

DEPARTMENT OF PSYCHOLOGY

Vision

Envisions to be the trendsetter in the study of Human behavioral aspects by learning scientific principles of cognitive mental processes happening around the challenging world. Also, aspires to impart practical knowledge, skill and attitude among students.

Mission

The mission is to achieve excellence in the teaching of new knowledge through research and Practice, and the provision of service to the community through outreach programs. The specific mission is to provide students with an understanding of the cognitive structures and processes that

- Examine the methods to improve personal development in both physical and psychological aspects through human behavior analysis
- Obtain the understanding of the major abnormalities in behavior and the ways to overcome it
- Nurture and strengthen the counseling skills of the students and to make them capable of dealing social problems in a psychological way

Programme Educational Objectives

PEO 1: To create and strengthen women leaders through disciplinary knowledge, professional skills and ethical sensitivity

PEO 2: To transform students as successful entrepreneurs to face the modern challenges

PEO 3: To nurture the students to invent, innovate and create solutions for current moral, ecological and economic issue

Programme Outcomes:

PO 1: Disciplinary Knowledge: Acquiring knowledge of different dimensions in the related areas of study and identifying the assumptions that frame thinking and actions

PO 2: Effective Communication: Ability to share thoughts, ideas and applied skills of communications in its various perspectives through LSRW

PO 3: Research skill and critical thinking: Ability to plan, execute and report the results of an experiment and to draw conclusions from evidences and the capability to apply analytical thought by following scientific approach to knowledge development

PO 4: Moral Ethical Awareness/ Reasoning: Ability to embrace moral/ethical values in conducting one's life, about ethical issues from multiple perspectives, and use ethical practice in all works and appreciating environmental and sustainability issues; and adopting unbiased and truthful actions in all aspects of work

PO 5: Information/Digital Literacy: Capability to use ICT in case of need and the ability to access, evaluate and use the relevant information

PO 6: Problem Solving: Ability to apply their competence to solve non-familiar everyday problems in real life situations

PO 7: Self-directed and lifelong learning: Acquire the ability to engage in independent and lifelong learning through self-paced and self-directed learning to meet out the change in life

Uniqueness of the M.Sc. Psychology Syllabus

The M.Sc. Psychology syllabus is meticulously designed to offer an advanced, holistic, and practice-oriented understanding of human behavior. What sets this program apart is its **strong scientific foundation**, **clinical depth**, and **real-world application**, equipping students to address the psychological needs of individuals and communities across the lifespan.

1. Integration of Core and Specialized Domains

The syllabus provides in-depth knowledge across diverse psychological fields:

- **Cognitive Psychology** explores attention, perception, memory, and decision-making—essential for understanding both normal and impaired mental processes.
- **Clinical Psychology** offers diagnostic, assessment, and intervention training, preparing students for therapeutic roles in mental health care.

2. Emphasis on Research and Experimental psychology

A major strength lies in its focus on **Research Methodology and Experimental Psychology**, where students develop competence in:

- Designing and conducting empirical research
- Statistical analysis and interpretation
- Ethical data handling and evidence-based practice

This scientific grounding prepares students for both academic and clinical research careers.

3. Addressing Age-Specific and Social Challenges

Courses such as **Geriatric Psychology and Developmental Psychology** reflect the syllabus's responsiveness to real-world demographic shifts. These subjects prepare students to:

- Understand aging-related psychological issues
- Provide support and intervention strategies for the elderly and other age groups

4. Ethical and Humanistic Foundation

Ethics in Psychological Practice is a cornerstone of the curriculum, ensuring that students:

- Understand professional boundaries
- Maintain confidentiality and informed consent
- Practice culturally sensitive and non-discriminatory care

This focus promotes responsible and ethical psychologists, aligned with national and international standards.

5. Clinical Skills and Psychotherapeutic Training

Through **Psychotherapeutics**, students are trained in:

- Various therapy modalities (CBT, humanistic, psychodynamic, etc.)
- Case formulation and treatment planning
- Therapeutic communication and rapport-building skills

These clinical competencies are further strengthened through **case studies, role plays, and supervised internships**.

6. Focus on Disability and Rehabilitation

The inclusion of **Rehabilitation Psychology** highlights the program's commitment to inclusive mental health care. It trains students to:

- Work with individuals facing physical, mental, and developmental challenges
- Plan and implement psychosocial rehabilitation programs
- Collaborate with multidisciplinary teams in institutional and community settings

7. Career-Oriented and Societally Relevant

This M.Sc. syllabus not only prepares students for professional practice in clinical, academic, or counseling roles but also empowers them to contribute to **mental health advocacy, policy development, and community interventions**.

MSc
(2-year Regular Programme)
(For Students Admitted from 2025-26)

Programme Specific Outcome:

On completion of the Degree Programme, student will be able to gain

PSO 1: Disciplinary Knowledge and Critical Thinking: Students use critical analysis by understanding the nature and advanced concepts of Human behaviour

PSO 2: Influential and Effective Communication: Students utilize empathetic communication through adequate knowledge gained regarding the communication with clients

PSO 3: Social Interaction and Effective Citizenship: Students understand the importance of social interaction by analyzing the schemas and its intensity of behaviour in society and act responsibly

PSO 4: Research Skill and Scientific Reasoning: Students are prepared for research-oriented purpose and enhance their analyzing and interpreting skills

PSO 5: Ethics: Students learn to implement Research methods values of human behaviour and integrity in psychology, with sensitivity to ethical principles

PSO 6: Information and Digital Literacy: Students develop sensitivity through digital technology and build a wide range of exposure through technological platform

PSO 7: Self Directed and Life Long Learning: Students are encouraged to conduct short empirical and archival researches so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals which enhances their lifelong learning

PREAMBLE

The following changes introduced in the curriculum for the students to be enrolled from 2025 onwards

Core

- Following subject has been newly introduced
 1. Advanced social psychology

DSE

- Following subject has been newly introduced
 1. Behavior Modification
 2. Geriatric Challenges and development
 3. Ethics in Psychological practice

PROGRAMME STRUCTURE

Sem	Subject Code	Course	Subject Title	Hours/Week	@ SD ENT EMP	\$ REG NAT GLO	Credit	CIA	ESE	Total
I	JMSYC11	Core I	Advanced Cognitive Psychology	6			5	25	75	100
	JMSYC12	Core II	Clinical Psychology	6	SD EMP		5	25	75	100
	JMSYC13	Core III	Abnormal Psychology	6			5	25	75	100
	JMSYC14P	Core IV	Experimental Psychology I (Lab)	6		REG NAT GLO	4	25	75	100
	JMSYE1A/ JMSYE1B	DSE I	Indian school of psychology/positive psychology	6			5	25	75	100
	JMSYX1/ JMSYX10	Extra Credit	Study Kit Making /* Online Courses	-	ENT EMP	NAT GLO	2	-	100	100
			Total	30			24+2	125	375 + 100	500 + 100
II	JMSYC21	Core V	Counseling Psychology	6			5	25	75	100
	JMSYC22	Core VI	Advanced Social Psychology	6		REG GLO	5	25	75	100
	JMSYC23	Core VII	Research Methodology & Statistics	6	SD ENT EMP		5	25	75	100
	JMSYC24P	Core VIII	Experimental Psychology II-(Lab)	6			4	25	75	100
	JMSYE2A/ JMSYE2B	DSE II	Geriatric Challenges and Development / Ethic's in Psychological Practice	6			5	25	75	100
	JMSYX2P/ JMSYX20	Extra Credit	Documentary Making / *Online Courses	-			2	-	100	100
			Total	30			24+2	125	375 + 100	500 + 100

III	JMSYC31	Core IX	Neuropsychology	6			5	25	75	100
	JMSYC32	Core X	Psychotherapeutics	6			5	25	75	100
	JMSYC33	Core XI	Rehabilitation Psychology	6			5	25	75	100
	JMSYC34P	Core XII	# Internship Programme	6			5	25	75	100
	JMSYE3A/ JMSYE3BP	DSE III	Organizational Psychology / Training & Development	6			5	25	75	100
	JMESX3	Extra Credit	Employability Skills	-			2	100	100	100
Total				30	25+2	125 + 100			375 + 100	500 + 100
IV	JMSYC41	Core XIII	Behavior Modification	6			5	25	75	100
	JMSYC42	Core XIV	Psychological Testing	6			5	25	75	100
	JMSYC43PW	Core XV	Project Work	12			5	100	100	200
			Library/Browsing	6			2	-	-	-
	JMSYX4P/ JMSYX4O	Extra Credit	Short film making- Related to field/ *Online courses	-			2	100	-	100
Total				30	17 + 2	150 + 100			250	400 + 100
Grand Total				120	90 + 8	525 + 200			1375 + 300	1900 + 400

* For Online Course credit alone will be assigned on submission of certificate obtained by appearing for online examination from EdX, Spoken Tutorial, NPTEL or Coursera etc.

#For internship course, refer www.internshala.com or any online internship course.

For online course integration, syllabus will be taken from spoken tutorial

@SD- Skill Development ENT-Entrepreneurship EMP-Employability

\$ R-Regional N-National G-Global

Core I –Advanced Cognitive Psychology

(For Students Admitted from 2025-26)

Semester: I
Subject Code: JMSYC11**Hours/week: 6**
Credit: 5**Course Objectives:**

1. To demonstrate familiarity with the major concepts- theoretical perspectives- Empirical findings- and historical trends in cognitive psychology
2. To apply research in cognitive psychology to everyday events and challenges

Unit- I: Introduction to Cognitive Psychology**(18 hours)**

Definition of Cognitive Psychology. Philosophical Antecedents of Psychology: Rationalism versus Empiricism. Psychological Antecedents of Cognitive Psychology. Emergence of Cognitive Psychology. Cognition and Intelligence. Research methods in Cognitive Psychology

Unit- II: Attention, Consciousness and Perception**(18 hours)**

The Nature of Attention and Consciousness: What is Attention-Concept of search- Types of Attention- Factors that Influence our Ability to Pay Attention- Intelligence and Attention. Failing Attention: Attention Deficit Hyperactivity Disorder- Change Blindness and in attentional Blindness- Spatial Neglect- Habituation and Adaptation. Automatic and Controlled process in Attention. **Consciousness:** The Consciousness of Mental Process- Preconscious Processing.

Perceptual Processes: Approaches to the Study of Perception: Perceptual Organization: Gestalt- Figure and Ground- Laws of Organization. Perceptual Constancy - Illusion; Perception of Depth and Movements. Role of motivation and learning in perception.

Unit- III: Memory Processes and Forgetting**(18 hours)**

Encoding and Transfer of Information: Forms of Encoding- Transfer of Information from Short-Term Memory to Long – Term Memory. Retrieval:

Retrieval from Short- Term Memory- Retrieval from Long- Term Memory. Processes of Forgetting and Memory Distortions: Interference Theory- Decay Theory. The Constructive Nature of Memory: Autobiographical Memory- Memory Distortions- The effect of Context on Memory.

Forgetting: Theories of Forgetting: Interference- decay- retrieval. Models of memory: Atkinson and Shiffrin- Craik and Lockhart- Tulving. Semantic memory: Episodic- trace model and network Model. Long-term memory: Retrieval cues- flashbulb memory- constructive processes in memory- eyewitness testimony- and autobiographical memory.

Unit- IV: Intelligence and Thought Processes**(18 hours)**

Intelligence: Biological- Social- Eco-cultural determinants. Theories of intelligence: Spearman- Thurston- Guilford. Individual and group differences: Extent and causes. Measurement of human abilities. Cattell- Jensen- Sternberg Goleman. **Creativity:** Views of Torrance- Getzels- Guilford. Intelligence and creativity- emotional intelligence. Theories of thought processes: Information processing. Concept formation: Rules and strategies. Reasoning: Deductive and inductive. Problem-Solving: Type and strategies. Role of concepts in thinking

Unit- V: Problem Solving and Decision Making: Problem Solving**(18 hours)**

Problem Solving Cycle. Types of Problems: Well- Structured Problems- Ill Structured Problems. Obstacles and Aids to Problem Solving: Mental Sets- Enrichment- and Fixation- Negative and Positive Transfer- Incubation.

Decision Making - Classical Decision Theory- Heuristics and Biases- Fallacies. Deductive Reasoning: Conditional Reasoning- Syllogistic Reasoning- Aids and Obstacles to Deductive Reasoning. Inductive Reasoning: Causal Inferences- Categorical Inference- Reasoning by Analogy.

Course Outcomes:

After successful completion of this course, the student will be able to

CO1: Define the components Attention, Consciousness and Perception

CO2: Identifying the recent advancements in cognitive psychology

CO3: Analyze the basic knowledge about sensory processes in connections with psychological context

CO4: Assess the theories of Memory and Forgetting

CO5: Improve the student knowledge on motivational-emotional and other aspects of behavior

Text Books:

1. Baron, A.R, Psychology, New Delhi: Pearson India education private Limited,5th ed,2018.
2. Sternberg, R.J., & Sternberg, K, Cognitive Psychology. USA: Wadsworth Cengage Learning,2016.

Reference Books:

1. Hilgard- E.R, Introduction to Psychology, New Delhi: Oxford and Publishing Co- Pvt Ltd,6th ed,2014.
2. Clifford Morgan, Introduction to Psychology. New Delhi: Tata Mc-Graw Hill Publishing Company, 7th ed,2017.

E-Resources

1. https://books.google.co.in/books/about/Advanced_General_Psychology.html?id=1eEvA
2. https://www.researchgate.net/publication/295073567_Advanced_General_Psychology
3. https://www.researchgate.net/publication/295073567_Advanced_General_Psychology

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	3	1	1	1	1	1	3	11
CO2	3	1	1	1	1	3	3	13
CO3	9	1	1	1	1	1	3	17
CO4	9	1	3	1	1	1	3	19
CO5	3	1	1	3	1	3	9	21
Total	27	5	7	7	5	9	21	81

Low -1

Medium - 3

High - 9

Core II-- Clinical Psychology

(For Students Admitted from 2025-26)

Semester: I
Subject Code: JMSYC12**Hours/Week: 6**
Credit: 5**Course Objectives:**

1. To understand the Concept of abnormality and the underlying contributing factors and to analyze a behavior in terms of abnormality
2. To get the clinical skills and values that are essential for a professional therapist

Unit I**(18 hours)**

Introduction: Characteristics of Clinical Psychology: Emphasis on science- Maladjustment- The individual and allied mental health professions: Psychiatrists- Counseling psychologists- Clinical social workers- School psychologists- Health and Rehabilitation psychologists- Psychiatric nurses- and Paraprofessionals

Unit II:**(18 hours)**

Clinical Interview: Definition: Varieties of Clinical Interview: The Intake Admission- Interview- the Case study Interview- the Mental Status Examination Interview- the Crisis Interview- the Diagnostic Interview

Unit III:**(18 hours)**

Clinical assessment of Intelligence and Memory: Stanford Binet scale- The Wechsler Scale- WAIS-IV- WISC-IV- WPPSI-III. The clinical use of Intelligence Test –Estimation of General Intellectual level- prediction of academic success- the appraisal of style. WMS- Benton visual retention test- Rey- Osterrieth complex figure test

Unit IV:**(18 hours)**

Clinical Assessment of Personality: Objective Method: MMPI- MMPI-2- Neo Personality Inventory. Projective Method: The Rorschach- TAT- Sentence Completion Techniques. The place of personality assessment in Contemporary Clinical Psychology

Unit V:**(18 hours)**

Behavioral Assessment: Behavioral assessment methods: Behavioral interviews- Structured interviews- Questionnaires- Behavior rating scales- Analogue techniques- Self-monitoring- Direct observation- Psychophysiological recording methods- Role playing methods- Inventories and Checklists. Strengths and weaknesses of behavioral assessment

Course outcome:

After successful completion of this course, student will be able to

CO1: Choose and infer the varieties of clinical interviews

CO2: Make use of the various assessments of memory- intelligence and personality

CO3: Analyze the various behavioral assessments methods

CO4: Assess the Intelligence and Memory through Clinical assessment

CO5: Improve the student knowledge on Intelligence and memory- personality and behavior

Text Book:

1. Hecker, J.E., & Thorpe, G. L, *Introduction to clinical Psychology: Science Practice and Ethics*. New Delhi: Pearson Education-Inc, 2011.

Reference Books:

1. Shaffer, W.G.& Lazarus,R.S,*Fundamental Concepts in ClinicalPsychology* New Delhi: Surjeet Publications,2009.
2. Vaknin, S. A,*Textbook of Applied Clinical Psychology*,New Delhi: Dominant Publisher and Distributors,2011.
3. Trull, T.J.& Prinstein,M.J.,*Clinical Psychology* (8th ed.). Boston MA:Cengage Publication,2013.

E- Resources:

1. <https://onlinelibrary.wiley.com/doi/abs/10.1002/jclp.20135>
2. <https://www.sciencedirect.com/science/article/abs/pii/S0890856709650127>
3. <https://www.annualreviews.org/doi/abs/10.1146/annurev.psych.47.1.87>
4. <https://www.tandfonline.com/doi/abs/10.1080/13803390903032529>

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	3	1	1	1	1	1	1	9
CO2	9	1	3	1	1	1	3	19
CO3	3	1	3	1	1	1	1	11
CO4	1	1	1	1	1	1	1	7
CO5	3	1	1	1	1	3	1	11
Total	19	5	9	5	5	7	7	57

Low-1

Medium-3

High-9

Core III – Abnormal Psychology

(For Students Admitted from 2025-26)

Semester: I**Subject Code: JMSYC13****Hours/week: 6****Credit: 5****Course Objectives:**

1. To explore problems related to mental health- how to understand them- how to classify them and how to fix them
2. To understand pathological behavior.

Unit I**(18 hours)**

Anxiety disorders: Generalized anxiety disorder: Clinical description - Causes – Treatment Panic disorder with and without agoraphobia: Clinical description – Causes – Treatment Specific phobia: Clinical description -Causes - Treatment -Post-traumatic stress disorder: Clinical description- Causes- Treatment- Obsessive-compulsive disorder: Clinical description - Causes – Treatment

Unit II

(18 hours)

Mood disorders- Eating disorders: Mood disorders: Depressive disorders – Bipolar disorder – Causes – Treatment. Suicide – Risk factors – Treatment. Eating disorders: Bulimia nervosa – Anorexia Nervosa – Binge- eating disorder – Causes and treatment of eating disorders

Unit III**(18 hours)**

Sexual disorders: Sexual Dysfunction: Desire- Interest and Arousal Disorder- Male Hypoactive sexual desire disorder- Female sexual interest/ arousal disorder- Male Erective Disorder. Paraphilia Disorder- Exhibitionism-Fetishism- Fortterism- Pedophilia- sexual Masochism- Sexual Sadism- Voyeurism- Transvestism. Gender Dysphonia

Unit IV**(18 hours)**

Personality Disorders: Paranoid personality disorders – Schizoid personality disorders – Schizotypal personality disorders– Antisocial personality disorder – Borderline personality disorder – Histrionic personality disorder – Narcissistic personality disorder – Dependent personality disorder- Obsessive-compulsive personality disorder

Unit V**(18 hours)**

Schizophrenia and related disorders: Identifying symptoms – Clinical description: Positive symptoms – Negative symptoms – Disorganized symptoms – Schizophrenia subtypes – Related psychotic disorders. Causes– Genetic influence – Neurobiological influences – Psychological and social influences – stress. Treatment – Biological intervention – Psychosocial intervention

Course Outcomes:

After successful completion of this course, student will be able to

CO1: Define and infer different psychological disorders

CO2: Identify treatments for different psychological disorder

CO3: Analyze the causes- symptoms and treatment of different psychological disorders

CO4: Agree with the DSM-IV multiracial classification of mental disorders and the criteria for diagnosing these disorders

CO5: Predict these theoretical perspectives in reviewing each of the psychopathological Conditions through every phase of life

Text Book:

1. Kaplan.,&Sadock.S,*Synopsis of Psychiatry*,Wolters Kluwer,11th ed.,2015.

Reference Books:

1. Barlow.& Durald, *Abnormal Psychology*. New York: Pearson India Ltd,2016.

2. Sarason & Sarason,*Abnormal Psychology: The Problem of Maladaptive Behaviour* , New Delhi: Prentice Hall of India Pvt Ltd,11th ed,2016.

3. Carson, & Butcher,*Abnormal Psychology*,New Delhi: Pearson Education Inc,13thed.,2010.

4. Hecker Jeffrey, *Introduction to Clinical Psychology*. New Delhi: Pearson Education Inc,2010.

Journals:

1. <https://psycnet.apa.org/record/1998-06744-000>

2. <https://psycnet.apa.org/buy/1994-29990-001>

E- Resources:

1. <https://en.wikipedia.org/wiki/Psychopathology#:~:text=Psychopathology%20is%20the%20study%20of-norm%20at%20any%20particular%20era.>

2. <https://www.sciencedaily.com/terms/psychopathology.htm>

3. <https://www.frontiersin.org/articles/10.3389/fpsyg.2016.00905/full>

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	3	3	1	1	1	1	1	11
CO2	3	1	1	1	1	1	1	9
CO3	1	1	3	1	1	1	1	9
CO4	1	1	3	1	1	1	1	9
CO5	1	1	1	1	1	1	9	15
Total	9	7	9	5	5	5	13	53

Low-1

Medium-3

High-9

Core IV- Experimental psychology-I (Lab)

(For Students Admitted from 2025-26)

Semester: I

Subject Code: JMSYC14P

Hours/week: 6

Credit: 5

Course Objectives:

1. To utilize scientific methods to research the mind and behavior
2. To evaluate the social phenomena through experimentation

List of Experiments and Tests:

1. Perceived Stress Scale
2. Social Anxiety Scale
3. MMPI
4. Progressive Weight Illusion
5. Thematic Apperception Test
6. Span of attention
7. Eysenk Personality Inventory
8. General Teaching Competency Scale
9. Bhatia's Battery of Intelligence test
10. Beck Anxiety
11. Standard Progressive Matrices
12. Non verbal test of creative thinking
13. FIRO-B
14. Leadership Preference Scale

Demonstration Techniques

15. Progressive Muscular Relaxation
16. Rorschach
17. Guided Imagery
18. Transcendental Meditation
20. Suryanamaskaram

- This list is suggestive

Reference Books:

1. Wood Worth, R. S., & Harold Schlosberg *Experimental Psychology*. New Delhi: Oxford & IBH Publishing Co.Pvt.Ltd,2006.
2. Chadha, N.K. *Theory and Practice of Psychometry*. New Delhi: New Age International Ltd,2006.
3. Domino, G., & Domino, M.L, *Psychological testing*, New York: Cambridge University Press, New York 2nd Edition 2006.

Web Resources:

1. <http://imotions.com/blog/what-is-experimental-psychology/>
2. https://en.wikipedia.org/wiki/Experimental_psychology

Course Outcome:

After successful completion of this course, student will be able to

CO1: Understand the concepts of learning sensation, attention, personality, intelligence and creativity

CO2: Expanded knowledge of various assessment and procedures.

CO3: Administer, analyze and interpret results from various psychological tools

CO4: Deduct the findings from an assessment

CO5: Discuss the findings from experiments and tests in one's own word

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	1	1	1	1	3	3	19
CO2	9	1	3	3	1	9	9	35
CO3	9	1	9	9	3	9	9	49
CO4	9	3	9	1	3	9	9	43
CO5	9	9	3	1	1	9	9	41
Total	45	15	25	15	9	39	39	187

Low-1

Medium-3

High-9

DSE- I-Indian School of Psychology

(For Students Admitted from 2025-26)

Semester: I

Subject Code: JMSYE1A

Hours/week: 6

Credit: 5

Course Objectives:

1. To understand the concept of psychology in Indian scenario
2. To understand the role and influence of the culture of India in the growth of psychology

Unit I (18 hours)

Introducing Indian Psychology: Indian Psychology- Psychology in India- Indigenous Psychology
A model of Indian Psychology- Meta theoretical Base- Sources of Indian Psychology- Methods of Study: Research Methods in Indian Psychology

Unit II (18 hours)

Psychology in Pre-Upanisadic and Upanisadic Literature: Periods of Indian Psychological Thought- Psychology in the Pre-Upanisadic Literature- Transition to Upanisads- Philosophical Doctrines in Upanisads- The States of Consciousness- Factors of Personality- Mental Function- Higher Mental Powers and yoga

Unit III (18 hours)

Psychology in The Samkhya- Nyaya and Vaisesika: The Samkhya: Cosmology and Ontology- Ethics. **Nyaya:** Meta Physics – Concept of Personality- The Ultimate Goal of Life- Psychology of Perception – States of Consciousness. **Vaisesika:** Meta Physics- Theory of Consciousness- Factors of Personality- Theory of Perception

Unit IV (18 hours)

Psychology in Mimamsa- Advaita Vedanta and Visistadvaita: The Mimamsa: Introduction- Factors of Personality- The Psycho-Physical System- Cognition-Perception. **Advaita Vedanta:** Introduction- Human Personality- the states of Consciousness-Function of Mind. **Visistadvaita:** Nature of Consciousness- Factors of Personality- Functions of Mind

Unit V (18 hours)

Psychology in Buddhism and Jainism: Psychology in Buddhism: Four Schools- Vaibhasikas Sautrantikas- Yogacaras- Madhyamika or Sunyavadins- Factors of Personality-Levels of Consciousness. Psychology in Jainism: Philosophical Basis of Jaina Psychology- Theory of Karma- Nature of Consciousness: Cognition- Sense Organ- Non- Verbal and Verbal Comprehension – Extra-Sensory Perception- Affection- Conation-Mental Activity-Control of Mental Activity

Course Outcome:

After successful completion of this course, student will be able to

CO1: Enumerate and infer the meaning and importance of Indian psychology in the present

CO2: Organize the preconceived notion about various social and health issues and its impact.

CO3: Motivate the awareness about basics of psychology in Indian perspective.

CO4: Test various theories of Indian psychology.

CO5: Modify various doctrines of Indian psychology.

Text Book:

1. Rao, K.R., & Paranjpe, A.C., *Psychology in the Indian tradition*. New Delhi: India Springer Pvt. Ltd, 2016.

Reference Books:

1. R. M. Mathijir Cornelisen., & Girishwar wisra., & Suneet Varma, *Foundation and application of Indian Psychology*. Pearson, 2015.
2. Dalal, A.S., *A greater psychology: An introduction to the psychological thought of Sri Aurobindo*. New York: Penguin Putnam Inc, 2015.
3. Safaya, R., *Indian Psychology*. New Delhi: Munshiram Manoharlal Publishers, 2000.

E- Resources:

1. https://en.wikipedia.org/wiki/Indian_psychology

2. <https://www.cambridge.org/core/books/handbook-of-indianpsychology/personality-in-indian-psychology/CADECFC85F5C434BA71AF08599FF703>

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	1	1	1	1	1	1	1	7
CO2	3	1	1	1	1	1	1	9
CO3	3	1	1	1	1	1	3	11
CO4	3	1	3	1	1	1	1	11
CO5	3	1	1	1	1	1	1	9
Total	13	5	7	5	5	5	7	47

Low-1

Medium-3

High-9

DSE-I – Positive Psychology

(For Students Admitted from 2025-26)

Semester: I
Subject Code: JMSYE1B

Hours/week: 6
Credit: 5

Course Objectives:

1. To acquire knowledge of positive cognitive states and processes
2. To understand the positive emotional states and processes

Unit I

(18 hours)

The Nature and Assessment of Positive Psychology: Definition of Positive Psychology. Western perspectives on positive psychology. Eastern perspectives on positive psychology. Classifications and measures of human strengths and positive outcomes

Unit II

(18 hours)

Positive Emotional States and Process: The Principles of Pleasure: Understanding Positive Affect- Positive Emotions- Happiness- and Well-Being. Making the Most of Emotional Experience: emotion-focused coping- emotional intelligence- Socioemotional selectivity- and emotional storytelling

Unit III

(18 hours)

Positive Cognitive States and Processes: Seeing the Future through Self-Efficacy – Optimism and Hope. Two Universal Virtues – Wisdom and Courage. In Search of Optimal Experiences- Mindfulness – Spirituality

Unit IV

(18 hours)

Prosocial behavior and Changing Human behavior: Empathy and Egotism - Gratitude- and Forgiveness. Attachment- Love and Flourishing Relationships. Changing Human Behavior: Balanced conceptualizations of Mental Health and Behavior. Interceding to prevent the Bad and Enhance the Good

Unit V

(18 hours)

Positive Environments: Positive Schooling. Good Work – The Psychology of Gainful Employment. Me/We Balance– Building Better Communities

XXI ACADEMIC COUNCIL

Course Outcome:

After the successful completion of this course, student will be able to

CO1: Define and infer the concepts of Positive Psychology

CO2: Make use of Emotional states and process

CO3: Discover their strengths and virtues and have a positive exposure of life

CO4: Justify the reasons for their happiness and visualize life positively even under hardships

CO5: Promote forgiveness and gratitude among their relationships

Text Books:

1. Baumgardner, S.R. & Crothers, M.K., *Positive Psychology*. New Delhi: Pearson Education, 2016.

Reference Books:

1. Carr, A, *Positive Psychology*. The Science of Happiness and Human Strengths. London: Routledge, 2016.
2. Snyder, C.R. & Lopez, S., *Positive Psychology. The Scientific and Practical Explorations of Human Strengths*. Sage Publications, 2011.
3. Snyder, C.R. & Lopez, S., *Positive Psychology. The scientific and Practical explorations of Human Strengths*. Sage Publications, 2007.
4. Haidt, J., *The Happiness Hypothesis; Finding Modern Truth in Ancient Wisdom*. New York: Basic Books, 2006.

