

**Dr. MGR - JANAKI COLLEGE**



**VELS**



INSTITUTE OF SCIENCE, TECHNOLOGY & ADVANCED STUDIES (VISTAS)  
(Deemed to be University under Section 3 of the UGC Act, 1956)  
(ADYAR CAMPUS)

**UNDERGRADUATE DEGREE PROGRAMME**

**B.Sc., Counselling Psychology**

**Three Years**

**B.Sc., (Hons) Counselling Psychology**

**Four years**

**CURRICULUM & SYLLABUS**

**REGULATION 2026**

**Effective from the Academic Year**

**2025 -2026**

**Department of Psychology**

## **VISION OF THE DEPARTMENT**

The essence of the subjects studied by students of this department has great depth. The vision of a B.Sc. Psychology department is to empower students with a deep scientific understanding of the human mind and behavior. It aims to foster empathetic, ethically-grounded, and research-oriented professionals who are equipped to address contemporary mental health challenges and promote societal well-being.

## **MISSION OF THE DEPARTMENT**

<b>M1</b>	Delivering comprehensive, evidence-based instruction that covers foundational theories, biological bases of behavior, and cognitive processes. The goal is to build strong analytical and critical thinking skills
<b>M2</b>	Fostering a culture of empirical inquiry. This involves training students to design studies, utilize statistical and research software, and contribute to the broader body of psychological knowledge
<b>M3</b>	Equipping students with hands-on competencies through laboratory work, psychometric testing, internships, and workshops. This prepares them for various professional roles in clinical, educational, or corporate
<b>M4</b>	Cultivating a deep sense of moral and ethical responsibility, alongside cultural competence. This ensures graduates respect diversity, maintain client confidentiality, and navigate multicultural societies respectfully
<b>M5</b>	Applying psychological principles to solve real-world human problems and reduce mental health stigma. The department aims to produce compassionate professionals who promote mental, emotional, and overall well-being in society

## **PROGRAMME EDUCATIONAL OUTCOMES (PEO)**

<b>PEO1</b>	Acquire strong foundational knowledge in counselling theories, psychological concepts, and applied practices.
<b>PEO2</b>	Apply theoretical knowledge to real-life situations through counselling techniques, case analysis, and interventions.
<b>PEO3</b>	Understand human behaviour, mental health issues, and therapeutic processes in diverse social and cultural contexts.
<b>PEO4</b>	Develop interest in research, higher education, and contribute to the field through publications, presentations, and community engagement
<b>PEO5</b>	Integrate psychological knowledge with practical skills to promote mental health, well-being, and social change

<b>PROGRAMME OUTCOMES (PO)</b>	
<b>PO1</b>	Graduates will demonstrate comprehensive and foundational knowledge across major subfields of psychology, including cognitive, developmental, social, and abnormal psychology, as well as an understanding of the biological bases of behavior.
<b>PO2</b>	Students will be able to apply psychological principles and theories to everyday life and professional scenarios. This includes hands-on experience using standardized psychometric tools, conducting experiments, and participating in lab or field work.
<b>PO3</b>	Graduates will be equipped with the skills to formulate research questions, design basic studies, and analyze psychological data using statistical methods and research software.
<b>PO4</b>	Students will develop the ability to evaluate psychological arguments critically, recognize cognitive and behavioral patterns, and propose evidence-based, logical solutions to real-world psychosocial and personal challenges
<b>PO5</b>	Graduates will understand the ethical codes and responsibilities governing psychological practice and research. They will exhibit cultural competence, empathy, and respect for individual differences, including diversity in backgrounds and values.
<b>PO6</b>	Students will articulate complex psychological concepts clearly—both verbally and in writing—across academic, professional, and community settings. This includes the ability to collaborate effectively in diverse teams and function in multidisciplinary roles
<b>PROGRAMME SPECIFIC OUTCOMES (PSO)</b>	
<b>PSO1</b>	Demonstrate competence in counselling skills, including active listening, empathy, and therapeutic communication.
<b>PSO2</b>	Apply psychological theories and techniques to assess and address mental health concerns.
<b>PSO3</b>	Understand the development of psychology, major schools of thought, and their applications in counselling.
<b>PSO4</b>	Gain knowledge in areas such as psychological testing, mental health disorders, counselling approaches, and basic research tools .
<b>PSO5</b>	Be prepared for higher studies or careers in counselling, clinical settings, education, social services, and mental health advocacy.

**BSc. COUNSELLING PSYCHOLOGY**  
**COMPREHENSIVE SUBJECT-WISE SYLLABUS**  
**CURRICULUM STRUCTURE**

**Total number of Credits: 132**

<b>BSc. COUNSELLING PSYCHOLOGY</b>										
<b>Minimum Credits to be earned: 132</b>										
<b>SEMESTER 1</b>										
<b>Hours/Week    Maximum Marks</b>										
Semester	Code	Course	L	T	P	S	C	C A	S E	Total
I	<b>BPY-DSC01</b>	CORE I: INTRODUCTION TO PSYCHOLOGY	2	0	0	2	4	4	60	100
I	<b>BPY-DSC02</b>	CORE II: FOUNDATIONS OF COUNSELLING PSYCHOLOGY	2	0	0	2	4	4	60	100
I	<b>BPY-DSC03</b>	CORE III: DEVELOPMENTAL PSYCHOLOGY - I (CHILDHOOD & ADOLESCENCE)	4	0	0	4	4	4	60	100
I	<b>BPY-AEC01</b>	AEC I: ACADEMIC WRITING & COMMUNICATION SKILLS	4	0	0	4	3	4	60	100
I	<b>BPY-GE01</b>	GE I: INTRODUCTION TO EDUCATIONAL PSYCHOLOGY	3	0	0	3	3	4	60	100
I	<b>BPY-SEC01</b>	SEC I: BASIC HELPING SKILLS (PRACTICAL LAB)	3	0	0	3	2	-	-	-
I	<b>26LTAM11/26LHIN11/26LFRE11</b>	TAMIL-/HINDI-I/FRENCH-I	3	0	0	3	3	40	60	100

I	26LENG11	ENGLISH-1	3	0	0	3	3	40	60	100
			24	0	0	24	26			

CIA - Continuous Internal Assessment , SEE - Semester End Examination,

### SEMESTER 2

SEMESTER 2										
	Hours/Week Marks		Maximum							
Semester	Code	Course	L	T	P	S L	C	CI A	SE E	Tot al
II	BPY-DSC04	CORE IV: SOCIAL PSYCHOLOGY	2	0	0	2	4	4 0	6 0	1 0 0
II	BPY-DSC05	CORE V: BIOLOGICAL BASIS OF BEHAVIOUR	2	0	0	2	4	4 0	6 0	1 0 0
II	BPY-DSC06	CORE VI: DEVELOPMENTAL PSYCHOLOGY - II (ADULTHOOD & AGING)	4	0	0	4	4	4 0	6 0	1 0 0
II	BPY-AEC02	AEC II: SOCIOLOGY OF FAMILY	4	0	0	4	4	4 0	6 0	1 0 0
II	BPY-GE02	GE II: MEDIA PSYCHOLOGY	3	0	0	3	3	4 0	6 0	1 0 0
II	BPY-VAC02	VA II: PSYCHOLOGY OF ADJUSTMENT	4	0	0	4	2	4 0	6 0	1 0 0
II	BPY-SEC02	SEC II: EMOTIONAL INTELLIGENCE & LIFE SKILLS	1	0	0	1	2	4 0	6 0	1 0 0

<b>II</b>	<b>26LTAM11 /26LHIN11 /26LFRE1 1</b>	TAMIL-/HINDI-I/FR ENCH-I	3	0	0	3	3	4 0	6 0	10 0
<b>II</b>	<b>26LENG11</b>	ENGLISH-1	3	0	0	3	3	4 0	6 0	10 0
			26	0	0	2 6	29			

<b>SEMESTER 3</b>											
<b>Semester</b>	<b>Code</b>	<b>Course</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S L</b>	<b>C</b>	<b>CI A</b>	<b>S E A</b>	<b>Tota</b>	
<b>III</b>	<b>BPY-DSC07</b>	CORE VII: THEORIES OF PERSONALITY	2	0	0	2	4	40	60	100	
<b>III</b>	<b>BPY-DSC08</b>	CORE VIII: PSYCHOPATHOLOGY – I	2	0	0	2	4	40	60	100	
<b>III</b>	<b>BPY-DSC09</b>	CORE IX: PSYCHOLOGICAL ASSESSMENT - I (INTRODUCTION TO TESTING)	4	0	0	4	4	40	60	100	
<b>III</b>	<b>BPY-AEC03</b>	AEC III: PSYCHOLOGICAL TESTING LAB - I (PRACTICAL)	3	0	0	3	3	40	60	100	
<b>III</b>	<b>BPY-GE03</b>	GE III: CHILD PSYCHOPATHOLOGY	3	0	0	3	3	40	60	100	
<b>III</b>	<b>BPY-VAC03a</b>	VA III (SEM III): ORGANIZATIONAL BEHAVIOUR	3	0	0	3	2	40	60	100	
<b>III</b>	<b>BPY-SEC03</b>	SEC III: COMMUNICATION & INTERPERSONAL SKILLS	2	0	0	2	2	40	60	100	

<b>SEMESTER -4</b>									
<b>Semester</b>	<b>Code</b>	<b>Course</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S L</b>	<b>C</b>	<b>CI A</b>	<b>SEE</b>
<b>IV</b>	<b>BPY-DSC10</b>	CORE X: COUNSELLING THEORIES – I	2	0	0	2	4	40	60
<b>IV</b>	<b>BPY-DSC11</b>	CORE XI: PSYCHOPATHOL OGY – II	1	0	2	1	4	40	60
<b>IV</b>	<b>BPY-DSC12</b>	CORE XII: PSYCHOLOGICA L ASSESSMENT – II	4	0	0	4	4	40	60
<b>IV</b>	<b>BPY-AEC04</b>	AEC IV: TEST ADMINISTRATIO N & REPORT WRITING LAB (PRACTICAL)	4	0	0	4	3	40	60
<b>IV</b>	<b>BPY-GE04</b>	GE IV: REHABILITATIO N PSYCHOLOGY	4	0	0	4	3	40	60
<b>IV</b>	<b>BPY-VAC04</b>	VA II (SEM IV): SCHOOL MENTAL HEALTH	4	0	0	4	2	40	60
<b>IV</b>	<b>BPY-SEC04</b>	SEC IV: PSYCHOLOGICA L TEST ADMINISTRATIO N SKILLS	1	0	0	1	2	-	100
			20	0	0	20	22		

**SEMESTER -5**

<b>Semester</b>	<b>Code</b>	<b>Course</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S L</b>	<b>C</b>	<b>CI A</b>	<b>SEE</b>
<b>V</b>	<b>BPY-DSC13</b>	CORE XIII: COUNSELLING THEORIES – II	4	0	0	4	4	40	60
<b>V</b>	<b>BPY-DSC14</b>	CORE XIV: CHILD & ADOLESCENT COUNSELLING	4	0	0	4	4	40	60
<b>V</b>	<b>BPY-DSC15</b>	CORE XV: FAMILY & MARITAL COUNSELLING	4	0	0	4	4	40	60
<b>V</b>	<b>BPY-AEC05</b>	AEC V: COUNSELLING SKILLS PRACTICUM (PRACTICAL)	4	0	0	4	3	40	60
<b>V</b>	<b>BPY-GE05</b>	GE V: COGNITIVE BEHAVIOUR THERAPY (ADVANCED)	2	0	0	2	3	40	60
<b>V</b>	<b>BPY-VAC05</b>	VA V: FIELD INTERNSHIP (NGO/CLINICAL /SCHOOL	3	0	0	3	2	40	60
<b>V</b>	<b>BPY-SEC05</b>	SEC V: GROUP COUNSELLING & FACILITATION	2	0	0	2	2	40	60
			23	0	0	2 3	2 2		



**SEMESTER 6**

<b>Semester</b>	<b>Code</b>	<b>Course</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S L</b>	<b>C</b>	<b>CI A</b>	<b>SE E</b>	<b>Tota l</b>
<b>VI</b>	<b>BPY-DSC 16</b>	CORE XVI: CAREER COUNSELLING & GUIDANCE	4	0	0	4	4	40	60	100
<b>VI</b>	<b>BPY-DSC 17</b>	CORE XVII: HEALTH PSYCHOLOGY & BEHAVIOUR CHANGE	4	0	0	4	4	40	60	100
<b>VI</b>	<b>BPY-DSC 18</b>	CORE XVIII: ETHICS IN COUNSELLING & PROFESSIONAL PRACTICE	4	0	0	4	4	40	60	100
<b>VI</b>	<b>BPY-AEC 06</b>	AEC VI: FORENSIC PSYCHOLOGY	4	0	0	4	3	40	60	100
<b>VI</b>	<b>BPY-GEO 6</b>	GE VI: MINDFULNESS & STRESS MANAGEMENT	4	0	0	4	3	40	60	100
<b>VI</b>	<b>BPY-SECO 6</b>	SEC VI: PLAY THERAPY	0	0	4	0	2	-	100	100
<b>VI</b>	<b>BPY-VACO 6</b>	VA VI: CASE STUDY / MINI RESEARCH PROJECT	0	0	4	0	2	40	60	100
			<b>20</b>	<b>0</b>	<b>8</b>	<b>2 0</b>	<b>2 2</b>			

## COURSE OUTCOMES

1	Explain the complexities of globalization and compare various modes of entry and environmental components (PEST) in international business	K2
2	Analyze classical and contemporary trade theories and evaluate the impact of trade barriers and Balance of Payments (BOP) on national economies.	K4
3	Examine the mechanics of foreign exchange markets and assess various risks and hedging strategies like arbitrage and speculation.	K4
4	Evaluate foreign trade promotion schemes in India (SEZs, EOUs) and determine appropriate trade finance methods and payment terms.	K5
5	Relate the functions of regional integrations (EU, SAARC, ASEAN) and international bodies (WTO, IMF) to the stability of the world economy.	K2

## PROGRAM OUTCOME

**Theoretical Proficiency:** Deep understanding of core psychology concepts, counseling approaches, and human behavior analysis.

**Assessment & Testing Skills:** Competence in administering, scoring, and interpreting psychological tests, as well as conducting, interviewing, and documenting assessments.

**Counseling Skills Development:** Ability to implement techniques for behavior modification, empathy, and active listening to aid client personal growth and problem-solving.

**Professionalism & Ethics:** Adherence to ethical and moral standards in counseling and human relationship management.

**Research and Analytical Skills:** Competence in conducting empirical research, analyzing data, and applying scientific knowledge to real-world scenarios.

## **BPY-DSC01 INTRODUCTION TO PSYCHOLOGY**

<b>L</b>	<b>T</b>	<b>P</b>
<b>2</b>	<b>0</b>	<b>0</b>

### **COURSE OBJECTIVES:**

1. To introduce students to the fundamental concepts, history, and methods of psychology.
2. To develop an understanding of sensation, perception, learning, memory, and intelligence in human behaviour.
3. To familiarize students with major psychological theories and cognitive processes influencing behaviour and creativity.
4. To enable students to apply psychological principles for understanding individual differences, learning patterns, and memory improvement techniques.

### **Unit I:Foundations**

**12**

Definition and history (Structuralism, Behaviourism, Psychoanalysis, Cognitive); Methods: Introspection, Observation, Experiment, Case Study.

<b>UnitII:Sensation&amp;Perception</b>	<b>12</b>
Sensory thresholds; Gestalt principles of organization; Depth perception; Illusions and Subliminal perception.	
<b>UnitIII:Learning</b>	<b>12</b>
Classical (Pavlov) and Operant (Skinner) conditioning; Reinforcement schedules; Bandura's Social Learning; Insight learning.	
<b>UnitIV:Memory&amp;Forgetting</b>	<b>12</b>
Encoding, Storage (Sensory, STM, LTM), and Retrieval; Theories of forgetting: Trace Decay, Interference, Repression; Mnemonics and memory improvement.	
<b>UnitV:Intelligence&amp;Creativity</b>	<b>12</b>
Concept of IQ; Multiple Intelligences (Gardner); Giftedness and Intellectual Disability; Creativity tests; Guilford's Structure of Intellect.	

#### **COURSE OUTCOME :**

- Summarize basic mental processes and apply scientific methods to behavioral study.
- Explain the nature, scope, methods, and branches of various fields of psychology.
- Relate the nature of consciousness to theoretical interpretations and describe the various stages of sleep.
- Outline and compare the nature, principles, and various theories of learning.
- Summarize and compare the functions and memory processes involved in memory and forgetting.

#### **RECOMMENDED TEXTBOOKS**

1. Baron, R.A., *Psychology*, Pearson, 14th Edition, 2014.
2. Morgan, C.T., & King, R.A., *Introduction to Psychology*, McGraw-Hill, 7th Edition, 2012.
3. Ciccarelli, S.K., & White, J.N., *Psychology*, Pearson, 5th Edition, 2019.

#### **REFERENCE BOOKS**

1. Hilgard, E.R., Atkinson, R.C., & Atkinson, R.L., *Introduction to Psychology*, Harcourt Brace, 8th Edition, 1979.
2. Rathus, S.A., *Psychology: Concepts and Connections*, Cengage Learning, 10th Edition, 2008.
3. Feldman, R.S., *Understanding Psychology*, McGraw-Hill, 13th Edition, 2018.
4. Santrock, J.W., *Psychology*, McGraw-Hill, 9th Edition, 2008.
5. Gleitman, H., Gross, J., & Reisberg, D., *Psychology*, Norton, 8th Edition, 2010.

**BPY-DSC02**

**FOUNDATIONS OF COUNSELLING PSYCHOLOGY**

<b>L</b>	<b>T</b>	<b>P</b>	<b>SL</b>	<b>C</b>
<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>4</b>

**COURSE OBJECTIVES:**

1. To introduce students to the profession of counselling, ethical practices, and the role of counsellors in mental health settings.
2. To develop basic counselling skills such as rapport building, empathy, active listening, and effective helping techniques.
3. To familiarize students with major counselling approaches including Psychodynamic, Cognitive-Behavioural, and Humanistic therapies.
4. To enable students to understand and apply different therapeutic models for promoting personal growth and psychological wellbeing.

Definition, history, and goals of counselling; Counsellor qualities; Ethics and professional boundaries; Difference between counselling, psychotherapy, and guidance.

**Unit II: The Process** **12**

Five-stage model of helping (Ivey); Building rapport; Active listening, Empathy, and Probing techniques; Attending behavior and SOLER framework.

**Unit III: Psychodynamic Force** **12**

Freud's Psychoanalysis: Id, Ego, Superego; Defense mechanisms; Psychosexual stages; Brief overview of Jung and Adler.

**Unit IV: Cognitive-Behavioural Force** **12**

Behaviour therapy: Classical and Operant conditioning; Rational Emotive Behaviour Therapy (Ellis): ABC model; Introduction to Beck's Cognitive Therapy.

**Unit V: Humanistic Force** **12**

Person-Centred Therapy (Rogers): Core conditions; Gestalt principles (Perls); Existential Therapy: Four ultimate concerns; Reality Therapy (Glasser): WDEP system.

## **COURSE OUTCOMES**

- Provide an outline of counselling and psychotherapy and explain its foundational models.
- Employ essential counselling skills and strategies for helping individuals.
- Describe and explain the different forces in psychotherapy: psychodynamic, cognitive-behavioral, and humanistic.
- Apply, analyze, and evaluate the effectiveness of various therapeutic techniques.
- Understand and evaluate the application of suitable therapies for appropriate populations.

