



**Dr. M.G.R.**  
**EDUCATIONAL AND RESEARCH INSTITUTE**  
**DEEMED TO BE UNIVERSITY**



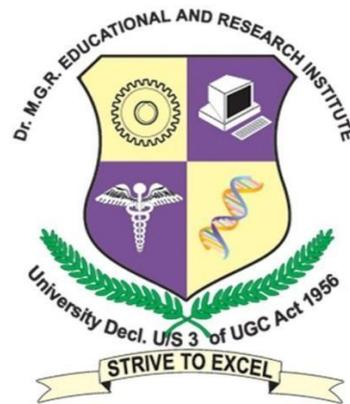
University with Graded Autonomy Status

(An ISO 21001 : 2018 Certified Institution)

Periyar E.V.R. High Road, Maduravoyal, Chennai-95. Tamilnadu, India.

**FACULTY OF HUMANITIES AND SCIENCE**

**Learning Outcome Based Curriculum**



**MSC APPLIED NEUROPSYCHOLOGY**  
**(FULL TIME)**  
**CURRICULUM & SYLLABUS**

**Students admitted from the academic year 2025-2026**

**DEPARTMENT OF PSYCHOLOGY**

## **DECLARATION**

I, **Manoj R**, Professor & Head of Department of Psychology, hereby declare that this copy of the syllabus M.Sc. Applied Neuropsychology, Full time, as per 2022 Regulation from page no. 1 to 115 is the final version which is being taught in the class and uploaded in our University website. I assure that the Syllabus available in our university website is verified and found correct. The Curriculum and Syllabi have been approved by our Academic Council / Vice Chancellor.

**Date:**

**Signature of the HOD**

## **DEPARTMENT OF PSYCHOLOGY**

### **VISION**

To contribute to society through the pursuit of education, learning and research at the highest international levels of excellence. To create, evolve and demonstrate applicability of the knowledge systems in the discipline of behavioral sciences that would promote subjective strengths and individual specific potentials, to facilitate peaceful co-existence, be the catalysts for positive change and demonstrate professional excellence. Courses will ensure delivery of multidimensional professional competence abiding cultural relevance and in the process of addressing other contemporary societal issues.

### **MISSION**

**M1:** To help develop professional skills that empowers the students to gain employment, or engage in professional practice, as well as contribute towards the well-being of other individuals and small groups, and promote harmony in the society

**M2:** To create a healthy interface between society, culture and higher education in the context of psychology teaching, learning and research.

**M3:** To bring in, integrate, and strengthen the cultural rootedness and appropriateness of psychological knowledge and practice with a global outlook.

**M4:** To create self-awareness among students to discover one's true calling in life for the evolution of higher human consciousness

**M5:** To foster and nurture the strengths of Indian society such as diversity, secularism, and accessibility to all thereby ensuring the potential for growth for individuals and the social system.

## **PROGRAMME OUTCOMES**

**PO1:** Acquire in-depth knowledge related to the discipline.

**PO2:** Apply the recent advancement in the domain knowledge for solving real-life problems and dysfunction.

**PO3:** Demonstrate critical thinking skills by analyzing, synthesizing and evaluating various research problems with the aid of information technology tools.

**PO4:** Identify and use qualitative and quantitative methods of research in order to pursue a well-researched written work that makes use of wide range of disciplinary techniques and scientific methods applicable.

**PO5:** Conceive the ways and means to address various social, economic, environmental, human rights and other ethical issues faced by humanity in general and differently abled in particular at the local, national and global levels.

**PO6:** Demonstrate Professional, leadership and Management skills required for professional development, employability and service to the society.

**PO7:** Demonstrate the ability for collaborative work and scientific communication through projects, internship and on-site training with the focus on interdisciplinary approach.

**PO8:** Ability to update knowledge and skills, participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development.

**PO9:** Using innovation to develop tools and intervention models for the betterment of people affected by neuropsychological dysfunctions.

## **PROGRAM EDUCATIONAL OBJECTIVES**

**PEO 1:** Graduates will apply advanced knowledge of neuropsychological principles and assessment techniques to excel as competent professionals in clinical, research, or academic settings, addressing neurological and neuropsychological conditions.

**PEO 2:** Graduates will engage in research and innovation, contributing to the advancement of neuropsychological science through critical analysis, evidence-based practices, and the development of novel assessment or intervention strategies.

**PEO 3:** Graduates will uphold high ethical standards in clinical and research practices, ensuring sensitivity to societal, cultural, and individual needs while promoting mental health and well-being.

**PEO 4:** Graduates will demonstrate leadership qualities and advocate for the integration of neuropsychological perspectives in healthcare, policy, and community settings to enhance patient outcomes and societal well-being.

**PEO 5:** Graduates will pursue continuous professional development and lifelong learning, staying updated with emerging trends in neuropsychology, neuroscience, and related fields to adapt to evolving professional demands.

**PEO 6:** Graduates will gain expertise on investigating the aetiology of mental health problems, for evaluating the effectiveness of psychological therapies, neuropsychological interventions and for auditing mental health services.

**PEO 7:** Graduates will impart Knowledge about professional standards for neuropsychologists & psychotherapists as well as training in professional skills.

## **PROGRAM SPECIFIC OUTCOMES**

**PSO1:** Students will demonstrate proficiency in administering, interpreting, and reporting neuropsychological assessments to evaluate cognitive, emotional, and behavioral functions in diverse clinical populations.

**PSO2:** Students will acquire in-depth knowledge of neuroanatomy, neurophysiology, and the neural basis of cognition and behavior, enabling them to analyze and interpret clinical presentations within the context of brain function.

**PSO3:** Students will develop skills to design and implement evidence-based rehabilitation and intervention strategies for individuals with neurological disorders, integrating biological, psychological, and social perspectives.

**PSO 4:** Students will apply advanced research methodologies, including quantitative data analysis and neuropsychological testing, to conduct independent research and contribute to scientific literature in applied neuropsychology.

**PSO 5:** Students will demonstrate competence in addressing ethical and professional issues in neuropsychology, including client's confidentiality, informed consent, and culturally sensitive practices in clinical and research settings.

**PEO WITH MISSION STATEMENT MAPPING**

	<b>M1</b>	<b>M2</b>	<b>M3</b>	<b>M4</b>	<b>M5</b>
<b>PEO 1</b>	3	3	3	2	2
<b>PEO 2</b>	3	3	2	2	3
<b>PEO 3</b>	3	3	3	3	3
<b>PEO 4</b>	3	3	3	3	3
<b>PEO 5</b>	3	3	3	3	2
<b>PEO 6</b>	3	3	3	2	2
<b>PEO 7</b>	3	3	3	3	2

**PEO-PO MAPPING**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>
<b>PEO 1</b>	3	3	3	3	2	2	3	2	3
<b>PEO 2</b>	3	3	3	3	2	2	3	3	2
<b>PEO 3</b>	3	3	3	3	3	3	3	3	2
<b>PEO 4</b>	3	3	3	3	3	3	3	2	3
<b>PEO 5</b>	3	3	3	3	2	3	3	3	3
<b>PEO 6</b>	3	3	3	3	2	3	3	2	3
<b>PEO 7</b>	3	3	3	3	3	3	3	3	3

**PEO –PSO MAPPING**

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>PEO 1</b>	3	3	3	3	2
<b>PEO 2</b>	3	3	3	3	3
<b>PEO 3</b>	3	2	3	3	3
<b>PEO 4</b>	3	3	3	3	3
<b>PEO 5</b>	3	3	3	3	3
<b>PEO 6</b>	3	3	3	3	2
<b>PEO 7</b>	3	3	3	3	3

**TABLE 1: CREDIT DISTRIBUTION  
(FOR 2 YEAR M.SC APPLIED NEUROPSYCHOLOGY PROGRAMME)**

<b>S. No</b>	<b>CATEGORY</b>	<b>Description</b>	<b>No.of Courses</b>	<b>Credits</b>	<b>Total</b>	<b>Credit Weightage</b>	<b>Contact hours</b>
1	CORE COURSES	Core Theory	11	38	44	58.67%	570
		Core Lab	3	6			180
2	ELECTIVE COURSES	Department Core Electives/ Skill enhancement electives	3	9	9	12%	135
3	OPEN ELECTIVES	Open Elective theory	1	3	3	4%	45
		Open Elective Lab	NIL	NIL			NIL
4	INTERDISCIPLINARY/ ALLIED COURSES	Allied Theory	NIL	NIL	NIL	NIL	NIL
		Allied Lab	NIL	NIL			NIL
5	HUMANITIES & SOCIAL SCIENCES, LIFE SKILLS & SOFT SKILLS	Language 1 & 2	NIL	NIL	5	6.66%	NIL
		English 1 & 2	NIL	NIL			NIL
		Life Skill	1	NIL			45
		Soft Skills	NIL	NIL			NIL
		Computer lab	NIL	NIL			NIL
		Critical skill lab	1	2			60
		Human Values	1	3			45
		Analytical skill lab	NIL	NIL			NIL
		Entrepreneurship Development	NIL	NIL			NIL
6	PROJECTS/INTERNSHIP/ CORE SKILL	Project	2	11	14	18.67%	330
		Core Skills	1	1			30
		Internship / NSS / NCC	1	2			60
<b>Total</b>			<b>25</b>	<b>75</b>	<b>75</b>	<b>100%</b>	<b>1500</b>

**TABLE3: LIST OF NEW COURSES/VALUE ADDED COURSES/ LIFE SKILLS/ELECTIVES/INTERDISCIPLINARY /COURSES FOCUSING ON EMPLOYABILITY/ENTREPRENEURSHIP/SKILL DEVELOPMENT.**

S. No	New courses (Subject)	Value added course	Life skill	Electives	Inter Disciplinary	Focus on employability/ entrepreneurship/ skill development
1	Fundamentals of neuropsychology		Exploring self	Psychology in social context		Neuropsychological assessments
2	Models of personality			Social neuroscience		Counseling across life span
3	Neuroanatomy & physiology			Forensic neuropsychology		Neuro rehabilitation
4	Neuro- psychosocial research			Medical neuropsychology		Mental status evaluation
5	Counseling across the life span			Ancient Indian perspectives of psychology		Neuro psychological interventions
6	Psychopathology			Health psychology		
7	Neuro- psychopathology					
8	Introduction to psychotherapy					
9	Behavioural neuroscience					
10	Cognitive neuroscience					

**SEMESTER: I**

**Theory:**

<b>Course Code</b>	<b>Course Title</b>	<b>C</b>	<b>L</b>	<b>T/ SLr</b>	<b>P/R</b>	<b>Ty / Lb/ ETP/ IE</b>
HMNP25001	FUNDAMENTALS OF NEUROPSYCHOLOGY	3	3	0/0	0/0	Ty
HMNP25002	MODELS OF PERSONALITY	4	3	1/0	0/0	Ty
HMNP25003	NEUROANATOMY & PHYSIOLOGY	4	3	1/0	0/0	Ty
HMNP25EXX	PROGRAM ELECTIVE I	3	3	0/0	0/0	Ty
HMNP25004	NEURO-PSYCHOSOCIAL RESEARCH & STATISTICS	3	3	0/0	0/0	Ty

**Practical:**

HMNP25L01	EXPLORING SELF	2	0	0/0	4/0	Lb
HMNP25L02	NEUROPSYCHOLOGICAL ASSESSMENTS	2	0	0/0	4/0	Lb
HMAC22IXX	AUDIT COURSE	0	2	0/0	2/0	IE

**Credits Sub Total: 21**

**SEMESTER: II**

**Theory:**

<b>Course Code</b>	<b>Course Title</b>	<b>C</b>	<b>L</b>	<b>T/SLr</b>	<b>P/R</b>	<b>Ty / Lb/ ETP/ IE</b>
HMNP25005	COUNSELING ACROSS LIFE SPAN	3	3	0/0	0/0	Ty
HMNP25006	PSYCHOPATHOLOGY	4	3	1/0	0/0	Ty
HMNP25007	REHABILITATION& RELATED POLICIES	3	3	0/0	0/0	Ty
HMNP25EXX	PROGRAM ELECTIVE II	3	3	0/0	0/0	Ty
HMCC22002	INTELLECTUAL PROPERTY RIGHT AND PATENTS	3	3	0/0	0/0	Ty

**Practical:**

HMNP25L03	PSYCHOPATHOLOGICAL ASSESSMENTS	2	0	0/0	4/0	Lb
HMNP25I01	NEURO PSYCHOLOGICAL INTERVENTIONS	1	0	0/0	2/0	IE

**Credits Sub Total: 19**

### SEMESTER III

#### Theory:

Course Code	Course Title	C	L	T/ SLr	P/R	Ty / Lb/ ETP/ IE
HMNP25008	NEURO-PSYCHOPATHOLOGY	4	3	1/0	0/0	Ty
HMNP25009	INTRODUCTION TO PSYCHOTHERAPY	3	3	0/0	0/0	Ty
HMNP25010	BEHAVIORAL NEUROSCIENCE	4	3	1/0	0/0	Ty
HMNP25EXX	PROGRAM ELECTIVE III	3	3	0/0	0/0	Ty
HMOL25IE1	OPEN ELECTIVE-SWAYAM/NPTEL	3	3	0/0	0/0	IE

#### Practical:

HMNP25L04	MINI PROJECT	2	0	0/0	4/0	Lb
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**Credits Sub Total: 19**

### SEMESTER: IV

#### Theory and Practical:

Course Code	Course Title	C	L	T/ SLr	P/R	Ty / Lb/ ETP/ IE
HMNP25011	COGNITIVE NEUROSCIENCE	3	3	0/0	0/0	Ty
HMNP25L05	MAIN PROJECT	9	0	0/0	18/0	Lb
HMNP25I02	SUMMER INTERNSHIP	2	0	0/0	4/0	IE
HMNP25I03	RESEARCH PUBLICATION	2	0	0/0	4/0	IE

**Credits Sub Total: 16**

**LIST OF PROGRAMME ELECTIVES:**

<b>PROGRAMME ELECTIVE-I</b>						
<b>Course Code</b>	<b>Course Title</b>	<b>C</b>	<b>L</b>	<b>T/SLr</b>	<b>P/R</b>	<b>Ty / Lb/ ETP/ IE</b>
<b>HMNP25E01</b>	PSYCHOLOGY IN SOCIAL CONTEXT	3	3	0/0	0/0	Ty
<b>HMNP25E02</b>	SOCIAL NEUROSCIENCE	3	3	0/0	0/0	Ty
<b>PROGRAMME ELECTIVE-II</b>						
<b>Course Code</b>	<b>Course Title</b>	<b>C</b>	<b>L</b>	<b>T/SLr</b>	<b>P/R</b>	<b>Ty / Lb/ ETP/ IE</b>
<b>HMNP25E03</b>	FORENSIC NEUROPSYCHOLOGY	3	3	0/0	0/0	Ty
<b>HMNP25E04</b>	MEDICAL NEUROPSYCHOLOGY	3	3	0/0	0/0	Ty
<b>PROGRAMME ELECTIVE-III</b>						
<b>Course Code</b>	<b>Course Title</b>	<b>C</b>	<b>L</b>	<b>T/SLr</b>	<b>P/R</b>	<b>Ty / Lb/ ETP/ IE</b>
<b>HMNP25E05</b>	ANCIENT INDIAN PERSPECTIVES OF PSYCHOLOGY	3	3	0/0	0/0	Ty
<b>HMNP25E06</b>	HEALTH PSYCHOLOGY	3	3	0/0	0/0	Ty

**Credit Distribution****Semester: 1 : 21****Semester: 2 : 19****Semester: 3 : 19****Semester: 4 : 16****Total Credits : 75**

Subject Code: HMNP25001	Subject Name: <b>FUNDAMENTALS OF NEUROPSYCHOLOGY</b>		Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C		
	Prerequisite: <b>Bio Psychology</b>		Ty	3	0/0	0/0	3		
<b>L : Lecture T :Tutorial SLr : Supervised Learning P :Project R : Research C: Credits</b> <b>T/L/ETP/IE: Theory / Lab / Embedded Theory and Lab/Internal Evaluation</b>									
<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>To provide a background in the history of neuropsychology globally as well as in India</li> <li>Introduce assessments and techniques in the field of human neuropsychology</li> <li>To critically evaluate the structural framework of psychopharmacology.</li> </ul>									
<b>COURSE OUTCOMES (Cos) : (3 – 5)</b> Students completing the course were able to									
CO1	Illustrate the scope and development of neuropsychology								
CO2	Demonstrate the knowledge of various tools of human neuropsychology								
CO3	Infer the concepts of combined techniques in assessing brain								
CO4	Interpret the process case formulation, diagnosis and role of neuro psychologists in the contemporary society								
CO5	Understand the use of psycho-pharmacology in treatment of mental illness								
<b>Mapping of Course Outcomes with Program Outcomes (POs) &amp; Program Specific Outcomes (PSOs)</b>									
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	1	1	3	2	1	1	2
CO2	3	3	3	1	2	2	1	1	2
CO3	3	3	3	1	2	2	1	1	2
CO4	3	3	1	1	1	3	1	1	2
CO5	3	3	1	1	2	1	1	1	2
<b>PSOs</b>									
COs	PSO 01	PSO 02	PSO 03	PSO04	PSO 5				
CO 1	3	3	3	3	3				
CO 2	3	3	3	3	3				
CO 3	3	3	3	3	3				
CO 4	3	3	3	3	3				
CO5	3	3	3	3	3				
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/ Allied	Skill Component	Practical Project/ internship	Others
	✓								

<b>Subject Code:</b> HMNP25001	<b>Subject Name: FUNDAMENTALS OF NEURO PSYCHOLOGY</b>	<b>Ty/Lb /ETP/ IE</b>	<b>L</b>	<b>T/ SLr</b>	<b>P/R</b>	<b>C</b>
	<b>Prerequisite: Bio Psychology</b>	<b>Ty</b>	<b>3</b>	<b>0/0</b>	<b>0/0</b>	<b>3</b>

**COURSE CONTENTS:**

**UNIT I**

**8 Periods**

**Introduction:** History and Definition; Development of the discipline; Branches of Neuropsychology; Professional role and functions & Scope of Neuropsychology. Specialty training in Neuropsychology- Research & Current Trends.

**UNIT II**

**9 Periods**

**Tools for Neurological Investigation:** measuring brain function and structure-Electroencephalography (EEG), Event-related potentials (ERPs), Magneto encephalography (MEG), Computerized tomography (CT), Positron Emission Tomography (PET), Single Photon Emission Computerized Tomography (SPECT)

**UNIT III**

**8 Periods**

**Other Neurological Evaluation Tools:** cognitive neuropsychology and neuroimaging, Magnetic Resonance Imaging (MRI), Functional Magnetic Resonance Imaging (fMRI), Biochemical techniques, Brain electrical stimulation, Modern brain stimulation: trans-cranial magnetic stimulation, Lateralization techniques.

**UNIT IV**

**10 Periods**

**Clinical Analysis & Basic Intervention:** Clinical case history taking and MSE, Case formulation and diagnostic formulation, Report Writing. Technology in psychological assessment and treatment, Bed side Assessment, Computer-Assisted Assessment, Ethical and legal issues; code of conduct. Scope for Insurance Coverage.

## UNIT V

**10 Periods**

**Psycho pharmacology:** Basic principles of psychopharmacology; Drugs to prevent and treat neurodivergent disorders: Dementia, Alzheimer, Parkinson's Disorder, ADHD, ASD & Epilepsy. Use of psychotropic medications for co morbid psychological conditions: Classification of Psychotropic Medications - Antipsychotics, Antidepressants, Anxiolytics and sedatives, Mood stabilizers, Stimulants, Sedatives / Hypnotics, Miscellaneous drugs. Adverse Effects of Psychotropic Medications - Drug-drug interactions, Side effects.

**TOTAL NO OF PERIODS: 45**

### TEXT BOOKS:

- Martin, N. G- *Human Neuropsychology*, 2<sup>nd</sup> edition, Pearson Publications
- Beaumont, G. J, *Introduction to Neuropsychology*, Guildfordpress,London.

### REFERENCES:

- Schatzberg, F. A, Nemeroff B. C – *Essentials of Psychocopharmacology*, Third Edition, CBS publication.
- Hecker, J., & Thorpe, G. (2015). *Introduction to neuropsychology*. Psychology Press.
- Gentile, B. F., & Miller, B. O. (2009). *Foundations of psychological thought: A history of psychology*. Sage Publications, Inc.

### E-LEARNING RESOURCES:

- [www.pdfdrive.net](http://www.pdfdrive.net)
- <https://www.sciencedirect.com/topics/neuroscience/clinical-psychology>
- <https://www.studocu.com/in/document/amity-university/basics-of-neuropsychology/neuropsych-module-1-5/74807971?origin=course-trending-2>

Subject Code: HMNP25002	Subject Name: <b>MODELS OF PERSONALITY</b>	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: <b>General psychology</b>	Ty	3	1/0	0/0	4

**L : Lecture T :Tutorial SLr : Supervised Learning P :Project R : Research C: Credits**  
**T/L/ETP/IE: Theory / Lab / Embedded Theory and Lab/Internal Evaluation**

**OBJECTIVES:**

- To introduce the major theories of personality to the students
- To compare and contrast personality theories on the basis of scientific criteria
- To Understand and apply classic and contemporary theories of personality to real world situations

**COURSE OUTCOMES (Cos) : (3 – 5)**

Students completing the course were able to

CO1	Illustrate the perspective of personality and research done
CO2	Identify the factors which determine the personality based on the psychoanalytical and psycho dynamic schools
CO3	Construct the model of personality based on Behavior model
CO4	Interpret the theories of personality established by doyens in the field
CO5	Exemplifying the ancient Indian wisdom related to personality development with contemporary developments

**Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)**

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	2	2	1	2	1	2	1
CO2	3	3	2	2	1	2	1	2	1
CO3	3	3	2	2	1	2	1	2	1
CO4	3	3	2	2	1	2	1	2	1
CO5	3	3	2	2	1	2	1	2	1

COs	PSOs				
	PSO 1	PSO 2	PSO 3	PSO4	PSO 5
CO 1	3	3	2	2	2
CO 2	3	3	2	2	2
CO 3	3	3	2	2	2
CO 4	3	3	2	2	2
CO 5	3	3	2	2	2

Category	Program Core	Program elective	Humanities and social science	Open Elective	Skill enhancing elective	Inter Disciplinary/ Allied	Skill Component	Practical/ Project/ internship	Others
	✓								

Subject Code: HMNP25002	Subject Name: <b>MODELS OF PERSONALITY</b>	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: <b>General psychology</b>	Ty	3	1/0	0/0	4

**COURSE CONTENTS:**

**UNIT I**

**10 Periods**

**Introduction:** Definition of personality; History of Personality; Approaches to Personality; Research in the study of Personality, Current Trends in the Society.

**UNIT II**

**14 Periods**

**Psychodynamic Approach:** Sigmund Freud: Theory, perspective and application & current status. Neo Psychoanalytic Approach: Alfred Adler, Carl Jung, Karen Horney, Erich Fromm, Erik- Erickson- Theory, perspectives and application & current status.

**UNIT III**

**12 Periods**

**Humanistic Approach & Cognitive Approach:** Carl Rogers, Abraham Maslow, Rollo May's Existential theory- Theory, perspective and application & current status.

Cognitive Approach: George Kelly- Theory, perspective and application.