Journals:

1. <https://psycnet.apa.org/record/2001-00465-002>
2. <https://psycnet.apa.org/record/2000-13324-011>
3. https://books.google.co.in/books?hl=en&lr=&id=vKzmCwAAQBAJ&oi=fnd&pg=PR9&dq=Strengths+and+Virtues&ots=sSif6Gm6yY&sig=rkVgwqBVx_dIJmFTu37Sf4w3VcA&redir_esc=y#v=onepage&q=Strengths%20and%20Virtues&f=false
4. <https://psycnet.apa.org/record/1993-98937-037>
5. <https://link.springer.com/article/10.1007%2Fs10902-008-9111-8>

E-Resources

1. <https://positivepsychology.com/what-is-positive-psychology-definition/>
2. https://en.wikipedia.org/wiki/Positive_psychology

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	3	3	1	3	3	3	25
CO2	3	1	3	1	3	3	1	15
CO3	1	3	3	3	3	3	3	19
CO4	1	3	3	1	3	3	3	17
CO5	1	3	3	1	3	3	3	17
Total	15	13	15	7	15	15	13	93

Low-1

Medium-3

High-9

Extra Credit I- Study Kid Making/*Online Courses

(For Students Admitted from 2025-26)

Semester: I**Subject Code: JMSYX1/JMSYX10****Credit:2****Course Objectives:**

1. To apply psychological knowledge in real world issues
2. To use role plays as a method to enhance our understanding of knowledge

Guidelines:

- Students have to choose one Psychological construct
- Based on the construct, they have to prepare Documentary
- Duration of the video must not cross 30 minutes.

Course Outcomes:

After the successful completion of this course, student will be able to

CO1: Understanding the legal and ethical issues exists in the media society**CO2:** Critically examine the concepts in Psychology**CO3:** Develop insights and in-depth aware about Psychology**CO4:** Create opportunities to develop digital literacy**CO5:** Develop creative skills

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	1	1	1	9	1	9	9	31
CO2	9	9	3	3	3	9	9	45
CO3	9	9	3	3	3	9	9	45
CO4	1	9	1	3	9	9	9	41
CO5	1	9	1	1	1	9	9	31
Total	21	37	9	19	17	45	45	193

Low-1**Medium-3****High-9****Core V - Counseling Psychology**

(For Students Admitted from 2025-26)

Semester: II**Subject Code: JMSYC21****Hours/week: 6****Credit: 5****Course Objectives:**

1. To understand the helping relationship and process in counseling
2. To instruct them about the basic ethics in counseling

Unit I**(18 hours)****Principles of Counseling:** Basic concepts- purpose and importance. Steps and process in counseling. Individual- family and group counseling**Unit II****(18 hours)****Skills of Counselor:** Essential characteristics of a counselor- Micro skills in counseling- professional

and ethical issues in counseling- identification of burnout in caregivers and counselors- dealing with demanding clients

Unit III (18 hours)

Approaches to Counseling: Directive- non-directive and eclectic approaches- Client and counselor variables affecting counseling process

Unit IV (18 hours)

Approaches to Evaluation in Counseling: Non-testing - case study- interview- cumulative record card- occupational information- observation and rating scale

Unit V (18 hours)

Testing - Personality- Attitude- Values- Abilities- Aptitude and Achievements. Reporting of the findings. Effectiveness and evaluation of counseling: criterion of effectiveness – outcome and process based

Course outcome:

After the successful completion of this course, student will be able to

CO1: Relate and outline the importance of guidance and counselling

CO2: Utilize the nature of counseling situations

CO3: Dissect the various areas of counseling

CO4: Importance ethical and legal issues in counseling

CO5: Formulate the students to understand the meaning-basic concepts-purpose and importance of counseling in everyday life and skills required for counselling

Text Book:

1. Berdie- R.F. et al, *Testing in guidance and counseling*. McGraw Hill,2016.

Reference Books:

1. Corney, G,*Theory and practice of counselling*,2011.
2. Davis, D,*Counselling in psychosocial services*. Open University Press,1997.
3. Dryden, W,*Developing the practice of counselling*- Sage Pub,1994.
4. Fullmer, D.W,*Counselling: contents and Process*. Chicago: Science Research Association,2011.
5. Gelso, C.L., & Fretz, B.R,*Counselling Psychology*- Prism Book,1997.

Journals:

1. <https://www.taylorfrancis.com/books/mono/10.4324/9781315695778/principles-based-counselling-psychotherapy-timothy-carey-warren-mansell-sara-tai>
2. <https://www.tandfonline.com/doi/abs/10.1080/03069885.2017.1377337>

E-Resources

1. <https://www.psychology.org/careers/counseling-psychologist/>
2. <https://careersinpsychology.org/what-is-counseling-psychology>

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	3	1	1	3	1	3	21
CO2	3	3	3	3	1	9	3	25
CO3	9	3	3	1	3	9	3	31
CO4	3	3	3	9	3	9	3	33
CO5	9	9	9	3	9	9	9	57
Total	33	21	19	17	19	37	21	167

Low-1

Medium-3

High-9

Core VI- Advanced Social Psychology

(For Students Admitted from 2025-26)

Semester: II
Subject Code: JMSYC22

Hours/week: 6
Credit: 5

Course Objectives:

1. To help students to develop an understanding about one's-self, how people think about, influence and relate to one another
2. To orient them to the dynamics of attraction, love and aggression, and application of the principles of social psychology in different fields.

(18 hours)

UNIT I: Introduction

Definition – Origins and Development of Social Psychology – Research Methods in Social Psychology – Social Perception: Nonverbal communication, attribution, impression formation and management – Social Cognition: Schemas and prototypes, Heuristics and Errors in social cognition, Affect and Cognition – Attitudes: Forming attitudes, Persuasion and cognitive dissonance.

(18 hours)

UNIT II: Social Identity, Prejudice and Discrimination

Aspects of Social Identity: The Self, Self functioning, Gender and Social Diversity – Prejudice and Discrimination: What they are and how they differ, Origins of Prejudice, Striking back against prejudice and prejudice based on gender.

(18 hours)

UNIT III: Attraction, Joys and Sorrows in Relationships

Meeting Strangers, Becoming acquainted and moving toward friendship –Initial interdependent Relationships, Friendship versus loneliness, Romantic Relationships, Love and Physical Intimacy, Marital Relationships.

(18 hours)

UNIT IV: Social Influences, Prosocial Behaviour and Aggression

Conformity and Compliance, Obedience – Prosocial behaviour: Responding to emergency, Factors that influence prosocial behaviour and Theoretical explanations – Aggression: Theoretical Perspectives, Determinants, Personal Causes, Child Abuse and Workplace Violence, Prevention and control of Aggression.

UNIT V: Applications of Social Psychology**(18 hours)**

Social Psychology Applications: In legal system, In Business – Health Psychology – Environmental Psychology

Course Outcomes:

After successful completion of this course, the student will be able to

CO1: Infer the key factors in social Psychology and to perceive and understand individuals

CO2: Identify the components of Social Identity, Prejudice and Discrimination

CO3: Analyse how to perceive and understand one's self

CO4: Scrutinize the properties of Social Influences, Prosocial behaviour, and Aggression

CO5: Establish strong connections through Attraction, Joys and Sorrows in Relationships

Text Book

1. Baron, Robert A. and Byrne, D. (2001). Social Psychology (8th edition) Reprint, New Delhi: Prentice-Hall of India Pvt Ltd.

References

1. Brehm, S.S. and Kassin, S.N. (1996). Social Psychology (3rd edition). USA: Houghton Mifflin Company.
2. Crisp, R.J. and Turner, R.N. (2007). Essential Social Psychology. New Delhi: Sage Publications.
3. Myers, D.G. (2002). Social Psychology (7th international edition). New York: McGraw Hill Companies.

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	9	3	1	1	9	3	35
CO2	9	1	3	9	1	9	9	41
CO3	9	3	9	3	1	9	9	43
CO4	3	3	3	9	1	9	9	37
CO5	9	9	3	9	1	9	9	49
Total	39	25	21	31	5	45	39	205

Low -1

Medium - 3

High - 9

Core VII- Research Methodology and Statistics

(For Students Admitted from 2025-26)

Semester: II**Subject Code: JMSYC23****Hours/week: 6****Credit: 5****Course Objectives:**

1. To gain knowledge on research methodology & statistical applications
2. To acquire the skills of adopting the methodology and the application of statistics

Unit I**(18 hours)**

Introduction to Research and Research Problem: Research: Meaning – Objectives – Motivation- Types – Significance of research- Importance of knowing how search is done- Research Process-

Problems encountered by researchers in India. Research problems: Defining- Selecting the problem and technique involved in defining a problem – Criteria of a good problem

Unit II (18 hours)

Review of Literature- Hypothesis and tools of Research: Review of literature: Processes and Source of Review of Literature- outline of the format of a research report- the search for the literature. Hypothesis: Meaning – Types – Criteria – Formulating and Stating hypothesis. Tools of research: Criteria for selection of tools – Factors related to construction of different tools: Observation – Interview – Questionnaire – checklist- Rating Scales: Merits and Limitations

Unit III (18 hours)

Research Sampling- Design and Methods: Sampling- Meaning- Need for Sampling- Characteristics of sampling; Methods of samplings- Probability and non-Probability- Sample Size. **Research Design- Meaning- Need- Important concepts related to research design- different research design- basic principles of experimental design. Research Methods:** Normative Survey – Experimental Research – Variables and experimental control. Experimental designs: Pre-experimental designs – True experimental designs – Quasi experimental designs – Single subject experimental designs – Ex-post Facto Designs

Unit IV (18 hours)

Interpretation and Report Writing: Interpretation- Meaning- Technique of interpretation- Precaution in Interpretation. **Report Writing-** Significance of Report Writing- Different Steps in Writing Report- Layout of the research report- Types of Reports- Mechanics of Writing a Research Report- Precautions for Writing Research Report

Unit V (18 hours)

Statistical Techniques Applied in Psychology: Correlation: Meaning – Concept of Correlation – Pearson's Product moment correlation – Rank order correlation – Test of Significance: t Test – Calculation and interpretations. Analysis of Variance (ANOVA): Meaning – logic – example for one-way ANOVA – interpretation – Assumptions of the ANOVA. Regression and Prediction- An overview of Non-Parametric statistics

Course Outcome:

After successful completion of this course, student will be able to

- CO1:** Define and outline the different stages of research
- CO2:** Apply the various research methods
- CO3:** Discover appropriate research tools
- CO4:** Evaluate the basic knowledge on data collection
- CO5:** Create the skill of reporting the research

Text Book:

1. Coaley, K, *An Introduction to Psychological Assessment and Psychometrics*. New Delhi: Sage Publications, 2009.

Reference Books:

1. Coolican, H, *Research Methods in Statistics in Psychology*. New Delhi: Rawat Publications, 2009.
2. Gravetter, F.J. & Forzana, L.A.B, *Research methods for behavioral sciences*. United States: Wordsworth cengage learning, 2009.
3. Kothari, C.R, *Research Methodology: Methods and Techniques*. New Delhi: Wiley Eastern

Ltd,2008.

4. Kundu., *Research Methodology*. New Delhi: Pearson Publishing,2010.
5. Myers, J, *Methods in Psychological Research*. New Delhi: Sage Publications,2008.

Journal:

1. https://books.google.co.in/books?hl=en&lr=&id=eqZyDwAAQBAJ&oi=fnd&pg=PR1&dq=Foundations+of+Research&ots=gJFCtTKtEl&sig=9RX_pt_n2LdB8Rv6lQB3devN0HU&redir_esc=y#v=onepage&q=Foundations%20of%20Research&f=false

E- Resources:

1. <https://ggu.libguides.com/c.php?g=106879&p=694060#:~:text=A%20research%20method%20is%20a-Practical%20Research%20Planning%20and%20Design.>
2. <https://www.udemy.com/course/research-methods-and-statistics-advanced/>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	1	1	1	1	3	1	1	9
CO2	1	1	1	1	1	1	1	7
CO3	3	1	3	1	1	1	1	11
CO4	1	1	3	1	1	1	1	9
CO5	9	1	1	3	1	1	1	17
Total	15	5	9	7	7	5	5	53

Low-1

Medium-3

High-9

Core VIII -Experimental Psychology-II (Lab)

(For Students Admitted from 2025-26)

Semester: II

Subject Code: JMSYC24P

Hours/week: 6

Credit: 5

Course Objectives:

1. To review the concepts of psychology through the mediums of experiment
2. To develop skills of conducting and documenting experiments in the field of psychology

List of Tests

1. PGI Brain Dysfunction
2. Mental Health battery
3. Medico psychological Questionnaire
4. Student problem checklist
5. DATB
6. MBTI
7. Beck's Depression Scale
8. Quality of life
9. Gratitude Scale

10. Work Motivation
11. Adjustment Inventory
12. Coping Strategies Scale
13. Meta Cognition Inventory

Course Outcome:

After successful completion of this course, student will be able to

CO1: Define and outline the principles of sensory process

CO2: Experiment with the various senses and its perceptions

CO3: Distinguish practical exposure to assess- diagnose and interpret various psychological concepts

CO4: To test human behavior using psychological experiments.

CO5: Improvise the knowledge of using psychometric

Text Book:

1. Robert S Wood worth., & Harold Schlosberg, *Experimental Psychology*. New Delhi: Oxford & IBH Publishing Co. Pvt . Ltd,2017.

Reference Books:

1. Wood Worth Robert S & Harold Schlosberg, *Experimental Psychology*- Oxford & IB Publishing Co.Pvt .Ltd,2006.
2. Chadha, N.K, *Theory and Practice of Psychometry*. New Delhi: New Age International Ltd,2006.
3. Domino, G., & Domino, M.L, *Psychological testing*, New York: Cambridge University Press, 2nd ed,2006.

Journals:

1. Birch, J, Efficiency of the Ishihara test for identifying red-green colour deficiency. *Ophthalmic and Physiological Optics*- 17(5)- 403-408,1997.
2. All port- D. A.- Antonis- B.- & Reynolds- P, on the division of attention: A disproof of the single channel hypothesis. *Quarterly journal of experimental psychology*- 24(2)- 225- 235.1972.
3. Saltzman, I. J.- & Garner, W. R, Reaction time as a measure of span of attention. *The Journal of psychology*- 25(2)- 227-241,1948.

E-Resources

1. <https://prakasheducationblog.wordpress.com/2016/03/13/psychology-experiments-pan-of-attention/>
2. <https://dictionary.apa.org/ishihara-test-for-color-blindness>

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO								
CO1	3	1	3	1	3	1	9	21
CO2	3	1	3	1	1	1	9	19
CO3	9	3	9	3	3	1	9	37
CO4	9	1	9	1	1	3	9	33
CO5	3	3	9	1	3	3	9	31
Total	27	9	33	7	11	9	45	141

Low-1

Medium-3

High-9

DSE- II – Geriatric Challenges and Development

(For Students Admitted from 2025-26)

Semester: II
Subject Code: JMSYE21A**Hours/week: 6**
Credit: 5**Course Objectives:**

1. To attain a comprehensive and scientific knowledge based on various aspects relating to geriatric care.
2. To analyse the health issues arising during old age.

Unit- I**(18 hours)**

Introduction & Physiological conditions of old age Field and Scope of Geropsychology; Demographics & Aging: birth & death rates, sex ratio, life expectancy, impact of population aging in India and the world - Implications; A brief overview of the theories of aging - Wear and tear theory, Rate of living theory, Cross-linking theory-Understanding the physiological conditions of old age in context to life style, socio economic conditions, gender -Old age from an old age perspective- Old age from society's perspective – Life expectancy in India and abroad – sensory problems – vision and eye diseases – cataracts – glaucoma – hearing loses – problems in movement and balance – Parkinson disease and dental problems – alcohol abuse – sexual activity.

(18 hours)**Unit- II**

Health issues in old age Heart diseases – BP – other cardiovascular problems – arthritis, diabetics, osteoporosis, cancer, kidney or bladder diseases, incontinence, indigestion, urinary tract infections, changes in the nervous system, immune system, Clinical symptoms & Management of elderly diseases: Loss of memory, Respiratory disease, Heart disease, musculoskeletal disorder.

(18 hours)**Unit- III**

Mental illness in old age Symptoms of mental illness in old age – stress – different forms of stressors in old age – depression – Alzheimer and dementia – confusion due to multiple medication – loneliness – panic disorder-fear of death – anxiety – reduced mental and cognitive functioning –suicidal tendency – insomnia – substance abuse – falls, Clinical symptoms & Management of elderly diseases: CNS related health Problem, Digestive problem, Vision, Hearing, Sleep disturbances.

(18 hours)**Unit- IV**

Care and welfare needs of old age: Physical needs – health care needs – social needs – psychological needs – financial needs – retirement – singleness – adjustment problems of the aged – violence, neglect, abuse, crime, empty nest syndrome – governmental and nongovernmental welfare measures for the aged.

Unit- V Elderly care and management:**(18 hours)**

Knowledge and skills required for old age care planning- assessments – financial support- legal and medical issues – referrals, advocacy and Counselling – finding the resources human and material.

Course Outcome:

After successful completion of this course, students willable to

CO1: Define and infer the physiological conditions of old age.

CO2: Identify the different health issues of old age.

CO3: Analyse the various mental illness in old age.

CO4: Asses various care and welfare needs of old age.

CO5: Improve the students' knowledge in elderly care and management of old age.

Textbooks:

- Behr, N. K. & Monhanty R P. (2005). Aging in changing social systems – their problems. New Delhi: Discovery Publishers House.
- Iswar M. (2001). Aging Human Development. New Delhi: Rawat Publications.
- Sandrock, J.W. (1999). Lifespan development. New York: Mac-Graw Hill Publishing.

References:

- Johnson. M. (2005). The Cambridge handbook of age and ageing. New York: Cambridge University Press.
- Mc- Innis Dittrich, K. (2009). Social work with older adults: A bio psychosocial approach to assessment and intervention. Boston: Allen and Bacon.

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	1	1	1	1	3	3	19
CO2	9	1	3	1	1	3	3	21
CO3	3	1	3	1	1	3	9	21
CO4	3	1	9	1	1	3	9	27
CO5	1	1	1	1	1	1	1	7
Total	25	5	17	5	5	13	25	95

Low -1

Medium - 3

High – 9

DSE- II - Ethics in Psychological Practice

(For Students Admitted from 2025-26)

Semester: II**Subject Code: JMSYE2B****Hours/week: 6****Credit: 5****Course Objectives:**

- To make the students to demonstrate the ability to apply ethical principles to real-world situations in psychological practice, considering the complexities and nuances of ethical decision-making.
- Understanding the importance of informed consent in psychological practice and the ability to effectively communicate information to clients regarding the nature and purpose of psychological services.

(18 hours)**Unit I**

Introduction to Ethics What are morals and ethics? Absolute and relative morals - Rights and values –Community or individual rights? - Moral and ethical development - Legal requirements and professional standards - Principles, guidelines and issues - Why study ethics?

(18 hours)**Unit II**

Ethics and Precaution in Psychological Assessment: Ethics in test construction - Ethical and Professional standard for Tests, Culture and Gender issues in test use, Response biases: types – Acquiescence biases, Extreme and moderate responding, Social desirability, malingering, random Response and Guessing. Language in scale or questionnaire. Bias in test construction – construct and predictive biases, Test fairness. Precautions in test construction.

Unit III**(18 hours)**

Ethics and Legal Issues in Counselling and Psychotherapy: The Role of Professional Values and standards; Ethical Issues- Client Welfare; Counsellors Competence; Confidentiality; Informed Consent; Personal Relationship with Clients; Legal Concern of Counsellors- Confidentiality, Competence and Malpractices; Counsellors as Expert witness, Third party Payments. Ethical issues – Consent, Confidentiality, reporting. Role of Psychotherapist in Counselling Setting, Legal provision concerns of psychotherapist. Ethical issues in Psychotherapy. Approval bodies for counselling Psychologist, Code of conduct of Counselling Psychologists.

(18 hours)**Unit IV**

Ethics in School Setting: Ethical code of conduct in school setting, considering the student's chronological and developmental levels, Identifying the moral principles, considering the counselling setting. Responsibility of students, parents, guardian, teachers, colleagues, professional associates in school. Ethical and legal consideration – member screening, confidentiality, guidelines & rules, consent, documentation, school policy and procedure.

(18 hours)

Unit V Ethics in Group and Multicultural Setting: Ethical and professional code of conduct for practicing group and multicultural counselling- Professional standards and Ethical and Professional Issues in Group Counselling and Multicultural Group Counselling.

Course Outcomes:

After successful completion of this course, the student will be able to

CO1: Explain the significance of ethical considerations in psychological practice.

CO2: Utilize ethical decision-making models to analyze and resolve practical ethical dilemmas.

CO3: Evaluate the ethical implications of various assessment and intervention strategies.

CO4: Critique ethical guidelines and codes of conduct within the context of evolving societal norms.

CO5: Design a comprehensive plan for addressing ethical issues within a hypothetical psychological practice setting.

Textbooks:

1. APA Ethical Guideline Manual

2. Sye, D.W. -(2006) -Multicultural Competencies: Individual and Organizational Development - Sage Publication New Delhi.

3 Jeannine R Studer (2015) the essential school counsellor in a changing society. New Delhi: Sage publication.

4. Leslie A Miller, Robert L. Lovler and Sandra A McIntire (2013) 4th ed. Foundations of Psychological Testing: A Practical Approach. New Delhi: Sage Publications.

5 Michael J Lambert (2013) Handbook of Psychotherapy and Behaviour Change. 6thed. New Jersey: Wiley

Reference books:

1. Christopher Sink (2005) Contemporary School Counselling. Boston: Lahaska Press.

2. Susan X Day (2008) 2nd ed. Theory and design in Counselling and Psychotherapy. Boston: Houghton Mifflin Company.

3. Ronald Jay Cohen and Mark E Swerdlik (2002) 5th ed. Psychological Testing and Assessment: an introduction to Test and Measurement. Boston: McGraw- Hill companies, Inc.

4. Theresa J.B. Kline (2005) Psychological testing: a practical approach to design and Evaluation. New Delhi: Sage and Vistaar Publications.

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	1	1	9	1	3	3	27
CO2	9	1	1	3	1	9	9	33
CO3	9	1	3	9	1	3	3	29
CO4	3	1	3	9	1	9	9	35
CO5	3	1	9	9	1	9	9	41
Total	33	5	17	39	5	33	33	165

Low -1

Medium - 3

High - 9

Extra Credit II- Documentary Making related to Psychology/*Online Courses

(For Students Admitted from 2025-26)

Semester: II

Subject Code: JMSYX2P/JMSYX2O

Credit: 2

Course Objectives:

1. To apply psychological knowledge in real world issues
2. To use role plays as a method to enhance our understanding of knowledge

Guidelines:

- Students have to choose one psychological construct
- Based on the construct, they have to prepare Documentary
- Duration of the video must not cross 30 minutes.

Course Outcomes:

After the successful completion of this course, student will be able to

CO1: Understanding the legal and ethical issues exists in the media society**CO2:** Critically examine the concepts in Psychology**CO3:** Develop insights and in-depth aware about Psychology**CO4:** Create opportunities to develop digital literacy**CO5:** Develop creative skills

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	1	1	1	9	1	9	9	31
CO2	9	9	3	3	3	9	9	45
CO3	9	9	3	3	3	9	9	45
CO4	1	9	1	3	9	9	9	41
CO5	1	9	1	1	1	9	9	31
Total	21	37	9	19	17	45	45	193

Low-1

Medium-3

High-9

Core IX-Neuropsychology

(For Students Admitted from 2025-26)

Semester: III**Subject Code: JMSYC31****Hours/week: 6****Credit: 5****Course Objectives:**

1. To conceptualize neuropsychology
2. To describe various aspects related to neuropsychology

Unit I**(18 hours)**

Development of Neuropsychology: The Brain Hypothesis. Experimental Approaches to Brain function. The neuron hypothesis

Unit II**(18 hours)**

Organizations of the Nervous System: An overview of the nervous system. Approaches to the study of anatomy. The origin and development of the brain. The spinal cord. The brainstem. The cortex. The limbic lobe and basal ganglia

Unit III**(18 hours)**

The structure and Electrical Activity of Neurons: The neuron's structure. The Neuron's Electrical activity. Sending a message along an axon

Unit IV**(18 hours)**

Communication Between Neurons: The structure of synapses. Stages in neurotransmission. Types of synapses. Kinds of neurotransmitters. Types of receptors for neurotransmitter. Neurotransmitter functions

Unit V**(18 hours)**

Neuropsychological Assessment: Bender Gestalt Test. Halstied Reiten neuropsychological battery. NIMHANS neuropsychological battery. Assessment of sensory input-Finger localization Test. Measurement of Attention and Concentration- Test of everyday attention-Continuous performance Test- Paced Auditory Serial Addition Test- Clinical examination for aphasia - screening and comprehensive diagnostic Tests for aphasia. Tests of spatial and manipulator ability- drawing tests- assembly tests. Assessment of Executive functions Assessment of Motor output- Luria-Nebraska neuropsychological battery

Course Outcomes:

After the successful completion of this course, student will be able to

CO1: Select and outline the knowledge and understanding of brain and behavior relationship with the help of current development in the field of neuroscience.

CO2: Categorize a dynamic understanding of the field by discussing case examples and current research.

CO3: Examine the field of neuropsychology as a framework for understanding behavior and mental processes.

CO4: Interpret the link between neurological disorders and therapeutic practice.

CO5: Elaborate the structure of the nervous system- brain and functions of different lobes

Text Book:

1. Kolb- B.-& Whishaw-l.q, Fundamentals of Human Neuropsychology. Macmillian learning,2021.

Reference Book:

1. Morgan- Physiological psychology- International student edition -McGraw Hill Series,1965.

Journals:

1. Shaffer- D. R.- & Kipp- K,Developmental psychology: Childhood and adolescence. Cengage Learning,2013.
2. Caldas-Coulthard- C. R.- & Van Leeuwen- T, Baby,,s first toys and the discursive constructions of babyhood,2001.

E-Resources

1. <https://www.sciencedaily.com/terms/neuropsychology.htm>
2. <https://www.betterhelp.com/advice/psychologists/what-is- neuropsychology- and what-does-it-treat>

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	1	1	1	9	1	9	31
CO2	3	1	3	1	3	3	3	17
CO3	3	1	3	3	3	3	3	19
CO4	3	1	3	3	3	3	3	19
CO5	1	1	3	1	3	3	3	15
Total	19	5	13	9	21	13	21	101

Low-1

Medium-3

High-9

Core: X--Psychotherapeutics

(For Students Admitted from 2025-26)

Semester: III**Subject Code: JMSYC32****Hours/week: 6****Credit: 5****Course Objectives:**

1. To understand the concept of Psychotherapy
2. To explain the different types of therapies

Unit I**(18 hours)**

Introduction: Interventions; definitions of psychotherapy; goals of psychotherapy; professional issues- training; ethical issues; personal characteristics of therapists; common and unique features of psychotherapies

Unit II**18 hours)**

Psychoanalytic Psychotherapy: Contributions of Freud- Free Association- Dream Analysis- Analysis of Resistance- Analysis of transference- Working through

Unit III**(18 hours)**

Behavior Therapy and Behavior Modification: Principles and Assumptions in Behavior Therapy. Assessment in Behavior therapy. Jacobson's Progressive Muscular Relaxation – technique. Systematic Desensitization – rationale- theory and technique. Contingency Management – use of reinforcement and punishment- Differential reinforcement techniques.

Modeling and Behavior Rehearsal Procedures. Aversive Techniques. Response Elimination and Extinction procedures. Self-control procedures. Assertiveness Training – theory and technique

Unit IV**(18 hours)**

Cognitive-Behavior Therapy: Principles and Assumptions in Cognitive-Behavior Therapy. Assessment in Cognitive- Behavior therapy. Beck's Cognitive therapy – principles and techniques. Ellis's Rational Emotive Therapy – principles and techniques. Mindfulness-based cognitive therapy – principles and techniques. Motivational Interviewing for Behavior Change

Unit V**(18 hours)**

Client-centered Therapy- Gestalt therapy and Supportive Therapy: Principles- Assumptions- Goals and techniques in:

- Client-centered Therapy
- Gestalt therapy
- Supportive Therapy

Course Outcomes:

After successful completion of this course, student will be able to

CO1: Define and list the meaning of therapy

CO2: Identify the theoretical approaches of psychotherapy

CO3: Examine the application of theoretical principles in treating

CO4: Support and develop aesthetic professional skills of the students.

CO5: Develop towards the nature- goals and prerequisites of psychotherapy

Text Book:

1. Bellack, A.S., Herson, M., & Kazdin, A.E., *International Handbook of Behaviour Modification And Therapy*. New York: Plenum Press, 2016.