## **RECOMMENDED TEXTBOOKS**

1. Gladding, S.T., *Counseling: A Comprehensive Profession*, Pearson, 8th Edition, 2017.
2. Corey, G., *Theory and Practice of Counseling and Psychotherapy*, Cengage, 10th Edition, 2017.
3. Nelson-Jones, R., *Theory and Practice of Counselling and Therapy*, SAGE, 6th Edition, 2015.

## **REFERENCE BOOKS**

1. Hackney, H., & Cormier, S., *The Professional Counselor: A Process Guide to Helping*, Pearson, 8th Edition, 2019.
2. Ivey, A.E., Ivey, M.B., & Zalaquett, C.P., *Intentional Interviewing and Counseling*, Cengage, 9th Edition, 2018.
3. McLeod, J., *An Introduction to Counselling*, Open University Press, 5th Edition, 2013.

4. Sharf, R.S., *Theories of Psychotherapy and Counseling*, Cengage, 6th Edition, 2015.
5. Egan, G., *The Skilled Helper*, Cengage, 11th Edition, 20

**BPY-DSC03 DEVELOPMENTAL PSYCHOLOGY**

L	T	P	SL	C
4	0	0	4	4

**COURSE OBJECTIVE**

To study growth from conception through the end of adolescence.

**Unit I: Prenatal & Birth**

**12**

Fertilization; Stages of prenatal development (Germinal, Embryonic, Fetal); Teratogens and Perinatal hazards; Neonatal assessment (APGAR scale).

**Unit II: Infancy**

**12**

Physical and motor milestones; Piaget's Sensorimotor stage; Attachment (Bowlby): Strange Situation Procedure; Trust vs. Mistrust (Erikson).

**Unit III: Early Childhood****12**

Preoperational thought; Language acquisition (Vygotsky's ZPD); Types of play; Parenting styles (Baumrind): Authoritative, Authoritarian, Permissive.

**Unit IV: Middle Childhood****12**

Concrete operations (Piaget); Self-concept development; Peer influence and school adjustment; Industry vs. Inferiority (Erikson).

**Unit V: Adolescence****12**

Puberty: Physical and hormonal changes; Identity formation (Erikson/Marcia); Moral reasoning (Kohlberg); Adolescent egocentrism (Elkind).

**COURSE OUTCOMES**

- Describe physical and psychosocial changes in pediatric populations.
- Describe and discuss the physical changes and emotionality occurring during adolescence.
- Analyze and understand changes in morality, sexual interest, and family relationships during adolescence.
- Discuss and evaluate the personal and social hazards associated with the transition to early adulthood.
- Understand the cognitive and personality development through Piaget's and Erikson's stages.

**RECOMMENDED TEXTBOOKS**

1. Papalia, D.E., & Martorell, G., *Experience Human Development*, McGraw-Hill, 13th Edition, 2014.
2. Berk, L.E., *Child Development*, Pearson, 9th Edition, 2013.
3. Santrock, J.W., *Adolescence*, McGraw-Hill, 16th Edition, 2016.

**REFERENCE BOOKS**

1. Hurlock, E.B., *Child Development*, McGraw-Hill, 6th Edition, 1978.
2. Shaffer, D.R., & Kipp, K., *Developmental Psychology: Childhood and Adolescence*, Cengage, 9th Edition, 2014.
3. Cole, M., & Cole, S.R., *The Development of Children*, Worth Publishers, 5th Edition, 2004.
4. Vygotsky, L.S., *Mind in Society: The Development of Higher Psychological Processes*, Harvard University Press, 1978.

5. Bowlby, J., *Attachment and Loss (Vol.1: Attachment)*, Basic Books, 1969.

BPY-AECO1 ACADEMIC WRITING & COMMUNICATION SKILLS

L	T	P	SL	C
4	0	0	4	3

**COURSE OBJECTIVE**

To enhance professional literacy and presentation skills for academic and clinical contexts

**Unit I: Principles of Writing**

**12**

Sentence structure, paragraph development, and technical vocabulary; Coherence and cohesion; Academic tone and formal register.

**Unit II: Professional Communication**

**12**

Emails, Circulars, Memos, Minutes of Meeting; Clinical correspondence; Report writing; Formal letter formats.

**Unit III: Research Writing****12**

Abstracting; Citations and references (APA Style 7th edition); Paraphrasing and summarising; Avoiding plagiarism; Literature review writing.

**Unit IV: Spoken Skills****12**

Presentation techniques; Group discussion rules; Public speaking and oral argumentation; Handling question-and-answer sessions professionally.

**Unit V: Practical Applications****12**

Writing a mini-review or professional proposal; Clinical case note writing; Preparing a professional CV and cover letter; Conference poster design basics.

**COURSE OUTCOME**

- Produce ethical, clear, and logically structured academic and clinical documents.
- Identify characteristics of effective technical writing and draft content tailored for different audiences.
- Master professional correspondence, including drafting clinical forms, memos, and emails.
- Apply APA 7th Edition standards for citation, referencing, and formatting in academic writing.
- Deliver structured oral presentations and participate effectively in professional group discussions.

## RECOMMENDED TEXTBOOKS

1. American Psychological Association, *Publication Manual of the APA*, APA, 7th Edition, 2020.
2. Langan, J., *College Writing Skills with Readings*, McGraw-Hill, 9th Edition, 2017.
3. Strunk, W. Jr., & White, E.B., *The Elements of Style*, Pearson, 4th Edition, 1999.

## REFERENCE BOOKS

1. Gallagher, B., & Schifter, D., *Essentials of Technical Communication*, Oxford University Press, 4th Edition, 2020.
2. Barrass, R., *Scientists Must Write*, Routledge, 2nd Edition, 2002.
3. Lunsford, A., & Ruskiewicz, J., *Everything's an Argument*, Bedford/St. Martin's, 8th Edition, 2018.
4. Swales, J.M., & Feak, C.B., *Academic Writing for Graduate Students*, University of Michigan Press, 3rd Edition, 2012.
5. Bailey, S., *Academic Writing: A Handbook for International Students*, Routledge, 5th Edition, 2018.

## BPY-GE01 INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

L	T	P	SL	C
3	0	0	3	3

### COURSE OBJECTIVE

To apply psychological principles to enhance classroom learning and student well-being.

#### **Unit I: Foundations** **12**

Nature and scope of educational psychology; Role of teachers in student mental health; Historical development; Research methods in educational settings.

#### **Unit II: Learning & Motivation** **12**

Application of Maslow's hierarchy and Skinner's reinforcement in schools; Fostering a growth mindset (Dweck); Intrinsic vs. extrinsic motivation.

#### **Unit III: Exceptional Children** **12**

Identifying Learning Disabilities, ADHD, and Gifted students; Inclusion strategies; IEP (Individualized Education Plan) basics; Assistive technology.

#### **Unit IV: Student Assessment** **12**

Standardized vs. informal assessment; Constructing classroom tests; Validity and reliability in educational testing; Formative and summative assessment.

#### **Unit V: Classroom Management** **12**

Behaviour modification techniques (Skinner); Managing school refusal and exam anxiety; Peer relationships; Creating a positive classroom environment.

### COURSE OUTCOMES

- Establish the relationship between education and psychology and understand the scope of educational psychology.
- Describe the different scientific methods used in educational psychology.
- Appreciate the contribution of psychological principles to teachers, students, and the teaching-learning process.
- Explain the relationship between growth and development and apply these principles in a classroom context.
- Design classroom interventions to improve student academic and emotional outcomes.

### RECOMMENDED TEXTBOOKS

1. Woolfolk, A., *Educational Psychology*, Pearson, 14th Edition, 2019.
2. Santrock, J.W., *Educational Psychology*, McGraw-Hill, 6th Edition, 2018.

3. Slavin, R.E., *Educational Psychology: Theory and Practice*, Pearson, 11th Edition, 2018.

## **REFERENCE BOOKS**

1. Munn, N.L., *Introduction to Psychology*, Oxford and IBH, 1974.
2. Skinner, B.F., *The Technology of Teaching*, Appleton-Century-Crofts, 1968.
3. Bruner, J.S., *The Process of Education*, Harvard University Press, 1960.
4. Vygotsky, L.S., *Thought and Language*, MIT Press, 1962.
5. Gardner, H., *Frames of Mind: The Theory of Multiple Intelligences*, Basic Books, 1983.

## BPY-VAC01 ENVIRONMENTAL STUDIES

L	T	P	SL	C
3	0	0	3	2

### COURSE OBJECTIVE

To understand the human relationship with the environment and the need for sustainable ecosystems.

#### **Unit I: Multidisciplinary Nature & Resources** **12**

Definition, scope, and importance of Environmental Studies; Renewable and non-renewable resources: Forest, Water, Mineral, Food, Energy, Land; Role of an individual in conservation.

#### **Unit II: Ecosystems** **12**

Concept and structure of an ecosystem; Producers, Consumers, Decomposers; Energy flow; Ecological succession; Food chains, food webs, and ecological pyramids.

#### **Unit III: Biodiversity & Conservation** **12**

Introduction; Genetic, species and ecosystem diversity; Biogeographical classification of India; Value of biodiversity; Threats to biodiversity (Extinction, Habitat Loss); In-situ and ex-situ conservation.

#### **Unit IV: Environmental Pollution** **12**

Definition, causes, effects, and control measures of Air, Water, Soil, Marine, Noise, and Nuclear pollution; Solid waste management; Role of an individual in pollution prevention.

#### **Unit V: Human Population & Social Issues** **12**

Population growth and variation among nations; Environment and human health; Human Rights and environmental justice; Value Education; HIV/AIDS and its environmental impact.

### COURSE OUTCOMES

-Understand the structure and function of ecosystems and the importance of biodiversity conservation.

- Identify the causes and effects of various types of environmental pollution and describe individual roles in prevention.
- Apply environmental ethics to daily life and support sustainability efforts.
- Analyze the relationship between human population growth and environmental degradation.
- Describe India's biodiversity and evaluate conservation strategies.

## RECOMMENDED TEXTBOOKS

1. Bharucha, E., *Textbook of Environmental Studies for Undergraduate Courses*, UGC Publications, 2004.
2. Agarwal, K.C., *Environmental Biology*, Nidi Publication Ltd., 2001.
3. Kaushik, A., & Kaushik, C.P., *Perspectives in Environmental Studies*, New Age International, 5th Edition, 2014.

## REFERENCE BOOKS

1. Joseph, B., *Environmental Studies*, Tata McGraw-Hill, 2009.
2. Errington, P.L., *Of Predation and Life*, Iowa State University Press, 1967.
3. Odum, E.P., *Fundamentals of Ecology*, W.B. Saunders, 3rd Edition, 1971.
4. *Down to Earth: Centre for Science and Environment Reports on Indian Environment*, CSE India, Current Edition.
5. Ministry of Environment, Forest and Climate Change, Government of India, *National Biodiversity Action Plan*, GoI, 2008.

## BPY-SEC01 BASIC HELPING SKILLS (PRACTICAL LAB)

L	T	P	SL	C
3	0	0	3	2

### COURSE OBJECTIVE

Laboratory training in foundational attending and micro-skills for counsellors.

#### **Unit I: Attending Behavior**

**12**

Use of SOLER (Squarely, Open, Lean, Eye contact, Relaxed); Mirroring; Non-verbal cues and facial expression analysis; Managing physical space in helping.

#### **Unit II: Active Listening**

**12**

Paraphrasing; Reflection of feelings; Summarizing; Using encouragers; Distinguishing content from affect in client communication.

#### **Unit III: Probing & Questioning**

**12**

Open vs. Closed-ended questions; Avoiding "Why" questions; Circular questioning basics; Funnelling technique; Using tentative questions.

#### **Unit IV: Helper Self-Awareness**

**12**

Johari Window exercise; Identifying personal biases and values in helping; Countertransference awareness; Reflective journaling.

#### **Unit V: Case Recording**

**12**

Maintaining objective session notes; Intake interview simulation and transcription; Ethical documentation; Basic case summary writing.

### COURSE OUTCOMES

- Demonstrate competency in attending behaviors and non-verbal communication in helping relationships.
- Apply active listening skills including paraphrasing, reflection, and summarizing.
- Use open-ended questions and probing techniques appropriately in simulated helping sessions.
- Identify personal values and biases and reflect on their impact on the helping relationship.
- Maintain basic clinical documentation and write objective session notes.

### RECOMMENDED TEXTBOOKS

1. Ivey, A.E., Ivey, M.B., & Zalaquett, C.P., *Intentional Interviewing and Counseling*, Cengage, 9th Edition, 2018.

2. Young, M.E., *Learning the Art of Helping: Building Blocks and Techniques*, Pearson, 6th Edition, 2016.

## **REFERENCE BOOKS**

1. Egan, G., *The Skilled Helper: A Problem-Management and Opportunity-Development Approach*, Cengage, 11th Edition, 2018.
2. Hill, C.E., *Helping Skills: Facilitating Exploration, Insight, and Action*, APA, 4th Edition, 2014.
3. Hackney, H., & Cormier, S., *The Professional Counselor: A Process Guide*, Pearson, 8th Edition, 2019.
4. Kottler, J.A., *On Being a Therapist*, Jossey-Bass, 5th Edition, 2017.
5. Brems, C., *A Comprehensive Guide to Child Psychotherapy and Counseling*, Waveland Press, 3rd Edition, 2008.

L	T	P	SL	C
2	0	0	2	2

மொழிவரலாறு - சங்க இலக்கியம் - அற இலக்கியம் -  
மொழித்திறன்

**பாடத்திட்ட நோக்கம்:**

மாணவர்களின் இலக்கிய நாட்டத்தை மேம்படுத்துதல், தற்கால தமிழ் இலக்கிய வகைமைகளான மரபுக்கவிதை, புதுக்கவிதை, உரைநடை ஆகியவற்றை அறிமுகப்படுத்துதல், தமிழர்தம் வாழ்வியல் நெறிகளையும் பண்பாட்டுச் செழுமைகளையும் இன்றைய தலைமுறையினர் அறியச் செய்தல், மாணவர்களுக்குத் தமிழைத் தவறின்றி எழுதுவதற்குத் தேவையான பயிற்சி அளித்து அவர்களின் மொழித்திறனை மேம்படுத்துதல், செய்யுளின் நலத்தைப் பாராட்டும் முறைமையை அறியச் செய்து அதன்வழி சிந்தனை வளத்தைப் பெருகச் செய்தல் என்பனவும் மேற்கண்டவழி மாணவர்களை ஆளுமை மிக்கவர்களாக உருவாக்கி, போட்டித்தேர்வுகளுக்குத் தயார் செய்து அவர்களுக்கு வேலைவாய்ப்பை உருவாக்குவதும் இந்தப் பாடத்திட்டத்தின் முக்கிய நோக்கமாகும்.

**அலகு- 1: தமிழ் மொழி வரலாறு**  
**நேரம்**

**8 மணி**

மொழிக்குடும்பம் - இந்திய மொழிக்குடும்பங்கள் - இந்திய ஆட்சி மொழிகள் - திராவிட மொழிக்குடும்பங்கள் - திராவிட மொழிகளின் வகைகள் - திராவிட மொழிகளின் சிறப்புகள் - திராவிட மொழிகளின் வழங்கிடங்கள் - திராவிட மொழிகளுள் தமிழின் இடம் - தமிழ்மொழியின் சிறப்புகள் - தமிழ் பிறமொழித் தொடர்புகள்.

**மணி நேரம்**

புறநானூறு- பாடல் எண்: , 182, 183, – இரண்டு பாடல்கள்.

குறுந்தொகை- பாடல் எண்: 2, 167, - இரண்டு பாடல்கள்

பரிபாடல் - முருகன். வையை - இரண்டு பாடல்கள்

**அலகு - 3 அற இலக்கியங்கள்****7 மணி****நேரம்**

திருக்குறள்- வான்சிறப்பு (அறம்), பெருமை (பொருள்),

பிரிவாற்றாமை (இன்பம்),. மூன்று அதிகாரங்கள் முழுமையும்

1. நாலடியார் - இரண்டு பாடல்கள். (2, 3 )
2. மூதுரை - இரண்டு பாடல்கள். (2, 8 )

**அலகு 4 மொழி****7 மணி****நேரம்**

பிழை நீக்கி எழுதுதல் - ஒற்றுப்பிழை நீக்கி எழுதுதல் - தொடர்பிழை  
நீக்கி எழுதுதல் - ஒற்று மிகும் இடங்கள் - ஒற்று மிகா இடங்கள் - பிற  
மொழிச் சொற்களை நீக்கி எழுதுதல் - பயிற்சிகள்.

**மொத்தம்: 30 மணி நேரம்**

**பார்வை நூல்கள்**

1. தமிழர் நாகரிகமும் பண்பாடும், டாக்டர் அ. தட்சிணாமூர்த்தி,  
ஐந்திணைப் பதிப்பகம், 2001.
2. தவறின்றித் தமிழ் எழுதுவோம், மா. நன்னன், ஏகம் பதிப்பகம்,  
1999.

3. **தவறின்றித் தமிழ் எழுத** - மருதூர் அரங்கராசன், ஐந்திணைப் பதிப்பகம், 2003.
4. **தமிழ் இலக்கிய வரலாறு**, வரதராசன், மு., புது தில்லி : சாகித்திய அக்காதெமி, 2002.
5. **புதிய தமிழ் இலக்கிய வரலாறு**, நீல. பத்மநாபன், சிற்பி பாலசுப்ரமணியம், சாகித்திய அகாடெமி, 2007.
6. **செம்மொழி தமிழின் சிறப்பியல்புகள்** - முனைவர் மறைமலை இலக்குவனார்; <https://www.youtube.com/watch?v=HHZnmJb4jSY>
7. **பாடநூல் தேடலுக்கான இணையம்** –
8. <https://archive.org/>

## 26LHIN11 HINDI-I

L	T	P	SL	C
2	0	0	2	2

### COURSE OBJECTIVES:

- To enable the students to develop communication Skills
- To train students in official language
- To enrich their knowledge in Hindi Literature
- To teach them human values & create awareness towards importance of tourism
- To share the knowledge of their native place
- To teach them to use Azhagi, Azhagi+ fonts

### UNIT I : पं.श्रीराम शर्मा कृत 'स्मृतत' (कहानी)

'Smruti' (Kahani) by Pandit Sriram Sharma. 6

### UNIT II : शिद जोशी कृत 'अततति तुम कब जावोगे' (व्यंग्य)

'Athiti tum kab jaaoge' (Vyangy) by Sharad Joshi. 6

### UNIT III: िहुल सांस्कृतयायन कृत 'आतो घुमक्कड़ जजज्ञासा' (यात्रा वृत्तान्त)

'Atatho Ghumakkad Jigyasa' (Yatra Vruthanth) by 6

Rahul Sanskrityayan.

### UNIT IV: व्यावहारिक हहन्दी- पत्र लेखन में प्रयुक्त वाक्यांश, कौशल ववकास

– भाव एक भा॒रा अनेक

6

Functional Hindi-Phrases used in Letter Writing.

Skill development - Bhav Ek Bhasha Anek

**UNIT V :** पत्र लेखन – परिचय व प्रकी, 3 अनोपचारिक पत्र

अलगी, अलगी + फ़ॉन्ट का परिचय

Letter Writing- Intro. & Types & 3 Personal Letters 6hrs.

