COURSE STRUCTURE

Sr. No	Course Code		Title of the Paper	T/P	Credits	Hours/Week	Marks		
			I Semester				I	E	Total
1		Core 1	Fundamentals of Psychology	T	4	4	25	75	100
2		Core 2	Cognitive Psychology	T	4	4	25	75	100
3		Core 3	Theories of Personality	T	4	4	25	75	100
4		Core 4	Development Psychology	T	4	4	25	75	100
5		Core 5	Psychological Assessment: Practical-I	P	3	6	25	75	100
6		Core 6	Field Observation Visit	P	2	4	25	75	100
7		SEC - 1	Health Psychology	T	2	2	25	75	100
8			Library			2			
					23	**30**	**175**	**525**	**700**
			II Semester						
8		Core 7	Applied Social Psychology	T	4	4	25	75	100
9		Core 8	Neuropsychology	T	4	4	25	75	100
10		Core 9	Psychometry	T	4	4	25	75	100
11		Core 10	Psychological Assessment Practical - II	P	3	6	25	75	100
			Clinical Psychology (Specialization)*						
12		DSE - 1	Psychopathology I	T	4	4	25	75	100
13		DSE - 2	Psychotherapies I	T	4	4	25	75	100
			(or) **Human Resource Management (Specialization)***						
14		DSE - 1	Human Resource Management	T	4	4	25	75	100
15		DSE - 2	Psychopathology	T	4	4	25	75	100
			(or) **Counselling & Psychotherapy (Specialization)***						
16		DSE - 1	Theories and Skills of Counselling	T	4	4	25	75	100

17		DSE - 2	Schools of Psychotherapies I	T	4	4	25	75	100
			(or) **Educational Psychology (Specialization)***						
18		DSE - 1	Fundamentals of Educational Psychology	T	4	4	25	75	100
19		DSE - 2	Psychological Assessment in Educational Setting	T	4	4	25	75	100
20		SEC - 2	Behavior Modification	T	2	2	25	75	100
21		NME	Community Mental Health	T	2	2	25	75	100

		Self-learning course(SLC)	T	Extra Credit				
				27	**30**	**175**	**525**	**700**
		III Semester						
22		Core 11	Counseling Skills & Techniques	T	4	4	25	75	100
23		Core 12	Research Methods and Applied Statistics	T	4	4	25	75	
24		Core 13	Training and Development	T	4	4	25	75	100
25		Core 14	Internship I	P	4	4	25	75	100
			Clinical Psychology (Specialization)*						
26		DSE - 3	Psychopathology II	T	4	5	25	75	100
27		DSE -4	Psychotherapies II	T	4	5	25	75	100
			(or) **Human Resource Management (Specialization)***						
28		DSE - 3	Organizational Behavior and Development	T	4	5	25	75	100
29		DSE - 4	Workplace wellness	T	4	5	25	75	100
			(or) **Counselling & Psychotherapy (Specialization)***						
30		DSE - 3	Schools of Psychotherapies II	T	4	5	25	75	100

31		DSE - 4	Modern Trends and Techniques in Counselling	T	4	5	25	75	100
			(or) **Educational Psychology(Specialization)***						
32		DSE - 3	Psychopathology of Childhood and Adolescence	T	4	5	25	75	100
33		DSE - 4	Therapeutic Interventions in Educational Setting	T	4	5	25	75	100
34		SEC - 3	Positive Psychology	T	2	2	25	75	100
35		NME	Social Marketing	T	2	2	25	75	100
			Self-learning course(SLC)	T	Extra Credit				
					28	**30**	**200**	**600**	**800**
			IV Semester						
36		Core 15	Internship II	P	6	18	25	75	100
37		Core 16	Dissertation	P	6	12	25	75	100
	Total				**12**	**30**	**50**	**150**	**200**
					90+		**600**	**1800**	**2400**

* Students need to choose either one of these specializations: 1. Clinical Psychology or 2. Human Resource Management or 3. Counselling and Psychotherapy or 4. Educational Psychology

Approved by the BOS conducted on 01.09.2023.

SYLLABUS

I - SEMESTER					
Course Code		**Core 1 : Fundamentals of Psychology**	**T**	**Credits:4**	**Hours/ Week: 4**
Objectives		1. To develop a basic understanding of the field of Psychology. 2. To outline the various theories of learning 3. To compare the various theories related to motivation and emotions. 4. To illustrate the processes involved in sensations. 5. To define intelligence and explain the various theories of intelligence.			
Unit - I		**Introduction to Psychology:** Definition and Scope, History of Psychology, Perspectives in Psychology - Structuralism, Functionalism, Gestalt, Psychoanalysis, Behaviourism, Humanistic, Cognitive, Sociocultural, Biopsychological, Evolutionary, Areas of Specializations, Research in Psychology - Using scientific method in psychology, ethics in psychological research			
Unit - II		**Learning:** Definition of Learning, Classical Conditioning, Operant Conditioning - Reinforcement, Punishment, Schedules of reinforcement, Cognitive Learning -Insight Learning, Latent Learning, Learned Helplessness, Observational Learning, Factors influencing learning			
Unit - III		**Motivation and Emotion:** Defining Motivation, Approaches to Understanding Motivation - Instinct Theories, Drive reduction approach, Arousal approach, Incentives approach, Maslow's theory, Self-determination theory, Biological and Social motivation, Frustration and conflict of motives - Defining emotions, expression, and perception of emotions - Facial Expressions, theories of emotions - James Lange Theory, Cannon -Bard Theory, Schachter - Singer Theory, Cognitive Appraisal Theory, Relationship among emotions			
Unit - IV		**Sensations:** Definition, Sensory Thresholds, Habituation, Adaptation, Sensory process - Vision - Perceptual properties of light, Structure of the Eye, Perception of colours, Hearing - Perception of sound waves, Theories of Pitch, Smell, Taste, and touch - gate control theory, kinesthetic and vestibular sense			
Unit - V		**Intelligence:** Intelligence, Definition, Theories of Intelligence, Emotional Intelligence, Definition and its components, Measures of intelligence, Artificial Intelligence - Definition and its applications.			

References and Text Books:
- Ciccarelli, K., & White, J. (2009). *Psychology* (2nd ed.). Pearson Prentice Hall.
- Coon, D., Mitterer, J. O., Martini, T. S. (2020). Introduction to Psychology: Gateways to Mind and Behavior (with APA Card). (n.p.): Cengage Learning.
- Gazzaniga, M. S., Heatherton, T. F., Halpern, D. F. (2016). Psychological Science. United Kingdom: W.W. Norton, Incorporated.
- King, L. A. (2010). King, The Science of Psychology (NASTA Reinforced High School Binding). United States: McGraw-Hill Education.
- Morgan. (2001). *Introduction To Psychology*. Tata McGraw-Hill Education.

Web Resources:
Schools of Psychology: The 7 Main Schools of Thought (verywellmind.com)
Gender | Psychology Today
15 Learning Theories in Education (A Complete Summary) (educationcorner.com)

COURSE OUTCOMES

On completion of the course, students will have

CO1	Developed an understanding of the fundamental concepts in the field of psychology.	K1,K2
CO2	Developed the ability to analyze the various theories of learning.	K2, K4
CO3	The ability to examine the various theories of motivation and emotions.	K2,K4
CO4	Developed the ability to describe the process of various sensations.	K1, K2
CO5	To summarize the various concepts related to intelligence.	K2,K3

Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)
CO2	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	S(3)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	M(2)	M(2)	L(1)
CO4	S(3)	S(3)	S(3)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)
CO5	S(3)	S(3)	S(3)	M(2)	M(2)	L(1)	L(1)	L(1)	L(1)	M(2)
W.Av	3	3	3	1.4	1.4	1.4	1.4	1.4	1.4	1.4

Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	L(1)	M(2)	S(3)
CO2	S(3)	S(3)	M(2)	M(2)	M(2)
CO3	S(3)	M(2)	L(1)	M(2)	L(1)
CO4	S(3)	M(2)	L(1)	L(1)	L(1)
CO5	S(3)	M(2)	L(1)	M(2)	L(1)
W.Av	3	2.4	1.2	1.8	1.6

I - SEMESTER					
Course Code		**Core 2: Cognitive Psychology**	**T**	**Credits:4**	**Hours/ Week: 4**
Objectives		1. To understand the basic concept of cognitive psychology and its approaches. 2. To understand the concept of attention, perception and consciousness. 3. To understand and analyze the different models of memory and language. 4. To explain and apply the concept of problem solving 5. To explian and apply the concept of decision Making
Unit - I		**Introduction:**Definition and Scope of Cognitive Psychology, History and Development of Cognitive Psychology, Methods, Current trends in the study of cognition- Paradigms of cognitive psychology- The information processing approach, The connectionist approach, The evolutionary approach, The ecological approach.
Unit - II		**Attention, Perception and Consiousness:** The nature and definition of attention, perception and consciousness, Attention and consciousness- selective attrition and division of attention – controlled vs automatic processing, Theories of attention, Perception: Perceptual constancies, Theories of perception – bottom up and top down process, Gestalt approaches to perception, Disruptions of perception, subliminal perception.
Unit - III		**Memory and Language:** Definition, Models of memory, Types of memory, process of memory- process of forgetting and memory distortions - reconstructive retrieval – eyewitness testimony – Language, properties of language, the process of language comprehension, language and Thought, language in social context.
Unit - IV		**Problem Solving and Creativity:** Problem-solving: Meaning, Problem solving cycle, types of problems, Problem solving techniques, obstacles and aids in problem solving, Knowledge and problem solving, Creativity: creativity thinking, nature of creative people, blocks to creative thinking, Promoting Creativity.
Unit - V		**Reasoning and Decision Making:** Reasoning: Meaning, types of reasoning- Deductive, Inductive, and everyday reasoning, Decision making: Meaning, Phases of decision making, models of decision making, improving decision making.

References and Text Books:
- Galotti, K.M. (2004). Cognitive psychology: In and out of the laboratory. New Delhi, India: Wadsworth.
- Kellogg, R.T. (2007). Fundamentals of cognitive psychology. New Delhi, India: Sage Publication.
- Parkin, A . J. (2000). Essential Cognitive Psychology. London: Psychology Press.
- Riegler, B.R & Riegler, G. L. (2008). Cognitive psychology. Applying the science of the mind. New Delhi, India: Pearson India Education Services Private Limited.
- Smith, E.E & Kosslyn, S.M. (2007). Cognitive psychology: Mind and brain. New Delhi, India: Prentice – Hall of India.
- Sternberg, R. J. (2009). Applied cognitive psychology: Perceiving, learning and remembering. New Delhi, India: Cengage Learning.

Web Resources:
https://www.verywellmind.com/cognitive-psychology-4157181
Cognitive-Psychology-Sternberge.pdf

COURSE OUTCOMES

On completion of the course, students will be able to

CO1	Understand the basic concept of cognitive psychology and its approaches.	K2
CO2	Understand the concept of attention, perception and consciousness.	K2
CO3	Understand and analyze the different models of memory and language.	K2, K4
CO4	Explain and apply the concept of problem solving	K2,K4
CO5	Explian and apply the concept of decision Making	K2,K4

Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	L(1)	L(1)	L(1)
CO2	S(3)	S(3)	S(3)	L(1)	L(1)	M(2)	L(1)	L(1)	L(1)	L(1)
CO3	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	L(1)	L(1)
CO4	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	M(2)	M(2)	S(3)	M(2)
CO5	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	M(2)	M(2)	S(3)	M(2)
W.Av	3	3	3	2	1.6	2.4	1.8	1.6	1.8	1.4

Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)	L(1)	M(2)	M(2)
CO2	S(3)	L(1)	L(1)	M(2)	L(1)
CO3	S(3)	M(2)	M(2)	M(2)	M(2)
CO4	S(3)	M(2)	S(3)	M(2)	M(2)
CO5	S(3)	M(2)	S(3)	M(2)	M(2)
W.Av	3	1.6	2	2	1.8

Course Code		Core 3 : Theories of Personality	T	Credits:4	Hours/ Week: 4
Objectives		1. To familiarize the concept of personality and its aspects. 2. To explain and relate the psychoanalytic and neo psychoanalytic approach. 3. To illustrate and compare the interpersonal approach. 4. To explain and relate the existential and trait approach. 5. To illustrate and compare the social learning and cognitive approach.			
Unit - I		**Intoduction:** Definition and meaning of personality, History, Ways of looking at personality, Role of social media, determinants of personality, Varieties of personality measures - Objective tests, projective tests, situational tests, the comparison of theories of personality.			
Unit - II		**The Psychoanalytic and Neo Psychoanalytic Approach:** Sigmund Freud - Levels of personality, anxiety, defenses, psychosexual stages of personality, criticism. Carl Jung - Psychic energy, aspects of personality, development of personality.Alfred Adler: Inferiority feelings, striving for superiority, style of life, birth order. Karen Horney - Basic anxiety, neurotic needs, the idealized self image.			
Unit - III		**The Interpersonal Approach:** Erich Fromm (Freedom Theory) - Nature of human beings, Structure of personality, Development of Personality, application and evaluation. Harry Stack Sullivan (Interpersonal Theory) - Nature of human beings, Structure of personality, Development of personality, Application and evaluation.			
Unit - IV		**Existential and Trait Approach:** Rollo May - Nature of human beings, Structure of personality, Development of personality, Application and evaluation. Gordon Allport - Nature of human beings, Structure of personality, Development of personality, Assessment in Allport's theory, Application and evaluation. Raymond Cattell - Nature of human beings, Structure of personality, Development of personality, Assessment in Cattell's theory, Application and evaluation.			
Unit - V		**Social Learning and Cognitive Approach:** George Kelley (Personal construct theory) - Nature of human beings, Structure of personality, Development of personality, Assessment in George Kelley's theory, Application and evaluation. Albert Bandura - Nature of human beings, structure of personality, development of personality, application and evaluation.			

References and Text Books:
- Albert, B. Even (2010). An introduction to theories of personality (7th ed.). New York, NY: Psychology Press.
- Friedman, H.S., & Schustack, M.W. (2009). Personality: Classic theories and modern research (3rd ed.). Noida, India: Dorling Kindersley India Pvt. Ltd.
- Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). Theories of personality (4th ed.). New Delhi, India: Wiley India Pvt. Ltd.
- Reeves, A (2012). An Introduction to counselling and psychotherapy: From theory to practice. (1st ed.). London, England: SAGE Publications Ltd.
- Schultz, D.P., & Schultz, S.E. (2013). Theories of personality (10th ed.). New Delhi, India: Cengage Learning India Pvt. Ltd.
- Shaffer, D.V. (2009). Social and personality development. (6th ed.). Belmont, MA: Wadsworth Cengage Learning.

Web Resources:
https://www.hzu.edu.in/uploads/2020/9/Theories%20of%20Personality.pdf
Theories of Personality Psychology

COURSE OUTCOMES

On completion of the course, students will be able to

CO1	Familiarize the concept of personality and its aspects.	K2
CO2	Explain and relate the psychoanalytic and neo psychoanalytic approach.	K2
CO3	Illustrate and compare the interpersonal approach.	K2,K4
CO4	Explain and relate the existential and trait approach.	K2,K4
CO5	Illustrate and compare the social learning and cognitive approach.	K2,K4

Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	L(1)	L(1)	L(1)
CO2	S(3)	S(3)	S(3)	L(1)	L(1)	S(3)	S(3)	M(2)	M(2)	L(1)
CO3	S(3)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	L(1)	L(1)	L(1)
CO4	S(3)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	L(1)	L(1)	L(1)
CO5	S(3)	S(3)	S(3)	L(1)	L(1)	S(3)	S(3)	M(2)	M(2)	L(1)
W.Av	3	3	3	1	1	2.4	2.4	1.4	1.4	1

Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)	M(2)	S(3)	S(3)
CO2	S(3)	L(1)	L(1)	S(3)	M(2)
CO3	S(3)	L(1)	L(1)	M(2)	L(1)
CO4	S(3)	L(1)	L(1)	M(2)	L(1)
CO5	S(3)	M(2)	M(2)	S(3)	M(2)
W.Av	3	1.2	1.4	2.6	1.8

I - SEMESTER					
Course Code		**Core 4 : Developmental Psychology**	**T**	**Credits:4**	**Hours/ Week: 4**
Objectives	<td colspan="5">1. To understand the basic concept and stages of human development. 2. To compare the physical, social and emotional development of infancy and toddlerhood stage. 3. To know the overview about the physical, social and emotional development of middle childhood. 4. To summarize the physical, cognitive, emotional and psychosocial development of Early adulthood. 5. To understand the physical, cognitive and psychosocial development of late adulthood.</td>
Unit - I	<td colspan="5">**Introduction:** Concept of human development- Stages of lifespan development-Conception through birth: Fertilization, Prenatal development, Environmental Influences on prenatal development; Stages of childbirth, Types of childbirth: Perinatal hazards & Complications of low birth weight. Physical & Cognitive Development, Milestones of motor development, Environmental influences on motor development.</td>
Unit - II	<td colspan="5">**Infancy and Toddlerhood:** Physical development, health, motor, sensory, emotional, and perceptual development and hazards. Early childhood: Motor Skills, Piaget's Preoperational stage, Development of language; gender differences, fears and aggression; prosocial behaviour, Child-rearing practices and parenting styles.</td>
Unit - III	<td colspan="5">**Middle Childhood:**Physical, Social, Emotional development and Hazards. Development of self concept, Theoretical perspectives on self concept - Freud's latency period, Erickson's Industry Vs Inferiority, Social learning theory, Puberty: Physical, Mental Development. Psychosocial Development: Relationship with family, peers and adult society.</td>
Unit - IV	<td colspan="5">**Early Adulthood:** Physical Development, Cognitive development. Emotional Intelligence. Psycho social development. Middle Adulthood: Physical Development, Sensory & Psychomotor Functioning, Sexuality & Reproductive Functioning- Menopause & Changes in male Sexuality. Cognitive development. Psycho Social Development.</td>
Unit - V	<td colspan="5">**Late Adulthood:** Physical development, Cognitive Development, Psychosocial Development. Death and Dying: Care of the dying. Facing death & Loss-Psychological Issues-Confronting one's death; Patterns of grieving Death & Bereavement across the Lifespan. Finding Meaning & Purpose in Life & Death.</td>

References and Text Books:
- David R.Shaffer (2009), Developmental Psychology Childhood and Adolescence, California, Wadsworth Publishing Co.
- Diane E.Olds (1992), Human Development, New Delhi, Tata McGraw Hill Publishing Co.
- Fiona White (2015), Developmental Psychology, New Jersey, Pearson Education.
- Hurlock, E (1980), Developmental Psychology, New Delhi, Tata McGraw Hill Publishing Co.
- Irving B (2012), Developmental Psychology, New jersey, Pearson Education.
- Papilla (1996), Developmental Psychology Childhood and Adolescence, California, Brooks/Cole Publishing Co.