Type Approach: Eysenck, Allport; The BIG 5 Theory of Personality- Theory, perspectives and application && current status.

**Unit IV**

**12 Periods**

**Behavioral & Social Development Approach:** Skinner, Albert Bandura, Current Theories: Rotter, Zuckerman, Seligman- Theory, perspectives and Application. Social Development- Bowlby Attachment Theory. Moral Development-Kohlberg's Theory

**UNIT V**

**12 periods**

**Indian View of Personality:** Basic concepts explained in the ancient Indian texts. Jiva-four stages and five sheaths; Svabhava, Prakriti, Atman and Purusha, Yoga-pathway to self-realization. Guna theory of personality, Ayurvedic view of personality – Doshas

**TOTAL NO OF PERIODS: 60**

### TEXT BOOKS

- Duanep, Schultz & Sydney Ellen Schultz (2012). *Theories of Personality* (10thEdn.)New Delhi: Thomson Publishers
- Feist, J. &Feist, G.J. (2006). *Theories of personality*, (6thed.). New Delhi: McGrawHill.
- Allen, B. P. (1997). *Personality theories: Development, growth, and diversity*,(2nded.). London: Alyn and Bacon.

### REFERENCES:

1. Gardner Lindzey, John B. Campbell Calvin S. Hall (2007). *Theories of Personality*
2. Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian edition*. New Delhi, India: Pearson Education.
3. Kuppaswamy, B. (2001). *Elements of ancient Indian psychology*. New Delhi, India: Konark Publishers Pvt. Ltd.
4. Rao, K. R., Paranjpe, A. C., &Dalal, A. K. (Eds.) (2008). *Handbook of Indian psychology*. New Delhi, India: Foundation Books.

### E-LEARNINGRESOURCES:

- [www.pdfdrive.net](http://www.pdfdrive.net)
- <https://www.iedunote.com/theories-of-personality>
- <https://psychcentral.com/health/personality-theories-in-psychology>

Subject Code : HMNP25003	Subject Name : <b>NEUROANATOMY &amp; PHYSIOLOGY</b>		Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C		
	Prerequisite : Bio Psychology		Ty	3	1/0	0/0	4		
<b>L : Lecture T :Tutorial SLr : Supervised Learning P :Project R : Research C: Credits</b> <b>T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation</b>									
<b>OBJECTIVES :</b> <ul style="list-style-type: none"> <li>• Knowledge of the functional neuroanatomy, neuropathology, neurophysiology and neuropath physiology</li> <li>• To identify specific locations in the brain and spinal cord and describe the functions</li> <li>• To generate a systems understanding of neural circuits.</li> </ul>									
<b>COURSE OUTCOMES (Cos) : (3 – 5)</b> Students completing the course were able to									
CO1	Describe the relationship between structure and brain.								
CO2	Understand the various functions of nervous system.								
CO3	Explore the functions of 4 lobes and sensory system.								
CO4	Illustrate the transmission and integration of neural signals.								
CO5	Investigate the reaction between mind and endocrine system.								
<b>Mapping of Course Outcomes with Program Outcomes (POs) &amp; Program Specific Outcomes (PSOs)</b>									
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	1	1	1	2	1	1	2
CO2	3	3	1	1	1	2	1	1	2
CO3	3	3	1	1	1	2	1	1	2
CO4	3	3	3	1	1	2	1	1	2
CO5	3	3	3	1	1	2	1	1	2
<b>PSOs</b>									
COs	PSO 01	PSO 02	PSO 03	PSO04	PSO 5				
CO 1	3	3	2	2	1				
CO 2	3	3	2	2	1				
CO 3	3	3	2	2	1				
CO 4	3	3	2	2	1				
CO5	3	3	2	2	1				
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/ Allied	Skill Component	Practical/ Project/ internship	Others
	✓								

Subject Code : HMNP25003	Subject Name : <b>NEUROANATOMY &amp;PHYSIOLOGY</b>	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite : <b>Bio Psychology</b>	Ty	3	1/0	0/0	4

## COURSE CONTENTS:

### UNIT I

**12 Periods**

**Functional Neuroanatomy:** The nervous system and its two major divisions, Cells in the nervous system- The neuron, The axon and myelination, Different types of neuron, Glial cells Astrocytes (astroglia), Oligodendrocytes (oligodendroglia) Microglia cells Schwann cells

### UNIT II

**12 Periods**

**Brain and its functions:** Nervous System-Spinal cord; Spinal nerves; Brainstem- Medulla oblongata, Pons, Mesencephalon, Diencephalon. Cerebellum, Cerebral cortex-Fissures and sulci, Lobes of the brain, Basal ganglia, Limbic system. Organization of the cerebral cortex.Cranial nerves, Ventricular system and Arteries of the brain.

### UNIT III

**12 Periods**

Lobes of the brain: Frontal lobe, Parietal Lobe, Occipital lobe and Temporal lobe  
Sensory and motor systems:Visual system, auditory system, somatosensory system, gustatory system, olfactory system and Motor system.

### UNIT IV

**12 Periods**

**Neurophysiology:** Neurotransmitter- Types, Neurogeographical location of neurotransmitters  
The Generation the action potential, the membrane potential, Depolarization and hyper polarization.  
Transmission and Integration of Neural Signals -The synapse. Hemispheric localization and lateralization of brain function.

### UNIT V

**12 periods**

**Hormones and the Brain:** Functions of hormones, Main Endocrine Glands, Their Hormone Products-pituitary (anterior and posterior), hypothalamus, pineal, adrenal cortex and medulla, gonads, thyroid, pancreas, stomach and heart. Principal Effects of the Hormones. Interaction of Hormonal and Neural Systems.

**TOTAL NO OF PERIODS:60**

**TEXT BOOKS:**

- Kalat, J. W. (2019). *Biological psychology*. Cengage.
- Mendoza. J.E., Mendoza. A.L. *Clinical Neuroanatomy: A Neurobehavioral Approach*. Springer Publications.

**REFERENCE:**

- Breedlove. S.M., Watson. V.N. *Behavioral Neuroscience. 8<sup>th</sup> Edition* Sinauer Associates, Inc. Publishers Sunderland, Massachusetts.
- Pinel, J. P. J. (2014). *Biopsychology*. Harlow, Essex: Pearson Education Limited
- Martin N.G. *Human Neuropsychology*. 2<sup>nd</sup> Edition, Pearson publications .

**E LEARNING RESOURCES:**

- [www.pdfdrive.net](http://www.pdfdrive.net)
- <https://www.sciencedirect.com/topics/neuroscience/neuropsychology>
- <https://brainmaster.com/software/pubs/brain/Fundamentals%20of%20Human%20Neuropsychology%205th%20Ed.pdf>

Subject Code : HMNP25004	Subject Name: <b>NEURO-PSYCHOSOCIAL RESEARCH &amp; STATISTICS</b>				Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: <b>Research Methodology</b>				Ty	3	0/0	0/0	3
L : Lecture T :Tutorial SLr : Supervised Learning P :Project R : Research C: Credits T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation									
<b>OBJECTIVES:</b>									
<ul style="list-style-type: none"> <li>To demonstrate knowledge of research designs in quantitative research and the scientific process of research</li> <li>To understand the links between scientific process of research and development of clinical psychology</li> </ul>									
<b>COURSE OUTCOMES (Cos) : (3 – 5)</b>									
Students completing the course were able to									
CO1	Illustrate statistical measures which can be used for data analysis and apply non parametric tests.								
CO2	Analyze and apply parametric tests and its types.								
CO3	Extrapolate the principle and steps of a good research and use appropriate sampling methods								
CO4	Identify the various type of research designs in accordance to the research problem and Construct testable hypotheses.								
CO5	Construct psychological tests								
<b>Mapping of Course Outcomes with Program Outcomes (POs) &amp; Program Specific Outcomes (PSOs)</b>									
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	3	1	2	1	1	1	1
CO2	3	3	3	1	2	1	1	3	1
CO3	3	3	3	1	2	1	1	3	1
CO4	3	3	3	1	2	1	1	3	1
CO5	3	3	3	1	2	1	1	3	1
<b>PSOs</b>									
COs	PSO 1	PSO 2	PSO 3	PSO4	PSO 5				
CO 1	3	3	3	1	2				
CO 2	3	3	3	1	2				
CO 3	3	3	3	1	2				
CO 4	3	3	3	1	2				
CO5	3	3	3	1	2				
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/ Allied	Skill Component	Practical/ Project/ internship	Others
	✓								

Subject Code: HMNP25004	Subject Name: <b>NEURO-PSYCHOSOCIAL RESEARCH &amp; STATISTICS</b>	Ty/Lb /ETP/I E	L	T/ SLr	P/R	C
	Prerequisite: <b>Research Methodology</b>	Ty	3	0/0	0/0	3

## COURSE CONTENTS:

### UNIT I

**9 Periods**

**Statistics in Psychology:** Levels of measurements, Measures of Central Tendency and Measures of Dispersion. Normal Probability Curve. **Non-parametric tests** – Chi Square, Mann-Whitney test, Kruskal-Wallis's test, Friedman test.

### UNIT II

**9 Periods**

**Parametric Tests:** T test, ANOVA [Oneway, Factorial], MANOVA.

**Correlational Analysis:** Correlation [Product Moment, Rank Order], Partial correlation, multiple correlation. Special Correlation Methods [Biserial, Point Biserial, Tetra choric, Phi Coefficient]. Regression: Simple linear regression, Factor analysis: Assumptions, Methods, Rotation and Interpretation. Usage of technology: Statistical package for the social science (SPSS), JAMA & MS Excel – statistical analysis.

### UNIT III

**10 Periods**

**Research Problem & Data collection:** Concept and need, Identification of Research problem, defining and delimiting Research problem. Hypothesis, Qualities of a good Hypothesis, Null Hypothesis & Alternative Hypothesis. Hypothesis Testing, Logic & Importance. Literature review-primary and secondary sources, reviews, monograph, patents, research databases, use of research database. Data Collection: Collections of Primary Data, Collection of Secondary Data.

### UNIT IV

**9 Periods**

**Research Design:** Concept and Importance in Research, features of a good research design, Exploratory Research Design: concept, types and uses, Descriptive Research Designs: concept, types and uses. Experimental Design: Concept, types and uses. Research Problem: Concept and need, Identification of Research problem, defining and delimiting Research problem. Hypothesis: Qualities of a good Hypothesis, Null Hypothesis & Alternative Hypothesis. Hypothesis Testing, Logic & Importance.

## UNIT V

8 periods

**Introduction to Psychometry:** what is a test? Characteristics of a good test, test construction, steps for test construction, types of tests. Test construction: Item writing, item analysis, Test standardization: Reliability, validity and Norms. Interpretation and report writing: Process of Interpretation, Precaution in Interpretation, Significance of Report Writing, Different Steps in Writing Report, Layout of the Research Report, Summary, Conclusion, Limitations & Implications. Reference: APA 7<sup>th</sup> format -When and where to publish; Plagiarism and Self-Plagiarism.

**TOTAL NO OF PERIODS:45**

### TEXT BOOKS

- Kothari, C.R., 1990. Research Methodology: Methods and Techniques. New Age International. 418p.
- Sinha, S.C. and Dhiman, A.K., 2002. Research Methodology, EssEss Publications.2 volumes.

### REFERENCES

- Garg, B.L., Karadia, R., Agarwal, F. and Agarwal, U.K., 2002. An introduction to Research Methodology, RBSA Publishers.
- Best, J.W. and Kahn, J.V. (2006) Research in Education. 10th Edition, Pearson Education Inc., Cape Town.
- Kerlinger, F. N. (1986). Foundations of behavioral resemeck. (3rd ed.). New York: Holt, Rinehart, and Winston.
- Singh, A.K. (2009). *Tests, Measurements and Research Methods in Behavioural Sciences*. Bharati Bhawan, New Delhi.

### E LEARNING RESOURCES

- [www.pdfdrive.net](http://www.pdfdrive.net)
- <https://ccsuniversity.ac.in/bridge-library/pdf/Research-Methodology-CR-Kothari.pdf>

Subject Code: HMNP25L01	Subject Name: EXPLORING SELF	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: None	Lb	0	0/0	4/0	2

**L : Lecture T :Tutorial SLr : Supervised Learning P :Project R : Research C: Credits**  
**T/L/ETP/IE: Theory / Lab / Embedded Theory and Lab/Internal Evaluation**

**OBJECTIVES:**

- To help students initiate a personal journey of self-discovery and transformation.
- To explore psychological skills and attitudes that can help students grow consciously and facilitate change within themselves and the society.
- To practice mindfulness, meditation and contemplation as ways of deepening insight into the predicament of life, combating stress, non-violent communication and compassion.

**COURSE OUTCOMES (Cos) : (3 – 5)**

Students completing the course were able to

CO1	Introspect, and discover themselves
CO2	Prepare a personality profile of themselves to plan and execute self-development
CO3	Overcome the limitations and mental barriers developed over time
CO4	Demonstrate wisdom empathy and compassion satiated social skills

**Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)**

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	2	1	2	3	1	3	1
CO2	3	3	2	1	2	3	1	3	1
CO3	3	3	2	1	2	3	1	3	1
CO4	3	3	2	1	2	3	1	3	1

		PSOs							
COs	PSO 01	PSO 02	PSO 03	PSO04	PSO 5				
CO 1	3	3	3	3	3				
CO 2	3	3	3	3	3				
CO 3	3	3	3	3	3				
CO 4	3	3	3	3	3				

Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/ Allied	Skill Component	Practical/ Project/ internship	Others
								✓	

<b>Subject Code:</b> HMNP25L01	<b>Subject Name: EXPLORING SELF</b>	<b>Ty/Lb /ETP/ IE</b>	<b>L</b>	<b>T/ SLr</b>	<b>P/R</b>	<b>C</b>
	<b>Prerequisite: None</b>	<b>Lb</b>	<b>0</b>	<b>0/0</b>	<b>4/0</b>	<b>2</b>

### **Practicum on Self Development**

Based on and meant

- To help students initiate a process of self-awareness and self-development through a self-chosen area of study and progress.
- To encourage the application of concepts and processes of psychology to nurture the development of qualities, capacities and skills relevant to the individual and the society.

**Course Transaction:** The aim practicum is based on initiating the process of self-development in students through individualized projects that are undertaken during the course of the entire semester.

- To create a safe shared space for learning and inner development while respecting the students' freedom to approach their studies in their own unique manner, the teacher becomes a participant as well as a facilitator in a process that depends on the integrity of all involved.
- Genuine, open-ended questions to be discussed in small groups initiate participants onto a journey of self-reflection and self-inquiry.
- Simple exercises help them with the integration and assimilation of new ideas and insights.
- Small and large group discussions and oral presentations on self-chosen topics and texts in the area of psychology which stimulate self-expression and create a space to discover one's unique role in society.

### **Journal Writing and Individual Projects:**

- Journey into self is rooted in self-observation; students may be encouraged to do regular journal writing, not with an eye on appraisal by others, but as a strictly private exercise in self-observation that aids in the development process.
- This also involves going back to different stages of their childhood, Adolescence and Adulthood in their life, observing the psychological changes, various challenges they faced and the methods adopted to manage these challenges and analyzing them from a neutral position.
- Combining careful analysis of entries in their private journal with a literature-based individual research project, they can create a multi-purpose space in which they can deconstruct psychological concepts as well as their own experiences.

- Observing themselves, they can see the concepts and processes of psychology come to life, and they can critically engage with what in the classes and in their individual projects is presented as theory.
- In the first classes the first tentative attempts at disciplined self-observation can be initiated. Subsequently an individual project can be taken up that center around any basic concept or process of psychology.

**Total no. of periods: 60**

**TEXT BOOKS:**

1. Csikszentmihalyi, M. (1990). Flow. New York: Harper and Row.
2. Dweck, C. (2006). Mindset: The new psychology of success. New York: Ballantine Books.
3. Fromm, E. (2006). The art of loving. New York: The Harper Perennial Modern Classics.

**REFERENCES:**

1. Kumar, S. (2006). You are therefore I am: A declaration of dependence. New Delhi: Viveka Foundation.
- Rosenberg, M. (2012). Living nonviolent communication. Boulder: Sounds True Pub.
2. The Mother. (2002). The science of living, In ‘On education’ (pp. 3-8).
3. Complete works of The Mother (2nd Ed., Vol.12). Pondicherry: Sri Aurobindo Ashram Press.
4. Thich N. H. The miracle of mindfulness: Introduction to the practice of meditation. Boston: Beacon Press.
5. Virmani, S. Had anhad: Journey with Ram and Kabir. An Audio-Video Resource

**E LEARNING RESOURCES:**

1. [https://books.google.co.in/books?id=TSKzm0iDt-MC&printsec=frontcover&dq=understanding+the+self&hl=en&newbks=1&newbks\\_redir=1&sa=X&ved=2ahUKEwily5Wfpc34AhVBaGwGHRZVDVYQ6AF6BAgKEAI](https://books.google.co.in/books?id=TSKzm0iDt-MC&printsec=frontcover&dq=understanding+the+self&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwily5Wfpc34AhVBaGwGHRZVDVYQ6AF6BAgKEAI)
2. [https://books.google.co.in/books?id=JxEwJoJKnCEC&printsec=frontcover&dq=understanding+the+self&hl=en&newbks=1&newbks\\_redir=1&sa=X&ved=2ahUKEwily5Wfpc34AhVBaGwGHRZVDVYQ6AF6BAgCEAI](https://books.google.co.in/books?id=JxEwJoJKnCEC&printsec=frontcover&dq=understanding+the+self&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwily5Wfpc34AhVBaGwGHRZVDVYQ6AF6BAgCEAI)

Subject Code: HMNP25L02	Subject Name: NEUROPSYCHOLOGICAL ASSESSMENTS			Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C	
	Prerequisite: Experimental psychology			Lb	0	0/0	4/0	2	
L : Lecture T :Tutorial SLr : Supervised Learning P :Project R : Research C: Credits T/L/ETP/IE: Theory / Lab / Embedded Theory and Lab/Internal Evaluation									
<b>OBJECTIVES:</b>									
<ul style="list-style-type: none"> <li>To make the students familiar with the field of psychological experiments in general</li> <li>To demonstrate to the students, measurement of human capacities likes perception, attention, learning and memory in a scientific setting.</li> <li>To help students to acquire knowledge on how to record, present and draw conclusions from the data, from the observations made.</li> </ul>									
<b>COURSE OUTCOMES (Cos) : (3 – 5)</b>									
Students completing the course were able to									
CO1	Assess the cognitive functions of individuals								
CO2	Evaluate the Personality of individuals								
CO3	Interpret the role of various factors which determine the behavior and Mental processes								
<b>Mapping of Course Outcomes with Program Outcomes (POs) &amp; Program Specific Outcomes (PSOs)</b>									
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	3	1	3	1	2	1	3
CO2	3	3	3	1	3	1	2	1	3
CO3	3	3	3	1	3	1	2	1	3
	<b>PSOs</b>								
<b>Cos</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO4</b>	<b>PSO 5</b>				
CO 1	3	3	3	3	3				
CO 2	3	3	3	3	3				
CO 3	3	3	3	3	3				
<b>Category</b>	<b>Program Core</b>	<b>Program elective</b>	<b>Humanities and social Science</b>	<b>Open Elective</b>	<b>Skill enhancing elective</b>	<b>Inter Disciplinary/ Allied</b>	<b>Skill Component</b>	<b>Practical/ Project/ internship</b>	<b>Others</b>
								✓	

<b>Subject Code:</b> HMNP25L02	<b>Subject Name: NEUROPSYCHOLOGICAL ASSESSMENTS</b>	<b>Ty/Lb/ETP/IE</b>	<b>L</b>	<b>T/SLr</b>	<b>P/R</b>	<b>C</b>
	<b>Prerequisite: Experimental psychology</b>	<b>Lb</b>	<b>0</b>	<b>0/0</b>	<b>4/0</b>	<b>2</b>

### **COURSE CONTENTS:**

10 tests for Practicum and Record out of 20

#### **INTELLIGENCE**

1. BKT
2. Raven's Progressive Matrices
3. Bhatia's Battery
4. Draw A House Tree

#### **ABILITIES TEST**

1. David Battery of Differential Abilities

#### **MEMORY**

1. PGI Memory Scale
2. Wechsler's Memory scale

#### **ATTENTION**

1. Span of Attention -Tachistoscope Apparatus Test
2. Knox cube

#### **PERCEPTION**

1. Muller Lyer Apparatus

#### **PSYCHOMOTOR ABILITY**

1. Bender Gestalt Test
2. Tweezer Dexterity Test

#### **LEARNING**

1. Habit Interference Test

#### **NEUROPSYCHOLOGICAL TEST**

1. Post Graduate Institute Battery of Brain Dysfunction- PGI BBD
2. NIMHANS – neuropsychological battery
3. NIMHANS-Learning Disability test
4. Tower Of London
5. Wisconsin Card Sorting Test (WCST)
6. The Mini-Mental State Examination (MMSE)
7. Montreal Cognitive Assessment (MoCA)

**TOTAL NO OF PERIODS: 60**

#### **REFERENCES:**

1. Anastasi. A. & Urbina.S. (2002), Psychological testing, 7th Edition, Pearson Education, USA
2. Gregory.R.J. (2005). Psychological testing, history, principles and applications. 4th Edition, Pearson Education, USA.

## **SEMESTER II**

Subject Code : HMNP25005	Subject Name: COUNSELING ACROSS LIFESPAN	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: Basic Counseling Skills	Ty	3	0/0	0/0	3

**L : Lecture T :Tutorial SLr : Supervised Learning P :Project R : Research C: Credits**  
**T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation**

**OBJECTIVES:**

- To understand the nature of Counseling Process as a helping relationship.
- To appreciate the use of Counseling theories and essential skills of counseling.
- To learn the essential skills & stages of counseling.

**COURSE OUTCOMES (Cos) : (3 – 5)**

Students completing the course were able to

CO1	Illustrate the counseling process and the role of counselors
CO2	Demonstrate personal and professional skills essential for effective counseling
CO3	Use appropriate Counseling methods to alleviate emotional and behavioral problems in children and adolescents
CO4	Apply theories such as Schlossberg's Transition Theory to assist clients facing major life transitions
CO5	Understand the principles and practice of group counseling, including working with specific populations

**Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)**

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	1	1	2	3	1	2	1
CO2	3	2	1	1	2	3	1	2	1
CO3	3	2	1	1	2	3	1	2	1
CO4	3	2	1	1	2	3	1	2	1
CO5	3	2	1	1	2	3	1	2	1

COs	PSOs				
	PSO 1	PSO 2	PSO 3	PSO4	PSO 5
CO 1	3	3	1	2	3
CO 2	3	3	1	2	3
CO 3	3	3	1	2	3
CO 4	3	3	1	2	3
CO5	3	3	1	2	3

Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/ Allied	Skill Component	Practical Project/ internship	Others
	✓								

<b>Subject Code :</b> HMNP25005	<b>Subject Name: COUNSELING ACROSS LIFESPAN</b>	<b>Ty/Lb /ETP/ IE</b>	<b>L</b>	<b>T/ SLr</b>	<b>P/R</b>	<b>C</b>
	<b>Prerequisite: Basic Counseling Skills</b>	<b>Ty</b>	<b>3</b>	<b>0/0</b>	<b>0/0</b>	<b>3</b>

**COURSE CONTENTS:**

**UNIT-I**

**9 Periods**

Introduction to Counseling: Definition of Counseling, Objectives of counseling, History of counseling, Personal and Professional skills of Counseling, Systematic framework of Counseling, Counseling goal setting process, Ethical principles of counseling and helping

**UNIT-II**

**9 Periods**

Stages of Counseling: interview stage: rapport building, paraphrasing and reflecting feelings; working stage – goals & methods – facilitating problem solving, asking questions, transference and counter transference, the process of goal setting, design & implementation of action plans; termination stage: reasons for termination, referral and termination, importance of termination; follow up stage. Relaxation techniques

**UNIT-III**

**9 Periods**

Child Counseling-Considerations in counseling children – goals, child-counsellor relationship. Counseling Adolescents: Educational Counseling, Counseling For adjustment problems. Life Skill Counseling, Vocational and guidance counseling; Counseling strategies –Effective use of technology – Mobile & Internet.

