



Avinashilingam Institute for Home Science and Higher Education for Women
 (Deemed to be University Estd. u/s 3 of UGC Act 1956, Category A by MHRD)
 Re-accredited with A++ Grade by NAAC. CGPA 3.65/4, Category I by UGC
 Coimbatore - 641 043, Tamil Nadu, India

Department of Psychology
B.Sc. Psychology

Programme Outcomes

1. Attain and apply fundamental knowledge in basic concepts of Science.
2. Gain competence to communicate effectively.
3. Develop critical thinking for innovations.
4. Identify problems and suggest appropriate scientific, technological and environmental solutions.
5. Function individually or as a team in work environment.
6. Acquire research skills to inquire, synthesize and articulate solution for community development.
7. Create and apply ICT tools for learning and technology development.
8. Exhibit professional ethics and norms for social development.
9. Implement acquired knowledge in basic sciences for self directed and lifelong learning.
10. Promote entrepreneurial skills.

Programme Specific Outcomes

1. Understanding the Specific Psychological Concepts relating to Cognitive, Social, Emotional and Developmental aspects; and counsel and focus on Clinical, Organizational and Community Concerns.
2. Comprehend the Basic Concepts of Research and Statistical Techniques for effective application in analyzing the Psychosocial Problems.
3. Acquiring skills in analyzing psychological functioning and understanding therapeutic concerns.

Scheme of Instruction & Examinations
 (For students admitted from 2023-2024 & onwards)

Part	Subject Code	Name of paper/Component	Hours of Instruction/ week	Scheme Examination				
				Duration of exam	CIA	CE	Total	Credit
First Semester								
I	23BLT001/ 23BLH001/ 23BLF001	பொதுத்தமிழ்தாள் I - இக்காலஇலக்கியம் / Prose and Non Detailed Texts / French I	2	3	50	50	100	2
II	23BAEEC1	Ability Enhancement Compulsory Course English for Communication	4	3	50	50	100	4
		Generic Elective I	5+1/ 4+4	3	50	50	100	6
III	Discipline Specific Core Courses							
	23BPSC01	Introduction to Psychology	4+4	3	50	50	100	6
	23BPSC02	Introduction to Biopsychology	4+4	3	50	50	100	6
IV	23BVBNC1/ 23BVBNS1/ 23BVBSPI	Skill Enhancement Course Value Based Course Elective I - NCC / NSS / Sports	3/2	2	60	40	100	4/1/1
		Games – Practical	1		-	-	-	
							Total	28/25

I	23BLT002/ 23BLH002/ 23BLF002	பொதுத்தமிழ்தாள் II - அறஇலக்கியம் / Grammar, Translation and General Essay / French II	2	3	50	50	100	2	
II	23BAEES1	Ability Enhancement Compulsory Course Environmental Studies	4	3	50	50	100	4	
Generic Electives									
	23BENGE2A/ 23BENGE2B/ 23BENGE2C/ 23BENGE2D	Generic Electives II Introduction to Literature / British Literature / Modern Indian Literature / New Literatures in English	5+1	3	50	50	100	6	
III	Discipline Specific Core Courses								
	23BPSC03	Cognitive Psychology	4+4	3	50	50	100	6	
	23BPSC04	Foundations of Developmental Psychology	4+4	3	50	50	100	6	
IV	23BVBNC2/ 23BVBNS2/ 23BVBSP2	Skill Enhancement Course Value Based Course Elective I – NCC / NSS / Sports	3/2	2	60	40	100	4/1/1	
		Games – Practical	1		-	-	-		
Third Semester								Total	28/25
I	23BLT003/ 23BLH003/ 23BLF003	பொதுத்தமிழ்தாள் III - சமயஇலக்கியம் / Ancient and Modern Poetry / French III	2	3	50	50	100	2	
II	Generic Elective								
	Generic Elective III		5+1/4+4	3	50	50	100	6	
III	Discipline Specific Core Courses								
	23BPSC05	Foundation of Social Psychology	4+4	3	50	50	100	6	
	23BPSC06	Introduction to Psychological Inquiry I	4+4	3	50	50	100	6	
IV	Skill Enhancement Course								
	Skill Based Compulsory Course I								
	23BSBCS1	Communication Skill	4P	3	50	50	100	2	
	Skill Based Elective Course II		4P	3	50	50	100	2	
	23BVBNC3/ 23BVBNS3/ 23BVBSP3	Value Based Course Elective I – NCC / NSS / Sports	3/2	2	60	40	100	4/1/1	
	Value Based Course Elective II		2	-	100	-	100	2	
Fourth Semester								Total	30/27
I	23BLT004/ 23BLH004/ 23BLF004	பொதுத்தமிழ்தாள் IV - சங்க இலக்கியம் / Introduction to Functional Hindi and Journalism/French IV	2	3	50	50	100	2	
II	Generic Elective								
	Generic Elective IV		5+1/4+4	3	50	50	100	6	
III	Discipline Specific Core Courses								
	23BPSC07	Fundamentals of Counselling	4+4	3	50	50	100	6	

	23BPSC08	Introduction to Psychological Inquiry II	4+4	3	50	50	100	6	
	Skill Enhancement Courses								
IV	23BSBSS1	Skill Based Compulsory Course – III Soft Skill	4P	3	50	50	100	2	
		Skill Based Elective Course IV	4P	3	50	50	100	2	
	23BVBNC4/ 23BVBNS4/ 23BVBS4	Value Based Course Elective I – NCC / NSS / Sports	3/2	2	60	40	100	4/1/1	
		Value Based Course Elective III	2	-	100	-	100	2	
Fifth Semester								Total	30/27
III	Discipline Specific Core Courses								
	23BPSC09	Fundamentals of Clinical Psychology I	4+4	3	50	50	100	6	
	23BPSC10	Foundations of Organizational Psychology	4+4	3	50	50	100	6	
	23BPSDE1-3	Discipline Specific Elective I	4+4	3	50	50	100	6	
	23BPSDE1-3	Discipline Specific Elective II	4+4	3	50	50	100	6	
IV	23BVBNC5/ 23BVBNS5/ 23BVBS5	Value Based Course Elective I – NCC / NSS / Sports	3/2	2	60	40	100	4/1/1	
Sixth Semester								Total	28/25
III	Discipline Specific Core Courses								
	23BPSC11	Quantitative Data Analysis	4+4	3	50	50	100	6	
	23BPSC12	Fundamentals of Clinical Psychology II	4+4	3	50	50	100	6	
III	Discipline Specific Elective Courses								
	23BPSDE4-5	Discipline Specific Elective III	4+4	3	50	50	100	6	
	23BPSDE6	Discipline Specific Elective IV Project/Internship	2	3	50	50	100	6	
	Skill Enhancement Courses								
IV	23BVBNC6/ 23BVBNS6/ 23BVBS6	Value Based Course Elective I – NCC / NSS / Sports	3/2	2	60	40	100	4/1/1	
Total								28/25	
Overall Total								172/ 154	