Web Resources:
https://www.apa.org/education-career/guide/subfields/developmental
https://www.udemy.com/course/introduction-to-developmental-psychology/

COURSE OUTCOMES

On completion of the course, students will be able to

CO1	Understand the basic concept and stages of human development.	K2
CO2	Compare the physical, social and emotional development of infancy and toddlerhood stage.	K2, K4
CO3	Know the overview about the physical, social and emotional development of middle childhood.	K2,K4
CO4	Summarize the physical, cognitive, emotional and psychosocial development of Early adulthood.	K2,K4
CO5	Understand the physical, cognitive and psychosocial development of late adulthood.	K2,K4

Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	L(1)	L(1)	S(3)	S(3)	M(2)	M(2)	L(1)
CO2	S(3)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	S(3)	M(2)	L(1)
CO3	S(3)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	M(2)	S(3)	L(1)
CO4	S(3)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	S(3)	M(2)	L(1)
CO5	S(3)	S(3)	S(3)	L(1)	L(1)	S(3)	S(3)	M(2)	M(2)	L(1)
W.Av	3	3	3	1	1	2.4	2.4	2.4	2.2	1

Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)	L(1)	S(3)	M(2)
CO2	S(3)	M(2)	L(1)	S(3)	M(2)
CO3	S(3)	M(2)	M(2)	S(3)	M(2)
CO4	S(3)	M(2)	M(2)	M(2)	M(2)
CO5	S(3)	M(2)	M(2)	M(2)	M(2)
W.Av	3	1.8	1.6	2.6	2

I - SEMESTER					
Course Code		**Core 5 : Psychological Assessment: Practical - I**	**P**	**Credits:3**	**Hours/ Week: 6**
Objectives		1. To recognize the nature and importance of psychological tests. 2. To understand the psychometric properties of the tools. 3. To equip the students with the skills necessary to administer the psychological tests. 4. To Identify and apply their knowledge to interpret the scores on the assessment. 5. To create reports and discuss the results.			
Areas		1. Intelligence 2. Interest 3. Personality and Attittude 4. Perception and Attention 5. Motivation			
Guidelines		A minimum of **TWO** assessments or experiments under each broad area may be conducted. A total of **10 assessments/ experiments are mandatory per semester.**			

COURSE OUTCOMES

On completion of the course, students will be able to

CO1	Recognize the nature and importance of psychological tests.	K2
CO2	Understand the psychometric properties of the tools.	K2,K3, K4
CO3	Equip themselves with the skills necessary to administer the psychological tests.	K6
CO4	Identify and apply their knowledge to interpret the scores on the assessment.	K4
CO5	Create reports and discuss the results.	K6

Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)
CO2	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)
CO3	S(3)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)
CO4	L(1)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)
CO5	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)
W.Av	2.4	2.4	2.4	2.4	2.4	2	2	2	2	2.6

Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)	L(1)	S(3)	M(2)
CO2	S(3)	S(3)	S(3)	S(3)	S(3)
CO3	S(3)	S(3)	S(3)	S(3)	S(3)
CO4	S(3)	M(2)	M(2)	S(3)	S(3)
CO5	S(3)	M(2)	S(3)	S(3)	S(3)
W.Av	**3**	**2.2**	**2.4**	**3**	**2.8**

	I - SEMESTER			
Course Code	**Core 6: Field Observation Visits**	**P**	**Credits: 2**	**Hours/ Week: 4**
Objectives	1. To understand the field realities. 2. To understand the scope of psychology practice 3. To develop the skills by applying theoretical knowledge. 4. To develop a professional network. 5. To examine the role played by different professionals in the field of psychology.			
Guidelines	The first-year students during the first semester will be visiting organizations to understand the field realities and the role of psychologists.			

COURSE OUTCOMES

On completion of the course, students will be able to

CO1	Understand the field realities.	K2
CO2	Understand the scope of psychology practice	K2
CO3	Develop the skills by applying the theoretical knowledge.	K3, K4,K5
CO4	Develop a professional network.	K3
CO5	Examine the role played by different professionals in the field of psychology.	K3,K4

Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	L(1)	L(1)	S(3)	S(3)	S(3)	M(2)	L(1)
CO2	S(3)	S(3)	S(3)	L(1)	L(1)	S(3)	S(3)	S(3)	S(3)	L(1)
CO3	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)
CO4	L(1)	L(1)	L(1)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)
CO5	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	M(2)
W.Av	2.6	2.6	2.6	2	2	3	3	2.8	2.4	2

Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	M(2)	S(3)	M(2)
CO2	S(3)	L(1)	M(2)	M(2)	S(3)
CO3	S(3)	M(2)	M(2)	M(2)	M(2)
CO4	M(2)	S(3)	M(2)	M(2)	M(2)
CO5	S(3)	M(2)	S(3)	M(2)	S(3)
W.Av	2.8	2.2	2.2	2.2	2.4

	I - SEMESTER			
Course Code		**SEC - 1: Health Psychology**	**T**	**Credits: 2**	**Hours/ Week: 2**

Objectives	1. To gain a basic understanding about the field of health psychology and define healthy behaviour. 2. To describe the barriers in practicing healthy behaviour and explain the various approaches to promote healthy behaviors. 3. To increase knowledge about stress and coping. 4. To learn strategies to manage pain. 5. To gain an indepth understanding about managing chronic health disorders.
Unit - I	**Overview of Health Psychology**: Definition and characterstics of Health, Meaning and Definition of Health Psychology, Mind - Body Relationship, Goals of Health Psychology, Biomedical Model, Biopsychosocial model, Research in Health Psychology and Future of Health Psychology.
Unit - II	**Promotion of Healthy Behaviour**: Definition and types of Healthy Behavior,Why study health behaviors, predicting health behaviors, Barriers in practicing and changing healthy behaviours, Changing health habits - Theories and approaches, Health promoting behaviours, Health compromising behaviours - Characteristics
Unit - III	**Stress and Coping**: Definition, Stressors, types, perceiving stress, sources of stress, theories of stress, study of stress Personality and coping, coping style, resilience, coping outcomes and interventions, social support
Unit - IV	**Management of pain and discomfort**: Definition, measuring pain, Physiology of pain, Phantom Limb, Issues in Pain management, Pain control techniques, Placebo Effect, Pain management program
Unit - V	**Management of chronic health disorders**: Overview of chronic disorders, Quality of life, Responses and issues in chronic health disorders, Psychological interventions, Psychological issues in advancing illness, Kubler Ross's theory, Alternative care for the terminally ill, Problems of survivors

References and Text Books:
- Branmon, L., & Frist, J. (2010). Introduction to health psychology; New Delhi, India: Cengage Learning India Pvt Ltd.
- Boyer, B., &Paharia, I. (2008). Comprehensive handbook of clinical health psychology. Edison, NJ: John Wiley & Sons.
- Marks, D.F. Murray, Evans, B.M. Willig, C. Woodall, C. and Sykes, C.M. (2008). Health Psychology Theory, Research and Practice. 5th edition. New Delhi: Sage Publications.
- Sarafino, E.P. (2011). Health Psychology. 7th edition. Joha Wiley and Sons.
- Taylor, S.E. (2018). Health Psychology. 10th edition. Tata McGraw Hill edition.

Web Resources:
www.verywellmind.com/what-is-health-psychology-2794907
www.who.int/health-topics/health-promotion#tab=tab_1
www.tandfonline.com/doi/full/10.1080/08870446.2017.1336240

COURSE OUTCOMES

On completion of the course, students will be able to

CO1	Gain a basic understanding about the field of health psychology and define healthy behaviour.	K2
CO2	Describe the barriers in practicing healthy behaviour and explain the various approaches to promote healthy behavior	K2
CO3	Gain knowledge about stress and coping.	K2, K3
CO4	Understand the strategies to manage pain.	K3
CO5	Gain an indepth understanding about managing chronic health disorders.	K3

Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	S(3)	S(3)	L(1)
CO2	S(3)	S(3)	S(3)	L(1)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)
CO3	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)
CO4	S(3)	S(3)	S(3)	M(2)	L(1)	M(2)	M(2)	M(2)	M(2)	L(1)
CO5	S(3)	S(3)	S(3)	M(2)	L(1)	M(2)	S(3)	M(2)	M(2)	L(1)
W.Av	3	3	3	1.6	1.4	2.2	2.4	2.4	2.4	1.6

Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)	L(1)	S(3)	M(2)
CO2	S(3)	M(2)	S(3)	M(2)	M(2)
CO3	S(3)	S(3)	S(3)	M(2)	M(2)
CO4	S(3)	M(2)	M(2)	M(2)	M(2)
CO5	S(3)	M(2)	M(2)	M(2)	M(2)
W.Av	3	2	2.2	2.2	2

II - SEMESTER					
Course Code		**Core 7 : Applied Social Psychology**	**T**	**Credits: 4**	**Hours/ Week: 4**
Objectives	1.To understand the concept ,importance of Applied social psychology and the role of social psychologists. 2.To examine and understand the factors that influence social perception and cognition. 3.To analyse the factors that determine interpersonal attraction. 4.To explore the concept of aggression and the functioning of groups. 5.To examine the role of leadership and apply the concept and principles of social psychology in different settings.				
Unit - I	**Introduction:** Definition of Social Psychology and Applied Social Psychology, Historical Context of Applied Social Psychology, Scope of social psychology, Research Methods in Applied Social Psychology, Role of Applied Social Psychologists.				
Unit - II	**Social Perception and Social Cognition:** Nonverbal Communication: Basic Channels, Recognizing Deception. Attribution: Theories, Basic sources of error, Applications. Impression Formation & Impression Management: Kelley's model, Asch's Research, Cognitive perspective. Social Cognition- Schemas, heuristics, and automated processing, sources of error in social cognition				
Unit - III	**Interpersonal attraction and Social Influence:** Interpersonal attraction- Factors determining attraction, sociometry. Social Influences- Conformity, compliance, obedience, prosocial behavior, why do we help others, situational and individual factors. Attitude: Meaning – three components – Attitude Formation: Social Learning, Attitude- Behavior link. Persuasion: The Early Approach & the Cognitive Approach. Attitude Change: Cognitive Dissonance – Attitude scales.				
Unit - IV	**Prejudice, Aggression and Group Characteristics:** Prejudice- Discrimination in action- origin-methods to reduce it, Aggression- Theories, types, determinants of aggression, environmental cause, prevention and control of aggression. Groups- Types and formation - theories of group formation, group decision making, group think.				
Unit - V	**Leadership and Applications of Social Psychology:** Leadership: Meaning – three major types – functions – theories – Nature and impact in groups, Gender differences, Leader effectiveness, Transformational, transactional and other types of leadership. Applying social psychology: In Media, Legal System, Work settings, Community, Health and Environmental Psychology.				

References and Text Books:

- Branscombe, N.R., Baron, R.A., & Kapur, P. (2017). Social psychology (14th ed.). Chennai, India: Pearson India Education Services Private Limited.
- Feldman, R. S. (2001). Social psychology (3rd ed.) New Delhi, India: Pearson India Education Services Private Limited.
- Myers, D.G., & Twenge, J.M. (2017). Social psychology. (12th ed.). New York, NY: McGraw – Hill Education.
- Schneider, F.W., Gruman, J.A., & Coutts, L.M. (2005) Applied social psychologyunderstanding and addressing social and practical problems. New York, NY: Sage publications.
- Schultz, W., & Oskamp, S. (2000). Social psychology: An applied perspective. Upper Saddle River, NJ: Prentice Hall.

Web Resources:
https://www.apa.org/education-career/guide/subfields/social

COURSE OUTCOMES

On completion of the course, students will have

CO1	Understanding of the concept and importance of applied social psychology and the role of social psychologists.	K2
CO2	Ability to examine and understand the factors that influence social perception and cognition.	K2,K4
CO3	Developed the competence to analyse the factors that determine interpersonal attraction.	K4
CO4	Competence to explore the concept of aggression and the functioning of groups.	K2,K3
CO5	Developed the potential to examine the role of leadership and apply the concept and principles of social psychology in different settings.	K2,K3

Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	S(3)	S((3)	L(1)
CO2	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	S(3)
CO4	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	L(1)	M(2)	L(1)	L(1)
CO5	S(3)	S(3)	S(3)	L(1)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)
W.Av	3	3	3	1.6	1.8	2.4	2.2	2.2	2	1.8

Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)	L(1)	S(3)	M(2)
CO2	S(3)	M(2)	M(2)	M(2)	L(1)
CO3	S(3)	M(2)	S(3)	S(3)	L(1)
CO4	S(3)	M(2)	M(2)	S(3)	M(2)
CO5	S(3)	M(2)	M(2)	S(3)	M(2)
W.Av	3	1.8	2	2.8	1.6

II - SEMESTER					
Course Code		**Core 8 : Neuropsychology**	**T**	**Credits:4**	**Hours/ Week: 4**
Objectives	1.To understand the anatomy and functions of brain. 2.To understand the structure and functions of neurons and neurotransmitters. 3.To examine the disorders associated with frontal and temporal lobe. 4.To examine the disorders associated with occipital and pariteal Lobe. 5.To develop competence in neuropsychological assessments.				
Unit - I	**Neuropsychology; Its aims, history and methods:** Neuropsychology: Definitions, Scope, Human Neuropsychology: Origin and Development of the discipline, Anatomy of Brain, Brain Functions: Localization, Lateralization, Neuroplasticity. The Brain Imaging Techniques: Single-cell recording, electroencephalographic recording, event-related potentials, Magnetoencephalography, Brain stimulation, Static Imaging Techniques (XRay, CT), Dynamic Brain Imaging (PET, MRI, MRS, FMRI, Optical Tomography), Comparing the imaging techniques pros and cons.				
Unit - II	**Sturcuture and Electrical activity of neurons:** Neuron- Structure, Electrical activity- Resting potential, graded potential and action potential, Nerve impulse, Communication- Neurotransmitter, structure, types and functions.				
Unit - III	**The Frontal and Temporal Lobes:** Frontal Lobes- Anatomy, Theory of Frontal Lobe Functions, Symptoms of Lesions, Disorders affecting frontal lobe, Temporal Lobe- Anatomy, Theory, Symptoms of Lesions, Disorders of Auditory, speech and music perception.				
Unit - IV	**Occipital and Pariteal Lobes:** Occipital Lobe- Anatomy, Theory, Symptoms of Lesions, Disorders of visual and cortical pathways, Parietal Lobes- Anatomy, Theory, Symptoms of Lesions, Disorders of spatial cognition.				
Unit - V	**Neuropsychological Assesment:** Neuropsychological Assessment- meaning, goals, factors affecting the choice of assessment, The neuropsychological batteries- Wechsler Adult Intelligence scales, Halstead Reitan Battery, Luria -Nebraaska NeuroPsychological Battery, Memory - the Wechsler's Memory Scale, PGI Battery of Brain dysfunction.				

References and Text Books:

- Beaumont, J.G. (1983). Introduction to neuropsychology. Oxford, England: Blackwell Scientific Publications
- Kolb, " Fundamental of Human Neuro-psychology", 7th Edition, Worth Publishers, New York, 2015.
- Martin, G.N. (2006). Human neuropsychology. London, England: Prentice Hall
- Zillmer, E.A., & Spiers, M.V. (2001). Principles of neuropsychology. Belmont, CA: Wadsworth/Thomson Learning.