**UNIT-IV**

**9 Periods**

Counseling Young Adults: Schlossberg’s Transition Theory – Types of Transition, Factors Influencing Transitions; Insight towards purpose of life-Skill set. Potential. Career Planning; Financial Planning; Promoting Healthy Decision Making in relationships problems related to marriage & divorce. Counseling for Mid Life Issues - Relationship dynamics in the family -problems with adult parents and parenting adolescents; Midlife Crisis, Weight control, menopause.

## **UNIT –V**

**9 Periods**

Group Counseling & Working with specific populations –Basics of Group Counseling, Dependency groups, counseling children of couples undergoing separation, Geriatric , substance dependence-family of substance abuse, children of substance dependence, gadget addiction- Mobile, Social media and VR, counseling for victims- sexual, Acid attack, Trauma, Accident, single parent, Special Population- LGBTQ+

**TOTAL NO. OF PERIODS: 45**

### **TEXT BOOKS:**

- Brems, C. (2001). Basic skills in psychotherapy and counseling. Singapore: Brooks/Cole.
- Goodman, J., Schlossberg, N. K., & Anderson, M. L. (2006). Counseling Adults in Transition – Linking Theory with Practice, Springer Publishing Company

### **REFERENCES**

- Donald, C., & Atkinson, R. D. (2002). Counseling across life span, Sage Publications
- Geldard, K., Geldard, D., & Foo, R. Y. (2013). Counseling Children, Sage Publications
- Ray Woolfe, Sheelagh Strawbridge Barbara Douglas, Windy Dryden (2010). Handbook of counseling psychology. 3rd Ed Sage publication
- Orbach, A. (2003). Counseling Older People, Sage Publications

### **E LEARNING RESOURCES:**

- <https://www.basic-counseling-skills.com/>
- <https://www.ncbi.nlm.nih.gov/books/NBK304182/>
- [http://www.universityofcalicut.info/SDE/Counseling\\_psych\\_27Sept2013.pdf](http://www.universityofcalicut.info/SDE/Counseling_psych_27Sept2013.pdf)
- <https://www.mhinnovation.net/sites/default/files/downloads/innovation/tools/PMHP-Basic-CounselingSkills.pdf>

Subject Code : HMNP25006	Subject Name: <b>PSYCHOPATHOLOGY</b>	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: <b>Introduction To Abnormal Psychology</b>	Ty	3	1/0	0/0	4

**L : Lecture T :Tutorial SLr : Supervised Learning P :Project R : Research C: Credits**  
**T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation**

**OBJECTIVES:**

- To understand various disorders, their symptoms and causes.
- To gain awareness of various treatment methods for psychological disorders

**COURSE OUTCOMES (Cos) : (3 – 5)**

Students completing the course were able to

CO1	Illustrate abnormal behavior its causes and classification
CO2	Classify anxiety disorders and somatoform based on symptoms with reference to diagnostic criteria
CO3	Predict the presence of affective disorders in individuals
CO4	Categorize the personality disorders and Psychotic disorders based on diagnostic formulations and plan the treatment approaches
CO5	Recognize the sex and sexuality related disorders to plan preventive and curative measures

**Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)**

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	1	1	2	1	1	1	2
CO2	3	3	1	1	2	1	1	1	2
CO3	3	3	1	1	2	1	1	1	2
CO4	3	3	1	1	2	1	1	1	2
CO5	3	3	1	1	2	1	1	1	2

COs	PSOs				
	PSO 1	PSO 2	PSO 3	PSO4	PSO 5
CO 1	3	3	1	3	1
CO 2	3	3	1	3	1
CO 3	3	3	1	3	1
CO 4	3	3	1	3	1
CO5	3	3	1	3	1

Category	Program Core	Program elective	Humanities and social science	Open Elective	Skill enhancing elective	Inter Disciplinary/ Allied	Skill Component	Practical Project/ internship	Others
	✓								

<b>Subject Code:</b> HMNP25006	<b>Subject Name: PSYCHOPATHOLOGY</b>	<b>Ty/Lb/ ETP/IE</b>	<b>L</b>	<b>T/ SLr</b>	<b>P/R</b>	<b>C</b>
	<b>Prerequisite: Introduction To Abnormal Psychology</b>	<b>Ty</b>	<b>3</b>	<b>1/0</b>	<b>0/0</b>	<b>4</b>

**COURSE CONTENTS:**

**UNIT I**

**10 PERIODS**

**Introduction:**

Psychological abnormality: - Deviance, distress, dysfunction, danger. Models of abnormality: Biological, Psychodynamic, Behavioral, Humanistic-existential, Cognitive, Sociocultural. Classification systems: DSM V, ICD 11. Ethics & guidelines in practice. Research, trends in psychopathology.

**UNIT II**

**15 PERIODS**

**Anxiety & Related Disorders:** GAD, Panic, Phobic disorders: Introduction, prevalence, etiology, clinical picture, treatment approaches. Obsessive compulsive Disorder- Causes, types. Clinical features & Treatment approaches.

Somatoform & Eating Disorders- Types, introduction, prevalence, etiology, clinical picture, and treatment approaches.

**UNIT III**

**12 PERIODS**

**Mood disorders:** Mood & affective disorder- Types, introduction, prevalence, etiology, clinical picture, treatment approaches of mood and affective disorders- (unipolar mood disorders & bipolar mood disorders), Pre Menstrual Dysphoric Disorder- prevalence, etiology, clinical picture, treatment approaches.

**UNIT IV**

**13 PERIODS**

**Psychotic & Personality Disorders:**

Psychotic Disorders: Schizophrenia Delusional disorder: Types, introduction, prevalence, etiology, clinical picture, and treatment approaches.

Cluster A Personality Disorders, Cluster B Personality Disorders, Cluster C Personality Disorders: Introduction, prevalence, etiology, clinical picture, treatment approaches.

## **UNIT V**

**10 PERIODS**

**Sexual Disorders:** Sex education, sex assessment, Sexual Dysfunctions and disorders Paraphilic Disorders, and Gender Dysphoria-: introduction, types, prevalence, etiology, clinical picture, treatment approaches. Sexual predators; criminal components

**TOTAL NO. OF PERIODS: 60**

### **TEXT BOOK:**

- Comer, R.J. (2013). Abnormal Psychology. (8th ed). Worth Publishers.
- Sarason&Sarason(2005). Abnormal Psychology. (11thed). Pearson Education

### **REFERENCES:**

- American Psychiatric Association (2013). Diagnostic and statistical manual of mental disorders (5th ed., text rev.). Washington, DC: Author.
- World Health Organization. (1992). ICD-10 Classifications of Mental and Behavioral Disorder: Clinical Descriptions and Diagnostic Guidelines. Geneva. World Health Organization (WHO).

### **E LEARNING RESOURCES:**

- [https://secure2.convio.net/dabsa/pdfs/brochures/understanding\\_your\\_mood.pdf](https://secure2.convio.net/dabsa/pdfs/brochures/understanding_your_mood.pdf)
- [https://psychiatryonline.org/pb/assets/raw/sitewide/practice\\_guidelines/guidelines/schizophrenia.pdf](https://psychiatryonline.org/pb/assets/raw/sitewide/practice_guidelines/guidelines/schizophrenia.pdf)
- <http://bcs.worthpublishers.com/WebPub/Psychology/comerabpsych8e/IRM/COMER%20IR%20157-176.pdf>
- <http://bcs.worthpublishers.com/WebPub/Psychology/comerabpsych8e/IRM/COMER%20IR%20239-258.pdf>

Subject Code : HMNP25007	Subject Name: REHABILITATION & RELATED POLICIES	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: Foundations of Disability Studies	Ty	3	0/0	0/0	3

**L : Lecture T :Tutorial SLr : Supervised Learning P :Project R : Research C: Credits**  
**T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation**

**OBJECTIVES:**

- To provide the students an opportunity to learn the concept of Psychosocial rehabilitation
- To make the students understand different rehabilitation settings
- To educate the students on disability assessments and legislations related to mental health

**COURSE OUTCOMES (Cos) : (3 – 5)**

Students completing the course were able to

CO1	Illustrate the definition, classification of disability and issues associated with assessment and certification
CO2	Execute psycho social rehabilitation measures using appropriate psychotherapeutic measures
CO3	Plan holistic measures of rehabilitation with the patient and their care takers
CO4	Plan and execute neuro-rehabilitative therapies in patients affected by brain injury or degeneration
CO5	Interpret the policies and acts of the government associated with rehabilitation to put in to the effective use of affected population

**Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)**

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	1	1	3	3	1	2	1
CO2	3	2	1	1	3	3	1	2	1
CO3	3	2	1	1	3	3	1	2	2
CO4	3	2	1	1	3	3	1	2	1
CO5	3	2	1	1	3	3	1	2	2

Cos	PSOs				
	PSO 1	PSO 2	PSO 3	PSO4	PSO 5
CO 1	3	3	3	1	3
CO 2	3	3	3	1	3
CO 3	3	3	3	1	3
CO 4	3	3	3	1	3
CO5	3	3	3	1	3

Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/ Allied	Skill Component	Practical Project/ internship	Others
	✓								

Subject Code: HMNP25007	Subject Name: <b>REHABILITATION &amp; RELATED POLICIES</b>	Ty/Lb/ ETP/IE	L	T/ SLr	P/R	C
	Prerequisite: <b>Foundations of Disability Studies</b>	Ty	3	0/0	0/0	3

**COURSE CONTENTS:**

**UNIT I**

**9 Periods**

**Disability:** Definition and classification of disability; psychosocial models and biopsychosocial model of disability; impact, needs and problems; issues related to assessment/certification of disability – areas and measures. Rehabilitation: Psycho education (therapeutic education. Approaches to rehabilitation; interventions in the rehabilitation processes; models of adaptation to disability; family and caregivers’ issues; support to recovery

**UNIT II**

**9 Periods**

**Psychosocial and Vocational rehabilitation:** Intellectual Disorder, Autism, organic mental Illness. Rehabilitation services, resources,. Applied Behavior Analysis For ASD. Group therapy, supportive therapy and psycho education for primary circle/ caregivers

**UNIT III**

**9 Periods**

**Neurocognitive rehabilitation:** Principles, objectives and methods of neurocognitive retraining-rehabilitation of traumatic brain injury, organic brain disorders, scope of computer-based retraining, Biofeedback – (EMG, GSR, 35 EEG, Temp., EKG), neurofeedback, cognitive aids. IEP, ITP.

**UNIT IV**

**9 Periods**

**Stem cell Therapy & Other interdisciplinary therapies:** Overview on stem cells and stem cell therapy, role of rehabilitation therapist in stem cell therapy, clinical improvements in neurological disorders after stem cell therapy. Overview on speech therapy, occupational therapy and physiotherapy.

## UNIT V

9 Periods

Policies and Acts: Rehabilitation Policies and Acts and Government schemes .(Mental Health Act of 1987, National Mental Health Program 1982, the Persons With Disabilities (equal opportunities, protection of rights and full participation) Act 1995; Rehabilitation Council of India (RCI) Act of 1992, National Trust for 18 Mental Retardation, CP and Autistic Children 1999, Juvenile Justice Act of 1986; Mental Health Care Bill 2011; ethical and forensic issues in psychiatry practice); assistance, concessions, social benefits and support from government and voluntary organizations; contemporary challenges; rehabilitation ethics and professional code of conduct.

**TOTAL NO OF PERIODS: 45**

### TEXT BOOK:

- Goldenson, R., Dunham, J., & Dunham, C. (1978). *Disability and rehabilitation handbook*. New York: McGraw-Hill.
- Ann Brechin& Penny Liddiard, (1981). *Look at it This way : New Perspectives in Rehabilitation*, U.K.; The Open University Press.

### REFERENCES:

- Eruc Ryckmans, (1983). *Working with Disabled people*, London; Batsford Academic and Educational Ltd.
- George Nelson Wright, (1980). *Total Rehabilitation*, Boston; Little Brown and Company (Inc.).

### E-LEARNING RESOURCES

- [WWW.PDFDRIVE.NET](http://WWW.PDFDRIVE.NET)
- <https://www.tandfonline.com/toc/idre20/current>
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3893941/>

Subject Code: HMCC22002	Subject Name: INTELLECTUAL PROPERTY RIGHTS AND PATENT	Ty/Lb	L	/S.Lr	P/R	C
	Prerequisite: Nil	Ty	3	0/0	0/0	3

**L:Lecture T:Tutorial SLr: Supervised Learning P:Project R:Research C:Credits T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation**

**OBJECTIVES:**

- To introduce fundamental aspects of Intellectual property Rights to students who are going to play a major role in development and management of innovative projects in industries.
- To develop expertise in the learners in IPR related issues and sensitize the learners with the emerging issues in IPR and the rationale for the protection of IPR.

**COURSE OUTCOMES (Cos): (3– 5)**

Students completing the course were able to

CO1	Imbibe the knowledge of Intellectual Property and its protection through various laws.
CO2	Apply the knowledge of IPR for professional development
CO3	Develop a platform for protection and compliance of Intellectual Property Rights & knowledge
CO4	Create awareness amidst academia and industry of IPR and Copyright compliance
CO5	Deliver the purpose and function of IPR and patenting

**Mapping of Course Outcomes with Program Outcomes (POs)**

COs/Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	3	1	3	1	1	3	1
CO2	3	2	3	1	3	1	1	3	1
CO3	3	2	3	1	3	1	1	3	1
CO4	3	2	3	1	3	1	1	3	1
CO5	3	2	3	1	3	1	1	3	1

**PSOs**

COs	PSO 01	PSO02	PSO03	PSO04	PSO5
CO1	2	1	1	1	3
CO2	1	2	1	1	3
CO3	2	1	2	2	3
CO4	3	2	2	2	3
CO5	3	2	2	2	3

Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary y/ Allied	Skill Component	Practical /Project/	Others
			√						

<b>Subject Code:</b> HMCC22002	<b>Subject Name:</b> INTELLECTUAL PROPERTY RIGHTS AND PATENT	<b>Ty/Lb</b>	<b>L</b>	<b>/S.Lr</b>	<b>P/R</b>	<b>C</b>
	Prerequisite: Nil	Ty	3	0/0	0/0	3

**COURSE CONTENTS:**

**Unit I**

**9Hrs**

Introduction to IPRs, Basic concepts and need for Intellectual Property – Meaning and practical aspects of Patents, Copyrights, Geographical Indications, IPR in India and Abroad. Nature of Intellectual Property, Industrial Property, technological Research, Inventions and Innovations–Important examples of IPR.

**Unit II**

**9Hrs**

Intellectual Property Rights. The IPR tool kit, Patents, the patenting process, Patent cooperation treaties: International Treaties and conventions on IPRs: Trade Related Aspects of Intellectual Property Rights Agreement, Patent Cooperation Treaty, Patent Act of India, Patent Amendment Act, Design Act, Trademark Act, Geographical Indication Act.

**Unit III**

**9Hrs**

Intellectual Property Protections IPR of Living Species, protecting inventions in biotechnology, protections of traditional knowledge, bio piracy and documenting traditional knowledge, Digital Innovations and Developments as Knowledge Assets–IP Laws, Cyber Law and Digital Content Protection. Case studies: The basmati rice issue, revocations of turmeric patent, revocation of neem patent.

**Unit IV**

**9Hrs**

Exercising and Enforcing of Intellectual Property Rights. Rights of an IPR owner, licensing agreements, criteria for patent infringement. Case studies of patent infringement, IPR – contract, unfair competitions and control, provisions in TRIPS.

**Unit V**

**9Hrs**

Role of Patents in Product Development & Commercialization Recent changes in IPR laws impacting patents and copyrights, intellectual cooperation in the science and allied industry. Patentable and non-patentable research. Case studies.

**Total Hrs:45**

**Textbook:**

1. Nithyananda, K. V. (2019). Intellectual Property Rights: Protection and Management. India, IN: Cengage Learning India Private Limited.
2. Neeraj, P., & Khusdeep, D. (2014). Intellectual Property Rights. India, IN: PHI learning Private Limited.

### References:

1. P.B.Ganguli, Intellectual Property Rights:Unleashing the Knowledge Economy.TataMcGrawHill,2001.SteveSmith,The Quality Revolution.1sted.,Jaico Publishing House,2002.
2. Kompal Bansal and Praishit Bansal.Fundamentals of IPR for Engineers, 1stEdition,BSPublications,2012.
3. Prabhuddha Ganguli.IntellectualProperty Rights. 1stEdition,TMH,201
4. R RadhaKrishnan&SBalasubramanian. IntellectualPropertyRights.1stEdition, Excel Books,2012.
5. M Ashok Kumar &Mohd. Iqbal Ali. Intellectual Property Rights. 2nd Edition, Serial Publications, 2011. VinodV.Scople,ManagingIntellectualProperty.PrenticeHallofIndiaPvtLtd,2012.
6. Deborah E. Bouchoux.Intellectual Property:The Law of Trademarks, Copyrights,Patents and Trade Secrets.CengageLearning,3rded.Edition,2012.
7. PrabhuddhaGanguli. Intellectual Property Rights: Unleashing the Knowledge Economy. McGraw Hill Education,2011. Edited by Derek Bosworth and Elizabeth Webster.The Management of Intellectual Property. Edward ElgarPublishingLtd.,2013.
8. Wadhwa (2004), IntellectualPropertyRights, UniversalLawPublishingCo.
9. Ramappa(2010),IntellectualPropertyRightsLawinIndia,AsiaLawHouse

### E-resources:

1. Subramanian,N.,&Sundaraman,M.(2018).IntellectualPropertyRights–AnOverview. Retrievedfrom<http://www.bdu.ac.in/cells/ipr/docs/ipr-eng-ebook.pdf>
2. WorldIntellectualpropertyOrganisation.(2004).WIPOIntellectualpropertyHandbook.Retrieved from[https://www.wipo.int/edocs/pubdocs/en/intproperty/489/wipo\\_pub\\_489.pdf](https://www.wipo.int/edocs/pubdocs/en/intproperty/489/wipo_pub_489.pdf)

### ReferenceJournal:

- 1.JournalofIntellectualPropertyRights (JIPR):NISCAIR

### Useful Websites:

1. Cell fo Ripr Promotion and Management(<http://cipam.gov.in/>)
2. WorldIntellectualPropertyOrganisation(<https://www.wipo.int/about-ip/en/>)  
Office of the Controller  
GeneralofPatents,Designs&Trademarks(<http://www.ipindia.nic.in/>)chnologicalResearch,InventionsandInnovationns–ImportantexamplesofIPR.

<b>Subject Code:</b> HMNP25L03	<b>Subject Name :</b> PSYCHOPATHOLOGICAL ASSESSMENTS				<b>Ty/Lb</b> /ETP/ IE	<b>L</b>	<b>T/</b> <b>SLr</b>	<b>P/R</b>	<b>C</b>
	<b>Prerequisite: KNOWLEDGE OF DSM 5 &amp; ICD 11</b>				<b>Lb</b>	<b>0</b>	<b>0/0</b>	<b>4/0</b>	<b>2</b>
<b>L : Lecture T :Tutorial SLr : Supervised Learning P :Project R : Research C: Credits</b> <b>T/L/ETP/IE: Theory / Lab / Embedded Theory and Lab/Internal Evaluation</b>									
<b>OBJECTIVES:</b>									
<ul style="list-style-type: none"> <li>• The subject focuses on assessment and understanding the psychopathological abnormalities</li> <li>• To draw conclusions using psychometrics.</li> </ul>									
<b>COURSE OUTCOMES (Cos) : (3 – 5)</b> Students completing the course were able to									
<b>CO1</b>	Determine the degree of abnormality and the psycho pathology underlying it								
<b>CO2</b>	Conclude the diagnosis and psychopathology using psychometric tools								
<b>CO3</b>	Demonstrate the psychometric structure of psychological tests								
<b>Mapping of Course Outcomes with Program Outcomes (POs) &amp; Program Specific Outcomes (PSOs)</b>									
<b>COs/POs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>
<b>CO1</b>	3	3	3	2	3	3	3	3	3
<b>CO2</b>	3	3	3	2	3	3	3	3	3
<b>CO3</b>	3	3	3	2	3	3	3	3	3
<b>PSOs</b>									
<b>COs</b>	<b>PSO 1</b>		<b>PSO 2</b>		<b>PSO 3</b>		<b>PSO4</b>		<b>PSO 5</b>
<b>CO 1</b>	3		3		3		3		3
<b>CO 2</b>	3		3		3		3		3
<b>CO3</b>	3		3		3		3		3
<b>Category</b>	<b>Program Core</b>	<b>Program elective</b>	<b>Humanities and social Science</b>	<b>Open Elective</b>	<b>Skill enhancing elective</b>	<b>Inter Disciplinary/ Allied</b>	<b>Skill Component</b>	<b>Practical Project/ internship</b>	<b>Others</b>
								✓	

<b>Subject Code: HMNP25L03</b>	<b>Subject Name: PSYCHOPATHOLOGICAL ASSESSMENTS</b>	<b>Ty/Lb /ETP/I E</b>	<b>L</b>	<b>T/ SLr</b>	<b>P/R</b>	<b>C</b>
	<b>Prerequisite: KNOWLEDGE OF DSM 5 &amp; ICD 11</b>	<b>Lb</b>	<b>0</b>	<b>0/0</b>	<b>4/0</b>	<b>2</b>

**COURSE CONTENTS:**

**10 out of 20 needs to be recorded**

**PERSONALITY**

- 1) Myers-Briggs Type Indicator (MBTI)
- 2) Fundamental Interpersonal Relations Orientation-Behavior (FIRO-B)

**PSYCHOPATHOLOGY**

- 3) Minnesota Multiphasic Personality Inventory-II (MMPI-II)
- 4) Multiphasic Questionnaire (MPQ)
- 5) Hamilton Anxiety Rating Scale (HAM-A)
- 6) Hamilton Depression Rating Scale (HDRS)
- 7) Beck's Depression Inventory (BDI)
- 8) Depression, Anxiety, and Stress Scale (DASS)
- 9) Beech Stress Scale

**CHILDHOOD PSYCHOPATHOLOGY**

- 10) Childhood Autism Rating Scale- CARS
- 11) Indian Scale for Assessment of Autism (ISAA)

**SYMPTOM-CHECKLIST**

- 12) Scale for the Assessment of Positive Symptoms (SAPS)
- 13) Positive and Negative Syndrome Scale (PANSS)
- 14) Yale-Brown Obsessive Compulsive Scale (Y-BOCS)
- 15) Eating Disorder Diagnostic Scale (EDDS)
- 16) Alcohol, Smoking and Substance Involvement Screening Test (ASSIST)
- 17) Alcohol Use Disorders Identification Test (AUDIT)

## **PROJECTIVE TESTS**

- 18) Thematic Apperception Test (TAT)
- 19) Rorschach Inkblot Test
- 20) Sentence Completion Test

**TOTAL NO. OF PERIODS-60**

## **REFERENCES:**

1. Anastasi. A. & Urbina.S. (2002), Psychological testing, 7th Edition, Pearson Education, USA
2. Gregory.R.J. (2005). Psychological testing, history, principles and applications. 4th Edition, Pearson Education, USA.