* Ability Enhancement Compulsory Courses

- English for Communication
- Environmental Science

** Skill Enhancement courses, may be opted by the students from the electives offered by the departments or from SWAYAM MOOCs / NPTEL

Skill Based Courses

Skill Based Compulsory Course I - 23BSBCS1 – Communication Skill during III Semester

Skill Based Compulsory Course III - 23BSBSS1 – Soft Skill during IV Semester

Part IV Components (for 6 Semesters)	Subject Code	Semester	No. of Credits
Extra - Curricular Courses			
NCC/ NSS/ Sports	23BVBNC1-6	1-6	24 Credits
	23BVBNS1-6		6 Credits
	23BVBSP1-6		6 Credits

* **Discipline Specific Elective Courses** should be related to their own core which may be from SWAYAM MOOCs / NPTEL also

- All the courses have 6 credits with 4 hours of theory and 4 hours of practical or 5 hours of Theory and 1 hour of Tutorials.

S.No.	DSE Courses	HOURS	SEMESTER	CREDITS
1.	23BPSDE1 - Educational Psychology	4+4	V	6
2.	23BPSDE2 - Psychology of Health and Yoga	4+4	V	6
3.	23BPSDE3 - Sports and Exercise Psychology	4+4	V	6
4.	23BPSDE4 - Positive Psychology	4+4	VI	6
5.	23BPSDE5 - Indian Psychology	5+1	VI	6
6.	23BPSDE6 - Project/Internship	2	VI	6

* **Generic Elective Courses offered for other Disciplines / Departments**

* A Core Course offered in a Discipline / Subject may be offered as a Generic Elective for other departments.

S.No.	Generic Elective Courses	HOURS	SEMESTER	CREDITS
1.	23BPSGE1 - Psychology of Health and Well Being	5+1	I	6
2.	23BPSGE2 - Youth, Gender and Identity	5+1	III	6
3.	23BPSGE3 - Psychology and Mental Health	5+1	III	6
4.	23BPSGE4 - Psychology At Work	5+1	VI	6
5.	23BPSGE5 - Indian Psychology	5 + 1	VI	6

Total credits to earn the degree

1. Part I components - 8 Credits (Languages)
2. Part II components - 32 Credits (Ability Enhancement Compulsory courses - 8 Credits and Generic Elective courses -24 Credits)
3. Part III components - 96 Credits (Discipline Specific Core Courses - 72 Credits and Discipline Specific Elective Courses - 24 Credits)
4. Part IV components - 36/18 (Skill Enhancement courses – Skill based courses - 8 Credits , Value based courses Elective I (NCC, NSS and Sports)-24/6/6, Value based Elective courses II & III - 4 Credits)
5. **Minimum One Course should be from SWAYAM MOOCs/ NPTEL.**

One to 4 Courses may be from SWAYAM MOOCs/NPTEL for Credit Transfer in DSE / Generic Elective & / or Skill Enhancement Courses.

Introduction to Psychology

Semester I
23BPSC01

Hours of Instruction Week: 4+4
Number of Credits: 6

Learning Outcomes

1. Understanding what Psychology is all about.
2. Appreciation of the Scope and the Field of Psychology.
3. Developing familiarity with basic concepts related to some foundational themes of study in Psychology such as Learning, Memory, Perception, Thinking, Emotion, Motivation and Human Biological System including Brain
4. Developing familiarity with individual level phenomenon such as Intelligence and Personality.

Course Contents

1. Introduction
 - 1.1 Nature of Psychology: Definition, Fields of psychology, Schools of Modern Psychology
 - 1.2 Psychology in India: History and Current Status
 - 1.3 Methods of Psychology (with special emphasis on Experimentation)
 - 1.4 Biological basis of Human Behaviour (with emphasis on brain)
2. Learning, Memory and Perception
 - 2.1 Learning: Classical conditioning, Instrumental Learning, Observational Learning (Sociocognitive Learning)
 - 2.2 Memory: Models of Memory: Information Processing Model (Sensory Register, STM, LTM and Concept of Working Memory), Levels of Processing, Parallel Distributed Processing Model, Reconstructive Nature of Memory; Forgetting, Improving Memory
 - 2.3. Perception: Top down and Bottom Up processes, Size Constancy, Depth Perception
3. Motivation & Emotion
 - 3.1 Approaches to understanding Motivation and Types of Motives
 - 3.2 Elements of Emotions (Components), Emotional Intelligence and Gender, Culture & Emotions
4. Individual Differences: Personality and Intelligence
 - 4.1 Personality: Nature and Theories
 - 4.2 Intelligence: Nature and Theories

References

- Banyard, P., Davies, M.N.O., Norman, C. & Winder, B. (Eds.) (2010). *Essential Psychology*. New Delhi: SAGE Publications.
- Baron, R. & Misra, G. (2014). *Psychology*. New Delhi: Pearson
- Ciccarelli, S.K. & White, J.N. & Misra, G. (2018). *Psychology*. New Delhi: Pearson Education.
- Morgan, C T., King, R., Weisz, J. & Schopler, J. (2017). *Introduction to Psychology* (7th Ed). McGraw Hills.
- Holt, N., Bremner, A., Sutherland, E., Vliek, M. and Passer, M., & Smith, R. (2015). *Psychology: The Science of Mind and Behaviour*. London: Tata McGraw-Hill.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	M			M							M		
CO 2	H	H		M	M									M
CO 3	M	H			M									
CO 4	H	H		M	M							M		