Reference Books:

1. Gabbarel, G.O., Beck, J.S., & Holmes, J., *Oxford Text Book of Psychotherapy*. New York: Oxford University Press, 2007.
2. Stein, S.M., Hough, R., & Stein, J., *Essentials of Psychotherapy*. UK: Hodder Arnold Publishers, 1999.
3. Bergin, A.E., & Garfield, S.L., *Handbook of Psychotherapy and Behavioural Change*. N.Y. Wiley, 4th ed, 2000.
4. Jones, C.C., *Family Systems Therapy*. Wiley Norcross, 1993.
5. Spiegler, M.D., *Contemporary Behaviour Therapy*. New Delhi. Sage Publications, 2001.

Journals:

1. Meier, A., Boivin, M., & Meier, M., *Theme-analysis: Procedures and application for psychotherapy research*. *Qualitative Research in Psychology*- 5(4)- 289-310, 2008
2. Gill, M. M., *Psychoanalysis and exploratory psychotherapy*. *Journal of the American Psychoanalytic Association*- 2(4)- 771-797, 1954.

E-Resources:

1. <https://www.slideshare.net/halaesayyah/psychotherapy-29545122>
2. <https://www.talkspace.com/blog/4-phases-will-encounter-making-progress-therapy/>

Course Outcomes	Programme Outcomes								
	CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	1	3	1	1	1	1	1	17
CO2	3	1	3	3	1	3	3	3	17
CO3	1	1	3	3	1	3	3	3	15
CO4	1	1	9	3	3	3	3	9	29
CO5	1	1	9	1	3	3	3	9	27
Total	15	5	27	11	9	13	25	105	

Low-1

Medium-3

High-9

Core: XI—Rehabilitation Psychology

(For Students Admitted from 2025-26)

Semester: III**Subject Code: JMSYC33****Hours/week: 6****Credit: 5****Course Objectives:**

1. To know what rehabilitation is
2. To have knowledge on rehabilitation programme in India

Unit I**(18 hours)**

Nature and Scope of Rehabilitation Psychology: Definition- historical perspective- scope and methods. Functions of Rehabilitation Psychology: General functions and special Functions. History and Philosophy of Disability Rehabilitation. Goals and objectives of rehabilitation. Multi-disciplinary approach to rehabilitation: Biological- medical- psychological- educational and social aspects

Unit II**(18 hours)**

Disabilities: Disability - Concept and definitions. Classification of various disabilities- Incidence and prevalence. Types of disabilities: Visual impairment- Hearing and speech impairment- Locomotor disability- Mental retardation- Cerebral palsy- Autism - Mental illness. Learning disabilities- Multiple handicaps. Etiological factors; pre-natal- natal and post-natal- chromosomal aberrations and genetic errors. Prevention of disabilities

Unit III**(18 hours)**

Intervention: Screening and early identification of people with developmental disabilities. Social-Psychological Perspective in Rehabilitation Psychology. Early intervention: definition- assessment and strategies for intervention. Intervention packages for various disabilities. Services and programmes for disabled individuals and their families in India. Special education: – aims- objectives and functions- Emerging trends in special education. Educational assessment and evaluation for persons with disabilities. Educational technology for disabled

Unit IV**(18 hours)**

Psychological Intervention: Planning: Intervention: Psychoanalytic Approach- Learning Theories and Strategies- Planning and Designing- Learning Situations- counseling Strategies. Therapeutic services and Restorative techniques.Designing Training Programmes for Professionals: Training Need analysis- Implementation of Training Programmes. Monitory and Impact Studies

Unit V**(18 hours)**

Rehabilitation Programmes in India: Role of Govt. and NGOs; Child guidance center- Special schools and vocational rehabilitation centres- Organizing rehabilitation programmes for the disabled people

Course Outcomes:

After successful completion of this course, student will be able to

CO1: An understanding of physical- sensory- developmental and cognitive impairments

CO2: Use assessment information to determine eligibility and to develop plans for services

CO3: Identify strategies to reduce attitudinal barriers affecting people with disabilities

CO4: Implement approaches that enhance personal development- decision making abilities- personal responsibility- and quality of life of individuals with disability

CO5: Construct plan for vocational rehabilitation

Text Book:

1. Sibnath , D,*Children in Agony*. New Delhi: Concept Pub,2006.

Reference Books:

1. Sibnath, D,*Contemporary Social Problems in India*. New Delhi:Anmol Pub,2006.

2. Teotia, A,*Rehabilitation Psychology*,Notion press,1st ed,2018.

Journals:

1. Fazio, R. H.,Ewoldsen, D. R., & Powell ,M. C, *Attitudes- perception- and Attention,1994*.

2. Pfeifer,R., & Scheier,C, *Understanding intelligence*. MIT press,2001.

3. Hogan, R.T, *Personality and personality measurement,1991*.

E-Resources

1. <https://www.britannica.com/science/rehabilitation-psychology>

2. <https://www.britannica.com/science/rehabilitation-psychology>

3. <https://www.apa.org/ed/graduate/specialize/rehabilitation>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	1	3	3	1	3	3	23
CO2	3	3	3	3	3	3	3	21
CO3	1	1	3	1	3	3	3	15
CO4	1	1	9	3	3	3	9	29
CO5	1	3	3	3	1	3	3	17
Total	15	9	21	13	11	15	21	105

Low-1

Medium-3

High-9

Core: XII— Internship Programme

(For Students Admitted from 2025-26)

Semester: III
Subject Code: JMSYC34P**Hours/week: 6**
Credit: 5**Course objectives:**

1. To discuss the stages of psychosocial development
2. To trace the basic concept of applied psychology

Each student has to undergo supervised internship in institutions or centers related to their area of interest for a minimum of 15 days. The students will be placed in one (or more) organization.

The Practicum will consist of

1. Case history taking
2. Observation and Clinical Interview
3. Assessment and Intervention

Students are required to submit 3 case report based on above mentioned technique. Students have to maintain a personal record of their regular work.

Course outcomes:

After successful completion of this course, the students will be able to

CO 1: Define and infer the basic concept of Applied Psychology

CO 2: Identify the ground reality of the field

CO 3: Discover the stages of psychosocial development

CO 4: Validate to write clinical case studies

CO 5: Improve practical skills

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	1	1	1	1	1	1	15
CO2	1	1	1	1	1	3	3	11
CO3	3	1	1	1	1	1	1	9
CO4	3	9	3	3	1	3	3	25
CO5	3	3	3	9	1	9	9	37
Total	19	15	9	15	5	17	17	97

Low-1

Medium-3

High-9

DSE- III - Organizational Psychology

(For Students Admitted from 2025-26)

Semester: III
Subject Code: JMSYE3A**Hours/week: 6**
Credit: 5**Course Objectives:**

1. To understand that organizations use a variety of techniques to ensure a fit between employees and the organization

2. To acquire the knowledge of training that managers provide for employees

Unit I (18 hours)

Understanding the nature and scope of HRM: Function and objectives of HRM – Personal policies and principles – skills for HR Professionals – jobs – and carrier in HRM

Unit II (18 hours)

Human Resource Planning: Nature of HRP- Importance of HRP- Factors of affecting HRP Planning Process

Unit III (18 hours)

Analysis Work and Designing job: Nature of Job analysis- Process of job analysis- Methods of collecting job data- Job analysis and Total Quality Management (TQM)- Job design- Factors affecting job design

Unit IV (18 hours)

Recruitment and Selection process: Purpose and importance of recruitment- Factor of recruitment, Recruitment Process- Source of Recruitment- Selection Process- Barrier to effective selection

Unit V (18 hours)

Appraisal and Managing performance: Nature of performance appraisal Performance Appraisal process- Challenges of performance appraisal- Legal issues associated with performance appraisal- Job evaluation Process

Course Outcomes:

After successful completion of this course- student will be able to

CO1: Recall and outline about the factors that contribute to achieving organizational effectiveness- at the individual- group and structural level

CO2: Identify organizational system- change and its management

CO3: Analyze them to the concept of work stress and its management

CO4: Assess the basic knowledge of key approaches and models relating to organizational behavior

CO5: Design specific steps that managers can take to motivate the employees

Text Book:

1. Aswathappa.K., *Human Resource Management*, New Delhi: Tata McGraw Hill Education Pvt, 9th ed, 2021.

Reference Books:

1. Tripathi, *Organizational Development & Human Resource Development*. New Delhi: Sultan Chand & Sons, 2003.

2. Muchinsky, *Psychology Applied to Work*. Thomson Wadsworth, 8th ed, 2006.

3. Keith, D., *Organizational Behavior: Human Behavior at Work*, Mc Graw Hill, 11th ed, 2002.

Journals:

1. Cohen, E., *Employee training and development* (pp. 153-162), Routledge, 2017.

2. Roberts, G., *Recruitment and selection*. CIPD publishing, 1997.

E-Resources:

1. [https://searchhrsoftware.techtarget.com/definition/human-resource- management-](https://searchhrsoftware.techtarget.com/definition/human-resource-management-)

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	1	3	1	1	1	1	17
CO2	1	1	3	3	3	3	9	23
CO3	3	3	3	1	3	1	3	17
CO4	1	3	3	1	3	3	3	17
CO5	3	3	3	3	3	1	9	25
Total	17	11	15	9	13	9	25	99

Low-1

Medium-3

High-9

DSE- III--Training & Development

(For Students Admitted from 2025-26)

Semester: III**Subject Code: JMSYE3A****Hours/week: 6****Credit: 5****Course Objectives:**

1. To assess the training needs
2. To understanding how the training influence in the all facets of organization

Unit I**(18 hours)**

Training and Assessment of Needs: Definition -Importance of training in organizational set up- Training as a profession-Training Needs Analysis- Types of Training-Training design-steps involved

Unit II**(18 hours)**

Training Methods: Non-experiential Training Techniques: Lecture method- Audio Visual assisted method-Programmed Instruction and Computer Assisted Instruction method: Suitability- advantages and limitations. Experiential Training Techniques: Experiential Learning approaches; Simulation- In- Basket Technique-Case- Study Method- Role- Playing- Behavior Modeling Training; T- Groups- Group Discussion; Educational Games; Training with psychological Instruments: suitability- advantages and limitations

Unit III**(18 hours)**

Technical Training Systems: On- the- job and off- the- job technical training- Training approaches to improve Productivity and quality: TQM and TPM. - 5-s concept; six sigma- Quality circles and KAIZEN

Unit IV**(18 hours)**

Training and Developing Managers: Management Development: The nature of the Managerial job- Knowledge and Skills requirements of managers- Management Development Programs and Techniques; Career Planning and Development

Unit V**(18 hours)**

Organizational Change and Development: Organizational Change: Need to introduce change- Dimensions of change-Models of Change- Resistance to change- overcoming resistance. Organizational Development: Definition of OD-Nature of OD- Objectives of OD- Phases of an OD Programme; OD Interventions; OD in Indian Industry; Criticism of OD

Course Outcomes:

After successful completion of this course, students will be able to

CO1: Define and outline various concepts in Training and development.

CO2: Make use of understanding of various training methods

CO3: Compare the principles of organization development and its techniques

CO4: Evaluate basic knowledge of key approaches and models relating to organizational behavior.

CO5: Establish different concepts relating to managing conflicts- change- time and stress.

Text Book:

- Ross, S. C, *Training and Development in Organizations*, 1st ed, 2019.

Reference Books:

- Goldstein, *Training in Organizations*, Thomson & Wadsworth, 4th ed. 2001.
- Landale, *Advanced Techniques for Training and Development*. Infinity Books, 2006.
- Burke, W. W., *Organization Development: A Process of Learning*, 2015.

Journals:

- Cohen, E, Employee training and development. Routledge. (pp. 153-162), 2017.
- Roberts, G, Recruitment and selection. CIPD publishing, 1997.
- Harvey, R. J, Job analysis, 1991.

E-Resources:

- <https://www.digitalhrtech.com/organizational-development/>
- <https://www.odnetwork.org/page/WhatIsOD>
- <https://www.breathehr.com/en-gb/blog/topic/business-leadership/what-is-organisational-development>

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	3	3	1	1	1	9	27
CO2	1	1	1	3	3	3	3	15
CO3	1	3	3	3	3	3	3	19
CO4	1	3	3	1	3	1	3	15
CO5	1	3	3	1	3	1	3	15
Total	13	13	13	9	13	9	21	91

Low-1 Medium-3 High-9

Extra Credit-Employability Skills for PG Programme
(For Students Admitted from 2025-26)

Semester: III

Credit: 2

Subject Code: JMEX3P

Course Objectives:

- Get ready the students for job market with good communication skill
- Appear for interviews and make presentations confidently

Unit I**Behavioural Skill**

Personal Strength Analysis -Perception Management-Social Etiquette.

Unit II**Communication Skill**

Self-Introduction- Verbal Communication- Non-Verbal Communication-Campus to Work.

Unit III**I.T. Literacy**

MS-Word-File Conversion & Reducing File Size-Web browsers & Search Engines-Email-Mobile Application-Online CV.

Unit IV**Entrepreneurship Skill**

Need of becoming Entrepreneur-Ways to become a good Entrepreneur-Different Government Institutions/Schemes Promoting Entrepreneur-Day to day mechanism for maintaining an enterprise.

Unit V**Preparation to the World of Work**

Career Plan-Basic Professional Skill-Career Pathways-Search and Apply for a Job.

Self-Study Component:**1. Learn from the Experts – TED Talks on Career Development**

(Activity: Watch at least two TED Talks or expert interviews related to career building, communication skills, or entrepreneurship like Simon Sinek's "Start with Why" or Amy Cuddy's "Your Body Language May Shape Who You Are").

2. LinkedIn Profile Creation and Online CV

(Activity: Students must create or update their LinkedIn profile and generate a professional CV including educational background, skills, and career objectives using an online CV builder like Canva, Zety, or NovoResume).

3. Skill-Based Micro-Course Completion - Title: Digital Literacy and Beyond

(Enrol in a free online course (1–2 hours) from platforms like SWAYAM, NPTEL on topics such as: Resume writing, Time management, Basic Excel or MS Word)

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Identify a planned approach towards career

CO 2: Associate skills and interests with chosen career path

CO 3: Take part in group discussions

CO 4: Develop thinking ability

CO 5: Perceive personal interviews through mock interviews

Text Books:

1. M Esther, Doug Graham & Deepthi Lamahewa. "Trainer Manual for Soft Skills:Applied for Entry Level Occupation".WUSC-ASSET Project, Srilanka, 2019.
2. Lata, Pushp, and Kumar, Sanjay. *Communication Skills*, 2nd Edition. India, Oxford University Press, 2015.
3. Maluth, John Monyjok. *Basic Computer Knowledge*. N.p., Independently Published, 2016.
4. Khanka, S S. *Entrepreneurial Development*. S Chand and Company Limited, New Delhi, 2001.
5. Ann, Mary Bailey. *Finding the Right Career Path: Wetfeet Insider Guide*. Wetfeet.Com Publisher, 2006.

Reference Books:

1. Rath, Tom, et al. *Strengths-Based Leadership: Great Leaders, Teams, and Why People Follow*. Philippines, Gallup Press, 2009.
2. Chaturvedi, P. D. *Business Communication: Concepts, Cases and Applications* (for Chaudhary Charan Singh University). N.p., Dorling Kindersley (India), 2011.
3. Morrison, Connie, and Wells, Dolores. *Computer Literacy BASICS*. United States, Cengage Learning, 2012.
4. *Promoting Entrepreneurship and Innovative SMEs in a Global Economy*. France, OECD Publishing, 2008.
5. Janson, Simone. *Wanted! The Job of Your Dreams – Better Career Choice Reorientation Job Application: Develop Your Skills Potential & Self-confidence, Discover Chances & Strategies, Achieve Goals*. Germany, Best of HR – Berufebilder.de®, 2021.

Journals:

1. International Journal on Procedia-Social Sciences and Behaviour
2. e-Journal of Business Education & Scholarship of Teaching
3. Journal of Further and Higher Education

E- Resources:

1. <https://opentextbc.ca/organizationalbehavioropenstax/chapter/employee-abilities-and-skills/>
2. <https://courses.lumenlearning.com/wm-businesscommunicationmgrs/chapter/verbal-and-nonverbal-communication/>
3. <https://www.avantixlearning.ca/microsoft-word/reduce-file-size-large-word-documents-avoid-bloat-slowness-corruption-crashes/>
4. <https://support.microsoft.com/en-us/office/video-resumes-in-word-ce00832f-8388-4291-a417-0f70cd2e5914>
5. <https://gfgc.kar.nic.in/mccw-mysore/FileHandler/410-00295b1f-7b5c-49b1-ae68-3debdd957e67.pdf>
6. <https://learnenglish.britishcouncil.org/skills/listening>

Core XIII –Behaviour Modification

(For Students Admitted from 2025-26)

Semester: IV

Subject Code: JMSYC41

Hours/week: 6

Credit: 5

Course Objectives:

1. To acquaint the students with the understanding of fundamental principles of behaviourism, including classical conditioning, operant conditioning, reinforcement, punishment, extinction, and shaping.
2. To learn how to conduct a behavioural assessment, identify target behaviours, and develop effective intervention plans based on assessment findings.

(18 hours)

UNIT - I: Basic Concepts: Definition and characteristics of behavior modification. Historical aspects. Areas of application. Reinforcement - positive and negative reinforcement, escape and avoidance behaviors, conditioned and unconditioned reinforcers, factors that influence the effectiveness of reinforcement, schedules of reinforcement. Punishment - positive and negative punishment - Factors that influence the effectiveness of punishment. Respondent conditioning, timing of neutral and unconditioned stimulus, higher order conditioning, conditioned emotional responses, extinction of conditioned responses, discrimination and generalization of respondent behavior, Influential factors of respondent conditioning. Introduction to a functional behavioural analysis. Basic behavioural principles of the A-B-C contingency. Formal behavioural assessment.

UNIT - II: Procedures to Establish New Behavior

(18 hours)

Stimulus control: discrimination and generalization. Defining stimulus control, stimulus discrimination training, the three-term contingency. Generalization. Shaping and its applications - How to use shaping, shaping of problem behaviors. Prompting and fading techniques. Types of prompts. How to use prompting and transfer of stimulus control (for example in autism). Chaining. Examples of behavioural chains, analyzing stimulus-response chains, task analysis, backward chaining, forward chaining, total task presentation. Chaining Components of behavioral skills training procedures. Modeling, instructions, rehearsal, feedback.

(18 hours)

UNIT - III: Procedures to Increase Desirable Behavior And Decrease Undesirable Behavior

Differential reinforcement of alternative behavior, differential reinforcement of other behavior - Differential reinforcement of low rates of responding Antecedent control procedures. Using antecedent control strategies. Using punishment. Time out, response cost.

(18 hours)

UNIT - IV: Other Behavior Change Procedures

Token economy, practical considerations, implementing a token economy, applications of token economy, advantages and disadvantages of a token economy. Behavioral contract, components of a behavioural contract. Cognitive behavior change procedures – assertiveness training, thought stopping. Introduction to third wave therapies –Dialectical behavior therapy, metacognitive therapy.

(18 hours)

UNIT - V: Overview of Assessment, Formulation and Intervention in Clinical Conditions

Clinical Conditions – Depression, panic, OCD, GAD, and eating disorders. Anxiety Reduction Procedures – Defining fear and anxiety problems, procedures to reduce fear and anxiety – relaxation, systematic desensitization, in vivo desensitization. Anxiety Induction Procedures – implosive therapy flooding, aversive counter conditioning– use of electric shock, covert sensitization.

Course Outcomes:

After successful completion of this course, the student will be able to

- CO1:** Recall fundamental principles of behaviorism and behavior modification
- CO2:** Apply behavior modification techniques to specific behavioral issues.
- CO3:** Evaluate the effectiveness of different behaviour modification strategies.
- CO4:** Evaluate the impact of behavior modification on individuals and groups.
- CO5:** Develop a behavior intervention plan for a complex behavioral issue.

Text Book:

1. Miltenberger, R.G. (2012). Behaviour Modification: Principles and Procedures. (5thed.) Boston, M. A.: Wadsworth Cengage Learning.

Reference books:

1. Masters, J. C., Burish, T. G., Hollon, S. D., & Rimm, D. C. (1987). Behaviour Therapy: Techniques and

Empirical Findings.(3rd ed.). New York, NY: Harcourt Brace Jovanovich College Publishers.

2. Kanfer, F.H., & Saslow, G. (1965). Behavioral Analysis: An Alternative to Diagnostic Classification. Archives of General Psychiatry, 12(6), 529-538.

3. Simos, G. (2002). Cognitive Behavior Therapy: A guide for the practicing clinician (Vol.1) London, England: Brunner-Routledge.

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	1	1	9	1	3	9	33
CO2	1	3	3	9	1	9	9	35
CO3	1	1	9	9	1	9	3	33
CO4	3	1	9	9	1	9	3	35
CO5	3	3	1	9	1	3	9	29
Total	17	9	23	45	5	33	33	165

Low - 1 Medium - 3 High - 9

Core XIV –Psychological Testing

(For Students Admitted from 2025-26)

Semester: IV

Subject Code: JMSYC42

Hours/week: 6

Credit: 5

Course Objectives:

1. To Examine the Psychological abilities, attributes including achievements and personality.
2. To Classify the psychological test on certain Traits

(18 hours)

UNIT-I Psychological Testing & Intelligence Assessment: Psychological Testing and Assessment: Meaning - A historical perspective - Culture and assessment. Intelligence: An overview - Tests of Intelligence: Stanford-Binet Scale - Wechsler tests - Individual and Group tests - Measure of Specific Intellectual abilities.

(18 hours)

UNIT-II Assessment of Preschool, Educational and Specific Disabilities: Pre-school Assessment: Achievement test - Aptitude test Diagnostic tests - Psycho-Educational Test Batteries - Other tools. People with Disability: An overview - Assessment: Motor disabilities - Cognitive disabilities - Bio Psychosocial Assessment.

(18 hours)

UNIT-III Assessment of Personality: An overview of personality - Personality assessment - Traits, types and states - Some basic questions- Personality assessment and culture - Assessment Methods: Objective - Paper pencil tests. Computer based tests - Projective Tests: Ink blot tests - Picture, words and sounds as projective stimuli -Production of figure drawings - Behavioural Methods: issues in behavioural assessment.

(18 hours)

UNIT-IV Assessments Used in Career and Business: Career Choice, Selection and Placement: Measures of interest, ability, aptitude and personality Portfolio assessment - Performance test - Physical tests - Measures of Cognitive ability and attitude - Burnout and its Measurement.

(18 hours)

UNIT-V Clinical, Counselling and Neuro Psychological Assessment: Clinical and Counseling Assessment: An overview - The interview - Case history data – Psychological tests - Special

application of clinical measures - Psychological measures. Neuro- Psychological Assessments: Nervous system and behaviour - Neuro psychological examination: History taking - Interview - Physical examination. Neuro psychological tests and test batteries -- Other tools.

Text Book:

1. Ronald Jay Cohen & Mark E. Swerdlik, (2005): Psychological Testing and Assessment - An Introduction to Tests and Measurement, (6th Edition), New York: McGraw Hill Publishers.

Reference Book :

1. Robert M. Kaplan & Dennis P.Sacozzo, (2007): Psychological Testing: Principles, Applications and Issues, (6th Edition), Haryana: Sanat Printers.
2. Psychological Testing 7th edition Anne Anastasi, Susanaurbina
3. Theory and Practice of Psychological Testing by Freeman.F.S (1950).

Course Outcomes:

After successful completion of this course, student will be able to

CO1: Mark and outline the research objectives and implement.

CO2: Make use of research in the field.

CO3: Examine the concepts in psychological research.

CO4: Inspect the ability to apply various tools and techniques to solve day-to-day life problems.

CO5: Visualize the hypothesis and infer suggestions based on the outcome

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	9	3	3	3	9	45
CO2	9	9	9	3	3	1	9	43
CO3	9	9	9	3	3	3	9	45
CO4	9	9	3	1	3	1	9	35
CO5	9	9	3	1	3	3	9	37
Total	45	45	33	11	15	11	45	205

Low-1

Medium-3

High-9

Core: XV-- Project

(For Students Admitted from 2025-26)

Semester: IV

Subject Code: JMSYC43PW

Hours/week: 12

Credit: 5

Course Objectives:

1. To understand the concepts of psychological research, trace the research objectives and implement
2. To make use of research in the field of Psychology and to refine the research skills, student has to take up a small project on a question of interest to them under the supervision of teachers. Student project report will be evaluated by Internal and External Examiners.

Guidelines

1. Assure that selected topics should have significance.
2. Credibility of the data should assure.
3. Interested Psychological area can select.

4. Hypothesis has to be framed to represent the problem of study.
5. Independent variable, dependent variable and intervening variables have to be properly identified.
6. Sufficient review of literature about the variables has to be included.
7. Select suitable research design.
8. A proper sampling technique has to be adopted.

Course Outcomes:

After successful completion of this course, student will be able to

CO1: Mark and outline the research objectives and implement.

CO2: Make use of research in the field.

CO3: Examine the concepts in psychological research.

CO4: Inspect the ability to apply various tools and techniques to solve day-to-day life problems.

CO5: Visualize the hypothesis and infer suggestions based on the outcome

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	3	3	1	1	1	9	27
CO2	1	1	1	3	3	3	3	15
CO3	1	3	3	3	3	3	3	19
CO4	1	3	3	1	3	1	3	15
CO5	1	3	3	1	3	1	3	15
Total	13	13	13	9	13	9	21	91

Low-1

Medium-3

High-9

Extra Credit--Short Film Making related to Psychology/Online courses

(For Students Admitted from 2025-26)

Semester: IV

Subject Code: JMSYX4P/JMSYX4O

Credit: 2

Course Objectives:

1. To apply psychological knowledge in real world issues
2. To use role plays as a method to enhance our understanding of knowledge

Guidelines:

- Students have to choose one Psychological construct
- Based on the construct, they have to prepare Documentary
- Duration of the video must not cross 30 minutes

To make short film related to psychological topics:

- To manage emotions
- Developmental disorders
- Personality disorders
- Mental illness
- Bullying

Uniqueness of the B.Sc. Psychology Syllabus

The B.Sc. Psychology syllabus is uniquely designed to provide a comprehensive, scientific, and practical understanding of human behavior and mental processes. It distinguishes itself through a multi-disciplinary structure, a strong research foundation, and the integration of theory with real-life applications.

1. Scientific Foundation with Practical Relevance

The syllabus balances core psychological theories with scientific methods, encouraging students to think critically and analytically. Topics such as cognitive processes, biological bases of behavior, developmental changes, and psychopathology are grounded in scientific evidence, making the learning process both rigorous and intellectually enriching.

2. Interdisciplinary Approach

One of the key highlights is its interdisciplinary nature, where psychology is taught in conjunction with subjects like biology, sociology, anthropology, and statistics. This approach broadens students' perspectives and enhances their ability to analyze psychological phenomena in diverse contexts.

3. Early Exposure to Research

From the early semesters, students are introduced to research methodology and experimental psychology. They learn how to design, conduct, and analyze psychological experiments, preparing them for future research roles or advanced academic study.

4. Focus on Mental Health and Well-being

The syllabus includes detailed modules on abnormal psychology, counseling techniques, and mental health awareness, fostering sensitivity towards psychological well-being. It equips students with the foundational knowledge required for clinical or counseling roles.

5. Practical Training and Skill Development

Laboratory Work: Includes psychological testing, behavioral experiments.

Internships and Fieldwork: Many programs integrate community visits, internships in mental health settings, or observational studies to give students hands-on experience.

Soft Skills Development: Emphasis on communication skills, empathy, and ethical awareness is embedded throughout the course.

6. Contemporary and Culturally Relevant Content

The curriculum often integrates emerging topics such as positive psychology, Abnormal psychology, gender psychology, Family counselling, and personality theories and development. This helps students understand psychology in modern, diverse, and technologically evolving societies.