<b>Subject Code:</b> HMNP25I01	<b>Subject Name:</b> NEUROPSYCHOLOGICAL INTERVENTIONS		<b>Ty/Lb</b> <b>/ETP/</b> <b>IE</b>	<b>L</b>	<b>T/</b> <b>SLr</b>	<b>P/R</b>	<b>C</b>		
	Prerequisite: NONE		<b>IE</b>	<b>0</b>	<b>0/0</b>	<b>2/0</b>	<b>1</b>		
<b>L : Lecture T :Tutorial SLr : Supervised Learning P :Project R : Research C: Credits</b> <b>T/L/ETP/IE: Theory / Lab / Embedded Theory and Lab/Internal Evaluation</b>									
<b>OBJECTIVES:</b>									
<ul style="list-style-type: none"> <li>To critically examine psychometric considerations, methodologies, data acquisition, data analyses, and communications related to real world applications of using psychometrics within social science and educational environments</li> </ul>									
<b>COURSE OUTCOMES (Cos) : (3 – 5)</b> Students completing the course were able to									
<b>CO1</b>	Validate the case history using appropriate measurement tools								
<b>CO2</b>	Build workable relationship with the clients								
<b>CO3</b>	Plan a customized intervention process based on the apt model that can provide effective results								
<b>CO4</b>	Accomplish the process of intervention which can ensure betterment in the quality of life of the client								
<b>Mapping of Course Outcomes with Program Outcomes (POs) &amp; Program Specific Outcomes (PSOs)</b>									
<b>COs/POs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>
<b>CO1</b>	3	3	3	2	3	3	3	2	2
<b>CO2</b>	3	3	3	2	3	3	3	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	2
<b>CO4</b>	3	3	3	2	3	3	3	2	2
<b>PSOs</b>									
<b>Cos</b>	<b>PSO 1</b>		<b>PSO 2</b>		<b>PSO 3</b>		<b>PSO4</b>		<b>PSO 5</b>
<b>CO 1</b>	3		3		3		3		3
<b>CO 2</b>	3		3		3		3		3
<b>CO 3</b>	3		3		3		3		3
<b>CO 4</b>	3		3		3		3		3
<b>Category</b>	<b>Program Core</b>	<b>Program elective</b>	<b>Humanities and social Science</b>	<b>Open Elective</b>	<b>Skill enhancing elective</b>	<b>Inter Disciplinary/ Allied</b>	<b>Skill Component</b>	<b>Practical Project/ internship</b>	<b>Others</b>
							✓		

<b>Subject Code: HMNP25I01</b>	<b>Subject Name : NEUROPSYCHOLOGICAL INTERVENTIONS</b>	<b>Ty/Lb /ETP/ IE</b>	<b>L</b>	<b>T/ SLr</b>	<b>P/R</b>	<b>C</b>
	<b>Prerequisite: NONE</b>	<b>IE</b>	<b>0</b>	<b>0/0</b>	<b>2/0</b>	<b>1</b>

**COURSE CONTENTS:** The student is expected from previous courses to have basic knowledge of assessment and testing methodology, the DSM / ICD system, interview techniques, and various psychological schools of thought/theories within the therapeutic field from the past to the present (psychodynamic, cognitive and behavioral therapies, learning theory/behavior analysis). In this course, the knowledge is complemented with knowledge of integrative trends within the field of psychotherapy, combination therapy (pharmaceuticals and psychological treatment), and knowledge about specific patient- and context related issues. The students are to a large extent expected to be active and independently gather knowledge through literature, role play, preparation before supervision and patient care, as well as seminars.

The module intends to integrate advanced theoretical knowledge with the clinical proficiencies that the students acquire during the supervised patient care. Based on knowledge and proficiencies from earlier clinical courses in the programme, the students learn more about evidence-based methods central in psychological treatment. The module provides broad knowledge of diagnosis specific and Transdiagnostic treatment interventions for the psychiatric conditions that are most common in the health care. The students also receive knowledge about how to handle common difficulties, traps and barriers in clinical treatments (i.e., lack of treatment compliance). In addition to theoretical components the teaching also contains occasions for the students to practice on practical clinical proficiencies through role plays, video-recordings of role-plays, discussions and reflections. In this module, teaching of challenges and possibilities for implementation of psychological treatment is also included, based on a local as well as national and global perspective. This module also examines how evidence-based psychological treatment methods work. Within the scope of this module, current research is discussed about both general and method specific modes of action.

**TOTAL NO. OF PERIODS-30**

# **SEMESTER III**

Subject Code : HMNP25008	Subject Name: NEURO- PSYCHOPATHOLOGY		Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C		
	Prerequisite: Biopsychology & Abnormal Psychology		Ty	3	1/0	0/0	4		
L : Lecture T :Tutorial SLr : Supervised Learning P :Project R : Research C: Credits T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation									
<b>OBJECTIVES:</b>									
<ul style="list-style-type: none"> <li>To understand the etiology and current classificatory systems of mental disorders</li> <li>To learn about the different symptoms, course and prognosis of mental disorders</li> </ul>									
<b>COURSE OUTCOMES (Cos) : (3 – 5)</b>									
Students completing the course were able to									
CO1	Classify disorders Cognition. Learning and intellectual disability and plan neuro-rehabilitative measures								
CO2	Identify involving Neurodegenerative disorders neuropsychological components								
CO3	Investigate the etiology of Neurocognitive and impulsive in adults and plan the preventive and rehabilitative measures								
CO4	Classify eating and sleep disorders and plan the remedial measures								
CO5	Predict the presence of psychological disorders in Children								
<b>Mapping of Course Outcomes with Program Outcomes (POs) &amp; Program Specific Outcomes (PSOs)</b>									
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	2	1	3	3	2	1	2
CO2	3	3	2	1	3	3	2	1	2
CO3	3	3	2	1	3	3	2	1	2
CO4	3	3	2	1	3	3	2	1	2
CO5	3	3	2	1	3	3	3	1	2
<b>PSOs</b>									
Cos	PSO 1	PSO 2	PSO 3	PSO4	PSO 5				
CO 1	3	3	3	3	3				
CO 2	3	3	3	3	3				
CO 3	3	3	3	3	3				
CO 4	3	3	3	3	3				
CO5	3	3	3	3	3				
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/ Allied	Skill Component	Practical Project/ internship	Others
	✓								

<b>Subject Code: HMNP25008</b>	<b>Subject Name: NEURO- PSYCHOPATHOLOGY</b>	<b>Ty/Lb/ ETP/IE</b>	<b>L</b>	<b>T/ SLr</b>	<b>P/R</b>	<b>C</b>
	<b>Prerequisite: Biopsychology &amp; Abnormal Psychology</b>	<b>Ty</b>	<b>3</b>	<b>1/0</b>	<b>0/0</b>	<b>4</b>

**COURSE CONTENTS:**

**UNIT I**

**12 PERIODS**

**Neurodevelopmental Disorders – I:**

Disorders of cognition and learning Intellectual disability. Classification; Causes; Global Developmental Delay; Management of Intellectual disability; Current issues and future trends Specific learning disorders. Learning Difficulties; Characteristics of Learning-Disabled children, Causes of LD, Management, and Neuro-Rehabilitation approaches Autism and Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder Motor disorders. Developmental Coordination Disorder, Stereotypic Movement Disorder, Muscular Dystrophy, Tic disorders. Tourette’s Disorder, Persistent (chronic) motor or vocal Tic Disorder

**UNIT II**

**14 PERIODS**

**Neuroplasticity & Neurodegenerative diseases:** Effect of Ageing on the brain function, Parkinson’s disease, Huntington’s disease, Multiple Sclerosis, Epilepsy, Alzheimer’s disease, neural degeneration, Regeneration, reorganization, recovery of function. Delirium, Dementia (cortical & sub cortical), Muscular Dystrophy-introduction, prevalence, etiology, clinical picture, treatment approaches Prevention

**UNIT III**

**12 PERIODS**

**Neuropsychological Disorders, Dependency disorders & Impulse Control Disorders:**

Brain Damage & its causes. Epilepsy, Traumatic Brain injuries, Brain tumors, Cerebrovascular disorders, Infections of the brain, Neurotoxins, Genetic factors, Programmed cell death.

Alcohol and substance abuse: Types, introduction, prevalence, etiology, clinical picture, treatment approaches. Impulse control disorders, Psychological, Physical and Emotional, Gadget Addiction& Social Media Addiction

## **UNIT IV**

**12 PERIODS**

### **Neuropsychological basis of trauma & Stress related disorder**

Trauma and stressor related disorders- Reactive attachment disorder, disinhibited social engagement disorder, posttraumatic stress disorder (PTSD), acute stress disorder, and adjustment disorders.

Violence Rape, Suicide and suicide prevention; Abuse: Types, Causes of Abuse.

Dissociative disorder: Types, introduction, prevalence, etiology, clinical picture & treatment approaches

Sleep Disorders-Types, introduction, prevalence, etiology, clinical picture & treatment approaches

## **UNIT V**

**10 PERIODS**

### **Childhood Psychological disorders:**

Conduct Disorder Externalizing disorders. Oppositional Defiant Disorder, Conduct disorders Anxiety Separation Anxiety Disorder, Selective mutism, School phobia, social communication disorder, Enuresis, Depression, Childhood psychosis Child abuse: abuse types, causes. Clinical assessment, recognition, where to report (ethical & legal actions), mandatory reporting of abuse.

**TOTAL NO. OF PERIODS-60**

### **TEXT BOOK:**

- Comer, R.J. (2013). Abnormal Psychology. (8th ed). Worth Publishers.
- Sarason & Sarason (2005). Abnormal Psychology. (11th ed). Pearson Education

### **REFERENCES:**

- American Psychiatric Association (2013). Diagnostic and statistical manual of mental disorders (5th ed., text rev.). Washington, DC: Author.
- World Health Organization. (1992). ICD-10 Classifications of Mental and Behavioral Disorder: Clinical Descriptions and Diagnostic Guidelines. Geneva. World Health Organization (WHO).
- Carson (2007). Abnormal Psychology. (13th ed). Pearson Education.

### **E-LEARNING RESOURCES**

- [WWW.PDFDRIVE.NET](http://WWW.PDFDRIVE.NET)
- <https://www.simplypsychology.org/a-level-psychopathology.html>
- <https://study.com/learn/lesson/psychopathology-concept-examples.html>
- <https://www.sciencedirect.com/topics/neuroscience/psychopathology>

Subject Code : <b>HMNP25009</b>	Subject Name : <b>INTRODUCTION TO PSYCHOTHERAPY</b>			Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C	
	Prerequisite : Theories of personality			Ty	3	0/0	0/0	3	
L : Lecture T :Tutorial SLr : Supervised Learning P :Project R : Research C: Credits T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation									
<b>OBJECTIVES</b>									
<ul style="list-style-type: none"> <li>To understand the nature of Psychotherapy</li> <li>To appreciate the use of techniques of psychotherapy</li> <li>To apply psychotherapy to psychological disorders</li> </ul>									
<b>COURSE OUTCOMES (Cos) : (3 – 5)</b>									
Students completing the course were able to									
CO1	Exemplify the process of psychotherapy and the roles and responsibilities of therapists								
CO2	Apply the Model of psychodynamic approaches of intervention								
CO3	Demonstrate the use of cognitive and behavioral therapies in overcoming psychological problems								
CO4	Illustrate the intervention process based on Humanistic and existential models								
CO5	Apply family and expressive art therapies for improving the wellness factor in individuals								
<b>Mapping of Course Outcomes with Program Outcomes (POs) &amp; Program Specific Outcomes (PSOs)</b>									
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	2	2	3	1	3	2	3
CO2	3	3	2	2	3	1	3	2	3
CO3	3	3	2	2	3	1	3	2	3
CO4	3	3	2	2	3	1	3	2	3
CO5	3	3	2	2	3	1	3	2	3
<b>PSOs</b>									
<b>Cos</b>	<b>PSO 01</b>	<b>PSO 02</b>	<b>PSO 03</b>	<b>PSO04</b>	<b>PSO 5</b>				
CO 1	3	3	3	3	3				
CO 2	3	3	3	3	3				
CO 3	3	3	3	3	3				
CO 4	3	3	3	3	3				
CO 5	3	3	3	3	3				
<b>Category</b>	<b>Program Core</b>	<b>Program elective</b>	<b>Humanities and social Science</b>	<b>Open Elective</b>	<b>Skill enhancing elective</b>	<b>Inter Disciplinary/ Allied</b>	<b>Skill Component</b>	<b>Practical Project/ internship</b>	<b>Others</b>
	✓								

<b>Subject Code :</b> HMNP25009	<b>Subject Name : INTRODUCTION TO PSYCHOTHERAPY</b>	<b>Ty/Lb /ETP/ IE</b>	<b>L</b>	<b>T/ SLr</b>	<b>P/R</b>	<b>C</b>
	<b>Prerequisite : Theories Of Personality</b>	<b>Ty</b>	<b>3</b>	<b>0/0</b>	<b>0/0</b>	<b>3</b>

**COURSE CONTENTS:**

**UNIT-I**

**9 PERIODS**

Introduction to psychotherapy: Definition of psychotherapy, Main features – Objectives of Psychotherapy, Nature of Psychotherapy; General and specific factors promoting change during psychotherapy; Characteristics of Psychotherapy -Course & phases of Psychotherapy: resistance, interpretation, transference, counters transference. Phases of Psychotherapy.

**UNIT-II**

**9 PERIODS**

Approaches to Psychotherapy: Psycho – Dynamic Approaches: Classical Psychoanalysis, Neo Freudian Approaches, Jung’s approach, Adler’s approach; Play therapy: Key concepts, techniques, research, empirical findings & case analysis

**UNIT-III**

**9 PERIODS**

Behavioral and Cognitive models: Understanding CBT, stages of CBT – CBT method of change, techniques of CBT; REBT – nature and background, key concepts, process and goals, implementation and techniques. Behavior Modification: Behavioral Assessment- behavioral interview, self-monitoring, self-report, direct observation. Techniques of behavior Modification: Relaxation, Systematic Desensitization, Assertive Training, Aversive Therapy, Implosion & Flooding, Operant Conditioning Techniques, Self-control procedures, Problem solving

**UNIT-IV**

**9 PERIODS**

Humanistic & Existential Approaches – Client Centered Therapy; Logo Therapy, Gestalt Therapy, Existential therapy: Key concepts, techniques, research, empirical findings & case analysis. Trending Approaches: Transaction analysis, Guided Imagery, yoga, Transcendental meditation, Reality Therapy, Solution Focused Brief therapy: Key concepts, techniques, research, empirical findings & case analysis. Introduction to hypnosis & EMDR

## **UNIT-V**

**9 PERIODS**

Overview and key concept of therapeutic process: Brief Overview, Key Concepts, Therapeutic Process, Multigenerational Family Therapy, Experiential Family Therapy, Structural Family, Strategic Family Therapy, The Expressive Arts Therapies: Music & Creative therapy, Narrative Therapy.

**TOTAL NO. OF PERIODS: 45**

### **TEXT BOOK:**

- Corey, Gerald. (2013). Theory and Practice of Counseling and Psychotherapy. Cengage Learning.
- Capuzzi.D& Stauffer. D.M, Psychotherapy: Theories & Interventions, 6<sup>th</sup> Edition, American Counseling Association

### **REFERENCES:**

- Smith, E.J. (2016) Theories of Counseling and Psychotherapy: An Integrative Approach, 2nd Edition, Singapore, Sage Publications.
- Nichols.M.P(2018) The Essentials of Family Therapy, Pearson Publications.

### **E LEARNING RESOURCES:**

- <https://www.basic-counseling-skills.com/>
- <https://www.ncbi.nlm.nih.gov/books/NBK304182/>
- [http://www.universityofcalicut.info/SDE/Counseling\\_psych\\_27Sept2013.pdf](http://www.universityofcalicut.info/SDE/Counseling_psych_27Sept2013.pdf)
- <https://www.mhinnovation.net/sites/default/files/downloads/innovation/tools/PMHP-Basic-CounselingSkills.pdf>
- [www.isabs.org](http://www.isabs.org)
- [www.counseling.org](http://www.counseling.org)
- [www.AAMFT.org](http://www.AAMFT.org)

Subject Code : <b>HMNP25010</b>	Subject Name: <b>BEHAVIORAL NEUROSCIENCE</b>			Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C	
	Prerequisite: <b>Bio Psychology</b>			Ty	3	1/0	0/0	4	
<b>L : Lecture T :Tutorial SLr : Supervised Learning P :Project R : Research C: Credits</b> <b>T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation</b>									
<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>To explore the biological basis of behavior</li> <li>To emphasize the integration of neuroscience with psychological theory.</li> <li>Analyze the neural mechanisms behind emotions and reproductive behavior.</li> </ul>									
<b>COURSE OUTCOMES (Cos) : (3 – 5)</b> Students completing the course were able to									
CO1	Explore historical and contemporary approaches to studying brain-behavior relationships								
CO2	Understand the principles of neural communication and neuroplasticity								
CO3	Analyze the role of reproductive hormones in modulating behavior								
CO4	Identify the neural circuits underlying emotions								
CO5	Explore the impact the stress on immune systems								
<b>Mapping of Course Outcomes with Program Outcomes (POs) &amp; Program Specific Outcomes (PSOs)</b>									
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	1	1	2	1	1	1	2
CO2	3	2	1	1	2	1	1	1	2
CO3	3	2	1	1	2	1	1	1	2
CO4	3	2	1	1	2	1	1	1	2
CO5	3	2	1	1	2	1	1	1	2
<b>PSOs</b>									
COs	PSO 1	PSO 2	PSO 3	PSO4	PSO 5				
CO 1	3	3	1	2	3				
CO 2	3	3	1	2	3				
CO 3	3	3	1	2	3				
CO 4	3	3	1	2	3				
CO5	3	3	1	2	3				
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/ Allied	Skill Component	Practical Project/ internship	Others
	✓								

<b>Subject Code:</b> HMNP25010	<b>Subject Name: BEHAVIORAL NEUROSCIENCE</b>	<b>Ty/Lb/ ETP/IE</b>	<b>L</b>	<b>T/ SLr</b>	<b>P/R</b>	<b>C</b>
	<b>Prerequisite: Bio Psychology</b>	<b>Ty</b>	<b>3</b>	<b>1/0</b>	<b>0/0</b>	<b>4</b>

**COURSE CONTENTS:**

**UNIT I:**

**10 Periods**

**Introduction:** Definition, Scope, Five Viewpoints Exploring the Biology of Behavior, Five Research Perspectives Applied to Three Kinds of Behavior. The body and behavior over the life span. Three Approaches Relate Brain and Behavior. The History of Research on the Brain and Behavior

**UNIT II:**

**10 Periods**

**Neuroplasticity:** Definition, Relationship between Behavioral neuroscience and social psychology, levels of analysis in behavioral neuroscience. Understanding of Human Disorders- Behavioral Neuroscience contribution

**UNIT III:**

**14 Periods**

**Reproductive Behavior-** Stages of reproductive behavior- sexual attraction, appetitive behavior, copulative behavior, post-copulatory behavior. The Neural Circuitry of the reproductive behavior. Pheromones. Human Sexual Behavior-Adult human reproductive anatomy, human sexual response patterns. Sexual Differentiation& Gender Identity, Role of Gonadal Hormones.

**UNIT IV:**

**14 Periods**

**Emotions and Mental Disorders:** Emotions, Aggression, and Stress-Definition, Theories of Emotion, Emotions from the Evolutionary Viewpoint. Basic Emotions, Facial expressions-cultural differences in recognizing facial expressions of emotion, facial muscles and their neural control, facial feedback hypothesis. Brain lesions affect emotions. The circuitry of Fear. Neural Circuitry, Hormones, and Synaptic Transmitters Mediating Violence and Aggression.

## UNIT V

12 Periods

**Neuropsychological Basis Of Psycho physiological Disorders:** Factors Interacting the Development and Progression of Disease-Influence of stress & emotion on cardiac function & immune system. Main components of the human immune system. Communication among the nervous, immune, and endocrine systems. The Stress Response and Consequences of Prolonged Stress.

**TOTAL NO OF PERIODS: 60**

### **TEXT BOOK:**

- Breedlove, S. M., & Watson, N. V. (2017). Behavioral neuroscience (8th ed.). Sinauer Associates, Inc.
- Martin, G. N. (2006). Human neuropsychology (2nd ed.). Pearson/Prentice Hall.

### **REFERENCES:**

- Kolb, B., & Wishaw, I. Q. (2015). Fundamentals of Human Neuropsychology (7th ed.). Worth Publishers.
- Purves, D., Augustine, G. J., Fitzpatrick, D., et al. (2018). Neuroscience (6th ed.). Sinauer Associates.
- Carlson, N. R., & Birkett, M. A. (2021). Physiology of Behavior (12th ed.). Pearson.
- Kandel, E. R., Schwartz, J. H., Jessell, T. M., Siegelbaum, S. A., & Hudspeth, A. J. (2021). Principles of Neural Science (6th ed.). McGraw-Hill.

### **E-LEARNING RESOURCES**

- [WWW.PDFDRIVE.NET](http://WWW.PDFDRIVE.NET)
- <https://www.tandfonline.com/toc/idre20/current>
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3893941/>

Subject Code : HMOL25IE1	Subject Name : OPEN ELECTIVE- SWAYAM/NPTEL		Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C		
	Prerequisite : None		Ty	3	0/0	0/0	3		
L : Lecture T :Tutorial SLr : Supervised Learning P :Project R : Research C: Credits T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation									
<b>OBJECTIVES</b>									
<ul style="list-style-type: none"> <li>To identify the courses from online platforms which can aid their self and professional skill development</li> </ul>									
<b>COURSE OUTCOMES (Cos) : (3 – 5)</b>									
Students completing the course were able to									
CO1	Identify the courses from online platforms which can aid their self and professional skill development								
CO2	Develop self-learning skills								
<b>Mapping of Course Outcomes with Program Outcomes (POs) &amp; Program Specific Outcomes (PSOs)</b>									
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	1	2	2	2	3	3	2
CO2	3	3	1	2	2	2	3	3	2
<b>PSOs</b>									
Cos	PSO 01	PSO 02	PSO 03	PSO04	PSO 5				
CO 1	3	3	1	3	3				
CO 2	3	3	1	3	3				
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/ Allied	Skill Component	Practical Project/ internship	Others
				✓					

<b>Subject Code : HMOL25IE1</b>	<b>Subject Name : OPEN ELECTIVE- SWAYAM/NPTEL</b>	<b>Ty/Lb /ETP/ IE</b>	<b>L</b>	<b>T/ SLr</b>	<b>P/R</b>	<b>C</b>
	<b>Prerequisite : None</b>	<b>Ty</b>	<b>3</b>	<b>0/0</b>	<b>0/0</b>	<b>3</b>

### **COURSE CONTENTS:**

The student has to complete a MOOC program offered through NPTEL –Swayam portal or MOOC program conducted by any other university which is not less than six weeks in any discipline of their interest.