6

Introduction to Azhagi, Azhagi + fonts

### **COURSE OUTCOMES:**

At the end of this course Students will be able to

At the end of this course Students will be able to

CO1: Gain knowledge about the rural life style

CO2: Understand social values

CO3: Understand importance of varied culture

CO4: Journalise in Functional Hindi

CO5 : Use Azhagi, Azhagi+ fonts

### **Text Books:**

1. Pandit Shriram Sharma, Shikaar, Sahitya Sadan, 1932.
2. Sharad Joshi, Yatha Sambhav, Bharatiya Gyanpeet, 2014.
3. Rahul Sanskritayan, Ghumakkad Shastra, Rajkamal Prakashan, 1949.

### **Reference Books:**

1. Kendriya Hindi Sansthan, Banking Hindi Patyakram, 2012.
2. NCERT, Sparsh, Class 9.

3. Main Aur Mera Vyakaran, New Saraswati House, New Delhi.
4. Govind Ballabh Sharma, Hindi Vyavaharik Tankan Kala Evam Tankan Abhyas, Neelkanth Publishers Pvt. Ltd., 2022.

**Web Sources:**

1. Pandit Sriram Sharma ka kahani: <https://www.evidyarthi.in>
2. Harishankar parasayi ka Vyangy: <http://gadyakosh.org>
3. Rahul Sanskritayan ka yatravruttant: <https://www.hindwi.org>
4. Prayojanmoolak Hindi:<https://hi.m.wikipedia.org>
5. <https://www.azhagi.com/hnd/helphtml/Introduction.html>

**26LFRE11 FRENCH-I**

L	T	P	SL	C
3	0	0	3	3

**COURSE OBJECTIVES:**

- 1) To greet, to express excuse and to introduce oneself
- 2) To introduce another person
- 3) To express his/her ideas, opinions and weekend projects
- 4) To request someone to do something, polite manners
- 5) To accept, refuse, enquire and indicate the time and date
- 6) To express himself / herself in positive and negative manner

**UNITS: Total: 30 hours**

### **1) Salut**

les nombres, Les jours de la semaine et du mois, La nationalité

4

### **2) Enchanté**

Les verbes Etre, Avoir, Aller, Regular ER verbes, Present tense.

6

### **3) J'Adore**

La negation, l'adjectif possessif, le futur proche

4

### **4) Tu veux bien**

Les articles de finis/indéfinis, Les pronoms après une préposition (avec lui, chez moi), Le passé composé

7

### **5) On se voit quand**

Les pronoms compléments directs me, te, nous, vous, L'interrogation avec est-ce que, L'heure et la date.

5

### **6) Bonne idée**

Les articles partitifs, Le masculin et le féminin des adjectifs, Les pronoms compléments directs le, la, les, La négation : ne... pas de.

4

## **COURSE OUTCOMES:**

- 1) The students would be able to greet, to excuse and to introduce himself.
- 2) The students would be able to introduce someone.
- 3) The students would be able to express his ideas, opinions and weekend projects.

- 4) The students would be able to ask someone to do something, polite manner.
- 5) The students would be able to accept, refuse enquire and indicate the time and date.
- 6) The students would be able to express himself in positive and negative manner.

**Text Books :**

1. LATITUDES 1 (A1/A2) MÉTHODE DE FRANÇAIS - Régine Mérieux and Yves Loiseau

**Reference Books:**

1. SAISON A1 - MÉTHODE DE FRANÇAIS - Marie-Noëlle Cocton, Élodie Heu, Catherine Houssa, Émilie Kasazian

**26LENG11 ENGLISH-I**

L	T	P	SL	C
2	0	0	2	2

**COURSE OBJECTIVES:**

- To enable students to develop their communication skills effectively.
- To make students familiar with usage skills in the English Language.
- To enrich their vocabulary in English.
- To develop communicative competence.

30 HOURS

**UNIT I-PROSE** **6**

Dangers of drug abuse - Hardin B. Jones

- Tight corners - E.V. Lucas

**UNIT II -POETRY** **6**

- Ecology - A.K. Ramanujan
- The owl and the chimpanzee - Jo Camacho

**UNIT III - SHORT STORY** **6**

- The Dear Departed - Stanley Houghton
- The Fool's Paradise- Isaac Bashevis Singer

**UNIT IV -GRAMMAR** **6**

- Parts of speech, Articles

**UNIT V -GRAMMAR** **6**

- One-word substitution, prefix, suffix, synonym, antonym.

**COURSE OUTCOME**

**CO1** : Understand the characteristic features of the language used in the text.

**CO2** :Strengthen their knowledge of basic grammar

**CO3**: Improve narrative skills after studying diverse prose and play.

**CO4** :Understand to classify parts of speech and articles.

**CO5**:Develop critical writing skills in the textual content of the syllabus.

**References:**

1. Jeya Santhi (2015), English for Communication Enrichment
2. Dr. M. Narayana Rao and Dr. B. G.Barki,( 2012)–Anu's Current English for

Communication (AnuChitra).

3. Anu Chithra Pub (2010), Dr. Ananthan, R. Effective Communication. Ed. Chennai

## **BPY-DSC04 SOCIAL PSYCHOLOGY**

<b>L</b>	<b>T</b>	<b>P</b>	<b>SL</b>	<b>C</b>
<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>4</b>

### **COURSE OBJECTIVE**

To study individual behavior within a social context.

### **UNIT-WISE SYLLABUS**

#### **Unit I: Social Cognition**

**12**

Heuristics; Attribution theory (Heider, Weiner): Internal vs. External, Stable vs. Unstable; Self-perception theory; Impression formation; Stereotype threat.

#### **Unit II: Attitudes**

**12**

Formation and measurement; Cognitive Dissonance (Festinger); Persuasion models: Elaboration Likelihood Model; Attitude change and resistance.

<b>Unit III: Social Influence</b>	<b>12</b>
Conformity (Asch); Obedience (Milgram); Compliance techniques (Foot-in-the-door, Door-in-the-face); Minority influence; Reactance theory.	
<b>Unit IV: Group Dynamics</b>	<b>12</b>
Leadership styles (Transformational, Transactional); Groupthink; Social loafing; Deindividuation; Intergroup conflict and contact hypothesis.	
<b>Unit V: Aggression &amp; Prosocial Behavior</b>	<b>12</b>
Bystander effect (Latane & Darley); Altruism and empathy-altruism hypothesis; Frustration-Aggression theory; General Aggression Model; Prosocial behavior determinants.	

#### COURSE OUTCOME :

- Analyze how social variables influence individual thoughts and social perception.
- Explain the formation, measurement, and change of attitudes through cognitive dissonance models.
- Evaluate the impact of social influence including conformity, obedience, and group dynamics.
- Summarize theoretical perspectives on prosocial behavior and the prevention of aggression.
- Apply social psychological concepts to understand current social issues and interpersonal dynamics.

#### RECOMMENDED TEXTBOOKS

1. Baron, R.A., & Byrne, D., *Social Psychology*, Prentice-Hall of India, 13th Edition, 2014.
2. Myers, D.G., *Social Psychology*, McGraw-Hill, 12th Edition, 2012.
3. Aronson, E., *The Social Animal*, Worth Publishers, 12th Edition, 2018.

#### REFERENCE BOOKS

1. Cialdini, R.B., *Influence: The Psychology of Persuasion*, Harper Business, Revised Edition, 2006.
2. Milgram, S., *Obedience to Authority*, Harper & Row, 1974.
3. Fiske, S.T., & Taylor, S.E., *Social Cognition*, McGraw-Hill, 2nd Edition, 1991.
4. Tajfel, H., & Turner, J.C., *The Social Identity Theory of Intergroup Behavior, Psychology of Intergroup Relations*, 1985.
5. Allport, G.W., *The Nature of Prejudice*, Addison-Wesley, 1954.

## **BPY-DSC05 BIOLOGICAL BASIS OF BEHAVIOUR**

<b>L</b>	<b>T</b>	<b>P</b>	<b>SL</b>	<b>C</b>
<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>4</b>

### **COURSE OBJECTIVE**

To link neuroanatomy and endocrinology with human behavior.

### **UNIT-WISE SYLLABUS**

#### **Unit I: Neuroanatomy**

**12**

Divisions of CNS and PNS; Neuronal structure (Soma, Axon, Dendrites, Myelin sheath); Glial cells; Blood-brain barrier; Lobes of the brain and their functions.

#### **Unit II: Neurotransmission**

**12**

Action and Resting potential; Synaptic events; Neurotransmitters: Dopamine, Serotonin, Acetylcholine, GABA, Norepinephrine; Agonists and antagonists.

**Unit III: Regulation** **12**

Homeostasis and Allostasis; Brain mechanisms in Thirst, Hunger (Hypothalamus), and Sleep-Wake cycles; Circadian rhythms; Limbic system and emotion.

**Unit IV: Endocrine System** **12**

Functions of Pituitary (master gland), Adrenal (cortisol, adrenaline), and Thyroid glands; Hormonal influence on growth, stress (HPA axis), and behavior.

**Unit V: Plasticity & Lateralization** **12**

Recovery from brain damage; Neuroplasticity and rehabilitation; Brain lateralization; Language centers (Broca's area, Wernicke's area); Split-brain research.

### **Course outcome**

- Illustrate the anatomy and function of neural cells and explain synaptic communication.
- Relate the role of brain structures in regulating thirst, hunger, and sleep-wake cycles.
- Explain the general principles of hormonal action and their influence on growth and behavior.
- Describe the causes of brain damage and the biological mechanisms of neuroplasticity.
- Understand brain lateralization and the neural basis of language and emotion.

### **RECOMMENDED TEXTBOOKS**

1. Kalat, J.W., *Biological Psychology*, Cengage Learning, 12th Edition, 2016.
2. Pinel, J.P.J., *Biopsychology*, Pearson Education, 9th Edition, 2014.
3. Carlson, N.R., *Physiology of Behavior*, Pearson, 12th Edition, 2016.

### **REFERENCE BOOKS**

1. Kandel, E.R. et al., *Principles of Neural Science*, McGraw-Hill, 5th Edition, 2013.
2. Bear, M.F., Connors, B.W., & Paradiso, M.A., *Neuroscience: Exploring the Brain*, Wolters Kluwer, 4th Edition, 2016.
3. Stahl, S.M., *Essential Psychopharmacology*, Cambridge University Press, 4th Edition, 2013.
4. Damasio, A., *Descartes' Error: Emotion, Reason and the Human Brain*, Penguin, 1994.
5. Sacks, O., *The Man Who Mistook His Wife for a Hat*, Summit Books, 1985.

**BPY-DSC06      DEVELOPMENTAL PSYCHOLOGY**

L	T	P	SL	C
4	0	0	4	4

**COURSE OUTCOME**

To examine the challenges and developmental tasks of the adult lifespan.

**Unit I: Early Adulthood**

**12**

Career choices and social mobility; Lifestyle and vocational adjustment; Establishing intimate relationships; Erikson's Intimacy vs. Isolation stage; Young adult cognition (Post-formal thought).

**Unit II: Marriage & Family**

**12**

Parenting roles and adjustments; Marital satisfaction and adjustment; Challenges of singlehood; Cohabitation; Divorce trends and adjustment.

**Unit III: Middle Adulthood****12**

Physical changes (Menopause, Andropause); Stress management; Mid-life transition and crisis (Levinson); Generativity vs. Stagnation (Erikson); Sandwich generation challenges.

**Unit IV: Late Adulthood****12**

Biological and psychological aging process; Retirement adjustment; Cognitive changes and dementia (Alzheimer's, Vascular); Activity Theory vs. Disengagement Theory.

**Unit V: End of Life****12**

Grief and bereavement models: Kubler-Ross (5 stages), Worden's Tasks; Palliative care and hospice psychology; Ego Integrity vs. Despair (Erikson); Death anxiety.

**COURSE OUTCOME**

- Interpret the impact of physical changes during young, middle, and late adulthood on cognitive and emotional functioning.
- Discuss the personal and social hazards associated with career choice, marital adjustment, and parenthood.
- Analyze the changing dynamics between aging parents and maturing children during mid-life transitions.
- Describe adjustments required in late life including retirement, loss of a spouse, and bereavement models.
- Apply developmental theories to counsel adults navigating life transitions.

**RECOMMENDED TEXTBOOKS**

1. Hurlock, E.B., *Developmental Psychology: A Life Span Approach*, Tata McGraw-Hill, 5th Edition, 2010.
2. Santrock, J.W., *Life-Span Development*, Tata McGraw Education, 13th Edition, 2011.
3. Papalia, D.E., & Martorell, G., *Experience Human Development*, McGraw-Hill, 13th Edition, 2014.

**REFERENCE BOOKS**

1. Erikson, E.H., *The Life Cycle Completed*, Norton, Revised Edition, 1998.
2. Levinson, D.J., *The Seasons of a Man's Life*, Ballantine Books, 1978.
3. Kubler-Ross, E., *On Death and Dying*, Macmillan, 1969.
4. Bee, H., & Boyd, D., *The Developing Child*, Pearson, 13th Edition, 2012.

5. Schaie, K.W., & Willis, S.L., *Adult Development and Aging*, Pearson, 7th Edition, 2015.

**BPY-AEC02    SOCIOLOGY OF FAMILY**

<b>L</b>	<b>T</b>	<b>P</b>	<b>SL</b>	<b>C</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>4</b>

**COURSE OUTCOME**

To understand the family as a social institution and its impact on individual development.

**Unit I: Sociological Foundations**

**12**

Origin of family; Sociology as a science; Relationship between individual and society; Key sociological concepts: Status, Role, Norm, Institution.

**Unit II: Socialization Agencies**

**12**

Stages and agencies of socialization (Family, Peer group, School, Media); Social processes: Co-operation, Assimilation, Conflict; Primary and secondary socialization.

### **Unit III: Family Systems**

**12**

Types: Joint, Nuclear, Extended, Single-parent, Blended; Rules of residence (Patrilocal, Matrilocal); Influence of marriage institutions on family structure.

### **Unit IV: Social Stratification**

**12**

Caste, Class, and Gender dynamics within the Indian family context; Patriarchy and Feminism; Intersectionality; Impact of modernization on family hierarchy.

### **Unit V: Social Change**

**12**

Factors of change: Biological, Cultural, Technological; Evolution of family roles in modern India; Impact of urbanization and globalization; Emerging family forms.

## **COURSE OUTCOME**

- Analyze the family as a fundamental social institution using diverse sociological frameworks.
- Evaluate the role of socialization agencies in shaping individual and family identity.
- Discuss the impact of social stratification on family dynamics in the Indian context.
- Recognize the factors driving social change in modern family structures.
- Apply systemic and sociological frameworks to understand family counselling contexts.

## **RECOMMENDED TEXTBOOKS**

1. Bhushan, V., & Sachdeva, D.R., *Fundamentals of Sociology*, Pearson, 2001.
2. Srinivas, M.N., *Social Change in Modern India*, Orient Blackswan, 1995.
3. Haralambos, M., & Holborn, M., *Sociology: Themes and Perspectives*, Harper Collins, 8th Edition, 2013.

## **REFERENCE BOOKS**

1. Kapadia, K.M., *Marriage and Family in India*, Oxford University Press, 3rd Edition, 1966.
2. Durkheim, E., *The Division of Labour in Society*, Free Press, 1964.

3. Gore, M.S., *The Social Context of an Ideology: Ambedkar's Political and Social Thought*, SAGE, 1993.
4. Parsons, T., *The Social System*, Free Press, 1951.
5. Murdock, G.P., *Social Structure*, Macmillan, 1949.

## **BPY-GE02 MEDIA PSYCHOLOGY**

<b>L</b>	<b>T</b>	<b>P</b>	<b>SL</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>3</b>

### **COURSE OUTCOME**

To examine the psychological impact of digital environments and mass media on behavior and mental health.

### **Unit I: Online Identity**

**12**

Self-presentation on social media; Digital personas; Parasocial relationships with influencers; Online self-disclosure; Anonymity and disinhibition effects.

**Unit II: Media & Behaviour****12**

Impact of violent gaming on aggression (Bandura); Cyberbullying: Types, prevalence, and intervention; Mechanisms of digital addiction; Internet Gaming Disorder (DSM-5).

**Unit III: Advertising & Body Image****12**

Persuasion in marketing (ELM model); Impact of media beauty standards on self-esteem; Social comparison theory (Festinger); Eating disorders and media influence.

**Unit IV: Misinformation****12**

Psychology of "fake news"; Social media algorithms and echo chamber effect; Confirmation bias; Media literacy education; Fact-checking and critical consumption.

**Unit V: Digital Wellbeing****12**

Managing screen time; Use of evidence-based mental health apps; Ethical issues in online counselling; Telepsychology guidelines; Digital detox and mindful technology use.

**COURSE OUTCOMES**

- Critically evaluate how digital environments influence identity formation and parasocial relationships.
- Identify psychological mechanisms underlying digital addiction and cyberbullying impact.
- Analyze persuasive techniques in mass media advertising and their effect on body image and self-esteem.
- Apply digital wellbeing strategies to manage screen time and utilize mental health applications ethically.
- Evaluate the role of misinformation and develop critical media literacy skills.

**RECOMMENDED TEXTBOOKS**

1. Bhushan, V., & Sachdeva, D.R., *Fundamentals of Sociology*, Pearson, 2001.
2. Srinivas, M.N., *Social Change in Modern India*, Orient Blackswan, 1995.
3. Haralambos, M., & Holborn, M., *Sociology: Themes and Perspectives*, Harper Collins, 8th Edition, 2013.

**REFERENCE BOOKS**

1. Kapadia, K.M., *Marriage and Family in India*, Oxford University Press, 3rd Edition, 1966.
2. Durkheim, E., *The Division of Labour in Society*, Free Press, 1964.
3. Gore, M.S., *The Social Context of an Ideology: Ambedkar's Political and Social Thought*, SAGE, 1993.
4. Parsons, T., *The Social System*, Free Press, 1951.
5. Murdock, G.P., *Social Structure*, Macmillan, 1949.

**BPY-VAC02 PSYCHOLOGY OF ADJUSTMENT**

L	T	P	SL	C
4	0	0	4	2

**COURSE OBJECTIVE**

To enable students to understand human adaptation and provide practical strategies for managing life stressors and fostering personal growth.

**COURSE OUTCOME**

- Identify predisposing factors that lead to maladaptive behavior in various life stages.
- Apply evidence-based coping strategies to manage daily life stressors and academic pressure.
- Demonstrate enhanced self-awareness and interpersonal skills to maintain social harmony.
- Explain the role of defense mechanisms in protecting psychological equilibrium.
- Design personal wellness plans incorporating stress management and resilience-building techniques.

### **RECOMMENDED TEXTBOOKS**

1. Atwater, E., *Psychology for Living: Adjustment, Growth, and Behavior Today*, Prentice Hall, 1994.
2. Weiten, W., & Lloyd, M.A., *Psychology Applied to Modern Life: Adjustment in the 21st Century*, Thomson Wadsworth, 9th Edition, 2006.
3. Lazarus, R.S., & Folkman, S., *Stress, Appraisal, and Coping*, Springer, 1984.

### **REFERENCE BOOKS**

1. Hurlock, E.B., *Developmental Psychology: A Life Span Approach*, Tata McGraw-Hill, 5th Edition, 2010.
2. Lazarus, R.S., *Emotion and Adaptation*, Oxford University Press, 1991.
3. Martin, G.L., & Osborne, J.G., *Psychology, Adjustment, and Everyday Living*, Prentice Hall, 1989.
4. Coleman, J.C., *Abnormal Psychology and Modern Life*, Scott Foresman, 7th Edition, 1984.
5. Greenberg, J.S., *Comprehensive Stress Management*, McGraw-Hill, 14th Edition, 2016.

### **BPY-SEC02 EMOTIONAL INTELLIGENCE & LIFE SKILLS**

L	T	P	SL	C
1	0	0	1	2

### **COURSE OBJECTIVE**

To develop core soft skills for personal and professional effectiveness.