7. Preparation for Diverse Career Paths

The syllabus lays a strong foundation for students to pursue:

Higher education (M.Sc., MSW,)

Professional careers in mental health, human resources, education, or research

Competitive exams and civil services with a psychological understanding

B. Sc

(Three Year Regular Programme)
(For Students Admitted from 2025-26)

Programme Specific Outcome:

On completion of the Degree Programme, student will be able to gain

PSO 1: Disciplinary Knowledge and Critical Thinking: Students will be able to use critical thinking to evaluate and interpret human behavioral evidence, and to apply psychological concepts

PSO 2: Effective and influential Communication: Students will be able to demonstrate effective communication skills following professional conventions in psychology appropriate to purpose and context especially in counseling settings, collateral contact, Home visits and Patient care therapies. Analyze the Biological, Psychological and Social impact on Human behavior

PSO 3: Social Interaction and Effective Citizenship: Students develop the ability to understand the complexity of sociocultural diversity and societal inequality in the inquiry and analysis of psychological issues. Students gather exhaustive knowledge in different areas pertaining to psychology like self-love and social networking, different modes of psychotherapy and be responsible citizens

PSO 4: Research Skill and Scientific Reasoning: The students will be able to understand the experimental concepts and implement it in laboratory, internship and case studies. Understand the applications of Psychology in Research by analysis the hypothesis and variables through both qualitative and quantitative research

PSO 5: Ethics: Students understand and learn to implement the values of integrity

PSO 6: Information and Digital Literacy: Students of Psychology to grow in sensitivity

PSO 7: Self Directed and Life Long Learning: Students Gather Exhaustive Knowledge in Different Areas Pertaining to Psychology Like Self-Love and Social Networking, Different Modes of Psychotherapy Through Different Seminars and Workshops Hosted by The Department. It Helps Students for Lifelong Learning

PREAMBLE

The following changes introduced in the curriculum for the candidates to be enrolled from 2025 onwards

- Following subjects has been newly introduced

SEC

1. Psychological Assessment Lab
2. Cognitive Dynamics Lab
3. Psychological Testing Lab
4. Assessing Psychological Constructs Lab
5. Psychological Well-being Lab
6. Exploring Psychological Adaptation Lab

PROGRAMME STRUCTURE

Sem	Subject Code	Course	Subject Title	Hours/week	Credit	@ SD ENT EMP	\$ REG NAT GLO	CIA	ESE	Total
I	JBLT11/ JBLA11/ JBLHB11/ JBLHA11	Part I Language I	Tamil -I/Arabic I/Hindi-I	5	3	SD ENT EMP	REG NAT GLO	25	75	100
	JBLEB12/ JBLEA12	Part II Language	English Ia or B	5	3	SD ENT EMP	REG NAT GLO	25	75	100
	JBSYC11	Core I	General Psychology	6	6			25	75	100
	JBSYC12	Core II	Developmental Psychology I	6	6			25	75	100
	JBSYA13	AECC I	Biological Psychology	4	4			25	75	100
	JBSYS14P	SEC I	Psychological Assessment Lab	2	1			-	50	50
			Library/Browsing	1	-			-	-	-
			Games/Remedial	1	-			-	-	-
Total				30	23	125	425			550
	JBLT21/ JBLA21/ JBLHB21/ JBLHA21	Part I Language e I	Tamil -II/ Arabic II/ Hindi-II	5	3	SD ENT EMP	REG NAT GLO	25	75	100

II	JBLEB22/ JBLEA22	Part II Language	English IIa or B	5	3	SD ENT EMP	REG NAT GLO	25	75	100
	JBSYC21	Core III	Developmental Psychology II	5	5			25	75	100
	JBSYC22P	Core IV	Experimental Psychology-I (Lab)	5	5	SD EMP		25	75	100
	JBSYA23	AECC II	Social Psychology	4	4			25	75	100
	JBSYS24P	SEC II	Cognitive Dynamics Lab	2	1		REG NAT GLO	-	50	50
	JBUI2V	CVAC I	Understanding India	2	2	SD EMP		-	50	50
	JBSYX2/ JBSYX2O	Extra Credit	Psychological First Aid John Hopkins Model/ *Online course	-	2			-	100	100
			Browsing	1	-			-	-	-
			Remedial/Games	1	-			-	-	-
	Total				30	23 + 2	125	475 + 100		
III	JBLT31/ JBLA31/ JBLHB31/ JBLHA31	Part I Language I	Tamil -III/ Arabic III/ Hindi-III	5	3	SD ENT EMP	REG NAT GLO	25	75	100
	JBLEB32/ JBLEA32	Part II Language	English IIIa or B	5	3	SD ENT EMP	REG NAT GLO	25	75	100

JBSYC31	Core V	Introduction to counseling	4	4			25	75	100
JBSYC32	Core VI	Introduction to Cognitive Psychology	4	4			25	75	100
JBSYA33	AECC III	Psychological Statistics - Descriptive	4	4			25	75	100
JBSYS34P	SEC III	Psychological Testing Lab	2	1			-	50	50
JBMD31SY	MD I	Psychology of Adolescence	2	1			-	50	50
JBES3V	CVAC II	Environmental Science for Sustainable Development	2	2			-	50	50
JBXTN3	Extension Activities	NSS/CSS	2	2			100	-	100
JBSYX3/ JBSYX3O	Extra Credit II	Art Therapy/* Online Course	-	2			-	100	100
Total			30	24 + 2	125 + 100	525 + 100			750 + 100
JBLT41/ JBLA41/ JBLHB41/ JBLHA41	Part I Language	Tamil -IV/ Arabic IV/ Hindi-IV	5	3	SD ENT EMP	REG NAT GLO	25	75	100
JBLEB42/ JBLEA42	Part II Language	English IV a or B	5	3	SD ENT EMP	REG NAT GLO	25	75	100
JBSYC41P	Core VII	Experimental Psychology II -(Lab)	5	4			25	75	100

IV	JBSYC42	Core VIII	Abnormal Psychology	4	4			25	75	100
	JBSYA43	AECC- IV	Psychological Statistics- Inferential	4	4			25	75	100
	JBMD41SY	MD II	Psychology of Happiness	3	2			-	50	50
	JBSY44P	SEC IV	Assessing Psychological Constructs Lab	2	1			-	50	50
	JBDT4V	CVAC III	Digital and technology solution	2	2			-	50	50
	JBSYX4P/ JBSYX4O	Extra credit III	# Internship Programme/ *Online Course	-	2			-	100	100
	Total				30	23 + 2	125	525 + 100		650 + 100
V	JBSYC51	Core IX	Counseling Skills and Practice	6	5			25	75	100
	JBSYC52	Core X	School Counseling	6	5			25	75	100
	JBSYC53	Core XI	Basic Research Methodology	6	5			25	75	100
	JBMD51SYA/ JBMD51SYB	MD III	Human Resource Management/ Organizational Behavior	4	3			25	75	100
	JBMD52SYA/ JBMD52SYB	MD IV	Interpersonal Conflict Management / Criminal Psychology	4	3			25	75	100
	JBSYS54P	SEC V	Psychological Well- being Lab	2	1			-	50	50
	JBHW5V	CVAC IV	Health and Wellness	2	2			-	50	50
JBESX5	Extra Credit IV	Employability Skills / *Online Course	-	2			100	-	100	

			30	24 + 2	125 + 100	475			600 + 100	
VI	JBSYC61	Core XII	6	5			25	75	100	
	JBSYC62	Core XIII	6	5			25	75	100	
	JBSYC63	Core XIV	6	4			25	75	100	
	JBSYC64PW	Core XV	5	4			25	75	100	
	JBMD61SYA/ JBMD61SYB	MD V	4	3			25	75	100	
	JBSYS65P	SEC VI	2	1			-	50	50	
	JBSYX6P/ JBSYX6O	Extra Credit V	-	2			-	100	100	
				1	1			-	-	-
				30	23 + 2	125 + 100	425 + 100			550 + 100
			180	140 + 10	750 + 200	2850 + 400			3700 + 500	
		Grand Total								

Core I - General Psychology
(For Students Admitted from 2025-26)

Semester: I
Subject Code: JBSYC11

Hours/week: 6
Credit: 6

Course Objectives:

1. To understand the basic concepts of psychology
2. To accumulate advance knowledge on psychology

Unit I

(18 hours)

Introduction to Psychology: Definition – Goals – Pseudo psychology. The Origin of Psychology – Early Schools – Psychology in India– **Research Methods:** Observation – Correlation – The Experimental method and Qualitative Methods

Unit II

(18 hours)

Sensation: Sensory Thresholds- Sensory Adaptation. **Basic sensation:** Vision – Hearing – Touch and other Skin senses – Smell and Taste – Kinesthetic and Vestibular sense **Perception:** Meaning– Organizing principles of perception –Constancies and Illusions-Pattern perception- Distance perception

Unit III

(18 hours)

States of Consciousness: Three Concepts of Consciousness –Biological Rhythms: Circadian Rhythms; Waking States of Consciousness – Sleep – Functions – Stages – Dreams: The Psychodynamic view–The Physiological view–The Cognitive view.

Unit IV

(18 hours)

Motivation: Definition- Drive- Arousal- Expectancy- Goal Setting and Need hierarchy Theories of Motivation- Hunger Motivation and Regulation of Eating. Sexual Motivation and Human Sexual Behavior– Aggressive Motivation and its Factors– Achievement Motivation and Its Effects- Intrinsic and Extrinsic Motivation

Unit V

(18 hours)

Intelligence: Definition – Theories of Intelligence – Measuring Intelligence: IQ – The Wechsler Scales –Individual Tests of Intelligence: Measuring the Extremes. **Emotional Intelligence:** Meaning – Major Components. **Creativity:** Definition-Contrasting views– Research – Fostering Creativity

Course Outcomes:

After successful completion of this course, student will be able to

- CO1:** Define and trace the basic concepts in psychology
- CO2:** Experiment with the current developments in psychology
- CO3:** Analyze the sensory and perception process
- CO4:** Reveal the importance of motivation- emotion and other factors
- CO5:** Develop their skills and knowledge in psychology

Text Book:

1. Baron, A.R., *Psychology*, New Delhi: Pearson India education private limited, 5th ed, 2018.

Reference Books:

1. Atkinson., & Hilgard., s., *Introduction to Psychology*. New Delhi: Oxford and IBH Publishing Co- Pvt Ltd, 16th ed, 2015.
2. Morgan, C.T., King R.A., Weisy J.R., & Scooper J., *Introduction to Psychology*. New Delhi: TataMc-Graw Hill Publishing Company, 2017.

Journals:

1. Sternberg, R. J., & O., Hara, L. A, *Intelligence and creativity*. Cambridge University Press, 2015.
2. Coren, S., *Sensation and perception*. Handbook of psychology, 85-108, 2017.

E-Resources

1. <https://leverageedu.com/blog/scope-of-psychology/>
2. [https://explorable.com/psychophysics#:~:text=The%20two%20types%20of%20thes hold-proportion%20of%20time%20\(p\).](https://explorable.com/psychophysics#:~:text=The%20two%20types%20of%20thes hold-proportion%20of%20time%20(p).)
3. <https://www.verywellmind.com/theories-of-intelligence-2795035>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	1	1	3	1	1	3	19
CO2	3	3	9	3	1	1	1	21
CO3	3	1	9	1	1	1	1	17
CO4	3	1	1	1	1	3	1	11
CO5	3	1	1	1	3	1	1	11
Total	21	7	21	9	7	7	7	79

Low-1

Medium-3

High-9

Core II -Developmental Psychology- I

(For Students Admitted from 2025-26)

Semester: I**Subject Code: JBSYC12****Hours/week: 6****Credit: 6****Course Objectives:**

1. To understand the physical and psychological development of human growth
2. To identify the developmental milestone delay in children

Unit I**(18 hours)**

Introduction to Growth and Development: Meaning of growth- Distinction between Growth and Maturations Types of Developmental changes- Principles of Human Growth- factors affecting human growth

Unit II (18 hours)
Conception and Infancy: Conception: Characteristics of the Prenatal Period – How Life begins- Importance of Conception – Periods of Conception – Periods of Prenatal development – Stages of child. Birth - Types of childbirth –Methods of Delivery- the New born baby- size and appearance- body system. Complication of childbirth. **Infancy:** Characteristics of Infancy- Major adjustment of Infancy – Conditions influencing adjustment to postnatal life – Characteristics of the Infant – Hazards of Infancy

Unit III (18 hours)
Babyhood: Characteristics of Babyhood – Developmental tasks of babyhood – Physical development – Physiological development – Muscle Control – Speech development – Emotional behaviour – Socialization – Interest in Play – Development of Understanding – Beginnings of Morality – Beginnings of Sex-Role typing – Family Relationships – Personality development – Hazards and Happiness

Unit IV (18 hours)
Early Childhood: Characteristics of Early Childhood – Developmental tasks – Physical development – Physiological habits – Skills of Early Childhood – Improvement in Speech – Emotions – Socialization – Play – Development of Understanding – Moral development – Common Interests – Sex-role Typing – Family Relationship – Personality development – Hazards and Happiness.

Unit V (18 hours)
Late Childhood: Characteristics of Late Childhood – Developmental tasks – Physical development – Skills – Speech improvement – Emotions and Emotional Expressions – Social groupings and Social behavior – Play interest and activities – Increase in Understanding – Moral attitudes and behavior – Interests – Sex-role Typing – Changes in Family relationships – Personality Changes – Hazards and Happiness

Course Outcomes:

After successful completion of this course, student will be able to

- CO1:** Define and trace knowledge of the significant factors which affect individuals throughout the lifespan: socioeconomic- ethnic- cultural- family- gender- marital status- and sexual orientation
- CO2:** Identify the knowledge of physical and psychological development of early lifespan development
- CO3:** Sequence the developmental milestone
- CO4:** Estimate the early developmental history to determine impact on child and adolescent functioning
- CO5:** Improve to minimize the developmental issues

Text Book:

1. Hurlock, E. B, *Developmental Psychology: a lifespan Approach*. Tata McGraw-Hill Publishing Company Limited, 5th ed, 2017.

Reference Books:

1. Shaffer, D. R, *Developmental Psychology*, Brooks/Cole publishing Company, 4th ed, 2016.
2. Conger, J. J., & Galambos, N. L, *Adolescence and Youth*, New York: Longman, 5th ed, 2016.

Journals:

1. Shaffer, D. R., & Kipp, K., *Developmental psychology: Childhood and adolescence*. Cengage Learning, 2017
2. Caldas, C. R., & Van, L. T., *Baby's First Toys and the Discursive Constructions of Babyhood*, 2019.

E-Resources

1. <https://www.worksafe.vic.gov.au/early-childhood-education-and-care-safety-basics>
2. https://www.brainkart.com/aBabyhood_2001/#:~:text=Intellectual%20growth%20takes%20place%20and-to%20sit%20stand%20and%20wal

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	1	9	3	1	3	35
CO2	9	3	3	1	3	1	1	21
CO3	3	1	1	3	1	3	1	13
CO4	3	1	3	3	1	1	9	21
CO5	3	1	1	1	3	9	1	19
Total	27	15	9	17	11	15	15	109

Low-1

Medium-3

High-9

AECC I -Biological Psychology

(For Students Admitted from 2025-26)

Semester: I**Subject Code: JBSYA13****Hours/week: 4****Credit: 4****Course Objectives:**

1. To understand the biological aspect of human behavior
2. To learn how brain functions related to human behavior

Unit I**(12 hours)**

Introduction to Biological Psychology: Meaning of Biological Psychology- Viewpoints to explore Biology of Behaviour – Approaches that relate brain and behavior – Levels of analysis - Correlating brain anatomy with behaviour - Recording brain activity - Effects of brain damage - Effects of brain stimulation

Unit II**(12 hours)**

Neurons- basic Unit of nervous system: Basic features of the Nervous System: An overview- Meninges- Ventricular system and production of cerebrospinal fluid. **Cells of the Nervous System:** Neurons- Supporting cells- The blood-brain barrier – **Neural Communication:** An overview- Measuring electrical potentials of axons. **The Membrane Potential:** Balance of two forces- The Action Potential- Conduction of the action potential

Unit III**(12 hours)**

Communication between Neurons–Synaptic Transmissions: Communication between Neurons: Structure of synapses- **Neurotransmitter:** meaning- types- **Release of the Neurotransmitter:** Activation of receptors- Postsynaptic potentials- Termination of postsynaptic potentials

Unit IV**(12 hours)**

Structure & divisions of the nervous system: Nervous System: Development of the central nervous system- **Brain:** The forebrain- The hind brain- midbrain & forebrain- **Division of Nervous System:** Central Nervous System the Peripheral Nervous System Spinal nerves- Cranial nerves- The Autonomic Nervous system – Sympathetic and Parasympathetic

Unit V**(12 hours)**

Hormonal actions: General principles of hormonal actions- Hormonal action on cellular mechanisms- Hormonal influence on growth and activity- Feedback control mechanisms in regulating secretion of hormones- **Endocrine glands and its specific hormones:** Pituitary- Pineal- Thyroid- Parathyroid-Pancreas- Adrenal- Gonads

Course Outcomes:

After successful completion of this course, student will be able to

CO1: Enumerate and specify the knowledge towards the concept of Biological Psychology

CO2: Make use of the acquired knowledge relating to neuron- hormones and brain

CO3: Dissect the structure and functions of human Physiology

CO4: Interpret the importance of physiology in the field of Psychology

CO5: Promote the knowledge gained into behavioral understanding

Text Book:

1. Meetu, K., *Physiological Psychology: An Introduction*. Sage Publications India Private Limited, 1st ed, 2017.

Reference Books:

1. Purves, D., Brannon, E., Huettel, S.A., LaBar, K.S, Platt, M.L., & Woldorff, G.M. *Principles of cognitive neurosciences*. Sunderland MA: Sinauer Associate Inc. Publishers, 2018.
2. Morgan. *Physiological Psychology*. McGraw Hill Series International, 2011.

Journals:

1. Roberts, C., *Biological behavior? Hormones psychology and sex*. Nwsa Journal, 1-20, 2020.
2. Lebois, L. A., Wilson, M.C.D., Simmons, W. K., Barrett, L. F., & Barsalou, L.W., *Learning situated emotions*. *Neuropsychologia*- 145- 106637, 2020.

E-Resources

1. <https://www.psychologytoday.com/us/blog/trouble-in-mind/201201/hm-the-man-nomemory>
2. [https://bio.libretexts.org/Bookshelves/Human_Biology/Book%3A_Human_Biology_\(Wakim_and_Grewal\)/11%3A_Nervous_System/11.4%3A_Nerve_Impulses](https://bio.libretexts.org/Bookshelves/Human_Biology/Book%3A_Human_Biology_(Wakim_and_Grewal)/11%3A_Nervous_System/11.4%3A_Nerve_Impulses)

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	1	1	1	1	1	3	17
CO2	9	3	1	1	1	1	3	19
CO3	3	1	1	1	3	1	1	11
CO4	3	1	1	1	1	1	1	9
CO5	3	3	3	3	3	9	1	25
Total	27	9	7	7	9	13	9	81

Low-1

Medium-3

High-9

SEC I – Psychological Assessment Lab

(For Students Admitted from 2025-26)

Semester: I
Subject Code: JBSYS14P

Hours/week: 2
Credit: 1

Course Objectives:

1. To provide foundational understanding of psychological constructs such as stress, motivation, self-esteem, and memory through standardized assessments.
2. To develop practical skills in administering, scoring, and interpreting psychological tests.

List of Tests

1. Emotional intelligence scale
2. Achievement motivation
3. Self- Esteem
4. Depression/Anxiety/Stress scale

Course Outcome:

After successful completion of this course, the student will be able to:

- CO1:** Understand and explain psychological constructs such as stress, motivation, self-esteem, and memory through psychometric tools.
- CO2:** Apply and interpret standardized psychological scales to assess various mental states and traits.
- CO3:** Demonstrate practical skills in administering psychological assessments and documenting findings.
- CO4:** Evaluate human cognitive and affective functioning using psychological experiments and tests.
- CO5:** Enhance proficiency in the scientific method and ethical application of psychometric assessments.

Text Book:

1. Robert S Wood worth., & Harold Schlosberg, *Experimental Psychology*. New Delhi: Oxford & IBH Publishing Co. Pvt . Ltd, 2017.
2. Chadha, N.K. (2009). *Applied Psychometry*. New Delhi: Sage Publications India Pvt Ltd.

Reference Books:

1. Cohen, R. J., & Swerdlik, M. E. (2017). *Psychological Testing and Assessment* (9th ed.). McGraw-Hill Education.

- Singh, A. K. (2006). *Tests, Measurements and Research Methods in Behavioural Sciences*. Patna: Bharati Bhawan Publishers.
- Kaplan, R. M., & Saccuzzo, D. P. (2017). *Psychological Testing: Principles, Applications, and Issues* (9th ed.). Cengage Learning.

Journals:

- Cohen, S., Kamarck, T., & Mermelstein, R. (1983). A global measure of perceived stress. *Journal of Health and Social Behavior*, 24(4), 385–396.
- Atkinson, J. W. (1957). Motivational determinants of risk-taking behavior. *Psychological Review*, 64(6), 359–372.
- Rosenberg, M. (1965). *Society and the adolescent self-image*. Princeton, NJ: Princeton University Press.
- Baddeley, A. (1992). Working memory. *Science*, 255(5044), 556–559.

E-Resources

- <https://dictionary.apa.org/perceived-stress-scale>
- <https://us.sagepub.com/en-us/nam/applied-psychometry/book229034>
- <https://www.simplypsychology.org/self-esteem.html>
- <https://www.verywellmind.com/what-is-memory-2795006>
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2907136/>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO								
CO1	9	3	3	1	1	3	3	23
CO2	9	3	9	3	9	3	3	39
CO3	9	3	9	3	3	3	3	33
CO4	9	3	9	3	3	9	3	39
CO5	9	3	9	9	3	3	3	39
Total	45	15	39	19	19	21	15	173

Low-1

Medium-3

High-9

Core III - Developmental Psychology – II

(For Students Admitted from 2025-26)

Semester: II

Subject Code: JBSYC21

Hours/week: 5

Credit: 5

Course Objectives:

- To explain how thinking, feeling and behavior change throughout the period of life
- To examine the development of three major dimensions such as physical- cognitive and social

Unit I**(15 hours)**

Pre Adolescence: Characteristics of puberty- Criteria of puberty- Causes of puberty- Growth spurt- Body changes- Effects of Puberty changes- Hazards of puberty

Unit II**(15 hours)**

Adolescence: Characteristic of adolescence- Developmental tasks- Physical changes- Emotional changes- social changes- interest- Changes in morality during adolescence- Sex interest and behavior and Morality- Family relationships- Personality changes- Hazards and Happiness.

Unit III**(15 hours)**

Adulthood: Characteristics – Developmental tasks – Changes in interest – Social Mobility – Sex role adjustments – Vocational adjustments – Marital Adjustments – Adjustment to parenthood – Adjustment to singlehood - Hazards of vocational and Marital adjustments – Success of Adjustment to adulthood.

Unit IV**(15 hours)**

Middle Age: Characteristics of middle age- Developmental task- Adjustment to Physical changes- Mental changes and Social. Adjustment to Changes in interests- Personal and Social Hazards. Vocational Adjustment- Adjustment to Changed Family Pattern- Singlehood Loss of Spouse- Approaching Retirement- Approaching Old Age.

Unit V**(15 hours)**

Old Age: Characteristics of old age- Developmental tasks- Adjustment to Physical and Psychological changes- Adjustment to retirement- Adjustment to family- Adjustment to singleness- Hazards of old age

Course Outcomes:

After successful completion of this course, the student will be able to

CO1: Find and outline the basic knowledge on physical and cognitive development from adolescence to adulthood and old age

CO2: Apply developmental concepts and theories to everyday relationships and situations

CO3: List the learning of developmental growth

CO4: Inspect the psychological issues involved in death and bereavement

CO5: Maximize the psychosocial development from adolescence to adulthood and old age

Text Book:

1. Hurlock, E.B, *Developmental Psychology: A lifespan approach*. Tata McGraw Hill Publishing Company Limited, 5th ed, 2017.

Reference Books:

1. Paplaia, D. B., & Olds., & Sally., & Wendkos, *Human Development*. Tata McGraw Hill publishing co, 2005.
2. Shaffer- David R, *Developmental Psychology*, Cole publishing Company Youth, Longman, New York, 5th ed, 2019.

Journals:

1. Helson- R.- & Soto- C. Up and down in middle age: monotonic and nonmonotonic changes in roles- status- and personality. *Journal of Personality and Social Psychology*- 89(2)- 194, 2005.
2. Shaffer, D.R, *Developmental psychology: Childhood and adolescence*. Thomson Brooks/Cole

Publishing Co,1996.

3. Developmental changes in time estimation: Comparing childhood and old age. Developmental Psychology- 35(4)- 1143.

E- Resources:

1. <https://www.slideshare.net/Humazille/puberty-advanced-developmental-psychology>
2. <https://www.slideshare.net/chantalsettley1/adolescence-64235299>
3. <https://www.slideshare.net/FarhanFarook3/middle-age-in-psychology>

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	1	1	1	1	1	1	15
CO2	3	9	9	3	1	3	3	31
CO3	3	3	3	3	3	3	3	21
CO4	3	3	9	1	1	1	3	21
CO5	1	1	1	1	3	1	3	11
Total	19	17	23	9	9	9	13	99

Low-1

Medium-3

High-9

Core IV - Experimental Psychology-I (Lab)

(For Students Admitted from 2025-26)

Semester: II

Subject Code: JBSYC22P

Hours/Week: 5

Credit: 5

Course Objectives:

1. To utilize scientific methods to research the mind and behavior
2. To evaluate the social phenomena through experimentation

Psychological testings' by using apparatus (any 5)

- Span of attention
- Division of attention
- Distraction of attention
- Color blindness
- Optical illusion- Muller-lyer illusion or horizontal-vertical illusion
- Suggestion of progressive weights
- Judgment of emotion from facial expression (Ruckmik,,s pictures)
- Color preferences

Psychological testings' by using questionnaire (any 5)

- Optimistic pessimistic attitude scale
- Adjustment inventory for college students
- P.G.I General wellbeing scale
- Self-confidence inventory

- Achievement motivation scale
- Psychological wellbeing scale

Course Outcomes:

After successful completion of this course, the student will be able to

CO 1: Define and specify the principles of sensory process

CO 2: Experiment with various senses and its perceptions

CO 3: Function the students with their practical exposure to asses- diagnose and interpret various psychological concepts

CO 4 : Evaluate the basic skills of Experiment

CO 5: Build the knowledge of using psychometric tools

Text Book:

1. Wood worth, S. R., & Schlosberg, H, *Experimental Psychology*. NewDelhi: Oxford & IBH Publishing Co.Pvt .Ltd,2017.

Reference Books:

1. Chadha, N.K, *Theory and Practice of Psychometry*. New Delhi: New Age International Ltd,2006.
2. Domino, G., & Domino, M. L. *Psychological testing*, New York: Cambridge University Press, 2nd ed, 2015.
3. Rssler, P, *The International Encyclopedia of Media Effects*. WILEY Publications, 2017.

Journals:

1. Birch, J, *Efficiency of the Ishihara test for identifying red-green colour deficiency*. *Ophthalmic and Physiological Optics*, 17(5), 403-408, (1997).
2. Allport, D. A., Antonis, B., & Reynolds, P, *On the division of attention: A disproof of the single channel hypothesis*. *Quarterly journal of experimental psychology*, 24(2)- 225-235, 2000.
3. Saltzman, I. J., & Garner, W. R, *Reaction time as a measure of span of attention*. *The Journal of psychology*, 25(2)- 227-241, 2011.

E- Resources:

1. <https://prakasheducationblog.wordpress.com/2016/03/13/psychology-experiments-span-of-attention/>
2. <https://www.msuniv.ac.in/Download/Pdf/cef1993ea11f4a8https://dictionary.apa.org/ishihara-test-for-color-blindness>

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	1	1	1	1	1	1	15
CO2	3	9	9	3	1	3	3	31
CO3	3	3	3	3	3	3	3	21
CO4	1	3	9	1	1	1	3	19
CO5	1	1	1	1	3	1	3	11
Total	17	17	23	9	9	9	13	97

Low-1

Medium-3

High-9

AECC II - Social Psychology
(For Students Admitted from 2025-26)

Semester: II
Subject Code: JBSYA23

Hours/Week: 4
Credit: 4

Course Objectives:

1. To describe, discuss and analyze major concepts in the field of psychology
2. To understand causes of social behavior and thought

Unit I (12 hours)

Introduction: Definition of Social Psychology – Nature of Social Psychology- Brief History- Principles of Social Psychology - Social Psychology and Human Values- Social Psychology and Common Sense- Research Methods

Unit II (12 hours)

The Self: Self-Presentation: Self-Other accuracy in predicting behavior- Self-Presentation tactics- **Self-Knowledge:** Introspection- the self from the observer's standpoint- **Personal identity versus social identity:** the importance of the social context and others' treatment
Social Comparison: Self-serving biases and unrealistic optimism- **Self-esteem:** the measurement of self-esteem - the impact of migration on self-esteem - gender differences and self-esteem- **Self as a target of prejudice:** concealing one's identity and its impact on well- being - overcoming the effects of stereotype threat

Unit III (12 hours)

Social beliefs and judgments: Judging the social world: Perceiving the social world - Explaining the social world– Importance of social beliefs- Self-fulfilling prophecy- Cognitive social psychology- **Behaviour and Attitudes:** Conditions When Attitudes Determine Behaviour – Conditions When Behaviour Determines Attitudes- Explaining Why Behaviour Affect Attitudes- **Self presentation:** Impression Management- **Self justification:** Cognitive Dissonance- **Self- perception:** Comparing the theories

Unit IV (12 hours)

Conformity- compliance and obedience: Conformity: Definitions- Classic Studies on Conformity- Compliance & Obedience- Factors Predicting Conformity- Reasons for Conformity- Characteristics of people who conform- Resisting social pressures to conform- **Compliance:** Principles of compliance- Effectiveness of compliance strategies- **Obedience:** Causes & resisting the effects of destructive obedience

Unit V (12 hours)

Helping behavior: Altruism and Prosocial behavior: Theoretical perspectives- Bystander Effect- **Helping:** Reasons for Helping – Conditions Governing Helping – Characteristics of People Who Help– Increasing Helping Behaviour

Course Outcomes:

After successful completion of this course, the student will be able to

CO1: Label and infer the key factors in social Psychology and to perceive and understand individuals

CO2: Make use of applied social psychology

CO3: Analyse how to perceive and understand one's self

CO4: Validate the social world and apply Psychology in life

CO5: Develop and predict human behavior

Text Book:

1. Myers, D.G., & Twenge, J.M., *Social psychology*. New York : McGraw Hill Education, 12th ed, 2017.

Reference Books:

1. Baron, A., & Byrne, D., *Social psychology*. New Delhi: India: Prentice, Hall of India, 10th ed, 2012.

2. Baron, A., Branscombe, N., Byrne, D., & Bhardwaj, G., *Social psychology*. New Delhi: Dorling Kindersley (India) Private Limited, 2009.