Web Resources:
https://www.apa.org/pubs/journals/neu
https://www.apa.org/ed/graduate/specialize/neuropsychology

COURSE OUTCOMES

On completion of the course, students will be able to

CO1	Understand the anatomy and functions of brain.	K2
CO2	Understand the structure and functions of neurons and neurotransmitters.	K2
CO3	Examine the disorders associated with frontal and temporal lobe.	K2
CO4	Examine the disorders associated with occipital and pariteal Lobe.	K2
CO5	Develop competence in neuropsychological assessments.	K3

Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	L(1)	M(2)	L(1)	L(1)	M(2)	M(2)	L(1)
CO2	S(3)	S(3)	S(3)	L(1)	L(1)	L(1)	L(1)	M(2)	M(2)	L(1)
CO3	S(3)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	L(1)	L(1)	L(1)
CO4	S(3)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	L(1)	L(1)	L(1)
CO5	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	L(1)	L(1)	M(2)
W.Av	3	3	3	1.2	1.4	1.6	1.6	1.4	1.4	1.2

Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	M(2)	S(3)	M(2)
CO2	S(3)	M(2)	M(2)	S(3)	M(2)
CO3	S(3)	M(2)	M(2)	L(1)	L(1)
CO4	S(3)	M(2)	M(2)	L(1)	L(1)
CO5	S(3)	M(2)	M(2)	M(2)	L(1)
W.Av	3	2	2	2	1.4

I - SEMESTER					
Course Code		**Core 9 : Psychometry**	**T**	**Credits:4**	**Hours/ Week: 4**
Objectives		1. To understand the concept and the characteristics of test construction. 2. To know the outline about the construction of intelligence, ability and personality tests. 3. To examine the concept of item analysis. 4. To understand the process of test standardization. 5. To understand the significance of norms and standard scores.
Unit - I		**Test Construtcion:** Defining the test, Classification of tests, Characteristics of standardized test-Brief history of testing, Scaling-Selecting a scaling method, Representative scaling methods. Constructing the items, Testing the items, Revising the test, Publishing the test
Unit - II		**Construction of Intelligence, ability and Personality Tests:** Item writing for Intelligence tests Analogies, odd-man-out, sequences. Tests of ability and attainment: Content of items, multiple choice items Advantages of multiple choice items, True-false items, matching items, choosing the item type, Other item types, arrangement of items for a test trial, guessing, Constructing Personality Inventories, Problems in constructing personality Inventories, Writing items for personality Inventories-item forms, guidelines for item writing, Eliminating response sets, Item content.
Unit - III		**Item Analysis:** Important variables for item analysis, Two indices in item analysis, correlations of items and the total score, choice of item, analytic statistics, Item scoring and item analysis, Item difficulty, Item discrimination, Item response theory, Selection of items after item analysis, Rewriting items, Failure to form a test
Unit - IV		**Test Standarization:** An overview of the different types of reliability, Factors affecting reliability and validity Generalizability of test scores, Using reliable information, Factors affecting reliability estimates, Special issues in reliability, Interpretation of reliability coefficient, An overview of the different types of validity, Standardizing the test obtaining a representative normative sample, Sampling specific groups, Rules for sampling special groups.
Unit - V		**Norms and Standard Scores Norms:** Meaning and purpose of norms, Raw score transformation. Percentile and percentile ranks, standardized scores, Normalizing standard scores, T scores, stanines, sten scores and C scale, Selecting a norm group-age and grade norms, Local and sub group norms, Criterion referenced tests and norm referenced tests, Ethical issues.

References and Text Books:
- Anastasi, A., & Urbina, S. (2017). Psychological testing (7th ed). Chennai, India: Pearson India Education Services Pvt. Ltd.
- Gregory, RJ. (2017). Psychological testing (7th ed.). Chennai, India: Pearson India Education Services Pvt. Ltd. Husain, A. (2012) Psychological testing Noida, India: Dorling Kindersley (India) Pvt. Ltd
- Kline, P. (2015). A handbook of test construction: Introduction to psychometric design New York, NY: Methen

Web Resources:
Essentials of Psychological Testing
Understanding psychological testing and assessment (apa.org)

COURSE OUTCOMES

On completion of the course, students will be able to

CO1	Understand the concept and characteristics of test construction.	K2
CO2	Know the outline about the construction of intelligence, ability and personality test.	K2
CO3	Examine the concept of item analysis.	K4
CO4	Understand the process of test standardization.	K3
CO5	Understand the significance of norms and standard scores.	K3

Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	S(3)	M(2)	L(1)
CO2	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	S(3)	S(3)	S(3)	M(2)	M(2)	L(1)	L(1)	M(2)	M(2)	L(1)
CO4	S(3)	S(3)	S(3)	M(2)	S(3)	M(2)	M(2)	S(3)	S(3)	M(2)
CO5	S(3)	S(3)	S(3)	L(1)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)
W.Av	3	3	3	1.6	2	1.8	1.8	2.6	2.4	1.6

Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)	M(2)	S(3)	S(3)
CO2	S(3)	M(2)	M(2)	S(3)	M(2)
CO3	S(3)	M(2)	M(2)	M(2)	M(2)
CO4	S(3)	M(2)	M(2)	M(2)	M(2)
CO5	S(3)	M(2)	M(2)	S(3)	M(2)
W.Av	3	1.8	2	2.6	2.2

II - SEMESTER					
Course Code		**Core 10 : Psychological Assessment: Practical - II**	**P**	**Credits:3**	**Hours/ Week: 6**
Objectives		1. To recognize the nature and importance of psychological tests. 2. To understand the psychometric properties of the tools. 3. To equip the students with the skills necessary to administer the psychological tests. 4. To Identify and apply their knowledge to interpret the scores on the assessment. 5. To create reports and discuss the results.			
Areas		1. Assessment of children and adolescent 2. Psychiatric rating scale 3. Diagnostic assessment test 4. Aptitude test 5. Wellbeing assessment 6. Cognitive/Memory related			
Guidelines		A minimum of **TWO** assessments or experiments under each broad area may be conducted. A total of **10 assessments/ experiments are mandatory per semester.**			

COURSE OUTCOMES

On completion of the course, students will be able to

CO1	Recognize the nature and importance of psychological tests.	K2
CO2	Understand the psychometric properties of the tools.	K2,K3, K4
CO3	Equip themselves with the skills necessary to administer the psychological tests.	K6
CO4	Identify and apply their knowledge to interpret the scores on the assessment.	K4
CO5	Create reports and discuss the results.	K6

Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)
CO2	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)
CO3	S(3)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)
CO4	L(1)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)
CO5	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)
W.Av	2.4	2.4	2.4	2.4	2.4	2	2	2	2	2.6

Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)	L(1)	S(3)	M(2)
CO2	S(3)	S(3)	S(3)	S(3)	S(3)
CO3	S(3)	S(3)	S(3)	S(3)	S(3)
CO4	S(3)	M(2)	M(2)	S(3)	S(3)
CO5	S(3)	M(2)	S(3)	S(3)	S(3)
W.Av	**3**	**2.2**	**2.4**	**3**	**2.8**

II - SEMESTER					
Course Code		DSE - 1 : Psychopathology I	**T**	**Credits:4**	**Hours/ Week: 4**
Objectives		1. To understand the classification systems of mental disorders and develop competence in assessing the mental functioning. 2. To analyse and understand the management of anxiety disorders. 3. To analyse and understand the management of mood disorders. 4. To analyse and understand the management of schizophrenia. 5. To examine the causes and consequences of substance use disorders and its management.			
Unit - I		**Psychopathology**: Concept and Current Paradigms in Psychopathology, Normality and Abnormality, Classification of mental disorders -DSM IV R and ICD - 10, Salient features and limitations. Understanding Human Brain – Structure and functions of Brain, Changes in Brain and its impact. Examination of the Person with Mental Illness – Importance of Interview, Skills in Interviewing, Case history taking and Mental Status Examination .			
Unit - II		**Anxiety Disorders**: Obsessive Compulsive Disorders, PTSD, Phobic Disorders - Epidemiology, Etiology, Clinical Diagnosis, Management and its Outcome.			
Unit - III		**Mood Disorders**: Unipolar, Bipolar disorders- Epidemiology, Etiology, Clinical Diagnosis, Management and its Outcome.			
Unit - IV		**Schizophrenia**: Paranoid, Disorganized, Catatonic, Schizophrenia form disorder - Epidemiology, Etiology, Clinical Diagnosis, Management and its Outcome.			
Unit - V		**Substance use Disorder**: Concept of use, Misuse, Abuse and Addiction, Alcohol, Caffeine, Nicotine, Opiod, Cannabis, Inhalants related mental disorders, Epidemiology, Etiology, Clinical Diagnosis, Course, Management and its outcomes			

References and Text Books:
- Barlow.D.H (2000), Abnormal Psychology, Toronto, Thompson Publication.
- Carson. R.C (2004), Abnormal Psychology and Modern Life, New Delhi, Pearson Education.
- Gerald C.davison (1982), Abnormal Psychology, New York. John willey & sons.
- Sarason.G (2005), Abnormal Psychology: The problem of maladaptive behavior, New Jersey, Pearson Education.
- World Health Organization (2008), ICD-10: International Classification of Mental Disorder, New York.

Web Resources:
https://dictionary.apa.org/psychopathology
https://digitallibrary.tsu.ge/book/2021/july/books/A-Short-Textbook-of-Psychiatry.pdf

COURSE OUTCOMES

On completion of the course, students will have

CO1	To understand the classification systems of mental disorders and develop competence in assessing the mental functioning.	K2, K3
CO2	To analyse and understand the management of anxiety disorders.	K2,K4
CO3	To analyse and understand the management of mood disorders.	K2,K4
CO4	To analyse and understand the management of schizophrenia.	K2,K4
CO5	To examine the causes and consequences of substance use disorders and its management.	K2,K4

Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)
CO2	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)
CO3	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)
CO4	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)
CO5	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)
W.Av	3	3	3	2	2	2.2	2.2	2.8	2.8	2

Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	S(3)	S(3)	S(3)
CO2	S(3)	M(2)	M(2)	S(3)	M(2)
CO3	S(3)	M(2)	M(2)	S(3)	M(2)
CO4	S(3)	L(1)	M(2)	S(3)	S(3)
CO5	S(3)	L(1)	M(2)	S(3)	S(3)
W.Av	3	1.6	2.2	3	2.6

	II - SEMESTER			
Course Code	**DSE - 2 : Psychotherapies I**	**T**	**Credits:4**	**Hours/ Week: 4**
Objectives	1. To develop a basic understanding about the branch of Psychotherapy. 2. To relate the concept of psychotherapy with other related techniques. 3. To apply and anlyse the psychoanalytic approaches, humanistic and group approaches. 4. To understand and apply the behavior approaches. 5. To understand and apply the cognitive and behavior approaches.			
Unit - I	**Introduction and Definition of psychotherapy**: Goals of psychotherapy. Professional issues-training, ethical issues, personal characteristics of therapists , future of therapy. Psychotherapy in India. Development and current status.			
Unit - II	**Psychotherapy and Related techniques:** Psychotherapy and counseling, Psychotherapy and social case work, Psychotherapy and culture, Psychotherapy and values and the therapist's responsibility, Psychotherapeutic devices, Catharsis, suggestions, persuasion, reeducation, distributive analysis and synthesis.			
Unit - III	**Psychoanalytical therapies**: Brief dynamic therapies, Indications and evaluation. Neo Freudian approach, Humanistic approaches- Rogerian and Gestalt therapy.			
Unit - IV	**Cognitive & Behavioral Therapy**: Cognitive Behaviour Modification, Fundamental Aspects, Cognitive Restructuring, Meichenbaum's Self Instructional training, Beck's Model, Rational Emotive Therapy (Ellis) , Thought Stopping and Variations, Problem Solving Techniques.			
Unit - V	**Acceptance and Commitment Therapy:** Introduction, Aim of ACT, The therapeutic relationship in ACT,The six core therapeutic process of ACT, The ACT triflex **Dialectic Behavioural Therapy**: Introduction, Dialectical Philosophy, Client, Therapist and treatment assumptions, Treatment stages, DBT stages, The functions of comprehensive DBT			

References and Text Books:
- Aveline. M (1995), Eds, Research for psychotherapy practice, New York, John Wiley & Sons.
- Bellack, A.S, et al (1983), International handbook of behavioral modification and therapy, New York Plenum Press.
- Bergin, A.E (1994), Handbook of psychotherapy & behavioural change, New York, John Wiley & Sons.
- Lane.D & Miller. A (1992), Child & Adolescent therapy. A handbook, Maidenhead, Open University Press.
- Norcross. J.C (1980), Handbook of psychotherapy integration, New York, Oxford University Press.
- Srinivasa Murthy et al (1992), Eds. Community Mental Health proceedings of the Indo-US symposium. Bangalore: NIMHANS

Web Resources:
https://dictionary.apa.org/psychopathology
https://digitallibrary.tsu.ge/book/2021/july/books/A-Short-Textbook-of-Psychiatry.pdf

COURSE OUTCOMES

On completion of the course, students will be able to

CO1	Develop a basic understanding about the branch of Psychotherapy.	K2
CO2	Relate the concept of psychotherapy with other related techniques.	K2,K3
CO3	Apply and anlyse the psychoanalytic approaches and humanistic approaches.	K3, K4
CO4	Understand and apply the cognitive and behavior approaches.	K3
CO5	Understand the fundamentals of ACT and DBT and apply the techniques.	K3

Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	L(1)	L(1)	S(3)	S(3)	M(2)	M(2)	L(1)
CO2	S(3)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	S(3)	S(3)	L(1)
CO3	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	L(1)
CO4	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	L(1)	S(3)	M(2)
CO5	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	L(1)	M(2)	M(2)	M(2)
W.Av	3	3	3	1.6	1.6	2.6	2.2	2	2.4	1.4

Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)	L(1)	S(3)	S(3)
CO2	S(3)	L(1)	L(1)	S(3)	S(3)
CO3	S(3)	M(2)	M(2)	S(3)	M(2)
CO4	S(3)	M(2)	M(2)	M(2)	M(2)
CO5	S(3)	M(2)	M(2)	M(2)	M(2)
W.Av	3	1.6	1.6	2.6	2.4

		II - SEMESTER			
Course Code		**DSE - 1: Human Resource Management**	**T**	**Credits: 4**	**Hours/ Week: 4**
Objectives		1. To learn about the fundamental concepts of human resource management. 2. To outline the process involved in human resource planning. 3. To gain knowledge on the various techniques used in performance appraisal and employee engagement. 4. To develop a basic understanding of strategic human resource management. 5. To become aware of modern management practices.			
Unit - I		**Management**: meaning, functions and principles; Human Resource Management, Definition; functions. Evolution of the concept of HRM; Human resource management functions – Recruitment, Reskilling and Retention.Roles, responsibilities and challenges of Human Resource Manager, Qualities and Competencies.			
Unit - II		**Human Resources Planning**: Concept and process. Job analysis - Job description, Job Specification, Job evaluation, Job enrichment and enlargement. Human resource acquisition - Recruitment – Concept, methods, and Techniques. Wage determination and administration; Theories of wage, incentives, fringe benefits , Executive compensation.			
Unit - III		**Performance management:** Performance appraisal – meaning, approaches, methods, techniques and challenges. Employee engagement - Concept and its importance, Drivers of engagement, Role of HR Manager in the promotion of engagement.			
Unit - IV		**Strategic Human Resource Management**: Role of HRM in Strategic Management – Traditional Vs. Strategic HRM; Strategic Human Resource Planning – Assessing, Forecasting, Gap Analysis, Developing HR Strategies; Recruitment and Selection Strategies; Outsourcing and Collaboration Strategies.			
Unit - V		**Modern Management Practices:** JIT, 5S, TPM, TQM, Quality control, Kaizen, ISO, PCMM, BPR, BPO, Balance scorecard.			