## **UNIT-WISE SYLLABUS**

<b>Unit I: Self-Awareness</b>	<b>12</b>
Understanding emotions; SWOT analysis; Building a positive self-concept; Personal values clarification; Identifying emotional triggers.	
<b>Unit II: Emotional Regulation</b>	<b>12</b>
Coping with anger and frustration; Stress management techniques: Relaxation, Breathing exercises; Cognitive reappraisal; Distress tolerance skills.	
<b>Unit III: Empathy Training</b>	<b>12</b>
Developing social sensitivity; Perspective-taking skills; Active empathy in practice; Empathic accuracy; Cross-cultural empathy.	
<b>Unit IV: Problem Solving</b>	<b>12</b>
Critical and creative thinking; Decision-making models for daily life (DECIDE model); Brainstorming and lateral thinking; Managing decision fatigue.	
<b>Unit V: Resilience</b>	<b>12</b>
Building mental toughness; Adapting to change; Goal setting and time management (SMART goals); Growth mindset cultivation; Building a support network.	

## **COURSE OUTCOME**

- Demonstrate enhanced self-awareness through SWOT analysis and personal bias identification.
- Apply emotional regulation techniques to manage daily interpersonal frustrations and stress.
- Utilize critical thinking and problem-solving models to navigate vocational and academic challenges.
  - Practice empathy and perspective-taking skills in interpersonal and multicultural contexts.
  - Build personal resilience through goal setting, time management, and growth mindset strategies.

## **RECOMMENDED TEXTBOOKS**

1. Rao, T.V., *Life Skills for Youth*, SAGE Publications, 2015.
2. Goleman, D., *Emotional Intelligence*, Bantam Books, 1995.
3. Covey, S.R., *The 7 Habits of Highly Effective People*, Free Press, 2004.

## **REFERENCE BOOKS**

1. Salovey, P., & Mayer, J.D., *Emotional Intelligence: Imagination, Cognition, and Personality*, 1990.
2. Bar-On, R., & Parker, J.D.A., *The Handbook of Emotional Intelligence*, Jossey-Bass, 2000.
3. Seligman, M.E.P., *Learned Optimism: How to Change Your Mind and Your Life*, Vintage, 1991.
4. Duckworth, A., *Grit: The Power of Passion and Perseverance*, Scribner, 2016.
5. Dweck, C.S., *Mindset: The New Psychology of Success*, Random House, 2006.

**26LTAM11 TAMIL-I**

<b>L</b>	<b>T</b>	<b>P</b>	<b>SL</b>	<b>C</b>
<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>

## மொழிவரலாறு - சங்க இலக்கியம் - அற இலக்கியம் - மொழித்திறன்

### பாடத்திட்ட நோக்கம்:

மாணவர்களின் இலக்கிய நாட்டத்தை மேம்படுத்துதல், தற்கால தமிழ் இலக்கிய வகைமைகளான மரபுக்கவிதை, புதுக்கவிதை, உரைநடை ஆகியவற்றை அறிமுகப்படுத்துதல், தமிழர்தம் வாழ்வியல் நெறிகளையும் பண்பாட்டுச் செழுமைகளையும் இன்றைய தலைமுறையினர் அறியச் செய்தல், மாணவர்களுக்குத் தமிழைத் தவறின்றி எழுதுவதற்குத் தேவையான பயிற்சி அளித்து அவர்களின் மொழித்திறனை மேம்படுத்துதல், செய்யுளின் நலத்தைப் பாராட்டும் முறைமையை அறியச் செய்து அதன்வழி சிந்தனை வளத்தைப் பெருகச் செய்தல் என்பனவும் மேற்கண்டவழி மாணவர்களை ஆளுமை மிக்கவர்களாக உருவாக்கி, போட்டித்தேர்வுகளுக்குத் தயார் செய்து அவர்களுக்கு வேலைவாய்ப்பை உருவாக்குவதும் இந்தப் பாடத்திட்டத்தின் முக்கிய நோக்கமாகும்.

### **அலகு- 1: தமிழ் மொழி வரலாறு நேரம்**

8 மணி

மொழிக்குடும்பம் - இந்திய மொழிக்குடும்பங்கள் - இந்திய ஆட்சி மொழிகள் - திராவிட மொழிக்குடும்பங்கள் - திராவிட மொழிகளின் வகைகள் - திராவிட மொழிகளின் சிறப்புகள் - திராவிட மொழிகளின் வழங்கிடங்கள் - திராவிட மொழிகளுள் தமிழின் இடம் - தமிழ்மொழியின் சிறப்புகள் - தமிழ் பிறமொழித் தொடர்புகள்.

### **அலகு -2 நேரம்**

8 மணி

புறநானூறு- பாடல் எண்: , 182, 183, - இரண்டு பாடல்கள்.

குறுந்தொகை- பாடல் எண்: 2, 167, - இரண்டு பாடல்கள்

பரிபாடல் - முருகன். வையை - இரண்டு பாடல்கள்

## அலகு - 3 அற இலக்கியங்கள்

7 மணி நேரம்

திருக்குறள்- வான்சிறப்பு (அறம்), பெருமை (பொருள்), பிரிவாற்றாமை (இன்பம்), மூன்று அதிகாரங்கள் முழுமையும்

1. நாலடியார் - இரண்டு பாடல்கள். (2, 3 )
2. மூதுரை - இரண்டு பாடல்கள். (2, 8 )

## அலகு 4 மொழி நேரம்

7 மணி

பிழை நீக்கி எழுதுதல் - ஒற்றுப்பிழை நீக்கி எழுதுதல் - தொடர்பிழை நீக்கி எழுதுதல் - ஒற்று மிகும் இடங்கள் - ஒற்று மிகா இடங்கள் - பிற மொழிச் சொற்களை நீக்கி எழுதுதல் - பயிற்சிகள்.

மொத்தம்: 30 மணி நேரம்

### பார்வை நூல்கள்

1. தமிழர் நாகரிகமும் பண்பாடும், டாக்டர் அ. தட்சிணாமூர்த்தி, ஐந்திணைப் பதிப்பகம், 2001.
2. தவறின்றித் தமிழ் எழுதுவோம், மா. நன்னன், ஏகம் பதிப்பகம், 1999.
3. தவறின்றித் தமிழ் எழுத - மருதூர் அரங்கராசன், ஐந்திணைப் பதிப்பகம், 2003.
4. தமிழ் இலக்கிய வரலாறு, வரதராசன், மு., புது தில்லி : சாகித்திய அக்காடெமி, 2002.
5. புதிய தமிழ் இலக்கிய வரலாறு, நீல. பத்மநாபன், சிற்பி பாலசுப்ரமணியம், சாகித்திய அக்காடெமி, 2007.
6. செம்மொழி தமிழின் சிறப்பியல்புகள் - முனைவர் மறைமலை இலக்குவனார்; <https://www.youtube.com/watch?v=HHZnmJb4jSY>

7. பாடநூல் தேடலுக்கான இணையம் –

8. <https://archive.org/>

26LHIN11 HINDI-I

L	T	P	SL	C
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2	0	0	2	2
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### **COURSE OBJECTIVES:**

- To enable the students to develop communication Skills
- To train students in official language
- To enrich their knowledge in Hindi Literature
- To teach them human values & create awareness towards importance of tourism
- To share the knowledge of their native place
- To teach them to use Azhagi, Azhagi+ fonts

**Total: 30 Hours**

### **UNIT I : पं.श्रीराम शमाष कृत 'स्मृतत' (कहानी)**

'Smruti' (Kahani) by Pandit Sriram Sharma. 6

### **UNIT II : शिद जोशी कृत 'अततति तुम कब जावोगे' (व्यंग्य)**

'Athiti tum kab jaaoge' (Vyangy) by Sharad Joshi. 6

### **UNIT III: िहुल सांस्कृतयायन कृत 'आतो घुमक्कड़ जजज्ञासा' (यात्रा वृत्तान्त)**

'Atatho Ghumakkad Jigyasa' (Yatra Vruthanth) by  
Rahul Sanskritayyan. 6

### **UNIT IV: व्यावहारिक हहन्दी- पत्र लेखन में प्रयुक्त वाक्यांश, कौशल ववकास**

– भाव एक भार्ा अनेक 6

Functional Hindi-Phrases used in Letter Writing.

Skill development - Bhav Ek Bhasha Anek

**UNIT V : पत्र लेखन – परिचय व प्रकी, 3 अनोपचारिक पत्र**

अलगी, अलगी + फ़ॉन्ट का परिचय

Letter Writing- Intro. & Types & 3 Personal Letters 6hrs.

6

Introduction to Azhagi, Azhagi + fonts

**COURSE OUTCOMES:**

At the end of this course Students will be able to

At the end of this course Students will be able to

CO1: Gain knowledge about the rural life style

CO2: Understand social values

CO3: Understand importance of varied culture

CO4: Journalise in Functional Hindi

CO5 : Use Azhagi, Azhagi+ fonts

**Text Books:**

4. Pandit Shriram Sharma, Shikaar, Sahitya Sadan, 1932.
5. Sharad Joshi, Yatha Sambhav, Bharatiya Gyanpeet, 2014.
6. Rahul Sanskritayan, Ghumakkad Shastra, Rajkamal Prakashan, 1949.

**Reference Books:**

5. Kendriya Hindi Sansthan, Banking Hindi Patyakram, 2012.
6. NCERT, Sparsh, Class 9.
7. Main Aur Mera Vyakaran, New Saraswati House, New Delhi.

8. Govind Ballabh Sharma, Hindi Vyavaharik Tankan Kala Evam Tankan Abhyas, Neelkanth Publishers Pvt. Ltd., 2022.

**Web Sources:**

6. Pandit Sriram Sharma ka kahani: <https://www.evidyarthi.in>
7. Harishankar parasayi ka Vyangy: <http://gadyakosh.org>
8. Rahul Sanskritayan ka yatravruttant: <https://www.hindwi.org>
9. Prayojanmoolak Hindi:<https://hi.m.wikipedia.org>
10. <https://www.azhagi.com/hnd/helphtml/Introduction.html>

## 26LFRE11 FRENCH-I

L	T	P	SL	C
2	0	0	2	2

### COURSE OBJECTIVES:

The lessons are being chosen:

- 7) To greet, to express excuse and to introduce oneself
- 8) To introduce another person
- 9) To express his/her ideas, opinions and weekend projects
- 10) To request someone to do something, polite manners
- 11) To accept, refuse, enquire and indicate the time and date
- 12) To express himself / herself in positive and negative manner

### UNITS:

**Total: 30 hours**

#### 7) Salut

les nombres, Les jours de la semaine et du mois, La nationalité **4**

#### 8) Enchanté

Les verbes Etre, Avoir, Aller, Regular ER verbes, Present tense. **6**

#### 9) J'Adore

La negation, l'adjectif possessif, le futur proche	4
<b>10) Tu veux bien</b>	<b>7</b>
Les articles de finis/indéfinis, Les pronoms après une préposition (avec lui, chez moi), Le passé composé	
<b>11) On se voit quand</b>	<b>5</b>
Les pronoms compléments directs me, te, nous, vous, L'interrogation avec est-ce que, L'heure et la date.	
<b>12) Bonne idée</b>	<b>4</b>
Les articles partitifs, Le masculin et le féminin des adjectifs, Les pronoms compléments directs le, la, les, La négation : ne... pas de.	

**COURSE OUTCOMES:**

- 7) The students would be able to greet, to excuse and to introduce himself.
- 8) The students would be able to introduce someone.
- 9) The students would be able to express his ideas, opinions and weekend projects.
- 10) The students would be able to ask someone to do something, polite manner.
- 11) The students would be able to accept, refuse enquire and indicate the time and date.
- 12) The students would be able to express himself in positive and negative manner.

**Text Books :**

2. LATITUDES 1 (A1/A2) MÉTHODE DE FRANÇAIS - Régine Mérieux and Yves Loiseau

**Reference Books:**

2. SAISON A1 - MÉTHODE DE FRANÇAIS - Marie-Noëlle Cocton, Élodie Heu, Catherine Houssa, Émilie Kasazian

## **26LENG11 ENGLISH-I**

L	T	P	SL	C
2	0	0	2	2

### **COURSE OBJECTIVES:**

- To enable students to develop their communication skills effectively.
- To make students familiar with usage skills in the English Language.
- To enrich their vocabulary in English.
- To develop communicative competence.

### **UNIT I- PROSE**

**6**

Dangers of drug abuse - Hardin B. Jones

- Tight corners - E.V. Lucas

### **UNIT II -POETRY**

**6**

- Ecology - A.K. Ramanujan
- The owl and the chimpanzee - Jo Camacho

**UNIT III - SHORT STORY** **6**

- The Dear Departed - Stanley Houghton
- The Fool's Paradise- Isaac Bashevis Singer

**UNIT IV -GRAMMAR** **6**

- Parts of speech, Articles

**UNIT V -GRAMMAR** **6**

- One-word substitution, prefix, suffix, synonym, antonym.

**COURSE OUTCOMES:**

At the end of this course, the students would have learnt to

**CO1 :** Understand the characteristic features of the language used in the text.

**CO2 :**Strengthen their knowledge of basic grammar

**CO3:** Improve narrative skills after studying diverse prose and play.

**CO4 :**Understand to classify parts of speech and articles.

**CO5:**Develop critical writing skills in the textual content of the syllabus.

**References:**

4. Jeya Santhi (2015), English for Communication Enrichment
5. Dr. M. Narayana Rao and Dr. B. G.Barki,( 2012)–Anu’s Current English for Communication (AnuChitra).
6. Anu Chithra Pub (2010), Dr. Ananthan, R. Effective Communication. Ed. Chennai

**BPY-DSC07 THEORIES OF PERSONALITY**

L	T	P	SL	C
2	0	0	2	4

**COURSE OBJECTIVE**

To analyze major frameworks for understanding individual differences.

**UNIT-WISE SYLLABUS****Unit I: Psychoanalytic****12**

Freud's structure of mind: Id, Ego, Superego; Psychosexual stages (Oral, Anal, Phallic, Latency, Genital); Defense mechanisms; Oedipus and Electra complex.

**Unit II: Neo-Freudian****12**

Carl Jung: Collective unconscious, Archetypes, Individuation, Persona, Shadow; Alfred Adler: Inferiority and superiority complex, Social interest; Erikson's Psychosocial stages.

**Unit III: Trait & Type****12**

Allport's trait theory (Cardinal, Central, Secondary); Cattell's 16PF; Eysenck's Type theory (Extraversion-Introversion, Neuroticism); The Big Five Factor model (OCEAN).

**Unit IV: Humanistic****12**

Maslow's hierarchy of needs; Rogers' Self Theory: Ideal self vs. Real self, Self-actualization; Locus of Control (Rotter); Peak experiences; Fully functioning person.

**Unit V: Social Learning****12**

Skinner's Operant view of personality; Bandura's Social-Cognitive theory: Self-efficacy, Observational learning; Kelly's Personal Constructs; Rotter's Social Learning Theory.

**COURSE OUTCOME**

- Explain the concepts, measurement techniques, and research strategies used in the scientific study of personality.
- Analyze psychoanalytic and neo-psychoanalytic perspectives including Freud, Jung, and Adler.
- Compare trait and type approaches including the Big Five Factor Model and Cattell's 16PF.
- Evaluate humanistic and existential theories of self-actualization and personal growth.
- Relate behavioral and social-cognitive views to individual personality development.

**RECOMMENDED TEXTBOOKS**

1. Hall, C.S., Lindzey, G., & Campbell, J.B., *Theories of Personality*, Wiley India, 4th Edition, 2007.
2. Schultz, D.P., & Schultz, S.E., *Theories of Personality*, Cengage Learning, 10th Edition, 2012.
3. Pervin, L.A., Cervone, D., & John, O.P., *Personality: Theory and Research*, Wiley, 10th Edition, 2005.

**REFERENCE BOOKS**

1. Freud, S., *New Introductory Lectures on Psychoanalysis*, Norton, 1965.
2. Rogers, C.R., *On Becoming a Person*, Houghton Mifflin, 1961.
3. Maslow, A.H., *Motivation and Personality*, Harper & Row, 3rd Edition, 1987.
4. Jung, C.G., *The Archetypes and the Collective Unconscious*, Princeton University Press, 1981.
5. Bandura, A., *Self-Efficacy: The Exercise of Control*, W.H. Freeman, 1997.

## **BPY-DSC08 PSYCHOPATHOLOGY – I**

<b>L</b>	<b>T</b>	<b>P</b>	<b>SL</b>	<b>C</b>
<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>4</b>

To introduce clinical concepts and mild-to-moderate mental disorders using DSM-5 classification.

### **Unit I: Abnormal Psychology**

**12**

Defining abnormality: 4D criteria (Deviance, Distress, Dysfunction, Danger); Bio-psychosocial models; DSM-5 and ICD-11 classification systems; History of treatment.

### **Unit II: Anxiety Disorders**

**12**

GAD: Persistent worry and physiological symptoms; Panic Disorder: Panic attacks and agoraphobia; Specific Phobias; Social Anxiety Disorder; Separation Anxiety; Treatment: CBT and pharmacotherapy overview.

### **Unit III: OCD & Related Disorders**

**12**

Obsessive-Compulsive Disorder: Obsessions, Compulsions, ERP treatment; Body Dysmorphic Disorder; Hoarding Disorder; Trichotillomania; Excoriation Disorder.

**Unit IV: Trauma-Related Disorders**

**12**

PTSD: DSM-5 criteria, 4 symptom clusters, prevalence; Complex PTSD (ICD-11); Acute Stress Disorder; Adjustment Disorders; Dissociative disorders: DID, Depersonalisation.

**Unit V: Mood Disorders**

**12**

Major Depressive Disorder: Symptom criteria, course, etiology; Persistent Depressive Disorder; Bipolar I & II; Cyclothymia; Suicide risk assessment and prevention.

**COURSE OUTCOME**

- Identify the clinical features and diagnostic criteria for Anxiety, OCD, and related disorders.
- Differentiate between biological, psychological, and socio-cultural models of abnormality.
- Recognize symptoms and etiology of Trauma-related and Dissociative disorders using DSM-5.
- Assess the clinical presentation and risks associated with Major Depressive and Bipolar disorders.
- Apply the Diathesis-stress model to understand vulnerability factors in mental illness.

**REFERENCE BOOKS**

1. Freud, S., *New Introductory Lectures on Psychoanalysis*, Norton, 1965.
2. Rogers, C.R., *On Becoming a Person*, Houghton Mifflin, 1961.
3. Maslow, A.H., *Motivation and Personality*, Harper & Row, 3rd Edition, 1987.
4. Jung, C.G., *The Archetypes and the Collective Unconscious*, Princeton University Press, 1981.
5. Bandura, A., *Self-Efficacy: The Exercise of Control*, W.H. Freeman, 1997.

## **BPY-DSC09 PSYCHOLOGICAL ASSESSMENT**

<b>L</b>	<b>T</b>	<b>P</b>	<b>SL</b>	<b>C</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>4</b>

### **COURSE OBJECTIVE**

To introduce the science of psychometrics and the principles of psychological test construction.

#### **Unit I: Test Foundations**

**12**

History and purpose of psychological testing; Types of tests: Standardized vs. Non-standardized, Maximum vs. Typical performance; Item analysis: Difficulty index, Discrimination index; Standardization process.

#### **Unit II: Reliability**

**12**

Test-retest reliability; Parallel forms; Split-half (Spearman-Brown formula); Internal consistency: Cronbach's Alpha; Inter-rater reliability; Standard Error of Measurement.