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	3	2			2							2		
CO 2	3	3		2	2									2
CO 3	2	3			2									
CO 4	3	3		2	2							2		
	1.8	1.8		1	2							1		0.5

Introduction to Biopsychology

Hours of Instruction Week: 4+4
Number of Credits: 6

Semester I
23BPSC02

Learning Outcomes

1. Appreciating the biological bases of human behaviour including neural, biochemical, evolutionary, and genetic mechanisms.
2. Developing critical thinking to use scientific techniques for biological psychology and developing an awareness of ethical issues accompanying them.
3. Having basic knowledge about the structures of human brain, their functions and impact on human behaviour.
4. Understanding biological mechanisms involved in psychological processes such as learning, memory, emotion, motivation, sleep and arousal.
5. Inculcating an applied perspective on psychopathology including disorders such as Amnesias, Korsakoff's psychosis, Alzheimer disease, and Anorexia.
6. Realizing the complex interplay of biological factors with psychological, social and cultural in shaping human behaviour.

Course Content

1. Introduction
Concept of biopsychology; reductionism; ethical issues.
Neurons, Synapses, Neurotransmitters.
The nervous system: Basic subdivisions- Peripheral and Central.
Hemisphere function: Sperry and the split-brain; Left handedness; Emotion and the right hemispheres.
- 2 Learning and Memory
 - 2.1 Anterograde and Retrograde Amnesia.
 - 2.2 Korsakoff's Psychosis.
 - 2.3 Alzheimer Disease.
 - 2.4 Biochemistry of Memory.
- 3 Sleep, Arousal and Biological Rhythms
 - 3.1 Concept of Arousal; Physiological Measures of Arousal
 - 3.2 Reticular Formation and Central Arousal.
 - 3.3 Biological Rhythms.
 - 3.4 Functions of Sleep.
- 4 Emotion and Motivation
 - 4.1 Anxiety; Stress and Arousal.
 - 4.2 Emotion – Central and Peripheral Mechanisms.
 - 4.3 Physiology of Hunger and Thirst.
 - 4.4 Homeostasis; Obesity and Anorexia.

References

- Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) *Biological Psychology: An Introduction to Behavioral, Cognitive, And Clinical Neuroscience*, 5th Edition. Sinauer Associates Inc., Sunderland, Massachusetts.
- Carlson, N. R. (2012). *Foundations of Physiological Psychology*. (Sixth Edition). Delhi: Pearson Education.
- Green, S. (1995). *Principles of Biopsychology*. UK: Lawrence Erlbaum Associates Ltd.
- Pinel, J. P. J. (2011). *Biopsychology*, 8th Edition. Pearson Education, New Delhi.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	H		M								H	M	
CO 2	M	H		M								M		
CO 3	H	H		M								M		
CO 4	H	H		M								M		
CO 5	H	H		M								M		M
CO 6	H	H		M				M				H	M	H

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	3	3		2								3	2	
CO 2	2	3		2								2		
CO 3	3	3		2								2		
CO 4	3	3		2								2		
CO 5	3	3		2								2		2
CO 6	3	3		2				2				3	2	3
	2.83	3		2				0.33				2.33	0.67	0.83

Cognitive Psychology

Hours of Instruction / Week: 4+4

Number of Credits: 6

Semester II
23BPSC03

Learning Outcomes

1. Understanding the ways in which humans engage in information processing and developing knowledge of the key assumptions as well as distinguishing features of cognitive psychology.
2. Learning the different methods ranging from carefully controlled experimental conditions of the lab to the more subjective method of introspection, to understand human mental processes.
3. Acquiring basic knowledge of core concepts in human cognition (e.g. attention, memory, reasoning and decision making).
4. Developing critical awareness about the classic and current experimental research relating to various cognitive processes.
5. Demonstrating appropriate skills essential in designing and conducting experiments in cognitive psychology.
6. Applying the knowledge of cognitive processes to one's own personal life and to real life issues. (e.g. improving memory, and multitasking).
7. Appreciating the role of individual differences, and sociocultural factors in cognitive functioning.

Course Contents

1 Introduction to Cognitive Psychology

Nature, History, and Methods in Cognitive Psychology

Approaches - Experimental Cognitive Psychology, Cognitive Neuroscience and Cognitive Neuropsychology

Paradigms of Cognitive Psychology: Information Processing Approach, Connectionist Approach, Evolutionary Approach, Ecological Approach

2 Attention and Consciousness

Types: Selective Attention, Divided Attention and Sustained Attention.

Theories: Early and Late Selection, Capacity and Mental Effort Models.

Consciousness: Nature, Types and Functions.

3 Memory Processes

Encoding, Storage and Retrieval.

Metaphors of Memory: Sensory, Short Term and Long Term.

Working Memory, and Mnemonics

Everyday Memory: Autobiographical Memory, Eyewitness Memory and Prospective Memory

4 Reasoning and Decision Making

Types of Reasoning: Inductive and Deductive.

Approaches to Reasoning: Componential, Rules/Heuristics and Mental Models.

Heuristics and Biases in Decision Making ('Cognitive Illusions'): Availability, Representativeness, Framing Effect and Hindsight Bias.

References

Galotti, K. M. (2008). *Cognitive Psychology: In and Out of the Laboratory* (2nd Ed.). Bangalore: Wadsworth, Cengage Learning.

Goldstein, E.B. (2011/2014). *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience*. Belmont, CA: Wadsworth Cengage.

Hunt, R. R., & Ellis, H. C. (2004). *Fundamentals of cognitive psychology* (7th Ed.). NewDelhi: Tata McGraw-Hill.

