geriatric rehabilitation in the perspective of successful aging intervention, Users of Assistive Technology: Human components.

Suggested readings specific to the module.

- 4.1 King, R., Lloyd, C., Meehan, T., Deane, F., & Kavanagh, D. (Eds.). (2012). Manual of psychosocial rehabilitation. John Wiley & Sons. (Chapter 6)
- 4.2 King, R., Lloyd, C., Meehan, T., Deane, F., & Kavanagh, D. (Eds.). (2012). Manual of psychosocial rehabilitation. John Wiley & Sons. (Chapter 9)
- Roger P. and George, A. G. (2008), Teaching Students with Learning Disabilities: A Step-by-Step Guide for Educators, Corwin Press, A SAGE Company, Pvt. Ltd. 2455 Teller Road. Thousands Oaks, California 91320.



4.3 Roger, G.G. (2007), *Understanding, Developing, and Writing Effective IEPs*, Corwin Press A SAGE Publications Company 2455 Teller Road Thousand Oaks, California 91320 www.corwinpress.com.

Sicilie, K. and Chental, (2006), *Adolescents on the autism spectrum: a parent's guide to the cognitive, social, physical, and transition needs of teenagers with autism spectrum disorders*. Perigee Trade; The Berkley Publishing Group

4.4 Orto, D.A., & Power, P.W. (Eds). (2007). *The Psychological and Social impact of Chronic Illness and Disability*. Springer Publishing. (Chapter 26 & 30)

Module 5: Teacher Specific Module (15 Hours)

- NIMHANS Index of Specific Learning Disabilities
- Malin's Intelligence Scale for Indian Children/SPM/WISC/BKT
- Diagnostic test of learning disability by Swarup Mehtha & D H Mehtha.
- Specific Learning Disabilities Diagnostic Test (Malayalam)
- Indian Scale for Assessment of Autism (ISAA)
- Disability and Rehabilitation Institutional Visit

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

- Cecil, R. Reynolds and Elaine, F. (2007). *Encyclopedia of Special education: a reference for the education of children, adolescents, and adults with disabilities and other exceptional individuals*. 3rd Ed, Vol.1. Publisher: John Wiley & Sons.
- Deiner, P. L. (2005). *Resources for educating children with diverse abilities: birth through eight* (4th Ed.). New York: Thomson.
- Johns, B, McGrath, Z, and Mathur, R. (2010). *The many Faces of Special Educators: their unique talents in working with students with special Needs and in life*. Rowman & Lifflefield Education A division of Rowman & Littlefield Publishers, INC. Lanham. New York. Toronto, Plymouth, U.K.
- Michael, F. (2009). *Foundations of special Education: An Introduction*. Ed: q, A John Wiley & Sons, Ltd., Publication.

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks) L

- Roger P. and George, A. G. (2008), *Teaching Students with Learning Disabilities: A Step-by-Step Guide for Educators*, Corwin Press, A SAGE Company, Pvt. Ltd. 2455 Teller Road. Thousands Oaks, California 91320.
- Roger, G.G. (2007), *Understanding, Developing, and Writing Effective IEPs*, Corwin Press A SAGE Publications Company 2455 Teller Road Thousand Oaks, California 91320 www.corwinpress.com.
- Sicilie, K. and Chental, (2006), *Adolescents on the autism spectrum: a parent's guide to the cognitive, social, physical, and transition needs of teenagers with autism spectrum disorders*. Perigee Trade; The Berkley Publishing Group



Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

- Group discussion
- Case-based learning
- Brainstorming
- Collaborative learning
- Problem-based learning
- Explicit Teaching, E-learning (Video)
- Interactive Instruction: Active cooperative learning, Seminars, Group Assignments, Library work and Group discussion
- Presentation by individual student/ Group representative

Mode Of Transaction: Offline/Online

ASSESSMENT RUBRICS

Marks/Weightage

End Semester Evaluation	50%
● Continuous Evaluation	50%
● Internal Examination	40%
● Assignment as mentioned in the teacher specific module	20%
● Seminar/Debate/Discussion/..etc	40%

Sample Questions to test Outcomes.

1. Define the concept of disability
2. Discuss the types of disability
3. What are the prevailing policies related to disability certification in the Indian context?
4. Outline the rehabilitation plan for an adult with multiple disability

Employability for the Course/Programme

- Psychologist at Rehabilitation centres



SEMESTER X
CAPSTONE RESEARCH PROGRAM
KU10RPHPSY501

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
X	RPH	500-599	KU10RPHPSY501	20	540

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
-	4	16	50	50	100	Viva-Voce 30 Min.

ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Description:

Each student is to undertake research work on his/her area of specialization. Each student would be assigned a supervising teacher. The student in consultation with the supervisor identifies a topic for inquiry and gets the approval of the supervisor. Subsequently, the student develops a research proposal and gets the approval of the supervising teacher. With continuous guidance and supervision, the student completes the research work and writes a report in the form of a master's degree dissertation, and submits it to the department. Each student will conduct research work on the approved topic following strong scientific rigor and ethical standards. Ethical standards would be followed at all the stages of the inquiry. With continuous and all-round guidance and supervision of the supervising teacher, each student would complete the work, write the research report, and submit the final version of the dissertation to the school. Finally, every student would present and defend his/her dissertation before a panel of examiners and other students as part of the evaluation.

Course Objectives

- To enable students to plan a scientific inquiry and develop a scientifically strong research proposal.
- To empower students to choose the most suitable research methods to undertake a particular study.
- To help students develop skills for data collection and analyze research data by using basic and advanced quantitative and qualitative methods.



- To develop competency to write a dissertation by following the APA format.

Course Pre-requisites: Successful completion of a 4-year Bachelor’s Honours Degree in Clinical Psychology/Psychology or an equivalent program in Psychology

COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO No.	Expected Outcome	Learning Domains
C01	Develop competency to conduct any given research in the fields of Psychology/Behavioral sciences	A
C02	Develop cultural competence by working with diverse populations.	A
C03	Plan and execute a research project in a specified time frame.	C
C04	Develop research aptitude and ethical integrity	A

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs/Pos

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11
CO1	✓		✓	✓		✓		✓			
CO2	✓		✓				✓				
CO3	✓	✓	✓		✓				✓		✓
CO4	✓		✓							✓	

COURSE CONTENTS

This, being a research-based dissertation, would not have modules found in conventional courses. However, the dissertation work would follow a sequence of seven phases as listed below, though



deviations would be entertained wherever necessary, the phases typical of a dissertation are listed below:

Modules

This, being a research-based dissertation, would not have modules found in conventional courses. However, the dissertation work would follow a sequence of seven phases as listed below, though deviations would be entertained wherever necessary, the phases typical of a dissertation are listed below:

Phase I: Selection of The Research Area and Topic

In this phase, the student in consultation with the supervising teacher, identifies the research area and a topic.

Phase II: Development of a Research Proposal

The student, with close supervision by the supervising teacher, develops a proposal and get it approved by the School of Behavioral Sciences Research Committee and Ethics Committee of the Institution.

Phase III: Review of Literature

Guided by the supervising teacher, the students undertake an exhaustive review of literature on concepts, theories, research evidences, and methods surrounding the topic of research.

Phase IV: Instrumentation

All the instrument to be used for data collection would either be selected or developed during this stage.

Phase V: Data Collection

The complete data required for the research work would be collected in this stage. Development of a data collection plan and all the pre-data collection formalities would also form part of this stage.

Phase VI: Data Analysis

During this stage, the collected data would be examined, cleaned, and analyzed based on the data analysis plan. Results are interpreted and supplementary analysis, if needed, would also be carried out.

Phase VII: Writing of the Dissertation and Publish the Work

The research output is written in the form of a dissertation following APA format and submitted to the school for final evaluation.

- Ethics committee clearance of the research should be obtained.
- Students are encouraged to prepare the manuscript of the research based on a suitable Journal for publication
- The dissertation should be submitted one month before the 10th Semester End Sem Examination
- Students are encouraged to publish their research work before the 10th-semester end-semester examination. Minimum one publication in Scopus/WoS indexed/UGC care list journals.



- At the end of the 10th semester (before the end semester examination) student should present their research work at a National/international conference/seminar/symposium (Minimum one presentation)

Time Frame of Dissertation Work

Sl.No.	Phases	Target Months
1	Phase I	Department Council will decide according to the University academic calendar well in advance
2	Phase II	
3	Phase III	
4	Phase IV	
5	Phase V	
6	Phase VI	
7	Phase VII	
8	Submission	
9	Manuscript Submission/Publication/Presentation in Conference	

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

Close supervision and Guidance

Mode Of Transaction

- Offline/Supervised work

Assessment Rubrics

Sl.No.	Area	Weightage
1	Statement of the Problem, and Literature Review	10%
2	Methods & Analysis	10%
4	Result, Discussions, Summary, and Implications	10%
5	Manuscript Submission and Publication	20%
6	ESE/Research Presentation & Viva by an external examiner	50%
	Total	100%

Employability for the Course/Programme

- Behavioural Science Researcher
- Teaching at Higher secondary school/college



SEMESTER X
CAPSTONE INTERNSHIP PROGRAM -2
KU10CIPPSY501

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
X	CIP	500-599	KU10CIPPSY501	20	600

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Internship	CE	ESE	Total	
-	-	20	50	50	100	Viva Voce (30 Min.)