Journals:

1. Aronson, E., *The Social Animal*. New York: Worth Publishers, 2011.

2. Aronson, E., Wilson, T. D., & Akert, R. M., *Social Psychology*, Boston MA: Pearson/Allyn and Bacon, 2015.

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	3	1	1	1	1	1	17
CO2	3	3	3	1	1	3	3	17
CO3	1	3	3	3	1	1	1	13
CO4	1	3	3	3	1	1	9	21
CO5	1	1	3	3	1	3	9	21
Total	15	13	13	11	5	9	23	89

Low-1

Medium-3

High-9

SEC II - Cognitive Dynamics Lab

(For Students Admitted from 2025-26)

Semester: II

Subject Code: JBSYS24P

Hours/Week: 2

Credit: 1

Course Objectives:

1. To introduce core cognitive psychology concepts through experimental methods related to attention, brain dominance, spatial reasoning, and problem solving.
2. To develop students' skills in administering, scoring, interpreting, and documenting psychological experiments and tests relevant to cognitive processes.

List of Tests

1. Attention
2. Brain dominance scale
3. Spatial reasoning
4. Problem solving

Course Outcome:

After successful completion of this course, students will be able to:

- CO1:** Understand and describe key cognitive functions including attention, spatial reasoning, and problem-solving abilities.
- CO2:** Conduct experiments to measure brain dominance and attentional control.
- CO3:** Apply standardized tools to assess spatial and cognitive reasoning skills.
- CO4:** Analyze and interpret individual differences using psychometric and experimental methods.
- CO5:** Document and report cognitive experiments ethically and effectively.

Text Book:

1. Robert S. Woodworth & Harold Schlosberg. (2017). *Experimental Psychology*. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.

Reference Books:

2. Chadha, N. K. (2009). *Applied Psychometry*. New Delhi: Sage Publications India Pvt. Ltd.
3. Domino, G., & Domino, M. L. (2006). *Psychological Testing: An Introduction*. New York: Cambridge University Press.
4. Sternberg, R. J. (2009). *Cognitive Psychology* (5th ed.). Belmont, CA: Wadsworth Cengage Learning.

Journals:

1. Allport, D. A., Antonis, B., & Reynolds, P. (1972). On the division of attention: A disproof of the single channel hypothesis. *Quarterly Journal of Experimental Psychology*, 24(2), 225–235.
2. Springer, S. P., & Deutsch, G. (1985). *Left Brain, Right Brain: Perspectives from Cognitive Neuroscience*. *American Journal of Psychology*, 98(3), 451–453.
3. Shepard, R. N., & Metzler, J. (1971). Mental rotation of three-dimensional objects. *Science*, 171(3972), 701–703.
4. Duncker, K. (1945). On problem-solving. *Psychological Monographs*, 58(5), i–113.

E-Resources

5. Simply Psychology. (2023). *What Is Attention?* Retrieved from <https://www.simplypsychology.org/attention.html>
6. BrainBlox. (2021). *Brain Dominance Test*. Retrieved from <https://brainblox.com/pages/brain-dominance-test>
7. Verywell Mind. (2024). *Spatial Intelligence*. Retrieved from <https://www.verywellmind.com/spatial-intelligence-4178286>
8. Cherry, K. (2023). *Problem Solving Strategies and Skills*. Retrieved from <https://www.verywellmind.com/problem-solving-2794868>
9. APA Dictionary. (n.d.). *Mental Rotation*. Retrieved from <https://dictionary.apa.org/mental-rotation>

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	3	3	1	3	3	3	25
CO2	3	3	9	3	3	3	3	27
CO3	3	1	9	1	9	3	3	29
CO4	3	3	9	3	3	3	3	27
CO5	1	9	3	9	3	1	3	29
Total	19	19	33	17	21	13	15	137

Low-1

Medium-3

High-9

Common Value Added Course I - Understanding India

(For Students Admitted from 2025-2026)

Semester: II
Subject Code: JBUI2V

Hours/week: 2
Credit: 2

Course Objective:

- To introduce students to the historical milestones in India's freedom struggle and Indian knowledge systems.
- To provide an interdisciplinary understanding of India's geography, social structure, cultural narratives, and political evolution.

Unit I (6 hours)

History of India: India's freedom struggle: An introduction to Indian knowledge systems: Indian First War of Independence, Non-Cooperation Movement in Indian Independence, Quit India Movement, Civil Disobedience Movement

Unit II (6 hours)

Geography of India: India's Geographical overview with neighbors - India and its relationship with neighbouring countries -Types of diversities in India -Geographical diversities of India

Unit III (6 hours)

Communicating Culture: Oral narratives: Myths, tales and folklore- Introduction to the Tribal Cultures of India - Indian Oral narrative, myths, tales & folklore - Tribal cultures of India - Odisha's Special Development Councils

Unit IV (6 hours)

Indian Social Structure: Continuity and change of the Indian Social Structure: Caste, Community, Class and Gender - Continuity and change in social structure in India - Caste. Class and Gender in India - Indian Caste and Communities

Unit V (6 hours)

Understanding Indian Polity: The evolution of State in India: Nature and origin Interpreting India: Traditional, Modern and Contemporary Constitution as a living document - The evolution of Indian state - changing the Nature of Indian state - The traditional, modern and contemporary India - Constitution of India.

Course Outcomes :

After successful completion of this course, student will be able to

- CO1: Identify key events in India's freedom movement and explain their impact on national identity.
 CO2: Analyze the geographical diversity of India and its influence on regional and international relations.
 CO3: Interpret Indian myths, oral traditions, and tribal cultures as a means of understanding cultural heritage.
 CO4: Evaluate the changing nature of India's social structure in relation to caste, class, community, and gender.
 CO5: Demonstrate knowledge of the Indian Constitution and understand the evolution of India's polity from traditional to contemporary governance.

Text Books:

1. **Chandra, B.** *India's Struggle for Independence*, 1st Ed., Penguin Books India, 2000.
2. **Dikshit, Ramesh Dutta.** *Political Geography: Politics of Place and Spatiality of Politics*, 1st Ed., Macmillan Education, 2020.
3. **Thapar, Romila.** *Interpreting Early India: A Historical Perspective*, 1st Ed., Oxford University Press, 1992.
4. **Deshpande, Satish.** *Contemporary India: A Sociological View*, 1st Ed., Penguin Books, 2003.
5. **Basu, D.D.** *Introduction to the Constitution of India*, 21st Ed., LexisNexis, 2013.

Reference Books:

1. Ramesh Dutta Dikshit, *Political Geography: Politics of Place and Spatiality of Politics*, Macmillan Education, 2020.
2. **Austin, Granville.** *The Indian Constitution: Cornerstone of a Nation*, 1st Ed., Oxford University Press, 1999.
3. **Uberoi, Patricia.** *Family, Kinship and Marriage in India*, Oxford University Press, 1993.
4. **Blackburn, Stuart H.** *Oral Epics in India*, University of California Press, 1986.
5. **Grover, B.L. & Mehta, A.** *A New Look at Modern Indian History*, Revised Ed., S. Chand Publishing, 2006.
6. **Ambedkar, B.R.** *Annihilation of Caste*, Self-published, 1936.

Journals:

1. **Caste in Contemporary India” – *Sociological Bulletin***
2. **Indian Journal of Political Science**
3. **Economic and Political Weekly (EPW)**

E-Resources:

1. <https://iksindia.org>
2. <https://ndl.iitkgp.ac.in/>
3. <https://epgp.inflibnet.ac.in/>
4. <https://legislative.gov.in/constitution-of-india>
5. <https://bharatavani.in>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	3	1	1	3	9	9	3	29
CO2	1	3	3	9	1	3	9	29
CO3	3	1	9	3	9	1	3	29
CO4	3	1	3	9	1	3	1	21
CO5	1	9	3	1	3	1	3	21
Total	11	15	19	25	23	17	19	129

Low-1

Medium-3

High-9

Extra Credit – Psychological First Aid- John Hopkins**Model/Online Course**

(For students admitted from 2025-26)

Semester: II**Subject Code: JBSYX2/JBSYX2O****Credit: 2****Course Objectives:**

1. To learn to handle the client in emergency situation.
2. To use effective communication skills in crisis situation.

Unit -I

Introduction to Psychological first aid: Definition of PFA- Importance of PFA- Impact of crises events among people- Common psychological and behavioural reactions after a disaster

Unit II

Helping with responsibility: Provide safety- dignity and rights to the client- adapting to the client's culture- awareness of other emergency response measures

Unit -III

Providing PFA: Effective communication in crisis event- Preparation and knowledge about the situation- Basic Stress management for disaster survivors- Self-care for the disaster helpers

Unit -IV

Principles of PFA: Three action principles of PFA- Termination-People with special attention - referring clients for further mental health support

Unit -V

Human Resiliency: The Johns Hopkins RAPID Model- Ethical Do's and Don'ts of PFA

Course Outcomes:

After successful completion of this course, student will be able to

CO1: Define and list the potential risk factors of crisis events and the concepts of PFA

CO2: Identify to do PFA with safety- dignity and adapt to the culture of the person

CO3: Explicate the Use of effective communication skills in crisis situations

CO4: Determine the Action principles of PFA to help people in crisis situations

CO5: Build the John Hopkins Model to provide PFA in various crisis events.

Text Books:

1. George S. E., *The Johns Hopkins Guide to Psychological First Aid*, Johns Hopkins University Press, 2017.
2. Bisson, J.I., & Lewis, C., *Systematic Review of Psychological First Aid*. Commissioned by the World Health Organization, 2009.

Reference Books:

1. Inter-Agency Standing Committee, *IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings*. Geneva: IASC, 2018.

E- Resources:

1. <http://www.nctsn.org/content/psychological-first-aidand>
2. <http://www.ptsd.va.gov/professional/manuals/psych-first-aid.asp>
3. http://www.who.int/mental_health_psychosocial_june_2007.pdf

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	1	1	3	1	1	3	19
CO2	9	3	3	9	1	9	3	37
CO3	3	9	3	3	1	3	3	25
CO4	3	9	3	3	1	3	3	25
CO5	9	1	1	3	1	3	3	21
Total	33	23	11	21	5	19	15	127

Low-1

Medium-3

High-9

Core V - Introduction to Counseling

(For Students Admitted from 2025-26)

Semester: III**Subject Code: JBSYC31****Hours/week: 4****Credit: 4****Course Objectives:**

1. To gain the knowledge of the therapist's role and the values by which the therapist Conducts counseling
2. To understand the change processes in counseling

Unit I**(12 hours)**

Introduction to Counselling: What is counseling- Aims of counseling- Relationship between counseling and Psychotherapy. Counselling and other helping professions

Unit II**(12 hours)**

Counseling relationship: How to develop an effective therapeutic alliance- Concept of boundary

Unit III**(12 hours)**

Process of counseling: Defining the concept of process. Process of counseling: Negotiating expectations- Assessment- Establishing a working alliance- Ending counseling. Process of change: Assimilation of problematic experiences- Using Structured exercises and intervention

Unit IV**(12 hours)**

Politics of counseling: Nature of social and interpersonal power: The institutionalization of power and oppression in counseling- the language and concepts of counseling- The counselor as an agent of social control- Control of space- territory and time- Differential access to services. Counseling with economically disadvantaged people. Power and control in counseling with lesbians, gay men and bisexual people

Unit V**(12 hours)**

Moral, Values and ethics in counseling practice: Values in counseling. Ethics and moral reasoning. Applying moral principles and ethical codes- from theory to practice

Course Outcomes:

After successful completion of this course, student will be able to

CO1: Define and infer the concepts of counseling to students.

CO2: Apply counseling skills in their counseling session

CO3: Motive the students to counsel others as a professional

CO4: Value the student's awareness on counseling field

CO5: Develop counseling skills that will help them in future

Text Book:

1. McLeod, J, *An Introduction to Counselling and Psychotherapy: Theory, Research and Practice*, 2019.

Reference Books:

1. George, L.R., & Crisiani, T, *Theory, Methods of processes of counselling and Psychotherapy*. New Jersey: Prentice Hall Inc. Englewood and Cliffs, 2011.
2. Feltham, C & Horton. I. *Handbook of Counselling and Psychotherapy*, London: Cliffs, 2001.

Journals:

1. DG Larson, WT Hoyt- Bereavement Care, 2009- Taylor & Francis
2. JH Miller- Counseling Psychology Quarterly, 2010- Taylor & Francis

E-Resource:

1. <https://www.researchgate.net/publication/325844365>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	1	1	1	1	3	1	17
CO2	3	3	3	1	1	9	3	23
CO3	9	1	1	1	1	3	3	19
CO4	3	1	1	1	1	3	3	13
CO5	3	1	3	1	1	9	9	27
Total	27	7	9	5	5	27	19	99

Low-1

Medium-3

High-9

Core VI – Introduction to Cognitive Psychology

(For Students Admitted from 2025-26)

Semester: III**Subject Code: JBSYC32****Hours/week: 4****Credit: 4****Course Objectives:**

1. To demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in cognitive psychology
2. To apply research in cognitive psychology to everyday events and challenges

Unit I**(12 hours)****An Introduction to Cognitive Psychology:** Perceptual Processes-I: Visual and Auditory Recognition. Perceptual Processes II: Attention and Consciousness**Unit II****(12 hours)****Memory Concepts:** Working Memory Long-Term Memory: Atkinson's and Shiffrin's (1968) multi-store model- Baddeley and Hitch Working memory model- The Central Executive- The Episodic Buffer- The Visuospatial Sketchpad- The Phonological Loop**Unit III****(12 hours)****Memory Process:** Memory Strategies: Chunking- Association- Acronyms- Rehearsing- mnemonic and Metacognition: Metacognitive knowledge- Metacognitive Experience- Metacognitive Strategies- Mental Imagery and Cognitive Maps**Unit IV****(12 hours)****Language and Language Comprehension:** Communication Awareness-Hearing and Auditory Processing- Word Knowledge and World Knowledge- Knowledge of Word Organization- Discourse- Social Knowledge and Pragmatics- Cognitive Functions that Support Language Comprehension- Language Production and Bilingualism**Unit V****(12 hours)****Higher order thinking Process:** Problem Solving and Creativity- Types of reasoning- Decision making**Course Outcomes:**

After successful completion of this course, student will be able to

CO1: Mark and list out the knowledge and understanding of well-established theories in Cognitive Psychology**CO2:** Apply the methods to study cognitive concepts**CO3:** In-depth function of brain and its function**CO4:** Assess problem solving and creative aspects of cognition**CO5:** Establish in-depth understanding of human cognitions**Text Book:**

1. Wessells, M.G, *Cognitive Psychology*. New York: Harper and Row Publishers, 1982.

Reference Books:

1. Solso, R. L, *Cognitive Psychology*, New Delhi: Pearson Education Pvt. Ltd, 6th ed, 2004.
2. Wessells, M. G, *Cognitive Psychology*. New York: Harper and Row

Publishers,1982.

3. Best, B. J., *Cognitive Psychology*, New York: West Publishing Company, 4th edition 2000.

Journal:

1. Fazio, R. H., & Roskos-Ewoldsen, D. R., & Powell, M. C., Attitudes, perception, and attention, 1994.

E-Resources:

1. https://www.itma.vt.edu/courses/tel2/lesson_9.php#2

2. http://people.uncw.edu/aldrichk/Cluster_3.ppt

3. <https://www.sparknotes.com/psychology/psych101/languageandcognition/section5/>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	1	1	1	3	3	9	27
CO2	3	1	9	1	3	3	3	23
CO3	1	1	3	1	3	1	3	13
CO4	3	3	9	3	3	9	3	33
CO5	9	1	3	3	3	9	3	31
Total	25	7	25	9	15	25	21	127

Low-1

Medium-3

High-9

AECC III - Psychological Statistics (Descriptive)

(For Students Admitted from 2025-26)

Semester: III

Subject Code: JBSYA33

Hours/week: 4

Credit: 4

Course Objectives:

1. To interpret basic statistical results
2. To apply appropriate statistical strategies to test hypotheses

Unit I

(12 hours)

Statistics – Meaning and Use Meaning of statistics - Need and Importance of Statistics in psychology & Educations – Prerequisites for studying Statistics - **Organization of data:** The meaning of the terms “Data” – Methods of organization data.

Unit II

(12 hours)

Graphical Representation of Data: Meaning of Graphical representation of data – Mode of Graphical representation of data – Smoothing of frequency curve – Polygon and Ogive

Unit III

(12 hours)

Measure of Central Tendency: Meaning of the measures of Central tendency - Mean, Median & Mode – computation of median and mode from the curve of frequency distribution - when to use the mean, median & mode

Unit IV**(12 hours)**

Measure of Variability: Meaning and importance of the Measure of Variability – types of Measure of Variability – When Where to use the Measure of Variability

Unit V**(12 hours)**

Linear Correlation: Meaning & Types - coefficient of correlation Construction of Scatter diagram

Course Outcomes:

After successful completion of this course, student will be able to

CO1: The classification, organization and summarization of numerical facts.

CO2: Make use of different type of graphical representation methods.

CO3: Apply the formula to compute the solution of mean, median, mode.

CO4: Examine the methods of measures of variability to solve the problems.

CO5: Evaluate the methods of correlation using the scatter diagram.

Text Book:

1. Mangal S.K., *Statistics in Psychology and Education*, New Delhi: PH Learning Private Limited, 2nd ed, 2016.

Reference Books:

1. Henry E.G., *Statistics in Psychology and Education*, Surjeet Publications, 2012.
2. Arthur A., & Elliot J. C., & Elaine N.A. *Statistics for Psychology*, 6th ed., 2020.
3. Gupta, K.R., *Statistical Methods in Education and Psychology*, Hardcover, 2011.

Journals:

1. Godfrey, K. R., Correlation methods. *Automatica*, 16(5), 527-534.
2. McHugh, M. L. The chi-square test of independence. *Biochemia medica*, 23(2), 143-149.
3. McNemar, Q., *Psychological statistics (Vol. 3)*. New York: Wiley.

E-Resources

1. <https://www.yourarticlelibrary.com/education/statistics/graphic-representation-of-data-meaning-principles-and-methods/64884>
2. <https://www.scribbr.com/statistics/central-tendency/>
3. <https://m.youtube.com/watch?v=qb3X01m4H68>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	1	3	1	1	1	1	17
CO2	3	1	3	1	1	3	3	15
CO3	3	1	3	1	1	3	3	15
CO4	3	1	3	1	1	3	3	15
CO5	9	1	9	3	3	9	9	43
Total	27	5	21	7	7	19	19	105

Low-1

Medium-3

High-9

SEC III – Psychological Testing Lab

(For Students Admitted from 2025-26)

Semester: III
Subject Code: JBSYS34P**Hours/week: 2**
Credit: 1**Course Objectives:**

1. To explore psychological constructs such as procrastination, digital burnout, learning disabilities, and emotional intelligence through experiments and psychometric tools.
2. To develop competence in administering, scoring, interpreting, and documenting psychological assessments.

List of Tests

1. Academic procrastination scale
2. Digital burnout scale
3. NIMHANS Index for specific Learning Disability
4. Emotional Intelligence

Course Outcome:

CO1: Define and explain the psychological foundations of procrastination, burnout, emotional intelligence, and learning disabilities.

CO2: Administer and interpret tests related to academic procrastination, digital burnout, emotional intelligence, and specific learning disability.

CO3: Gain practical exposure to identifying psychological difficulties among learners using reliable and valid tools.

CO4: Evaluate and document findings in alignment with ethical and scientific standards in psychology.

CO5: Apply psychometric methods to understand and address behavioral and emotional challenges.

Text Book:

1. Woodworth, R. S., & Schlosberg, H. (2017). *Experimental Psychology*. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.

Reference Books:

1. Chadha, N. K. (2009). *Applied Psychometry*. New Delhi: Sage Publications.
2. Mangal, S. K. (2013). *Psychological Testing*. New Delhi: PHI Learning Pvt. Ltd.
3. Baron, R. A., & Parker, J. D. A. (2000). *The Emotional Intelligence Inventory (EQ-i)*. Toronto: Multi-Health Systems.
4. NIMHANS. (2002). *Specific Learning Disability Manual*. Bangalore: National Institute of Mental Health and Neurosciences (NIMHANS).

Suggested Journals

1. Steel, P. (2007). The nature of procrastination: A meta-analytic and theoretical review of quintessential self-regulatory failure. *Psychological Bulletin*, 133(1), 65–94.
2. Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185–211.
3. Sharma, S., & Saini, N. (2021). Digital burnout and psychological wellbeing among college students. *Journal of Mental Health and Human Behaviour*, 26(2), 114–120.
4. Narayan, J., & Kutty, A. T. (2001). Identification of children with learning disability using NIMHANS Index. *Indian Journal of Clinical Psychology*, 28(2), 170–176.

E-Resources

1. APA Dictionary. (n.d.). *Academic Procrastination*. Retrieved from <https://dictionary.apa.org/academic-procrastination>
2. Psychology Today. (2023). *Digital Burnout: What It Is and How to Cope*. Retrieved from <https://www.psychologytoday.com/us/basics/burnout>
3. NIMHANS. (n.d.). *Learning Disabilities*. Retrieved from <https://nimhans.ac.in/learning-disability/>
4. Verywell Mind. (2024). *What Is Emotional Intelligence?* Retrieved from <https://www.verywellmind.com/what-is-emotional-intelligence-2795423>
5. Simply Psychology. (2023). *Emotional Intelligence Theory (Salovey and Mayer)*. Retrieved from <https://www.simplypsychology.org/emotional-intelligence.html>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	3	3	3	1	1	1	21
CO2	9	3	9	3	3	3	1	31
CO3	9	3	9	3	3	3	1	31
CO4	9	3	9	9	3	3	3	39
CO5	9	3	9	3	3	9	3	39
Total	45	15	39	21	13	19	9	161

Low-1

Medium-3

High-9

MD I Psychology of Adolescence

(For Students Admitted from 2025-26)

Semester: III**Subject Code: JBMD31SY****Hours/week: 2****Credit: 2****Course Objectives:**

1. To describe the determinants- characteristics- and psychological dimensions of Individual differences in puberty
2. To explain why adolescence is a period of heightened risk taking

Unit I**(6 hours)**

Introduction: The Historical Perspective- today's adolescents in the United States and around the world- the nature of development- the science of adolescent development

Unit II**(6 hours)**

Puberty- Health and Biological Foundations: Puberty- determinants of puberty- growth spurt- sexual maturation- secular trends in puberty- psychological dimensions of puberty- Health: emerging adult's health- nutrition- exercise and sports- Sleep; the evolution perspective- the genetic process- heredity- environment interaction

Unit III**(6 hours)**

The Self- Identity- Emotions & Personality: The Self: self-understanding- self- esteem and self- concept- Identity: Erikson's ideas on identity- four statuses of identity- developmental changes in identity- identity & social contexts- identity & intimacy- emotional development- the emotions of

adolescence- hormones- experience & emotions- emotional competence- personality development

Unit IV (6 hours)

Peer & Romantic relationship: Exploring peer relations and friendship: peer relations- friendship- loneliness- adolescent groups- gender & culture- dating & Romantic relationships- emerging about lifestyles

Unit V (6 hours)

Sexuality: Exploring adolescent sexuality: a normal aspect of adolescent development- the sexual culture- developing a sexual identity- sexual attitudes & behavior: heterosexual attitudes & behavior- sexual minority attitudes & behavior- self- stimulation- contraceptive use- adolescent sexual problems- sexual literacy & sex education

Course Outcomes:

After successful completion of this course, student will be able to

CO1: Match and demonstrate the concepts of Psychology in Adolescents

CO2: Identify the nature of adolescents and emerging adults health

CO3: Analyze the development of self in adolescence

CO4: Importance of main sexual problems that can emerge in adolescence

CO5: Elaborate the diversity of emerging adult lifestyles

Text Book:

1. Santrock, J.W, *Adolescence*, Tata McGraw Hill Edition, 12th ed, 2017.

Reference Book:

1. Richard M. L., & Laurence S, *Handbook of Adolescent Psychology*, John Wiley & Sons, 2nd ed, 2013.

Journals:

1. Holmbeck, G.N, *Journal of pediatric psychology*. academic.oup.com, 2021.

2. A De Los Reyes, *Journal of Clinical Child & Adolescent Psychology*- Taylor & Francis, 2017.

E-Resource:

1. <https://www.slideshare.net/bpiper74/introductory-psychology-adolescence>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	1	3	1	1	3	1	19
CO2	3	1	1	1	1	1	1	9
CO3	3	1	1	1	1	9	9	25
CO4	3	1	1	1	1	9	9	25
CO5	3	1	3	1	1	9	9	27
Total	21	5	9	5	5	31	29	105

Low-1

Medium-3

High-9

COMMON VALUE-ADDED COURSE II– ENVIRONMENTAL SCIENCE FOR SUSTAINABLE DEVELOPMENT

(For Students Admitted from 2025-26)

Semester: III
Subject Code: JBES3V

Hours / week: 2
Credits: 2

Course Objectives:

1. To introduce students to the principles of sustainable development, environmental conservation, and the global efforts supporting ecological balance and human well-being.
2. To develop awareness and practical understanding of biodiversity, pollution control, natural resource management, and the role of institutions in promoting sustainability

Unit I

(6 hours)

Sustainable Development Goals (SDGs) – Introduction, History, 17 SDGs, Agenda 21, Earth Summit, eight Millennium Development Goals (MDGs), UN Sustainable Development Summit, Paris Agreement on Climate Change. On ground activity: Plant and maintain a sapling

Unit II

(6 hours)

The concept of Environmental Science – Introduction, Definition, Scope and importance Natural Resources – Forest, Marine, Wet land, Water and Land Resources, Food resources; changes caused by agriculture and overgrazing; effects of fertilizer and pesticide. Energy resources – use of alternate energy resources; Role of individual in conservation of natural resources.

Ecosystems –Concept –Structure and function of an ecosystem, producers, consumers and decomposers, Energy flow; food chains; food webs and ecological pyramids.

Unit III

(6 hours)

Land and Marine Biodiversity conservation - Introduction, Definition, biodiversity- Land and marine, threats to biodiversity: habitat loss, poaching of wildlife, endangered and endemic species of India, In- situ and Ex-situ conservation of biodiversity (Turtle Hatchery), Wildlife Protection Act, Forest Conservation Act. Birds Sanctuary in Ramanathapuram, Gulf of Mannar Bioreserve, Mangrove Forest and Ecotourism in Ramanathapuram district

Field trip: Gulf of Mannar National Park

Unit IV

(6 hours)

Environmental Pollution and its Prevention – Definition, causes, effects and control measures of air, water, and soil pollution. Climate change, global warming, acid rain, ozone layer depletion. Environment Protection Act – Air and Water (Prevention and Control of Pollution) Act, Solid Waste management

On-ground activity: Coastal clean up

Unit V

(6 hours)

Role of research institutes in sustainable livelihood – Population growth; Education for Women, Balanced Diet, Menstrual hygiene, Role of ICAR-CMFRI, CSIR-MARS, KVK, and UNICEF in the development of sustainable food resources.

Course Outcomes:

After successful the completion of the course, the students will be able to

CO1: Understand the history, goals, and importance of the Sustainable Development Goals (SDGs) and related global initiatives

CO2: Recognize the value of natural resources and ecosystems

CO3: Learn why biodiversity matters, what harms it, and how to protect plants and animals, especially in places like the

Gulf of Mannar.

CO4: Understand what causes pollution and how we can prevent it through laws and personal actions.

CO5: Know how research centers and organizations help people live better through food, health, and education programs.

Text Books:

1. Erach Bharucha, *Environmental studies for undergraduate courses*, University Grant commission, New Delhi, 2022
2. Kumaraswamy K., *Environmental Studies*, Jazym Publications, 2013.

References Books:

1. Arumugam N. and Kumaresan B., *Environmental Studies*, Saras publications, 2012.
2. Dr. Biswarup Mukherjee., *Fundamentals of Environmental Biology*, Silver line Publications, 2008
3. D. K. Asthana & Dr. Meera Asthana, *A Text Book of Environmental Studies*, S Chand & Co Ltd, Revised Edition, 2006.