Riegler, B. R., & Riegler, G. R. (2008). *Cognitive Psychology: Applying the Science of the Mind* (2nd Ed.). New Delhi: Dorling Kindersley.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	M			H							H		
CO 2	H	H			M							H		
CO 3	H	H		M								M	H	
CO 4	H	H		H								M	M	
CO 5	H	M		H								M		M
CO 6	H	M		M								H	M	H
CO 7	H	H										H	M	H

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	3	2			3							3		
CO 2	3	3			2							3		
CO 3	3	3		2								2	3	
CO 4	3	3		3								2	2	
CO 5	3	2		3								2		2
CO 6	3	2		2								3	2	3
CO 7	3	3										3	2	3
	3	2.57		1.43	0.71							2.57	1.29	1.14

Foundations of Developmental Psychology

Semester II
23BPSC04

Hours of Instruction / Week: 4+4
Number of Credits: 6

Learning Outcomes

1. Demonstrating an ability to understand and distinguish Major Theoretical Perspectives and Methodological Approaches in Human Development.
2. Developing an ability to identify the milestones in diverse domains of Human Development across Life Stages.
3. Understanding the contributions of Sociocultural context toward shaping Human Development.
4. Acquiring an ability to decipher key developmental challenges and issues faced in the Indian Societal Context.

Course Contents

1. Introduction

Issues and Theories in Developmental Psychology - Nature and Nurture;
Continuity and Discontinuity, Plasticity in Development.

Theoretical Perspectives: Psychodynamic (Freud and Erikson); Behavioural
(Classical and Operant Conditioning; Social Cognitive Learning Theory).
Cognitive (Piaget, Information Processing Approaches).

Sociocultural (Vygotsky, Ecological Model of Bronfenbrenner).

Research Methods: Longitudinal, Cross Sectional and Sequential; Ethics in
Research.

2. Domains of Development across life span - I

2.1 Physical Development (from Infancy to Late Adulthood)

2.2 Cognitive Development and Language Development, Role of Language in
Cognitive Development

3. Domains of Development across Life Span – II

3.1 Socioemotional Development and Moral Development

4. Developmental Issues in Indian Context

4.1 Issues of Social Relevance (Gender, Disability and Poverty)

4.2 Developmental Issues in Children and Adolescents

4.3 Challenges of Adulthood; Aging

References

Berk, L. E. (2010). *Child Development* (9th Ed.). New Delhi, India: Prentice Hall.
Feldman, R. S., & Babu, N. (2011). *Discovering the Life-Span*. New Delhi, India:
Pearson.

Georgas, J., Berry, J. W., Van de Vijver, F. J., Kagitçibasi, Ç., & Poortinga, Y. H. (Eds.)
(2006). *Families Across Cultures: A 30-Nation Psychological Study*. New York:
Cambridge University Press.

Kakar, S. (2012). *The Inner World: A Psychoanalytic Study of Childhood and Society in
India* (4th Ed.). New Delhi, India: Oxford University Press.

Mitchell, P., & Ziegler, F. (2007). *Fundamentals of development: The psychology of
childhood*. New York: Psychology Press.

Papalia, D. E., Olds, S. W., & Feldman, R. D. (2006). *Human Development* (9th Ed). New
Delhi, India: Tata McGraw-Hill.

Santrock, J. W. (2012). *A Topical Approach to Life Span Development*. New Delhi, India: Tata McGraw-Hill.

Saraswathi, T. S. (2003). *Cross-Cultural Perspectives in Human Development: Theory, Research and Applications*. New Delhi, India: Sage Publications.

Shaffer, D. R., & Kipp, K. (2007). *Developmental psychology: Childhood and Adolescence*. Indian reprint: Thomson Wadsworth.

Sharma, N., & Chaudhary, N. (2009). Human Development: Contexts and Processes. In G. Misra (Ed.), *Psychology in India, Vol 1: Basic Psychological Processes and Human Development*. India: Pearson.

Srivastava, A. K. (Ed) (1997). *Child development: An Indian perspective*. New Delhi: NCERT.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	H			M							H		
CO 2	H	H										H		
CO 3	H	H										H	M	
CO 4	H	H		H									H	M

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	3	3			2							3		
CO 2	3	3										3		
CO 3	3	3										3	2	
CO 4	3	3		3									3	2
	3	3		0.75	0.50							2.25	1.25	0.50

Foundation of Social Psychology

Semester III
23BPSC05

Hours of Instruction / Week: 4+4
Number of Credits: 6

Learning Outcomes

1. Understanding the basic social psychological concepts and familiarize with relevant methods.
2. Understanding the applications of social psychology to social issues like gender, environment, health, intergroup conflicts, etc.
3. Developing skills pertaining to mapping of social reality and understanding how people evaluate social situations.
4. Familiarizing with the concepts of social affect and affective processes including people's harming and helping behaviours.
5. Developing an understanding pertaining to social influence processes particularly the influence of others on individual behaviour and performance.

Course Content

1 Introduction

Definition and Nature of Social Psychology
Brief History of Social Psychology
Methods of Social Psychology: Quantitative and Qualitative Methods
Applications of Social Psychology: Environment, Intergroup Conflicts, Health and Gender Issues, Influence of Social Media.

2 Social Cognition and Attitudes

Social Cognition and Information Processing: Schemas, Stereotypes and Cognitive Strategies
Perceiving Self and Others: Self Concept and Self Esteem, Impression Formation, Impression Management
Attitudes: Nature and Measurement, Attitude Change
Attribution: Nature and Applications

3 Affective Processes in Social Context

Social Affects (Concepts of Guilt, Shame, Envy, Gratitude, Forgiveness, Compassion), Prosocial Behaviour
Aggression and Social Violence
Interpersonal Attraction

4. Group Processes and Collective Behaviour

Group: Nature and Group Formation
Group and Performance: Social Facilitation, Social Loafing and Social Conformity
Leadership: Qualities of Leaders, Types of Leadership: Democratic, Autocratic, Laissez-Faire and Nurturant Task Leader
Collective Behaviour: Crowd

References

- Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). *Social Psychology* (12th Ed.). New Delhi, India: Pearson.
- Hogg, M. A., & Vaughan, G. M. (2005). *Social Psychology*. Harlow: Pearson Prentice Hall.
- Husain, A. (2012). *Social Psychology*. New Delhi, India: Pearson.
- Myers, D. G. (2008). *Social Psychology*. New Delhi, India: Tata McGraw-Hill.
- Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). *Social Psychology* (12th Ed.). New Delhi, India: Pearson.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO1	H	H										H	M	H
CO2	H	H		M	M	M						H	M	H
CO3	H	H		H	M							M	H	H
CO4	H	H		M		M					M	M	M	H
CO5	H	H			M	H					M	H	H	H