Course Description:

This course is intended for the students who opt for the Internship pathway at the 10th Semester. In this course, students will be trained to master essential components of preparing future psychologists to effectively assess, diagnose, and treat mental health disorders. This rigorous training program combines academic coursework and supervised practical experience to equip students with the necessary skills and knowledge to work with diverse populations in a clinical setting. Through this training, aspiring clinical psychologists gain valuable hands-on experience in conducting assessments, providing therapy, and collaborating with multidisciplinary teams, ensuring they are well-prepared to make a positive impact on individuals' mental well-being.

Aim: To train the students to perform psychological assessments and to develop competent and compassionate professionals who are capable of providing evidence-based assessment, diagnosis, and treatment for individuals experiencing mental health challenges.

Objectives: To learn and practice the necessary clinical skills needed to perform Clinical interview, Case history method, Observation method, Psychological evaluation, Understanding basic Psychopathology, Know about the structured psychiatry evaluation proforma (adult) and skills to perform cognitive assessment.

- To understand foundational knowledge on Clinical training to provide students with a comprehensive understanding of the theoretical frameworks, research, and evidence-based practices that inform clinical psychology.
- To equip students with practical skills necessary for clinical practice by learning how to conduct psychological assessments, administer and interpret tests, develop treatment plans, deliver therapy effectively, and engage in case conceptualization.



- To cultivate professional competence by clinical training to foster professional competence by promoting self-awareness, empathy, cultural sensitivity, and ethical decision-making.
- To demonstrate how to establish therapeutic relationships, work collaboratively with clients and interdisciplinary teams, and adhere to professional standards and guidelines.
- To foster self-reflection and personal growth through clinical training to engage in ongoing self-reflection, self-awareness, and personal growth.
- To demonstrate and prepare for licensure and professional practice through necessary educational and supervised experience requirements to become eligible for licensure exams within and outside India to and embark on a successful career in clinical practice.

Course Pre-requisites: Successful completion of a 4-year Bachelor's Honours Degree in Clinical Psychology/Psychology or an equivalent program in Psychology

COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO No	Expected Outcome	Learning Domains
C01	Develop therapy and intervention skills and practical experience	A
C02	Develop cultural competence by working with diverse populations.	A
C03	Apply ethical principles to the clinical practice and gain experience in collaborating with a multidisciplinary team.	A
C04	Develop professional competence, identity and self-reflection in clinical training	A

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)



Mapping of Course Outcomes to PSOs/Pos

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11
CO1	✓						✓	✓			
CO2	✓										
CO3	✓		✓	✓						✓	
CO4	✓	✓		✓	✓	✓				✓	✓

COURSE CONTENTS

The coursework will be a complete one-to-one/ group supervised clinical training under the qualified licensed clinical psychologists at hospitals or rehabilitation centers or special schools or schools. Clinical training involves demonstrations, practice exercises, case presentations & discussions, and Case Based Learning. Practice exercises in methods of clinical psychology research and psychoeducational assessments will help enhance evaluative skills. Discussions and PBL will strengthen critical thinking skills.

Basic Requirements at the end of Internship

1. A detailed case history submission based on the prescribed proforma provided by the School of Behavioral Sciences, Kannur University. A minimum of 15 detailed cases should be submitted and out of 15 cases 5 should be child cases in the child case history proforma.
2. A complete evaluation of the supervised clinical training by the supervisor (licensed clinical psychologist) based on the prescribed proforma
3. Submission of the Logbook to the School of Behavioral Science, Kannur University

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

- Group Discussions
- Case-based learning
- Brainstorming
- Collaborative learning
- Problem-based learning
- Presentation by individual student/ Group representative

Mode Of Transaction: Offline Supervised Clinical Training



ASSESSMENT RUBRICS

	Marks Weightage
End Semester Evaluation	50%
• Clinical Viva	100%
Continuous Evaluation	50%
• Case Records, Attendance in Clinical Training/Maintenance of Log Book	40%
• Clinical Work Evaluation, Detailed Psychotherapy Case history intake (Minimum 15)*	40%
• Case Presentations/ Clinical Viva (Mid Semester)	20%

**Clinicval work will be evaluated by the clinical supervisor out of 40% of the continuous evaluation.*

Case Presentation and Case records will be evaluated at the School

Clinical viva will be conducted at the School of Behavioral Sciences, Kannur University as final end- semester evaluation.

Employability for the Course/Programme

- Psychologist at Hospital Settings/School
- Teaching at Higher secondary school/college



VALUE ADDED COURSES





SEMESTER III
ETHICS AND PROSOCIAL BEHAVIOUR
KU03VACPSY201

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
III	VAC	200-299	KU03VACPSY201	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	-	50	50	100	1 Hr 30 Min.

L=Lecture, T/S= Tutorial/Seminar, P=Practical, ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Introduction:

This course introduces the concept of ethics and pro-social behavior to the students. It helps the students explore different ethical and value-added behaviours at workplace, in family situations and in other social contexts. As higher education aims at orienting a student to be a more socially responsible being, this course contributes positively to it.

Course Objectives:

1. To provide students a conceptual understanding of ethics and their roles in everyday life
2. To help students to develop a sense of right and wrong leading to practical ethical behavior
3. To Inculcate positive family environment, idea of gender equality and professional ethics in students
4. To help students Inculcating Ethical Leadership qualities

Course Pre-requisites:



COURSE OUTCOMES

C01	Understand the concept of ethical world and an ethical way of living	U
C02	Analyse need of ethical practices in higher educational institutions	An
C03	Evaluate and develop pro-social behaviours	E
C04	Apply the concepts and ideas to lead a socially responsible life	A

*Remember (K), Understand (U), Apply (A), Analyze (An), Evaluate(E), Create (C)

Mapping of Course Outcomes to PSOs/POs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO7	PSO 8	PSO 9	PSO1 0	PSO1 1
CO 1	✓		✓			✓			✓	✓	✓
CO 2	✓		✓			✓			✓	✓	
CO 3	✓		✓			✓			✓	✓	
CO 4	✓		✓			✓			✓	✓	

COURSE CONTENTS

Module 1: The idea of an ethical world (15 Hours)

- 1.1 Concept of ethics and values, Culture and ethics, Common challenges to follow ethics and values.
- 1.2 Ethics in community and society, Ethics related to gender equality



- 1.3 Violence against women and other gender minorities, Gender sensitive language and communication, sexism and threat to ethical life
- 1.4 Ethics and values in family, Ethics and values in self-development.

Suggested readings specific to the module.

- 1.1 Landau, RS. Living Ethics. New York: Oxford University Press, 2019.
- 1.2 Nagarazan, R.S. Ethics and Human Values, New Delhi: New Age International Limited.
- 1.3 Singer, P. Applied Ethics. Oxford: Oxford University Press, 1986.
- 1.4 Rachels, J. The Elements of Moral Philosophy. New York: McGraw Hill. 2003.

Module 2: Challenges for Ethical Practices in Institution of Higher Education

- 2.1 Ragging, Suicides, Substance abuse
- 2.2 Plagiarism, Cheating in examination and other fraudulent practices
- 2.3 Need for educational counselling
- 2.4 Ethical leadership in academic institution

Suggested readings specific to the module.

- 2.1 Rachels, J. The Elements of Moral Philosophy. New York: McGraw Hill. 2003.
- 2.2 Singer, P. Applied Ethics. Oxford: Oxford University Press, 1986.
- 2.3 Singer, P. Applied Ethics. Oxford: Oxford University Press, 1986.
- 2.4 Singer, P. Applied Ethics. Oxford: Oxford University Press, 1986.

Module 3: Pro-Social Behaviour

- 3.1 Meaning, origins of pro-social behaviour
- 3.2 Situation centered determinants of pro-social behavior
- 3.3 Perceiver centered- recipient centered determinants of helping
- 3.4 Steps in pro-social behaviour

Suggested readings specific to the module.

- 3.1 Schneider, F.W., Gruman, J A., & Coutts, L.M. (2017). Applied Social Psychology (3rd ed.). California: Sage publications.
- 3.2 Schneider, F.W., Gruman, J A., & Coutts, L.M. (2017). Applied Social Psychology (3rd ed.). California: Sage publications.
- 3.3 Schneider, F.W., Gruman, J A., & Coutts, L.M. (2017). Applied Social Psychology (3rd ed.). California: Sage publications.
- 3.4 Schneider, F.W., Gruman, J A., & Coutts, L.M. (2017). Applied Social Psychology (3rd ed.). California: Sage publications.



Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks)

1. Landau, RS. Living Ethics. New York: Oxford University Press, 2019.
2. Nagarazan, R.S. Ethics and Human Values, New Delhi: New Age International Limited.
3. Singer, P. Applied Ethics. Oxford: Oxford University Press, 1986.
4. Rachels, J. The Elements of Moral Philosophy. New York: McGraw Hill. 2003.
5. Schneider, F.W., Gruman, J A., & Coutts, L.M. (2017). Applied Social Psychology (3rd ed.). California: Sage publications.

Teacher specific module

- Movie/documentary screenings and analysis
- Expert lectures and workshops
- Classroom theatre on real life situations connected to the syllabus
- Self reflective writing sessions

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

- Interactive lectures
- Debates and discussions
- Collaborative pedagogy
- Peer assisted leaning activities

Mode Of Transaction: Offline/Online

ASSESSMENT RUBRICS

Evaluation Type		Mark Weightage
Continuous Evaluation		100%
a)	Quiz/Debates	20%
b)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/ Viva	30%
c)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/Viva	30%
d)	Take home assignment/ Movie reviews/Article analysis	20%



Sample Questions to test Outcomes

1. Explain the concept of ethics and their roles in everyday life
2. Critically examine the value neutrality and relativity of the concepts of right and wrong leading to practical ethical behavior
3. Analyse the professional ethics which are part of the contemporary work culture in India

Create strategies to help students Inculcating ethical Leadership qualities

Employability for the Course /Programme

- Research
- Social Scientist





SEMESTER IV
DRIVING AND ROAD RAGE BEHAVIOUR
KU04VACPSY202

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IV	VAC	200-299	KU03VACPSY201	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	-	50	50	100	1 Hr 30 Min.

L=Lecture, T/S= Tutorial/Seminar, P=Practical, ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Descriptions:

The course aims to provide students with comprehensive insights and practical skills to navigate the road safely and manage road rage effectively. Through a blend of theoretical knowledge and real-world scenarios, students will develop an understanding of defensive driving techniques, road etiquette, and the psychological factors underlying road rage. The course seeks to equip participants with strategies to identify and mitigate potential triggers of road rage, promote empathy and self-awareness while driving, and foster a culture of mutual respect and cooperation on the roads. By the course's end, students will emerge as responsible and courteous drivers, capable of promoting safer road environments and reducing instances of road rage.

Course Objectives:

1. To educate participants on safe driving practices and road etiquette.
2. To equip participants with strategies to recognize and manage road rage behavior.
3. To enhance participants' understanding of the psychological factors contributing to road rage.
4. To promote a culture of empathy, respect, and cooperation among drivers for safer roads.



Course Pre-requisites:

COURSE OUTCOME

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO No.	Expected Outcome	Learning Domains
C01	Understand the core principles of road rage behaviour	U
C02	Understand driving rules in India	U
C03	Evaluate the driving etiquette and common mistakes of driving	E
C04	Apply strategies to deal with road rage behaviour	A

Remember (K), Understand (U), Apply(A), Analyze (An), Evaluate(E), Create (C)

Mapping of Course Outcomes to PSOs/PO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11
CO1		✓									
CO2											
CO3			✓								
CO4	✓	✓		✓		✓		✓			



COURSE CONTENTS

Module 1: DRIVING RULES AND ETIQUETTES (15 Hours)

- 1.1 Important regulations: Drunk Driving, Speed Limits, Seatbelt Laws, Driving Directions, Traffic Road Signs, Legal Driving Age, Laws on Overtaking
General Standards of Driving: Right of Way, Road lanes, Road markings. Emergency vehicles.
- 1.2 Road safety signage and signs in India. Common mistakes of drivers. Driving Under difficult conditions
- 1.3 Helping road crash victims: The golden hour, Priorities of treating a victim, Immediate requirement, ABC rule. Supreme Court ruling on helping injured citizens.
- 1.4 Safety tips for pedestrian, cyclists and children. Government Policies on Road Safety

Suggested readings specific to the module.

- 1.1 Ministry of road Transport and Highways (n.d). road safety question bank.pdf. https://morth.nic.in/sites/default/files/road_safety_question_bank.pdf
Ministry of road Transport and Highways (n.d). Book on Road Safety Signage and Signs. https://morth.nic.in/sites/default/files/road_safety_books.pdf
- 1.2 Ministry of road Transport and Highways (n.d). road safety question bank.pdf. https://morth.nic.in/sites/default/files/road_safety_question_bank.pdf
Ministry of road Transport and Highways (n.d). Book on Road Safety Signage and Signs. https://morth.nic.in/sites/default/files/road_safety_books.pdf
- 1.3 Ministry of road Transport and Highways (n.d). road safety question bank.pdf. https://morth.nic.in/sites/default/files/road_safety_question_bank.pdf
Ministry of road Transport and Highways (n.d). Book on Road Safety Signage and Signs. https://morth.nic.in/sites/default/files/road_safety_books.pdf
- 1.4 Ministry of road Transport and Highways (n.d). road safety question bank.pdf. https://morth.nic.in/sites/default/files/road_safety_question_bank.pdf
Ministry of road Transport and Highways (n.d). Book on Road Safety Signage and Signs. https://morth.nic.in/sites/default/files/road_safety_books.pdf

Module 2: PSYCHOLOGY OF HAZARDOUS DRIVING (15 Hours)

- 2.1 Basic Theoretical Approaches & Individual Differences in Road User Behavior. Predicting Driver Behavior, Cognitive Biases and Attitudes
- 2.2 Social and Personality Factors in Driving Risk and Measurement
- 2.3 Driver Aggression/Risky driving: Cognitive and motivational factors
- 2.4 Emotional and Situational Factors and Road Rage. Speed behaviour and vulnerable road users

Suggested readings specific to the module.

- 2.1 Groeger, J. A., Rothengatter, J. A. (1998). Traffic psychology and behavior. Transportation Research Part F, 1 (1), 1-9.
Forward, S. E. (2009). The theory of planned behaviour: The role of descriptive norms and past behaviour in the prediction of drivers' intentions to violate. Transportation Research Part F: Traffic Psychology and Behaviour, 12, 198–207.



- Hennessy, D. (2011). Social, Personality, and Affective Constructs in Driving. In B. E. Porter (Ed.), Handbook of Traffic Psychology (pp. 149-163). Elsevier Inc
- 2.2 Lowton, R., & Parker, D. (2005). The Role of Affect in Predicting Social Behaviors: The Case of Road Traffic Violations. In G. Underwood (Ed.), Traffic & Transport Psychology: Theory and Application. Amsterdam: Elsevier.
- 2.3 Groeger, J. A., Rothengatter, J. A. (1998). Traffic psychology and behavior. Transportation Research Part F, 1 (1), 1-9.
- 2.4 Wallén Warner, H. M., & Åberg, L. (2005). Why do drivers speed? In G. Underwood (Ed.), Traffic & Transport Psychology: Theory and Application. Amsterdam: Elsevier
- Will, K. E. (2011). Young Children and “Tweens”. In B. E. Porter (Ed.), Handbook of Traffic Psychology (pp. 301-313). Elsevier Inc.
- Freund, B., & Smith, P. (2011). Older drivers. In B. E. Porter (Ed.), Handbook of Traffic Psychology (pp. 315-338). Elsevier Inc.
- Van Houten, R. (2011). Pedestrians. In B. E. Porter (Ed.), Handbook of Traffic Psychology (pp. 353-365). Elsevier Inc

Module 3: STRATEGIES TO DEAL WITH ROAD RAGE BEHAVIOUR (15 Hours)

- 3.1 Aggressive driving and road rage warning signs
- 3.2 Driver education and training. Motivational theories of driver behavior. Driving as a complex cognitive skill. Hierarchical Models in Psychology
- 3.3 Positive Driving Habits
- 3.4 Psychological techniques to control rage behavior. Relaxation techniques

Suggested readings specific to the module.

- 3.1 Porter, B.E. (2011). Handbook of Traffic Psychology. Norfolk: Elsevier Inc
- 3.2 Porter, B.E. (2011). Handbook of Traffic Psychology. Norfolk: Elsevier Inc
- 3.3 Porter, B.E. (2011). Handbook of Traffic Psychology. Norfolk: Elsevier Inc
- 3.4 Porter, B.E. (2011). Handbook of Traffic Psychology. Norfolk: Elsevier Inc

Core Compulsory Readings

- 1 Forward, S. E. (2009). The theory of planned behaviour: The role of descriptive norms and past behaviour in the prediction of drivers' intentions to violate. Transportation Research Part F: Traffic Psychology and Behaviour, 12, 198–207.
2. Freund, B., & Smith, P. (2011). Older drivers. In B. E. Porter (Ed.), Handbook of Traffic Psychology (pp. 315-338). Elsevier Inc.
3. Groeger, J. A., Rothengatter, J. A. (1998). Traffic psychology and behavior. Transportation Research Part F, 1 (1), 1-9.