SWAYAM is the indigenous platform of the MHRD, GOI providing an integrated portal and platform for hosting Massive open online courses (MOOC) developed under the aegis of NME-ICT. Government of India adopted the MOOCs concept to supplement the formal education system in the country from high school to higher education, named aptly as the “Study Webs of Active-Learning for Young Aspiring Minds” (SWAYAM). It hosts various courses based on curriculum, continuing education and skill.

The students have to complete the program, clear the exam conducted by NPTEL and submit the certificate on completion

Also, the student has to submit all the assignments done as a part of the program as hard bound record to the department after which a viva will be conducted by the mentor / Coordinator in the department. Marks will be awarded based on the marks obtained from NPTEL, Evaluation of the assignments submitted and performance in the viva by the mentor/ Coordinator

Subject Code: HMNP25L04	Subject Name : MINI PROJECT	Ty/Lb/ ETP/IE	L	T/ SLr	P/R	C
	Prerequisite: Foundations of research	Lb	0	0/0	4/0	2

**L : Lecture T :Tutorial SLr : Supervised Learning P :Project R : Research C: Credits**  
**T/L/ETP/IE: Theory / Lab / Embedded Theory and Lab/Internal Evaluation**

**OBJECTIVES:**

- Design and conduct an original research project in order to answer your research
- To analyze the gaps from the theories and take it forward for research.
- Analyze research and other topics with academics related to the field

**COURSE OUTCOMES (Cos) : (3 – 5)**

Students completing the course were able to

CO1	Identify a problem plan project design
CO2	Find and describe the relevant literature within the scope of the problem.
CO3	Use the theory and method in relation to the problem.
CO4	Analyze, Discuss, conclude on and put the results into perspective in relation to the theory and empirical data.
CO5	Report the obtained results structurally, comprehensively, in accordance with standard written formulation in which the presentation should be done

**Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)**

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	3	3	3	1	1	3	2
CO2	3	2	3	3	3	1	1	3	2
CO3	3	2	3	3	3	1	1	3	2
CO4	3	2	3	3	3	1	1	3	2
CO5	3	2	3	3	3	1	1	3	2

COs	PSOs				
	PSO 1	PSO 2	PSO 3	PSO4	PSO 5
CO 1	2	1	3	3	3
CO 2	2	1	3	3	3
CO3	2	1	3	3	3
CO4	2	1	3	3	3
CO5	2	1	3	3	3

Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/ Allied	Skill Component	Practical Project/ internship	Others
								✓	

<b>Subject Code: HMNP25L04</b>	<b>Subject Name : MINI PROJECT</b>	<b>Ty/Lb/ ETP/IE</b>	<b>L</b>	<b>T/ SLr</b>	<b>P/R</b>	<b>C</b>
	<b>Prerequisite: Foundations of research</b>	<b>Lb</b>	<b>0</b>	<b>0/0</b>	<b>4/0</b>	<b>2</b>

## **COURSE CONTENT**

This course serves as an introductory course in the dissertation methodology writing process. The focus of the course is an exploratory experience for furthering development of the student's dissertation to be completed in the final Semester. It's an opportunity for the students to execute what they have learnt in the research methodology theory papers and on the job experience of research activities

The learning will involve

Introduction

Methodology & Design

- Quantitative or Qualitative
- What type of quantitative or qualitative?
- Citation from primary source research supporting your choice

Phenomenon/Variables

- Phenomenon-qualitative, for each research question
- Variables-Quantitative, for each research question

Problem Statement/Section

- It is not known how or why...(qualitative)
- It is not known if or to what extent...(quantitative)

Purpose of the Study

- The purpose of this study is to....

Sample

- Location
- Population
- Sample Size
- Sampling Method

Data Collection Plan

- Who-how will you access participants?
- How will you collect data?
- What instruments will you use?

- Cover all data collection for all research questions

#### Data Analysis Plan

- How will you analyze your data?
- Specific method (not just “statistics” or “I will analyze it”)
- For each research question

Discussion based on the inference from data analysis

Formulation a conclusion with evidence based on the analysis

Report the limitations in the study to provide directions for future study on the same topic

Academic integrity:

Academic honesty is expected of students enrolled in this course. Unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of fail in the course and/or disciplinary actions.

Cheating:

All written work submitted for a grade in this course must be the product of your own composition. Papers and assignments written by previous students in the class can be tracked, and use of them by another student is considered cheating. Ideas generated due to reading and group discussion may provide the inspiration for the work but should not be the sole ideas represented. With collaborative projects, of course, ideas should be representative of the group’s work.

Plagiarism:

The act of presenting as your own work another individual’s ideas, words, data, or research material. The concept applies equally to written, spoken, or electronic texts, published or unpublished. All ideas and quotations that you borrow from any source must be acknowledged; at a minimum, you should give the name of your author, the title of the text cited, and the page number(s) of the citation. The only exception to this requirement would involve what is familiar and commonly held (e.g. the fact that the earth is round)

**TOTAL NO OF PERIODS: 60**

# **SEMESTER IV**

Subject Code : HMNP25011	Subject Name: COGNITIVE NEUROSCIENCE		Ty/Lb/E TP/ IE	L	T/ SLr	P/R	C		
	Prerequisite: None		Ty	3	0/0	0/0	3		
L : Lecture T :Tutorial SLr : Supervised Learning P :Project R : Research C: Credits T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation									
<b>OBJECTIVES:</b>									
<ul style="list-style-type: none"> <li>To provide a comprehensive understanding of memory and learning</li> <li>To introduce students to executive and higher-order cognitive functions</li> <li>To examine the neural basis of emotion, focusing on subcortical and cortical contributions</li> </ul>									
<b>COURSE OUTCOMES (Cos) : (3 – 5)</b>									
Students completing the course were able to									
CO1	Explain the different types of memory and learning identify the brain regions involved, and describe the neurochemical basis of these processes.								
CO2	Analyze the neural structures and mechanisms mediating various aspects of attention								
CO3	Describe executive functions and higher-order cognitive processes,								
CO4	Identify the neural basis of emotion, distinguishing between subcortical and cortical contributions								
CO5	Define consciousness and its neural correlates, categorize different states and disorders of consciousness								
<b>Mapping of Course Outcomes with Program Outcomes (POs) &amp; Program Specific Outcomes (PSOs)</b>									
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	2	1	3	3	2	1	2
CO2	3	3	2	1	3	3	2	1	2
CO3	3	3	2	1	3	3	2	1	2
CO4	3	3	2	1	3	3	2	1	2
CO5	3	3	2	1	3	3	2	1	2
	<b>PSOs</b>								
COs	PSO 1	PSO 2	PSO 3	PSO4	PSO 5				
CO 1	3	3	3	3	3				
CO 2	3	3	3	3	3				
CO 3	3	3	3	3	3				
CO 4	3	3	3	3	3				
CO5	3	3	3	3	3				
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/ Allied	Skill Component	Practical Project/ internship	Others
	✓								

<b>Subject Code:</b> HMNP25011	<b>Subject Name: COGNITIVE NEUROSCIENCE</b>	<b>Ty/Lb/ ETP/IE</b>	<b>L</b>	<b>T/ SLr</b>	<b>P/R</b>	<b>C</b>
	<b>Prerequisite: None</b>	<b>Ty</b>	<b>3</b>	<b>0/0</b>	<b>0/0</b>	<b>3</b>

**COURSE CONTENTS:**

**UNIT I –Memory & Learning**

**10 PERIODS**

Types, brain regions crucial for memory formation, Amnesia declarative & non declarative (skill learning, priming, associative learning). Chemical modulation of LTP, Diencephalon- Encoding and retrieval in episodic and semantic memory. Working memory- The neurochemical basis of working memory. Spatial navigation and memory, lateralized memory processes. The relationships between memory systems.

**UNIT II –Attention**

**8 PERIODS**

Attention –Brain structures mediating arousal, vigilance and sustained attention. Selective attention: Time course, Brain regions responsible, neural mechanisms, Theories- Filter, attenuation, late selection, multimode. Divided Attention: Brain regions responsible, Neural Bases. Hemineglect: Clinical features, Hemispheric differences in attentional control

**UNIT III- Executive and Higher-Order Cognitive Functions**

**10 PERIODS**

Introduction to executive functions, planning, decision making, problem solving. Theoretical perspectives – controlled versus Automatic Processes, Goal – centered Processing, Multifactor models. Goal Directed behaviors. Higher order thinking – abstract and conceptual thinking, Rules and inference, response to novelty, Judgement and decision making

**Unit IV - Emotion**

**10 PERIODS**

Neural basis of emotion. Subcortical contributions to Emotion – Fight or flight response, fear and emotional learning, reward and motivation. Cortical contributions to Emotion – Integrating emotion and action, communicating and interpreting emotional signals, models of emotional experience

## UNIT V – Consciousness

7 PERIODS

Definition, Neural correlates of consciousness. States of Consciousness, Altered states of consciousness. Disorders of consciousness. Measurement an assessment- Behavioral and neuroimaging approaches

**TOTAL NO. OF PERIODS-45**

### TEXT BOOKS

1. Banich, M. T., & Compton, R. J. (2018). *Cognitive neuroscience* (4th ed.). Cambridge University Press.
2. Gazzaniga, M. S., Ivry, R. B., & Mangun, G. R. (2002). *Cognitive neuroscience: The biology of the mind* (2nd ed.). W. W. Norton & Company.
3. Atkinson, R. L., & Hilgard, E. R. (2008). *Introduction to psychology* (15th ed.). Cengage Learning.

### REFERENCES:

1. Jurado, M. B., & Rosselli, M. (2007). The elusive nature of executive functions: A review of our current understanding. *Neuropsychology Review*, 17(3), 213–233.
2. LeDoux, J. E. (2000). Emotion circuits in the brain. *Annual Review of Neuroscience*, 23, 155–184.
3. Chiaravalloti, N. D., & DeLuca, J. (2008). Cognitive impairment in multiple sclerosis. *The Lancet Neurology*, 7(12), 1139–1151.
4. Koch, C., Massimini, M., Boly, M., & Tononi, G. (2016). Neural correlates of consciousness: Progress and problems. *Nature Reviews Neuroscience*, 17(5), 307–321.

### E-LEARNING RESOURCES:

1. <https://epathshala.nic.in/>
2. <https://www.egyankosh.ac.in/>
3. <https://nptel.ac.in/>

Subject Code : HMNP25L05	Subject Name : MAIN PROJECT	Ty/Lb/ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite : Foundations of research	Lb	0	0/0	0/18	9

**L : Lecture T :Tutorial SLr : Supervised Learning P :Project R : Research C: Credits**  
**T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation**

**OBJECTIVES :**

- Design and conduct an original research project in order to answer your research
- To analyze the gaps from the theories and take it forward for research.
- Analyze research and other topics with academics related to the field
- Apply relevant methods to analyze, discuss, and conclude the obtained data

**COURSE OUTCOMES (Cos) : (3 – 5)**

Students completing the course were able to

CO1	Identify a problem plan project design
CO2	Find and describe the relevant literature within the scope of the problem.
CO3	Use the theory and method in relation to the problem.
CO4	Analyze, Discuss, conclude on and put the results into perspective in relation to the theory and empirical data.
CO5	Report the obtained results structurally, comprehensively, in accordance with standard written formulation in which the presentation should be done

**Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)**

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3

**PSOs**

COs	PSO 01	PSO 02	PSO 03	PSO04	PSO 5
CO 1	3	1	3	2	1
CO 2	3	1	3	2	1
CO 3	3	1	3	2	1
CO 4	3	1	3	2	1
CO 5	3	1	3	2	1

Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/ Allied	Skill Component	Practical /Project/ internship	Others
								✓	

<b>Subject Code : HMNP25L05</b>	<b>Subject Name : MAIN PROJECT</b>	<b>Ty/Lb/E TP/IE</b>	<b>L</b>	<b>T/ SLr</b>	<b>P/R</b>	<b>C</b>
	<b>Prerequisite : Foundations of research</b>	<b>Lb</b>	<b>0</b>	<b>0/0</b>	<b>0/18</b>	<b>9</b>

The focus of the course is an exploratory experience for furthering development of the student's dissertation to be completed in the final Semester. It's an opportunity for the students to execute what they have learnt in the research methodology theory papers and on the job experience of research activities

The learning will involve

Introduction

Methodology & Design

- Quantitative or Qualitative
- What type of quantitative or qualitative?
- Citation from primary source research supporting your choice

Phenomenon/Variables

- Phenomenon-qualitative, for each research question
- Variables-Quantitative, for each research question

Problem Statement/Section

- It is not known how or why...(qualitative)
- It is not known if or to what extent...(quantitative)

Purpose of the Study

- The purpose of this study is to....

Sample

- Location
- Population
- Sample Size
- Sampling Method

Data Collection Plan

- Who-how will you access participants?
- How will you collect data?
- What instruments will you use?
- Cover all data collection for all research questions

## Data Analysis Plan

- How will you analyze your data?
- Specific method (not just “statistics” or “I will analyze it”)
- For each research question

Discussion based on the inference from data analysis

Formulation a conclusion with evidence based on the analysis

Report the limitations in the study to provide directions for future study on the same topic

## ACADEMIC INTEGRITY.

Academic honesty is expected of students enrolled in this course.

Unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of fail in the course and/or disciplinary actions.

## CHEATING

All written work submitted for a grade in this course must be the product of your own composition. Papers and assignments written by previous students in the class can be tracked, and use of them by another student is considered cheating. Ideas generated due to reading and group discussion may provide the inspiration for the work but should not be the sole ideas represented. With collaborative projects, of course, ideas should be representative of the group’s work.

## PLAGIARISM

The act of presenting as your own work another individual’s ideas, words, data, or research material. The concept applies equally to written, spoken, or electronic texts, published or unpublished. All ideas and quotations that you borrow from any source must be acknowledged; at a minimum, you should give the name of your author, the title of the text cited, and the page number(s) of the citation. The only exception to this requirement would involve what is familiar and commonly held (e.g. the fact that the earth is round).

Subject Code: HMNP25I02	Subject Name : SUMMER INTERNSHIP		Ty/Lb/ ETP/IE	L	T/ SLr	P/R	C		
	Prerequisite: None		Lb	0	0/0	4/0	2		
L : Lecture T :Tutorial SLr : Supervised Learning P :Project R : Research C: Credits T/L/ETP/IE: Theory / Lab / Embedded Theory and Lab/Internal Evaluation									
<b>OBJECTIVES:</b>									
<ul style="list-style-type: none"> <li>To understand and bridge the gap between the theoretical knowledge and practical skills they have gained in four semesters, in a clinical setting of their choice and interest</li> </ul>									
<b>COURSE OUTCOMES (Cos) : (3 – 5)</b>									
Students completing the course were able to									
CO1	Integrate theory and practice								
CO2	Assess interests and abilities in their field of study.								
CO3	Learn to appreciate work and its function in the field of psychology								
CO4	Develop communication, interpersonal and other critical skills essential for the profession including record creation								
CO5	Explore career alternatives								
<b>Mapping of Course Outcomes with Program Outcomes (POs) &amp; Program Specific Outcomes (PSOs)</b>									
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	3	3	3	3	3	3	1
CO2	3	3	3	3	3	3	3	3	1
CO3	3	3	3	3	3	3	3	3	1
CO4	3	3	3	3	3	3	3	3	1
CO5	3	3	3	3	3	3	3	3	1
<b>PSOs</b>									
Cos	PSO 1		PSO 2		PSO 3		PSO4		PSO 5
CO 1	3		3		3		3		3
CO 2	3		3		3		3		3
CO3	3		3		3		3		3
CO4	3		3		3		3		3
CO5	3		3		3		3		3
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/ Allied	Skill Component	Practical /Project/ internship	Others
								✓	

<b>Subject Code: HMNP25I02</b>	<b>Subject Name : SUMMER INTERNSHIP</b>	<b>Ty/Lb/ ETP/IE</b>	<b>L</b>	<b>T/ SLr</b>	<b>P/R</b>	<b>C</b>
	<b>Prerequisite: None</b>	<b>Lb</b>	<b>0</b>	<b>0/0</b>	<b>4/0</b>	<b>2</b>

The students have to mandatorily complete the internship of 24 full working days or 48 part working days a total of 192 hours in a clinical or rehabilitation setting

The internship should involve following activities

- They have to actively involve themselves in case history taking, diagnosis formulation.
- Identifying the psychopathology.
- Plan intervention process and execute them under supervision of clinical or rehabilitation psychologist
- They have to Observe and/or assist with treatment planning/case conceptualizations according to the patient’s issues and needs.
- Plan and develop a treatment plan with behavioral/measurable goals, identifying time lines, roles, and activities with patient. Set specific times for plan reviews, documenting all progress, successes, and setbacks in case notes, revising as needed.
- Maintain a Clinical Log of clinical activities as related to clinical objectives in which all events of every day experience should be recorded and counter signed by the supervisor in charge every day
- Demonstrate ethical behaviors by adhering to established professional code of ethics in order to maintain professional standards and safeguard the client.
- Observe and/or assist with client, family, and community relations to working with diverse individual and families, be able to interview practicing open ended questions, practice active listen, and develop rapport with patients and their care takers
- Observe and/or assist in the screening process and read/complete agency intake forms with site supervisors.
- Review facility/agency procedure manuals regarding case management/record procedures.
- Maintain confidentiality related to the patients
- Learn and practice the steps in termination of services.
- Observe and/or assist in the referral process. With supervision by the clinical staff, the intern will demonstrate knowledge of the overall referral process
- They also have to create a record of 5 case studies in detail by the end of the internship and the same has to be submitted for evaluation

Final internship grades will be based on the supervisor evaluation, students’ self–evaluations, and progress made on learning goals, and input to the Internship Coordinator from staff. In addition to clinical performance, matters of professionalism will be extremely important in the evaluation process (punctuality, confidentiality, abiding by site rules and regulations, etc.) along with the daily journal of events and case history record.

<b>Subject Code : HMNP25I03</b>	<b>Subject Name: RESEARCH PUBLICATION</b>	<b>Ty/Lb/E TP/IE</b>	<b>L</b>	<b>T/ SLr</b>	<b>P/R</b>	<b>C</b>
	<b>Prerequisite : Research paper writing</b>	<b>IE</b>	<b>0</b>	<b>0/0</b>	<b>4/0</b>	<b>2</b>

**L : Lecture T :Tutorial SLr : Supervised Learning P :Project R : Research C: Credits  
T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation**

**OBJECTIVES:**

- The student will have awareness about the publication ethics and publication misconducts
- To learn about plagiarism in report writing
- To learn about the ethical consideration in report writing and data collection
- To identify the misconduct in research and take steps to prevent it.

**COURSE OUTCOMES (Cos): (3 – 5)**

Students completing the course were able to

<b>CO1</b>	To understand the philosophy of science and ethics, research Integrity and publication ethics.
<b>CO2</b>	To identify research misconduct and predatory publications.
<b>CO3</b>	To understand the usage of plagiarism tools
<b>CO4</b>	To understand indexing and citation databases, open access publications, research metrics (citations, h-index, impact Factored.)

**Mapping of Course Outcomes with Program Outcomes (POs)**

<b>Cos/POs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>
<b>CO1</b>	3	3	3	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3	3	3	3	3

<b>Cos</b>	<b>PSOs</b>				
	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	3	3	3
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3

<b>Category</b>	<b>Program Core</b>	<b>Program elective</b>	<b>Humanities and social Science</b>	<b>Open Elective</b>	<b>Skill enhancing elective</b>	<b>Inter Disciplinary/ Allied</b>	<b>Skill Component</b>	<b>Practical Project/ internship</b>	<b>Others</b>
							✓		

<b>Subject Code: HMNP25I03</b>	<b>Subject Name: RESEARCH PUBLICATION</b>	<b>Ty/Lb /ETP/ IE</b>	<b>L</b>	<b>T/ SLr</b>	<b>P/R</b>	<b>C</b>
	<b>Prerequisite: Research paper writing</b>	<b>IE</b>	<b>0</b>	<b>0/0</b>	<b>4/0</b>	<b>2</b>

### **Introduction**

Introduction to need for publishing the research, nature and Scope, Concept, Branches and types of publication

### **Scientific conduct**

Publication ethics: definition, introduction and importance, best practices /Standards setting initiatives and guidelines, Ethics with respect to science and research, research integrity, Falsification, Fabrication, and Plagiarism (FFP), Redundant publications, duplicate and overlapping publications, Selective reporting and misrepresentation of data, Conflicts of interest

### **Writing a research article**

Title of research, writing the abstract, Organizing the presentation of research article, heading subheading, tables, essential topics to be covered, writing the research article in comprehensible language and appropriate flow of the content, checking plagiarism, quoting citations, organizing references / Bibliography

### **Publication**

Indexing databases, Citation databases: Web of Science, Scopus, etc. Orientation to Predatory publishers and journals, Journal finder /Journal suggestion tools viz.JANE., Elsevier journal Finder, Springer Journal Suggester, etc, selecting the appropriate journal, checking publisher copyright & Self – archiving policies and submitting the article for publication

**Total no. of periods: 60**

### **TEXTBOOKS:**

1. Nicholas H. Steneck. Introduction to the Responsible Conduct of Research. Office of Research Integrity. 2007. Available at: <https://ori.hhs.gov/sites/default/files/rcrintro.pdf>
2. The Student's Guide to Research Ethics by Paul Oliver Open University Press, 2003

### **REFERENCES:**

1. Writing and Publishing a Scientific Research Paper. (2017). Singapore: Springer Singapore.
2. Mack, C. A. (2018). How to Write a Good Scientific Paper. United States: SPIE Press.