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO1	3	3										3	2	3
CO2	3	3		2	2	2						3	2	3
CO3	3	3		3	2							2	3	3
CO4	3	3		2		2					2	2	2	3
CO5	3	3			2	3					2	3	3	3
	3	3		1.4	1.2	1.4					0.8	2.6	2.4	3

Introduction to Psychological Inquiry I

Semester III
23BPSC06

Hours of Instruction Week: 4+4
Number of Credits: 6

Learning Outcomes

1. Awareness of the basic features of Various Types of Research undertaken with Human Beings and Understanding of the use of Basic Terminology used in Human Research.
2. Demonstrate ability to plan Simple Experiments and state its Requirements. Also, to develop awareness of the critical components of Experimental Design and its conduction.
3. Developing Familiarity with Different Kinds of Measures and Techniques for Assessing Individual Differences.
4. Understanding the Distinctive Features of a select Qualitative Research Methods and Plan Small Qualitative Research.
5. Understanding the Important Components of Different Types of Research Report and Observing the Precautions to maintain Ethical and Moral Integrity of the Researcher.

Course Content

1. Introduction: Meaning of Research and it's Purposes; The Process and Steps of Scientific Research; Identifying a Research Problem; Main Types of Research: Descriptive, Experimental, Correlational, Theoretical; The Notion of Variable and it's Types: Independent, Dependent and Control; The Concepts of Predictor and Criterion; Distinguishing Positivist and Non Positivist Traditions of Research.
2. Experimentation: Basic Ideas: Research Design, Hypothesis, Theory, Observation and Data; Manipulation, Selection and Measurement. Roles and Responsibilities of Experimenter; Conducting Experiments: Procedural Requirements; Basic Experimental Design: Control and Experimental Groups; Factorial Design; Threats to Internal and External Validity. Decisions about Data Analysis.
3. Assessing Individual Differences: Needs to Assess Individual Differences: Recruitment, Training, Clinical Work; Concepts of Attitude, Aptitude, Ability/Intelligence, Personality, Interest; Concepts and Types of Reliability, Validity and Norms; Types of Measures: Rating Scales, Psychological Tests, Interview Schedule, Questionnaire, Projective Measures.
4. Qualitative Methods and Report Writing: Qualitative Methods: Observation, Ethnography, Interview, Thematic Analysis. Writing of Reports for Different Kinds of Reports: Reviews, Experimental Reports, Correlational Studies, Qualitative Studies; Ethical and Moral Considerations during Research, Analysis and Reporting.

References

- American Psychological Association (2013). *Publication Manual*. Washington: APA.
- Anastasi, A. & Urbina, S. (2004). *Psychological Testing*. New Delhi: Pearson Education.
- Kerlinger, F.N. & Lee, H.B. (2000). *Foundations of Behavioural Research*. New York: Harcourt College Publishers
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- Priya, R. (2015). *Qualitative Research on Illness, Well Being and Self Growth: Contemporary Indian Perspective*. New Delhi: Routledge.

Smith, Jonathan, A. (2008). *Qualitative Psychology: A Practical Guide to Research Methods*. London: Sage Publications.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	M	H				H					H	M	H
CO 2	H	M	H				H					M		H
CO 3	M	M	H				H						M	H
CO 4			H				H					M		H
CO 5		M	H				H				M			H

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	3	2	3				3					3	2	3
CO 2	3	2	3				3					2		3
CO 3	2	2	3				3						2	3
CO 4			3				3					2		3
CO 5		2	3				3				2			3
	1.6	1.6	3				3				0.4	1.4	0.8	3

Fundamentals of Counselling

Semester IV
23BPSC07

Hours of Instruction Week: 4+4
Number of Credits: 6

Learning Outcomes

1. Developing a Basic Understanding of Counselling as a Profession
2. Gaining an overview of Basic Approaches, Theories and Techniques in Counselling
3. Developing Awareness about the Contemporary Issues and Challenges in Counselling
4. Learning about the newer forms of Therapy like Solution Focused Therapy, Narrative Therapy

Course Contents

1. Introduction to Counselling as a Profession
 - Nature and Goals
 - Professional Ethics (Latest version of American Counselling Association – ACA)
 - Status of Counselling Psychology in India
 - Contemporary Issues and Challenges; Challenge of Online Counselling and Tele Counselling
2. Approaches to Counselling I
 - Person Centered Approach
 - Psychodynamic Approach
 - Behavioural Approach
 - Cognitive Behavioural Approach: CBT, REBT
3. Approaches to Counselling II
 - Narrative Therapy
 - Solution Focused Therapy
 - Creative and Expressive Arts Therapy
 - Music Therapy
 - Yoga and Meditation
4. Counselling Applications
 - Child Counselling
 - Family Counselling
 - Career Counselling
 - Crisis Intervention: Suicide, Grief, and Sexual Abuse

References

- Aguilera, D.C. (1998). *Crisis Intervention: Theory and Methodology* (8th Ed.) Philadelphia: Mosby.
- Belkin, G. S. (1998). *Introduction to Counselling* (3rd Ed.) Iowa: W. C. Brown.
- Capuzzi, D. & Gross, D. R. (2007). *Counselling and Psychotherapy: Theories and Interventions* (4th Ed.) New Delhi. Pearson.
- Corey, G. (2009) *Counselling and Psychotherapy; Theory and Practice*. (7th Ed.) New Delhi: Cengage Learning.
- Friedlander, M.L. & Diamond, G.M. (2012). Couple and Family Therapy. In E. M. Altmaier and J.C. Hansen (Eds.) *The Oxford Handbook of Counselling Psychology*. New York: Oxford University Press
- Kapur, M. (2011). *Counselling Children with Psychological Problems*. New Delhi, Pearson.

Sharf, R. S. (2012). *Theories of Psychotherapy and Counseling: Concepts and Cases*. 5th Edition. Belmont: Brooks/Cole (Cengage Learning).