4. Hennessy, D. (2011). Social, Personality, and Affective Constructs in Driving. In B. E. Porter (Ed.), Handbook of Traffic Psychology (pp. 149-163). Elsevier Inc
5. Lowton, R., & Parker, D. (2005). The Role of Affect in Predicting Social Behaviors: The Case of Road Traffic Violations. In G. Underwood (Ed.), Traffic & Transport Psychology: Theory and Application. Amsterdam: Elsevier.
6. Ministry of road Transport and Highways (n.d). road safety question bank.pdf. https://morth.nic.in/sites/default/files/road_safety_question_bank.pdf
7. Ministry of road Transport and Highways (n.d). Book on Road Safety Signage and Signs. https://morth.nic.in/sites/default/files/road_safety_books.pdf
8. Porter, B.E. (2011). Handbook of Traffic Psychology. Norfolk: Elsevier Inc
9. Van Houten, R. (2011). Pedestrians. In B. E. Porter (Ed.), Handbook of Traffic Psychology (pp. 353-365). Elsevier Inc
10. Wallén Warner, H. M., & Åberg, L. (2005). Why do drivers speed? In G. Underwood (Ed.), Traffic & Transport Psychology: Theory and Application. Amsterdam: Elsevier
11. Will, K. E. (2011). Young Children and “Tweens”. In B. E. Porter (Ed.), Handbook of Traffic Psychology (pp. 301-313). Elsevier Inc.

Core Suggested Readings

1. Ajzen, I. (1991). The theory of planned behavior. Organizational Behavior and Human Decision Processes, 50(2), 179-211.
2. Groeger, J. A. (2011). How Many E's in Road Safety? (Eds.) R. Dewar & P. Olson. Human factors in traffic safety (pp. 3-12). Lawyers & Judges Pub.
3. Jonah, B.A.(1997) Sensation seeking and risky driving: A review and synthesis of the literature. Accident Analysis and Prevention, 29, 651-665.
4. Paris, H. & Van den Broucke, S. V. (2008). Measuring cognitive determinants of speeding: An application of the theory of planned behaviour. Transportation Research Part F: Traffic Psychology and Behaviour, 11, 3, 168-180.
5. Sümer, N. (2003). Personality and Behavioral predictors of traffic accidents: Testing a contextual mediated model. Accident Analysis and Prevention, 35 (6), 949-964.
6. Sümer, N. (2002) Social Psychological Factors in Traffic Accidents: Driver Behaviors, skills, and Social Psychological Environment
7. Wickens, C. Mann, R. E., & Wiesenthal, D. L. (2013). Addressing Driver Aggression:



Contributions From Psychological Science. *Current Directions in Psychological Science*, 22(5) 386–391.

8. Wickens, C. M., Wiesenhal, D. L., Flora, D. B., & Flett, G. L. (2011). Understanding driver anger and aggression: Attributional theory in the driving environment. *Journal of Experimental Psychology: Applied*, 17, 354-370.

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

- Lecturing, Group Discussions, Classroom activities, Debates, Flipped classroom.

Mode of Transaction

- Online/Offline

ASSESSMENT RUBRICS

Evaluation Type		Mark Weightage
Continuous Evaluation		100%
a)	Quiz/Debates	20%
b)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/ Viva	30%
c)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/Viva	30%
d)	Take home assignment/ Movie reviews/Article analysis	20%

Sample Questions to test Outcomes.

1. Explain the common mistakes of novice drivers
2. Evaluate the effectiveness of government policies on road safety
3. Identify the meaning of common road signage and signs
4. Explain the strategies to control road rage behaviour



SKILL ENHANCEMENT COURSES





**SEMESTER IV
STRESS MANAGEMENT
KU04SECPSY201**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IV	SEC	200-299	KU04SECPSY201	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	-	50	50	100	1 Hr 30 Min.

ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Descriptions:

The course aims to provide students with practical strategies and techniques to effectively identify, manage, and cope with stressors in both personal and professional life. Through a blend of theoretical knowledge and experiential learning, students will develop a deep understanding of stress, its impact on physical and mental well-being, and the various coping mechanisms available. By the end of the course, students will be equipped with a personalized toolkit of stress management techniques, enabling them to lead healthier, more balanced lives and navigate challenges with resilience and confidence.

Course Objectives:

1. Understand strategies to identify stressors in their lives.
2. Provide techniques for managing and reducing stress effectively.
3. Foster an understanding of the impact of stress on physical and mental well-being.
4. Understand theoretical knowledge of stress and coping

Course Pre-requisites:



COURSE OUTCOME

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO No.	Expected Outcome	Learning Domains
C01	Understand various stressors commonly encountered in daily life.	U
C02	Evaluate psychological theories of stress and coping	E
C03	Apply coping strategies to manage stress	A
C04	Evaluate physiological effect of stress on human wellbeing and health	E

*Remember (K), Understand (U), Apply(A), Analyze (An), Evaluate(E), Create (C)

Mapping of Course Outcomes to PSOs/PO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11
CO1	✓	✓		✓	✓				✓		
CO2			✓			✓			✓		
CO3	✓	✓		✓	✓						✓
CO4	✓		✓	✓	✓	✓	✓	✓			✓



COURSE CONTENTS

Module 1

INTRODUCTION TO STRESS (15 Hours)

- 1.1 Introduction to stress: Meaning, Definition, Eustress, Distress
- 1.2 Types of stress: Acute stress, Episodic Acute stress and chronic stress, signs and Symptoms
- 1.3 Sources of stress: Psychological, Social, Environmental
- 1.4 Academic, Family and Work stress

Suggested readings specific to the module.

- 1.1 Baron. L & Feist.J (2000) Health Psychology 4th edition, USA Brooks/Cole
Taylor S.E (2018). Health Psychology (10th ed.). New York. Mc GrawHill
- 1.2 Baron. L & Feist.J (2000) Health Psychology 4th edition, USA Brooks/Cole
Taylor S.E (2018). Health Psychology (10th ed.). New York. Mc GrawHill
- 1.3 Baron. L & Feist.J (2000) Health Psychology 4th edition, USA Brooks/Cole
Taylor S.E (2018). Health Psychology (10th ed.). New York. Mc GrawHill
- 1.4 Baron. L & Feist.J (2000) Health Psychology 4th edition, USA Brooks/Cole
Taylor S.E (2018). Health Psychology (10th ed.). New York. Mc GrawHill

Module 2: IMPACT OF STRESS (15 Hours)

- 2.1 Physiological impact of stress: Autonomic Nervous System Changes, Changes in Brain, General adaptive syndrome (GAD), Quality of sleep, Diet and Health effects
- 2.2 Psychological Impact of stress - Impaired Mental functions, Poor memory
- 2.3 Social Impact of stress - Stressful Life Events, Social support and health
- 2.4 Stress Response- 'Fight or Flight' Response, Stress warning signals

Suggested readings specific to the module.

- 2.1 Baron .L & Feist.J (2000) Health Psychology 4th edition, USA Brooks/Cole
Taylor S.E (2018). Health Psychology (10th ed.). New York. Mc GrawHill
- 2.2 Baron .L & Feist.J (2000) Health Psychology 4th edition, USA Brooks/Cole
Taylor S.E (2018). Health Psychology (10th ed.). New York. Mc GrawHill
- 2.3 Baron .L & Feist.J (2000) Health Psychology 4th edition, USA Brooks/Cole
Taylor S.E (2018). Health Psychology (10th ed.). New York. Mc GrawHill
- 2.4 Baron .L & Feist.J (2000) Health Psychology 4th edition, USA Brooks/Cole
Taylor S.E (2018). Health Psychology (10th ed.). New York. Mc GrawHill



Module 3: STRESS AND COPING (15 Hours)

3.1 Coping Mechanisms: Coping Mechanisms: Appraisal focused, Emotional focused and Problem focused

3.2 Stress Reduction Techniques: Autogenic Training. Biofeedback. Relaxation. Breathing techniques. Yoga and Meditation

3.3 Prevention of stress. Challenging Stressful Thinking; Problem Solving

3.4 Emotional and cognitive coping styles: Strategies of Synthesis and Prevention. Making changes last; Small changes and large rewards.

Suggested readings specific to the module.