References and Text Books:
- Alex Miller and Gregory G. Dess, Strategic Management (2ndEdn), McGraw – Hill Companies Inc., New York, 1996 (658.M)
- Anuradha Sharma and Aradhana Khandekar, Human Resource Management – An Indian Perspective, Response Books, New Delhi, 2006. (658.3A)
- Bhatia S.K., Human Resource Management- A Competitive Advantage," Deep and Deep Publishing Pvt. Ltd., New Delhi, 2006 (658.3B)
- Charles R. Greer, Strategic Human Resource Management- A General Managerial Approach (2nd Edn), Pearson Education (Singapore) Pte Ltd, New Delhi, 2001. (658.3 G)
- Philip Sadler, Strategic Management," (2nd Edn) Kogan Page India Private Limited, New Delhi, 2004. (.4 S)

Web Resources:
https://corporatefinanceinstitute.com/resources/management/human-resource-management/
https://www.economicsdiscussion.net/human-resource-management/human-resource-planning-definition-importance-objectives-process-prerequisites/31575
https://kaizen.com/what-is-kaizen/

COURSE OUTCOMES

On completion of the course, students will have

CO1	Understood the basic concepts of human resource management.	K1,K2
CO2	Understood the essential concepts of human resource planning	K1,K2
CO3	Become equipped in using techniques to improve employee performance and engagement.	K1,K2, K3
CO4	Developed a basic understanding of the strategic human resource management	K1, K2
CO5	Understood and analysed the current trends in human resource management.	K1,K2, K4

Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	M(2)	M(2)	L(1)
CO2	M(2)	M(2)	M(2)	S(3)	S(3)	L(1)	L(1)	L(1)	L(1)	S(3)
CO3	M(2)	M(2)	M(2)	S(3)	S(3)	L(1)	L(1)	L(1)	L(1)	S(3)
CO4	L(1)	L(1)	L(1)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)
CO5	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)
W.Av	2	2	2	2.6	2.6	1.6	1.6	1.6	1.6	2.6

Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)	L(1)	M(2)	M(2)
CO2	M(2)	S(3)	L(1)	M(2)	M(2)
CO3	L(1)	M(2)	S(3)	M(2)	M(2)
CO4	L(1)	S(3)	S(3)	L(1)	L(1)
CO5	S(3)	M(2)	M(2)	S(3)	S(3)
W.Av	2	2.2	2	2	2

II - SEMESTER					
Course Code		**DSE - 2 : Psychopathology**	**T**	**Credits:4**	**Hours/ Week: 4**
Objectives	1. To understand the classification systems of mental disorders and develop competence in assessing mental functioning. 2. To analyse and understand the management of anxiety disorders. 3. To analyse and understand the management of mood disorders. 4. To analyse and understand the management of schizophrenia. 5. To examine the causes and consequences of substance use disorders and its management.				
Unit - I	**Psychopathology**: Concept and Current Paradigms in Psychopathology, Normality and Abnormality, Classification of mental disorders -DSM IV R and ICD - 10, Salient features and limitations. Understanding Human Brain, Structure and functions of Brain, Changes in Brain and its impact. Examination of the Person with Mental Illness, Importance of Interview, Skills in Interviewing, Case history taking and Mental Status Examination .				
Unit - II	**Anxiety Disorders**: Obsessive Compulsive Disorders, PTSD, Phobic Disorders - Epidemiology, Etiology, Clinical Diagnosis, Management and its Outcome.				
Unit - III	**Mood Disorders**: Unipolar, Bipolar disorders- Epidemiology, Etiology, Clinical Diagnosis, Management and its Outcome.				
Unit - IV	**Schizophrenia**: Paranoid, Disorganized, Catatonic, Schizophrenia form disorder, Epidemiology, Etiology, Clinical Diagnosis, Management and its Outcome.				
Unit - V	**Substance use Disorder**: Concept of use, Misuse, Abuse and Addiction, Alcohol, Caffeine, Nicotine, Opiod, Cannabis, Inhalants related mental disorders, Epidemiology, Etiology, Clinical Diagnosis,Course , Management and its outcomes				

References and Text Books:
- Barlow.D.H (2000), Abnormal Psychology, Toronto, Thompson Publication.
- Carson. R.C (2004), Abnormal Psychology and Modern Life, New Delhi, Pearson Education.
- Gerald C.davison (1982), Abnormal Psychology, New York. John willey & sons.
- Sarason.G (2005), Abnormal Psychology: The problem of maladaptive behavior, New Jersey, Pearson Education.
- World Health Organization (2008), ICD-10: International Classification of Mental Disorder, New York.

Web Resources:
https://dictionary.apa.org/psychopathology
https://digitallibrary.tsu.ge/book/2021/july/books/A-Short-Textbook-of-Psychiatry.pdf

COURSE OUTCOMES

On completion of the course, students will have

CO1	To understand the classification systems of mental disorders and develop competence in assessing mental functioning.	K2, K3
CO2	To analyse and understand the management of anxiety disorders.	K2,K4
CO3	To analyse and understand the management of mood disorders.	K2,K4
CO4	To analyse and understand the management of schizophrenia.	K2,K4
CO5	To examine the causes and consequences of substance use disorders and its management.	K2,K4

Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)
CO2	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)
CO3	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)
CO4	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)
CO5	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)
W.Av	3	3	3	2	2	2.2	2.2	2.8	2.8	2

Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	S(3)	S(3)	S(3)
CO2	S(3)	M(2)	M(2)	S(3)	M(2)
CO3	S(3)	M(2)	M(2)	S(3)	M(2)
CO4	S(3)	L(1)	M(2)	S(3)	S(3)
CO5	S(3)	L(1)	M(2)	S(3)	S(3)
W.Av	3	1.6	2.2	3	2.6

II - SEMESTER					
Course Code		**DSE - 1 : Theories and Skills of Counselling**	**T**	**Credits:4**	**Hours/ Week: 4**
Objectives	1. To gain Knowledge on the definition, aims and scope of counselling & psychotherapy 2. To introduce the prominent models of counselling & psychotherapy 3. To gain knowledge on the important skills of counsellor and awareness on the self 4. To gain the competence of recording and documenting counselling practice 5. To understand the importance and benefits of records, verbatim, log model, reading reaction reports, mentoring, supervision and internal assessment.				
Unit - I	Counselling – Meaning and definition Difference among Advice, Guidance, Counselling, and Psychotherapy History of Counselling and psychotherapy Objectives of Counselling Scope of Counselling and psychotherapy, Principles of Counselling and psychotherapy				
Unit - II	Models of Counselling – Psycho-analytic model of Freud, Non-Directive Model Client-centered and of Carl Rogers, Skilled Helper Model of Gerard Egan, Micro-Skill Model, Eclectic& Integrative Models				
Unit - III	Barefoot counsellor Model Comparison among different Counselling Models Need for Counselling and psychotherapy in Indian situations Counselling and psychotherapy in a multicultural context Importance of cultural sensitivity in the practice of counselling and psychotherapy				
Unit - IV	Skills of Counsellor: Genuineness, Respect, Basic Empathy, Advanced Empathy, Concreteness Caring confrontation, Self-disclosure, Immediacy Code of Ethics - Relevant to the practice of Counseling, Importance of Self-care				
Unit - V	Importance and Benefits of Records Verbatim Model and Log Model Reading Reaction Reports Importance of Mentoring in Counselling & Psychotherapy: Supervision Benefits of Supervision Importance of Personal awareness and Growth, Healed Healers. Internal Assessment: Submission of Reading Reaction Report (RRR), Practice of skills and techniques in the study group and sharing the experiences will be assessed in the internal assessment, along with class tests				

References and Text Books:

- Corey, Gerald (2013) Theory and Practice of Counselling and Psychotherapy: Cengage Learning India (9th Edition)
- Seligman, Linda &Reichenberg, Lourie, W (2010) Theories of Counselling and Psychotherapy Pearson India
- Rao, Narayana (1981) Counselling Psychology, Bombay, Tata-McGraw-Hill,
- Prasantham, B J (1987) Therapeutic Counselling, Vellore, Christian Counselling Centre Tamilnadu
- Antony, D John (2009) Principles and Practice of Counselling Anugraha Publications, Dindigul
- Feltham C& Horton I (2000) Handbook of Counselling and Psychotherapy, Sage Publications London
- Joe Currie, Barefoot Counsellor, Asian Trading Corporation, Bangalore, 2009
- American Psychological Association (2002) Ethical principles of psychologists and code of conduct American Psychologist
- Hall, C S , Lindzey, G & Campbell J B (1998) Theories of Personality Wiley 4th Edition

Web Resources :

https://dictionary.apa.org/psychopathology
https://digitallibrary.tsu.ge/book/2021/july/books/A-Short-Textbook-of-Psychiatry.pdf

COURSE OUTCOMES

On completion of the course, students will learn

CO1	Definition of counselling, difference among advice, guidance and counselling, objectives and scope of counselling.	K2
CO2	Gained the knowledge about models of counselling	K2
CO3	Explore barefoot counsellor model and compare among different models.	K4
CO4	Study eight skills of a counsellor	K3
CO5	Importance and benefits of records, verbatim, log model, reading reaction reports, mentoring, supervision and internal assessment.	K3

Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	S(3)	M(2)	L(1)
CO2	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	S(3)	S(3)	S(3)	M(2)	M(2)	L(1)	L(1)	M(2)	M(2)	L(1)
CO4	S(3)	S(3)	S(3)	M(2)	S(3)	M(2)	M(2)	S(3)	S(3)	M(2)
CO5	S(3)	S(3)	S(3)	L(1)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)
W.Av	3	3	3	1.6	2	1.8	1.8	2.6	2.4	1.6

Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)	M(2)	S(3)	S(3)
CO2	S(3)	M(2)	M(2)	S(3)	M(2)
CO3	S(3)	M(2)	M(2)	M(2)	M(2)
CO4	S(3)	M(2)	M(2)	M(2)	M(2)
CO5	S(3)	M(2)	M(2)	S(3)	M(2)
W.Av	3	1.8	2	2.6	2.2

II - SEMESTER					
Course Code		**DSE - 2 : School of Psychotherapies I**	**T**	**Credits:4**	**Hours/ Week: 4**
Objectives	1. To develop a basic understanding about the branch of psychotherapy 2. To relate the concept of psychotherapy with other related techniques 3. Apply and analyse psychoanalytic approaches and humanistic approaches 4. To understand and apply the cognitive and behavioural approaches 5. To understand the fundamentals of ACT and DBT				
Unit - I	**Introduction and Definition of psychotherapy**: Goals of psychotherapy. Professional issues-training, ethical issues, personal characteristics of therapists , future of therapy. Psychotherapy in India. Development and current status.				
Unit - II	**Psychotherapy and Related techniques:** Psychotherapy and counseling, Psychotherapy and social case work, Psychotherapy and culture, Psychotherapy and values and the therapist's responsibility, Psychotherapeutic devices, Catharsis, suggestions, persuasion, reeducation, distributive analysis and synthesis.				
Unit - III	**Psychoanalytical therapies**: Brief dynamic therapies, Indications and evaluation. Neo Freudian approach, Humanistic approaches- Rogerian and Gestalt therapy.				
Unit - IV	**Cognitive & Behavioral Therapy**: Cognitive Behaviour Modification, Fundamental Aspects, Cognitive Restructuring, Meichenbaum's Self Instructional training, Beck's Model, Rational Emotive Therapy (Ellis) , Thought Stopping and Variations, Problem Solving Techniques.				
Unit - V	**Acceptance and Commitment Therapy:** Introduction, Aim of ACT, The therapeutic relationship in ACT,The six core therapeutic process of ACT, The ACT triflex. **Dialectic Behavioural Therapy**: Introduction, Dialectical Philosophy, Client, Therapist and treatment assumptions, Treatment stages, DBT stages, The functions of comprehensive DBT				

References and Text Books:

- Aveline. M (1995), Eds, Research for psychotherapy practice, New York, John Wiley & Sons.
- Bellack, A.S, et al (1983), International handbook of behavioral modification and therapy, New York Plenum Press.
- Bergin, A.E (1994), Handbook of psychotherapy & behavioural change, New York, John Wiley & Sons.
- Lane.D & Miller. A (1992), Child & Adolescent therapy. A handbook, Maidenhead, Open University Press.
- Norcross. J.C (1980), Handbook of psychotherapy integration, New York, Oxford University Press.
- Srinivasa Murthy et al (1992), Eds. Community Mental Health proceedings of the Indo-US symposium. Bangalore: NIMHANS

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https://digitallibrary.tsu.ge/book/2021/july/books/A-Short-Textbook-of-Psychiatry.pdf

COURSE OUTCOMES

On completion of the course, students will have

CO1	Develop a basic understanding about the branch of psychotherapy	K2
CO2	Relate the concept of psychotherapy with other related techniques	K2,K3
CO3	Apply and analyse psychoanalytic approaches and humanistic approaches	K3,K4
CO4	Understand and apply the cognitive and behavioural approaches	K3
CO5	Understand the fundamentals of ACT and DBT and apply the techniques	K3

Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	L(1)	L(1)	S(3)	S(3)	M(2)	M(2)	L(1)
CO2	S(3)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	S(3)	S(3)	L(1)
CO3	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	S(3)	M(2)	M(2)	L(1)
CO4	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	L(1)	S(3)	M(2)
CO5	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	L(1)	M(2)	M(2)	M(2)
W.Av	3	3	3	1.6	1.6	2.6	2.2	2	2.4	1.4

Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)	L(1)	S(3)	S(3)
CO2	S(3)	L(1)	L(1)	S(3)	S(3)
CO3	S(3)	M(2)	M(2)	S(3)	M(2)
CO4	S(3)	M(2)	M(2)	M(2)	M(2)
CO5	S(3)	M(2)	M(2)	M(2)	M(2)
W.Av	3	1.6	1.6	2.6	2.4

II - SEMESTER					
Course Code		**DSE - 1 : Fundamentals of Educational Psychology**	**T**	**Credits:4**	**Hours/ Week: 4**
Objectives	1. To demonstrate the knowledge and ability to think critically about educational psychology theory. 2. Apply theories of educational psychology to the interpretation of classroom practices and student behaviour 3. Describes the basic principles of child and adolescent development and apply them to the classroom. 4. Describes some of the difficult issues children face in the school system and assist them in their future work with parents, teachers and students. 5. To improve knowledge about creating an effective learning environment.				
Unit - I	Educational psychology a foundation for teaching: theories of development				
Unit - II	Development during childhood and adolescent: student diversity: behavioural theories of learning				
Unit - III	Information processing and cognitive theories of learning: student centred and constructivist approaches to instruction				
Unit - IV	Accommodating instruction to meet the individual needs: motivating students to learn				
Unit - V	Effective learning environment: learners with exceptionalities				

References and Text Books:

- Dandapani S. (2017). Handbook of Education and Psychology (2 vols). Neelkamal Publications Pvt Ltd.
- Showkeen, Gul., Ahmad, Bilal & Bhat A.A. (2018). A Textbook of Educational Psychology. Dilpreet publishing House.
- Seifert, Kelvin & Sutton, Rosemary. (2012). Educational Psychology. (3rd ed). Simple book publishing.
- Johri P.K. (2007). Educational Psychology. SBS Publishers and Distributors Pvt Ltd.

Web Resources:
https://alison.com/course/fundamentals-of-educational-psychology-and-development
https://www.psychology.org/resources/educational-psychology-theories
https://sites.edb.utexas.edu/uploads/sites/113/2017/01/chapter1.pdf
https://positivepsychology.com/educational-psychology/
https://link.springer.com/book/10.1007/978-1-4899-3620-2
https://mkuniversity.ac.in/new/centre/cer/docs/PSYCHOLOGY%20IN%20EDUCATION.pdf

COURSE OUTCOMES

On completion of the course, students will have

CO1	Learn the meaning, scope and functions of educational psychology.	K2
CO2	Learns the fundamental concept of development during childhood and adolescence	K2
CO3	Discuss learning in terms of different theories	K4
CO4	Learn instruction according to individual needs.	K3
CO5	Learn the effective learning environment.	K3

Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	S(3)	M(2)	L(1)
CO2	S(3)	S(3)	S(3)	L(1)	S(3)	M(2)	M(2)	S(3)	M(2)	M(2)
CO3	S(3)	S(3)	S(3)	M(2)	M(2)	L(1)	L(1)	M(2)	M(2)	L(1)
CO4	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	S(3)	M(2)
CO5	S(3)	S(3)	S(3)	L(1)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)
W.Av	3	3	3	1.6	2	1.8	1.8	2.6	2.4	1.6

Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)	M(2)	S(3)	S(3)
CO2	S(3)	M(2)	M(2)	S(3)	M(2)
CO3	S(3)	M(2)	M(2)	M(2)	M(2)
CO4	S(3)	M(2)	M(2)	M(2)	M(2)
CO5	S(3)	M(2)	M(2)	S(3)	M(2)
W.Av	3	1.8	2	2.6	2.2

II - SEMESTER					
Course Code		**DSE - 2 : Psychological Assessment in Educational Setting**	**T**	**Credits:4**	**Hours/ Week: 4**
Objectives	1. To demonstrate the knowledge and ability to think critically about educational psychology theory. 2. Apply theories of educational psychology to the interpretation of classroom practices and student behaviour 3. Describes the basic principles of child and adolescent development and apply them to the classroom 4. Describes some of the difficult issues children face in the school system and assist them in their future work with parents , teachers and students. 5. To understand future orientation of psychological assessment in schools.				
Unit - I	Purposes of psychological assessment in schools: screening, diagnosis, intervention, evaluation, selection, certification				
Unit - II	Current status and practices of psychological assessment in schools: 1. Interviews and record reviews, 2. Observational systems, 3. Check-list and self-report techniques, 4. Projective techniques, 5. Standardized tests, 6. Response-to-intervention approaches.				
Unit - III	Assessment of academic achievement: 1. individually administered tests, 2. Curriculum-based assessment and measurement, 3. Performance assessment and portfolios, 4. Large-scale tests and standards-based educational reform.				
Unit - IV	Cognition and cognitive test varieties: Check for knowledge, the results of aptitude exam, competency exam. Non-cognitive Assessment formats : observation of mental approach, personality test interpretation, Brain test.				
Unit - V	The future of psychological assessment in schools: Aligning assessment to scientific advances, aligning assessment to educational standards, accommodating diverse learners in assessment, Treatment utility.				