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	H		H	H	M					H	H	M	H
CO 2	M	M		M							H	H	H	M
CO 3	H	H									H	H	H	H
CO 4	H	H									H	H	M	M

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	3	3		3	3	2					3	3	2	3
CO 2	2	2		2							3	3	3	2
CO 3	3	3									3	3	3	3
CO 4	3	3									3	3	2	2
	2.75	2.75		1.25	0.75	0.75					3	3	2.5	2.5

Introduction to Psychological Inquiry II

Semester IV
23BPSC08

Hours of Instruction Week: 4+4
Number of Credits: 6

Learning Outcomes

1. Developing an understanding of the Nature of Qualitative and Quantitative Inquiry.
2. Understanding the various Research Paradigms such as Positivist, Interpretivist/ Constructivist, Critical and Feminist
3. Knowing how to carry out Qualitative Research including Data Collection, Qualitative Data Analysis and a basic knowledge of the various approaches to Qualitative Inquiry.
4. Developing a basic knowledge of how to carry out quantitative research with an emphasis on Survey Research, Correlational and Experimental.
5. Awareness of the basic features of various Types of Research undertaken with Human Beings and understanding of the use of Basic Terminology used in Human Research.

Course Contents

1. Approaches to Psychological Inquiry
 - Doing Psychological Research: Meaning and purpose
 - Research Paradigms: Positivist, Interpretivist/constructivist, Critical, Feminist
 - Main Types of Research: Qualitative/Quantitative/Mixed (based on Philosophical Assumption), Fundamental/Applied (based on Purpose), Descriptive, Experimental, Correlational, Theoretical (based on Research Problem)
 - Sampling; Probability: Simple Random, Stratified & Cluster; Non Probability: Accidental, Quota, Purposive, Notion of Theoretical Sampling in Qualitative Research; Sampling Size and Sampling Error
2. Nature of Qualitative Inquiry
 - Characteristics of Qualitative Inquiry
 - Phases of a Qualitative Inquiry (including designing and sampling) and Self-Reflexivity
 - Approaches to Qualitative Inquiry: A Brief Introduction to Phenomenology, Ethnography, Narrative Inquiry and Grounded Theory
 - Qualitative Data Analysis: Coding, Thematic Analysis, Computer Programmes for Qualitative Data Analysis (Brief Introduction to Computer Programmes such as NVivo)
3. Nature of Quantitative Inquiry
 - Characteristics of Quantitative Inquiry
 - Steps in Quantitative Research Process (with emphasis on the notion of Variable and its Types, Hypothesis, Research Design – Correlational, Experimental, Quasi-Experimental and Ex-post Facto)
4. Method of Data Collection
 - Survey and Experimental Method
 - Interview and Observation
 - Case Study and Archival Method
 - Ethical and Moral Considerations during Research, Analysis and Reporting.

References

- Creswell, J.W. (2013). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. New Delhi: Sage
- Kerlinger, F. N. (1983). *Foundations of Behavioural Research*. New Delhi: Surjeet Publications.

Neuman, L.(2009). *Social Research Methods: Qualitative and Quantitative Approaches*, New Delhi: Pearson.

Willig, C. (2013). *Introducing Qualitative Research in Psychology: Adventures in Theory and Method* (3rd ed.). Maidenhead: McGraw-Hill Education, Open University Press.

American Psychological Association (2013). *Publication Manual*. Washington: APA.

Smith, Jonathan, A. (2008). *Qualitative Psychology: A Practical Guide to Research Methods*. London: Sage Publications.

Suggested Practical Work (Illustrations only)

1. Writing a qualitative research proposal, taking proper ethical considerations in proposal writing stage.
2. Conducting semi-structured interviews in class on topic of choice (with student volunteers. The students would learn to demonstrate curiosity and will be able to formulate psychology related problems and identifying and using appropriate concepts and methods to solve various problems.
3. Reviewing research papers for ethical and moral considerations during research.
4. Conducting a prototype of ethnographic research by using techniques such as observation, interviews and archives.
5. Reading reports of published studies and writing summaries.
6. Using various variables develop plans of experimental studies.
7. Identifying and describing the research methodology of earlier published research and suggesting alternate methods and/or methods to add further or enhance the quality of the paper (in this a mix of high quality and low quality publication may be given and methodological improvement for the latter may be the target of the practical work).
8. Analyzing and reporting the earlier published data (or hypothetical data given by the teacher/tutor. is also an important exercise for training. The student should be provided with the rationale, objectives of the research and may be required to complete the rest part of the manuscript e.g., writing introduction that include review of literature and justifies the rationale and objectives, generating hypothesis, analysis and results writing and discussion of the results.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	M	H		M		H					H	M	H
CO 2	H		H				H					H	H	M
CO 3	H	M	H		M		H					H	M	H
CO 4	M		H				H					M	H	H
CO 5	H	H	H	M	M		H					H	H	H

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	3	2	3		2		3					3	2	3
CO 2	3		3				3					3	3	2
CO 3	3	2	3		2		3					3	2	3
CO 4	2		3				3					2	3	3
CO 5	3	3	3	2	2		3					3	3	3
	2.8	1.4	3	0.4	1.2		3					2.8	2.6	2.8

Fundamentals of Clinical Psychology 1

Semester V

23BPSC09

Hours of Instruction / Week: 4+4

Number of Credits: 6

Learning Outcomes

1. Developing a foundational knowledge of Clinical Psychology, its historical development (especially w. r. t India) and professional ethics.
2. Acquiring knowledge and skills for distinguishing normal and abnormal behaviour and learn the criteria of determining abnormality.
3. Developing competencies for assessing the psychological functioning of individuals through techniques such as psychological assessment, observation and interviewing.
4. Developing familiarity with the current diagnostic systems (current edition of the Diagnostic and Statistical Manual of Mental Disorders and International Classification of Diseases-Mental Disorder section)
5. Acquiring knowledge about Anxiety Disorders and Trauma & Stressor-related, Dissociative and Personality Disorders.
6. Developing sensitivity towards individual and cultural diversity and understanding its implication in clinical work especially within the Indian context.
7. Understanding the essence of a reflective practitioner by engaging in reflective processes that make him or her aware of his or her strengths and vulnerabilities.