3.1 Baron .L & Feist.J (2000) Health Psychology 4th edition, USA Brooks/Cole

Taylor S.E (2018). Health Psychology (10th ed.). New York. Mc GrawHill

Barlow, D.H., Rapee, R.M. and Perini, S. (2014). 10 Steps to Mastering Stress: A Lifestyle Approach, USA

3.2 Baron .L & Feist.J (2000) Health Psychology 4th edition, USA Brooks/Cole

Taylor S.E (2018). Health Psychology (10th ed.). New York. Mc GrawHill

Barlow, D.H., Rapee, R.M. and Perini, S. (2014). 10 Steps to Mastering Stress: A Lifestyle Approach, USA

3.3 Baron .L & Feist.J (2000) Health Psychology 4th edition, USA Brooks/Cole

Taylor S.E (2018). Health Psychology (10th ed.). New York. Mc GrawHill

Barlow, D.H., Rapee, R.M. and Perini, S. (2014). 10 Steps to Mastering Stress: A Lifestyle Approach, USA

3.4 Baron .L & Feist.J (2000) Health Psychology 4th edition, USA Brooks/Cole

Taylor S.E (2018). Health Psychology (10th ed.). New York. Mc GrawHill

Barlow, D.H., Rapee, R.M. and Perini, S. (2014). 10 Steps to Mastering Stress: A Lifestyle Approach, USA

Core Compulsory Readings

1. Baron .L & Feist.J (2000) Health Psychology 4th edition, USA Brooks/Cole
2. Barlow, D.H., Rapee, R.M. and Perini, S. (2014). 10 Steps to Mastering Stress: A Lifestyle Approach, USA
3. Clayton, M. (2011). Brilliant stressmanagement How to manage stress in any situation's 1st edition, Gre
4. art Britain Pearson Education



5. Cooper,C,& Palmer,S. (2000). Conquer Your Stress, London: Institute of personal development Universities Press
6. Dutta, P,K. (2010). Stress management Himalaya, Himalaya Publishing House
7. Lee, K. (2014). Reset: Make the Most of Your Stress: Your 24-7 Plan for Well-being. Universe Publishing.
8. Ogden.J (2000). Health Psychology (2nd ed.). Philadelphia, Open university press
9. Olpin, M. & Hesson, M. (2015). Stress Management for Life: A Research-Based Experiential Approach. (4th ed.). Wadsworth Publishing.
10. Rice.P.L.(1992). Stress and Health. (2nd ed.). California, Brooks/Cole
11. Roy,S (2012). Managing stress. Sterling Publication
12. Taylor S.E (2018). Health Psychology (10th ed.). New York. Mc GrawHill

Core Suggested Readings

13. Brannon, L., & Feist, J. (2007). Introduction to health psychology. New Delhi, India: Thomson, Wadsworth.
14. Dimatteo, M. R., & Martin, L. R. (2002). Health psychology. New Delhi, India: Allyn& Bacon.
15. Dutta, P,K, (2010) Stress management. Himalaya PublishingHouse.
16. Greenberg, J. S. (2013). Comprehensive Stress Management. (13th ed.). New York: McGraw Hill publications.
17. Olpin, M. & Hesson, M. (2015). Stress Management for Life: A Research-Based Experiential Approach. 4th edition. WadsworthPublishing.
18. Rice. P.L.(1992). Stress and Health. (2nd ed.). California,Brooks/Cole.
19. Roy,S .(2012). Managing stress. SterlingPublication.
20. Weinman, J., Johnston, M., & Molloy, G. (2006). Health psychology. London: Sage Publications

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

Lecturing, Group Discussions, Classroom activities, Debates, Flipped classroom

Mode of Transaction: offline/online



ASSESSMENT RUBRICS

Evaluation Type		Mark Weightage
Continuous Evaluation		100%
a)	Quiz/Debates	20%
b)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/ Viva	30%
c)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/Viva	30%
d)	Take home assignment/ Movie reviews/Article analysis	20%

Sample Questions to test Outcomes.

1. Explain the different types of stress
2. What are the common sources of stress?
3. Suggest strategies to effectively deal with acute stress

Employability for the Course /Programme

- Wellness Coach



SEMESTER V
PSYCHOLOGY OF LOVE AND BELONGINGNESS
KU05SECPSY301

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
V	SEC	300-399	KU05SECPSY301	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1		50	50	100	1 Hr 30 Min.

L=Lecture, T/S= Tutorial/Seminar, P=Practical, ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Introduction:

This course aims to offer an overview of the major concepts related to the psychology of love such as the basic concepts, individual differences in attachment, biological basis of behaviour, theories of love etc. The course also equips learners to conduct tests and assessments related to attachments and relationships and awareness and interventional workshops.

Course Objectives:

- To examine Psychological Theories of Love and Attachment
- To explore Cultural and Societal Influences on Love and Belongingness
- To examine the Intersection of Love and Identity

Course Pre-requisites: Successful completion of plus two in any stream



COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO No	Expected Outcome	Learning Domains
C01	Understand the concept of love and relationships and describe the theories and types of love	U
C02	Analyze the role of attachment, self-esteem and other individual factors in adult romantic relationships	An
C03	Apply the concepts related to positive Psychology as an aid to understanding and forming healthy romantic relationships	A
C04	Assess the attachment style of the individuals using standardized tools, judge the validity of such measures and develop training modules to enhance human relationships	E

*Remember (K), Understand (U), Apply(A), Analyze (An), Evaluate(E), Create (C)

Mapping of Course Outcomes to PSOs/POs

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PSO7	PSO8	PSO9	PSO 10	PSO 11
CO1		✓			✓	✓	✓	✓		✓	
CO2	✓			✓			✓	✓		✓	✓
CO3						✓	✓	✓			
CO4		✓						✓			✓

Module 1: Basic Concepts (15 Hours)

- 1.1 Definition and meaning of Love; Evolutionary and biological aspects of love
- 1.2 Types and stages of Love; Relationships and Self: Self-Disclosure and Self Concepts
- 1.3 Individual differences in love-self-esteem, temperament, power complex, age, gender and culture, Psychodynamics of interpersonal attraction; Factors leading to interpersonal attraction
- 1.4 Human Sexuality- Psychoanalytic theory, Learning theory, Social Exchange theory, Cognitive theory.



Suggested readings specific to the module.

- 1.1 Brandon, N. (2008). The Psychology of Romantic love. Tarcher Perigee.
- 1.2 Brandon, N. (2008). The Psychology of Romantic love. Tarcher Perigee.
- 1.3 Brandon, N. (2008). The Psychology of Romantic love. Tarcher Perigee.
- 1.4 Brandon, N. (2008). The Psychology of Romantic love. Tarcher

Module 2: Theories of Love (15 Hours)

- 2.1 Bowlby's infant attachment pattern and adult love relationship.
- 2.2 David Buss's sociobiological and behavioural approach
- 2.3 Robert Sternberg's triangular theory of love.
- 2.4 Maslow's need for love, Byrne's reward theory, and Steven Beach and Abraham Tesser's three components of love

Suggested readings specific to the module.

- 2.1 Brandon, N. (2008). The Psychology of Romantic love. Tarcher Perigee
- 2.2 Brandon, N. (2008). The Psychology of Romantic love. Tarcher Perigee
- 2.3 Brandon, N. (2008). The Psychology of Romantic love. Tarcher Perigee
- 2.4 Brandon, N. (2008). The Psychology of Romantic love. Tarcher Perigee

Module 3: Factors associated with love and belongingness (15 Hours)

- 3.1 Factors determining Romantic Love
- 3.2 Proximity, Arousal, Beauty, Character,
- 3.3 Status, Similarities, Needs, Process, Attachment & Growth
- 3.1 Aspects of love- connecting, romancing and caring

Suggested readings specific to the module.

- 3.1 Brandon, N. (2008). The Psychology of Romantic love. Tarcher Perigee
- 3.2 Brandon, N. (2008). The Psychology of Romantic love. Tarcher Perigee
- 3.3 Brandon, N. (2008). The Psychology of Romantic love. Tarcher Perigee
- 3.4 Brandon, N. (2008). The Psychology of Romantic love. Tarcher Perigee

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks) List



1. Compton, .C.W Hoffman, E. (2019). Positive Psychology, The happiness of flourishing. Wadsworth Cenage Learning.
2. Brandon, N. (2008). The Psychology of Romantic love. Tarcher Perigee.
3. Lopez, S. J, Jennifer, P.T Synder.C.R(2011). Positive Psychology (2 ed),Sage publication

Core Suggested Readings

1. Carter,C.S & Progres. (2012). The biochemistry of love: an oxytocin hypothesis. *National Library of Medicine*. Vol. 14, 1,12–16,
a. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3537144/>
2. Babygirija, R., Gribouvskaia-Rupp, I., & Takahashi (2013). *Physiology of Love: Role of Oxytocin in Human Relationships, Stress Response and Health*.Nova Science Publishers, Incorporated
3. Ainsworth, M. D. S. (1982). Attachment: Retrospect and prospect. In C. M. Parkes & J. Stevenson-Hinde (Eds.), *The place of attachment in human behaviour* (pp. 3-30) Basic Books.
4. Sternberg, R., & Sternberg, K. (2019). *The New Psychology of Love* (2nd ed.). Cambridge University Press.
5. Paludi, M. (2012). *The psychology of love*. Praeger.
6. Peele, S., & Brodsky, A. (1976). *Love and addiction*. New American Libra
7. Glass, S.(2003). *Not Just Friends: Rebuilding Trust and Recovering Your Sanity After Infidelity*. Free Press.
8. Jonathan, A., (2022). *The psychology of love*. B0BCQSSCW publications.
9. Baron, R.A. & Branscombe, N.R.(2015). *Social Psychology* (13th Ed.).Pearson

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

Lecture Demonstration, Lecture with demonstration, Group discussion, Focused group discussion, Cooperative learning, Brainstorming, Collaborative learning, Case based study, Case analysis

Mode Of Transaction: offline/online

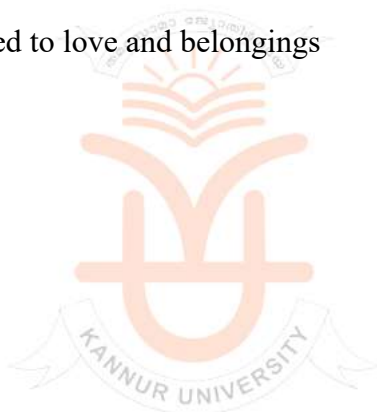


ASSESSMENT RUBRICS

Evaluation Type		Marks
Continuous Evaluation		100
a)	Quiz/Debates	20
b)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/ Viva	30
c)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/Viva	30
d)	Take home assignment/ Movie reviews/Article analysis	20
Total		100

Sample Questions to test Outcomes.