#### **Unit III: Validity**

**12**

Content validity; Criterion-related validity: Concurrent and Predictive; Construct validity: Convergent and Discriminant; Face validity; MTMM matrix.

**Unit IV: Norms & Scoring****12**

Raw scores to standard scores; Types of norms: Age norms, Grade norms, Percentile norms, Standard score norms (Z-score, T-score, Stanine); Normative vs. Criterion-referenced testing.

**Unit V: Ethics in Testing****12**

Informed consent in assessment; Confidentiality and record keeping; Culturally fair testing; APA guidelines for test use; Test security; Rights of test takers; Digital and computerized testing.

**COURSE OUTCOME**

- Summarize the historical evolution and primary purposes of psychological measurement.
- Outline the systematic stages of test construction including item analysis and standardization.
- Evaluate the reliability and validity of assessment tools using diverse psychometric methods.
- Interpret standard scores and calculate age, grade, and percentile norms.
- Apply ethical principles regarding informed consent, confidentiality, and cultural fairness in testing.

**REFERENCE BOOKS**

1. Cronbach, L.J., *Essentials of Psychological Testing*, Harper & Row, 5th Edition, 1990.
2. Nunnally, J.C., & Bernstein, I.H., *Psychometric Theory*, McGraw-Hill, 3rd Edition, 1994.
3. Kaplan, R.M., & Saccuzzo, D.P., *Psychological Testing: Principles, Applications and Issues*, Cengage, 9th Edition, 2018.
4. Cohen, R.J., & Swerdlik, M.E., *Psychological Testing and Assessment*, McGraw-Hill, 8th Edition, 2015.
5. American Psychological Association, *Standards for Educational and Psychological Testing*, APA/AERA/NCME, 2014.

## **BPY-AEC03 PSYCHOLOGICAL TESTING LAB**

<b>L</b>	<b>T</b>	<b>P</b>	<b>SL</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>3</b>

### **COURSE OBJECTIVE**

Hands-on application of experimental psychology and basic cognitive testing procedures.

### **UNIT-WISE SYLLABUS**

#### **Unit I: Sensation & Attention**

**12**

Division of attention (Dual-task paradigm); Span of attention (Dot estimation); Sensation thresholds: Absolute and Difference thresholds (Weights/Light); Signal Detection Theory basics.

#### **Unit II: Perception Experiments**

**12**

Muller-Lyer Illusion: Demonstrating perceptual distortion; Figure-Ground perception experiments; Size constancy; Phi phenomenon (apparent movement).

**Unit III: Learning Experiments****12**

Trial and Error (Maze learning); Transfer of training (Mirror drawing); Verbal learning: Serial position effect; Insight learning demonstration.

**Unit IV: Memory Experiments****12**

Short-term memory: Digit span forward and backward; Proactive Interference (PI) experiment; Retroactive Interference (RI) experiment; Levels of processing effects.

**Unit V: Emotion & Suggestibility****12**

Measuring suggestibility (Progressive weights method); Autonomic arousal basics; Emotional Stroop task; Galvanic Skin Response (GSR) basics; Writing experimental reports.

**COURSE OUTCOME**

- Measure fundamental psychological variables such as attention span, sensation thresholds, and reaction time.
- Demonstrate competence in conducting experiments on perceptual organization and illusions.
- Apply experimental designs to assess verbal learning and memory interference.
- Analyze the impact of suggestion and autonomic arousal on human performance.
- Prepare detailed, objective laboratory reports documenting results in APA format.

**RECOMMENDED TEXTBOOKS**

1. Woodworth, R.S., & Scholesberg, H., *Experimental Psychology*, Holt, Rinehart & Winston, 1972.
2. Parameswaran, E.G., & Ravichandra, K., *Experimental Psychology*, Neelkamal, 2003.
3. Misra, G., *Handbook of Psychology in India*, Oxford University Press, 2011.

**REFERENCE BOOKS**

1. Kantowitz, B.H., Roediger, H.L., & Elmes, D.G., *Experimental Psychology*, Cengage Learning, 10th Edition, 2015.
2. Shaughnessy, J.J., Zechmeister, E.B., & Zechmeister, J.S., *Research Methods in Psychology*, McGraw-Hill, 10th Edition, 2015.
3. Cozby, P.C., & Bates, S.C., *Methods in Behavioral Research*, McGraw-Hill, 13th Edition, 2018.
4. Myers, A., & Hansen, C., *Experimental Psychology*, Cengage Learning, 7th Edition, 2011.
5. Singh, A.K., *Tests, Measurements and Research Methods in Behavioral Sciences*, Bharati Bhawan, 5th Edition, 2009.

## **GE03 CHILD PSYCHOPATHOLOGY**

<b>L</b>	<b>T</b>	<b>P</b>	<b>SL</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>3</b>

### **COURSE OBJECTIVE**

To study clinical disorders specifically manifesting in childhood using DSM-5 classification.

#### **Unit I: Classification**

**12**

Developmental vs. Clinical pathways; DSM-5 criteria for pediatric disorders; Multi-axial assessment of children; Prevalence and epidemiology of childhood disorders.

#### **Unit II: Neurodevelopmental Disorders**

**12**

Autism Spectrum Disorder (ASD): Triad of impairments, diagnostic criteria, intervention; ADHD subtypes: Inattentive, Hyperactive-Impulsive, Combined; Intellectual Disability (ID): Classification.

**Unit III: Disruptive Disorders****12**

Oppositional Defiant Disorder (ODD): Symptoms and treatment; Conduct Disorder: Types, etiology, treatment; Separation Anxiety Disorder; Selective Mutism.

**Unit IV: Internalizing Disorders****12**

Childhood Depression: Developmental manifestations; Anxiety disorders in children; Pediatric OCD; School refusal; Psychosomatic complaints in children.

**Unit V: Trauma in Childhood****12**

Impact of child abuse, neglect, and bullying on development; Childhood PTSD; Resilience factors; Mandatory reporting; Forensic interviewing with children; Family-based interventions.

**COURSE OUTCOME**

-identify early clinical markers for neurodevelopmental disorders including ASD, ADHD, and Intellectual Disability.

- Distinguish between Disruptive Behavior Disorders such as ODD and Conduct Disorder.
- Analyze the manifestation of internalizing disorders such as childhood depression and selective mutism.
- Understand the longitudinal impact of childhood trauma, abuse, and bullying on adult mental health.
- Discuss ethical and legal challenges involved in the assessment of minors.

**RECOMMENDED TEXTBOOKS**

1. Mash, E.J., & Wolfe, D.A., *Abnormal Child Psychology*, Cengage, 6th Edition, 2015.
2. Kerig, P., Ludlow, A., & Wenar, C., *Developmental Psychopathology*, McGraw-Hill, 6th Edition, 2012.
3. Carr, A., *The Handbook of Child and Adolescent Clinical Psychology*, Routledge, 3rd Edition, 2016.

**REFERENCE BOOKS**

1. American Psychiatric Association, *DSM-5-TR*, APA, 2022.
2. Ollendick, T.H., & Schroeder, C.S., *Encyclopedia of Clinical Child and Pediatric Psychology*, Springer, 2003.
3. Landreth, G.L., *Play Therapy: The Art of the Relationship*, Routledge, 3rd Edition, 2012.
4. Kendall, P.C. (Ed.), *Child and Adolescent Therapy: Cognitive-Behavioral Procedures*, Guilford, 4th Edition, 2012.
5. Kazdin, A.E., *Parent Management Training*, Oxford University Press, 2005.

## **BPY-VAC03a ORGANIZATIONAL BEHAVIOUR**

<b>L</b>	<b>T</b>	<b>P</b>	<b>SL</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>2</b>

### **COURSE OBJECTIVE**

To understand human behavior in workplace settings and the psychological dimensions of organizational life.

#### **Unit I: Introduction to OB**

**12**

Goals of Organizational Behaviour; Contributing disciplines: Psychology, Sociology, Anthropology; Individual vs. Group behavior; Historical evolution of OB.

#### **Unit II: Motivation**

**12**

Maslow's Hierarchy of Needs; Herzberg's Two-Factor theory; Vroom's Expectancy theory; McGregor's Theory X and Y; Application in employee engagement and productivity.

#### **Unit III: Leadership**

**12**

Trait theory of leadership; Behavioral theories: Ohio State, Michigan studies; Contingency theories: Fiedler, Situational Leadership; Transformational vs. Transactional leadership.

#### **Unit IV: Team Dynamics**

**12**

Group formation stages (Tuckman); Groupthink: Causes and prevention; Social loafing; Managing diverse teams; Virtual teams in the digital age.

#### **Unit V: Workplace Wellness**

**12**

Managing burnout: Maslach's model; Employee Assistance Programs (EAP); Organizational culture and climate; Work-life balance; Psychosocial hazards at work.

#### **COURSE OUTCOMES**

- Describe the goals of Organizational Behaviour and the role of individual vs. group behavior in workplace productivity.
- Apply theories of motivation (Maslow, Herzberg, Vroom) to enhance employee engagement.
- Analyze different leadership styles and their impact on organizational culture and team dynamics.
- Implement strategies to manage group conflict, groupthink, and diversity within professional settings.
- Propose workplace wellness interventions and employee assistance programs to prevent burnout.

#### **REFERENCE BOOKS**

1. McGregor, D., *The Human Side of Enterprise*, McGraw-Hill, 1960.
2. Maslow, A.H., *Motivation and Personality*, Harper & Row, 3rd Edition, 1987.
3. Herzberg, F., *The Motivation to Work*, Wiley, 2nd Edition, 1959.
4. Schein, E.H., *Organizational Culture and Leadership*, Jossey-Bass, 5th Edition, 2017.
5. Maslach, C., & Leiter, M.P., *The Truth About Burnout*, Jossey-Bass, 2017.

## **BPY-SEC03 COMMUNICATION & INTERPERSONAL SKILLS**

<b>L</b>	<b>T</b>	<b>P</b>	<b>SL</b>	<b>C</b>
<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>

### **COURSE OBJECTIVE**

To enhance professional interaction and conflict resolution abilities through skill-based training.

#### **Unit I: Communication Styles**

**12**

Passive, Aggressive, and Assertive communication; Identifying non-verbal barriers; Digital communication etiquette; Cultural differences in communication.

#### **Unit II: Assertiveness Training**

**12**

Using "I" statements; Saying "No" effectively; Requesting behavioral change constructively; Rights and responsibilities of assertive communication.

#### **Unit III: Conflict Management**

**12**

Styles of conflict: Avoiding, Competing, Collaborating, Accommodating, Compromising (Thomas-Kilmann); Mediation basics; Constructive confrontation.

**Unit IV: Negotiation****12**

Win-win strategies; Principled negotiation (Fisher & Ury); Persuasion techniques in clinical settings; Managing difficult conversations.

**Unit V: Empathy Building****12**

Advanced accurate empathy; Validation techniques; Maintaining professional warmth; Perspective-taking in cross-cultural contexts; Compassion fatigue awareness.

**COURSE OUTCOMES**

- Differentiate between passive, aggressive, and assertive communication styles.
- Demonstrate assertiveness skills using "I" statements and boundary-setting techniques.
- Employ conflict resolution strategies to mediate interpersonal disputes effectively.
- Practice accurate empathy and advanced validation techniques to build therapeutic rapport.
- Utilize effective negotiation models to achieve win-win outcomes in professional environments.

**RECOMMENDED TEXTBOOKS**

1. Rao, T.V., *Life Skills for Youth*, SAGE Publications, 2015.
2. Hargie, O., *Skilled Interpersonal Communication: Research, Theory and Practice*, Routledge, 6th Edition, 2011.
3. Fisher, R., Ury, W., & Patton, B., *Getting to Yes: Negotiating Agreement Without Giving In*, Penguin, 3rd Edition, 2011.

**REFERENCE BOOKS**

1. Thomas, K.W., & Kilmann, R.H., *Thomas-Kilmann Conflict Mode Instrument*, CPP Inc., 1974.
2. Alberti, R.E., & Emmons, M.L., *Your Perfect Right: Assertiveness and Equality in Your Life*, Impact Publishers, 10th Edition, 2017.
3. Bolton, R., *People Skills: How to Assert Yourself, Listen to Others, and Resolve Conflicts*, Simon & Schuster, 1986.
4. Gottman, J.M., *The Relationship Cure*, Crown Publishers, 2001.
5. Rogers, C.R., *On Becoming a Person*, Houghton Mifflin, 1961.

L	T	P	SL	C
2	0	0	2	2

### COURSE OBJECTIVE

In-depth study of foundational psychotherapy models and their application to case conceptualisation.

### UNIT-WISE SYLLABUS

- Unit I: Psychoanalysis** **12**  
 Free association; Dream analysis and wish fulfillment; Transference and countertransference; Working through; Brief psychodynamic therapy (Davanloo, Malan).
- Unit II: Adlerian Therapy** **12**  
 Social interest (Gemeinschaftsgefühl); Family constellation and birth order; Early recollections technique; Lifestyle analysis; Phase model of Adlerian therapy.
- Unit III: Person-Centred Therapy** **12**  
 Core conditions: Empathy, Genuineness (Congruence), Unconditional Positive Regard; The fully functioning person; Non-directive stance; Motivational Interviewing (Miller & Rollnick).
- Unit IV: Gestalt Therapy** **12**  
 Here-and-now principle; Awareness and contact; Empty chair technique; Unfinished business; Paradoxical theory of change; Gestalt experiments and exercises.
- Unit V: Behaviour Therapy** **12**  
 Systematic desensitisation (Wolpe); Flooding and Implosion; Token economy; Aversion therapy; Applied Behaviour Analysis (ABA); Social skills training.

**TOTAL-60hrs**

- Apply foundational therapeutic techniques in case conceptualization.
- Provide an outline of the historical evolution of counselling and psychotherapy.
- Employ essential counselling micro-skills for establishing a therapeutic alliance.
- Describe and explain the primary forces in psychotherapy: psychodynamic, humanistic, and behavioral.
- Apply theoretical lenses to clinical case conceptualizations and evaluate the effectiveness of interventions.

## **BPY-DSC11-PSYCHOPATHOLOGY – II**

<b>L</b>	<b>T</b>	<b>P</b>	<b>SL</b>
<b>1</b>	<b>0</b>	<b>2</b>	<b>1</b>

### **COURSE OBJECTIVE**

To study severe mental disorders and complex personality conditions using DSM-5 and ICD-11.

### **UNIT-WISE SYLLABUS**

**Unit 12: Schizophrenia Spectrum**

Positive symptoms: Hallucinations, Delusions, Disorganized speech;  
Negative symptoms: Flat affect, Alogia, Avolition; Course and outcome;  
Biological (dopamine hypothesis) and social factors.

**Unit II: Delusional & Psychotic Disorders 12**

Delusional Disorder: Subtypes (Erotomania, Grandiose, Persecutory); Brief Psychotic Disorder; Schizoaffective Disorder; Shared Psychotic Disorder (Folie a deux); Early intervention.

**Unit III: Personality Disorders 12**

Cluster A: Paranoid, Schizoid, Schizotypal; Cluster B: BPD (Linehan's biosocial model), NPD, Antisocial, Histrionic; Cluster C: Avoidant, Dependent, OCPD; Treatment approaches.

**Unit IV: Substance Use Disorders 12**

DSM-5 criteria for SUD: Tolerance, withdrawal, 11 criteria; Alcohol use disorder (AUDIT-C); Opioid use disorder: Methadone, Buprenorphine; Stimulant, Cannabis, and Nicotine use disorders.

**Unit V: Other Major Disorders 12**

Eating disorders: Anorexia Nervosa (restricting/binge-purge), Bulimia Nervosa, Binge Eating Disorder; Sleep-Wake disorders: Insomnia, Narcolepsy, Sleep apnea; Sexual dysfunctions.



## COURSE OUTCOMES

- Differentiate between psychotic spectrum disorders, personality conditions, and substance addictions using DSM-5 and ICD-11.
- Identify the clinical features, etiology, and course of severe mental disorders such as Schizophrenia.
- Categorize personality disorders into Clusters A, B, and C and analyze predisposing factors.
- Explain the biological and social impacts of substance dependence and withdrawal protocols.
- Describe the diagnostic criteria and evidence-based treatments for eating disorders and sleep-wake disorders.

## Recommended Textbooks

1. Ronald J. Comer authored *Fundamentals of Abnormal Psychology*, published by Worth Publishers, 9th edition, in 2020.
2. David H. Barlow and V. Mark Durand authored *Abnormal Psychology: An Integrative Approach*, published by Cengage Learning, 8th edition, in 2018.
3. American Psychiatric Association published *DSM-5-TR: Diagnostic and Statistical Manual of Mental Disorders*, published by American Psychiatric Association in 2022.

## Reference Books

1. Marsha M. Linehan authored *Cognitive-Behavioral Treatment of Borderline Personality Disorder*, published by Guilford Press in 1993.
2. William R. Miller and Stephen Rollnick authored *Motivational Interviewing*, published by Guilford Press, 3rd edition, in 2013.
3. Otto Kernberg authored *Severe Personality Disorders*, published by Yale University Press in 1984.
4. Nancy C. Andreasen authored *The Broken Brain: The Biological Revolution in Psychiatry*, published by Harper and Row in 1984.
5. World Health Organization published *ICD-11: International Classification of Diseases*, published by World Health Organization in 2022.

## BPY-DSC12-PSYCHOLOGICAL ASSESSMENT – II

L	T	P	SL
4	0	0	4

## **COURSE OBJECTIVE**

Competency in administering, scoring, and interpreting major psychological assessment batteries.

## **UNIT-WISE SYLLABUS**

### **Unit I: Intelligence Assessment**

WAIS-IV: Subtest structure, composite scores (FSIQ, VCI, PRI, WMI, PSI); WISC-V administration; Binet-Kamat Test; Raven's Progressive Matrices (SPM/CPM/APM); IQ classification.

### **Unit II: Objective Personality Assessment**

MMPI-2: Validity scales (L, F, K), Clinical scales, profile interpretation; 16PF: Factor structure and profile analysis; NEO-PI-R: Big Five domains; MBTI: Types and implications.

### **Unit III: Projective Techniques**

Rorschach (Exner Comprehensive System): Administration, coding, interpretation; TAT: Murray's need-press theory, story analysis; Children's Apperception Test (CAT); Draw-A-Person (DAP).

### **Unit IV: Aptitude & Interest Inventories**

Differential Aptitude Test (DAT): Subtests and vocational guidance; Strong Interest Inventory: RIASEC profiles; Career Assessment Inventory; Occupational information systems.

### **Unit V: Special Screening Tools**

Montreal Cognitive Assessment (MoCA); Mini Mental State Examination (MMSE); Learning disability screening tools; ADHD rating scales: Conners'; Vineland Adaptive Behavior Scales.

- 4 **Murray, H.A.**      *Thematic Apperception Test Manual*      Harvard University Press      1943
- 5 **Lezak, M.D. et al.**      *Neuropsychological Assessment*      Oxford University Press      5th ed., 2012

## **COURSE OUTCOMES**

- Demonstrate competency in selection, administration, and scoring of intelligence batteries and objective personality tests.
- Administer and interpret expressive and projective techniques such as the TAT and Sentence Completion Tests.
- Analyze test scatter and profiles to identify cognitive strengths and deficits.
- Apply ethical principles regarding material security, confidentiality, and informed consent in specialized testing.
- Write structured psychological assessment reports integrating multiple test findings.