### **E-LEARNING RESOURCES:**

[https://www.researchgate.net/publication/276921902\\_Guidelines\\_for\\_Research\\_Publications](https://www.researchgate.net/publication/276921902_Guidelines_for_Research_Publications)  
[https://www.researchgate.net/publication/275654158\\_HAND\\_BOOK\\_FOR\\_WRITING\\_RESEARCH\\_PAPER](https://www.researchgate.net/publication/275654158_HAND_BOOK_FOR_WRITING_RESEARCH_PAPER)

**LIST OF PROGRAMME ELECTIVES:**

<b>PROGRAMME ELECTIVE-I</b>						
<b>Course Code</b>	<b>Course Title</b>	<b>C</b>	<b>L</b>	<b>T/SLr</b>	<b>P/R</b>	<b>Ty / Lb/ ETP/ IE</b>
<b>HMNP25E01</b>	PSYCHOLOGY IN SOCIAL CONTEXT	3	3	0/0	0/0	Ty
<b>HMNP25E02</b>	SOCIAL NEUROSCIENCE	3	3	0/0	0/0	Ty
<b>PROGRAMME ELECTIVE-II</b>						
<b>Course Code</b>	<b>Course Title</b>	<b>C</b>	<b>L</b>	<b>T/SLr</b>	<b>P/R</b>	<b>Ty / Lb/ ETP/ IE</b>
<b>HMNP25E03</b>	FORENSIC NEUROPSYCHOLOGY	3	3	0/0	0/0	Ty
<b>HMNP25E04</b>	MEDICAL NEUROPSYCHOLOGY	3	3	0/0	0/0	Ty
<b>PROGRAMME ELECTIVE-III</b>						
<b>Course Code</b>	<b>Course Title</b>	<b>C</b>	<b>L</b>	<b>T/SLr</b>	<b>P/R</b>	<b>Ty / Lb/ ETP/ IE</b>
<b>HMNP25E05</b>	ANCIENT INDIAN PERSPECTIVES OF PSYCHOLOGY	3	3	0/0	0/0	Ty
<b>HMNP25E06</b>	HEALTH PSYCHOLOGY	3	3	0/0	0/0	Ty

Subject Code : HMNP25E01	Subject Name : PSYCHOLOGY IN SOCIAL CONTEXT		Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C		
	Prerequisite : None		Ty	3	0/0	0/0	3		
L : Lecture T :Tutorial SLr : Supervised Learning P :Project R : Research C: Credits T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation									
<b>OBJECTIVES</b>									
<ul style="list-style-type: none"> <li>The objective is to introduce students to the powerful influence of society in shaping their thinking and behavior</li> <li>It also aims to enable them to apply their understanding to contemporary social issues</li> <li>To apply the principles of Social Psychology to health and organization.</li> <li>To incorporate the theoretical aspects with research for daily life situation.</li> </ul>									
<b>COURSE OUTCOMES (Cos) : (3 – 5)</b> Students completing the course were able to									
CO1	Illustrate the Applying social psychology to understand the social cognition and behavior								
CO2	Construct to social cognition associated with Interpersonal attraction and attitude								
CO3	Interpret the impact of social stereotypes and aggression and methods of reducing the effect								
CO4	Classify the nature and causes of criminal behavior								
<b>Mapping of Course Outcomes with Program Outcomes (POs) &amp; Program Specific Outcomes (PSOs)</b>									
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	1	1	3	2	1	2	1
CO2	3	3	1	1	3	2	1	2	1
CO3	3	3	1	1	3	2	1	2	1
CO4	3	3	1	1	3	2	1	2	1
	<b>PSO</b>								
COs	PSO 01	PSO 02	PSO 03	PSO04	PSO 5				
CO 1	3	1	3	2	1				
CO 2	3	1	3	2	1				
CO 3	3	1	3	2	1				
CO 4	3	1	3	2	1				
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/ Allied	Skill Component	Practical Project/ internship	Others
		✓							

<b>Subject Code : HMNP25E01</b>	<b>Subject Name : PSYCHOLOGY IN SOCIAL CONTEXT</b>	<b>Ty/Lb/E TP/IE</b>	<b>L</b>	<b>T/ SLr</b>	<b>P/R</b>	<b>C</b>
	<b>Prerequisite : None</b>	<b>Ty</b>	<b>3</b>	<b>0/0</b>	<b>0/0</b>	<b>3</b>

**COURSE CONTENTS:**

**UNIT I**

**12 Periods**

**Social Psychology in the new millennium:** Social Perception & Social Cognition; Nonverbal Communications; Attribution: Understanding the causes of others Behavior, Theories of Attribution; Kelley's model Impression Formation and Management

Social Cognition: Social Information-Heuristics and Automated Processing - Sources of Error. Social Influences: Conformity, Compliance, Obedience.

Environmental designs: Personal space, Territorial behavior, Territorial dominance; Crowding, RED design.

**UNIT II**

**12 Periods**

**Interpersonal Attraction & Attitude:** Factors determining Attraction: Sociometry; Social Motives - types, Situational Factors; Individual characteristics.

Prosocial Behavior: Altruism, Empathy

Attitude: Components, Formation, influence on Behavior, Changing the Attitudes – Persuasion, Cognitive Dissonance.

**UNIT III**

**10 Periods**

**Social Stereotypes & Aggression:** Social stereotypes origin, types, Impact of stereotypes, methods to reduce it; gender disparity.

Aggression: Theories of Aggression, Types of Aggression, Determinants of Aggression, Prevention and control of Aggression.

**UNIT IV**

**11 Periods**

**Introduction to Deviant Behavior:** Conduct disorder, Gang Behavior, Antisocial Personality Criminal Behavior- Define Crime; Theories of Crime; Psychoanalytic Tradition – Defining and Measuring Crime –Uniform Crime Reporting System Define Criminology; Disciplinary Perspectives in Criminology: Sociological Criminology, Psychological Criminology, Hate or Bias Crimes, Psychiatric Criminology

**TOTAL NO OF PERIODS: 45**

**TEXT BOOK:**

- Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). Social psychology (12th Ed.). New Delhi, India: Pearson.
- Hogg, M. A., & Vaughan, G. M. (2005). Social psychology. Harlow: Pearson Prentice Hall.

**REFERENCES:**

- Husain, A. (2012). Social psychology. New Delhi, India: Pearson.
- Myers, D. G. (2008). Social psychology. New Delhi, India: Tata McGraw-Hill.
- Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). Social psychology (12th Ed.). New Delhi, India: Pearson.
- Aronson Elliot, Wilson D Timothy, Sommers R Samuel, Tucker (2020), Social psychology (10<sup>th</sup> Ed.). Pearson

**E LEARNING RESOURCES:**

- [https://us.sagepub.com/sites/default/files/upm-binaries/90582\\_ch\\_1\\_heinzen.pdf](https://us.sagepub.com/sites/default/files/upm-binaries/90582_ch_1_heinzen.pdf)
- <https://www.blackwellpublishing.com/content/hewstonesocialpsychology/chapters/cpt3.pdf>
- <https://opentextbc.ca/socialpsychology/chapter/changing-attitudes-by-changing-behavior/>
- <https://courses.lumenlearning.com/wsu-sandbox/chapter/prejudice-and-discrimination/>  
<https://courses.lumenlearning.com/boundless-psychology/chapter/social-influence/>

Subject Code : HMNP25E02	Subject Name: SOCIAL NEUROSCIENCE	Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite: None	Ty	3	0/0	0/0	3

**L : Lecture T :Tutorial SLr : Supervised Learning P :Project R : Research C: Credits**  
**T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation**

**OBJECTIVES:**

- The objective is to introduce students to the powerful influence of society in shaping their cognitive ability.
- It also aims to enable them to apply their understanding to analyze social issues
- To apply the principles of Social Neuroscience to health and organization.
- To incorporate the theoretical aspects with research for daily life situation.

**COURSE OUTCOMES (Cos) : (3 – 5)**

Students completing the course were able to

CO1	Explain the core principles of social neuroscience.
CO2	Analyze the impact of social connections on well-being
CO3	Describe the evolutionary and developmental aspects of the social brain
CO4	Identify and interpret neural processes involved in social perception, deception, and influence

**Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)**

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	2	1	3	3	2	1	2
CO2	3	3	2	1	3	3	2	1	2
CO3	3	3	2	1	3	3	2	1	2
CO4	3	3	2	1	3	3	2	1	2

COs	PSOs				
	PSO 1	PSO 2	PSO 3	PSO4	PSO 5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3

Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/ Allied	Skill Component	Practical Project/ internship	Others
		✓							

<b>Subject Code: HMNP25E02</b>	<b>Subject Name: SOCIAL NEUROSCIENCE</b>	<b>Ty/Lb/ ETP/IE</b>	<b>L</b>	<b>T/ SLr</b>	<b>P/R</b>	<b>C</b>
	<b>Prerequisite: NONE</b>	<b>Ty</b>	<b>3</b>	<b>0/0</b>	<b>0/0</b>	<b>3</b>

**COURSE CONTENTS:**

**UNIT I**

**12 periods**

**Introduction to Social neuroscience:** Evolution of social behaviors, the social brain, Neuroscience and social neuroscience, what makes us human, Doctrine of Multi level Analysis and the Golden Triangle concept.

**UNIT II**

**10 periods**

**Social connections matter:** Social Intelligence, Salutary social connections, measuring objective and perceived loneliness theory, concept of social isolation, Social isolation and Brain.

**UNIT III**

**12 periods**

**The Social Brain and connections:** Evolution of social Brain, Development of social brain during Infancy, development of brain with health and well-being, emotional Contagion and empathy, Imitation and identification, mentalizing, social learning. Punitive altruism and cooperation.

**UNIT IV**

**11 periods**

**Perception, Deception and Influence:** Face perception, static signals, slow signals, Artificial and Rapid signals. Deceptive expressions, Reading the eyes, gaze direction, production and detection of defection, integration of behavioral, physical and contextual influences. Conformity, obedience to authority, persuasion the neuroscience of prejudice and stereotyping, reciprocity.

**TOTAL NO. OF PERIODS-45**

### **TEXT BOOK:**

- Cacioppo Stephanie, Cacioppo T John. Introduction to Social Neuroscience, Princeton University press.
- Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). Social psychology (12th Ed.). New Delhi, India: Pearson.
- Hogg, M. A., & Vaughan, G. M. (2005). Social psychology. Harlow: Pearson Prentice Hall.
- Paulo Sérgio Boggio · Tanja S. H. Wingenbach · Marília Lira da Silveira Coêlho · William Edgar Comfort · Lucas Murrins Marques · Marcus Vinicius C. Alves

### **REFERENCES:**

- Husain, A. (2012). Social psychology. New Delhi, India: Pearson.
- Myers, D. G. (2008). Social psychology. New Delhi, India: Tata McGraw-Hill.
- Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). Social psychology (12th Ed.). New Delhi, India: Pearson.
- Aronson Elliot, Wilson D Timothy, Sommers R Samuel, Tucker (2020), Social psychology (10<sup>th</sup> Ed.). Pearson

### **E-LEARNING RESOURCES**

- [https://us.sagepub.com/sites/default/files/upm-binaries/90582\\_ch\\_1\\_heinzen.pdf](https://us.sagepub.com/sites/default/files/upm-binaries/90582_ch_1_heinzen.pdf)
- <https://www.blackwellpublishing.com/content/hewstonesocialpsychology/chapters/cpt3.pdf>
- <https://opentextbc.ca/socialpsychology/chapter/changing-attitudes-by-changing-behavior/>
- <https://courses.lumenlearning.com/wsu-sandbox/chapter/prejudice-and-discrimination/>
- <https://courses.lumenlearning.com/boundless-psychology/chapter/social-influence/>
- <https://www.guilford.com/excerpts/harmon.pdf?t=1>
- <https://www.sciencedirect.com/science/article/abs/pii/B9780443190964000109>

<b>Subject Code : HMNP25E03</b>	<b>Subject Name: FORENSIC NEUROPSYCHOLOGY</b>	<b>Ty/Lb/ETP/ IE</b>	<b>L</b>	<b>T/ SLr</b>	<b>P/R</b>	<b>C</b>
	<b>Prerequisite : None</b>	<b>Ty</b>	<b>3</b>	<b>0/0</b>	<b>0/0</b>	<b>3</b>

**L : Lecture T :Tutorial SLr : Supervised Learning P :Project R : Research C: Credits  
T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation**

**OBJECTIVES :**

- Help students learn the roles of forensic psychologists in court and analyzing cases.
- Students will also learn about the methods of offender profiling indifferent stages.
- Assessing eyewitness testimony and false confession as the central issue in forensic psychology  
The students will have essential knowledge of criminal profiling based on the analysis of case studies

**COURSE OUTCOMES (Cos) : (3 – 5)**

Students completing the course were able to

<b>CO1</b>	The students will essential knowledge of forensic psychology and role of forensic psychologist
<b>CO2</b>	learn about the roles of forensic psychologist in the court
<b>CO3</b>	have essential knowledge of criminal profiling
<b>CO4</b>	Analysis of cases and case studies.
<b>CO5</b>	Apply specialized neuropsychological assessment principles and knowledge to various forensic contexts

**Mapping of Course Outcomes with Program Outcomes (POs) & Program Specific Outcomes (PSOs)**

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	2	1	3	2	2	3	2
CO2	3	3	1	3	3	2	2	3	2
CO3	3	3	3	3	3	2	2	3	2
CO4	3	3	3	3	3	2	2	3	2

**PSOs**

COs	PSO 01	PSO 02	PSO 03	PSO04	PSO 5
CO 1	3	1	3	2	3
CO 2	3	1	3	2	3
CO 3	3	1	3	2	2
CO 4	3	1	3	2	3

Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/ Allied	Skill Component	Practical Project/ internship	Others
		✓							

Subject Code : HMNP25E03	Subject Name: FORENSIC NEUROPSYCHOLOGY	Ty/Lb/ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite : None	Ty	3	0/0	0/0	3

## COURSE CONTENTS

### UNIT 1:7 HOURS

**Introduction:** Defining forensic psychology, History of forensic psychology, the roles of the Forensic Psychologist: Clinical and Experimental. Overview of forensic neuropsychology.

Nature of medical evaluation. Introduction to legal proceedings.

### UNIT 2:

**10 HOURS**

**Special areas:** Forensic Psychology with children, Forensic Neurotoxicology, Forensic neuropsychological assessment in criminal law cases-polygraphic, narcoanalysis, Neuropsychological Evaluations in the context of competency decisions, detection of drug usage. Future of forensic neuropsychology.

### UNIT 3:

**10 HOURS**

**Eyewitness Testimony and False Confession:** The accuracy of witness evidence, Eyewitness evidence in court, Consequences and types of false confession

### UNIT 4:

**8 HOURS**

**Profile Analysis:** Nature of profiling work, categorization based on client profiles. Profiling - Stage 1: Data assimilation stage; Stage 2: Crime scene classification; Stage 3: Crime scene reconstruction; Stage 4: Profile generation, Statistical/Actuarial profiling. Forensic profiles based on personality disorder.

### UNIT 5:

**10 HOURS**

**The Psychologist in Court:** Expert evidence, Forensic reports, Pre-trial preparation, Forensic portfolio, Examination in chief, Cross Examination

**Total no of periods 45**

## TEXT BOOKS:

1. Batchman, R., & Schutt, R. K. (2008). *Fundamentals of research in criminology and criminal justice*. London: Sage.
2. Wrightsman, L. S. & Fulero, S. M. (2008). *Forensic psychology* (3rd Ed.). Belmont, CA: Wadsworth Publishing Co.
3. Haward, L. (1981). *Forensic psychology*. London: Batsford Academic and Educational Ltd.

## REFERENCES:

1. Horton, A. M., Jr., & Hartlage, L. C. (Eds.). (n.d.). *Handbook of forensic neuropsychology*. Springer Publishing Company.
2. Howitt, D. (2002). *Forensic and criminal psychology*. New Delhi, India: Prentice Hall.
3. Loftus, E. F. (1996). *Eyewitness testimony: With a new preface*. Cambridge, MA: Harvard University Press.
4. Ross, F. D., Read, D. J., & Toglia, M. P. (1994). *Adult eyewitness testimony*. New York: Cambridge University Press.
5. Webb, D. (2013). *Criminal profiling: An introductory Guide*. UK: Independent Publishing Platform.

## E LEARNING RESOURCES

- [https://books.google.com/books?id=XGAVDAAAQBAJ&printsec=frontcover&dq=forensic+psychology&hl=en&newbks=1&newbks\\_redir=1&sa=X&ved=2ahUKEwjNuZDVgc34AhXASWwGHdH1CeAQ6AF6BAqJEAI](https://books.google.com/books?id=XGAVDAAAQBAJ&printsec=frontcover&dq=forensic+psychology&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwjNuZDVgc34AhXASWwGHdH1CeAQ6AF6BAqJEAI)
- [https://books.google.com/books?id=DGWkDwAAQBAJ&printsec=frontcover&dq=forensic+psychology&hl=en&newbks=1&newbks\\_redir=1&sa=X&ved=2ahUKEwjNuZDVgc34AhXASWwGHdH1CeAQ6AF6BAqGEAI](https://books.google.com/books?id=DGWkDwAAQBAJ&printsec=frontcover&dq=forensic+psychology&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwjNuZDVgc34AhXASWwGHdH1CeAQ6AF6BAqGEAI)
- [https://books.google.com/books?id=FX-FDwAAQBAJ&printsec=frontcover&dq=forensic+psychology&hl=en&newbks=1&newbks\\_redir=1&sa=X&ved=2ahUKEwjNuZDVgc34AhXASWwGHdH1CeAQ6AF6BAgEEAI](https://books.google.com/books?id=FX-FDwAAQBAJ&printsec=frontcover&dq=forensic+psychology&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwjNuZDVgc34AhXASWwGHdH1CeAQ6AF6BAgEEAI)

Subject Code : HMNP25E04	Subject Name : MEDICAL NEUROPSYCHOLOGY				Ty/Lb /ETP/ IE	L	T/ SLr	P/R	C
	Prerequisite : BIOLOGY				Ty	3	0/0	0/0	3
L : Lecture T :Tutorial SLr : Supervised Learning P :Project R : Research C: Credits T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation									
<b>OBJECTIVES</b>									
<ul style="list-style-type: none"> <li>To explore the neuropsychological manifestations of aging-related disorders and immune mediated disorders</li> <li>To familiarize students with developmental, genetic, and structural disorders</li> </ul>									
<b>COURSE OUTCOMES (Cos) : (3 – 5)</b>									
Students completing the course were able to									
CO1	Describe the neuropsychological profiles associated with primary nervous system diseases								
CO2	Explain the cognitive and motor deficits seen in aging-related disorders								
CO3	Analyze the impact of cardiovascular, cerebrovascular, respiratory, and various metabolic diseases on neurocognitive and brain function.								
CO4	Identify and discuss the cognitive and affective implications of immune-mediated diseases								
<b>Mapping of Course Outcomes with Program Outcomes (POs) &amp; Program Specific Outcomes (PSOs)</b>									
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	1	2	3	2	1	2	1
CO2	3	3	1	2	3	2	1	2	1
CO3	3	3	1	2	3	2	1	2	1
CO4	3	3	1	2	3	2	1	2	1
<b>PSOs</b>									
Cos	PSO 01	PSO 02	PSO 03	PSO04	PSO 5				
CO 1	3	3	3	3	2				
CO 2	3	3	3	3	2				
CO 3	3	3	3	3	2				
CO 4	3	3	3	3	2				
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/ Allied	Skill Component	Practical /Project/ internship	Others
		✓							

<b>Subject Code : HMNP25E04</b>	<b>Subject Name : MEDICAL NEUROPSYCHOLOGY</b>	<b>Ty/Lb/ ETP/IE</b>	<b>L</b>	<b>T/ SLr</b>	<b>P/R</b>	<b>C</b>
	<b>Prerequisite : BIOLOGY</b>	<b>Ty</b>	<b>3</b>	<b>0/0</b>	<b>0/0</b>	<b>3</b>

**COURSE CONTENTS:**

**UNIT I**

**12 Periods**

Primary Nervous System Disease: Epilepsy and Cognitive Plasticity, Traumatic Brain Injury & Neuropsychological Problems in Neuro-oncology, Multiple System Atrophy, Orthostatic Hypotension and Autonomic Dysfunction and Cognition. Aging related Disorders: Dementia, Theoretical Perspectives on Cognitive Aging, Neuropsychology of Movement Disorders and Motor Neuron Disease

**UNIT II**

**9 Periods**

Vascular System Disease: Cardiovascular Disease and Neurocognitive Function, Cerebrovascular Disease and Disorders, Cognitive Declines during Migraine and Cluster Headaches, Respiratory Disorders: Effects on Neurocognitive and Brain Function. Metabolic Disease: Hepatic Encephalopathy, Toxic Disorders and Encephalopathy, Neurocognition in Mitochondrial Disorders

**UNIT III**

**12 Periods**

Immune-Mediated Disease: Cognitive and Affective Neuroscience Theories of Cognition and Depression in Multiple Sclerosis and Guillain–Barré Syndrome. Neurocognitive Function in Systemic Autoimmune and Rheumatic Diseases. HIV–AIDS: The Neurologic and Cognitive Consequences of HIV-1 Infection. Endocrine Disease: Neuropsychological Sequelae of Type 1 and Type 2 Diabetes, Gonadotropic Hormones and Corticosteroids. Neuropsychological Assessment of Posttraumatic Stress Disorder (PTSD)

**UNIT IV**

**12 Periods**

Developmental, Genetic, and Structural Disorders: Cerebral Palsy: Effects of Early Brain Injury on Development. Autism and Asperger’s Syndrome: A Cognitive Neuroscience Perspective, Genetic Syndromes Associated with Intellectual Disabilities, An Introduction to Hydrocephalus: Congenital and Late-Life Onset. Learning Disabilities, Frontal Lobe Disorders in Pediatric Neuropsychology: Attention-Deficit Hyperactivity Disorder and Tourette Disorder

**TEXT BOOK:**

- Bear, M. F., Connors, B. W., & Paradiso, M. A. *Neuroscience: Exploring the brain*(4th ed.). Lippincott Williams & Wilkins.
- Kandel, E. R., Schwartz, J. H., Jessell, T. M., Siegelbaum, S. A., & Hudspeth, A. J. (Eds.). *Principles of neural science*\*(6th ed.). McGraw-Hill Education.

**REFERENCES:**

- Purves, D., Augustine, G. J., Fitzpatrick, D., Hall, W. C., LaMantia, A.-S., Mooney, R. D., ... & White, L. E. (Eds.). *Neuroscience* (6th ed.). Sinauer Associates.
- Squire, L. R., Berg, D., Bloom, F. E., du Lac, S., Ghosh, A., & Spitzer, N. C. (Eds.). *Fundamental neuroscience* (4th ed.). Academic Press.  
Nieuwenhuys, R., Voogd, J., & van Huijzen, C. *The human central nervous system* (4th ed.). Springer.