1. What are the major theories about Love
2. Evaluate major concepts related to love and belongings





SEMESTER VI
PSYCHOLOGICAL SKILLS FOR PROFESSIONAL DEVELOPMENT
KU06SECPSY302

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	SEC	300-399	KU06SECPSY302	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1		50	50	100	1 Hr 30 Min.

L=Lecture, T/S= Tutorial/Seminar, P=Practical, ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Descriptions:

The course is designed to empower students with the essential skills and mindset necessary for success in both professional endeavours and personal life. In today's rapidly changing world, the ability to adapt, grow, and thrive is paramount. This course is crafted to provide students with the tools, strategies, and insights needed to navigate the complexities of the modern landscape and achieve goals.

Course Objectives:

1. Enhance effective communication skills
2. Develop skills to improve presentation and communication

Course Pre-requisites:



COURSE OUTCOME

Course Learning Outcomes: At the end of the Course, the Student will be able to:

CO No.	Expected Outcome	Learning Domains
C01	Demonstrate effective communication skills in front of an audience.	A
C02	Conduct a dynamic and professional presentation using audio-visual aids to a group.	A
C03	Analyze the barriers of communication	An
C04	Evaluate the guidelines of an effective presentation	E

***Remember (K), Understand (U), Apply(A), Analyze (An), Evaluate(E), Create (C)**

Mapping of Course Outcomes to PSOs/PO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11
CO1	✓			✓	✓			✓	✓	✓	✓
CO2	✓				✓			✓	✓		✓
CO3	✓	✓				✓					✓
CO4	✓	✓									✓

COURSE CONTENTS

Module1: COMMUNICATION SKILL (15 Hours)

- 1.1 Mastering Effective Communication: A Crucial Skill for Personal and Professional Success
- 1.2 Components of verbal communication and non-verbal communication.
- 1.3 Barriers of effective communication, Overcoming barriers of written, visual, formal and informal communications.
- 1.4 Development of interpersonal communication skills.



Suggested readings specific to the module.

- 1.1 Muniz- Velazquez, J. A.,& Pulido, C. M. (2019). The Routledge Handbook of Positive Communication. New York: Taylor and Francis
- 1.2 Muniz- Velazquez, J. A.,& Pulido, C. M. (2019). The Routledge Handbook of Positive Communication. New York: Taylor and Francis
- 1.3 Muniz- Velazquez, J. A.,& Pulido, C. M. (2019). The Routledge Handbook of Positive Communication. New York: Taylor and Francis
- 1.4 Muniz- Velazquez, J. A.,& Pulido, C. M. (2019). The Routledge Handbook of Positive Communication. New York: Taylor and Francis

Module 2: PRESENTATION SKILLS (15 Hours)

- 2.1 Types and use of audio- visual aids in effective presentation.
- 2.2 Mistakes to avoid and guidelines of PowerPoint presentation
- 2.3 Key considerations for a dynamic group presentation.
- 2.4 Advantages of organized presentations. Emphasizing the significance of knowing your audience

Suggested readings specific to the module.

- 2.1 Theobald, T. (2013). Develop your Presentation Skills. New Delhi: Kogan Page Ltd.
- 2.2 Theobald, T. (2013). Develop your Presentation Skills. New Delhi: Kogan Page Ltd
- 2.3 Theobald, T. (2013). Develop your Presentation Skills. New Delhi: Kogan Page Ltd
- 2.4 Theobald, T. (2013). Develop your Presentation Skills. New Delhi: Kogan Page Ltd.

Module 3: DEMONSTRATION OF SKILLS

Students have to demonstrate effective communication skills in front of an audience.
Conduct a dynamic and professional presentation using audio-visual aids to a group.

Core Compulsory Readings/Materials

1. Barker, A. (2010). Improve Your Communication Skills: Present with Confidence; Write with Style; Learn Skills of Persuasion
2. Duck, S & Mahan, D.T. (2012). The Basics of Communication- A relational perspective. New Delhi: Sage South Asia Edition
3. Kuhnke, E. (2012). Body Language for Dummies. England: John Wiley & Sons, Ltd.
4. Ramesh, G., & Ramesh, M. (2010). The Ace of soft skills- attitude, communication & etiquette for success. New Delhi: Pearson Education
5. McKay, M., Davis, M.,& Fanning, P. (2018). Messages: The communication skills book. Oakland: New Harbinger
6. Muniz- Velazquez, J. A.,& Pulido, C. M. (2019). The Routledge Handbook of Positive



- Communication. New York: Taylor and Francis
- Theobald, T. (2013). Develop your Presentation Skills. New Delhi: Kogan Page Ltd.
 - Softwares: Microsoft Excel, Google Slides, etc.

Web references

https://carey.jhu.edu/uploads/documents/Presentation_Skills_Workbook.pdf

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

Lecturing, Interactive instructions, Presentations by individual students, Focus Group discussion, Hand-on training

Mode of Transaction

- Online/Offline
- Offline demonstrations

ASSESSMENT RUBRICS

Evaluation*	Marks
Total	100

*Note: Evaluation can be done by the course teacher based on the presentation and communication demonstration or any other evaluation criteria put forward by the department

Sample Questions to test Outcomes.

1. Conduct a 10-minute oration/FGD on a given topic using effective verbal and nonverbal communication skills
2. Demonstrate effective presentation skills through visual aid presentation.

Employability for the Course /Programme

- Professions that require effective communication skills and presentation skills



MULTIDISCIPLINARY COURSES





SEMESTER I
PSYCHOLOGY OF EVERYDAY LIFE
KU01MDCPSY101

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
I	MDC	100-199	KU01MDCPSY101	3	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	-	50	50	100	1 Hr. 30 Min

L=Lecture, T/S= Tutorial/Seminar, P=Practical, ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Descriptions:

"Psychology in Everyday Life" is a multidisciplinary elective course aimed at exploring the practical applications of psychological concepts in daily experiences. Through interactive discussions and practical examples, students will gain insights into how psychological principles shape human behavior, cognition, and emotions.

Course Objectives:

- To equip the students with the necessary knowledge about psychology.
- To create awareness regarding human behavior
- To familiarize students in the field of Psychology

Course Pre-requisites:



COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to:

No.	EXPECTED OUTCOME	LEARNING DOMAIN
C01	Understand the foundational concepts of psychology to develop a solid understanding of the discipline.	U
C02	Apply psychological theories to everyday life situations.	A
C03	Develop critical thinking skills by evaluating psychological theories and research findings.	E
C04	Integrate insights from various disciplines to analyse the interdisciplinary nature of psychology and its relevance in diverse contexts.	An

Remember (K), Understand (U), Apply(A), Analyze (An), Evaluate(E), Create (C)

Mapping of Course Outcomes to PSOs/PO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11
CO1	✓			✓	✓				✓	✓	✓
CO2	✓				✓				✓		
CO3	✓	✓									
CO4	✓	✓						✓			✓

COURSE CONTENTS

Module 1: Understanding human behaviour:

- 1.1 What is psychology, myths and misconception related to psychology
- 1.2 Methods to study behavior- observation, interview, correlation, and experimental method
- 1.3 Perception-, stimulus and psychological factors. Errors in Perception
- 1.4 States of consciousness, sleep, dreams, drugs, meditation, and hypnosis



Suggested readings specific to the module.

- 1.1 Baron,R.A (2013) Psychology. New Delhi, Pearson.
- 1.2 Baron,R.A (2013) Psychology. New Delhi, Pearson.
- 1.3 Baron,R.A (2013) Psychology. New Delhi, Pearson.
- 1.4 Baron,R.A (2013) Psychology. New Delhi, Pearson.

Module 2: Mental Processes and Personality

- 2.1 Learning- Features, Factors affecting learning,
- 2.2 Memory- types and process, factors affecting memory and forgetting
- 2.3 Motivation, Emotion- nature, expression and impact
- 2.4 Personality. Concept. Current perspectives.

Suggested readings specific to the module.