References and Text Books:

- Achenbach, T. M., McConaughy, S. H., & Howell, C. T. (1987). Child/adolescent behavioral and emotional problems: Implications of cross-informant correlations for situational specificity. *Psychological Bulletin, 101,* 213–232.
- Adams, C. D., Kelley, M. L., & McCarthy, M. (1997). The Adolescent Behavior Checklist: Development and initial psychometric properties of a self-report measure for adolescents with ADHD. *Journal of Clinical Child Psychology, 25,* 77–86.
- McGrew, K. S., Keith, T. Z., Flanagan, D. P., & Vanderwood, M. (1997). Beyond "g": The impact of "Gf-Gc" specific cognitive abilities research on the future use and interpretation of intelligence test batteries in the schools. *School Psychology Review, 26,* 189–210.
- Plewis, I. (1988). Estimating generalizability in systematic observation studies. *British Journal of Mathematical and Statistical Psychology, 41,* 53–62.
- American Psychological Association. (2001). *Appropriate use of high-stakes testing in our nations schools.* Washington, DC: Retrieved from http://www.apa.org/pubinfo/testing.html
- Batsche, G. M., & Knoff, H. M. (1995). Best practices in linking assessment to intervention. In A. Thomas & J. P. Grimes (Eds.), *Best practices in school psychology* (4th ed., pp. 569–586). Bethesda, MD: National Association of School Psychologists.
- Reiss, D., & Price, R. H. (1996). National research agenda for prevention research: The National Institute of Mental Health report. *American Psychologist, 51,* 1109–1115.

Web Resources:

https://www.iresearchnet.com/research-paper-examples/assessment-psychology-research-paper/psychological-assessment-in-school-settings
https://www.tutorialspoint.com/psychological-test-used-in-educational-institution
https://education.seattlepi.com/importance-psychological-tests-schools-2298.html
https://academic.oup.com/book/1027/chapter-abstract/137929419?redirectedFrom=fulltext
https://www.researchgate.net/publication/318244590_The_Development_of_School_Psychology_Assessment_Centers_as_Training_Service_Delivery_and_Research_Sites
https://www.russellsage.org/publications/educational-and-psychological-testing

COURSE OUTCOMES

On completion of the course, students will

CO1	Learn the importance of assessment in educational setting.	K2
CO2	Learn the status of assessment in schools	K2
CO3	Learn various types of academic assessment.	K4
CO4	learn various types of cognitive tests.	K3
CO5	Understand future orientation of psychological assessment in schools.	K3

Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	S(3)	M(2)	L(1)
CO2	S(3)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	S(3)	M(2)	M(2)
CO3	S(3)	S(3)	S(3)	M(2)	M(2)	L(1)	L(1)	M(2)	M(2)	L(1)
CO4	S(3)	S(3)	S(3)	M(2)	S(3)	M(2)	M(2)	M(2)	S(3)	M(2)
CO5	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)
W.Av	3	3	3	1.6	2	1.8	1.8	2.6	2.4	1.6

Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)	M(2)	S(3)	S(3)
CO2	S(3)	M(2)	M(2)	S(3)	M(2)
CO3	S(3)	M(2)	M(2)	S(3)	M(2)
CO4	S(3)	M(2)	M(2)	M(2)	M(2)
CO5	S(3)	M(2)	M(2)	M(2)	M(2)
W.Av	3	1.8	2	2.6	2.2

II - SEMESTER					
Course Code		**SEC 2 : Behaviour Modification**	**T**	**Credits: 2**	**Hours/ Week: 2**
Objectives	1. To understand the concept and importance of Behaviour Modification and explore functional behaviour analysis. 2. To examine the function of reinforcement and punishment. 3. To develop an understanding of the process followed in shaping and chaining. 4. To explore and understand the various techniques and its application. 5. To understand the salient features of DBT and its application.				
Unit - I	**Behavior and Behaviour Modification**: Meaning, definition, basic concepts of behavior. Behavior Modification- Definition and characteristics of behavior modification. Historical aspects. Areas of application. Introduction to functional behavioral analysis, Observing and Recording Behavior- Defining target behavior, logistics of recording, choosing a recording method, choosing a recording instrument, reactivity, graphing and measuring change.				
Unit - II	**Basic Principles**: Definition, Positive and Negative, Escape and avoidance, conditioned and unconditioned reinforcers, Schedules of reinforcement, Extinction- Definition, Spontaneous recovery, factors influencing extinction, Punishment- Definition, Positive and Negative Punishment, Differentiating Reinforcement and Punishment, Stimulus Control: Discrimination and Generalization, Respondent Conditioning.				
Unit - III	**Procedure to establish new behaviour**: How to use shaping, shaping of problem behaviors. Prompting and fading techniques. Types of prompts.. How to use prompting and transfer of stimulus control (for example in autism). Chaining. Examples of behavioral chains, analyzing stimulus-response chains, task analysis, backward chaining, forward chaining, and total task presentation. Behavioral Skill Training- Components: Modeling, instructions, rehearsal, feedback.				
Unit - IV	**Procedure to increase desirable behaviour and decrease undesirable behaviour**: Differential reinforcement of alternative behavior, differential reinforcement of other behavior - Differential reinforcement of low rates of responding Antecedent control procedures. Using antecedent control strategies. Using punishment. Time out, response cost.				
Unit - V	**Other behaviour change procedure**: Token economy, practical considerations, implementing a token economy, applications of token economy, advantages and disadvantages of a token economy. Behavioral contract, components of a behavioral contract, Relaxation training, systematic desensitization, in vivo desensitization, Cognitive behavior modification, Introduction to third wave therapies, metacognitive therapy, implosive therapy flooding, aversive counter conditioning, use of electric shock, covert sensitization.				

References and Text Books:
- Kanfer, F.H., & Saslow, G. (1965). Behavioral analysis: An alternative to diagnostic classification. Archives of General Psychiatry, 12(6), 529-538.
- Masters, J. C., Burish, T. G., Hollon, S. D., & Rimm, D. C. (1987). Behaviour therapy: Techniques and empirical findings. (3rd ed.). New York, NY: Harcourt Brace Jovanovich College Publishers.
- Miltenberger, R.G. (2012). Behaviour modification: Principles and procedures. (5th ed.). Boston, MA: Wadsworth Cengage Learning.
- Simos, G. (2002). Cognitive behavior therapy: A guide for the practicing clinician (Vol 1) London, England: Brunner-Routledge.

Web Resources:
https://www.ncbi.nlm.nih.gov/books/NBK459285/#:~:text=Behavior%20modification%20is%20a%20type,consequence%20that%20decreases%20the%20chance.

COURSE OUTCOMES

On completion of the course, students will be able to

CO1	Understand the concept and importance of Behaviour Modification and explore functional behaviour analysis.	K2
CO2	Examine the function of reinforcement and punishment	K2, K3
CO3	Develop an understanding of the process followed in shaping and chaining.	K2,K3
CO4	Explore and understand the various techniques and its application.	K4
CO5	Understand the various techniques used in modifying behaviour.	K2,K3

Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	L(1)	L(1)	S(3)	S(3)	M(2)	M(2)	M(2)
CO2	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)
CO3	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)
CO4	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)	M(2)	M(2)
CO5	S(3)	S(3)	S(3)	M(2)	L(1)	S(3)	S(3)	M(2)	M(2)	M(2)
W.Av	3	3	3	1.8	1.6	2.6	2.8	2.4	2	2

Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)	M(2)	S(3)	S(3)
CO2	S(3)	S(3)	S(3)	S(3)	M(2)
CO3	S(3)	M(2)	M(2)	M(2)	M(2)
CO4	S(3)	L(1)	M(2)	M(2)	M(2)
CO5	S(3)	M(2)	M(2)	M(2)	M(2)
W.Av	3	1.8	2.2	2.4	2.2

II - SEMESTER					
Course Code		**NME: Community Mental Health**	**T**	**Credits: 2**	**Hours/week: 2**
Objectives		1. To understand the concept and importance of community mental health. 2. To develop the strategies to promote community resilience. 3. To develop insights into the prctices that promote community engagement.			
Unit - I		**Community mental health**: concept and importance, culture and mental health, mental health challenges - poverty, violence, Mental health resources, stigma and discrimination, stigma reduction strategies, disease burden.			
Unit - II		**Community organization**: concept, process, and techniques, Community engagement: stakeholder, stakeholder analysis, stakeholder participation, community, challenges, enagagemnet drivers.			
Unit - III		**Community resilience:** Concept and importance, resilience framework, strategies to strengthen community resilience.			

References and Text Books :

- Ritter, L & Lampkin,S. (2012). Community Mental Health. United States: Jones & Bartlett Learning.
- Mueser, K.T. (2011).Oxford Textbook of Community Mental Health. New York: Oxford University Press.
- Burns, T (2004). Community Mental Health Teams: A Guide to Current Practices. New York: Oxford University Press
- Ornelas, J. (2014.) Community Psychology and Community Mental Health: Towards Transformative Change. New York: Oxford University Press
- Ajeet, S (2012).Community mental health in India. New Delhi: Jeypee publishers.
Web Resources:
www.verywellhealth.com/community-mental-health-centers-5322845
/www.sciencedirect.com/topics/social-sciences/community-resilience
www.who.int/westernpacific/initiatives/community-engagement

COURSE OUTCOMES

On completion of the course, students will have

CO1	Understood the concepts and importance of community mental health.	K1, K2, K3
CO2	Developed the strategies to promote community resilience	K2, K4
CO3	Developed insights into the practices that promote community engagement	K4, K5, K6

Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	M(2)	M(2)	L(1)	L(1)	L(1)	L(1)	M(2)
CO2	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)
CO3	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)
W.Av	3	3	3	2.6	2.6	2	2	2	2	2.6

Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	M(2)	L(1)	L(1)
CO2	S(3)	S(3)	S(3)	M(2)	M(2)
CO3	S(3)	S(3)	S(3)	M(2)	M(2)
W.Av	3	2.6	2.6	1.6	1.6

III - SEMESTER					
Course Code		**Core 11 : Counselling skills and techniques**	**T**	**Credits: 4**	**Hours/ Week: 4**
Objectives		1. To understand the concept and importance of counseling. 2. To get equipped with various approaches of counseling 3. To develop the basic skills in counseling and Guidance. 4. To apply the counselling skills in a therapeutic setting. 5. To analyse and understand the practice of counseling in different settings.			
Unit - I		**Introduction to Counselling:** Counselling: Definition -Goals; Historical development; Types-Directive -Non-Directive Counselling, Individual-Group -Community Counselling; Principles & Ethical Standards of Practice; Worth & Dignity of an Individual: Sociological & Philosophical Implications; Characteristics of clients; Relevance of Counselling to Social Work Practice.			
Unit - II		**Theoretical Foundations of Counselling:** Psychodynamic; Humanistic; Existential; Transactional-Gestalt; Cognitive-Behavioural; Family Therapy; Integrative & Eclectic Approaches: Overview, Key Concepts, Contemporary contributors, Therapeutic Applications.			
Unit - III		**Counsellor as a professional:** Personal Qualities and Attributes of a Counsellor: Values, Beliefs, Attitude & Awareness; Personal Effectiveness: Self- Esteem & Congruence; Wellness & Self- Care for Professional Counsellors: Vicarious Trauma, Compassion Fatigue, Handling Stress, Burnouts and Self-Renewal Recording in Counselling-Types-Uses and Skills required.			
Unit - IV		**Process and Approaches of Counselling:** Gerard Egan's Model; Ingredients of Counselling Relationship; Skills & Techniques required for effective counsellors- Initiating, attending & responding. Use of Bonding & Spirituality for healing. Use of Indigenous Therapeutic Approaches in Counselling: Meditation, Yoga, Movement Therapies; Psychodrama: Expressive Arts Therapy; Mindfulness, Positive Psychology, Solution Focused & Brief Therapies in Counselling.			
Unit - V		**Counselling Practice Setting:** Pre-Marital, Marital & Family Counselling, Counselling at Workplace, Counseling in Educational Settings – Career Counselling, Counselling in Disaster Situations & Grief, Counselling Sexual Minorities, Fertility Management Counselling, Adoption Counselling, Counselling for Addiction Concerns; Counselling for Suicide Prevention; Gerontological Counselling, Counselling in Health Settings.			

References and Text Books :

- Corey Gerald, 2004, Theory and Practice of Group Counselling, Thomson Brooks / Cole
- Cormier, S. & Cormier, B. 1998, Interviewing Strategies for Helpers (4th ed.). Pacific Grove: Brooks/Cole.
- Egan, Gerard, 2006, The Skilled Helper: A Problem Management and Opportunity Approach to Helping, Boston, Wadsworth Publishers.
- Gladding Samuel & Batra Promila, 2018, Counselling: A Comprehensive Profession. India, Pearson Publications.
- Rao, Narayana, 2002, Counselling and Guidance, New Delhi, Tata McGraw Hill.Aggarwal & Malhotra, 2021, Guidance and Counselling, India, ND Publishers.

Web Resources:

https://positivepsychology.com/popular-counseling-approaches/#:~:text=12%20Most%20Common%20Approaches%201%201.%20Psychodynamic%20Coun

Different approaches to psychotherapy (apa.org)

Basic Counselling Skills explained [PDF Download] • Counselling Tutor

COURSE OUTCOMES

On completion of the course, Students will have

CO1	Understood the concepts of counselling and its relevance to psychology practise	K1, K2
CO2	Understood the theoretical foundations of counselling and its therapeutic applications	K1, K2, K3
CO3	Analysis of professional attributes of a counsellor and examined the importance of recording in counselling	K1, K2, K4
CO4	Analysis and application of various therapeutic approaches of counselling	K3, K4
CO5	Developed the competence of applying counselling in various settings.	K3, K4, K5

Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	M(2)	M(2)	L(1)
CO2	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	L(1)	L(1)	M(2)
CO3	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)
CO4	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)
CO5	L(1)	L(1)	L(1)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)
W.Av	2.2	2.2	2.2	2.4	2.4	2.2	2.2	2	2	2.4

Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	L(1)	L(1)	L(1)
CO2	S(3)	S(3)	L(1)	L(1)	L(1)
CO3	S(3)	M(2)	S(3)	M(2)	M(2)
CO4	S(3)	M(2)	S(3)	S(3)	S(3)
CO5	S(3)	M(2)	S(3)	S(3)	S(3)
W.Av	3	2.2	2.2	2	2

III - SEMESTER					
Course Code		**Core 12: Research Methods and Applied Statistics**	**T**	**Credits:4**	**Hours/ Week: 4**
Objectives		1. To understand the fundamentals of Research process 2. To develop an understanding about Research designs and Sampling, Methods and tools for data collection. 3. To understand the importance of qualitative research and its differences with quantitative research. 4. To analyse and understand about variables mapping and its importance. 5. To develop the ability to do statistical analysis.			
Unit - I		**Research meaning, objectives and types**: Scientific attitude, characteristics, scientific method, Social work research: steps of social work research, defining, strategy, execution and reporting.Research problem, identification, Selection,formulation of research problem.Research proposal preparation.			
Unit - II		**Research design**: meaning and types, hypothesis, nature and types, assumptions and its nature. Sampling, meaning, types, errors and principles. Research tools, questionnaire, interview schedule, interview guide, observation schedule, standardized tools.			
Unit - III		**Qualitative research:** meaning, definition, types, process, and methods, grounded theory, ethnography, participant and non participant observation, naturalistic observation, field research, phenomenology, case study, historical method and action research. Methods of collection of data, in depth interview, focus group interview and artifacts. Relationship between qualitative and quantitative research. Survey, meaning types and steps.			
Unit - IV		**Variables**: meaning, types and levels of measurement. Reliability and validity.Data Analysis and processing of data, editing, coding, code book preparation, code sheet preparation. Classification, tabulation, frequency distribution, diagrammatic and graphic presentations, interpretation of data.			
Unit - V		**Descriptive Statistic**s: Measures of Central tendency – Mean, Median, Mode; Measures of dispersion, Standard deviation; Measures of association - Correlation; Testing of Significance: Chi-square test, t-test, Correlation and Rank correlation, Uses of statistics and its limitations; Statistical application in Social Work Research, Introduction to Statistical softwares- Research format and report writing			

References and Text Books :
- Cargan, Leonard. 2008. Doing social research. Jaipur. Rawat publications.
- DebashisChakraborty, 2009, research methodology, Saurabn publishing house. New Delhi.
- Gupta, S P. 2009. Statistical methods. New Delhi. Sultan Chand and sons.
- Hatt, and Goode. 1981. Methods in social research. Auckland. McgrawHill book company.
- Kothari, C.R. 2004. Research methodology –methods and techniques. New Delhi. New age international private limited.
- Wilkinson. 1984. Methodology and techniques of social research. Bombay. Himalaya.