## **Recommended Textbooks**

1. Gary Groth-Marnat and A. Jordan Wright authored *Handbook of Psychological Assessment*, published by Wiley, 6th edition, in 2016.
2. Anne Anastasi and Susana Urbina authored *Psychological Testing*, published by Pearson, 7th edition, in 1997.
3. Lewis R. Aiken and Gary Groth-Marnat authored *Psychological Testing and Assessment*, published by Pearson, 12th edition, in 2006.

## **Reference Books**

1. John E. Exner Jr. authored *The Rorschach: A Comprehensive System (Vol. 1)*, published by Wiley in 2003.
2. Alan S. Kaufman and Elizabeth O. Lichtenberger authored *Assessing Adolescent and Adult Intelligence*, published by Wiley, 3rd edition, in 2006.
3. Roger L. Greene authored *The MMPI-2/MMPI-2-RF: An Interpretive Manual*, published by Pearson, 3rd edition, in 2011.
4. Henry A. Murray authored *Thematic Apperception Test Manual*, published by Harvard University Press in 1943.
5. Muriel D. Lezak and colleagues authored *Neuropsychological Assessment*, published by Oxford University Press, 5th edition, in 2012.

## **BPY-AEC04-TEST ADMINISTRATION & REPORT WRITING LAB**

L	T	P	SL
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4	0	0	4
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## **COURSE OBJECTIVE**

To provide technical proficiency in the standardized administration, scoring, and clinical interpretation of major psychological test batteries, alongside the ability to draft professional psychological reports.

## **UNIT-WISE SYLLABUS**

### **Unit I: Clinical Intake & Pre-Testing Procedures 12**

The art of the intake interview: Biographical data and Mental Status Examination (MSE); Setting the physical environment for testing; Establishing rapport and managing test anxiety; Ethical procedures: Informed consent, confidentiality of materials.

### **Unit II: Administration of Intelligence Batteries 12**

Standardized administration of WAIS-IV/WISC: Subtest-by-subtest procedures, basal and ceiling rules, timing; Binet-Kamat Test administration; Culture-fair testing: Raven's Progressive Matrices; Raw to Standard score conversion and IQ classification.

### **Unit III: Objective Personality Assessment 12**

Standardized administration of 16PF, NEO-PI-R, and MMPI-2; Profile plotting and scattergram generation; Scoring multi-dimensional inventories; Identifying validity scale patterns in MMPI-2.

### **Unit IV: Projective & Qualitative Assessment 12**

TAT/CAT administration: Card presentation sequence and story elicitation; Sentence Completion Test (SCT); Projective drawings: Draw-A-Person (DAP), House-Tree-Person (HTP); Recording qualitative responses and behavioral observations.

### **Unit V: Report Writing & Professional Documentation 12**

Synthesizing data from multiple tests; Structure of clinical psychological report: Reason for referral, Tests administered, Behavioral observations, Results, Recommendations; APA 7th Edition formatting; Client-friendly summary writing.

## **COURSE OUTCOMES**

- Administer a minimum of 5 clinical test batteries with high psychometric fidelity.
- Accurately convert raw scores to standard scores (Z-scores, T-scores, Percentiles) using normative tables.
- Draft structured psychological reports that meet professional and ethical standards for clinical and school settings.
- Deliver verbal feedback to clients and parents explaining test results in accessible language.
- Demonstrate ethical conduct in all aspects of psychological assessment and documentation.

## **Recommended Textbooks**

1. Gary Groth-Marnat and A. Jordan Wright authored *Handbook of Psychological Assessment*, published by Wiley, 6th edition, in 2016.
2. Anne Anastasi and Susana Urbina authored *Psychological Testing*, published by Pearson Education, 7th edition, in 1997.

- American Psychological Association published *Publication Manual of the APA*, published by American Psychological Association, 7th edition, in 2020.

## Reference Books

- Robert J. Gregory authored *Psychological Testing: History, Principles, and Applications*, published by Pearson, 7th edition, in 2015.
- J. P. Verma authored *Statistics and Research Methods in Psychology with Excel*, published by Springer Nature in 2019.
- Lewis R. Aiken and Gary Groth-Marnat authored *Psychological Testing and Assessment*, published by Pearson, 12th edition, in 2006.

### BPY-GE04- GE IV: REHABILITATION PSYCHOLOGY

<b>L</b>	<b>T</b>	<b>P</b>	<b>SL</b>
<b>2</b>	<b>0</b>	<b>0</b>	<b>4</b>

### COURSE OBJECTIVE

To study psychological interventions for persons with disabilities and advocate for their socio-vocational integration.

### UNIT-WISE SYLLABUS

#### **Unit I: Models of Disability** 12

Medical vs. Social models of disability; Biopsychosocial model (ICF framework); RCI norms and regulations; Stigma and psychosocial barriers; History of disability rights movement.

#### **Unit II: Cognitive Rehabilitation** 12

Interventions for Intellectual Disability: Behavioral and skill-based; ASD interventions: ABA, TEACCH, Social stories; Life skills training for neurodivergent adults; Cognitive remediation.

#### **Unit III: Physical Disability** 12

Psychological impact of spinal cord injury and amputation; Adjustment to chronic physical conditions; Coping with chronic pain: Gate control theory; Caregiver burden and support.

**Unit IV: Vocational Rehabilitation**  
**12**

Sheltered workshops and supported employment; Job coaching; Workplace accommodations for PwD; Vocational assessment; Supported employment models; Return-to-work counselling.

**Unit V: Law, Ethics & Advocacy**  
**12**

Rights of Persons with Disabilities (RPwD) Act 2016; RCI Act and professional regulations; UNCRPD (2006); Advocacy and human rights; Ethical issues in disability assessment and service delivery.

### **COURSE OBJECTIVE**

To study psychological interventions for persons with disabilities and advocate for their socio-vocational integration.

### **UNIT-WISE SYLLABUS**

**Unit I: Models of Disability**  
**12**

Medical vs. Social models of disability; Biopsychosocial model (ICF framework); RCI norms and regulations; Stigma and psychosocial barriers; History of disability rights movement.

**Unit II: Cognitive Rehabilitation**  
**12**

Interventions for Intellectual Disability: Behavioral and skill-based; ASD interventions: ABA, TEACCH, Social stories; Life skills training for neurodivergent adults; Cognitive remediation.

**Unit III: Physical Disability**  
**12**

Psychological impact of spinal cord injury and amputation; Adjustment to chronic physical conditions; Coping with chronic pain: Gate control theory; Caregiver burden and support.

**Unit IV: Vocational Rehabilitation**  
**12**

Sheltered workshops and supported employment; Job coaching; Workplace accommodations for PwD; Vocational assessment; Supported employment models; Return-to-work counselling.

**Unit V: Law, Ethics & Advocacy**  
**12**

Rights of Persons with Disabilities (RPwD) Act 2016; RCI Act and professional regulations; UNCRPD (2006); Advocacy and human rights; Ethical issues in disability assessment and service delivery.

## COURSE OUTCOMES

- Demonstrate knowledge of biological, medical, and psychological principles applicable to disability rehabilitation.
- Compare medical vs. socio-political models of disability and advocate for rights of persons with disabilities.
- Plan appropriate psychological interventions and life skills training for individuals with cognitive or physical impairments.
- Discuss disability legislation in India including RPwD Act 2016 and RCI mandates.
- Design vocational rehabilitation plans and workplace accommodations for persons with disabilities.

## Recommended Textbooks

1. Donna R. Falvo authored *Medical and Psychosocial Aspects of Chronic Illness and Disability*, published by Jones and Bartlett Learning, 5th edition, in 2013.
2. Rehabilitation Council of India published *Norms, Regulations & Course Content for Rehabilitation Science*, published by Rehabilitation Council of India in 2005.
3. Julie F. Smart authored *Disability, Society, and the Individual*, published by PRO-ED, 3rd edition, in 2016.

## Reference Books

1. Ministry of Law and Justice, Government of India published *Rights of Persons with Disabilities Act 2016* in the Government of India Gazette in 2016.
2. United Nations published *Convention on the Rights of Persons with Disabilities (UNCRPD)*, published by United Nations in 2006.
3. Edna M. Szymanski and Randall M. Parker authored *Work and Disability: Issues and Strategies in Career Development*, published by PRO-ED, 3rd edition, in 2010.
4. Hanoch Livneh and Richard F. Antonak authored *Psychosocial Adaptation to Chronic Illness and Disability*, published by Aspen Publishers in 1997

## BPY-VAC04- SCHOOL MENTAL HEALTH

L	T	P	SL
4	0	0	4

## **COURSE OBJECTIVE**

To design psychological support systems for the educational environment.

## **UNIT-WISE SYLLABUS**

<b>Unit 12</b>	<b>I:</b>	<b>MTSS</b>	<b>Framework</b>
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Multi-Tiered System of Supports (MTSS); Response to Intervention (RTI); Universal screening (Tier 1) through Intensive support (Tier 3); School counsellor roles; ASCA model.

<b>Unit 12</b>	<b>II:</b>	<b>Academic</b>	<b>Interventions</b>
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Supporting students with learning gaps; Teacher-counsellor collaboration; IEP development; Identifying Learning Disabilities, ADHD, and Gifted students; Academic differentiation.

<b>Unit 12</b>	<b>III:</b>	<b>Social-Emotional</b>	<b>Learning</b>
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Implementing CASEL frameworks: 5 core competencies; Resilience building in the classroom; Growth mindset interventions (Dweck); Character education; Positive school climate.

<b>Unit 12</b>	<b>IV:</b>	<b>Crisis</b>	<b>Prevention</b>
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Bullying prevention: Universal and targeted programmes; Suicide prevention in schools: Safe messaging guidelines; Exam stress management; Trauma-informed school practices.

<b>Unit 12</b>	<b>V:</b>	<b>Family</b>	<b>Engagement</b>
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Working with parents of high-need students; Psychoeducation for families; Parent-teacher consultations; Culturally sensitive family communication; Home-school collaboration models.



## COURSE OUTCOMES

- Administer a minimum of 5 clinical test batteries with high psychometric fidelity.
- Accurately convert raw scores to standard scores (Z-scores, T-scores, Percentiles) using normative tables.
- Draft structured psychological reports that meet professional and ethical standards for clinical and school settings.
- Deliver verbal feedback to clients and parents explaining test results in accessible language.
- Demonstrate ethical conduct in all aspects of psychological assessment and documentation.

## Recommended Textbooks

1. Robert J. Gregory authored *Psychological Testing: History, Principles, and Applications*, published by Pearson, 7th edition, in 2015.
2. J. P. Verma authored *Statistics and Research Methods in Psychology with Excel*, published by Springer Nature in 2019.
3. Lewis R. Aiken and Gary Groth-Marnat authored *Psychological Testing and Assessment*, published by Pearson, 12th edition, in 2006.

## Reference Books

1. Gary Groth-Marnat and A. Jordan Wright authored *Handbook of Psychological Assessment*, published by Wiley, 6th edition, in 2016.
2. Anne Anastasi and Susana Urbina authored *Psychological Testing*, published by Pearson Education, 7th edition, in 1997.
3. American Psychological Association published *Publication Manual of the APA*, published by American Psychological Association, 7th edition, in 2020.

## BPY-GE04-REHABILITATION PSYCHOLOGY

L	T	P	SL
4	0	0	4

## COURSE OBJECTIVE

To study psychological interventions for persons with disabilities and advocate for their socio-vocational integration.

## UNIT-WISE SYLLABUS

### **Unit I: Models of Disability** 12

Medical vs. Social models of disability; Biopsychosocial model (ICF framework); RCI norms and regulations; Stigma and psychosocial barriers; History of disability rights movement.

### **Unit II: Cognitive Rehabilitation** 12

Interventions for Intellectual Disability: Behavioral and skill-based; ASD interventions: ABA, TEACCH, Social stories; Life skills training for neurodivergent adults; Cognitive remediation.

### **Unit III: Physical Disability** 12

Psychological impact of spinal cord injury and amputation; Adjustment to chronic physical conditions; Coping with chronic pain: Gate control theory; Caregiver burden and support.

### **Unit IV: Vocational Rehabilitation** 12

Sheltered workshops and supported employment; Job coaching; Workplace accommodations for PwD; Vocational assessment; Supported employment models; Return-to-work counselling.

### **Unit V: Law, Ethics & Advocacy** 12

Rights of Persons with Disabilities (RPwD) Act 2016; RCI Act and professional regulations; UNCRPD (2006); Advocacy and human rights; Ethical issues in disability assessment and service delivery.

## RECOMMENDED TOTAL-60 hrs

## TEXTBOOKS

#	Author(s)	Title	Publisher	Edition/Year
1	Falvo, D.R.	<i>Medical and Psychosocial Aspects of Chronic Illness and Disability</i>	Jones & Bartlett	5th ed., 2013
2	Rehabilitation Council of India	<i>Norms, Regulations &amp; Course Content for Rehabilitation Science</i>	RCI	2005

3 Smart, J.F. *Disability, Society, and the Individual* PRO-ED 3rd ed., 2016

### **COURSE OUTCOMES**

- Demonstrate knowledge of biological, medical, and psychological principles applicable to disability rehabilitation.
- Compare medical vs. socio-political models of disability and advocate for rights of persons with disabilities.
- Plan appropriate psychological interventions and life skills training for individuals with cognitive or physical impairments.
- Discuss disability legislation in India including RPwD Act 2016 and RCI mandates.
- Design vocational rehabilitation plans and workplace accommodations for persons with disabilities.

### **Recommended Textbooks**

1. Donna R. Falvo authored *Medical and Psychosocial Aspects of Chronic Illness and Disability*, published by Jones and Bartlett Learning, 5th edition, in 2013.
2. Rehabilitation Council of India published *Norms, Regulations & Course Content for Rehabilitation Science*, published by Rehabilitation Council of India in 2005.
3. Julie F. Smart authored *Disability, Society, and the Individual*, published by PRO-ED, 3rd edition, in 2016.

## Reference Books

1. Ministry of Law and Justice, Government of India published *Rights of Persons with Disabilities Act 2016* in the Government of India Gazette in 2016.
2. United Nations published *Convention on the Rights of Persons with Disabilities (UNCRPD)*, published by United Nations in 2006.
3. Edna M. Szymanski and Randall M. Parker authored *Work and Disability: Issues and Strategies in Career Development*, published by PRO-ED, 3rd edition, in 2010.
4. Hanoch Livneh and Richard F. Antonak authored *Psychosocial Adaptation to Chronic Illness and Disability*, published by Aspen Publishers in 1997.
5. P. M. Kearney and Tim Griffin authored *Between Joy and Sorrow: Being a Parent of a Child with Developmental Disability*, published in Nursing and Health Sciences in 2001.

### BPY-VAC04- SCHOOL MENTAL HEALTH

L	T	P	SL
4	0	0	4

### COURSE OBJECTIVE

To design psychological support systems for the educational environment.

### UNIT-WISE SYLLABUS

<b>Unit 12</b>	<b>I:</b>	<b>MTSS</b>	<b>Framework</b>
			Multi-Tiered System of Supports (MTSS); Response to Intervention (RTI); Universal screening (Tier 1) through Intensive support (Tier 3); School counsellor roles; ASCA model.
<b>Unit 12</b>	<b>II:</b>	<b>Academic</b>	<b>Interventions</b>
			Supporting students with learning gaps; Teacher-counsellor collaboration; IEP development; Identifying Learning Disabilities, ADHD, and Gifted students; Academic differentiation.
<b>Unit 12</b>	<b>III:</b>	<b>Social-Emotional</b>	<b>Learning</b>

Implementing CASEL frameworks: 5 core competencies; Resilience building in the classroom; Growth mindset interventions (Dweck); Character education; Positive school climate.

**Unit IV: Crisis Prevention**  
**12**

Bullying prevention: Universal and targeted programmes; Suicide postvention in schools: Safe messaging guidelines; Exam stress management; Trauma-informed school practices.

**Unit V: Family Engagement**  
**12**

Working with parents of high-need students; Psychoeducation for families; Parent-teacher consultations; Culturally sensitive family communication; Home-school collaboration models.

## COURSE OUTCOMES

- Design and implement school-wide support systems using MTSS and RTI frameworks.
- Identify markers for common school-based issues including Learning Disabilities, ADHD, Autism, and bullying.
- Apply Social-Emotional Learning (SEL) frameworks to foster student resilience and growth mindsets.
- Implement crisis prevention and postvention strategies for school-based emergencies.
- Facilitate effective parent-teacher consultation and family psychoeducation programmes.

## Recommended Textbooks

1. Anne Anastasi and Susana Urbina authored *Psychological Testing*, published by Pearson, 7th edition, in 1997.
2. Robert J. Gregory authored *Psychological Testing: History, Principles, and Applications*, published by Pearson, 7th edition, in 2015.

## Reference Books

1. Ronald Jay Cohen and Mark E. Swerdlik authored *Psychological Testing and Assessment: An Introduction to Tests and Measurement*, published by McGraw-Hill, 8th edition, in 2015.
2. Robert M. Kaplan and Dennis P. Saccuzzo authored *Psychological Testing: Principles, Applications and Issues*, published by Cengage Learning, 9th edition, in 2018.
3. Jum C. Nunnally and Ira H. Bernstein authored *Psychometric Theory*, published by McGraw-Hill, 3rd edition, in 1994.
4. American Educational Research Association and associated organizations published *Standards for Educational and Psychological Testing*, published by APA/AERA/NCME in 2014.
5. Alan S. Kaufman authored *Intelligent Testing with the WISC-V*, published by Wiley in 2015.

## BPY-SEC04- PSYCHOLOGICAL TEST ADMINISTRATION SKILLS

L	T	P	SL
1	0	0	1

## **COURSE OBJECTIVE**

Mastery in the standardized administration, scoring, and ethical use of major psychological test batteries.

## **UNIT-WISE SYLLABUS**

### **Unit I: Standardization Principles** **12**

Principles of uniform administration; Environmental control in testing; Standardized vs. Non-standardized administration; Importance of verbatim instructions; Avoiding coaching and cueing.

### **Unit II: Scoring Techniques** **12**

Manual scoring (WAIS/RPM): Raw score computation; Raw to Standard score conversion using norm tables; T-scores, Z-scores, and Percentile ranks; Calculating Composite IQ scores.

### **Unit III: Profile Analysis** **12**

Interpreting subtest scatter in WAIS/WISC; Identifying cognitive strengths and weaknesses; Profile interpretation in 16PF; Recognizing invalid or fake-good/fake-bad response patterns.

### **Unit IV: Feedback Delivery** **12**

Explaining results to clients and parents in non-technical language; Writing brief summaries for referral purposes; Managing client reactions to test results; Ethical disclosure guidelines.

### **Unit V: Ethics in Assessment** **12**

Secure handling of test materials; Informed consent and right to privacy; Cultural bias in testing; Issues and solutions; APA standards for test use; Responsibilities of the test user.

## **COURSE OUTCOMES**

- Master environmental controls and uniform administration techniques for valid psychological measurement.
- Execute standardized scoring for WAIS, 16PF, and Thematic batteries with high precision.
- Analyze test profiles and identify response distortion patterns during administration.
- Deliver verbal and written feedback of diagnostic results to clients and families ethically.
- Uphold the highest standards of professional and ethical reasoning in disclosure of results.

## **Recommended Textbooks**

1. Anne Anastasi and Susana Urbina authored *Psychological Testing*, published by Pearson, 7th edition, in 1997.
2. Robert J. Gregory authored *Psychological Testing: History, Principles, and Applications*, published by Pearson, 7th edition, in 2015.