- 2.1 Baron,R.A (2013) Psychology. New Delhi, Pearson.
- 2.2 Baron,R.A (2013) Psychology. New Delhi, Pearson.
- 2.3 Baron,R.A (2013) Psychology. New Delhi, Pearson.
- 2.4 Baron,R.A (2013) Psychology. New Delhi, Pearson

Module 3: Social Behaviour

- 3.1 Attribution, attitudes
- 3.2 Social cognition
- 3.3 Prejudice, social influence
- 3.4 Attraction and Love

Suggested readings specific to the module.

- 3.1 Baraon,R.A (2013) Social psychology. New Delhi, Pearson.
- 3.2 Baraon,R.A (2013) Social psychology. New Delhi, Pearson.
- 3.3 Baraon,R.A (2013) Social psychology. New Delhi, Pearson.
- 3.4 Baraon,R.A (2013) Social psychology. New Delhi, Pearson.

Module 4: Psychological issues and Wellbeing

- 4.1 Normality and abnormality
- 4.2 Mental health and mental illness, mental health professionals
- 4.3 Biological, psychological and socio cultural causal factors of abnormality
- 4.4 Psychology of Wellbeing

Suggested readings specific to the module.

- 4.1 Carson,R.C, Butcher,J.N, Mineka,S, Hooley,J.M (2013)Abnormal Psychology. New Delhi, Pearson
- 4.2 Carson,R.C, Butcher,J.N, Mineka,S, Hooley,J.M (2013)Abnormal Psychology. New Delhi, Pearson
- 4.3 Carson,R.C, Butcher,J.N, Mineka,S, Hooley,J.M (2013)Abnormal Psychology. New Delhi, Pearson



4.4 Carson,R.C, Butcher,J.N, Mineka,S, Hooley,J.M (2013)Abnormal Psychology. New Delhi, Pearson

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks) List

1. Baron,R.A (2013) Psychology. New Delhi, Pearson.
2. Baraon,R.A (2013) Social psychology. New Delhi, Pearson.
3. Carson,R.C, Butcher,J.N, Mineka,S, Hooley,J.M (2013) Abnormal Psychology. New Delhi,Pearson.

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks) List

1. Taylor,E.S, Peplau,L.A, &Sears,D.O (2013) Social Psychology. New Delhi, Pearson.

Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

Lecture Demonstration, Lecture with demonstration, Group discussion, Focused group discussion, Cooperative learning, Brainstorming, Collaborative learning, Case based study, Case analysis.

Mode Of Transaction: offline/Online

- Learner centered technique: Computer assisted learning & Individual project teaching
- Demonstration/Lecture and demonstration

Assessment Rubrics

Components	Marks Weightage
End Semester Evaluation	50%
Continuous Evaluation	50%
Components of CE	
Test papers	40%
Tutorial with Seminar presentations/Discussions/Debate, etc.	40%
Assignment	20%

Sample Questions to test Outcomes.

1. How would you explain conscious altering drugs? Write about different classes of drugs.
2. Explain Ivan Pavlov’s experiment and its implication in psychology
3. Explain the importance of emotions in our life
4. Analyse the Impact of Schemas on Social Cognition: Attention, Encoding and Retrieval



SEMESTER II
SELF AND SOCIETY
KU02MDCPSY102

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
II	MDC	100-199	KU02MDCPSY102	3	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	-	50	50	100	1 Hr. 30 Min

L=Lecture, T/S= Tutorial/Seminar, P=Practical, ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Descriptions:

Self and Society is a multidisciplinary elective course that aims to explore the intricate interplay between the individual and society, delving into the myriad ways in which one's sense of self is both shaped by and shapes the broader social context. By examining various theoretical perspectives, empirical research, and real-world examples, students will develop a nuanced understanding of how personal identity, cultural norms, social institutions, and power dynamics intersect to influence human behavior and societal structures.

Course Objectives:

- To equip the students with the necessary knowledge about the relationship between self and society
- To discuss the classic and contemporary perspectives of self
- To familiarize students in the area of socialization
- To create awareness towards the concepts of stereotype, prejudice and discrimination

Course Pre-requisites:



COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to:

No.	Expected Outcome	Learning Domains
C01	Understand the dynamic interplay between the self and society, recognizing the reciprocal influence between individual identities and societal structures.	U
C02	Analyze the socialization processes that shape individual identities, including the roles of family, peers, media, and cultural factors, and understand their implications for psychological development.	An
C03	Develop critical thinking skills by evaluating the impact of social norms and roles on individual behavior, identity formation, and social interactions, drawing on psychological theories and empirical research.	E
C04	Develop critical thinking skills by examining and evaluating diverse perspectives on the relationship between self and society	E

Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11
CO1	✓			✓	✓						
CO2	✓			✓	✓						
CO3				✓							
CO4				✓				✓			✓



COURSE CONTENTS

Module 1: Classic Perspectives on the Self

- 1.1 The Self, the Social Self, Formulating a Social Self,
- 1.2 The Nature and Significance of the Self and it's connection with society
- 1.3 Self and Identity
- 1.4 Identity, Social Settings and the Self

Suggested readings specific to the module.

- 1.1 The Self in Social Interaction: Classic and Contemporary Perspectives, Chad Gordon, Kenneth J. Gergen, Sandstrom et al. (2014). Chapter 5 f (pp. 123- 163)
- 1.2 The Self in Social Interaction: Classic and Contemporary Perspectives, Chad Gordon, Kenneth J. Gergen
- 1.3 Self and Society: A Symbolic Interactionist Social Psychology, John P. Hewitt
- 1.4 The Self in Social Interaction: Classic and Contemporary Perspectives, Chad Gordon, Kenneth J. Gergen, Sandstrom et al. (2014). Chapter 5 f (pp. 123- 163)

Module 2: Self and Self Presentation

- 2.1 The Self as Source and object of action, Self-Differentiation
- 2.2 Identities: The self we enact, Identities and Behavior
- 2.3 Identities as Sources of consistency
- 2.4 Self-awareness and Self-Discrepancies, Self Esteem

Suggested readings specific to the module.

- 2.1 Delamater, J. D., & Myers, D. J. (2007). Social psychology (6th ed.) . Thomson
- 2.2 Delamater, J. D., & Myers, D. J. (2007). Social psychology (6th ed.) . Thomson
- 2.3 Delamater, J. D., & Myers, D. J. (2007). Social psychology (6th ed.) . Thomson
- 2.4 Delamater, J. D., & Myers, D. J. (2007). Social psychology (6th ed.) . Thomson

Module 3 Perspective on Socialization

- 3.1 Socialization: The Creation of Meaning and Identity
- 3.2 Perspectives of Socialization
- 3.3 Agents of Childhood Socialization
- 3.4 Process of Socialization, Outcomes of Socialization.



Suggested readings specific to the module.

- 3.1 Sandstrom, K. L., Lively, K. J., Martin, D. D., & Fine, G. A. (2014). Symbols, Selves, and Social Reality: A Symbolic Interactionist Approach to Social Psychology and Sociology (4th Ed.). New York: Oxford University Press (Chapter 4)
- 3.2 Delamater, J. D., & Myers, D. J. (2007). Social psychology (6th ed.). Thomson
- 3.3 Delamater, J. D., & Myers, D. J. (2007). Social psychology (6th ed.). Thomson
- 3.4 Delamater, J. D., & Myers, D. J. (2007). Social psychology (6th ed.). Thomson

Module 4 Stereotype, Prejudice and Discrimination

- 4.1 Defining Stereotype, Prejudice, and Discrimination, How to reduce stereotypes, prejudice and discrimination. Contemporary Indian context
- 4.2 Racism: Current Forms and Challenges. Sexism: Ambivalence and Double Standards.
- 4.3 Causes of the Problem: Intergroup conflicts, Cognitive and Socio-Cultural Factors.
- 4.4 Aggression: Determinants of aggression, disinhibition, forms of aggression in society, aggression and violence

Suggested readings specific to the module.

- 4.1 Kassin, S., Fein, S. & Markus, H.R. (2011). Social Psychology (8th ed.). USA: Wadsworth
- 4.2 Kassin, S., Fein, S. & Markus, H.R. (2011). Social Psychology (8th ed.). USA: Wadsworth
- 4.3 Kassin, S., Fein, S. & Markus, H.R. (2011). Social Psychology (8th ed.). USA: Wadsworth
- 4.4 Crisp, R.J & Turner, R. N. (2007) Essential Social psychology. New Delhi: Sage publications

Core Compulsory Readings (Books, Journals, E-sources Websites/ weblinks) List

1. The Self in Social Interaction: Classic and Contemporary Perspectives, Chad Gordon, Kenneth J. Gergen, Sandstrom et al. (2014). Chapter 5 f (pp. 123- 163)
2. The Self in Social Interaction: Classic and Contemporary Perspectives, Chad Gordon, Kenneth J. Gergen
3. Crisp, R.J & Turner, R. N. (2007). Essential Social psychology. New Delhi: Sage publications
4. Kassin, S., Fein, S. & Markus, H.R. (2011). Social Psychology (8th ed.). USA: Wadsworth
Schneider, F.W., Gruman, J A., & Coutts, L.M. (2017). Applied Social Psychology (3rd ed.). California: Sage publications.
5. Smith, E.R., Mackie, D.M. & Claypool, H.M. (2015). Social Psychology (4th ed.). New York: Psychology Press.
6. Weiten, W. (2008). Psychology themes and variations (8th ed.). USA: Wadsworth



Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

Lecture Demonstration, Lecture with demonstration, Group discussion, Focused group discussion, Cooperative learning, Brainstorming, Collaborative learning, etc.