Web Resources:
What Is a Research Design | Types, Guide & Examples (scribbr.com)
Qualitative Research: Definition, Types, Methods and Examples (questionpro.com)
Descriptive Statistics | Definitions, Types, Examples (scribbr.com)

COURSE OUTCOMES

By completion of the course, students will have

CO1	Understood the need and importance of research in Statistics	K1,K2
CO2	Understood research design along with the tools and able to demonstrate it	K1,K2, K4
CO3	Ability to differentiate qualitative and quantitative research along with the characteristics	K1,K2, K4
CO4	Developed competence to compute data and interpret research results	K2
CO5	Application of acquired knowledge to create research interest and aptitude	K3, K4, K6

Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	M(2)	M(2)	L(1)
CO2	S(3)	S(3)	S(3)	S(3)	S(3)	L(1)	L(1)	L(1)	L(1)	S(3)
CO3	M(2)	M(2)	M(2)	S(3)	S(3)	L(1)	L(1)	L(1)	L(1)	S(3)
CO4	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)
CO5	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)
W.Av	2.4	2.4	2.4	2.6	2.6	2	2	2	2	2.6

Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	S(3)	L(1)	L(1)
CO2	M(2)	M(2)	S(3)	L(1)	L(1)
CO3	S(3)	M(2)	M(2)	L(1)	L(1)
CO4	L(1)	S(3)	M(2)	M(2)	M(2)
CO5	M(2)	S(3)	S(3)	S(3)	S(3)
W.Av	2.2	2.4	2.6	1.6	1.6

III - SEMESTER					
Course Code		**Core 13 : Training and Development**	**T**	**Credits:4**	**Hours/ Week: 4**
Objectives	1. To understand the concept of training and learning process involved in training 2. To gain insight regarding assessment and implementation of training programs based on training 3. To get equipped with the skills of conducting and techniques required to conduct a training programme 4. To develop insights into measuring the training effectiveness. 5. To develop the necessary competence to run a training program.				
Unit - I	**Nature and Meaning of Training and Development:** Training: Definition, Development: definition - Nature & Scope; Reasons for Training; Skills and Qualities of a trainer, Learning Process in Training General Features of adult learners; basic learning styles of participants; factors influencing the learning process .				
Unit - II	**Developing Training Program:** Need Assessment: Reasons, methods of data collection, criteria to be used to select a data gathering method, Writing objectives: SMART objectives, ideas for writing objectives, task analysis, Steps in designing a training program, Key considerations in designing, guidelines for preparation of a training module				
Unit - III	**Training Methods:** On-the-job and off-the-job technical training, Principles of learning and the choice of methods. Lecture method, the case method, syndicate method, Group discussion, Brainstorming, Simulation, business game, role play, programmed learning, in basket exercise. Experiential learning techniques, audio-visual aids				
Unit - IV	**Conducting Training Program:** Conducting training programmes, Explaining the four training styles, Gauging group dynamics, Training like a professional: presentation skills, participation materials, asking and answering questions, smooth transitions, wrap up and effective training sessions				
Unit - V	**Evalutation of Training Program:** Purpose, Kirkpatrick's four levels of evaluation, guidelines for measuring the four levels, Evaluation methods, ROI, process and benefits.				

References and Text Books:
- Agochiya, D. (2002). Every trainer's handbook. New Delhi, India: Sage Publications
- Biech, E. (2005). Training for dummies. Hoboken, NJ: Wiley Publishing Inc.
- Blanchard, N. P., &Thacker, J. W. (2009). Effective training: systems, strategies and practices. New Delhi, India: Pearson Education.
- Hardingham, A. (1998). Training essentials-psychology for trainers. London, England: Chartered Institute of Personnel & Development.
- Joyce P., & Sills, C. (2010). Skills in Gestalt counselling & psychotherapy, (2nd ed.). New Delhi, India: Sage Publications.
- Lynton, R. P., & Pareek, U. (2013). Training for Development. (3rd ed.) New Delhi, India: Sage Publications.
- Singh, P.N. (1996). Training management development. (4th ed.). Mumbai, India: Suchandra Publications.

Web Resources:
How to Evaluate Training - Criteria, Methods & Tools for 2021 (talentlms.com)
Understanding Learning Styles | Centre for Teaching Excellence (uwaterloo.ca)
Total Quality Management (TQM): What is TQM? | ASQ

COURSE OUTCOMES

On completion of the course, students will have

CO1	Understood the concept of training and learning process along with the development of skills necessary for the trainer	K1, K2
CO2	Examined various assessment and analysed the considerations in training module	K1, K2, K5
CO3	Analysed various approaches and technical training regardless of on the job or off the job training methods	K1, K2, K4
CO4	Competence to conduct a training programme	K1, K2, K3
CO5	Evaluative knowledge to analyse the programme to progress it effectively	K3, K4, K5

Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	S(3)	S(3)	L(1)	L(1)	L(1)	L(1)	S(3)
CO2	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	L(1)	L(1)	L(1)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)
CO4	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)
CO5	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)
W.Av	2.2	2.2	2.2	2.8	2.8	2.2	2.2	2.2	2.2	2.8

Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	L(1)	L(1)	L(1)
CO2	S(3)	S(3)	S(3)	M(2)	M(2)
CO3	M(2)	S(3)	S(3)	M(2)	M(2)
CO4	L(1)	S(3)	S(3)	M(2)	M(2)
CO5	L(1)	M(2)	M(2)	S(3)	S(3)
W.Av	2	2.6	2.4	2	2

III - SEMESTER					
Course Code		**Core 14: Internship - I**	**P**	**Credits: 4**	**Hours/ Week: 4**
Objectives		1.Practice the primary methods of psychology in different settings. 2.Understand the applicability of the methods and techniques of psychology in the field. 3.Enhance their skills of Psychology practice 4.Develop a network with working professionals in the field. 5.Discover the nuances involved in the practice of psychology
Guidelines		The first year students are placed in hospitals or rehabilitation centre or counselling centre or industries for the practice.

COURSE OUTCOME

On completion of the course, students will have

CO1	Understood the field realities	K2, K4
CO2	Acquired knowledge of the scope for the practice of psychology	K3, K4
CO3	Developed the necessary competence to practice psychology	K3, K4, K6
CO4	Enlarged their professional network	K3, K6
CO5	Become more commpasionate and confident in working with people.	K4, K5, K6

Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S (3)	S (3)	M(2)	M(2)	M(2)	S (3)	S (3)	S (3)	S (3)
CO2	S(3)	S (3)	S (3)	S(3)	S(3)	S (3)	S (3)	S (3)	S (3)	S (3)
CO3	S(3)	M(2)	M(2)	S (3)	S (3)	S (3)	S (3)	M (2)	S (3)	S (3)
CO4	M(2)	M(2)	M(2)	S (3)	S (3)	S(3)	M (2)	S (3)	S (3)	S (3)
CO5	M(2)	M(2)	S (3)	S (3)	S(3)	S (3)	S(3)	S (3)	S (3)	S (3)
W.Av	**2.6**	**2.4**	**2.6**	**2.8**	**2.8**	**2.8**	**2.8**	**2.8**	**3**	**3**

Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	M(2)	S(3)	M(2)
CO2	S(3)	S(3)	M(2)	S(3)	M(2)
CO3	S(3)	S(3)	S(3)	S(3)	S(3)
CO4	M(2)	S(3)	S(3)	S(3)	S(3)
CO5	S(3)	S(3)	M(2)	S(3)	S(3)
W.Av	**2.8**	**2.8**	**2.4**	**3**	**2.6**

III - SEMESTER					
Course Code		**DSE - 3 : Psychopathology II**	**T**	**Credits:4**	**Hours/ Week: 5**
Objectives		1. To outline the various types of personality disorders and understand the management of the same. 2. To outline the features of the Delirium, Dementia and Amnestic disorders and understand management if the same. 3. To outline the various disorders related to eating and sleeping and understand the management of the same. 4. To outline the features of various sexual disorders and somatoform disorders and understand the various management practices used. 5. To explain the features of various childhood and elderly disorders and learn about the strategies used to manage them.
Unit - I		**Personality Disorders:** Paranoid, Schizoid, Antisocial, Borderline, Histrionic, Narcissistic, Avoidant and Dependent Disorders, Epidemiology, Etiology, Diagnosis, Management and its Outcome.
Unit - II		**Delirium, Dementia and Amnestic Disorders:** Delirium, Dementia, Alzheimer type, Vascular, Substance induced, Due to General medical Condition, Epidemiology, Etiology, Diagnosis, Management and its Outcome.
Unit - III		**Eating and Sleep Disorders**: Eating Disorder, Anorexia Nervosa, Bulimia Nervosa and Binge Eating Disorders, Sleep Disorders, Insomnia, Hypersomnia, Breathing related Disorder, Nightmare and Sleep walking disorders, Epidemiology, Etiology, Diagnosis, Management and its Outcome.
Unit - IV		**Sexual Disorders and Somatoform Disorders:**Sexual Dysfunction, Problems in Sexual desire and arousal, Male erectile Dysfunction, Female Orgasmic Disorder and Sexual Pain Disorder, Epidemiology, Etiology, Diagnosis, Management and its Outcome. Somatoform Disorders – Somatisation Disorder, Conversion, Pain and Hypochondrias Disorders - Epidemiology, Etiology, Diagnosis, Management and its Outcome.
Unit - V		**Childhood Disorders and Disorders of the Elderly:** Mental Retardation, Pervasive Developmental Disorders, ADHD, Learning and Motor Skills Disorders, Communication disorder - Epidemiology, Etiology, Diagnosis, Management and its Outcome. Disorders of Aged: Old age stress, Anxiety, Depression and Substance abuse in later life, Ppsychotic disorders and Disorders of cognition. Sleep and sleep disorders among the aged - Epidemiology, Etiology, Diagnosis, Management and its Outcome.

References and Text Books:
● Butcher, J. N., Hooley, J. M., & Mineka, S. M. (2013). *Abnormal Psychology*. Pearson Higher Ed.
● Carson, et al (2004), Abnormal Psychology and Modern Life, New Delhi, Pearson Education.
● Comer (2002), Fundamentals of Abnormal Psychology, New York, Worth Publishers.
● Hoeksema (2005), Abnormal Psychology, New Delhi, Tata McGraw Hill Publishing Co.
● John D. et al (1999), Psychopathology, New York, Routledge.
● Niraj, & Ahuja, N. (2010). *A short textbook of psychiatry*.
● Sarason.B (2005), Abnormal Psychology: The problem of maladaptive behavior, New Jersey, Pearson Education.

Web Resources:
www.cdc.gov/childrensmentalhealth/symptoms.html
www.nia.nih.gov/health/what-is-dementia

COURSE OUTCOMES

On completion of the course, students will have

CO1	Developed the ability to describe the features of various personality disorders and summarize the various strategies used for treatment.	K1, K2
CO2	Developed the ability to describe the features of delirium, dementia and amnestic disorders and summarize the various strategies used for treatment.	K1, K2
CO3	Developed the ability to describe the features of eating and sleeping disorders and summarize the various strategies used for treatment.	K1, K2
CO4	Developed the ability to describe the features of sexual and somatoform disorders and summarize the various strategies used for treatment.	K1, K2
CO5	Developed the ability to describe the features of sexual and somatoform disorders and summarize the various strategies used for treatment.	K1, K2

Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	M(2)	M(2)	L(1)
CO2	S(3)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	M(2)	M(2)	L(1)
CO3	S(3)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	M(2)	M(2)	L(1)
CO4	S(3)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	M(2)	M(2)	L(1)
CO5	S(3)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	M(2)	M(2)	L(1)
W.Av	3	3	3	1	1	2	2	2	2	1

Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	L(1)	M(2)	L(1)
CO2	S(3)	M(2)	L(1)	M(2)	L(1)
CO3	S(3)	M(2)	L(1)	M(2)	L(1)
CO4	S(3)	M(2)	L(1)	M(2)	L(1)
CO5	S(3)	M(2)	L(1)	M(2)	L(1)
W.Av	3	2	1	2	1

III - SEMESTER					
Course Code		**DSE - 4 : Psychotherapies II**	**T**	**Credits:4**	**Hours/ Week: 5**
Objectives		1. To understand the fundamental theoretical approaches used in couples therapy and elaborate the techniques used in working with couples. 2. To understand the theoretical frameworks used in family therapy and elaborate the techniques used in working with families. 3. To summarize the various approaches used in group therapy and gain knowledge about the necessary skills involved in group therapy. 4. To learn about the postmodern therapeutic approaches. 5. To define mindfullness and illustrate the various mindfulness techniques.			
Unit - I		**Couples Therapy:** Defining a couple, Assessing the problem in relationships, Theoretical Frameworks - Gottman's theory, Techniques used in working with couples, Issues in working with couples, Treatment plans, Ethics			
Unit - II		**Family Therapy:** Defining family, Theoretical Frameworks - Systemic approach, Narrative Approach, Techniques used in working with families, Issues in working with families, Skills of a family therapist, Treatment plans, Ethics in working with families			
Unit - III		**Group Therapy:** Emergence of group interventions a a form of treatment, Need of group therapy, Selection of clients for group therapy, Preparing the group for the process, approaches to group therapy, Dealing with issues during group counselling, Skills of a group therapist, ethics in group counselling			
Unit - IV		**Postmodern Therapies:** Social Constuctionism, Solution Focused Brief Therapy, Narrative therapy, EMDR - Introduction, assumptions, Process and techniques.			
Unit - V		**Mindfulness**: Concept and importance, Process, Mindfulness Techniques, Application of mindfulness			

References and Text Books:
- Aveline. M (1995), Eds, Research for psychotherapy practice, New York, John Wiley & Sons.
- Bergin, A.E (1994), Handbook of psychotherapy & behavioural change, New York, John Wiley & Sons.
- Gladding, S. T. (2002). Family therapy: History, Theory, and Practice. Prentice Hall.
- Gottman, J. S., & Gottman, J. M. (2015). 10 Principles for doing Effective Couples Therapy (Norton Series on Interpersonal Neurobiology). W. W. Norton & Company.
- Yalom, I. D., & Leszcz, M. (2008). The Theory and practice of group psychotherapy. Hachette UK.

Web Resources:
www.verywellmind.com/couples-therapy-definition-types-techniques-and-efficacy-5191137
www.verywellmind.com/family-therapy-definition-types-techniques-and-efficacy-5190233
www.verywellmind.com/what-is-group-therapy-2795760

COURSE OUTCOMES

On completion of the course, students will have

CO1	The ability to summarize the various theoretical approaches to couples therapy and analyze the use of various techniques.	K1, K2, K4
CO2	The ability to summarize the various theoretical approaches to family therapy and analyze the use of various techniques.	K1, K2, K4
CO3	The ability to summarize the various theoretical approaches to group therapy and analyze the use of various techniques.	K1, K2, K4
CO4	A practical understanding of the postmodern therapeutic approaches.	K1, K2
CO5	A practical understanding of mindfulness and techniques to practice it.	K1, K2, K3

Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M(2)	M(2)	M(2)	L(1)	L(1)	M(2)	M(2)	L(1)	L(1)	L(1)
CO2	M(2)	M(2)	M(2)	L(1)	L(1)	L(1)	L(1)	M(2)	M(2)	L(1)
CO3	M(2)	M(2)	M(2)	L(1)	L(1)	M(2)	M(2)	L(1)	L(1)	L(1)
CO4	M(2)	M(2)	M(2)	L(1)	L(1)	L(1)	L(1)	M(2)	M(2)	L(1)
CO5	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	L(1)	L(1)	M(2)
W.Av	2	2	2	1.2	1.2	1.6	1.6	1.6	1.6	1.2

Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	M(2)	M(2)	M(2)	M(2)
CO2	M(2)	M(2)	M(2)	L(1)	L(1)
CO3	L(1)	L(1)	L(1)	M(2)	M(2)
CO4	M(2)	M(2)	M(2)	M(2)	L(1)
CO5	S(3)	S(3)	S(3)	L(1)	L(1)
W.Av	2	2	2	1.6	1.4

Course Code		DSE - 3: Organization Behaviour and Development	T	Credits:4	Hours/ Week: 5
Objectives		1. To develop an understanding of the fundamental concepts of human behaviour. 2. To outline the factors that determine individual and group behaviour. 3. To illustrate the process and the factors influencing organizational development. 4. To increase understanding about leadership. 5. To learn about organizational politics.			
Unit - I		**Fundamental concepts of organizational behaviour**: Goals and objectives of OB: Key factors and Elements of organizational behaviour; Models and theories of motivation; attitude, Job satisfaction, Morale, burn out, conflict and stress management, sources and consequences of stress, OB and Organisational Development.			
Unit - II		**The Individual and Group:** foundations of individual behaviour; values, attitudes; personality; perception, motivation; The Group – foundations of Group behaviour, group development, team, morale, and conflict.			
Unit - III		**Organizational Development**: concept, organizational change - Resistance to change, Lewin's change model, organizational design and organizational culture- Determinants of Organizational culture, types, Societal Cultural and Cross-Cultural Dynamics.			
Unit - IV		**Leadership** - Differences between Leadership and Management, Schools of thought - trait ,behaviour and situational theories - Types of leaders - Transactional, Transformational, Charismatic, Leadership and change.			
Unit - V		**Concept of Organisational Power** - sources of power, diagnosing power and dependence, power and communication,power and organisational change . Organizational politics, managing politics. Corporate Social Responsibility – Meaning, need, scope and emerging trends.			