## **Reference Books**

1. Ronald Jay Cohen and Mark E. Swerdlik authored *Psychological Testing and Assessment: An Introduction to Tests and Measurement*, published by McGraw-Hill, 8th edition, in 2015.
2. Robert M. Kaplan and Dennis P. Saccuzzo authored *Psychological Testing: Principles, Applications and Issues*, published by Cengage Learning, 9th edition, in 2018.
3. Jum C. Nunnally and Ira H. Bernstein authored *Psychometric Theory*, published by McGraw-Hill, 3rd edition, in 1994.
4. American Educational Research Association and associated organizations published *Standards for Educational and Psychological Testing*, published by APA/AERA/NCME in 2014.

5. Alan S. Kaufman authored *Intelligent Testing with the WISC-V*, published by Wiley in 2015.

**BPY-DSC13- COUNSELLING THEORIES – II**

<b>L</b>	<b>T</b>	<b>P</b>	<b>SL</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**COURSE OBJECTIVE**

Study of modern and evidence-based therapeutic approaches and their integration into a personal counselling framework.

**UNIT-WISE SYLLABUS**

**Unit I: Cognitive Therapy (Beck)**  
**12**

Beck's cognitive model; Cognitive triad of depression; Automatic thoughts and cognitive distortions; Schemas and core beliefs; Socratic questioning; Downward Arrow technique.

**Unit II: Rational Emotive Behaviour Therapy**  
**12**

Ellis's ABCDE model; Types of irrational beliefs; Musturbatory thinking; Disputing irrational beliefs: Empirical, logical, and pragmatic disputing; Homework assignments in REBT.

**Unit III: Solution-Focused Brief Therapy**  
**12**

Miracle question; Scaling questions; Exception-finding; Compliments and positive reframing; Goal-oriented focus; Collaboration with the client; Applications in school and brief counselling.

**Unit IV: Existential & Reality Therapy**  
**12**

Meaning-making (Frankl's Logotherapy); Four ultimate concerns (Yalom); Choice theory (Glasser); WDEP system: Wants, Doing, Evaluation, Planning; Self-determination in counselling.

**Unit V: Third Wave Therapies**  
**12**

Acceptance and Commitment Therapy (ACT): Hexaflex model, defusion, values; Mindfulness-Based Cognitive Therapy (MBCT): Evidence for recurrent depression; Dialectical Behaviour Therapy (DBT): Overview of skills modules.

## COURSE OUTCOMES

- Critically analyze modern evidence-based psychotherapy models including Beck's Cognitive Model and REBT.
- Apply the ABCDE model and cognitive restructuring techniques in clinical case formulations.
- Integrate third-wave behavioral interventions such as ACT and DBT into a personal counseling framework.
- Employ goal-oriented techniques from Solution-Focused Brief Therapy for short-term clinical interventions.

## Recommended Textbooks

1. Judith S. Beck authored *Cognitive Behavior Therapy: Basics and Beyond*, published by Guilford Press, 3rd edition, in 2021.
2. Albert Ellis and Windy Dryden authored *The Practice of Rational Emotive Behavior Therapy*, published by Springer, 2nd edition, in 2007.
3. Gerald Corey authored *Theory and Practice of Counseling and Psychotherapy*, published by Cengage Learning, 10th edition, in 2017.

## Reference Books

1. Steven C. Hayes, Kirk Strosahl, and Kelly G. Wilson authored *Acceptance and Commitment Therapy*, published by Guilford Press, 2nd edition, in 2012.
2. Marsha M. Linehan authored *DBT Skills Training Manual*, published by Guilford Press, 2nd edition, in 2015.
3. Steve de Shazer authored *Keys to Solution in Brief Therapy*, published by W. W. Norton and Company in 1985.

## BPY-DSC14- CHILD & ADOLESCENT COUNSELLING

L	T	P	SL
4	0	0	4

## COURSE OBJECTIVE

Specialized skills for helping young populations across developmental levels.

## UNIT-WISE SYLLABUS

**Unit I: Pediatric Counselling Foundations  
12**

Play therapy principles (Axline, Landreth); Art therapy and storytelling as therapeutic media; Consent with minors: Assent vs. Consent; Developmental attunement; Cultural sensitivity with families.

**Unit II: Common Childhood Issues  
12**

ADHD: Behavioral and cognitive interventions; ASD support: Functional communication, social stories; Conduct problems: Parent Management Training; School refusal: Assessment and intervention.

**Unit III: Adolescent Hurdles  
12**

Identity crisis (Erikson/Marcia): Counselling implications; Exam anxiety: CBT-based interventions; Peer pressure and social influence; Body image and social media; Self-harm assessment and safety planning.

**Unit IV: Digital Mental Health Issues  
12**

Social media addiction: Assessment and digital detox strategies; Cyberbullying: Identification, support, and reporting; Online safety counselling; Screen time and sleep hygiene; Digital wellbeing frameworks.

**Unit V: Systemic Involvement  
12**

Working with parents and teachers: Consultation and psychoeducation; Family psychoeducation for childhood disorders; Transition planning for adolescents; School-based referral and coordination.

**RECOMMENDED  
TOTAL-60hrs**

**TEXTBOOKS**

#	Author(s)	Title	Publisher	Edition/Year
1	Geldard, K., Geldard, D., & Foo, R.Y.	<i>Counselling Children: A Practical Introduction</i>	SAGE	5th ed., 2017
2	Landreth, G.L.	<i>Play Therapy: The Art of the Relationship</i>	Routledge	3rd ed., 2012
3	Kendall, (Ed.)	<i>Child and Adolescent Therapy: Cognitive-Behavioral Procedures</i>	Guilford	4th ed., 2012

## REFERENCE BOOKS

#	Author(s)	Title	Publisher	Edition/Year
1	Axline, V.M.	<i>Play Therapy</i>	Houghton Mifflin	1947
2	Sommers-Flanagan, J., & Sommers-Flanagan, R.	<i>Clinical Interviewing</i>	Wiley	6th ed., 2017
3	Cohen, J.A., Mannarino, A.P., & Deblinger, E.	<i>Treating Trauma and Traumatic Grief in Children</i>	Guilford	2006
4	Minuchin, S.	<i>Families and Family Therapy</i>	Harvard University Press	1974
5	Haley, J.	<i>Problem-Solving Therapy</i>	Jossey-Bass	2nd ed., 1987

## COURSE OUTCOMES

- Tailor therapeutic micro-skills and attending behaviors to the developmental level of pediatric and youth populations.
- Apply the ACT model for setting therapeutic limits in child-centered play therapy.
- Identify predisposing factors for adolescent identity crises and implement evidence-based safety planning.
- Navigate ethical and legal mandates regarding minor consent and mandatory reporting of child abuse.
- Conduct systemic interventions involving parents, teachers, and schools for child and adolescent clients.

## BPY-DSC15- FAMILY & MARITAL COUNSELLING

L	T	P	SL
4	0	0	4

### COURSE OBJECTIVE

To understand relationship dynamics and apply systemic interventions in family and couples counselling.

### UNIT-WISE SYLLABUS

#### **Unit I: Systems Theory**

**12**

Circular causality; Boundaries: Rigid, Diffuse, Clear; Enmeshment vs. Disengagement; Triangulation; Homeostasis and morphogenesis; Structural family therapy (Minuchin).

#### **Unit II: Assessment Tools**

**12**

Genograms: Construction and interpretation; Family sculpting; Communication pattern analysis; FACES (Family Adaptability and Cohesion Evaluation Scale); Circumplex model (Olson).

#### **Unit III: Marital Dynamics**

**12**

Conflict resolution: Gottman's Four Horsemen and Sound Relationship House; Intimacy building; Infidelity issues: Assessment and treatment; Communication training (PREPARE/ENRICH).

#### **Unit IV: Premarital Counselling**

**12**

Values alignment; Financial planning discussion; Parenting expectations; Compatibility assessment; Premarital education programmes; Role of culture and religion in marital expectations.

#### **Unit V: Family Transitions**

**12**

Divorce: Legal, emotional, and practical aspects; Co-parenting after divorce; Remarriage and step-family adjustments; Single parenting challenges; Bowen Family Systems Theory: Differentiation.

## **COURSE OUTCOME**

- Apply Systems Theory to analyze family boundaries, enmeshment, and circular causality patterns.
- Construct and interpret clinical genograms to identify multi-generational relationship trends.
- Facilitate evidence-based conflict resolution and intimacy-building techniques for couples.
- Guide families through healthy transitions related to divorce, remarriage, and single parenting.
- Apply cultural and systemic lenses in family assessment and intervention.

## **Recommended Textbooks**

1. Salvador Minuchin authored *Families and Family Therapy*, published by Harvard University Press in 1974.
2. Herbert Goldenberg and Irene Goldenberg authored *Family Therapy: An Overview*, published by Cengage Learning, 8th edition, in 2012.
3. John M. Gottman and Nan Silver authored *The Seven Principles for Making Marriage Work*, published by Crown Publishers in 2015.

## **Reference Books**

1. Jay Haley authored *Problem-Solving Therapy*, published by Jossey-Bass, 2nd edition, in 1987.
2. Murray Bowen authored *Family Therapy in Clinical Practice*, published by Jason Aronson in 1978.
3. Michael P. Nichols authored *Family Therapy: Concepts and Methods*, published by Pearson, 11th edition, in 2017.
4. John M. Gottman authored *The Marriage Clinic*, published by W. W. Norton and Company in 1999.
5. David H. Olson authored *Circumplex Model of Marital and Family Systems*, published in Journal of Family Therapy in 2000.

L	T	P	SL
4	0	0	4

## COURSE OBJECTIVE

To provide supervised hands-on training in the integrated application of therapeutic micro-skills and case formulation.

## UNIT-WISE SYLLABUS

### **Unit I: Clinical Intake & Ethical Contracting** **12**

Standardized procedures for initial contact; Obtaining informed consent; Establishing professional boundaries; Managing physical environment and seating (SOLER); Confidentiality contracting with clients.

### **Unit II: Advanced Microskills Application** **12**

Integrated use of paraphrasing, reflection of feelings, and summarization; Managing silences therapeutically; Identifying non-verbal discrepancies in client presentation; Concreteness and immediacy skills.

### **Unit III: Clinical Case Conceptualisation** **12**

Gathering multi-dimensional case history; Identifying predisposing and precipitating factors; Applying theoretical lenses (Freudian, Humanistic, or CBT) to understand client concerns; Biopsychosocial formulation.

### **Unit IV: Simulated Intervention Planning** **12**

Designing short-term treatment goals (SMART); Role-playing implementation of basic behavioral or cognitive tasks; Managing resistance in simulated sessions; Termination skills and closure.

### **Unit V: Professional Documentation & Feedback** **12**

Writing clinical session notes (SOAP or BIRP formats); Transcription and analysis of self-recorded role-plays; Receiving and integrating peer and supervisor feedback; Supervision log maintenance.

## COURSE OUTCOME

- Independently conduct a structured counselling intake interview in a supervised setting.
- Gather multi-dimensional case histories and develop case conceptualizations using theoretical lenses.
- Maintain professional clinical documentation using standardized SOAP or BIRP note formats.
- Utilize peer and supervisor feedback to identify personal therapeutic biases and areas for growth.
- Demonstrate ethical practice and professional conduct in simulated clinical encounters.

## Recommended Textbooks

1. Gerald Corey authored *Student Manual for Theory and Practice of Counseling and Psychotherapy*, published by Cengage Learning, 10th edition, in 2017.
2. Mark E. Young authored *Learning the Art of Helping: Building Blocks and Techniques*, published by Pearson, 6th edition, in 2016.
3. Allen E. Ivey, Mary Bradford Ivey, and Carlos P. Zalaquett authored *Intentional Interviewing and Counseling*, published by Cengage Learning, 9th edition, in 2018.

## Reference Books

1. Clara E. Hill authored *Helping Skills: Facilitating Exploration, Insight, and Action*, published by American Psychological Association, 4th edition, in 2014.
2. Gerard Egan authored *The Skilled Helper*, published by Cengage Learning, 11th edition, in 2018.
3. Richard Haynes, Gerald Corey, and Pat Moulton authored *Clinical Supervision in the Helping Professions*, published by Cengage Learning, 2nd edition, in 2003.
4. Janine M. Bernard and Rodney K. Goodyear authored *Fundamentals of Clinical Supervision*, published by Pearson, 5th edition, in 2014.
5. Jeffrey A. Kottler authored *On Being a Therapist*, published by Jossey-Bass, 5th edition, in 2011.

## BPY-GE05-COGNITIVE BEHAVIOUR THERAPY (ADVANCED)

L	T	P	SL	C
2	0	0	2	3

## **COURSE OBJECTIVE**

To explore advanced CBT case formulation and third-wave behavioral interventions.

## **UNIT-WISE SYLLABUS**

- Unit I: Advanced Cognitive Formulation** **12**  
Identifying core beliefs and intermediate schemas; The "Downward Arrow" technique; Longitudinal case formulation for complex presentations; Early Maladaptive Schemas (Young's Schema Therapy).
- Unit II: Behavioural Interventions** **12**  
Activity scheduling and mastery/pleasure ratings; Behavioural Activation (BA) for depression; Exposure and Response Prevention (ERP) protocols; Applied Relaxation Training.
- Unit III: Cognitive Restructuring** **12**  
Advanced Socratic questioning; Identifying cognitive distortions: Catastrophizing, Mind-reading, Overgeneralisation; Building an "Evidence For/Against" thought record; Behavioural experiments.
- Unit IV: Third-Wave Perspectives** **12**  
Dialectical Behaviour Therapy (DBT) modules: Mindfulness, Distress Tolerance, Emotion Regulation, Interpersonal Effectiveness; Acceptance and Commitment Therapy (ACT): Hexaflex model; MBCT: 8-week programme overview.
- Unit V: CBT for Specific Populations** **12**  
Tailoring CBT for childhood anxiety and depression; Group CBT: Applications and facilitation; CBT for chronic pain and health psychology; Ethical considerations and limitations of the cognitive-behavioral model.

## **COURSE OUTCOMES**

- Master advanced cognitive techniques such as the Downward Arrow for identifying core schemas.
- Design and monitor Behavioural Activation and ERP protocols for mood and anxiety disorders.
- Evaluate the efficacy of third-wave mindfulness-based therapies in reducing clinical relapse.
- Critically assess the cultural limitations of traditional cognitive-behavioral models for diverse populations.
- Apply advanced CBT formulations to complex and comorbid clinical presentations.

## **Recommended Textbooks**

1. Judith S. Beck authored *Cognitive Behavior Therapy: Basics and Beyond*, published by Guilford Press, 3rd edition, in 2021.
2. Marsha M. Linehan authored *DBT Skills Training Manual*, published by Guilford Press, 2nd edition, in 2015.
3. Jeffrey E. Young, Janet S. Klosko, and Marjorie E. Weishaar authored *Schema Therapy: A Practitioner's Guide*, published by Guilford Press in 2003.

## **Reference Books**

1. Steven C. Hayes, Kirk Strosahl, and Kelly G. Wilson authored *Acceptance and Commitment Therapy*, published by Guilford Press, 2nd edition, in 2012.
2. Mark Williams and colleagues authored *Mindfulness-Based Cognitive Therapy for Depression*, published by Guilford Press, 2nd edition, in 2012.

3. Adrian Wells authored *Metacognitive Therapy for Anxiety and Depression*, published by Guilford Press in 2009.
4. Dennis Greenberger and Christine A. Padesky authored *Mind Over Mood*, published by Guilford Press, 2nd edition, in 2016.
5. Jacqueline B. Persons authored *The Case Formulation Approach to Cognitive-Behavior Therapy*, published by Guilford Press in 2008.

**BPY-VAC05- FIELD INTERNSHIP (NGO/CLINICAL/SCHOOL)**

L	T	P	SL	C
3	0	0	3	2

**COURSE OBJECTIVE**

To provide real-world exposure to the professional duties of psychologists in community and institutional settings.

## **UNIT-WISE SYLLABUS**

### **Unit I: Organizational Orientation**

**12**

Understanding the mission and hierarchy of the host agency; Ethical codes specific to the field site; Workplace protocol; Roles and responsibilities; Orientation to client population and confidentiality.

### **Unit II: Observation & Documentation**

**12**

Shadowing professional counsellors during intake and group sessions; Maintaining an anonymous site-log; Observational recording methods; Ethical considerations in documentation of field activities.

### **Unit III: Professional Participation**

**12**

Assisting in administrative tasks related to patient records; Contributing to community awareness programmes or workshops; Participating in multi-disciplinary team meetings as an observer.

### **Unit IV: Reflective Practice**

**12**

Bi-weekly discussions with on-site and faculty supervisors; Identifying personal strengths and areas for professional growth; Reflective journaling on field experiences; Countertransference awareness.

### **Unit V: Final Field Report**

**12**

Summarizing the internship experience; Non-identifiable case overview; Analysis of organizational structure and service delivery; Recommendations for host agency development; Self-evaluation of professional growth.

## **COURSE OUTCOME**

- Demonstrate professional conduct and ethical adherence within real-world institutional settings.
- Apply classroom knowledge of behavioral observation and intake procedures to support clinical workflows.
- Identify the unique psychosocial challenges faced by vulnerable populations in community settings.

- Maintain accurate field logs and reflective journals documenting supervised experiences.
- Produce a structured internship report demonstrating integration of theory with practice.

## Recommended Textbooks

1. Gerald Corey, Marianne Schneider Corey, and Patrick Callanan authored *Issues and Ethics in the Helping Professions*, published by Cengage Learning, 10th edition, in 2019.
2. Mark E. Young authored *Learning the Art of Helping: Building Blocks and Techniques*, published by Pearson, 6th edition, in 2016.

## Reference Books

1. Jeffrey A. Kottler authored *On Being a Therapist*, published by Jossey-Bass, 5th edition, in 2017.
2. Richard Haynes, Gerald Corey, and Pat Moulton authored *Clinical Supervision in the Helping Professions*, published by Cengage Learning, 2nd edition, in 2003.
3. Janine M. Bernard and Rodney K. Goodyear authored *Fundamentals of Clinical Supervision*, published by Pearson, 5th edition, in 2014.
4. Salvador Minuchin authored *Families and Family Therapy*, published by Harvard University Press in 1974.
5. American Psychological Association published *Ethical Principles of Psychologists and Code of Conduct*, published by American Psychological Association in 2017.

**BPY-SEC05**

**GROUP COUNSELLING & FACILITATION**

L	T	P	SL
2	0	0	2

### COURSE OBJECTIVE

To understand the dynamics of therapeutic groups and the role of the group counsellor as facilitator.

### COURSE OUTCOME

- Illustrate the eleven therapeutic factors of group work as defined by Yalom.
- Manage group development stages and handle group-level conflict effectively.
- Design and facilitate a structured psychoeducational group session tailored to specific community needs.
- Screen and prepare group members ethically for participation in therapeutic groups.
- Evaluate group outcomes using appropriate process and outcome measures.

## Recommended Textbooks

1. Irvin D. Yalom and Modyn Leszcz authored *The Theory and Practice of Group Psychotherapy*, published by Basic Books, 6th edition, in 2020.
2. Marianne Schneider Corey, Gerald Corey, and Cindy Corey authored *Groups: Process and Practice*, published by Cengage Learning, 10th edition, in 2018.
3. Samuel T. Gladding authored *Groups: A Counseling Specialty*, published by Pearson, 7th edition, in 2016.

## Reference Books

1. Ed E. Jacobs, Robert L. Masson, and Riley L. Harvill authored *Group Counseling: Strategies and Skills*, published by Cengage Learning, 8th edition, in 2016.
2. Susan A. Wheelan authored *Creating Effective Teams*, published by SAGE Publications, 6th edition, in 2016.
3. Robert R. Dies authored *Research on Group Psychotherapy: Overview and Clinical Applications*, published by Guilford Press in 1992.
4. Stephen S. Fehr authored *Introduction to Group Therapy: A Practical Guide*, published by Routledge, 2nd edition, in 2003.
5. J. Scott Rutan, Walter N. Stone, and John J. Shay authored *Psychodynamic Group Psychotherapy*, published by Guilford Press, 5th edition, in 2014.