Course Content

1. Introduction 30 Hours
Definition of Clinical Psychology, Historical Development of Clinical Psychology in (with special reference to India), Ethics of the Profession.
Concept of Abnormal Behaviour
2. Clinical Assessment and Classification 30 Hours
Clinical Assessment: Clinical Interview (emphasis on Mental Status Examination MSE and Case History, Interview), Observation, Psychological Testing, Neuropsychological Testing
Classification and Diagnosis: Classification Models: DSM V (Latest) and ICD (Latest)
3. Anxiety and Obsessive Compulsive Disorders: Clinical Picture and Etiology 30 Hours
Generalized Anxiety Disorder
Specific Phobia and Social Anxiety Disorder (Social Phobia)
Panic Disorder
Obsessive Compulsive Disorder
4. Trauma and Stressor Related, Dissociative and Personality Disorders: Clinical Picture and Etiology 30 Hours
Adjustment Disorder
Post Traumatic Stress Disorder
Dissociative Identity Disorder
Personality Disorders (Clusters A, B and C): Only Clinical Picture

Total Hours 120

References

- Beg, M. A., & Beg, S. (1996). Logo therapy and the Vedantic view of Life and Mental Well-Being, *Journal des Viktor-Frankl- Instituts*, 1, 97-112.
- Butcher, J. N., Hooly, J. M, Mineka, S. & Dwivedi, C. B (2017). *Abnormal Psychology*. New Delhi: Pearso.
- Hecker, J. E., & Thorpe, G. L. (2005). *Introduction to Clinical Psychology*. Delhi: Pearson Education.
- Husain, A., Beg, M. A., & Dwivedi, C. B. (2013). *Psychology of Humanity and Spirituality*. New Delhi: Research India Press.
- Llewelyn, S., Murphy, D. (Eds.) (2014). *What is Clinical Psychology?* Oxford UK: Oxford University Press.
- Plante, T. G. (2011). *Contemporary Clinical Psychology*. (3rd Edition). New York: John Wiley & Sons.
- Pomerantz, A. M. (2008). *Clinical Psychology: Science, Practice and Culture*, New Delhi: Sage Publications.
- Sommers-Flanagan, J. & Sommers-Flanagan, R. (2017). *Clinical Interviewing*, New Jersey: Wiley.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	H		H				H	H		M	H		
CO 2	H	H			M			H	M		M	H		
CO 3	H	H		M				H	H		M	M	H	
CO 4	H	H		H				H	H		M	M	M	
CO 5	H	M		H				H	M		M	M		M

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	3	3		3				3	3		2	3		
CO 2	3	3			2			3	2		2	3		
CO 3	3	3		2				3	3		2	2	3	
CO 4	3	3		3				3	3		2	2	2	
CO 5	3	2		3				3	2		2	2		2
	3	2.8	0	1.6	1			3	2.6		2	2.4	1	0.4

Foundations of Organizational Psychology

Semester V
23BPSC10

Hours of Instruction / Week: 4+4
Number of Credits: 6

Learning Outcomes

1. Developing a deeper understanding of conceptual and theoretical bases of motivation and employees' work attitudes and the relationship with performance and organizational outcomes.
2. Understanding leadership processes from different theoretical perspectives.
3. Understanding group dynamics, working through conflicts and working in teams.

Course Content

- 1 Introduction 30 Hours
Nature and Facets of Organizational Psychology, Contribution of other Social Science Subjects to Organizational Psychology.
Historical Developments: The Early Years, Classical School: Taylor, Fayol and Weber. Human Relations Approach.
European Contribution and Contemporary Scenario: Sociotechnical Approach, The Aston Studies. System Approach and the Contemporary Challenges to Organizations, Concept of Organizational Change.
Organizational Psychology in the Indian Context: Replication, Disenchantment and Integration.
- 2 Employee Motivation and Job Attitudes 30 Hours
Nature of Work Motivation, Five key concepts (Behaviour, Performance, Ability, Situation and Motivation), Role of Self Esteem, Intrinsic Motivation and Need for Achievement in the Development of Motivation.
Theories of Work motivation: Content Theory (Maslow, Herzberg), Process Theories: Vroom's Expectancy Theory, Equity Theory, Goal Setting theory and Self Regulation Theory. Integration of Theories.
Job Attitude: Positive Organizational Behaviour, Brief Introduction to Organizational Commitment, Organizational Citizenship Behaviour, Employee' Engagement.
Motivational Perspective in Cultural Context: Giving Theory of Motivation, Work Values, Brief Introduction to the Concept of Organizational Culture.
- 3 Leadership and the Influence Process 30 Hours
Conceptual Foundations: Leaders versus Managers, Themes in Leadership: Positional Power, The Leader, The Led, The Influence Process, The Situation, Leader Emergence versus Leader Effectiveness.
Theoretical Approaches: Trait approach, Behavioural approach, Power and Influence Approach, Leader-Member Exchange Theory.
The Situational Approach: Fiedler Hersen, Blanchard Situational Leadership and Path Goal theory. Transformational and Charismatic Leadership. The Implicit Leadership Theory.
Indigenous Theories: Performance – Maintenance Theory, Nurturant Task -Participative (NT-P) Model of Leadership, Consultative Style of Management, Pioneering – Innovative Theory of Leadership.
- 4 Group Behaviour, Teams and Conflicts 30 Hours
Nature, Functions and Types of Groups. Group Structure: Role Differentiation, Status

Differentiation, Norms Formation and Group Cohesiveness.

Factors affecting Group Performance: Homogeneity of Group, Stability of Membership, Group Size, Group Status, Communication Structure, Social Facilitation and Inhibition.

Cooperation and Competition, Conflicts and its Management, Negotiation Process.

Team Work: Genesis, Teams and Groups, Cultural Influences on Team Work: Teams in the Indian Context and Building Teams in Indian Organizations.