References and Text Books :

- Arnold, Huge. J and Daniel E. Feldman : organizational behaviour, Mc.Graw Hill, 1986.
- Fred Luthans : organizational behaviour, McGraw Hill, New York, 1998.
- Kilth Davis : Human behaviour at work, Mc.Graw Hill, 1995.4th
- Lawlee, Porter L.M. : Behaviour in organization, McGraw Hill New York 1981.
- Paul Hersey and Kenneth H.Blanchard : Management of organizational behaviour, edition, Practice Hall, N.J. 1985.
- Prasad L.M. : organizational behaviour, S.Chand. Com. 2000.

Web Resources:

What Is Organizational Behavior? – Forbes Advisor

https://www.bing.com/search?q=+5+types+leadership&qs=n&form=QBRE&sp=-1&lq=0&pq=+5+typesleadership&sc=1-18&sk=&cvid=334D94C43D4148C1950B2943C4404F6C&ghsh=0&ghacc=0&ghpl=

Organizational Development - Definition, Benefits, Process (corporatefinanceinstitute.com)

COURSE OUTCOMES

On completion of the course, students will have

CO1	Understood the fundamental concepts in organizational behaviour.	K1, K2
CO2	Gained an understanding of the factors influencing individual and group behaviour.	K1, K2, K4
CO3	Developed the ability to describe the factors that influence organizational development.	K1, K2
CO4	Gained understanding of leadership.	K1, K2,
CO5	Gained a practical understanding of organizational polictics.	K1, K2, K3,

Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)
CO2	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)
CO3	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)
CO4	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)
CO5	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)
W.Av	2.2	2.2	2.2	2.6	2.6	2.2	2.2	2.2	2.2	2.6

Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)	L(1)	M(2)	L(1)
CO2	M(2)	S(3)	S(3)	M(2)	L(1)
CO3	M(2)	S(3)	S(3)	M(2)	L(1)
CO4	M(2)	S(3)	S(3)	M(2)	L(1)
CO5	M(2)	S(3)	S(3)	M(2)	S(3)
W.Av	2.2	2.6	2.6	2	1.4

III - SEMESTER					
Course Code		**DSE - 4: Workplace Wellness**	**T**	**Credits: 4**	**Hours /Week: 5**
Objectives	1. To understand the concept and importance of workplace wellness. 2. To enlarge the understanding about the principles and models. 3. To develop an understanding of workplace wellness challenges. 4. To examine and understand the various wellness interventions. 5. To develop the competence to practice wellness strategies.				
Unit - I	**Work and Workplace:** Definition and importance of work, concept of good work and changing nature of work - Work in the 21st century - Attitude towards work. Changing nature of the workplace, Workplace culture, Work readiness and engagement.				
Unit - II	**Workplace Wellness:** Definition and importance of workplace wellness in the contemporary world - Wellness dimensions.Wellness imperatives - Wellness principles, Workplace wellness model (4B's : Believing, Bonding, Belonging and Benefitting) , Wellness KPIs.				
Unit - III	**Wellness challenges in workplace: Work-related challenges**: Work overload, Moon lighting (Multi-tasking), role ambiguity and conflicts, work-life balance. **Workplace Stress and violence**: Concept of stress, stressors at work, stress continuum, stress and violence, stress consequences and burn out. **Relationship challenges:** Workplace gossip, toxic relationships and their impact.**Health challenges:** physical and mental health challenges - musculoskeletal disorder (MSD), sleep and eating disorders. Anxiety, depression, substance abuse, and workplace suicide.				
Unit - IV	**Wellness Interventions - I: Organizational management :** Ergonomic workstations, Promotion of wellness culture and Psychological safety. **Self management :** Adversity quotient, Assertiveness and resilience training,Appreciative mindset, Stress management, Mindfulness & Energy management.				
Unit - V	**Wellness Interventions - II: Social management** : Emotional literacy, Building workplace social networks, Management of toxic relationships. **Workplace counselling :** Help seeking behaviours, When to avail counselling, Benefits of counselling.				

References and Text Books :
- Callahan, D. (2004). The cheating culture: Why more Americans are doing wrong to get ahead. New York: Harcourt Books
- Hasson, G., & Butler, D. (2020). Mental Health and Wellbeing in the Workplace: A Practical Guide for Employers and Employees. Capstone
- Laura putnam. (2015). workplace wellness that works - 10 steps to infuse wellbeing and vitality into any organization. John Wiley & Sons, Inc., Hoboken, New Jersey.

Web Resources:
14 Employee Well-Being Initiatives That Will Boost Engagement And Productivity (forbes.com)
Five challenges to 'good work' and how to overcome them | World Economic Forum (weforum.org)

COURSE OUTCOMES

On completion of the course, students will have

CO1	Understood the basics of work and workplace.	K1, K2
CO2	Explain various important concepts related to workplace wellness.	K1, K2, K5
CO3	Understood the psycho - social challenges experienced by employees and apply strategies to deal with them.	K1, K2, K3
CO4	Acquire an understanding of organiztional and self management.	K1, K2, K3
CO5	Showcase the skills related to managing relationships in workplace and workplace counselling.	K1, K2, K3

Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	L(1)	L(1)	M(2)	L(1)	L(1)	L(1)	L(1)
CO2	M(2)	M(2)	M(2)	M(2)	L(1)	M(2)	M(2)	L(1)	L(1)	L(1)
CO3	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	L(1)	M(2)	L(1)	M(2)
CO4	S(3)	S(3)	S(3)	M(2)	L(1)	L(1)	L(1)	L(1)	M(2)	S(3)
CO5	M(2)	M(2)	M(2)	M(2)	L(1)	L(1)	M(2)	M(2)	L(1)	S(3)
W.Av	2.4	2.4	2.4	2	1.4	1.8	1.4	1.4	1.2	2

Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)	L(1)	L(1)	L(1)
CO2	S(3)	M(2)	L(1)	L(1)	L(1)
CO3	M(2)	S(3)	S(3)	S(3)	L(1)
CO4	S(3)	M(2)	M(2)	S(3)	L(1)
CO5	S(3)	M(2)	M(2)	S(3)	L(1)
W.Av	2.8	2	1.8	2.2	1

III - SEMESTER					
Course Code		**DSE - 3: Schools of Psychotherapies II**	**T**	**Credits:4**	**Hours/ Week: 5**
Objectives		1. To understand the fundamental theoretical approaches used in couples therapy and elaborate the techniques used in working with couples. 2. To understand the fundamental theoretical approaches used in couples therapy and elaborate the techniques used in working with couples. 3. To summarize the various approaches used in group therapy and gain knowledge about the necessary skills involved in group therapy. 4. To learn about the postmodern therapeutic approaches. 5. To define mindfullness and illustrate the various mindfulness techniques.			
Unit - I		**Couples Therapy:** Defining a couple, Assessing the problem in relationships, Theoretical Frameworks - Gottman's theory, Techniques used in working with couples, Issues in working with couples, Treatment plans, Ethics			
Unit - II		**Family Therapy:** Defining family, Theoretical Frameworks - Systemic approach, Narrative Approach, Techniques used in working with families, Issues in working with families, Skills of a family therapist, Treatment plans, Ethics in working with families			
Unit - III		**Group Therapy:** Emergence of group interventions a a form of treatment, Need of group therapy, Selection of clients for group therapy, Preparing the group for the process, approaches to group therapy, Dealing with issues during group counselling, Skills of a group therapist, ethics in group counselling			
Unit - IV		**Postmodern Therapies:** Social Constuctionism, Solution Focused Brief Therapy, Narrative therapy, EMDR - Introduction, assumptions, Process and techniques.			
Unit - V		**Mindfulness**: Concept and importance, Process, Mindfulness Techniques, Application of mindfulness			

References and Text Books :
- Aveline. M (1995), Eds, Research for psychotherapy practice, New York, John Wiley & Sons.
- Bergin, A.E (1994), Handbook of psychotherapy & behavioural change, New York, John Wiley & Sons.
- Gladding, S. T. (2002). Family therapy: History, Theory, and Practice. Prentice Hall.
- Gottman, J. S., & Gottman, J. M. (2015). 10 Principles for doing Effective Couples Therapy (Norton Series on Interpersonal Neurobiology). W. W. Norton & Company.
- Yalom, I. D., & Leszcz, M. (2008). The Theory and practice of group psychotherapy. Hachette UK.

Web Resources:
www.verywellmind.com/couples-therapy-definition-types-techniques-and-efficacy-5191137
www.verywellmind.com/family-therapy-definition-types-techniques-and-efficacy-5190233
www.verywellmind.com/what-is-group-therapy-2795760

COURSE OUTCOMES

On completion of the course, students will have

CO1	The ability to summarize the various theoretical approaches to couples therapy and analyze the use of various techniques.	K1, K2, K4
CO2	The ability to summarize the various theoretical approaches to family therapy and analyze the use of various techniques.	K1, K2, K4
CO3	The ability to summarize the various theoretical approaches to group therapy and analyze the use of various techniques.	K1, K2, K4
CO4	A practical understanding of the postmodern therapeutic approaches.	K1, K2
CO5	A practical understanding of mindfulness and techniques to practice it.	K1, K2, K3

Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M(2)	M(2)	M(2)	L(1)	L(1)	M(2)	M(2)	L(1)	L(1)	L(1)
CO2	M(2)	M(2)	M(2)	L(1)	L(1)	L(1)	L(1)	M(2)	M(2)	L(1)
CO3	M(2)	M(2)	M(2)	L(1)	L(1)	M(2)	M(2)	L(1)	L(1)	L(1)
CO4	M(2)	M(2)	M(2)	L(1)	L(1)	L(1)	L(1)	M(2)	M(2)	L(1)
CO5	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	L(1)	L(1)	M(2)
W.Av	2	2	2	1.2	1.2	1.6	1.6	1.6	1.6	1.2

Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	M(2)	M(2)	M(2)	M(2)
CO2	M(2)	M(2)	M(2)	L(1)	L(1)
CO3	L(1)	L(1)	L(1)	M(2)	M(2)
CO4	M(2)	M(2)	M(2)	M(2)	L(1)
CO5	S(3)	S(3)	S(3)	L(1)	L(1)
W.Av	2	2	2	1.6	1.4

III - SEMESTER					
Course Code		**DSE - 4: Modern Trends and Techniques in Counselling**	**T**	**Credits:4**	**Hours/ Week: 5**
Objectives		1. Be Introduced to prominent current and effective techniques 2. Identify the theoretical underpinnings of the modern trends in counselling. 3. Learn to apply various techniques in counselling practice 4. Recognize ways of pursuing counselling via psycho-education 5. To develop an understanding of the Indian Healing practices.			
Unit - I		**Self – Psychology**: Introduction, Origins, Major concepts, Therapeutic techniques, Cultural implications, Criticism.			
Unit - II		**Expressive Art Therap**y: Overview, history, Application, American Art Therapy Association, Dealing with emotions through expressive art therapy, Activities and Exercise for children and adults.			
Unit - III		**Narrative Therapies**: Options for telling and re-telling of stories, re-engagement and reproduction of history, Alternative knowledge and skills, Alternative stories, Metatexts, Meta to meta-texts. **Play Therapy:** Overview, History, application, Method, Child's language, Benefits, Family's Involvement in Play Therapy.			
Unit - IV		**The Psycho-Educational Model:**The history of psycho-education, Modern Psychoeducational Leader (William Morse, Nicholas Long, Larry Brendtro, Mary Margaret Wood, Tom McIntyre, Richard Curwin and Allen Mendler), Assessment of Behaviour, Psycho-educational interventions.			
Unit - V		**Indian Healing Practices (Theory and Practice**): Introduction to Indian Traditions and the richness of Indian Traditions. Psychological application of Yogic principles, breathing techniques (Pranayama). Muttras: its application- advantages and limitations. The Role of Psycho-spirituality in wellbeing. Psycho-spiritual practices: Awareness, Mindfulness, Meditation. Roberto Assagioli-Psycho-synthesis therapy. Internal Assessment: Preparing a psycho-educational module.			

References and Text Books :

- Charles B, Strozier. (2001). The Making of Psychoanalysist. Farrar, Straus and Giroux.
- Corey, Gerald (2013) Theory and Practice of Counselling and Psychotherapy: Cengage Learning. India. (9th Edition)
- Krik K, McManus M. (2002), Containing families" grief therapeutic group work in a hospice setting. International Journal of Palliative Nursing.
- Marshall L. Silverstein. (1999). Self-Psychology and Diagnostic Assessment: Identifying Self object Functions through Psychological Testing. Routledge
- McIntyre, T, (2005), The Behavioural Survival Guide for Kids: How to make Good Choices and Stay out of Troubles. Minneapolis: Free Sprit Press.
- Noice H, Noice T, Staines G, (2004), A Short-term intervention to enhance cognitive and affective functioning in older adults. Journal of Aging and Health.
- Seligman, Linda &Reichenberg, Lourie, W. (2010) Theories of Counselling and Psychotherapy. Pearson. India.

COURSE OUTCOMES

On completion of the course, students will have

CO1	Understand major concepts and therapeutic techniques of self-psychology based counselling.	K2
CO2	Become familiar with different expressive art therapies and become competent to use them to the clients.	K2
CO3	Gain confidence over narrative therapy and play therapy and to become familiar with the different techniques of narrative therapy and play therapy.	K4
CO4	Have clarity on the history of psychoeducation model of intervention and gains confidence to design and conduct a psychoeducation intervention.	K3
CO5	Achieve familiarity with the richness of Indian traditional healing techniques and become proficient in using the spiritual aspects into counselling.	K3

Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	S(3)	M(2)	L(1)
CO2	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	S(3)	S(3)	S(3)	M(2)	M(2)	L(1)	L(1)	L(1)	M(2)	L(1)
CO4	S(3)	S(3)	S(3)	M(2)	S(3)	M(2)	M(2)	S(3)	S(3)	M(2)
CO5	S(3)	S(3)	S(3)	L(1)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)
W.Av	3	3	3	1.6	2	1.8	1.8	2.6	2.4	1.6

Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)	M(2)	S(3)	S(3)
CO2	S(3)	M(2)	M(2)	S(3)	M(2)
CO3	S(3)	M(2)	M(2)	M(2)	M(2)
CO4	S(3)	M(2)	M(2)	M(2)	M(2)
CO5	S(3)	M(2)	M(2)	S(3)	M(2)
W.Av	3	1.8	2	2.6	2.2

III - SEMESTER					
Course Code		**DSE - 3: Psychopathology of Childhood and Adoloscence**	**T**	**Credits:4**	**Hours/ Week: 5**
Objectives		1. Introduction to abnormal child and adolescent psychology. 2. Learn the causes, maintenance, and treatment of children's behavioural, socio-emoitoanl, and cognitive disorders from a developmental perspective. 3. Learn the course of child and adolescent disorders over time, pays special attention to risk and protective factors, and examines child psychopathology in the context of normal child development. 4. To outline the important features and treatment strategies of Eating disorders, ADHD and Autism Spectrum Disorders. 5. To outline the features of various impairments.			
Unit - I		Development, diagnosis and treatment models; Principles and practice: Classification, assessment, intervention.			
Unit - II		Intellectual, developmental and learning disorders. Specific learning disability – dyslexia, dyscalculia, dysgraphia (written expression disorder)			
Unit - III		Intellectual, developmental and learning disorders. Specific learning disability – dyslexia, dyscalculia, dysgraphia (written expression disorder)Eating disorders; Autism Spectrum Disorder (ASD); Attention Deficit Hyperactivity Disorder (ADHD)			
Unit - IV		Eating disorders; Autism Spectrum Disorder (ASD); Attention Deficit Hyperactivity Disorder (ADHD)			
Unit - IV		Emotional disturbance, speech or language impairment, Visual impairment, hearing impairment, deaf-blindness, orthopedic impairment, intellectual disability, traumatic brain injury, multiple disabilities.			

References and Text Books :
- Essau, Cecilia A. (ed). (2006). Child and Adolescent Psychopathology: Theoretical and Clinical Implications. Routledge.
- Sunitha, D. & Yakaiah, P. (2016), Psychology of Childhood and Adolescence. Neelkamal Publications.
- Wilmshurst, L., Kaufman, A. S., & Kaufman, N, L. (2015). (2nd ed.). Essentials of Child and Adolescent Psychopathology. Wiley.
- Wilmshurst. Linda, A. (2018). Child and Adolescent Psychopathology: A Case book. Sage Publications.