**E LEARNING RESOURCES:**

- [WWW.PDFDRIVE.NET](http://WWW.PDFDRIVE.NET)
- <https://www.sciencedirect.com/topics/neuroscience/forensic-psychology>
- <https://study.com/academy/lesson/what-is-community-psychology-definition-types.html>
- <https://www.apa.org/education-career/guide/subfields/health#:~:text=Health%20psychology%20examines%20how%20biological,and%20improve%20health%20care%20systems.>

Subject Code: HMNP25E05	Subject Name: ANCIEN T INDIAN PERSPECTIVES OF PSYCHOLOGY		Ty/Lb/ ETP/IE	L	T/ SLr	P/R	C		
	Prerequisite: None		Ty	3	0/0	0/0	3		
<b>L: Lecture T :Tutorial SLr : Supervised Learning P :Project R : Research C: Credits</b> <b>T/L/ETP/IE: Theory / Lab / Embedded Theory and Lab/Internal Evaluation</b>									
<b>OBJECTIVES:</b>									
<ul style="list-style-type: none"> <li>To introduce the students to the nature and content of Indian psychological thought.</li> <li>To promote an enquiring and critical approach to the study of Indian psychological thought and how it relates to our present times and our own lives.</li> <li>Rediscover oneself in a manner that enriches the understanding of one's past and present, while offering hope and guidance for future .</li> </ul>									
<b>COURSE OUTCOMES (Cos) : (3 – 5)</b>									
<b>Students completing the course were able to</b>									
CO1	Interpret the states of consciousness and the relationship between human and nature								
CO2	Classify self and personality based of the descriptions given in various ancient Indian literatures								
CO3	Illustrate the ancient systems related to learning, perception cognition and emotions								
CO4	Apply the methods used in Indian psychology for counseling and life skills training								
<b>Mapping of Course Outcomes with Program Outcomes (POs) &amp; Program Specific Outcomes (PSOs)</b>									
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	2	2	2	2	2	3	3
CO2	3	3	3	2	2	1	1	3	3
CO3	3	2	2	3	1	1	1	3	3
CO4	3	3	3	3	2	2	1	3	3
<b>PSOs</b>									
COs	PSO 01	PSO 02	PSO 03	PSO04	PSO 5				
CO 1	3	3	3	1	2				
CO 2	3	3	3	1	2				
CO 3	3	3	3	1	2				
CO 4	3	3	3	1	2				
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/ Allied	Skill Component	Practical /Project/ internship	Others
		✓							

<b>Subject Code:</b> HMNP25E05	<b>Subject Name: ANCIENT INDIAN PERSPECTIVES OF PSYCHOLOGY</b>	<b>Ty/Lb/ ETP/IE</b>	<b>L</b>	<b>T/ SLr</b>	<b>P/R</b>	<b>C</b>
	<b>Prerequisite: None</b>	<b>Ty</b>	<b>3</b>	<b>0/0</b>	<b>0/0</b>	<b>3</b>

**UNIT I:**

**11 HOURS**

Introduction: Cultural Climate and Conceptual Roots of Indian Psychology, States of Consciousness and Types of Knowledge, Relationship Between Humans and Nature, Centrality of Consciousness: Consciousness in Indian Psychology, Advaita Metaphysics of Consciousness, Buddhist Phenomenology of Consciousness, Elements of Consciousness, Four Planes of Consciousness, Forms of Consciousness

**UNIT II:**

**12 HOURS**

Self and Personality: Self, Person, and Personality: Theories of the “SELF” in Indian Thought, Assertion of Ātman in Nyāya – Vaiśeṣika, The Affirmation of the Self in Vedānta, Viśiṣṭādvaita of Rāmānuja, Sāṃkhya-Yoga Conception of the Self, Jaina Conception of the Self, Three Types of Personality, Overview of Personality Typologies from the Indian Tradition.

**UNIT III:**

**12 HOURS**

Learning Perception Cognition And Emotions : Ancient education systems, concepts of learning vidhya, avidhya, jnana, Cognition, ancient Indian Views of Cognition and Knowledge, From Perception to Cognition, Indian concepts of emotions the role of ego ahamkara, klesas, rasa, bhava.

**UNIT IV:**

**10 HOURS**

Applications of Indian Psychology: A first look on Counseling and therapy–vipassana and mindfulness; counseling Baghvat Gita model, Education, Role of Tamil Literature- Life & Social skills – the Thirukkural approach, Siddha concepts of personality.

**TOTAL NO OF PERIODS: 45**

## **TEXT BOOKS**

1. Abhedananda, Swami (1992). True psychology. Calcutta: Ramakrishna VedantaMath.
2. Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.) (2014). Foundations and applications of Indian psychology. New Delhi: Pearson.

## **REFERENCES:**

1. Abhedananda, Swami (1992). True psychology. Calcutta: Ramakrishna VedantaMath.
2. Aurobindo, Sri (2007). A few representative short texts by Sri Aurobindo. Pondicherry: Sri Aurobindo Centre of Consciousness Studies. [These texts can be accessed at: <http://www.sacccs.org.in/texts/integralyoga-sa.php>.]
3. Aurobindo, Sri. (2008). The integral yoga. Pondicherry: Sri Aurobindo Ashram Trust.
4. Cortright, B. (2007). Integral psychology. Albany: State University of New York.
5. Dalal, A. S. (Ed.) (2001). Living within. Pondicherry: Sri Aurobindo Ashram Trust.

## **E LEARNING RESOURCES:**

- <http://niyamakpsychology.blogspot.com/2008/10/triguna-theory-of-personality-with.html>
- <https://anilpinto.blogspot.com/2014/04/history-of-indian-psychology-in-higher.html?m=0>

Subject Code : HMNP25E06	Subject Name : HEALTH PSYCHOLOGY				Ty/Lb/E TP/IE	L	T/ SLr	P/R	C
	Prerequisite : None				Ty	3	0/0	0/0	3
L : Lecture T :Tutorial SLr : Supervised Learning P :Project R : Research C: Credits T/L/ETP/IE : Theory / Lab / Embedded Theory and Lab/Internal Evaluation									
<b>OBJECTIVES</b>									
<ul style="list-style-type: none"> <li>To understand the models of health and the psychological component of health</li> <li>To understand the goals of positive psychology and its relationships to other fields and traditions</li> </ul>									
<b>COURSE OUTCOMES (Cos) : (3 – 5)</b>									
Students completing the course were able to									
CO1	Compile the models of health and the psychological component of health								
CO2	Classify healthy behavior and health compromising behavior								
CO3	Deduce the impact of stress on health and apply effective stress management strategies								
CO4	Illustrate goals of positive psychology and its relationships to other fields and traditions								
CO5	Cultivating positive emotions and beliefs for well being								
<b>Mapping of Course Outcomes with Program Outcomes (POs) &amp; Program Specific Outcomes (PSOs)</b>									
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	1	2	3	2	1	2	2
CO2	3	3	1	2	3	2	1	2	2
CO3	3	3	1	2	3	2	1	2	2
CO4	3	3	1	2	3	2	1	2	2
CO5	3	3	1	2	3	2	1	2	2
<b>PSOs</b>									
COs	PSO 01	PSO 02	PSO 03	PSO04	PSO 5				
CO 1	3	3	3	1	2				
CO 2	3	3	3	1	2				
CO 3	3	3	3	1	2				
CO 4	3	3	3	1	2				
CO5	3	3	3	1	2				
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/ Allied	Skill Component	Practical / Project/ internship	Others
		✓							

<b>Subject Code : HMNP25E06</b>	<b>Subject Name : HEALTH PSYCHOLOGY</b>	<b>Ty/Lb /ETP/ IE</b>	<b>L</b>	<b>T/ SLr</b>	<b>P/R</b>	<b>C</b>
	<b>Prerequisite : None</b>	<b>Ty</b>	<b>3</b>	<b>0/0</b>	<b>0/0</b>	<b>3</b>

## **COURSE CONTENTS**

### **UNIT I**

**9 Periods**

**Introduction to Health Psychology:** Health psychology: Definition, need and importance of health, goals of health Psychology; Difference between health psychology and clinical psychology, health psychology and behavioral medicine. Indian scenario on Mental Health. World Health Organization and Mental Health. Models and Theories of Health – Biopsychosocial model, biomedical model, Diathesis Stress Model.

### **UNIT II**

**9 Periods**

**Concept of health & its maintenance:** Healthy Behavior, Health compromising Behaviors: Smoking, Alcoholism and Substance abuse. Health enhancing behaviors: Weight control, Diet, Exercise, Role of Health and Yoga in changing behavior. A critical evaluation of the applications of psychological knowledge in the area of health and identification of gaps.

### **UNIT III**

**9 Periods**

**Understanding Stress & Strain:** Stress and lifestyle disorders: Meaning and definition, development of stress; nature of stressors: Frustration, pressure; Factors predisposing stress: life events and daily hassles; Burnout. Coping with stress: Problem oriented and emotion oriented.

Stress management: Meaning and definition; Changing thoughts, behavior and physiological responses.

### **UNIT IV**

**9 Periods**

**Positive Psychology:** Concept, History, Nature, Dimension and scope of Positive Psychology; Seligman's PERMA; Positive Emotional States and Processes; The Positive Psychology of Emotional Intelligence

### **UNIT V**

**9 Periods**

**Happiness & Forgiveness-**Building tolerance, Developing adaptation & acculturation, forgiveness, happiness. Types of happiness- Eudemonic and Hedonic; Measures and Positive correlates of happiness; Traits associated with Happiness; Setting Goals for Life and Happiness; Forgiveness and Gratitude; Personal transformation and Role of suffering on health

**TOTAL NO OF PERIODS: 45**

**TEXT BOOKS:**

- Taylor, S.E (2006). Health Psychology. New Delhi: Tata McGraw Hill
- Sarafinio, E.P & Smith T.W. (2012). Health Psychology: Biopsychosocial Interventions. New Delhi:Wiley S

**REFERENCES:**

- Hatha Yoga Pradipika by Swami Svatmarama.
- Argyle, M. 1987. The psychology of happiness. London: Methuen.
- Baumgardner, S.R. & Crothers, M.K. (2009). Positive Psychology. New Delhi: Pearson Education

**E LEARNING RESOURCES:**

- [www.pdfdrive.net](http://www.pdfdrive.net)
- <https://www.health.harvard.edu/topics/positive-psychology>
- [https://ijip.in/wp-content/uploads/ArticlesPDF/article\\_19c48d48323ef81a0cd838d0ee5fd312.pdf](https://ijip.in/wp-content/uploads/ArticlesPDF/article_19c48d48323ef81a0cd838d0ee5fd312.pdf)
- <https://www.happierhuman.com/research-review-the-value-of-positive-psychology-for-health-psychology-progress-and-pitfalls-in-examining-the-relation-of-positive-phenomena-to-health/>

**FOR ALL PG PROGRAMS OFFERED IN H&S**

<b>AUDIT COURSE</b>							
<b>Sl.No</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Ty/Lb</b>	<b>Teaching Scheme</b>			
				<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
1	HMAC22I01	English for Research paper Writing	Ty	2	0	0	0
2	HMAC22I02	Disaster Management	Ty	2	0	0	0
3	HMAC22I03	Sanskrit for Technical Knowledge	Ty	2	0	0	0
4	HMAC22I04	Value Education	Ty	2	0	0	0
5	HMAC22I05	Constitution of India	Ty	2	0	0	0
6	HMAC22I06	Pedagogy Studies	Ty	2	0	0	0
7	HMAC22I07	Stress Management by Yoga	Ty	2	0	0	0
8	HMAC22I08	Personality Development through Life Enlightenment Skills	Ty	2	0	0	0
9	HMAC22I09	Life skill	Ty	2	0	0	0

<b>Subject Code:</b> HMAC22101	<b>Subject Name</b> ENGLISH FOR RESEARCH PAPER WRITING						Ty/Lb	L	T	P	C	
	Prerequisite: Nil						Ty	2	0	0	0	
<b>L:Lecture</b>		<b>T:Tutorial</b>		<b>P:Project ;</b>		<b>R: Research</b>		<b>C: Credits</b>		<b>T/L: Theory/Lab</b>		
<b>Objectives</b> To know the art of writing the research paper and thesis . To Ensure the good quality of paper at very first-time submission.												
<b>COURSE OUTCOMES(COs) :At the end of this course the students would be able to</b>												
CO1	Understand that how to improve your writing skills and level of readability											
CO2	Learn about what to write in each section											
CO3	Understand the skills needed when writing a Title											
<b>Mapping of Course Outcomes with Program Outcomes(POs)</b>												
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	1	1	1	1	1	3	1	1	1	1	1	1
CO2	1	1	1	1	1	3	1	1	1	1	1	1
CO3	1	1	1	1	1	3	1	1	1	1	1	1
<b>H/M/L indicates Strength of Correlation 3-High,2-Medium, 1-Low</b>												
Category	Basic Sciences	Engineering Sciences	Humanities and Social Sciences	Program Core	Program Electives	Open Electives	Practical/Project	Internships /Technical Skill	Soft Skills	Audit Course		
										✓		

HMAC22I01	ENGLISH FOR RESEARCH PAPER WRITING	2 0 0 0
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**Course objectives:**  
 To know the art of writing the research paper and thesis.  
 To Ensure the good quality of paper at very first-time submission.

**Syllabus**

Units	CONTENTS	Hours
1	Planning and Preparation, Word Order, Breaking up long sentences, Structuring Paragraphs and Sentences, Being Concise and Removing Redundancy, Avoiding Ambiguity and Vagueness	5
2	Clarifying Who Did What, Highlighting Your Findings, Hedging and Criticizing, Paraphrasing and Plagiarism, Sections of a Paper ,Abstracts. Introduction	5
3	Review of the Literature, Methods, Results, Discussion, Conclusions, The Final Check.	5
4	key skills are needed when writing a Title, key skills are needed when writing an Abstract, key skills are needed when writing an Introduction, skills needed when writing a Review of the Literature,	5
5	Skills are needed when writing the Methods, skills needed when writing The Results, skills are needed when writing the Discussion, skills are needed when writing the Conclusions	5
6	Useful phrases, how to ensure paper is as good as it could possibly be The first- time submission	5

**Suggested Studies:**

1. GoldbortR(2006)Writing for Science, Yale University Press(available on Google Books)
2. DayR (2006)How to Write and Publish a Scientific Paper, Cambridge University Press
3. HighmanN(1998),Handbook of Writing for the Mathematical Sciences, SIAM. Highman’s book.
4. AdrianWallwork,EnglishforWritingResearchPapers,SpringerNewYorkDordrecht HeidelbergLondon,20

<b>Subject Code:</b> HMAC22102	<b>Subject Name: DISASTER MANAGEMENT</b>							<b>Ty/Lb</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	Pre requisite: Nil							Ty	2	0	0	0
L :Lecture T :Tutorial P:Project R:Research C:Credits T/L:Theory/Lab												
<b>Objectives:</b> Learn to demonstrate a critical understanding of key concepts in disaster risk reduction and humanitarian response.												
<b>COURSEOUTCOMES(COs) :At the end of this course the students would be able to</b>												
<b>CO1</b>	evaluate disaster risk reduction and humanitarian response policy and practice from Multiple perspectives.											
<b>CO2</b>	Develop an understanding of standards of humanitarian response and practical relevance in Specific types of disasters and conflict situations.											
<b>CO3</b>	Understand the strengths and weaknesses of disaster management approaches, planning and programming in different countries, particularly their home country or the countries they work in.											
<b>Mapping of Course Outcomes with Program Outcomes(POs)</b>												
<b>COs/Pos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	1	1	1	1	1	3	1	1	1	1	1	1
<b>CO2</b>	1	1	1	1	1	3	1	1	1	1	1	1
<b>CO3</b>	1	1	1	1	1	3	1	1	1	1	1	1
<b>H/M/L indicates Strength of Correlation 3- High,2-Medium, 1-Low</b>												
<b>Category</b>	Basic Sciences	Engineering Sciences	Humanities and Social	Program Core	Program Electives	Open Electives	Practical/Project	Internships /Technical Skill	Soft Skills	Audit course		
										✓		

<b>Subject Code:</b> HMAC22102	<b>Subject Name: DISASTER MANAGEMENT</b>	<b>Ty/Lb</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	Pre requisite: Nil	Ty	2	0	0	0
L :Lecture T :Tutorial		P:Project	R:Research	C:Credits	T/L: Theory/Lab	

**Course Objectives:-**Students will be able to:  
 Learn to demonstrate a critical understanding of key concepts in disaster risk reduction and humanitarian response.  
 Critically evaluate disaster risk reduction and humanitarian response policy and practice from multiple perspectives.  
 Develop an understanding of standards of humanitarian response and practical relevance in specific types of disasters and conflict situations.  
 Critically understand the strengths and weaknesses of disaster management approaches, planning and programming in different countries, particularly their home country or the countries they working.

### Syllabus

Units	CONTENTS	Hours
1	<b>Introduction</b> Disaster: Definition, Factors And Significance; Difference Between Hazard And Disaster; Natural And Manmade Disasters: Difference, Nature, Types And Magnitude.	5
2	<b>Repercussions Of Disasters And Hazards:</b> Economic Damage, Loss Of Human And Animal Life, Destruction Of Ecosystem. Natural Disasters: Earthquakes, Volcanisms, Cyclones, Tsunamis, Floods, Droughts And Famines, Landslides And Avalanches, Man-made disaster: Nuclear Reactor Meltdown, Industrial Accidents, Oil Slicks And Spills Outbreaks Of Disease And Epidemics, War And Conflicts.	5
3	<b>Disaster Prone Areas In India</b> Study Of Seismic Zones; Areas Prone To Floods And Droughts, Landslides And Avalanches; Areas Prone To Cyclonic And Coastal Hazards With Special Reference To Tsunami; Post-Disaster Diseases And Epidemics	5
4	<b>Disaster Preparedness And Management</b> Preparedness: Monitoring Of Phenomena Triggering A Disaster Or Hazard; Evaluation Of Risk: Application Of Remote Sensing, Data From Meteorological And Other Agencies, Media Reports: Governmental And Community Preparedness.	5
5	<b>Risk Assessment</b> Disaster Risk: Concept And Elements, Disaster Risk Reduction, Global And National Disaster Risk Situation. Techniques Of Risk Assessment, Global Co-Operation In Risk Assessment And Warning, People's Participation In Risk Assessment. Strategies for Survival.	5

6	<b>Disaster Mitigation</b> Meaning, Concept And Strategies Of Disaster Mitigation, Emerging Trends In Mitigation. Structural Mitigation And Non-Structural Mitigation, Programs Of Disaster Mitigation In India.	5
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**SUGGESTED READINGS:**

1. R.Nishith, Singh AK, "Disaster Management in India: Perspectives, issues and strategies" New Royal book Company.
2. Sahni, Pardeep Et. Al. (Eds.), "Disaster Mitigation Experiences And Reflections", Prentice Hall Of India, New Delhi.
3. Goel S.L., "Disaster Administration And Management Text And Case Studies", Deep & Deep Publication Pvt. Ltd., New Delhi.

<b>Subject Code:</b> HMAC22103	<b>Subject Name SANSKRIT FOR TECHNICAL KNOWLEDGE</b>							<b>Ty/Lb</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	Prerequisite: Nil							Ty	2	0	0	0
L :Lecture T :Tutorial P:Project R:Research C:Credits T/L:Theory/Lab												
<b>Objectives</b> To get a working knowledge in illustrious Sanskrit, the scientific language in the world Learning of Sanskrit to improve brain functioning, to develop the logic in mathematics, science & other subjects enhancing the Memory power. The engineering scholars equipped with Sanskrit will be able to explore the huge knowledge from ancient literature.												
<b>COURSEOUTCOMES(COs):At the end of this course the students would be able to</b>												
<b>CO1</b>	Understanding basic Sanskrit language											
<b>CO2</b>	Understanding ancient Sanskrit literature about science & technology											
<b>CO3</b>	Develop logic in students being a logical language.											
<b>Mapping of Course Outcomes with Program Outcomes(POs)</b>												
<b>COs/Pos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	1	1	1	1	1	3	1	1	1	1	1	1
<b>CO2</b>	1	1	1	1	1	3	1	1	1	1	1	1
<b>CO3</b>	1	1	1	1	1	3	1	1	1	1	1	1
<b>H/M/L indicates Strength of Correlation 3-High,2-Medium, 1-Low</b>												
<b>Category</b>	Basic Sciences	Engineering Sciences	Humanities and Social	Program Core	Program Electives	Open Electives	Practical/Project	Internships /Technical	Soft Skills	Audit course		
										✓		

HMAC22I03	SANSKRIT FOR TECHNICAL KNOWLEDGE	2 0 0 0
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### **Course Objectives**

1. To get a working knowledge in illustrious Sanskrit, the scientific language in the world
2. Learning of Sanskrit to improve brain functioning
3. Learning of Sanskrit to develop the logic in mathematics, science & other subjects
4. Enhancing the memory power
5. The engineering scholars equipped with Sanskrit will be able to explore the Huge knowledge from ancient literature

### **Syllabus**

Unit	Content	Hours
1	<ul style="list-style-type: none"> <li>• Alphabets in Sanskrit,</li> <li>• Past/Present/Future Tense,</li> <li>• Simple Sentences</li> </ul>	10
2	<ul style="list-style-type: none"> <li>• Order</li> <li>• Introduction of roots</li> <li>• Technical information about Sanskrit Literature</li> </ul>	10
3	<ul style="list-style-type: none"> <li>• Technical concepts of Engineering- Electrical, Mechanical, Architecture, Mathematics</li> </ul>	10

### **Suggested reading**

1. "Abhyaspustakam" – Dr. Vishwas, Samskrita-Bharti Publication, New Delhi
2. "Teach Yourself Sanskrit" Prathama Deeksha- Vempati Kutumbshastri, Rashtriya Sanskrit Sansthanam, New Delhi Publication
3. "India's Glorious Scientific Tradition" Suresh Soni, Ocean Books (P) Ltd., New Delhi.

<b>Subject Code:</b> HMAC22I04	<b>Subject Name VALUE EDUCATION</b>					<b>Ty/Lb</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>		
	Prerequisite: Nil					Ty	2	0	0	0		
<b>L:Lecture T:Tutorial P:Project R:Research C:Credits T/L:Theory/Lab</b>												
<b>Objectives</b> .Understand value of education and self- development, Imbibe good values in students. Let them should know about the importance of character												
<b>COURSEOUTCOMES(COs):At the end of this course the students would be able to</b>												
<b>CO1</b>	Knowledge of self-development											
<b>CO2</b>	Learn the importance of Human values											
<b>CO3</b>	Developing the overall personality											
<b>Mapping of Course Outcomes with Program Outcomes(POs)</b>												
<b>COs/POs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	1	1	1	1	1	3	1	1	1	1	1	1
<b>CO2</b>	1	1	1	1	1	3	1	1	1	1	1	1
<b>CO3</b>	1	1	1	1	1	3	1	1	1	1	1	1
<b>H/M/L indicates Strength of Correlation 3-High,2-Medium,1-Low</b>												
<b>Category</b>	Basic Sciences	Engineering Sciences	Humanities and Social Sciences	Program Core	Program Electives	Open Electives	Practical/Project	Internships /Technical Skill	Soft Skills	Audit course		
										✓		

HMAC22104	VALUE EDUCATION	2 0 0 0
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Students will be able to

1. Understand value of education and self-development
2. Imbibe good values in students
3. Let them should know about the importance of character

### Course Objectives

### Syllabus

Unit	Content	Hours
1	<ul style="list-style-type: none"> <li>• Values and self-development–Social values and individual attitudes. Work ethics, Indian vision of humanism.</li> </ul>	6
2	<ul style="list-style-type: none"> <li>• Moral and non – moral evaluation. Standards and principles.</li> <li>• Value judgements</li> </ul>	
3	<ul style="list-style-type: none"> <li>• Importance of cultivation of values.</li> <li>• Sense of duty. Devotion, Self-reliance. Confidence, Concentration. Truthfulness, Cleanliness.</li> <li>• Honesty, Humanity. Power of faith, National Unity.</li> <li>• Patriotism. Love for nature, Discipline</li> </ul>	8
4	<ul style="list-style-type: none"> <li>• Personality and Behavior Development-Soul and Scientific attitude. Positive Thinking. Integrity and discipline.</li> <li>• Punctuality, Love and Kindness.</li> <li>• Avoid fault Thinking.</li> <li>• Free from anger, Dignity of labor.</li> <li>• Universal brotherhood and religious tolerance.</li> <li>• True friendship.</li> <li>• Happiness Vs suffering, love for truth.</li> <li>• Aware of self-destructive habits.</li> <li>• Association and Cooperation.</li> <li>• Doing best for saving nature</li> </ul>	8
5	<ul style="list-style-type: none"> <li>• Character and Competence–Holy books vs Blind faith.</li> <li>• Self-management and Good health.</li> <li>• Science of reincarnation.</li> <li>• Equality, Nonviolence, Humility, Role of Women.</li> <li>• All religions and same message.</li> <li>• Mind your Mind, Self-control.</li> <li>• Honesty, Studying effectively</li> </ul>	8

### Suggested reading

1. Chakroborty, S.K. "Values and Ethics for organizations Theory and practice", Oxford University Press, New Delhi

<b>Subject Code:</b> HMAC22I05	<b>Subject Name: CONSTITUTION OF INDIA</b>						<b>Ty/Lb</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>	
	Prerequisite: Nil						<b>Ty</b>	2	0	0	0	
<b>L:Lecture T:Tutorial P:Project R:Research C:CreditsT/L:Theory/Lab</b>												
<b>Objectives</b> Understand the premises informing the twin themes of liberty and freedom from a civil rights perspective. To address the growth of Indian opinion regarding modern Indian intellectuals' constitutional role and entitlement to civil and economic rights as well as the emergence of nationhood in the early years of Indian nationalism To address the role Of socialism in India after the commencement of the Bolshevik Revolution in 1917 and its impact on the initial drafting of the Indian Constitution.												
<b>COURSE OUTCOMES (COs): At the end of this course the students would be able to</b>												
<b>CO1</b>	Understand and explain the significance of Indian Constitution as the fundamental law of the land											
<b>CO2</b>	Exercise his fundamental rights in proper sense at the same time identifies his responsibilities in national building.											
<b>CO3</b>	Analyze the Indian political system, the powers and functions of the Union, State and Local Governments in detail											
<b>CO4</b>	Understand Electoral Process, Emergency provisions and Amendment procedure.											
<b>Mapping of Course Outcomes with Program Outcomes (POs)</b>												
<b>COs/POs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	1	1	1	1	1	3	1	1	1	1	1	1
<b>CO2</b>	1	1	1	1	1	3	1	1	1	1	1	1
<b>CO3</b>	1	1	1	1	1	3	1	1	1	1	1	1
<b>CO4</b>	1	1	1	1	1	3	1	1	1	1	1	1
<b>H/M/L indicates Strength of Correlation 3-High, 2-Medium, 1-Low</b>												
<b>Category</b>	<b>Basic Sciences</b>	<b>Engineering Sciences</b>	<b>Humanities and Social</b>	<b>Program Core</b>	<b>Program Electives</b>	<b>Open Electives</b>	<b>Practical/Project</b>	<b>Internships /Technical</b>	<b>Soft Skills</b>	<b>Audit course</b>		
										✓		

HM22105	CONSTITUTION OF INDIA	2000
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**Course Objectives:**

Students will be able to:

1. Understand the premises informing the twin themes of liberty and freedom from a civil rights perspective.
2. To address the growth of Indian opinion regarding modern Indian intellectuals' constitutional role and entitlement to civil and economic rights as well as the emergence of nationhood in the early years of Indian nationalism.
3. To address the role of socialism in India after the commencement of the Bolshevik Revolution in 1917 and its impact on the initial drafting of the Indian Constitution.