Journals:

1. Journal of Environmental Studies and Sciences
2. Journal of environmental sciences
3. Nature climate change

E- Resources:

1. <https://nptel.ac.in/courses/127/105/127105018/>
2. <https://sdgs.un.org/goals>
3. <http://eprints.cmfri.org.in/14270/>
4. [https://nios.ac.in/online-course-material/sr-secondary-courses/enviornmental-science-\(333\).aspx](https://nios.ac.in/online-course-material/sr-secondary-courses/enviornmental-science-(333).aspx)
5. https://rajneeshrajoria.weebly.com/uploads/4/9/0/6/49069889/environmental_science_birm301.pdf
6. <https://nios.ac.in/media/documents/srsec314newE/PDFBIO.EL24.pdf>
7. <https://nios.ac.in/media/documents/srsec314newE/PDFBIO.EL25.pdf>

Course Outcomes	Programme Outcomes							
	PO ₁	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	3	1	1	3	9	9	3	29
CO2	1	3	3	9	1	3	9	29
CO3	3	1	9	3	9	1	3	29
CO4	3	1	3	9	1	3	1	21
CO5	1	9	3	1	3	1	3	21
Total	11	15	19	25	23	17	19	129

Low-1 Medium-3 High-9
Extra Credit II - Art Therapy/Online Course
 (For Students Admitted from 2025-26)

Semester: III
Subject Code: JBSYX3/JBSYX30

Credit: 2

Course Objectives:

1. To understand the multiple approaches in art therapy
2. To understand the applications and advantages of art therapy

Unit I

Introduction and History of art therapy: Introduction of art therapy- brief history of art therapy- Introducing art in India

Unit II

Importance of art education: Art & creativity- understanding visual expression- General benefits of art therapy- aims of art therapy- goals of art therapy

Unit III

Tools in Counseling: Nest- HTP- Mandala- Scribbles- Aquarium

Unit IV

Art therapy techniques: Individual & group art therapy technique- rapport building- Self-perception- interpersonal relationship

Unit V

Art of Healing: Art therapy is an wonderful tool to de-stress mind & body- art therapy trauma- art therapy & brain

Course Outcomes:

After successful completion of this course, student will be able to

CO1: Define and outline about art as a therapy and art in therapy

CO2: Make use of the therapeutic effect of art to promote personal development **CO3:** Analyze with art techniques to find the role of art for a positive well-being **CO4:** Agree to choose art media to explore emotional expression

CO5: Create an art and can reflect upon their personal art making process

Text Books:

1. Asha the hope, *Freedom of Expressions*, 2021.
2. Robert P.G, *Art therapy and Psychology-a step-by- step guide for Practitioners*, 1st ed, 2019.

Reference Book:

1. Cathy A. M, *Expressive therapies* New York: The Guilford Process, 2005.

Journals:

1. Minh, A.N, Art therapy-A Review of Methodology. *Dubna Psychological journal*, 2015.
2. Judith, P., & Irvine, C.A. The efficacy of Art and Writing Therapy: Increasing

E-Resource:

1. <https://www.routledge.com/Introduction-to-Art-Therapy-Sources--Resources/Rubin/p/book/9781138973268#:~:text=Introduction%20to%20Art%20The>

rapy%3A%20Sources%20and%20Resources%2C%20is%20the%20thoroughly-
provide%20%22therapeutic%22%20art%20activities%2C

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	1	1	1	1	1	1	15
CO2	3	1	1	3	1	9	9	27
CO3	3	1	9	1	1	3	3	21
CO4	3	1	9	3	1	9	9	35
CO5	9	3	9	9	1	9	9	49
Total	27	7	29	17	5	31	31	147

Low-1

Medium-3

High-9

Core VII - Experimental Psychology-II (Lab)

(For Students Admitted from 2025-26)

Semester: IV

Subject Code: JBSYC41P

Hours/week: 5

Credit: 4

Course Objectives:

1. To review the concepts of Psychology through the mediums of experiment
2. To develop skills of conducting and documenting experiments in the field of psychology
- 3.

Psychological Testing's by using apparatus (any 5)

- Trial and error learning (Mirror Drawing board)
- Insight into motor learning (A step maze)
- Effect of knowledge of result on learning
- Transfer of learning
- Meaningful vs. Rote learning (nonsense syllables and meaningful words)
- Immediate memory span (for auditory stimuli)
- Comparison of Recall and Relearning (memory drum and nonsense syllables)
- Finger Dexterity test

Psychological Testing by using questionnaire (any 5)

- Sinha,,s comprehensive anxiety scale
- Resiliency scale
- Self-esteem scale
- Social Intelligence Scale (SIS- CG)
- Emotional Intelligence Test (EIT-ZA)
- Bell,,s Adjustment Inventory (BAI-O)

Course Outcome:

After successful completion of this course, the student will be able to

CO1: Define and explain the principles of sensory process

CO2: Experiment with the various senses and its perceptions

CO3: Distinguish practical exposure to assess- diagnose and interpret various psychological Concepts

CO4: Importance of psychological experiments for understanding human behavior.

CO5: Improve the knowledge of using psychometric tools.

Text Book:

1. Robert, S.W., & Harold S., *Experimental Psychology* New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd, 2017.

Reference Books:

1. Ruyon, R.P., & Haber, A., & Pittenger, D.J., & Coleman, K.A., *Fundamentals of Behavioural Statistics*. New York: McGraw Hill, 2011.
2. Singh, A.K., *Measurements and Research Methods in Behavioural Sciences*. Patna: Bharati Bhavan Publishers, 2006.

Journals:

1. Stein, C., & Yerxa, E. J., A test of fine finger dexterity. *American Journal of Occupational Therapy*- 44(6)- 499-504.
2. Mayer, J. D., & Salovey, P. Mayer-Salovey-Caruso emotional intelligence test. Toronto: Multi-Health Systems Incorporated.
3. Clinton, R., Nature of mirror-drawing ability: norms on mirror-drawing for white children by age and sex. *Journal of Educational Psychology*- 21(3)- 221.

E-Resources

1. <https://askingfact.com/what-is-bell-adjustment-inventory/>
2. <https://prakasheducationblog.wordpress.com/2016/03/13/psychology-test-fingerdexterity-test/>
3. <https://www.studocu.com/in/document/amity-university/experimental-psychology/lecture-notes/mirror-drawing-experiment/8840619/view>

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	1	1	1	1	1	1	1	7
CO2	1	1	3	3	1	3	3	15
CO3	9	3	3	9	1	9	9	43
CO4	9	1	3	3	1	3	1	21
CO5	9	1	3	9	1	3	3	29
Total	29	7	13	25	5	19	17	115

Low-1

Medium-3

High-9

Core VIII - Abnormal Psychology

(For Students Admitted from 2025-26)

Semester: IV**Subject Code: JBSYC42****Hours/week: 4****Credit: 4****Course Objectives:**

1. To orient students on different psychological disorders
2. To orient students on causes and treatment of different psychological disorders

Unit I**(12 hours)**

Historical views of Psychopathology: Abnormal behavior in ancient times: demonology- gods and magic. Early philosophical and medical concepts -Witch craft and mental illness- Humanitarian approach – Growth of scientific research

Unit II**(12 hours)**

Abnormal Psychology in recent times: Mental disorder as maladaptive behavior- DSM classification V-Research in abnormal Psychology-Observation- Sampling- Correlation Experimental strategy- Clinical case studies

Unit III**(12 hours)**

Mood Disorder: What is mood disorder-unipolar mood disorder. Depressions that are not mood disorder- Dysthymic- Major Depressive disorder. Bipolar disorder. Cyclothymic- Bipolar disorder (I & II) Casual Factors in unipolar and bipolar disorder. Treatments and Outcomes

Unit IV**(12 hours)**

Anxiety Disorders: Phobia; Clinical description - Causes - Treatment .Generalized anxiety disorder; Clinical description- Causes - Treatment. Panic disorder; Clinical description - Causes - Treatment. Posttraumatic stress disorder; Clinical description- Causes- Treatment. Obsessive-compulsive disorder: Clinical description- Causes- Treatment

Unit V**(12 hours)**

Mental Retardation: Levels of Mental Retardation- Causes-Genetic Factors- Environmental Factors- Symptoms of mental retardation- Treatment.

Course Outcome:

After completion of this course, the student will be able to

CO1: Find and explain about different psychological disorders to the students-

CO2: Classify the causes- symptoms and treatment of different psychological disorders

CO3: Examine the treatment for different psychological disorder

CO4: Appraise the DSM-IV multi-axial classification of mental disorders and the criteria for diagnosing these disorders

CO5: Promote the theoretical perspectives in reviewing each of the psychopathological conditions

Text Book:

1. Kaplan & sadock, *Synopsis of Psychiatry Behavioural Science/Clinical Psychiatry*, Philadelphia: Wolters Kluwer, 11th ed, 2015.

Reference Books:

1. James, C. C., *Abnormal Psychology And Modern Life*. Mumbai :Taraporevala sons & co.pvt Ltd, 2011.
2. Robert, C. C., & James, N. B., & Susan M, *Abnormal Psychology*, New York: Longman an Addison Wesley educational publishers, 10th ed, 1998.
3. James D.P, *Abnormal Psychology*. New Delhi: Tata Macgraw Hill Publishers.ltd, 2020.

Journals:

1. Joffe, R. T., & Lippert, G. P., & Gray, T. A., & Sawa, G., & Horvath, Z. Mood disorder and multiple sclerosis. *Archives of Neurology*- 44(4)- 376-378.

E-Resources

1. <https://www.slideshare.net/nileshkucha/mental-retardation-16238345>
2. <https://www.slideshare.net/NandhiniSekar3/anxiety-disorder-65146992>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	1	1	1	1	1	1	15
CO2	3	1	1	1	1	1	1	9
CO3	3	1	1	1	1	3	3	13
CO4	3	1	9	1	1	3	9	27
CO5	3	1	3	1	1	9	9	27
Total	21	5	15	5	5	17	23	91

Low-1

Medium-3

High-9

AECC IV –Psychological Statistics-Inferential

(For Students Admitted from 2025-26)

Semester: IV**Subject Code: JBSYA43****Hours / Week: 4****Credit: 4****Course Objectives:**

1. To apply large and small sample tests in real life situations
2. To understand the main features and characteristics of normal distributions and the Standard normal distribution

Unit I**(12 hours)**

The Normal Curve and Its Applications: Introduction - Characteristics and Properties of a Normal Curve - Applications of a Normal Curve - Illustration of the Applications of a Normal Curve.

Unit II**(12 hours)**

Significance of the Mean and other Statistics: Introduction - Significance of the Sample Mean and Other Statistics - Significance of Some Other Statistics.

Unit III**(12 hours)**

Significance of the Difference Between Means: Need and Importance - Fundamental Concepts in Determining the Significance of the Difference between Means - How to Determine the Significance of the Difference between Two Means.

Unit IV**(12 hours)**

Chi square and Contingency Coefficient: Use of chi square as a Test of Goodness of Fit - Procedure of Chi Square Testing - Use of Chi Square as a Test of Independence between Two Variables - Contingency Coefficient - Correction for Small Frequencies in a 2x2 Table - Underlying Assumptions, Uses and Limitations of Chi Square Test.

Unit V**(12 hours)**

Analysis of Variance: Need for the Technique of Analysis of Variance – Meaning of the Term “Analysis of Variance” - Procedure for Calculating the Analysis of Variance - Two-way Analysis of Variance - Underlying Assumptions in Analysis of variance.

Course Outcomes:

After successful completion of this course, student will be able to

CO 1: Examine and apply the concepts of normal curve to problem solving

CO 2: Solve the sample mean of statistics

CO 3: Analyze the concepts of significance between means

CO 4: Test the chi square as a test of independent between two variables

CO 5: Calculate analysis of variance

Text Book:

1. Mangal S.K., *Statistics in Psychology and Education*, PH Learning Private Limited, New Delhi, Second Edition, 2016.

Unit I: Chapter 8 **Unit II:** Chapter

9 **Unit III:** Chapter 10

Unit IV: Chapter 11(Page No: 181-196)

Unit V: Chapter 17(Page No: 319 – 334)

Reference Books:

- Henry E. Garrett, *Statistics in Psychology and Education*, Surjeet Publications, Second Edition, 2012.
- Arthur Aron, Elliot J. Coups, Elaine N. Aron, *Statistics for Psychology*, Sixth Edition, 2019.
- K.R. Gupta, *Statistical Methods in Education and Psychology*, 2017.

E- Resources:

- https://www.youtube.com/watch?v=wRfL_EhC-E8
- <https://www.youtube.com/watch?v=LXTCbOyDllo>
- https://www.youtube.com/watch?v=-yQb_ZJnFXw

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	3	3	3	3	3	3	3	21
CO2	3	3	3	1	1	3	3	17
CO3	3	3	3	1	1	3	1	15
CO4	3	3	3	3	1	3	3	19
CO5	3	3	3	3	3	3	3	21
Total	15	15	15	11	9	15	13	93

Low-1

Medium-3

High-9

MD II- Psychology of Happiness

(For Students Admitted from 2025-26)

Semester: IV**Subject Code: JBMD41SY****Hours/week: 3****Credit: 2****Course Objectives:**

1. To understand how people are happy and what influences them
2. To identify what are all the factors that can affect the happiness of an individual

Unit I**(6 hours)**

Happiness: Introduction to Psychology of happiness- well-being and scope- Types of happiness- Eudemonic and Hedonic-History of Happiness- Theories- Measures and Positive correlates of happiness. Traits associated with Happiness- Setting Goals for Life and Happiness

Unit II**(6 hours)**

Positive Emotional States and Processes: Positive Emotions and well-being: Hope & Optimism- Love. The Positive Psychology of Emotional Intelligence- Influence of Positive Emotions

Unit III**(6 hours)**

Strengths and Virtues: Character Strengths and Virtues- Resilience in the phase of challenge & Loss. Empathy and Altruism

Unit IV**(6 hours)**

Relating Positive Psychology: Positive Psychology: Concept- History- Nature- Dimension and scope of Positive Psychology- Seligman's PERMA

Unit V**(6 hours)**

Forgiveness and Gratitude: Forgiveness and Gratitude- Personal transformation and Role of suffering. Trust and Compassion

Course Outcome:

After completion of this course, the students will be able to

CO1: Relate and outline the concepts of positive emotions in their real life

CO2: Categorize the strengths and virtues in their personal life

CO3: Inspect the positive emotional states and its process

CO4: Validate the effect of forgiveness and gratitude

CO5: Invent new ways to stay positive

Text Book:

1. Dr. Geetika Patnaik, *Positive Psychology for Improving Mental Health & Well-Being*, 1st ed., 2021.

Reference Books:

1. Snyder C.R., & Shane J.L., *Handbook of positive Psychology*. Oxford University Press Inc. 2002
2. Steve, R.b., & Marie, k. C., *Positive Psychology*, Dorling Kindersley India Pvt.Ltd, 1st ed, 2019.

E-Resources:

1. <http://positivepsychology.org.uk/subjective-well-being/>
2. <https://www.goodtherapy.org/blog/psychpedia/coping-mechanisms>

3. <https://positivepsychology.com/what-is-motivation/>

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	1	1	1	1	3	1	17
CO2	3	1	1	1	1	3	3	13
CO3	3	1	3	1	1	9	3	21
CO4	3	1	1	1	1	3	9	19
CO5	9	1	9	1	1	9	9	39
Total	27	5	15	5	5	27	25	109

Low-1

Medium-3

High-9

SEC –IV - Assessing Psychological Constructs Lab

(For Students Admitted from 2025-26)

Semester: IV

Subject Code: JBSYS44P

Hours/week: 2

Credit: 1

Course Objectives:

1. To review psychological concepts through empirical tools such as screening checklists and personality assessments.
2. To develop skills in administering, interpreting, and documenting results from tests related to developmental screening, personality, social behavior, and psychopathology.

List of Tests

1. Social intelligence scale
2. MBTI
3. Internet addiction
4. HAM- D

Course Outcome:

- CO1:** Explain the theoretical and empirical foundations of developmental, personality, and clinical assessments.
- CO2:** Administer and interpret tools like M-CHAT, MBTI, Ostracism scales, and HAM-D.
- CO3:** Gain practical exposure to screening for autism, assessing personality types, measuring experiences of social exclusion, and evaluating depressive symptoms.
- CO4:** Evaluate psychological states and traits using ethical and scientifically grounded assessment methods.
- CO5:** Develop psychometric literacy and diagnostic sensitivity in psychological evaluation.

Text Book:

1. Woodworth, R. S., & Schlosberg, H. (2017). *Experimental Psychology*. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.

Reference Books:

1. Chadha, N. K. (2009). *Applied Psychometry*. New Delhi: Sage Publications.
2. Domino, G., & Domino, M. L. (2006). *Psychological Testing* (2nd ed.). New York: Cambridge University Press.

3. Paulhus, D. L., & Trapnell, P. D. (2008). *Assessment of social behavior and ostracism*. In John, R. P. (Ed.), *Handbook of Personality: Theory and Research*. Guilford Press.
4. Kaplan, R. M., & Saccuzzo, D. P. (2017). *Psychological Testing: Principles, Applications, and Issues*. Cengage Learning.

Journals:

1. robins, D. L., Fein, D., Barton, M. L., & Green, J. A. (2001). The Modified Checklist for Autism in Toddlers (M-CHAT): An initial study investigating the early detection of autism and pervasive developmental disorders. *Journal of Autism and Developmental Disorders*, 31(2), 131–144.
2. Myers, I. B., & McCaulley, M. H. (1985). Manual: A guide to the development and use of the Myers-Briggs Type Indicator. *Consulting Psychologists Press*.
3. Williams, K. D., & Nida, S. A. (2011). Ostracism: Consequences and coping. *Current Directions in Psychological Science*, 20(2), 71–75.
4. Hamilton, M. (1960). A rating scale for depression. *Journal of Neurology, Neurosurgery, and Psychiatry*, 23(1), 56–62.

E-Resources

1. Autism Speaks. (n.d.). *Modified Checklist for Autism in Toddlers (M-CHAT)*. Retrieved from <https://www.autismspeaks.org/screen-your-child>
2. The Myers & Briggs Foundation. (n.d.). *MBTI Basics*. Retrieved from <https://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/>
3. Psychology Today. (n.d.). *Ostracism*. Retrieved from <https://www.psychologytoday.com/us/basics/ostracism>
4. American Psychological Association. (n.d.). *Hamilton Depression Rating Scale (HAM-D)*. Retrieved from <https://dictionary.apa.org/hamilton-depression-rating-scale>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	3	9	3	3	1	3	31
CO2	9	3	9	3	9	3	1	37
CO3	9	3	9	3	3	9	3	39
CO4	9	3	9	9	3	3	3	39
CO5	9	3	9	3	9	3	3	39
Total	45	15	45	21	27	19	13	185

Low-1

Medium-3

High-9

COMMON VALUE-ADDED COURSE II – DIGITAL AND TECHNOLOGY SOLUTION

(For Students Admitted from 2025-26)

Semester: IV
Subject Code: JBBDT4V

Hours/week: 2
Credit: 2

Course Objectives:

1. To introduce key concepts in operating systems, communication systems, digital tools, and emerging technologies.
2. To equip students with skills in e-commerce, cybersecurity, and innovative technologies for effective problem-solving and governance.

Unit I**(6 Hours)**

Operating Systems: Types and Functions. Problem Solving: Algorithms and Flowcharts. Communication Systems: Principles, Model & Transmission Media, Computer Networks & Internet: Concepts & Applications, WWW, Web Browsers, Search Engines, Messaging, Email, Social Networking.

Unit II**(6 Hours)**

Computer Based Information System: Significance & Types. E-commerce & Digital Marketing: Basic Concepts, Benefits & Challenges. Digital India & e-Governance: Initiatives, Infrastructure, Services and Empowerment.

Unit III**(6 Hours)**

Digital Financial Tools: Unified Payment Interface, Aadhar Enabled Payment System, USSD, Credit/Debit Cards, e-Wallets, Internet Banking, NEFT/RTGS and IMPS, Online Bill Payments and PoS. Cyber Security: Threats, Significance, Challenges, Precautions, Safety Measures, & Tools, legal and ethical perspectives.

Unit IV**(6 Hours)**

Emerging Technologies & their applications: Overview of Cloud Computing, Big Data, Internet of Things, and Virtual Reality.

Unit V**(6 Hours)**

Emerging Technologies & their applications: Blockchain & Cryptocurrency, Robotics, Machine Learning & Artificial Intelligence, 3-D Printing. Digital Signatures

Course Outcomes:

After successful completion of this course, students will be able to

- CO1: Understand key digital concepts
- CO2: Apply e-commerce and digital marketing concepts
- CO3: Analyze digital financial tools and cyber security
- CO4: Explain emerging technologies and their applications
- CO5: Evaluate the impact of emerging technologies

Text Books:

1. Pramod Kumar, Anuradha Tomar, R. Sharmila, "*Emerging Technologies in Computing - Theory, Practice, and Advances*", Chapman and Hall / CRC, 1st Edition, 2021
2. V. Rajaraman, "*Introduction to Information Technology*", PHI, 3rd Edition, 2018
3. E. Balagurusamy, "*Fundamentals of Computers*", Tata Mc GrawHill, 2nd Edition, 2011
4. Behrouz A. Forouzan, "*Data Communications and Networking*", McGraw Hill, 4 Edition, 2007,

Reference Books:

1. Rajkumar Buyya, James Broberg, and Andrzej Gosciniński, "*Cloud Computing-Principals and Paradigms*", Wiley, 2011
2. Stuart Russel and Peter Norvig, "*Artificial Intelligence - A Modern Approach*", Pearson Education, 3rd Edition, 2010
3. Samuel Greengard, "*Internet of Things*", The MIT Press, 2015
4. C.S.V. Murthy, "*E-Commerce Concept, Models & Strategies*", Himalaya Publishing House, 2015
5. Hurwith, Nugent Halper, Kaufman, "*Big Data for Dummies*", Wiley & Sons, 1st Edition, 2013

E-Resources:

1. <https://nptel.ac.in/courses/106106144>
2. <https://www.managementstudyguide.com/information-systems.htm>
3. <https://onlinecourses.nptel.ac.in/noc22-cs35>
4. <https://www.simplilearn.com/big-data-basics-article>
5. <https://experiments.withgoogle.com/collection/ai>

Journals:

1. <https://dl.acm.org/journal/osr>
2. <https://www.ijcaonline.org/>
3. <https://ieeexplore.ieee.org/xpl/RecentIssue.jsp?punumber=9739>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	3	1	3	1	3	3	3	17
CO2	3	1	3	1	3	3	3	17
CO3	3	1	3	1	3	3	3	17
CO4	3	1	3	1	3	3	3	17
CO5	3	1	3	1	3	3	3	17
Total	15	5	15	5	15	15	15	85

Low-1
Medium-3
High-9

Extra Credit III- Internship Programme /Online course

(For Students Admitted from 2025-26)

Semester: IV**Subject Code: JBSYX4P/JBSYX4O****Credit: 2****Course objectives:**

- 1.To discuss the stages of psychosocial development
- 2.To trace the basic concept of applied psychology

Each student has to undergo supervised internship in institutions or centers related to their area of interest for a minimum of 15 days. The students will be placed in one (or more) organization.

The Practicum will consists of

- Case history taking
- Observation and Clinical Interview
- Assessment and Intervention

Students are required to submit 3 case report based on above mentioned technique. Students has to maintain a personal record of their regular work.

Course outcomes:

After successful completion of this course, the students will be able to

- CO 1:** Define and infer the basic concept of Applied Psychology
- CO 2:** Identify the ground reality of the field
- CO 3:** Discover the stages of psychosocial development
- CO 4:** Validate to write clinical case studies

CO 5: Improve practical skills

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	1	1	1	1	1	1	15
CO2	1	1	1	1	1	3	3	11
CO3	3	1	1	1	1	1	1	9
CO4	3	9	3	3	1	3	3	25
CO5	3	3	3	9	1	9	9	37
Total	19	15	9	15	5	17	17	97

Low-1

Medium-3

High

Core IX - Counselling Skills and Practice

(For Students Admitted from 2025-26)

Semester: V
Subject Code: JBSYC51**Hours/Week: 6**
Credit: 5**Course Objectives:**

1. To define the concept of counselling and its practice
2. To provide the basic skills of counselling and the knowledge of its methods

Unit I**(18 hours)****Introduction:** Definition of Counselling- Counseee counsellor relationship- Characteristics of an Effective Counsellor Personal challenges as a Counsellor**Unit II****(18 hours)****Techniques and Skills in Counselling:** Understanding the Individual- Enabling the Individual to Understand Self- Case study and Case conference- Anecdotal record- Interviews- Follow-up.**Unit III****(18 hours)****Premarital and Marital Counselling:** Definition- Types- Techniques of Premarital Counseling- Benefits- Challenges - Stages of Marriage- Important of Marriage Counselling.**Unit IV****(18 hours)****Counselling in special situations:** Addiction counselling- Counselling juvenile delinquents- Suicide counselling- Counselling the reluctant -Counselling in hospital setting- Grief counselling- counselling in terminally ill- Pain management counselling- Rehabilitation counselling in the hospital.**Unit V****(18 hours)****Professional Preparation and Practice:** Counselling as a profession- Skills of professional counsellor- Desirable characteristics- Functions and Values.**Course Outcome:**

After successful completion of this course, student will be able to

- CO1:** Define and demonstrate the concept of counselling
CO2: Identify the various techniques and skills of counselling
CO3: Examine the special fields of counselling
CO4: Evaluate the importance of guidance and counselling
CO5: Improve the understanding of ethical and legal issues in counselling

Textbook:

1. S Narayana Rao., *Counselling And Guidance* , New Delhi: Tata McGraw Hill, 3rd ed, 2017.

Reference Books:

1. Edwards N. *Counselling Theory And Practice* .New Delhi: Cengage learning India Pvt Ltd, 1st ed. 2012.
2. Dr. Kiruba, C., & Jyothsna, N.G., *Guidance And Counselling*, Hyderabad: Neelkamal Publications Pvt Ltd, 1st ed. 2012.

Journals:

1. Stanley,S.M., Amato,P.R., Johnson, C. A., & Markman, H. J. *Premarital education- marital quality- and marital stability: Findings from a large- random household survey. Journal of family psychology.* 20(1)- 117.
2. Altmann, H. A. (1973). *Effects of empathy- warmth- and genuineness in the initial counseling interview. Counselor Education and Supervision.*12(3)- 225- 228.
3. Woolfe,R., Dryden,W., & Strawbridge,S.(Eds.).(2003). *Handbook of counselling psychology.* Sage.

E- Resources:

1. <https://www.slideshare.net/mobile/JiyaAbdulSattar/counseling- psychology12493771>
2. <https://positivepsychology.com/counseling-skills/>

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	9	3	9	1	9	9	49
CO2	3	9	3	9	1	9	3	37
CO3	3	1	1	1	1	1	1	9
CO4	9	1	3	1	1	1	3	19
CO5	3	1	1	9	1	9	3	27
Total	27	21	11	29	5	29	19	141
Low-1 Medium-3 High-9								

Core X- School Counselling

(For Students Admitted from 2025-26)

Semester: V**Hours/Week: 6****Subject Code: JBSYC52****Credit: 5****Course Objectives:**

1. To gain knowledge and application of current and emerging technology in education and school counselling to assist students- families- and educators in using resources that promote informed academic- career- and personal/social choices
2. To understand the use of counselling and guidance activities and programs by the total school community to enhance a positive school climate

Unit I**(18 hours)**

Professional And Ethical Boundaries In School Counselling: School Counselling: Meaning- Need-Development- Scope-What counselling is for- Development of School Counselling-Scope- the counsellors relationships within school. Professional and Ethical Boundaries in School Counselling: Confidentiality and the Law- Codes of Confidentiality with Pupil Clients in School- Child Protection and Codes of Confidentiality

Unit II**(18 hours)**

Models Of School Counselling: Models of School Counselling: Adler Theories in School Counselling- Rogers Person- (Child)- centred School Counselling- Behaviourism- Ellis Rational Emotive Behaviour Therapy in School Counselling- Beck's Cognitive Behavioural Therapy in School Counselling- Group Counselling- Solution-Focused Brief Counselling- Strengths Based Counselling in the Schools-Virtual Counselling

Unit III**(18 hours)**

Parental Separation and Loss And Bereavement: Parental Separation and Stepparent Conflict: Counselling at the Beginning of Parental Separation- Counselling after Separation- Counselling on Living with Step Parents. Loss and Bereavement: The Context of Bereavement for Young People- Effect of Bereavement on Development- Bereavement Counselling

Unit IV**(18 hours)**

Drugs and Alcohol Misuse Bullying School: Counselling Bullies- Counselling the Groups- Counselling Victims of Physical Abuse- Counselling Victims of Verbal Abuse. Anger- Aggression and Violence in Schools: Violence and Aggression as a Social Problem- Counselling Violent and Aggressive Pupils. Smoking- Drugs and Alcohol Misuse: Drugs in the Society- Counselling Smokers- Counselling for Drug and Alcohol Problems

Unit V**(18 hours)****Low Self-Esteem- Depression- Life Meaning and Spiritual Emptiness:**

Low Self-Esteem- Depression and Suicidal Thoughts: Counselling to Raise Self-Esteem- Counselling Depressed Young People- Counselling Those with Suicidal Thoughts- Counselling the Sexually Abused -**Life Meaning and Spiritual Emptiness:** - Spiritual Development- Spiritual Counselling and Problems of Congruence- Integrative Style of Spirituality centred Counselling

Course outcomes:

After the successful completion of this course, the student will be able to

CO1: Define and infer the models of school counselling and areas of school counselling

CO2: Experiment with planning and conduct counselling sessions

CO3: Diagnose to sensitize the suicidal ideation and should understand their obligations when suicide-laity has been identified

CO4: Recommend the ability of a therapist's role and the values by which the therapist conducts counselling

CO5: Fabricate own model for practical applications

Textbook:

1. Chandrashekar C.R., *Manual for college teachers on students counselling* Bangalore: National Institute of Mental Health & Neuro Sciences, 2008.