Total Hours 120

References

- Aamodt, M. G. (2016). *Industrial/Organizational Psychology: An Applied Approach*, Boston: Cengage Learning.
- Kalra, S. K. (2004). Consultative Managerial Leadership Style in India: A Viable Alternative. In
- Mukherjee, P. N. & C. Sengupta (Eds.), *Indiginity and Universality in Social Sciences: A South Asian Response*, New Delhi: Sage Publications.
- Muchinsky, P. M. & Culbertson, S. S. (2016). *Psychology Applied to Work*, Summerfield, NC: Hypergraphic Press.
- Pareek, U. (2007). *Understanding Organizational Behaviour*, New Delhi: Oxford University Press.
- Pareek, U. & Gupta, R. K. (2010). *Organizational Behaviour*, New Delhi: Tata McGraw Hill.
- Sinha, J.B.P. (2008). *Culture and Organizational Behavior*, New Delhi, India: Sage Publications.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H			H	M				M	H	M		H	M
CO 2	H			M					H	H	M		M	
CO 3	H			H	M				M	H	H		M	M
CO 4	H			M	M				H	H	M		M	H
CO 5	H			H	L				M	H	M		H	M

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	3			3	2				2	3	2		3	2
CO 2	3			2					3	3	2		2	
CO 3	3			3	2				2	3	3		2	2
CO 4	3			2	2				3	3	2		2	3
CO 5	3			3	1				2	3	2		3	2
	3			2.6	1.4				2.4	3	2.4		2.4	1.8

Quantitative Data Analysis

Semester VI
23BPSC11

Hours of Instruction Week: 4+4
Number of Credits: 6

Learning Outcomes

1. Understanding the nature of measurement and its various levels.
2. Developing skills to use quantitative techniques such as measures of central tendency, variability, and correlation.
3. Knowing how to use the normal probability curve as a model in scientific theory
4. Grasping concepts related to hypothesis testing and developing related computational skills
5. Learning basic techniques of descriptive and inferential statistics (parametric as well as non-parametric).

Course Contents

1. Nature of Quantitative Data and Descriptive Statistics in Psychology 30 Hours
 - Levels of Measurement
 - Measures of Central Tendency: Characteristics and Computation of Mean, Median and Mode
 - Measures of Variability or Dispersion: Characteristics and Computation of Range, Semi-Inter Quartile Range, Standard Deviation, Variance
 - Derived scores: Standard Scores (z-scores, T-scores (meaning and calculations), percentiles scores and percentile ranks (meaning and calculations), Normalized Standard Scores (Stens and Stanines, Normalized T scores-meaning)
 - 2 Normal Distribution and Correlation: 30 Hours
 - Normal Distribution Curve (NPC): Nature, Properties and Application of NPC; Deviation from NPC: Skewness and Kurtosis; finding areas when the score is known, finding the scores when the area is known
 - Correlation: Calculation of Pearson's and Spearman coefficient, Correlation and its significance; Factors affecting Correlation
 3. Inferential Statistics (Parametric) in Psychology 30 Hours
 - Hypothesis Testing: Logic of Hypothesis Testing, Z and Student's t test- Assumptions and Computation of Single & Double Means (Dependent & Independent); Type I & II errors, Power of a Test.
 - Hypothesis Testing for more than Two Means: Logic of ANOVA, Sources of Variance, Assumptions and Computation of One Way ANOVA
 4. Non-Parametric Tests 30 Hours
 - Nature and Assumptions
 - Chi-square: Assumptions and Computation of Chi-square
- Total Hours 120

References

- Broota, K.D. (1992). *Experimental Design in Behavioural Research*, New Delhi: Wiley Eastern.
- Minium, E.W., King, B. M., & Bear, G.(1993). *Statistical Reasoning in Psychology and Education*, New York: John Wiley.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H		H		M		H		M		M			M
CO 2	H		H				H		H		M			
CO 3	H		H		M		H		M					M
CO 4	H		H		M		H		H		M			H
CO 5	H		H		L		H		M		M			M

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	3		3		2		3		2		2			2
CO 2	3		3				3		3		2			
CO 3	3		3		2		3		2					2
CO 4	3		3		2		3		3		2			3
CO 5	3		3		1		3		2		2			2
	3		3		1.4		3		2.4		1.6			1.8

Fundamentals of Clinical Psychology II

Semester VI

23BPSC12

Hours of Instruction Week: 4+4

Number of Credits: 6

Learning Outcomes

1. Having working knowledge and understanding of the major psychological disorders and critically review their signs and symptoms (Bipolar, Depressive Disorders, Schizophrenia and Neurodevelopment Disorders).
2. Developing a basic knowledge of the various treatments for abnormal behaviour.

Course Content

1. Bipolar, and Depressive Disorders: Clinical Picture and Etiology 30 Hours
 Bipolar-I and Bipolar-II Disorders
 Major Depressive Disorder

2. Schizophrenia: Clinical Picture and Etiology 30 Hours

3. Neurodevelopmental Disorders: Clinical Picture and Etiology 30 Hours
 Intellectual Disability
 Autism Spectrum Disorder
 Attention Deficit/ Hyperactivity Disorder

4. Treatment of Abnormal Behaviour: 30 Hours
 4.1 Biological Approaches
 4.2. Psychological Approaches: Behavioral, Cognitive, Humanistic, Psychoanalytic,
 4.3 Indian Approaches: Guru-Chela relationship and Logo therapy: Vedantic Approach

Total Hours 120

References

- Butcher, J. N., Hooly, J. M, Mineka, S. & Dwivedi, C. B (2017). *Abnormal Psychology*. New Delhi: Pearson.
- Comer, R.J. (2015). *Abnormal Psychology*. New York: Worth publishers.
- Diagnostic and Statistical Manual of Mental Disorders*. (2013). Washington , D .C.
- Nevid, J., Rathus, S., & Greene, B. (2014). *Abnormal Psychology in a changing world*. Upper Saddle River, NJ: Pearson Prentice Hall.
- The ICD-10 Classification of Mental and Behavioural Disorders* (1992). Geneva.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	H		H				H	H		M	H		
CO 2	H	H			M			H	M		M	H		
CO 3	H	H		M				H	H		M	M	H	
CO 4	H	H		H				H	H		M	M	M	
CO 5	H	M		H				H	M		M	M		M

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	3	3		3				3	3		2	3		
CO 2	3	3			2			3	2		2	3		
CO 3	3	3		2				3	3		2	2	3	
CO 4	3	3		3				3	3		2	2	2	
CO 5	3	2		3				3	2		2	2		2
	3	2.8	0	1.6	1			3	2.6		2	2.4	1	0.4