L	T	P	SL
4	0	0	4

## COURSE OBJECTIVE

To assist individuals in vocational selection and career development through psychological methods.

## UNIT-WISE SYLLABUS

### Unit I: Career Development Theories

12

Holland's RIASEC model: Six personality types, Hexagonal model, Congruence; Super's Life-span Life-space theory: 5 stages, Career rainbow; Krumboltz's Social Learning Theory of Career Development.

### Unit II: Career Assessment

12

Career interest inventories: Strong Interest Inventory, Holland's SDS; Aptitude testing for jobs: DAT, GATB; Values clarification in career counselling; Career genograms; Decision-making styles.

### Unit III: Information Systems & Job Analysis

12

Job analysis: O\*NET and ISCO occupational classification; Occupational information sources; Education-to-work pathways; Career information systems; Labour market trends and analysis.

### Unit IV: Career Coaching Practice

12

Individual career coaching: Structured sessions; Resume building: ATS-optimized formats; LinkedIn and professional networking; Interview preparation: STAR technique; Salary negotiation.

### Unit V: Contextual Career Counselling

12

Career counselling in schools: Developmental guidance curriculum; Corporate career development: Succession planning, Lateral moves; Career counselling for diverse populations: Women re-entering workforce, PwD, LGBTQ+.

## COURSE OUTCOME

Explain the major theories of vocational development including Holland's RIASEC and Super's Life-span approach.

- Perform comprehensive job analysis and utilize occupational information systems to guide clients.

- Administer and interpret career interest inventories and aptitude batteries for vocational selection.
- Design school-based and corporate career guidance programs tailored to diverse populations.
- Conduct structured career coaching sessions including resume building and interview preparation.

## **Recommended Textbooks**

1. Narayana Rao authored *Counselling and Guidance*, published by Tata McGraw-Hill, 2nd edition, in 2013.
2. Robert L. Gibson and Marianne H. Mitchell authored *Introduction to Counselling and Guidance*, published by Prentice Hall, 7th edition, in 2007.
3. Vernon G. Zunker authored *Career Counseling: A Holistic Approach*, published by Cengage Learning, 9th edition, in 2016.

## **Reference Books**

1. John L. Holland authored *Making Vocational Choices: A Theory of Vocational Personalities and Work Environments*, published by Psychological Assessment Resources, 3rd edition, in 1997.
2. Donald E. Super authored *The Psychology of Careers*, published by Harper and Brothers in 1957.
3. John D. Krumboltz and Al S. Levin authored *Luck is No Accident: Making the Most of Happenstance in Your Life and Career*, published by Impact Publishers in 2004.
4. Richard S. Sharf authored *Applying Career Development Theory to Counseling*, published by Cengage Learning, 6th edition, in 2013.

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**BPY-DSC17**

**HEALTH PSYCHOLOGY & BEHAVIOUR CHANGE**

<b>L</b>	<b>T</b>	<b>P</b>	<b>SL</b>	<b>C</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>4</b>

**COURSE OBJECTIVE**

To promote physical wellness through psychological means and develop evidence-based behaviour change programmes.

**COURSE OUTCOMES**

- Analyze the physiological link between chronic stress and illness using the HPA-axis and GAS models.
- Apply behavioral change models such as the Health Belief Model and Transtheoretical stages to wellness interventions.
- Design effective programs for smoking cessation, obesity management, and exercise motivation.
- Evaluate the psychological impact of chronic conditions on patient quality of life.
- Implement cognitive-behavioral st

19

19

22

strategies for chronic pain management based on Gate-control theory.

## **Recommended Textbooks**

1. Shelley E. Taylor authored *Health Psychology*, published by McGraw-Hill, 10th edition, in 2018.
2. M. Robin DiMatteo and Leslie R. Martin authored *Health Psychology*, published by Pearson in 2002.
3. Edward P. Sarafino and Timothy W. Smith authored *Health Psychology: Biopsychosocial Interactions*, published by Wiley, 9th edition, in 2017.

## **Reference Books**

1. Jane Ogden authored *Health Psychology: A Textbook*, published by Open University Press, 6th edition, in 2019.
2. Wolfgang Stroebe and Margaret S. Stroebe authored *Social Psychology and Health*, published by Open University Press in 1995.
3. Ralf Schwarzer authored *Self-Efficacy: Thought Control of Action*, published by Hemisphere Publishing in 1992.
4. Ronald Melzack and Patrick D. Wall authored *Pain Mechanisms: A New Theory*, published in *Science* in 1965.
5. James O. Prochaska and Carlo C. DiClemente authored *The Transtheoretical Approach*, published in *Journal of Consulting and Clinical Psychology* in 1982.

## **BPY-DSC18- ETHICS IN COUNSELLING & PROFESSIONAL PRACTICE**

<b>L</b>	<b>T</b>	<b>P</b>	<b>SL</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

### **COURSE OBJECTIVE**

To ensure legally and ethically sound clinical practice within Indian and international professional frameworks.

### **UNIT-WISE SYLLABUS**

#### **Unit I: Ethical Codes & Principles**

**12**

APA Ethics Code and RCI codes of conduct; Beneficence and Non-maleficence; Autonomy; Justice and Fidelity; Veracity; Ethical decision-making models: Kitchener, Corey, Tarvydas.

#### **Unit II: Law in India**

**12**

Mental Healthcare Act 2017: Key provisions, rights of persons with mental illness, Advance Directives; POCSO Act: Mandatory reporting, role of mental health professional; Persons with Disabilities Act 2016; Juvenile Justice Act.

#### **Unit III: Privacy, Confidentiality & Documentation**

**12**

Limits of confidentiality; Duty to warn (Tarasoff case); Privileged communication; Professional record keeping standards; HIPAA overview; Digital records and data protection; Informed consent processes.

#### **Unit IV: Professional Boundaries**

**12**

Dual relationships: Types and management; Countertransference: Identification and supervision; Sexual ethics in therapy; Bartering and gift-giving; Boundary crossings vs. violations; Ethics in teletherapy.

#### **Unit V: Self-Care & Professional Development**

**12**

Preventing burnout: ProQOL assessment; Clinical supervision: Models and functions; Reflective practice; Continuing Professional Development (CPD); Compassion fatigue; Personal therapy for therapists; Professional advocacy.

## **COURSE OUTCOME**

- Apply the ethical principles of Beneficence, Non-maleficence, and Justice as mandated by APA and RCI codes.
- Practice within the legal mandates of India including the Mental Healthcare Act 2017 and POCSO Act.
- Manage professional boundaries and navigate complex dual relationships in clinical settings.
- Demonstrate competency in obtaining informed consent and maintaining confidential professional records.
- Implement personalized self-care and clinical supervision protocols to prevent burnout.

## **Recommended Textbooks**

1. Gerald Corey, Marianne Schneider Corey, and Patrick Callanan authored *Issues and Ethics in the Helping Professions*, published by Cengage Learning, 10th edition, in 2019.
2. Elizabeth Reynolds Welfel authored *Ethics in Counseling and Psychotherapy*, published by Cengage Learning, 6th edition, in 2016.
3. Kenneth S. Pope and Melba J. T. Vasquez authored *Ethics in Psychotherapy and Counseling*, published by Wiley, 5th edition, in 2016.

## **Reference Books**

1. Ministry of Law and Justice, Government of India published *Mental Healthcare Act 2017* in the Government of India Gazette in 2017.
2. Rehabilitation Council of India published *RCI Act and Regulations*, published by Rehabilitation Council of India, current edition.
3. Theodore P. Remley Jr. and Barbara Herlihy authored *Ethical, Legal, and Professional Issues in Counseling*, published by Pearson, 5th edition, in 2016.
4. American Psychological Association published *Ethical Principles of Psychologists and Code of Conduct*, published by American Psychological Association in 2017.
5. Gerald P. Koocher and Patricia Keith-Spiegel authored *Ethics in Psychology and the Mental Health Professions*, published by Oxford University Press, 3rd edition, in 2008.

**BPY-AEC06**

**FORENSIC PSYCHOLOGY**

<b>L</b>	<b>T</b>	<b>P</b>
<b>4</b>	<b>0</b>	<b>0</b>

**COURSE OBJECTIVE**

To introduce the intersection of psychology and the legal-criminal justice system.

**UNIT-WISE SYLLABUS**

**Unit I: Introduction to Forensic Psychology** **12**

History and scope; Role of a forensic psychologist in court; Differentiation between clinical and forensic assessment; Competency evaluations; Malingering detection; Professional standards (SGFP).

**Unit II: Investigative Psychology** **12**

Criminal profiling (FBI model, Geographical profiling); Modus Operandi vs. Signature behavior; Investigative interviewing techniques (PEACE model); Detection of deception: Polygraph, Narco-analysis basics; Statement Validity Analysis.

**Unit III: Psychology in the Courtroom** **12**

Eyewitness testimony reliability: Misinformation effect (Loftus); Jury decision-making dynamics; Competency to stand trial (CST); The Insanity Defense: McNaughten rules, Durham rule; Expert witness testimony.

**Unit IV: Correctional Psychology** **12**

Psychology of the prison environment; Rehabilitation and treatment of offenders: CBT-based programmes; Risk assessment for recidivism: Static-99, HCR-20; Juvenile delinquency: Assessment and intervention; Therapeutic communities in prisons.

**Unit V: Victimology** **12**

Psychological impact of crime on victims: Victim-precipitated crime theory; PTSD in legal contexts; Trauma-informed support for survivors of violent crime; Victim rights and advocacy; Secondary victimization.

**Recommended Textbooks**

1. Matthew T. Huss authored *Forensic Psychology: Research, Clinical Practice, and Applications*, published by Wiley in 2014.
2. Curt R. Bartol and Anne M. Bartol authored *Introduction to Forensic Psychology*, published by SAGE Publications, 4th edition, in 2018.
3. Lawrence S. Wrightsman and Solomon M. Fulero authored *Forensic Psychology*, in 2008.

### **COURSE OUTCOME**

- Differentiate between the clinical and forensic roles of a psychologist within the criminal justice system.
- Critique the reliability of eyewitness testimony and understand psychological factors in jury decision-making.
- Explain the principles of criminal profiling and the detection of deception in investigative contexts.
- Analyze the psychology of the prison environment and design rehabilitation plans for offenders.
- Apply trauma-informed support frameworks for victims of violent crime.

### **Reference Books**

1. Solomon M. Fulero and Lawrence S. Wrightsman authored *Forensic Psychology*, published by Cengage Learning in 2008.
2. Lenore E. Walker and David Shapiro authored *Introduction to Forensic Psychology*, published by Kluwer Academic Publishers in 2003.
3. Elizabeth F. Loftus authored *Eyewitness Testimony*, published by Harvard University Press in 1979.
4. Robert D. Hare authored *Without Conscience: The Disturbing World of the Psychopaths Among Us*, published by Guilford Press in 1993.
5. Ministry of Law and Justice, Government of India published *Indian Penal Code: Sections Relevant to Mental Illness (Section 84)*, published by Government of India, current edition.

**BPY-GE06 MINDFULNESS & STRESS MANAGEMENT**

<b>L</b>	<b>T</b>	<b>P</b>	<b>SL</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

## **COURSE OBJECTIVE**

To apply evidence-based mindfulness and psychological techniques for stress reduction and personal well-being.

## **UNIT-WISE SYLLABUS**

### **Unit I: Physiology of Stress** **12**

The HPA axis and autonomic nervous system response; Chronic stress impact on health: Immune, cardiovascular, endocrine; General Adaptation Syndrome (Selye): Alarm, Resistance, Exhaustion; Allostatic load.

### **Unit II: Coping Strategies** **12**

Problem-focused vs. Emotion-focused coping (Lazarus & Folkman); Type A/B personality and stress vulnerability; Resilience factors: Hardiness, Social support, Self-efficacy; Positive reappraisal and meaning-making.

### **Unit III: Mindfulness Foundations** **12**

History of MBSR (Kabat-Zinn, 1979): Theoretical roots in Buddhist meditation; Mindfulness vs. Meditation: Key distinctions; Core principles: Non-judgment, Beginner's mind, Acceptance, Being-mode vs. Doing-mode.

### **Unit IV: Practical Mindfulness Techniques** **12**

Body scan practice; Mindful breathing: 3-Minute breathing space (MBCT); Mindful movement and walking meditation; Mindful eating; Progressive Muscle Relaxation (PMR); Guided imagery and visualization.

### **Unit V: Programme Implementation** **12**

Designing a stress-management workshop for students or corporate employees; Adapting MBSR for Indian cultural contexts; Ethical boundaries in teaching mindfulness; Group facilitation of mindfulness practices; Programme evaluation.

## **COURSE OUTCOMES**

- Illustrate the core principles of Mindfulness-Based Stress Reduction (MBSR) as developed by Kabat-Zinn.
- Implement practical mindfulness techniques including body scan, mindful breathing, and movement.
- Apply resilience-building strategies to mitigate the impact of environmental and developmental stressors.
- Design a structured stress-management workshop for specific groups such as students or corporate employees.
- Evaluate the evidence base for mindfulness interventions and identify contraindications.

## **REFERENCE BOOKS**

1. Robert M. Sapolsky authored *Why Zebras Don't Get Ulcers*, published by Henry Holt and Company, 3rd edition, in 2004.
2. Zindel V. Segal, John M. G. Williams, and John D. Teasdale authored *Mindfulness-Based Cognitive Therapy for Depression*, published by Guilford Press, 2nd edition, in 2013.
3. Marsha M. Linehan authored *DBT Skills Training Manual*, published by Guilford Press, 2nd edition, in 2015.
4. Steven C. Hayes, Kirk Strosahl, and Kelly G. Wilson authored *Acceptance and Commitment Therapy*, published by Guilford Press, 2nd edition, in 2012.

## **BPY-SEC06: PLAY THERAPY**

<b>L</b>	<b>T</b>	<b>P</b>	<b>SL</b>	<b>C</b>
<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>2</b>

### **COURSE OBJECTIVE**

To utilize therapeutic play as a medium for communication and healing in children.

### **UNIT-WISE SYLLABUS**

#### **Unit I: History & Rationale**

**12**

Why play is the language of children; History of play therapy: Axline (1947), Landreth (1991); Theoretical models: Child-centered (non-directive) vs. Directive play therapy; Research evidence for play therapy effectiveness.

#### **Unit II: The Play Therapy Room**

**12**

Essential toy selection: Aggressive release toys, Creative expression materials, Real-life/nurturing toys; Setting up a therapeutic space; Setting limits on play therapy room; Confidentiality with children.

#### **Unit III: Basic Child-Centered Skills**

**12**

Tracking behavior (verbal and non-verbal); Reflecting content: What the child does and says; Reflecting feelings: Naming and validating emotions; Facilitating responsibility and self-direction; Returning responsibility to the child.

#### **Unit IV: Therapeutic Limit Setting**

**12**

The ACT model: Acknowledge feelings, Communicate the limit, Target alternatives; Managing aggressive play and boundary testing; Therapeutic use of limit setting to convey care and safety; Documentation of limit-setting incidents.

#### **Unit V: Advanced Modalities & Termination**

**12**

Use of puppets in therapeutic play; Sand-tray therapy: Setup, process, and interpretation basics; Storytelling techniques: Mutual storytelling (Gardner); Working with parents: Filial therapy overview; Identifying readiness for termination and closure rituals.

### **COURSE OUTCOME**

- Facilitate therapeutic play sessions using the child-centered model and appropriate toy selection.
- Apply the ACT model for therapeutic limit setting.
- Track child behavior and reflect feelings and content accurately during play sessions.
- Synthesize play themes to communicate progress to parents and caregivers.
- Describe the rationale and process of advanced modalities including sand-tray and storytelling.

### **REFERENCE BOOKS**

1. Eliana Gil authored *The Healing Power of Play: Working with Abused Children*, published by Guilford Press in 1991.
2. Charles E. Schaefer edited *The Therapeutic Powers of Play*, published by Jason Aronson in 1993.
3. Violet Oaklander authored *Windows to Our Children: A Gestalt Therapy Approach to Children and Adolescents*, published by Gestalt Journal Press in 1988.
4. Richard A. Gardner authored *Therapeutic Communication with Children: The Mutual Storytelling Technique*, published by Science House in 1971.
5. Rise VanFleet authored *Filial Therapy: Strengthening Parent-Child Relationships Through Play*, published by Professional Resource Press, 3rd edition, in 2014.

### **BPY-VAC06- CASE STUDY / MINI RESEARCH PROJECT**

L	T	P	SL	C
0	0	4	0	2

## **COURSE OBJECTIVE**

To develop scientific inquiry skills through independent data collection and analysis.

## **UNIT-WISE SYLLABUS**

### **Unit I: Problem Identification**

**12**

Selecting a research question or case subject; Defining variables; Conducting a preliminary literature search; Research ethics review; Identifying a suitable methodology; Formulating research questions or case objectives.

### **Unit II: Methodology Design**

**12**

Choosing a quantitative (survey) or qualitative (case history) approach; Drafting an interview schedule or selecting a standardized scale; Sampling strategy; Ethical adherence plan: Informed consent, anonymity.

### **Unit III: Data Collection**

**12**

Implementing the research plan ethically; Gathering data from a minimum of 5-10 subjects or one detailed clinical case; Managing challenges: Non-response, attrition; Qualitative data recording and transcription.

### **Unit IV: Data Analysis with Excel**

**12**

Entering and cleaning data; Calculating descriptive statistics: Mean, SD, Frequencies; Using Excel formulas for basic correlations or t-tests; Creating graphs: Bar charts, histograms, scatter plots; Interpreting basic statistical outputs.

### **Unit V: Reporting & Interpretation**

**12**

Drafting the project report following APA 7th Edition; Interpreting findings in light of existing psychological theories; Writing a structured abstract; Discussion: Implications, limitations, future directions; Preparing a brief presentation of findings.

## **COURSE OUTCOMES**

- Conceptualize a scientific research question or clinical case study following ethical guidelines.
- Conduct independent data collection from a human sample using standardized tools or interview schedules.
- Utilize MS Excel for data analysis including descriptive statistics, t-tests, and correlations.

- Produce a structured final project report following APA 7th Edition standards.
- Present research findings to an academic audience in oral or poster format.

## REFERENCE BOOKS

- 1.J. P. Verma authored Statistics and Research Methods in Psychology with Excel, published by [Springer Nature](#) in 2019.
- 2.American Psychological Association published Publication Manual of the APA, 7th edition, through [APA](#) in 2020.
- 3.John W. Creswell and J. David Creswell authored Research Design: Qualitative, Quantitative & Mixed Methods, published by SAGE Publications, 5th edition, in 2018.
- 4.A. T. Hutcheson and K. G. Brown authored Statistics for Psychology Research: A Short Guide Using Excel, current edition.
- 5.Andy Field authored Discovering Statistics Using IBM SPSS Statistics, published by SAGE Publications, 5th edition, in 2018.
- 6.Virginia Braun and Victoria Clarke authored Thematic Analysis: A Practical Guide, published by SAGE Publications in 2022.
- 7.Robert K. Yin authored Case Study Research and Applications: Design and Methods, published by SAGE Publications, 6th edition, in 2018.
- 8.Kathy Charmaz authored Constructing Grounded Theory, published by SAGE Publications, 2nd edition, in 2014.