**Syllabus**

Units	Content	Hours
1	<b>History of Making of the Indian Constitution: History, Drafting Committee, Composition &amp; (Working)</b>	3
2	<b>Philosophy of the Indian Constitution: Preamble Salient Features</b>	3
3	<b>Contours of Constitutional Rights &amp; Duties:</b> <input type="checkbox"/> Fundamental Rights <input type="checkbox"/> Right to Equality <input type="checkbox"/> Right to Freedom <input type="checkbox"/> Right against Exploitation <input type="checkbox"/> Right to Freedom of Religion <input type="checkbox"/> Cultural and Educational Rights <input type="checkbox"/> Right to Constitutional Remedies <input type="checkbox"/> Directive Principles of State Policy <input type="checkbox"/> Fundamental Duties.	6
4	<b>Organs of Governance:</b> <input type="checkbox"/> Parliament <input type="checkbox"/> Composition <input type="checkbox"/> Qualifications and Disqualifications <input type="checkbox"/> Powers and Functions <b>Executive:</b> <input type="checkbox"/> President <input type="checkbox"/> Governor <input type="checkbox"/> Council of Ministers <input type="checkbox"/> Judiciary, Appointment and Transfer of Judges, Qualifications <input type="checkbox"/> Powers and Functions	6
5	<b>Local Administration:</b> <input type="checkbox"/> District's Administration head: Role and Importance, <input type="checkbox"/> Municipalities: Introduction, Mayor and role of Elected Representative CEO of Municipal Corporation.	6

	<input type="checkbox"/> <b>Pachayati raj: Introduction, PRI: ZilaPachayat.</b> <input type="checkbox"/> <b>Elected officials and their roles, CEO Zila Pachayat: Position and role.</b> <input type="checkbox"/> <b>Block level: Organizational Hierarchy (Different departments),</b> <input type="checkbox"/> <b>Village level: Role of Elected and Appointed officials,</b> <input type="checkbox"/> <b>Importance of grass root democracy</b>	
<b>6</b>	<b>Election Commission:</b> <input type="checkbox"/> <b>Election Commission: Role and Functioning.</b> <input type="checkbox"/> <b>Chief Election Commissioner and Election Commissioners.</b> <input type="checkbox"/> <b>State Election Commission: Role and Functioning.</b> <input type="checkbox"/> <b>Institute and Bodies for the welfare of SC/ST/OBC and women.</b>	<b>6</b>

**Suggestedreading**

1. The Constitution of India, 1950 (Bare Act), Government Publication.
2. Dr. S.N. Busi, Dr. B.R. Ambedkar framing of Indian Constitution, 1st Edition, 2015
3. M.P. Jain, Indian Constitution Law, 7th Edn., LexisNexis, 2014.
4. D.D. Basu, Introduction to the Constitution of India, LexisNexis, 2015

<b>Subject Code:</b> <b>HMAC22I06</b>	<b>Subject Name: PEDAGOGY STUDIES</b>		<b>Ty/Lb</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>					
	Prerequisite: Nil		Ty	2	0	0	0					
L :Lecture T :Tutorial P:Project R:Research C:Credits T/L:Theory/Lab												
<b>Objectives</b> Students will be able to:4. Review existing evidence on the review topic to inform programme design and Policy making undertaken by the Dfid, other agencies and researchers.5. Identify critical evidence gaps to guide the development.												
<b>COURSEOUTCOMES(COs):At the end of this course the students would be able to know</b>												
<b>CO1</b>	What pedagogical practices are being used by teachers informal and informal classrooms in developing countries?											
<b>CO2</b>	What is the evidence on the effectiveness of these pedagogical practices, in what conditions, And with what population of learners?											
<b>CO3</b>	How can teacher education (curriculum and practicum) and the school curriculum and Guidance materials best support effective pedagogy?											
<b>Mapping of Course Outcomes with Program Outcomes(POs)</b>												
<b>COs/POs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	1	1	1	1	1	3	1	1	1	1	1	1
<b>CO2</b>	1	1	1	1	1	3	1	1	1	1	1	1
<b>CO3</b>	1	1	1	1	1	3	1	1	1	1	1	1
<b>H/M/L indicates Strength of Correlation 3- High,2-Medium, 1-Low</b>												
Category	Basic Sciences	Engineering Sciences	Humanities and Social	Program Core	Program Electives	Open Electives	Practical/Project	Internships /Technical	Soft Skills	Audit course		
										✓		

HMAC22I06	PEDAGOGY STUDIES	2 0 0 0
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**Course Objectives:**

Students will be able to:

1. Review existing evidence on the review topic to inform programme design and policy making undertaken by the DfID, other agencies and researchers.
2. Identify critical evidence gaps to guide the development.

**Syllabus**

Units	Content	Hours
1	<ul style="list-style-type: none"> <li>• <b>Introduction and Methodology:</b></li> <li>• Aims and rationale, Policy background, Conceptual framework and terminology</li> <li>• Theories of learning, Curriculum, Teacher education.</li> <li>• Conceptual frame work , Research questions.</li> <li>• Overview of methodology and Searching.</li> </ul>	6
2	<ul style="list-style-type: none"> <li>• Thematic overview: Pedagogical practices are being used by teachers informal and informal classrooms in developing countries.</li> <li>• Curriculum, Teacher education.</li> </ul>	6
3	<ul style="list-style-type: none"> <li>• Evidence on the effectiveness of pedagogical practices</li> <li>• Methodologyfortheindepthstage:qualityassessmentofincludedstudies.</li> <li>• How can teacher education (curriculum and practicum)and the school curriculum and guidance materials best support effective pedagogy?</li> <li>• Theory of change.</li> <li>• Strength and nature of the body of evidence for effective pedagogical practices.</li> <li>• Pedagogic theory and pedagogical approaches.</li> <li>• Teachers' attitudes and beliefs and Pedagogic strategies.</li> </ul>	6
4	<ul style="list-style-type: none"> <li>• Professional development: alignment with classroom practices and follow-up support</li> <li>• Peer support</li> <li>• Support from the head teacher and the community.</li> <li>• Curriculum and assessment</li> <li>• Barriers to learning: limited resources and large class sizes</li> </ul>	6
5	<ul style="list-style-type: none"> <li>• <b>Research gaps and future directions</b></li> <li>• Research design</li> <li>• Contexts</li> </ul>	6

	<ul style="list-style-type: none"> <li>• Pedagogy</li> <li>• Teacher education</li> <li>• Curriculum and assessment</li> <li>• Dissemination and research impact.</li> </ul>	
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### Suggested reading

1. Ackers J, Hardman F (2001) Classroom interaction in Kenyan primary schools, *Compare*, 31 (2):245-261.
2. Agrawal M (2004) Curricular reform in schools: The importance of evaluation, *Journal of Curriculum Studies*, 36(3):361-379.
3. Akyeamong K (2003) Teacher training in Ghana - does it count? Multi-site teacher education research project (MUSTER) country report 1. London: DFID.
4. Akyeamong K, Lussier K, Pryor J, Westbrook J (2013) Improving teaching and learning of basic maths and reading in Africa: Does teacher preparation count? *International Journal of Educational Development*, 33(3):272-282.
5. Alexander RJ (2001) *Culture and pedagogy: International comparisons in primary education*. Oxford and Boston: Blackwell.
6. Chavan M (2003) *Read India: A mass scale, rapid, 'learning to read' campaign*.
7. [www.pratham.org/images/resource%20working%20paper%202.pdf](http://www.pratham.org/images/resource%20working%20paper%202.pdf).

<b>Subject Code : HMAC22107</b>	<b>Subject Name : STRESS MANAGEMENT BY YOGA</b>					<b>Ty/Lb /ETL</b>	<b>L</b>	<b>T/ SLr</b>	<b>P/R</b>	<b>C</b>		
	<b>Prerequisite : None</b>					<b>Ty</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>		
<b>L : Lecture T :Tutorial SLr : Supervised Learning P :Project R : Research C: Credits T/L/ETL : Theory / Lab / Embedded Theory and Lab</b>												
<b>OBJECTIVES :</b> To introduce health psychology and arrive at the introduction to the philosophy and practice of yoga.												
<b>COURSE OUTCOMES (Cos) : (3 – 5)</b> Students completing the course were able to												
CO1	Compile the models of health and the psychological component of health											
CO2	Classify healthy behavior and health compromising behavior											
CO3	Deduce the impact of stress on health and apply effective stress management strategies											
CO4	Extrapolate the role of yoga in health care											
<b>Mapping of Course Outcomes with Program Outcomes (POs)</b>												
<b>COs/POs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	3	3						3	3			
<b>CO2</b>	3	3	2					3	3			
<b>CO3</b>	3	3	2				1	3	3			
<b>CO4</b>	3	3	2				1	3	3			
<b>Category</b>	<b>Basic Sciences</b>	<b>Engineer ing Sciences</b>	<b>Humanitie s &amp; Social Sciences</b>	<b>Program core</b>	<b>Program Electives</b>	<b>Open Electives</b>	<b>Practical / Project</b>	<b>Internships / Technical Skills</b>	<b>Soft Skills</b>			<b>Audit course</b>
												✓

<b>Subject Code : HMAC22I07</b>	<b>Subject Name : STRESS MANAGEMENT BY YOGA</b>	<b>Ty/Lb /ETL</b>	<b>L</b>	<b>T/ SLr</b>	<b>P/R</b>	<b>C</b>
	<b>Prerequisite : None</b>	<b>Ty</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>

### **Unit 1**

**6 HOURS**

**Understanding Stress:** Stress and lifestyle disorders: Meaning and definition, development of stress; nature of stressors: Frustration, pressure; Factors predisposing stress: life events and daily hassles; Burnout. Coping with stress: Problem oriented and emotion oriented. Stress management: Meaning and definition; Changing thoughts, behavior and physiological responses.

### **Unit 2**

**10 HOURS**

**Yoga Philosophy:** Introduction to Yoga and Yogic Practices – Definition, History, Aim and Objectives, Four Paths of Yoga and Principles of Yoga, Hatha Yoga – Distinction between Yoga and Non Yogic Practices, Concept of Yogic diet, Purpose and Utility of Asanas in Hatha Yoga , Introduction to Patanjali.

### **Unit 3**

**14 HOURS**

**Yoga in Health Care:** Yoga for specific lifestyle disorders: Asthma, Sleeplessness, Diabetes, Blood pressure and Heart Diseases. Research evidence on the impact of yoga intervention on lifestyle disorders. Halasana and Matsyasana for Thyroid, Dhanurasana and Bhujangasana for Polycystic Ovarian Syndrome Disease, Shishuasana and AdhoMukhaSvanasana for Arthritis, SuptaMatsyendrasana and Vrikshasana for Lower back pain, ArdhaMatsyendrasana and Chakrasana for Diabetes, Apanasana and Paschimottanasana for Indigestion and Stomach Disorder, Padmasana and Sirsasana for Migraine, BaddhaKonasana and Sukhasana for Depression, Balasana and Shavasana for Sleeplessness. Evaluation of the applications of psychological knowledge in the area of health and identification of gaps.

**Total no. of periods: 30**

### **REFERENCES**

- Taylor, S.E (2006). Health Psychology. New Delhi: Tata McGraw Hill
- Serafini, E.P & Smith T.W. (2012). Health Psychology: Bio psychosocial Interventions. New Delhi: Wiley
- Hatha Yoga Pradipika by Swami Svatmarama.
- BKS Iyengar (2013). YOGA - The Path to Holistic Health

<b>Subject Code:</b> HMAC22I08	<b>Subject Name PERSONALITY DEVELOPMENT THROUGH LIFE ENLIGHTENMENT SKILLS</b>						<b>Ty/Lb</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>	
	Pre requisite :Nil						<b>Ty</b>	2	0	0	0	
<b>L:Lecture T:Tutorial P:Project R:Research C:Credits T/L:Theory/Lab</b>												
<b>Objectives</b> To learn to achieve the highest goal happily, To become a person with stable mind, pleasing Personality and determination. To awaken wisdom in student												
<b>COURSE OUTCOMES(COs):At the end of this course the students would be able to know</b>												
<b>CO1</b>	Study of Shrimad-Bhagwad-Geeta will help the student in developing his personality and achieve The highest goal in life											
<b>CO2</b>	The person who has studied Geeta will lead the nation and mankind to peace and prosperity											
<b>CO3</b>	Study of Neetishatakam will help in developing versatile personality of students.											
<b>Mapping of Course Outcomes with Program Outcomes(POs)</b>												
<b>Os/POs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	1	1	1	1	1	3	1	1	1	1	1	1
<b>CO2</b>	1	1	1	1	1	3	1	1	1	1	1	1
<b>CO3</b>	1	1	1	1	1	3	1	1	1	1	1	1
<b>H/M/L indicates Strength of Correlation H-High ,M-Medium, L-Low</b>												
<b>Category</b>	Basic Sciences	Engineering Sciences	Humanities and Social Sciences	Program Core	Program Electives	Open Electives	Practical/Project	Internships /Technical Skill	Soft Skills	Audit course		
										✓		

HMAC22I08	PERSONALITY DEVELOPMENT THROUGH LIFE ENLIGHTENMENT SKILLS	2 0 0 0
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### **Course Objectives**

1. To learn to achieve the highest goal happily
2. To become a person with stable mind, pleasing personality and determination
3. To awaken wisdom in students

### **Syllabus**

Unit	Content	Hours
1	Neetisatakam-Holistic development of personality <ul style="list-style-type: none"> <li>• Verses-19,20,21,22(wisdom)</li> <li>• Verses- 29,31,32 (pride &amp; heroism)</li> <li>• Verses-26,28,63,65(virtue)</li> <li>• Verses-52,53,59(dont's)</li> <li>• Verses-71,73,75,78(do's)</li> </ul>	10
2	<ul style="list-style-type: none"> <li>• Approach to dayto dayworkandduties.</li> <li>• Shrimad Bhagwad Geeta: Chapter 2-Verses41,47,48,</li> <li>• Chapter 3-Verses13,21,27,35,Chapter6-Verses5,13,17,23,35,</li> <li>• Chapter18-Verses45,46,48.</li> </ul>	10
3	<ul style="list-style-type: none"> <li>• Statementsofbasicknowledge.</li> <li>• ShrimadBhagwadGeeta:Chapter2-Verses56,62,68</li> <li>• Chapter 12 -Verses13,14,15,16,17,18</li> <li>• PersonalityofRolemodel.ShrimadBhagwadGeeta:C hapter2-Verses17,Chapter3-Verses36,37,42,</li> <li>• Chapter 4-Verses18,38,39</li> <li>• Chapter18-Verses37,38,63</li> </ul>	10

### **Suggested reading**

- 1.“SrimadBhagavadGita”bySwamiSwarupanandaAdvaitaAshram(Publication  
2.Department),Kolkata
- 3.Bhartrihari’sThreeSatakam(Niti-sringar-vairagya)byP.Gopinath,
- 4.RashtriyaSanskritSansthanam,NewDelhi.

<b>Subject Code : HMAC22I09</b>	<b>Subject Name :LIFE SKILLS</b>					<b>Ty/Lb /ETL</b>	<b>L</b>	<b>T/ SLr</b>	<b>P/R</b>	<b>C</b>		
	<b>Prerequisite : None</b>					<b>Ty</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>		
<b>L : Lecture T :Tutorial SLr : Supervised Learning P :Project R : Research C: Credits T/L/ETL : Theory / Lab / Embedded Theory and Lab</b>												
<b>OBJECTIVES :</b>												
<ul style="list-style-type: none"> <li>➤ Understand the positive effect of being open to experiences</li> <li>➤ Be familiar with impulse control and pro social behaviour</li> <li>➤ Describe emotional intelligence, social intelligence, and integrative thinking for effective Leadership</li> <li>➤ Describe basic managerial skills. And self-management skills.</li> </ul>												
<b>COURSE OUTCOMES (Cos) : (3 – 5)</b>												
Students completing the course were able to												
CO1	Develop the tendency to accept self and others unconditionally											
CO2	Regulate their emotional impulsivity and demonstrate pro social behaviour											
CO3	Inculcate emotional and social intelligence and integrative thinking for effective Leadership.											
CO4	Demonstrate a set of practical skills such as time management, self-management, handling conflicts, and team leadership.											
CO5	Create and maintain an effective and motivated team to work for the society											
<b>Mapping of Course Outcomes with Program Outcomes (POs)</b>												
<b>Cos/POs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
CO1	1	1	1	1	3	2	2	3	1			
CO2	1	1	1	1	3	2	1	3	1			
CO3	1	2	1	1	3	3	1	3	2			
CO4	2	2	1	1	3	3	2	3	3			
CO5	1	2	1	1	3	3	2	3	2			
<b>Category</b>	<b>Basic Sciences</b>	<b>Engg Sciences</b>	<b>Humanities &amp; Social Sciences</b>	<b>Program core</b>	<b>Program Electives</b>	<b>Open Electives</b>	<b>Practical / Project</b>	<b>Internships / Technical Skills</b>	<b>Audit course</b>	<b>Soft Skills</b>		
									√			

<b>Subject Code : HMAC22I09</b>	<b>Subject Name :LIFE SKILLS</b>	<b>Ty/Lb /ETL</b>	<b>L</b>	<b>T/ SLr</b>	<b>P/R</b>	<b>C</b>
	<b>Prerequisite : None</b>	<b>Ty</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>

**UNIT 1:**

**6 Hours**

Openness to experience: developing the tendency to accept and appreciate self and others, the Insights, ideas, values, feelings, and behaviors, cultivate willingness to try new things as well as engage in imaginative and intellectual activities, and creative thinking “thinking outside of the box.” Skills.

**UNIT 2:**

**6 Hours**

Conscientiousness- developing the ability to regulate their impulse control in order to engage in goal-directed behaviors, managing negative emotions such as anger, worry, and sadness and Developing organized and structured approach

**Unit 3:**

**6 Hours**

Pro social behavior: developing trust, altruism, kindness, affection, empathetic understanding, Sharing, comforting and cooperating, Assertiveness, emotional expressiveness and social interaction.

**Unit 4:**

**6 Hours**

Innovative leadership Understanding: Concept of emotional and social intelligence, the persona of a leader for deriving holistic inspiration, Drawing insights for leadership, leadership qualities essential to sail through difficult situations, Importance of ethics, Ethical decision-making, Personal and professional moral codes of conduct, Creating a harmonious life.

**Unit 5:**

**6 Hours**

Management Skills: Basic Managerial Skills - Planning for Effective Management, Organize Teams, Delegation of Tasks, Time Management, Conflict and Stress Management. Self-management Skills - Understanding Self-concept, Developing Self-awareness, Self-examination, Self-reflection and introspection, Self-regulation.

**Total hours: 30 Hours**

## REFERENCES AND SUGGESTED READINGS

- 1) A.Pervin& O. P. John (Eds.), Handbook of personality: Theory and research (Vol. 2, pp. 102–138). New York: Guilford Press.
- 2) Harry Beilin (1982) The Development of Prosocial Behavior, Academic Press
- 3) Ashokan, M. S. 2015. Karmayogi: A Biography of E. Sreedharan. London: Penguin.
- 4) O’Toole, J. 2019. The Enlightened Capitalists: Cautionary Tales of Business Pioneers Who Tried to Do Well by Doing Good. New York Harper Collins
- 5) Brown, T. 2012. Change by Design. Harper Business, New , New York
- 6) Lynn A.B. 2015. The Emotional Intelligence Activity Book: 50 Activities for Promoting EQ at Work, Gildan Media Corporation, New York
- 7) Kelly T., and Kelly D. 2014. Creative Confidence: Unleashing the Creative Potential Within Us All. William Collins Harper Collins Publishers India
- 8) Kurien, V., and Salve, G. 2012. I Too Had a Dream. Roli Books Private Limited New Delhi
- 9) Carnegie D. 2018. Overcoming Worry and Stress. New Delhi: Manjul Publishing House.
- 10) Collins Jim. 2001. Good to Great. New York: Harper Business, 136 Life Skills (JeevanKaushal) Facilitators’ Manual 2022
- 11) Covey, Stephen R. 2020. 30th ed. The 7 Habits of Highly Effective People. New Delhi: Simon & Schuster.
- 12) Dawkins E.R. 2016. 52 Weeks of Self Reflection—Your Guided Journal of Self Reflection. A B Johnson Publishing, United States
- 13) Drucker, Peter F. 2006. The Effective Executive. New York: Harper Business.
- 14) Goleman D. 1995. Emotional Intelligence. New Delhi: Bloomsbury Publishing India Private Limited.
- 15) Robbins S. P., Coulter M., and Fernandez A. 2019. Management. 14th edition. Noida, India: Pearson Education.