Mode Of Transaction: Offline/Online

ASSESSMENT RUBRICS

Components	Marks Weightage
End Semester Evaluation	50%
Continuous Evaluation	50%
Components of CE	
Test papers	40%
Tutorial with Seminar presentations/Discussions/Debate, etc.	40%
Assignment	20%

Sample Questions to test Outcomes.

1. How would you explain theories of socialization
2. . Explain self and presentation
3. Critically evaluate different types of discrimination in our society
4. Analyse the Impact of stereotypes in Indian society



SEMESTER III
PSYCHOLOGY OF GENDER AND SEXUALITY
KU03MDCPSY201

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
III	MDC	200-299	KU03MDCPSY201	3	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Tutorial	Practical	CE	ESE	Total	
2	1	-	50	50	100	1 Hr. 30 Min

L=Lecture, T/S= Tutorial/Seminar, P=Practical, ESE= End Semester Evaluation, CE= Continuous Evaluation

Course Description:

This course will introduce students to the psychological and cultural history of gender, changing sex roles, socialization, sexuality, issues related to mental health, stereotyping, cognition. Also this course helps to apply concepts and research findings on gender and sexuality to one's own everyday experiences and real-world situations and events.

Course Objectives:

1. Examine sex and gender through the lens of psychological science, identify sources of bias, and distinguish between valid and invalid claims.
2. Understand the complexity of sex, gender, gender identity and sexual orientation, and analyze how biological and social forces interact in complex ways to shape sex and gender outcomes.
3. Demonstrate an awareness of how principles of the theories and concepts related to the aforementioned topic apply to everyday life.
4. Understand the influence of psychological factors such as culture, socialization, and individual perception on gender and related topics.

Course Pre-requisites:



COURSE OUTCOMES

Course Learning Outcomes: At the end of the Course, the Student will be able to:

No.	Expected Outcome	Learning Domain
C01	Critically understand the concepts gender and sexuality	U
C02	Analyse the contemporary debates and discourses on sexuality	An
C03	Evaluate the psychological underpinnings of gender and gender roles	E
C04	Apply the knowledge to understand how the marriage system as institution operates in relation to gender and sexuality	A

*Remember (K), Understand (U), Apply (A), Analyze (An), Evaluate(E), Create (C)

Mapping of Course Outcomes to PSOs/POs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO10	PSO11
CO 1	✓	✓		✓			✓			✓	✓
CO 2	✓	✓								✓	✓
CO 3	✓	✓		✓			✓				
CO 4		✓		✓			✓			✓	✓

COURSE CONTENTS

Module 1: The idea of Gender and Sexuality (12 hours)

- 1.1 Understanding the concept of sexuality and gender, Gender Development, Sexual Development
- 1.2 Gender Stereotypes, Gender Spectrum, Gender Fluidity and Gender Roles
- 1.3 Gender discrimination, Masculinity and Femininity
- 1.4 Power structure, Sexism



Suggested readings specific to the module.

- 1.1 Bosson, Buckner, & Vandelle (2022). *The Psychology of Sex and Gender*. (2nd Edition). Sage.
- 1.2. Bosson, Buckner, & Vandelle (2022). *The Psychology of Sex and Gender*. (2nd Edition). Sage.
- 1.3. Bosson, Buckner, & Vandelle (2022). *The Psychology of Sex and Gender*. (2nd Edition). Sage.
- 1.4. Bosson, Buckner, & Vandelle (2022). *The Psychology of Sex and Gender*. (2nd Edition). Sage.

Module 2: Sexuality and the contemporary debates (18 hours)

- 2.1. Development of sexuality
- 2.2. Sexual Orientation and Sexuality
- 2.3. Stereotypes on sexual orientations, Intersectionality
- 2.4. Interpersonal Relationships and sexuality, Non-progressive attitudes on gender fluidity and sexuality, Legal debates

Suggested readings specific to the module.

- 2.1 Bosson, Buckner, & Vandelle (2022). *The Psychology of Sex and Gender*. (2nd Edition). Sage.
- 2.2 Bosson, Buckner, & Vandelle (2022). *The Psychology of Sex and Gender*. (2nd Edition). Sage.
- 2.3 Jones, K. B. (2015). Queer(y)ing Hannah Arendt, or what's Hannah Arendt got to do with intersectionality? *New Political Science*, 37(4), 458–475. <https://doi.org/10.1080/07393148.2015.1089024>
- 2.4 a) Bosson, Buckner, & Vandelle (2022). *The Psychology of Sex and Gender*. (2nd Edition). Sage.

Module 3: Gender in life situations (15 hours)

- 3.1. Gender at work place and Home
- 3.2. Gender and Physical Health
- 3.3. Gender and Psychological health
- 3.4. Gender and emotions

Suggested readings specific to the module.

- 3.1. Bosson, Buckner, & Vandelle (2022). *The Psychology of Sex and Gender*. (2nd Edition). Sage.
- 3.2. Bosson, Buckner, & Vandelle (2022). *The Psychology of Sex and Gender*. (2nd Edition). Sage.
- 3.3. Bosson, Buckner, & Vandelle (2022). *The Psychology of Sex and Gender*. (2nd Edition). Sage.
- 3.4. Bosson, Buckner, & Vandelle (2022). *The Psychology of Sex and Gender*. (2nd Edition). Sage.

Module 4: Marriage, Gender and Sexuality (15 hours)

- 4.1. A brief social history of marriage
- 4.2. What roles do sex and gender play in committed relationships?



4.3. LGBTIQ++ spectrum and the idea of marriage and relationships, Queer affirmative psychological support

4.4. Cross sex friendships

Suggested readings specific to the module.

4.1 Bosson, Buckner, & Vandelle (2022). *The Psychology of Sex and Gender*. (2nd Edition). Sage.

4.2 Bosson, Buckner, & Vandelle (2022). *The Psychology of Sex and Gender*. (2nd Edition). Sage.

4.3 Bosson, Buckner, & Vandelle (2022). *The Psychology of Sex and Gender*. (2nd Edition). Sage.

4.4 Bosson, Buckner, & Vandelle (2022). *The Psychology of Sex and Gender*. (2nd Edition). Sage.

Module 5: Teacher Specific Module (15 hours)

- Classroom debates on gender and sexuality
- Invited talks of experts on gender and sexuality
- Movie/documentary screenings and analysis
- Common reading sessions

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

1. Bosson, Buckner, & Vandelle (2022). *The Psychology of Sex and Gender*. (2nd Edition). Sage.
2. Rogers, W. S., & Rogers, R. S. (2001). *The psychology of gender and sexuality*. McGraw-Hill Education (UK).
3. Richards, C., & Barker, M. J. (Eds.). (2015). *The Palgrave handbook of the psychology of sexuality and gender*. New York: Palgrave Macmillan.
4. Lowik, A. J. (2023). *Trans People and the Choreography of Reproductive Healthcare: Dancing Outside the Lines*. Rowman & Littlefield.
5. Siann, G. (2013). *Gender, sex and sexuality: Contemporary psychological perspectives*. Taylor & Francis.
6. Brannon, L. (2016). *Gender: psychological perspectives*. Routledge.
7. Liao, L. (2004). Development of sexuality: psychological perspectives. *Paediatric and Adolescent Gynaecology*, 77-93.
8. Bolin, A., Whelehan, P., Vernon, M., & Antoine, K. (2021). *Human sexuality: Biological, psychological, and cultural perspectives*. Routledge.



Teaching Learning Strategies (Classroom activities / Lab activities / Field Activities)

- Debates and discussions
- Collaborative pedagogy
- Interactive lectures
- Peer assisted learning activities
- Experiential learning activities
- Collective reading sessions on seminal research papers

Mode Of Transaction: Offline/Online

ASSESSMENT RUBRICS

Evaluation Type		Marks Weightage
End Semester Evaluation		50%
Continuous Evaluation		50%
a)	Quiz/Debates	20%
b)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/ Viva	30%
c)	Open book exam/Take home exam/Test paper/Small project/Oral presentation/Viva	30%
d)	Take home assignment/ Movie reviews/Article analysis	20%
Total		100

Sample Questions to test Outcomes

1. Explain the difference between ‘gender’ and sexuality’
2. How gender works as a tool of discrimination at work places? Explain with examples
3. Analyse the need for developing and implementing queer affirmative psychological support mechanisms
4. Explain and analyse the idea of intersectionality