Reference Books:

1. Lines, D. *Brief counselling in schools: Working with young people from 11 to 18*. Sage Publication Ltd, 2011.
2. Sikarwar, D. *Handbook on School Counselling*. India: Notion Press. 2015.

Journals:

1. Hutti, M. H. *Social and professional support needs of families after perinatal loss*. *Journal of Obstetric, Gynecologic & Neonatal Nursing*, 34(5)- 630-638.
2. Stone, C. B. *School counseling principles: Ethics and law*. Alexandria, VA: American School Counselor Association.
3. Martin, I., Carey, J., & Karen, D., *A national study of the current status of state school counseling models*. *Professional School Counseling*, 12(5)

E-Resources:

1. <https://www.schoolcounselor.org/getmedia/f041cbd0-7004-47a5-ba01>
2. https://www.slideshare.net/_ilovesfu/school-counselling
3. http://www.sagepub.in/upm-data/42517_6_pdf.pdf retrieved on 04.12.2013. Nick Luxmoore – School Counsellors Working with Young People and Staff: A Whole-School Approach- Jessica Kingsley Pub- 2013.

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	1	1	3	1	1	25

CO2	1	1	9	3	1	1	1	17
CO3	3	3	3	3	3	3	1	19
CO4	1	1	1	9	1	1	1	15
CO5	1	1	9	1	1	3	3	19
Total	15	15	23	17	9	9	7	95

Low-1

Medium-3

High-9

Core XI - Basic Research Methodology

(For Students Admitted from 2025-26)

Semester: V

Subject Code: JBSYC53

Hours/Week: 6

Credit: 5

Course Objectives:

1. To discuss the various principles of research designs
2. To discover the basic knowledge on data collection and the basic skills of data analysis

Unit I

(18 hours)

Introduction: Definition of Research- Meaning- types and selections- Principles of research-objectives- types of research- criteria of good research. **Research Process:** Seven step model.

Unit II

(18 hours)

Research problem: Meaning and Characteristics of problem- types of problem. **Hypothesis:** Meaning and characteristics of a good hypothesis- types- sources and functions of hypotheses. **Review of Literature:** Purpose of Review- Sources of Review

Unit III

(18 hours)

Sampling: Meaning of Sampling- Principle of Sampling and Essentials of Good Sampling- Methods of Sampling: Probability- Non-Probability and Systematic Sampling

Unit IV

(18 hours)

Data collection and analysis: Types of data - Methods of collecting data - Analysis of data

Unit V

(18 hours)

Report writing: Significance of report writing- Different steps in report writing- Layout of the research report- Types of report- Techniques and popular mechanisms of writing research

Course outcome:

After successful completion of this course, student will be able to

CO 1: Enumerate and list the principles of research design

CO 2: Identify the research problems

CO 3: Discover the basic knowledge on data collection

CO 4: Elucidate the basic skills of data analysis

CO 5: Improve the skills of report writing

Textbook:

1. Kothari C.R., *Research Methodology: Methods and techniques*, New Delhi: New age international Publisher, 4th ed, 2019.

Reference Books:

1. Singh, A.K., *Research Methodology*. New Delhi: Sage publication Pvt Ltd, 2010.
2. Kulkarni, A.P., *Basics of Research Methodology*, Paras Medical Books Pvt. Ltd, 2010.
3. Garret, H. E., *Statistics in Psychology and Education*. Tata McGraw Hill Publishing Co, 2009.

Journals:

1. Singh, Y. K., *Fundamental of research methodology and statistics*. New Age International.
2. Abutabenje, S., & Jaadat, R., *Clarification of research design- research methods- and research methodology: A guide for public administration researchers and practitioners*.
3. Sapsford, R. & Jupp, V., *Data collection and analysis*. Sage.
4. Berman, P. S., & Jones, J., & Udry, J.R., *National Longitudinal Study of Adolescent Health*.

E- Resources:

1. <https://www.slideshare.net/drjayeshpatidar/research-problem-20719286>
2. <https://www.slideshare.net/Jigneshkariya/research-design-73573207>
3. <https://www.slideshare.net/andresbaravalle/im2044-week-4-lecture>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	3	1	1	1	1	1	1	9
CO2	3	1	3	1	1	1	1	11
CO3	3	1	3	3	1	1	1	13
CO4	3	1	3	1	3	1	3	15
CO5	3	9	3	1	1	1	3	21
Total	15	13	13	7	7	5	9	69

Low-1

Medium-3

High-9

MD III - Human Resource Management

(For those who joined since 2025-26)

Semester: V**Subject Code: JBMD51SYA****Hours/Week: 4****Credit: 3****Course objectives:**

1. To understand the concepts of HRM and discover innovative solutions to problems in the fields of HRM
2. To analyse the importance of ethical issues in HR

Unit I**(12 hours)**

Introduction: Defining of HRM- Characteristics of HRM- Need for HRM- HRM methods and processes- HRM outcomes- Image and Qualities of HR Manager

Unit II**(12 hours)**

Job Analysis: The nature of job analysis- Meaning and Definition- Methods of collecting job analysis information- Writing job description- Writing job specification

Unit III**(12 hours)**

Recruitment and Selection: Process of recruitment- Source of recruitment: Internal Sources-

External sources. Selection process: Placement- Induction- Internal mobility- Promotions- Separations- Recruitment and Resignation-Suspensions- Discharge and Dismissal-Retrenchment and out placement

Unit IV

(12 hours)

Training and Development: Nature of training and development- Inputs in training and development- Need and objectives- Determining training needs- The training process- Organizational objectives and strategies- Needs assessment- Designing- Training and Development programme- Methods and Techniques of training

Unit V

(12 hours)

Performance Appraisal: Meaning and Definition- Objectives and uses of performance appraisal- Appraisal process- Raters concerns- Raters errors- Methods of appraisal- Past oriented method- Future oriented method

Course outcomes:

After successful completion of this course, student will be able to

CO1: Name and illustrate the concepts of HRM

CO2: Organize job analysis- recruitment- and training and performance appraisal

CO3: Discover innovative solutions to problems in the fields of HRM

CO4: Scrutinize the significance of the ethical issues in HR

CO5: Establish organizational development strategies aimed at promoting organizational effectiveness

Textbook:

1. Tripathi, P.C., *Human Resource Development*, Sulthanchan & Sons educational publishers, 7th ed, 2015.

Reference Books:

1. Gary D., *Human Resource Management*, Prentice Hall of India Pvt. 1998.

2. David, A.D., & Stephen P. R *Human Resource Management*, 3rd ed, 2000.

3. Aswatheppa, K., *Human Resource and Personnel Management*. Tata Macgraw Hill publishing, 2006.

Journals:

1. Cohen, E., Employee training and development (pp. 153-162). Routledge.

2. Roberts, G., Recruitment and selection. CIPD publishing.

3. Harvey, R. J., Job analysis.

E- Resources:

1. <https://www.slideshare.net/preeti52/training-development-157749081>

2. <https://www.slideshare.net/ravikant128/recruitment-and-selection-73081302>

3. <https://gladtutor.com/recruitment-and-selection-process-in-hrm/>

4. <https://www.slideshare.net/TufailAhmed/job-analysis-17142458>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	1	1	1	1	1	1	15
CO2	9	1	3	1	1	9	3	27
CO3	3	1	9	3	1	9	9	35
CO4	3	1	3	9	1	3	3	23

CO5	3	1	9	9	1	9	9	41
Total	27	5	25	23	5	31	25	141

Low-1

Medium-3

High-9

MD III – Organizational Behaviour

(For Students Admitted from 2025-26)

Semester: V**Subject Code: JBMD51SYB****Hours/Week: 4****Credit: 3**

Course Objectives:

1. To understand the human interactions in an organization- find what is driving it and influence it for getting better results in attaining business goals
2. To discover different concepts relating to managing conflicts- change- time and stress

Unit I

(12 hours)

Focus and Purpose: Definition- need and importance of organizational behaviour – Nature and scope – Framework – Organizational behaviour models

Unit II

(12 hours)

Individual behaviour: Personality: types- Factors influencing personality- Theories. Learning: Types of learners- the learning process. Misbehaviour: Types- Management Intervention. Emotions: Emotional Labour- Emotional Intelligence. Perceptions: Importance- Factors influencing perception- Interpersonal perception-Impression Management
Motivation: importance- types- Effects on work behaviour

Unit III

(12 hours)

Group Behaviour : Organization structure – Formation – Groups in organizations – Influence – Group dynamics – Emergence of informal leaders and working norms – Group decision making techniques – **Team building** - Interpersonal relations – Communication – Control

Unit IV

(12 hours)

Leadership and Power: Meaning – Importance – Leadership styles – Theories – Leaders Vs. Managers – Sources of power – Power centres – Power and Politics

Unit V

(12 hours)

Dynamics Of Organizational Behaviour: Organizational culture and climate – Factors affecting organizational climate – Job satisfaction – Determinants – Influence on behaviour
Stress – Work Stressors – Prevention and Management of stress – Balancing work and Life.
Organizational development – Characteristics – objectives – Organizational effectiveness

Course outcome:

After successful completion of this course, the students will be able to

CO1: List and trace students about the factors that contribute to achieving organizational effectiveness- at the individual- group and structural level

CO2: Identify specific steps managers can take to motivate the employees

CO3: Discover different concepts relating to managing of conflicts- change- time and stress

CO4: Reveal the basic knowledge of key approaches and Models relating to

organizational behaviour

CO5: Discuss the dynamics of organizational behavior

Textbook:

1. Stephen, P. R., *Organizational Behaviour*, PHI Learning Pearson Education, 18th ed, 2019.

Reference Books:

1. Fred L., *Organizational Behaviour*, McGraw Hill, 11th ed, 2011.
2. Udai P. *Understanding Organisational Behaviour*, Oxford Higher Education, 2016.

Journals:

1. Job Attitudes: A Meta-Analytic Review and an Agenda for Future Research Haley M. Woznyj

E- Resources:

1. <https://www.marketing91.com/organizational-behaviour/>
2. <https://www.usaeservice.com/2020/02/the-dynamics-of-organization-behaviour.html>

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	1	3	1	1	1	1	17
CO2	3	1	1	1	1	1	1	9
CO3	3	1	3	1	1	3	1	13
CO4	3	1	1	1	1	3	1	11
CO5	3	1	1	1	1	1	1	9
Total	21	5	9	5	5	9	5	59

Low-1

Medium-3

High-9

MD IV - Interpersonal Conflict Management

(For Students Admitted from 2025-26)

Semester: V

Subject Code: JBMD52SYA

Hours/Week: 4

Credit: 3

Course Objectives:

1. To enhance learning and group outcomes- including effectiveness or performance in an organizational setting
2. To identify positive and negative conflict and strategies for dealing with conflict when it happens

Unit I

(12 hours)

Nature of conflict: Definition-threshold of conflict-classification-level of analysis-styles of handling interpersonal conflict

Unit II

(12 hours)

Interpersonal conflict: The Prisoner,,s Dilemma-A Model of Conflict-Consequences of Interpersonal Conflict-Negotiation-Managing Interpersonal Conflict

Unit III (12 hours)
Conflict Management Design: Defining Conflict Management-Contingency Approach
 Conflict Management Process-Major Research Challenges

Unit IV (12 hours)
Organizational Learning and Effectiveness: Defining Organizational Learning-Types of Learning-Organizational Effectiveness-Characteristics of the Old Paradigm-Conflict Management in the New Paradigm

Unit V (12 hours)
Values and Ethics: Dynamics of Value Creation- Value Erosion- Value and Crisis
Conflict Resolution: Definition- Process- Skills

Course outcome:

After successful completion of this course, student will be able to

- CO1:** Define the term conflict and list out its classification
CO2: Make use of the in-depth knowledge in interpersonal conflict
CO3: List the ethics and morals of conflict management.
CO4: Determine old and new paradigm in conflict management
CO5: Establish the comprehension of conflict management design

Text book:

1. Afzalur, R, *Managing Conflict in Organization*, Newyork: Routledge, 4th ed, 2019.

Reference Book:

1. William, W., & Joyce H., *Interpersonal Conflict*, 10th ed, 2001.

Journals:

1. Laursen, B., & Collins- W. A. Interpersonal conflict during adolescence. *Psychological Bulletin- 115(2)- 197–209*.
 2. Graziano- W. G., & JensenCampbell, L. A., & Hair, E. C. Perceiving interpersonal conflict and reacting to it: The case for agreeableness. *Journal of Personality and Social Psychology- 70(4)- 820–835*.

E- Resources:

1. <https://www.healthline.com/health/interpersonalconflict#:~:text=Interpersonal%20conflict%20refers%20to%20any-natural%20outcome%20of%20human%20interaction.>
 2. <https://www.alleydog.com/glossary/definition.php?term=Interpersonal+Conflict>
 3. <https://www.indeed.com/career-advice/career-development/interpersonal-conflict>
 4. <http://www.socialsciencejournal.in/download/175/2-9-16-774.pdf>
 5. <https://www.thebalancecareers.com/conflict-resolutions-skills-2063739>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO								
CO1	3	1	1	1	1	1	1	9
CO2	3	1	1	1	1	3	3	13
CO3	3	1	1	9	1	3	3	21
CO4	3	1	3	3	1	3	3	17

CO5	9	1	1	3	1	3	1	19
Total	21	5	7	17	5	13	11	79

Low-1

Medium-3

High-9

MD IV - Criminal Psychology

(For Students Admitted from 2025-26)

Semester: V**Subject Code: JBMD52SYB****Hours/Week: 4****Credit: 3****Course Objectives:**

1. To understand the motivations of criminals and develop a psychological profile to understand or apprehend them
2. To be able to apply a variety of explanations and theoretical perspectives on developmental and social factors as key foundations for understanding and explaining criminality

Unit I**(12 hours)**

Introduction: Definition of criminal Psychology- Psychologist role in legal system- Criminal psychologist- Criminal psychologist and forensic Psychology- Criminal psychologist's role

Unit II**(12 hours)**

Understanding Crime: Types and Definition of crime - Theories of crime- Topographic Theory- Psychopathology- Crime and social environment- The function of crime control

Unit III**(12 hours)**

Criminal Behaviour: Theories of criminal behaviour- Kinds of criminal Behaviour - Genetic and environmental influence on criminal behaviour- Neurochemical in criminal and anti-social behaviour- Psychology on criminal behaviour- Criminal and personality disorder-Criminal responsibility

Unit IV**(12 hours)**

Dimensions of Crime: The control of crime and deviance- Causes of crime- discouraging the choice of crime- Heredity and brain activity- Crimes against women- consequence of crimes- punishment of crime

Unit V**(12 hours)**

Psychology and Crime Prevention: What is Psychology and Crime- Criminal Psychology- Crime prevention through environmental design- Crime prevention: Historical Development.

Course outcome:

After successful completion of this course, student will be able to

CO1: Enumerate and illustrate the legal issues in the profession of criminal psychology.

CO2: Categorize the different approaches in understanding criminal behaviour.

CO3: List out the dimensions of crime.

CO4: Support the prevention of crime with the concepts of criminal psychology.

CO5: Elaborate the principles within criminal psychology and discuss the importance related to the mind of criminals.

Text Book:

1. Dennis H, *Introduction to Forensic and Criminal Psychology*, Pearson Education, 16th ed. 2016.

Reference Books:

1. Hans G, *Criminal Psychology*, 1st ed, 2005.
2. Ray B, *Criminal Psychology a Beginner's Guide* One World Publications Pvt. Ltd, 2006.

Journals:

1. Richard C. Helfers, David Scott and Carrie L. Easley Police Officers' Perceptions of their Mental Health Preparedness Training in a Southern (US) State *Journal of Crime and Criminal Behavior*- 2021.
2. *Criminal Careers of Extrajudicial Child Sexual Exploitation Material Users; a Longitudinal and Comparative Study* Anton van Wijk & Juno van Esseveldt

E- Resources:

1. <https://www.doccity.com/en/social-dimensions-of-crime-criminology-lecture->
2. https://psychology.fandom.com/wiki/Crime_prevention
3. https://arfjournals.com/index.php?_route_=Crime/jccb

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	3	1	1	9	1	3	1	19
CO2	3	1	1	1	1	3	1	11
CO3	3	1	1	1	1	3	1	11
CO4	3	1	3	1	1	9	3	21
CO5	1	1	1	1	1	1	1	7
Total	13	5	7	13	5	19	7	69

Low-1

Medium-3

High-9

SEC V – Psychological Well-being Lab

(For Students Admitted from 2025-26)

Semester: V**Subject Code: JBSYS54P****Hours/Week: 2****Credit: 1****Course Objectives:**

1. To understand the theoretical foundations of mental health, well-being, and emotional assessment through psychological experiments.
2. To develop practical skills in administering, scoring, and interpreting standardized psychological tools such as BDI, Quality of Life, Gratitude Scale, and Meaning in Life Questionnaire.

List of Tests

1. Becks Depression Scale
2. Quality of life
3. Test Anxiety Scale
4. Meaning In Life

Course Outcome:**CO1:** Explain the theoretical principles of psychological well-being, mental health, and life satisfaction.**CO2:** Administer and interpret standardized tools such as BDI, Quality of Life, Gratitude, and Meaning in

Life scales.

CO3: Apply psychological tools in assessing emotional and existential constructs.

CO4: Analyze human behavior through empirically validated psychological instruments.

CO5: Build competency in psychometric usage related to well-being and psychopathology.

Text Book:

1. Woodworth, R. S., & Schlosberg, H. (2017). *Experimental Psychology*. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.

Reference Books:

1. Chadha, N. K. (2009). *Applied Psychometry*. New Delhi: Sage Publications.
2. Beck, A. T., Steer, R. A., & Brown, G. K. (1996). *Manual for the Beck Depression Inventory-II*. San Antonio, TX: Psychological Corporation.
3. Snyder, C. R., & Lopez, S. J. (2002). *Handbook of Positive Psychology*. Oxford University Press.
4. Steger, M. F. (2012). *Meaning in Life: Clinical Implications and Applications*. New York: Springer

Journals

1. Beck, A. T., Ward, C. H., Mendelson, M., Mock, J., & Erbaugh, J. (1961). An inventory for measuring depression. *Archives of General Psychiatry*, 4(6), 561–571.
2. Diener, E., Suh, E., Lucas, R., & Smith, H. (1999). Subjective well-being: Three decades of progress. *Psychological Bulletin*, 125(2), 276–302.
3. Emmons, R. A., & McCullough, M. E. (2003). Counting blessings versus burdens: An experimental investigation of gratitude and subjective well-being in daily life. *Journal of Personality and Social Psychology*, 84(2), 377–389.
4. Steger, M. F., Frazier, P., Oishi, S., & Kaler, M. (2006). The Meaning in Life Questionnaire: Assessing the presence of and search for meaning in life. *Journal of Counseling Psychology*, 53(1), 80–93.

E-Resources

1. <https://dictionary.apa.org/beck-depression-inventory>
2. <https://www.who.int/tools/whoqol>
3. <https://ggia.berkeley.edu/practice/gratitude-journal>
4. <https://www.meaningmeasure.com>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	3	3	3	1	1	3	23
CO2	3	3	9	1	9	3	3	31
CO3	3	1	9	1	3	3	3	23
CO4	3	3	9	1	3	3	1	23
CO5	3	1	9	1	3	3	3	23
Total	21	11	39	7	19	13	13	123

Low-1

Medium-3

High-9

COMMON VALUE-ADDED COURSE II– HEALTH AND WELLNESS

(For Students Admitted from 2025-2026)

Semester: V**Hours/week: 2****Subject Code: JBHW5V****Credit: 2****Course Objectives:**

1. To understand the importance of a healthy lifestyle and familiarize students on physical and mental health
2. To increase awareness of various diseases associated with lifestyle and enable understanding of stress management

Unit I (6 hours)

Introduction to health & wellness: Define, differentiate health and wellness, Importance of health and wellness education, Local, demographic, societal issues, factors affecting health and wellness.

Unit II (6 hours)

The Role of Essential Nutrients in a Balanced Diet: Diet and nutrition for health & wellness, Essential components of balanced diet for healthy living, Specific reference to the role of carbohydrates, proteins, fats, vitamins & minerals. Malnutrition.

Unit III (6 hours)

Unhealthy Eating Habits, and Lifestyle Factors on Body Systems: Processed foods, unhealthy eating habits, Body systems, common diseases, Sedentary lifestyle and its risk of disease, stress, anxiety, and depression.

Unit IV (6 hours)

Management of health and wellness: Healthy foods for prevention, progression of Cancer, Hypertension, Cardiovascular, Types of Physical Fitness and its Health benefits.

Unit V (6 hours)

Spirituality and mental health: Role of Yoga, asanas, meditation in maintaining health and wellness, Role of sleep in maintenance of physical, mental health.

Course Outcomes:

After successful completion of this course, student will be able to

CO1: Explain the principles of physical, mental, and emotional well-being and their role in overall health.

CO2: Assess the impact of diet, physical activity, and lifestyle habits on health and disease prevention.

CO3: Identify stressors and implement effective coping mechanisms to enhance mental and emotional well-being.

CO4: Apply knowledge of health policies, disease prevention, and wellness programs to advocate for community health.

CO5: Explore alternative and complementary health practices, including mindfulness, fitness, and self-care techniques.

Text Books:

1. Raheena, S. *Health and Wellness: A Practical Approach*. CBS Publishers & Distributors, 2nd Edition, 2019
2. Tariq, M. *Food and Health: The Interlinking of Nutrition and Wellness*. Springer, 1st Edition, 2020.
3. Pood, V., & Gopinath, S., *Foundations of Health and Wellness*. Wiley-Blackwell, 1st Edition, 2021.

Reference Books:

1. Bouchard, C., Blair, S. N., & Haskell, W. L., *Physical Activity and Health*. Human Kinetics, 2007
2. Attached, E., & Fernandez, M., *Mental Health Workbook*. Independently published, 2021.
3. Lorick, N. *Mental Health Workbook for Women: Exercises to Transform Negative Thoughts and Improve Wellbeing*. Rockridge Press, 2022
4. Nyambichu, C., & Lumiri, J. *Lifestyle Diseases: Lifestyle Disease Management*. Independently published, 2018.

Journals:

1. Journal of Nutrition and Health Sciences
2. Health Promotion International
3. American Journal of Health Promotion

E-Resources:

1. <https://www.who.int/health-topics>
2. <https://www.nimh.nih.gov/>
3. <https://pmc.ncbi.nlm.nih.gov/>
4. <https://pmc.ncbi.nlm.nih.gov/>
5. <https://portal.ct.gov/-/media/DMHAS/SkillBuilding/Dana/Health-and-Wellness-FULL-Revised.pdf>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	9	9	9	9	9	63
CO2	9	9	9	9	9	9	3	57
CO3	9	9	9	9	9	9	9	63
CO4	9	9	9	9	9	9	9	63
CO5	9	9	9	9	9	9	9	63
Total	45	45	45	45	45	45	39	309

Low-1

Medium-3

High-

Core XII - Basic Psychotherapies

(For Students Admitted from 2025-26)

Semester: VI**Hours/Week: 6****Subject Code: JBSYC61****Credit: 5****Course Objectives:**

- 1.To offer skills and competencies which are required for practice as a counsellor and psychotherapist
- 2.To familiarize students with problems/possibilities and to equip them with professional psychological solutions/services to various groups and to various settings

Unit I (18 hours)

Introduction: Nature of psychotherapy-Elements of psychotherapy: relationship of trust- communication in words- understanding and integration

Unit II (18 hours)

Stages of Psychotherapeutic Relationship: Commitment; perception of the therapist; motivation; technical suitability-.Process ; search for patterns ;new information; consolidation - Change – relinquish-initiate -sustain ; Termination- granting -permission autonomy

Unit III (18 hours)

Types of Psychotherapy: Cognitive therapy- family therapy-rational emotive therapy group therapy- interpersonal therapy-psychodynamic therapy- Art Therapy-Play Therapy-Writing Therapy-Drama Therapy Cognitive behavioural therapy- psychodynamic therapy-group therapy

Unit IV (18 hours)

Therapeutic Techniques: Psychotherapy and counselling – Psychotherapy and social case work – Psychotherapy and culture – Psychotherapy and values and the therapist' s responsibility - Psychotherapeutic devices – Catharsis- suggestions- persuasion- re-education- distributive analysis and synthesis

Unit V (18 hours)

Application of Psychotherapy: Schizophrenia-Autism-Eating-disorder-Mental retardation- Application among general population

Course outcomes:

After successful completion of this course, student will be able to

CO1: Define and infer the basic process winding in psychotherapies

CO2: Organize the theoretical foundation of psychotherapies

CO3: Analyzing the learned therapeutic skills in real life professional settings

CO4: Interpreting various psychotherapeutic techniques.

CO5: Construct a psychotherapy model for administering among general population

Textbook:

1.Kottler, J.A. & Brown, R.W., *Introduction to Therapeutic Counselling*. NY: Brooks/ Cole,2015.

Reference Books:

1.Antony, B., & Dennis, B.,& Jonathan P, *Introduction to Psychotherapy: An*

Outline Of Psychodynamic Principles And Practice, New York: Routledge Taylor & Francis Group,2010.

2. Capuzzi., *Counseling and Psychotherapy*, New Delhi: Pearson Education Inc, 2010.

Journals:

1. Meier, A., & Boivin, M., & Meier, M., *Theme-analysis: Procedures an application for psychotherapy research. Qualitative Research in Psychology*, 5(4)- 289-310.
2. Gill, M. M., *Psychoanalysis and exploratory psychotherapy*. Journal of the American Psychoanalytic Association, 2(4)- 771-797.
3. Hess, A. K. (1987). *Psychotherapy supervision: Stages, Buber, and a theory of relationship*. Professional Psychology: Research and Practice, 18(3)- 251.

E- Resources:

1. <https://www.slideshare.net/halaesayyah/psychotherapy-29545122>
2. <https://www.talkspace.com/blog/4-phases-will-encounter-making-progress-therapy/>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	3	3	1	1	1	1	1	11
CO2	1	1	3	1	9	1	1	17
CO3	9	3	9	3	9	9	9	51
CO4	9	3	9	1	3	9	3	37
CO5	3	1	9	1	1	3	1	19
Total	25	11	31	7	23	23	15	135

Low-1

Medium-3

High-9

Core XIII - Personality Theories

(For Students Admitted from 2025-26)

Semester: VI

Hours/Week: 6

Subject code: JBSYC62

Credit: 5

Course Objectives:

1. To understand the role of personality theory in psychology and ways in which personality is assessed
2. To gain knowledge of concepts constituting the major theories of personality and how they explain human behaviour

Unit I:

(18 hours)

Introduction to Personality: Definition of Personality. Definition and Development of Self. Components of a Personality Theory. Evaluation of Personality theories

Unit II:

(18 hours)

Psychoanalytic approach: Sigmund Freud: Psychoanalysis- Instincts: The Propelling Forces of the Personality. The Levels of Personality. The Structure of Personality. Anxiety: A Threat to the Ego -

Defences against Anxiety. Psychosexual Stages of Personality Development. Assessment in Freud's Theory. **The Neo-psychoanalytic approach:** Carl Jung: Analytical Psychology- . Alfred Adler: Individual Psychology. Karen Horney: Neurotic Needs and Trends

Unit III: (18 hours)

The Life-Span approach: Erik Erikson: Identity Theory.

The Genetics approach: Gordon Allport: Motivation and Personality. Raymond Cattell- Hans Eysenck- The Five-Factor Theory- HEXACO- and the Dark Triad

Unit IV: (18 hours)

The Humanistic approach: Abraham Maslow: Needs-Hierarchy Theory. Carl Rogers: Self-Actualization Theory. The Cognitive approach: George Kelly: Personal Construct Theory

Unit V: (18 hours)

The Behavioural approach: B. F. Skinner: Reinforcement Theory. **The Social-Learning approach:** Albert Bandura: Modelling Theory

Course outcomes:

After successful completion of this course, student will be able to

CO1: Define and list out the bases of the behaviour postulated in each perspective

CO2: Make use of the role of environment and hereditary in development of personality

CO3: Compare and contrast personality theories

CO4: Measure the usefulness of theory in finding solutions to human problem

CO5: Compile theories and analyses which approach have merit and worthy of continuing scientific investigation

Textbook:

1. Schultz,D.P., & Schultz,S.E ,*Theories of Personality*,USA: Cengage Learning,11th ed,2016.

Reference Books:

1. Hall,C.S., & Lindsey,G., & Campbell, J.B.*Theories of Personality*.Newdelhi: John Wiley & sons,4th ed,2001.

2. Friedman, H.S., & Schutsack, M.W. *Personality: Classic theories and modern research*, Delhi: Pearson Education.2nd ed,2013.