Web Resources:
https://www.springer.com/journal/10802
https://www.springer.com/journal/10802
https://www.springer.com/journal/10802
https://acamh.onlinelibrary.wiley.com/journal/14697610

COURSE OUTCOMES

On completion of the course, students will have

CO1	Learn development and diagnosis of psychopathology during childhood and adolescence.	K2
CO2	Learn disorders of early attachment and early development.	K2
CO3	Gain an understanding of intellectual, developmental and learning disorders.	K4
CO4	have clarity over eating disorders, autism and ADHD.	K3
CO5	achieve familiarity speech and language impairment, visual impairment, brain injury, and multiple disabilities.	K3

Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M(2)	M(2)	M(2)	L(1)	L(1)	M(2)	M(2)	L(1)	L(1)	L(1)
CO2	M(2)	M(2)	M(2)	L(1)	L(1)	L(1)	L(1)	M(2)	M(2)	L(1)
CO3	M(2)	M(2)	M(2)	L(1)	L(1)	M(2)	M(2)	L(1)	L(1)	L(1)
CO4	M(2)	M(2)	M(2)	L(1)	L(1)	L(1)	L(1)	M(2)	M(2)	L(1)
CO5	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	L(1)	L(1)	M(2)
W.Av	2	2	2	1.2	1.2	1.6	1.6	1.6	1.6	1.2

Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	M(2)	M(2)	M(2)	M(2)
CO2	M(2)	M(2)	M(2)	L(1)	L(1)
CO3	L(1)	L(1)	L(1)	M(2)	M(2)
CO4	M(2)	M(2)	M(2)	M(2)	L(1)
CO5	S(3)	S(3)	S(3)	L(1)	L(1)
W.Av	2	2	2	1.6	1.4

III - SEMESTER					
Course Code		DSE - 4 : Therapeutic Interventions in Educational Settings	T	Credits:4	Hours/ Week: 5
Objectives	1. Learn evidence-based practices in schools to improve emotional, social, and behavioural functioning of children and adolescent. 2. Learn theory, case conceptualization and research related to behavioural and cognitive behavioural interventions. 3. Learn direct and indirect, evidence-based techniques and principles of change to address internalizing and externalizing behaviours in school-aged children. 4. To become more efficient in identifying intervention strategies. 5. Gain an understanding about the impact of cultural diversity in therapeutic interventions.				
Unit - I	Introduction to the evidence-based intervention movement: History and complexity of evidence-based intervention movement, criteria for designating interventions as evidence-based. Access to evidence-based interventions, cultural competence.				
Unit - II	Differential attention, effective instructions, effective reward systems. Disruptive Behaviours & Indirect interventions: Assessment, case conceptualization and indirect interventions.				
Unit - III	Overview of externalizing disorders, assessing disruptive behaviours in children and youth, case conceptualization and common elements (psychoeducation with parents and teachers).				
Unit - IV	Differential Behaviours direct common elements, (anger management, problem-solving, perspective taking, attribution retraining). Group management and process. Building a strong home school partnerships, enhancing student behaviour by promoting an equity lens in student discipline.				
Unit - V	Case conceptualization and assessment of trauma, common elements (psychoeducation, emotional expression, safety behaviours, trauma narrative, cognitive restructuring).				

References and Text Books :
- Mangal. S. K., (2005). Advanced Educational Psychology,). Educational Psychology, Prentice Hall of India PVT. Ltd, New Delhi.
- Narayana Rao, (2002). Educational Psychology, Wiley Eastern, Chennai
- Robinson, S. (2009) Foundation of Educational Psychology, 2nd Edition, New Delhi, Ane Books Pvt. Ltd.
- Santrock, J. W. (2006) Educational Psychology, 2nd Edition, New Delhi, Tata McGraw Hill.
- Skinner C. E. (2006). Educational Psychology, Prentice Hall of India PVT. Ltd, New Delhi.
- Spirnthall, N. A., Sprinthall, R. C. and Oja, S. N. (1994) Educational Psychology, 6th Edition, New York, McGraw Hill.

Web Resources:
https://johnparankimalil.wordpress.com/2012/03/09/meaning-nature-and-scope-of-educational-
https://www.apa.org/action/science/teaching-learning

COURSE OUTCOMES

On completion of the course, students will have

CO1	Demonstrate the Knowledge of theory and mechanisms of cognitive behavioral and behavioral interventions delivered in schools to improve the emotional, behavioral, and social functioning of children and youth.	K2
CO2	Knowledge and skill in conceptualizing cases from an indirect and direct service delivery model based on referral issues(s), theory, and evidence along with factors such as context, culture, and diversity.	K2
CO3	Skills in delivering evidence-based interventions with children/adolescents struggling with a range of referral issues and key adults (parents/teachers).	K4
CO4	Knowledge of and skills in identifying, selecting, and evaluating intervention effectiveness, monitoring fidelity, adapting interventions to fit the needs and preferences of diverse clients.	K3
CO5	Knowledge of how all forms of diversity (i.e., race/ethnicity, culture, sexuality, religion, social class, stigma related to mental health, disability status, language) impact client, functioning, referral problems, case conceptualization, and intervention effectiveness.	K3

Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	S(3)	M(2)	L(1)
CO2	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)
CO3	S(3)	S(3)	S(3)	M(2)	M(2)	L(1)	L(1)	M(2)	M(2)	L(1)
CO4	S(3)	S(3)	S(3)	M(2)	S(3)	M(2)	M(2)	S(3)	S(3)	M(2)
CO5	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	L(1)	L(1)	M(2)
W.Av	3	3	3	1.6	2	1.8	1.8	2.6	2.4	1.6

Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)	M(2)	S(3)	S(3)
CO2	S(3)	M(2)	M(2)	S(3)	M(2)
CO3	S(3)	M(2)	M(2)	M(2)	M(2)
CO4	S(3)	M(2)	M(2)	M(2)	M(2)
CO5	S(3)	M(2)	M(2)	S(3)	M(2)
W.Av	**3**	**1.8**	**2**	**2.6**	**2.2**

III - SEMESTER					
Course Code		**SEC - 3: Positive Psychology**	**T**	**Credits : 2**	**Hours/ Week: 2**
Objectives		1. To understand the importance of positive psychology by reviewing the concepts and through activities 2. To examine and review the role of positive emotions on psychological wellbeing and quality of relationships 3. To identify personal goals by reviewing and applying the concepts of personal goals, self regulation and self control 4. To understand the underlying factors of prosocial behaviour 5. To analyse positive environment and positive psychology in various contexts
Unit - I		**Introduction to Positive psychology:** Definition; goals and assumptions; Relationship with health psychology, developmental psychology, clinical psychology. Western vs Eastern perspectives on positive psychology. **Activities:** Collection of life stories from magazines, websites, films etc and discussion in the class.
Unit - II		**Positive emotions**: Broaden and built theory; Cultivating positive emotions; Happiness- Hedonic and Eudemonic; **Well- being:** negative vs positive functions; Subjective well –being: Emotional, social and psychological well-being; Model of complete mental life. Close Relationship and Wellbeing : Meaning - Characteristics - Lighter side of CR - The power of "Bad".
Unit - III		**Personal Goals (PG)**: Definition - Measuring PG - Universal human motives - Goals expressing fundamental values - Goals contribute to well-being - Materialism and its discontents. **Self-Regulation (SR):** Meaning - Control and discrepancy theory - Planning for S-R success - Goals and SR problems - Goal difficulty; **Self- Control:** Meaning – Value of self- control; - Self management - Goal disengagement.
Unit - IV		**Prosocial Behaviour and Changing Human Behaviour:** Empathy and Egotism-Portals to Altruism, Gratitude, and Forgiveness. Attachment, Love, and Flourishing Relationships. Changing Human Behavior: Balanced conceptualizations of Mental Health and Behavior. Interceding to prevent the Bad and Enhance the Good.
Unit - V		**Positve Environment and Positive Psychology in contexts:** Positive Schooling. Good Work – The Psychology of Gainful Employment. The Me/We Balance – Building Better Communities. Positive Psychology in Context – Developing Strengths and Living Well in a Cultural Context, Living well at Every Stage of Life.

References and Text Books :

- Acacia C. Parks (2014), Positive Psychology in Higher Education, New York, Routledge.
- Carr. A (2004), Positive Psychology The science of happiness and human strengths, New York, Routledge.
- Synder, G. R. & Lopez, S. J. (2008). "Positive Psychology". Sage Publication.
- Steve.R et al (2009), Positive Psychology, New Delhi, Pearson Education.
- Singh.A (2013), Behavioral science: Achieving behavioral excellence for success, New Delhi, Wiley India Pvt ltd.

Web Resources:

DJP3D : POSITIVE PSYCHOLOGY UNIT I: INTRODUCTION Definition – Assumptions and Goals

Broaden-and-Build Theory of Positive Emotions

Personal goals, fundamental psychological needs and well-being: Theory of self-determination and applications | Request PDF

COURSE OUTCOMES

On completion of the course, students will have

CO1	Understanding the importance of positive psychology by the use of concepts and activities	K1, K2
CO2	Ability to examine and review the role of positive emotions on psychological wellbeing and quality of relationships	K1, K2, K4
CO3	Potential to identify personal goals by reviewing and applying the concepts of personal goals, self regulation and self control	K1, K2, K3
CO4	Better understanding of the underlying factors of prosocial behaviour	K1, K2
CO5	Analysing competence of positive environment and positive psychology in various contexts	K1, K2, K3

Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	M(2)	M(2)	L(1)
CO2	L(1)	L(1)	L(1)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	M(2)
CO3	L(1)	L(1)	L(1)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	M(2)
CO4	M(2)	M(2)	M(2)	L(1)	L(1)	L(1)	M(2)	L(1)	L(1)	L(1)
CO5	M(2)	M(2)	M(2)	L(1)	L(1)	L(1)	L(1)	M(2)	M(2)	M(2)
W.Av	1.8	1.8	1.8	1.4	1.4	2	2.2	2.2	2.2	1.6

Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	L(1)	L(1)	L(1)
CO2	M(2)	M(2)	S(3)	M(2)	L(1)
CO3	S(3)	M(2)	M(2)	M(2)	M(2)
CO4	S(3)	S(3)	L(1)	L(1)	M(2)
CO5	S(3)	S(3)	M(2)	L(1)	L(1)
W.Av	2.8	2.4	1.8	1.4	1.4

	III - SEMESTER			
Course Code	**NME: Social Marketing**	**T**	**Credits:2**	**Hours/ Week: 2**
Objectives	1. To understand the basic concepts related to social marketing. 2. To develop skills related to branding. 3. To develop skills relating to product positioning.			
Unit - I	**Fundamentals of Social Marketing:** Concept, importance and objectives of social marketing, social marketing, and commercial marketing, Principles, and techniques. Strategic social marketing process - Listening, planning, structuring, pretesting, and monitoring.			
Unit - II	**Branding:** Definition and importance of branding, product vs brand, Process of branding, brand elements, Brand Strategies - Customer analysis, Competitive analysis and Self-Analysis, Guidelines for effective branding.			
Unit - III	**Positioning the social product**: definition of positioning, behavior-focused positioning, barriers-focused positioning, benefit-focused positioning, competition-focused positioning. **Behavior change and social marketing**: Social media and marketing: social media strategies.			

References and Text Books :
- Deshpande, Sameer, and Nancy R. Lee. Social Marketing in India. Sage Publications, 2013.
- Lee, N., & Kotler, P. (2016). Social Marketing: Influencing behaviors for good (5th ed.). Thousand Oaks, CA: SAGE.
- Kotler, Philip, and Nancy R. Lee. Social Marketing: Influencing Behaviors for Good. 4th. ed., Sage South Asia, 2012.
- Sengupta, Subroto. Brand Positioning: Strategies for Competitive Advantage. McGraw Hill Education, 2005.
- Keller, Kevin Lane, Ambi Parameswaran, and Isaac Jacob. Strategic Brand Management: Building, Measuring, and Managing Brand Equity. 4th Edition. Pearson Education India, 2015.

Web Resources:

Social Marketing - Definition , Importance of Social Marketing (marketing91.com)

What is Branding? - Meaning, Definitions, Functions, Types, Advantages (economicsdiscussion.net)

What is social media marketing (SMM)? (techtarget.com)

COURSE OUTCOMES

On completion of the course, students will have

CO1	Understood the fundamental concepts in social marketing.	K1, K2
CO2	Showcase branding and social product positioning awareness.	K1, K2, K3, K6
CO3	Apply social media marketing strategies.	K1, K3, K6

Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)	S(3)	S(3)	L(1)	L(1)	L(1)	L(1)	M(2)	M(2)
CO2	M(2)	M(2)	S(3)	L(2)	M(2)	L(1)	L(1)	M(2)	L(1)	M(2)
CO3	M(2)	M(2)	L(2)	M(2)	M(2)	M(2)	M(2)	L(1)	L(1)	M(2)
W.Av	2.3	2	2.6	2.3	1.6	1.3	1.3	1.3	1.3	2

Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	M(2)	L(1)	L(1)
CO2	S(3)	M(2)	M(2)	L(1)	L(1)
CO3	M(2)	M(2)	M(2)	L(1)	L(1)
W.Av	2.6	2	2	1	1

		IV - SEMESTER			
Course Code	**Course Code**	Core 15: Internship II	**P**	**Credits: 6**	**Hours/ Week: 18**
Objectives		1. To study and understand the working of an agency. 2. To gain professional intervention skills and program/ Process in implementation skills 3. To develop skills in documentation 4. To develop personal and professional self 5. To build a network of professionals in the field of psychology			
Guidelines		The second year students are placed in hospitals or rehabilitation centre or counselling centre or industries for their practice.			

COURSE OUTCOMES

On completion of the course, students will have

CO1	Understood the working of the agency, its goals and policies	K2
CO2	Developed the necessary competence to implement the psychological interventions.	K3. K4, K5, K6
CO3	Developed the necessary competence to document	K4, K5, K6
CO4	Developed professional network, personal and professional values	K2, K5
CO5	Becomes more compassionate and confident in working with people.	K6

Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S (3)	S (3)	M(2	L(1)	M(2)	M(2)	M(2)	M(2)	M (2)
CO2	S(3)	S (3)	S (3)	S(3)	S(3)	S (3)	M (2)	M (2)	M (2)	S (3)
CO3	S(3)	S (3)	S (3)	S (3)	S (3)	S (3)	S (3)	M (2)	M (2)	S (3)
CO4	S(3)	S (3)	S (3)	S (3)	S (3)	M(2)	M (2)	S (3)	S (3)	M (2)
CO5	M(2)	M(2)	S (3)	S (3)	M(2)	S (3)	S(3)	S (3)	S (3)	S (3)
W.Av	**2.8**	**2.8**	**3**	**2.8**	**2.4**	**2.6**	**2.4**	**2.4**	**2.4**	**2.6**

Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M (2)	S(3)	S(3)	S(3)
CO2	S(3)	S(2)	M(2)	S(3)	M(2)
CO3	S(3)	S(3)	S(3)	S(3)	S(3)
CO4	M(2)	S(3)	M(2)	S(3)	M(2)
CO5	S(3)	S(3)	M(2)	S(3)	S(3)
W.Av	2.8	2.6	2.4	3	2.6

IV Semester					
Course Code		**Core 16: Dissertation**	**P**	**Credits: 6**	**Hours/ Week: 12**
Objectives		1. To comprehend the application of social work research methodology. 2. To practice the various procedural steps involved in undertaking a research project. 3. To develop the skills to scientifically study a social concern and come up with practical concerns to address the concerns. 4. To analyze the field of interest and conduct a study. 5. To apply the ethical standard and conduct a research study.			
Guidelines		Each student undertakes an independent research project under the supervision of the allocated research guide. The students are encouraged to carry out a study based on social concerns in a particular population. The dissertation will be submitted in hard bound form. Students are required to submit a thesis at the end of the second year. The internal marks are awarded to the students on the basis of their protocol presentation, progress presentation and submission of progress report. The external examination marks are provided based on the quality of the dissertation thesis and performance in Viva Voce examination.			

COURSE OUTCOMES

On completion of the course, students will have

CO1	Understood the scope for psychology research.	K2
CO2	Developed the research competence through practice.	K3
CO3	Becomes more confident in taking up research.	K6
CO4	Understood the ethical standards in doing research.	K2, K3, K5
CO5	Contributed to knowledge building.	K6

Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)	L(1)	M(2)	S(3)	M(2)
CO2	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	L(1)	S(3)	S(3)	M(2)
CO3	L(1)	L(1)	L(1)	S(3)	S(3)	L(1)	L(1)	L(1)	S(3)	S(3)
CO4	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	L(1)	S(3)	L(1)	M(2)
CO5	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	L(1)	L(1)	L(1)	L(1)
W.Av	2	2	2	2.8	2.8	2.2	1	2	2.2	2

Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	M(2)	M(2)	M(2)
CO2	M(2)	S(3)	S(3)	M(2)	M(2)
CO3	S(3)	S(3)	S(3)	M(2)	M(2)
CO4	M(2)	M(2)	M(2)	S(3)	S(3)
CO5	S(3)	M(2)	M(2)	L(1)	L(1)
W.Av	2.6	2.4	2.4	2	2