3. Kaplan &Sadock.,*Comprehensive textbook of Psychiatry*.Baltimore: William Wikin,2016.

Journals:

1. Bhoite, S.D & Shinde, L.S,*An overview on Personality Development*.International Journal of Trend in Scientific Research and Development

2. Boyle, G.J.,Mathews, G., & Saklofske, D. H.*Personality theories and Models*. Humanities and social science papers

E – Resources:

1. <https://personalitytherories.com>

2. <https://www.verywellmind.com/personality-perspectives-2795950>

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	9	1	3	3	1	3	29
CO2	3	1	3	3	1	3	3	17
CO3	9	1	1	1	3	1	1	17
CO4	9	3	9	1	3	9	1	35
CO5	1	1	9	1	1	3	9	25
Total	31	15	23	9	11	17	17	123

Low-1

Medium-3

High-9

Core XIV- Introduction to Family Counselling

(For Students Admitted from 2025-26)

Semester: VI

Hours/Week: 6

Subject Code: JBSYC63

Credits:4

Course Objectives:

1. To develop a basic theoretical understanding of systems thinking- family theory-and an informed view of the historical development and foundations of family therapy
2. To develop a beginning understanding of family process- family development- and lifecycle perspectives that contributes to family functioning

Unit I:

(18 hours)

Introduction: Need of Family counselling. Family Systems Theory: Communication-Problem Solving- Roles in a Family- Boundaries

Unit II:

(18 hours)

Process for Working with Families: Stages of counselling process. Establishing a Relationship- Assessing the Problem

Unit III:

(18 hours)

Family counselling process: Setting Goals- Selecting an Intervention- Assessing the Intervention- Reaching Closure

Unit IV:

(18 hours)

Off the Couch and Online: Technology in Family counselling: Features of Internet counselling-Assessing Appropriateness for Internet counselling- Methods of Cyber counselling- Cyber Ethics

Unit V:

(18 hours)

Ethical Issues In Family Work: Major Ethical issues in family counselling. Ethical Code for the International Association of Marriage and Family Counsellors

Course outcome:

After the successful completion of this course, student will be able to

- CO1:** Define and infer the importance of Family counselling and steps involved in family counselling
- CO2:** Apply the essentials skill for a counselor
- CO3:** Analyse the role of online counselling
- CO4:** Determine knowledge and competency in Assessment -treatment planning- and Therapeutic interventions with individuals- couples and families
- CO5:** Construct the ability to recognize ethical dilemmas in professional practice

Text book:

- David, K. M., *Family counselling for All Counsellors*. USA: Office of Educational Research And Improvement, 2005.

Reference Books:

- Street, E., *Counselling for Family Problem*, Sage Publications, 1994.
- Stillman, B. S., & Elena, N. "Every Couple Should Read These Marriage Books". Oprah Magazine HuffPost, 2020.

Journal:

- Rambo, E., Rhoades, E. A., Boyd, T. V., & Bello, N. Introduction to Systemic Family Therapy. ResearchGate.

E-Resources:

- https://www.bufile.no/en/English_start_page/Family_counselling_services/Family_counselling/
- <https://www.webmd.com/parenting/family-therapy-overview#1>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	3	9	1	1	1	1	1	17
CO2	1	1	9	3	1	3	3	21
CO3	1	1	3	1	3	1	1	11
CO4	9	1	1	1	1	9	3	25
CO5	1	1	1	9	1	3	3	19
Total	15	13	15	15	7	17	11	93

Low-1

Medium-3

High-

Core XV – Project
(For Students Admitted from 2025-26)

Semester: VI
Subject Code: JBSYC64PW

Hours/Week: 5
Credit: 4
(75 Hours)

Course Objectives:

1. To understand the process involved in research
 2. To practice the essential skills involved in research
- To refine the research skills, students has to take up a small project on an question of interest to them under the supervision of teachers. Student project report will be evaluated by Internal and External Examiners.

Guidelines

1. Assure that selected topics should have significance.
2. Credibility of the data should assure.
3. Interested Psychological area can select.
4. Hypothesis has to be framed to represent the problem of study.
5. Independent variable, dependent variable and intervening variables have to be properly identified.
6. Sufficient review of literature about the variables has to be included.
7. Select suitable research design.
8. A proper sampling technique has to be adopted.

Course outcomes:

After the successful completion of this course, student will be able

CO 1: Mark and outline the research objectives and implement

CO 2: Make use of research in the field

CO 3: Examine the concepts in psychological research

CO 4: Inspect the ability to apply various tools and techniques to solve day-to-day life problems

CO5: Visualize the hypothesis and incur suggestions based on the outcome

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	3	1	9	1	3	1	1	19
CO2	1	1	9	1	1	1	1	17
CO3	1	1	9	1	1	1	1	15
CO4	9	3	3	3	1	9	9	37
CO5	3	3	3	1	1	3	1	15
Total	19	9	33	7	7	15	13	103

Low-1

Medium-3

High-9

MD V- Educational Psychology

(For Students Admitted from 2025-26)

Semester: VI
Subject Code: JBMD61SYA

Hours/Week: 4
Credit: 3

Course Objectives:

1. To discuss the basic psychological concepts of learning
2. To identify the various approaches of learning and factors that affect learning

Unit I (12 hours)

Introduction to Education Psychology: Meaning- Nature –Scope-major schools of Psychology and contribution to education- attention and perception -concept formation remembering – forgetting

Unit II (12 hours)

Learning: The basic psychological concepts of Learning- concepts- nature and domains- factors influencing learning-theories of learning- transfer of learning- metacognition and learning styles

Unit III (12 hours)

Attention & Social development: **Attention:** meaning and nature- types of attention- factors affecting attention-sustained attention- distraction. **Social development:** Nature- Social behaviour development- social maturity-factors affecting social development.

Unit IV (12 hours)

Special Education: Meaning-types- the gifted child- the backward child- juvenile delinquent-physically disabled children- types of differently abled children. **Learning disabilities:** Definition- Types- Causes- signs and treatment.

Unit V (12 hours)

Learning environments: The goals of classroom management- more time for learning- access to learning – management for self-management-positive environment creation- rules and procedures- dealing with discipline problems- need for communication- characteristics of effective teachers

Course outcome:

After successful completion of this course, student will be able to

- CO 1:** Find and trace the nature- concept and factors affecting learning
CO 2: Make use of the influence of intelligence- creativity and personality on learning
CO 3: Discover various approaches of learning
CO 4: Estimate the social and moral development among the students
CO 5: Invent new learning environments and learning techniques

Textbook:

1. Anita, W., *Educational Psychology*, Dorling Kindersley India Pvt Ltd, 14th ed, 2019.

Reference Books:

1. Mangal, S.K., *Essentials of Educational Psychology*. New Delhi: Published by PHI Learning-2017.
2. Mangal, S.K., *Advanced Educational Psychology*, Published by PHI Learning, 2002.

Journals:

1. Nelson- K., *Language in cognitive development: The emergence of the mediated mind*. Cambridge University Press.

2. Theodoulides, A., & Armour, K. M., Personal, social and moral development through team games: Some critical questions. *European Physical Education Review*- 7(1)- 5-23.

E- Resources:

1. <https://www.slideshare.net/ElizabethRakus/motivation-in-learning>
2. <https://www.verywellmind.com/learning-study-guide-2795698>
3. <https://www.slideshare.net/jertrinidad/learning-environment-24799510>
4. <https://www.slideshare.net/MMI/social-and-moral-development>.
5. <https://www.verywellmind.com/what-is-educational-psychology-2795157>
6. <https://ldaamerica.org/types-of-learning-disabilities/>
7. <https://www.whiteswanfoundation.org/disorders/neurodevelopmental-disorders/learning-disability>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	3	1	1	1	1	1	1	9
CO2	3	1	1	1	1	1	1	9
CO3	3	1	1	1	1	1	3	11
CO4	3	1	1	1	1	1	1	9
CO5	3	1	9	3	1	3	9	29
Total	15	5	13	7	5	7	15	67

Low-1

Medium-3

High-9

MD V- Gender Psychology

(For Students Admitted from 2025-26)

Semester: VI

Subject Code: JBMD61SYB

Hours/ week: 4

Credit: 3

Course Objectives:

1. To learn the theories in exploring the sex and gender differences
2. To learn how study and research in psychology contribute the shifting of social perspective of sex and gender

Unit I:

(12 hours)

Introduction to the concept of Gender: Definition of terms related to Gender. Philosophical and Political issues Surrounding Gender: The Sex Difference Debate- Social Construction of Gender- Women's movements- Men's movements

Unit II:

(12 hours)

Gender- Role Attitudes: Attitude toward Men's and women's roles. Affective Component: Sexism. Cognitive component: Gender Role- Stereotyping. Behavioural Component: Sex Discrimination

Unit III:

(12 hours)

Sex- Related Comparisons Theory: Theories of Sex Differences: Biological Theories.

Evolutionary and Socio-biology Theory. Psychoanalytic Theory. Social Learning Theory. Social Role Theory. Cognitive Development Theory. Gender Schema Theory

Unit IV: (12 hours)

Mental Health and Gender: Sex Differences in Depression. Methodological Artifacts. Theories of Depression. Challenges of Adolescence. Implications of Gender roles in adjustment to chronic illness. Role of Gender in Eating Disorders

Unit V: (12 hours)

Sexual orientation and gender identity: Lesbian- Gay- Bisexual- and Transgender- **Gender and Work:** Paid worker role. Combining paid labour with family roles. Quality of paid worker role. Discrimination. Sexual Harassment

Course outcomes:

After the successful completion of this course, the students will be able to

CO 1: Relate and infer Gender concepts

CO2: Experiment with experience on how the attributes of a man and Woman shaped one's life

CO3: Analyse the underlying assumption of every perspectives explaining sex differences

CO4: Portray the gender stereotypes exist in society

CO5: Elaborate the implication of gender on mental health

Textbook:

1. Helgeson, V. S. *The Psychology of Gender*. USA: Pearson Education. Inc, 6th ed. 2016.

Reference Books:

1. Cherney. I. D, *The Psychology of Gender: Educational Faculty Publications*, 2011.

Journals:

1. Moradi, B., & Tebbe, E. *A Test Objectification Theory with Sexual Minority Women*. Sage Journals, 2022

E-Resources:

1. <https://opentext.wsu.edu/psychology-of-gender/chapter/chapter-1/>

2. <https://www.psychologytoday.com/us/basics/gender>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	3	1	3	1	1	1	1	11
CO2	9	1	9	9	3	1	9	41
CO3	9	1	3	1	1	3	3	21
CO4	1	3	3	3	1	1	1	13
CO5	1	3	3	1	1	1	1	11
Total	23	9	21	15	7	7	15	97

Low-1

Medium-3

High-9

SEC VI – Exploring Psychological Adaptation Lab

(For Students Admitted from 2025-26)

Semester: VI
Subject Code: JBSYS65P

Hours/Week: 2
Credits: 1

Course Objectives:

1. To explore and review key psychological concepts related to work motivation, adjustment, coping styles, and procrastination through practical experimentation.
2. To develop skills in administering and analyzing psychological assessments, focusing on Work Motivation, Adjustment Inventory, Coping Styles Inventory, and Procrastination.

List of Tests

1. Work Motivation
2. Adjustment Inventory
3. Coping styles inventory
4. Procrastination

Course Outcome:

CO1: Define and outline the principles of psychological assessments related to motivation, adjustment, coping, and procrastination.

CO2: Conduct experiments to assess various psychological constructs and interpret their outcomes.

CO3: Gain practical exposure to assess, diagnose, and interpret various psychological concepts through standardized tools.

CO4: Test human behavior using psychological experiments and relate findings to theoretical perspectives.

CO5: Enhance knowledge and skills in using psychometric instruments for psychological evaluation.

Text Book:

1. Woodworth, R. S., & Schlosberg, H. (2017). *Experimental Psychology*. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.

Reference Books:

1. hadha, N. K. (2009). *Applied Psychometry*. New Delhi: Sage Publications.
2. Gagné, M., Forest, J., Gilbert, M. H., Aubé, C., Morin, E., & Malorni, A. (2010). The Motivation at Work Scale: Validation evidence in two languages. *Educational and Psychological Measurement*, 70(4), 628-646.
3. Bell, H. M. (1934). *Adjustment Inventory*. California State University at Chico.
4. Carver, C. S., Scheier, M. F., & Weintraub, J. K. (1989). Assessing coping strategies: A theoretically based approach. *Journal of Personality and Social Psychology*, 56(2), 267–283.
5. Lay, C. H. (1986). At last, my research article on procrastination. *Journal of Research in Personality*, 20(4), 474–495

Journals

1. Gagné, M., et al. (2015). The Multidimensional Work Motivation Scale: Validation evidence in seven languages and nine countries. *European Journal of Work and Organizational Psychology*, 24(2), 178–196.
2. Bell, H. M. (1938). The Adjustment Inventory. *Journal of Applied Psychology*, 22(3), 295–302.
3. Carver, C. S., et al. (1989). Assessing coping strategies: A theoretically based approach. *Journal of Personality and Social Psychology*, 56(2), 267–283.
4. Lay, C. H. (1986). At last, my research article on procrastination. *Journal of Research in Personality*, 20(4), 474–495. PositivePsychology.com+2

E-Resources

1. <https://selfdeterminationtheory.org/multidimensional-work-motivation-scale/>
2. https://americanhistory.si.edu/collections/search/object/nmah_692354
3. <https://www.psy.miami.edu/faculty/ccarver/copefull.html>
4. <https://www.yorku.ca/rokada/psycytest/prcrasts.pdf>

Journals:

1. Birch, J, Efficiency of the Ishihara test for identifying red-green colour deficiency. Ophthalmic and Physiological Optics- 17(5)- 403-408,1997.
2. All port- D. A.- Antonis- B.- & Reynolds- Pon the division of attention: A disproof of the single channel hypothesis. Quarterly journal of experimental psychology- 24(2)- 225- 235.1972.
3. Saltzman, I. J.- & Garner, W. R, Reaction time as a measure of span of attention. The Journal of psychology- 25(2)- 227-241,1948.

E-Resources

1. <https://prakasheducationblog.wordpress.com/2016/03/13/psychology-experiments-pan-of-attention/>
2. <https://www.msuniv.ac.in/Download/Pdf/cef1993ea11f4a8>
3. <https://dictionary.apa.org/ishihara-test-for-color-blindness>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	3	3	3	3	1	3	25
CO2	3	3	9	3	3	3	3	27
CO3	3	3	9	3	9	3	3	33
CO4	9	3	9	3	3	3	3	33
CO5	9	3	9	3	9	3	3	39
Total	33	15	39	15	27	13	15	157

Low-1

Medium-3

High-9

Extra Credit –Outreach –Psychosocial Development/Online Course

(For Students Admitted from 2025-26)

Semester: VI**Subject Code: JBSYX6P/JBSYX6O****Credit:2****Course Objectives:**

1. To be able to discuss the concept and understand the ground reality of the field of psychosocial development
2. To identify the stages of psychosocial development

Guidelines

1. Each group has to create Psychosocial Development Program.
2. Details on this requirement will be generated from needs and assessment data

gathered from community.

3. Group must identify Intervention Strategy and Outcome Expectations.
4. Ideas must be approved by the supervisor.

Course outcomes:

After successful completion of this course, the students will be able to

CO1: Define and list out the basic concept of Psychosocial Development

CO2: Identify the ground reality of the field

CO3: Discover the stages of Psychosocial Development

CO4: Scrutinize to write clinical case studies

CO5: Improve practical skills

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	1	1	1	1	1	1	15
CO2	3	1	3	1	1	9	9	27
CO3	3	1	1	1	1	1	1	9
CO4	3	3	3	3	1	3	9	25
CO5	3	3	3	3	1	9	9	31
Total	21	9	11	9	5	23	29	107

Low-1

Medium-3

High-9

DIPLOMA IN PLAY THERAPY

(1-year Regular Programme)

(For Students Admitted from 2025-26)

Programme Specific Outcomes

On completion of the Diploma in Play Therapy, students will be able to achieve the following outcomes:

PSO 1: Disciplinary Knowledge and Therapeutic Expertise

Students will acquire a deep understanding of play therapy theories, including humanistic psychology, attachment theory, and child development stages, enabling them to address behavioral and emotional challenges in children effectively.

PSO 2: Empathetic and Effective Communication

Students will develop empathetic communication skills essential for building trust with children, parents, and caregivers, ensuring a safe and nurturing therapeutic environment.

PSO 3: Social Interaction and Community Engagement

Graduates will learn to integrate therapeutic practices within social systems such as schools, families, and community support teams, fostering collaboration for holistic child development.

PSO 4: Research Skills and Reflective Practice

Students will enhance their research capabilities by critically evaluating play therapy practices, contributing to evidence-based advancements in the field through reflective learning and practice-based data collection.

PSO 5: Ethical Principles and Professional Integrity

Graduates will adhere to ethical frameworks such as Axline principles and data protection regulations while practicing play therapy responsibly and sensitively.

PSO 6: Creative and Digital Literacy

Students will employ creative arts therapies—such as roleplay, sand play, storytelling, and visualizations—and utilize digital tools for clinical record management to enrich therapeutic interventions.

PSO 7: Self-Directed Learning and Professional Development

Graduates will be encouraged to pursue lifelong learning through clinical supervision, advanced certifications, and participation in professional seminars to refine their skills continually.

PROGRAMME STRUCTURE

Sem	Subject Code	Course Type	Subject Title	Hours/Week	Credits	CIA	ESE	Total
I	JDPT1	Core I	Theoretical Foundations of Play Therapy	6	5	25	75	100
	JDPT2	Core II	Core Techniques and Modalities in Play Therapy	6	5	25	75	100
	JDPT3	Core III	Child Development and Play Therapy Across the Lifespan	6	5	25	75	100
	JDPT4	Core IV	Play Therapy Assessment Tools	6	5	25	75	100
	JDPT5PW	Core V	Play Therapy Project	6	2	-	100	100
			Total	30	20+2	100	300 + 100	500
II	JDPT6	Core VI	Advanced Play Therapy Techniques	6	5	25	75	100
	JDPT7	Core VII	Clinical Supervision, Ethics, and Professional Development in Play Therapy	6	5	25	75	100
	JDPT8	Core VIII	Current Trends, Research, and Advocacy in Play Therapy	6	5	25	75	100
	JDPT9	Core IX	Advanced Play Therapy Practice: Case Studies and Application	6	5	25	75	100
	JDPT10I	Core X	Play Therapy Internship	6	2	-	100	100
			Total	30	20+2	100	300 + 100	500
			Grand Total	60	40 + 4	200	600 + 200	1000

Core I – Theoretical Foundations of Play Therapy

(For Students Admitted from 2025-26)

Semester: I
Subject Code: JDPT1**Hours/week: 6**
Credit: 5**Course Objectives:**

1. To introduce key theories, models, and processes foundational to play therapy practice.
2. To explore the role of play in child development and its application across diverse settings and populations.

Unit 1- Introduction to Play Therapy-Foundations of Play Therapy (18 hours)

History and Development of Play Therapy-Theoretical Models Underlying Play Therapy: Child-Centered Play Therapy, Adlerian Play Therapy, Jungian Play Therapy, Cognitive Behavioral Play Therapy, Attachment-Based Play Therapy-The Play Therapy Process: Stages of Play Therapy, Establishing Therapeutic Relationships, Assessment and Treatment Planning, Ethical Considerations in Play Therapy-Play Therapy Techniques and Interventions: Use of Toys and Materials, Symbolic Play, Creative Arts, Storytelling, Role-Playing

Unit 2 - Theoretical Frameworks (18 hours)

Theoretical Frameworks in Play Therapy: Developmental Theories, Systems Theory, Neuroscience and Play Therapy, Attachment Theory and Play Therapy, Trauma-Informed Play Therapy, Family Systems and Play Therapy, Ecosystemic Approaches to Play Therapy.

Unit 3 - Role of Play in Child Development (18 hours)

Role of Play in Child Development: Cognitive Development Through Play, Social and Emotional Development Through Play, Physical Development Through Play, Language Development Through Play, Play as a Tool for Self-Expression, Play as a Means of Coping, Play and Resilience in Children.

Unit 4 - Play Therapy Settings (18 hours)

Play Therapy Settings: School-Based Play Therapy, Hospital-Based Play Therapy, Private Practice Play Therapy, Community Mental Health Settings, Play Therapy in Crisis Intervention, Play Therapy in Residential Treatment Centers, Adapting Play Therapy for Different Settings.

Unit 5 - Cultural and Diversity Considerations (18 hours)

Cultural and Diversity Considerations in Play Therapy: Understanding Cultural Competence, Addressing Cultural Differences in Play, Working with Diverse Family Structures, Addressing Issues of Race, Ethnicity, and Socioeconomic Status, Play Therapy with Children with Disabilities, Ethical Considerations in Cross-Cultural Play Therapy.

Course Outcomes:

- CO1:** Explain the foundational concepts and history of play therapy.
CO2: Compare and contrast major theoretical frameworks in play therapy.
CO3: Analyze the role of play in child development and therapeutic contexts.
CO4: Identify appropriate play therapy settings and their unique requirements.
CO5: Demonstrate cultural sensitivity in play therapy practice.

Text Books:

1. Landreth, G. L. (2012). *Play Therapy: The Art of the Relationship* (3rd ed.). Routledge.
2. Schaefer, C. E. (Ed.). (2011). *Foundations of Play Therapy* (2nd ed.). Wiley.

Reference Books:

1. O'Connor, K. J., Schaefer, C. E., & Braverman, L. D. (2016). *Handbook of Play Therapy* (2nd ed.). Wiley.
2. Gil, E. (2015). *Play in Family Therapy* (2nd ed.). Guilford Press.
3. Kaduson, H. G., & Schaefer, C. E. (Eds.). (2010). *Short-Term Play Therapy for Children* (2nd ed.). Guilford Press.
4. Ray, D. C. (2019). *A Therapist's Guide to Child Development: The Extraordinarily Normal Years*. Routledge.

E-Resources

1. <https://www.a4pt.org>
2. <https://eric.ed.gov>
3. <https://www.ncbi.nlm.nih.gov/pmc/>
4. <https://doaj.org/>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO	9	1	3	1	1	1	1	17
CO1	9	1	3	3	1	1	1	19
CO2	9	1	9	3	1	3	3	29
CO3	3	3	3	3	3	9	3	27
CO4	3	3	3	9	3	1	3	25
Total	33	9	21	19	9	15	11	117

Low -1

Medium - 3

High - 9

Core II – Core Techniques and Modalities in Play Therapy

(For Students Admitted from 2025-26)

Semester: I**Subject Code: JDPT2****Hours/week: 6****Credit: 5****Course Objectives:**

1. To familiarize students with various play therapy techniques, including directive, non-directive, and creative approaches, along with their ethical applications.
2. To equip students with skills to select, adapt, and integrate play therapy techniques based on client needs, therapeutic goals, and treatment contexts.

Unit 1: Introduction to Play Therapy Techniques (18 hours)

Introduction to Play Therapy Techniques- Directive vs. Non-Directive Approaches- Principles of Non-Directive Play Therapy- Principles of Directive Play Therapy- Applications of Directive Techniques- Applications of Non-Directive Techniques- Ethical Considerations in Technique Selection.

Unit 2: Creative Play Techniques (18 hours)

Creative Play Techniques- Art Therapy in Play Therapy- Music Therapy in Play Therapy- Sandplay Therapy- Drama Therapy in Play Therapy- Integrating Creative Arts- Symbolic Expression Through Creative Play- Interpretation of Creative Play.

Unit 3: Role-Playing and Storytelling (18 hours)

Role-Playing and Storytelling- Therapeutic Use of Role-Play- Narrative Techniques in Play Therapy- Creating Therapeutic Stories- Acting Out Scenarios- Facilitating Role-Play- Processing Role-Play Experiences.

Unit 4: Games and Toys (18 hours)

Games and Toys- Selection of Therapeutic Toys- Therapeutic Use of Games- Adapting Games for Therapeutic Goals- Symbolic Meaning of Toys- Using Toys to Facilitate Communication- Ethical Considerations in Toy Use.

Unit 5: Integrating Techniques (18 hours)

Integrating Techniques- Combining Directive and Non-Directive Techniques- Individualizing Play Therapy- Tailoring Techniques to Client Needs- Developing Comprehensive Treatment Plans- Monitoring Progress and Adapting Techniques- Ethical Considerations in Integrated Play Therapy.

Course Outcomes:

- CO1:** Demonstrate knowledge of core play therapy techniques.
CO2: Apply creative play techniques in therapeutic settings.
CO3: Use role-playing and storytelling to address emotional and behavioral issues.
CO4: Select and utilize appropriate games and toys for therapy.
CO5: Integrate multiple techniques to create tailored interventions.

Text Books:

1. Landreth, G. L. (2012). *Play Therapy: The Art of the Relationship* (3rd ed.). Routledge.
2. Schaefer, C. E. (Ed.). (2011). *Foundations of Play Therapy* (2nd ed.). Wiley.
3. Kaduson, H. G., & Schaefer, C. E. (Eds.). (2010). *Short-Term Play Therapy for Children* (2nd ed.). Guilford Press.

Reference Books:

1. Axline, V. M. (1969). *Play Therapy*. Ballantine Books.
2. Oaklander, V. (2006). *Hidden Treasure: A Map to the Child's Inner Self*. Karnac Books.
3. Ray, D. C. (2011). *Advanced Play Therapy: Essential Conditions, Knowledge, and Skills for Child Practice*. Routledge.

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	1	3	3	1	1	3	21
CO2	9	3	3	3	1	3	3	25
CO3	9	1	3	3	1	3	1	21
CO4	9	1	3	1	3	3	1	21
CO5	9	3	3	3	3	3	3	27
Total	45	9	15	13	9	13	11	115

Low -1

Medium - 3

High - 9

Core III – Child Development and Play Therapy across the Lifespan

(For Students Admitted from 2025-26)

Semester: I
Subject Code: JDPT3

Hours/week: 6
Credit: 5

Course Objectives:

1. To identify key developmental milestones across the physical, cognitive, emotional, and social domains throughout the lifespan.
2. To apply and adapt play therapy techniques for adolescents, addressing identity development, adolescent-specific issues, and ethical considerations.

Unit 1: Theories of Child Development (Piaget, Erikson, Vygotsky, Bowlby) (18 hours)

Theories of Child Development- Overview of major theoretical perspectives- Jean Piaget's Cognitive Development Theory- Core Concepts- Schemas- Assimilation- Accommodation- Equilibration- Stages of Cognitive Development-Erik Erikson's Psychosocial Development Theory- Core Concepts- Psychosocial crises- Ego identity- Stages of Psychosocial Development- Integrity vs. Despair (Late 3 Adulthood)- Impact of social interactions on development- Lev Vygotsky's Sociocultural Theory- Core Concepts- Zone of Proximal Development (ZPD)- Scaffolding- Private Speech-Core Concepts- Attachment- Secure Base- Internal Working Models- Stages of Attachment- Types of attachments

Unit 2: Developmental Milestones (Physical, Cognitive, Emotional, Social) (18 hours)

Developmental Milestones- Physical Milestones Across the Lifespan- Cognitive Milestones Across the Lifespan- Emotional Milestones Across the Lifespan- Social Milestones Across the Lifespan- Understanding Typical Development- Identifying Developmental Delays- Impact of Developmental Milestones on Play Therapy.

Unit 3: Play Therapy for Adolescents (Adapting Techniques for Older Children) (18 hours)

Play Therapy for Adolescents- Adapting Play Therapy Techniques for Older Children- Addressing Adolescent-Specific Issues- Identity Development in Adolescence- Using Play Therapy with Teens- Ethical Considerations in Adolescent Play Therapy- Incorporating Teen Interests into Play Therapy.

Unit 4: Play Therapy for Adults (Using Play Therapy in Adult Counseling)**(18 hours)**

Play Therapy for Adults- Using Play Therapy in Adult Counseling- Addressing Adult-Specific Issues- Trauma and Play Therapy with Adults- Exploring Inner Child Work- Adapting Play Therapy for Adult Clients- Ethical Considerations in Adult Play Therapy.

Unit 5: Lifespan Applications (Addressing Developmental Challenges Across Ages)**(18 hours)**

Lifespan Applications- Addressing Developmental Challenges Across Ages- Play Therapy Across the Lifespan- Adapting Play Therapy for Different Age Groups- Understanding Developmental Trauma- Using Play Therapy in Geriatric Settings- Ethical Considerations in Lifespan Play Therapy.

Course Outcomes:

CO1: Describe key theories and stages of child and adolescent development.

CO2: Adapt play therapy techniques for different age groups.

CO3: Apply play therapy principles to adult Counselling.

CO4: Address developmental challenges across the lifespan.

CO5: Design age-appropriate play therapy interventions.

Text Books:

1. Berk, L. E. (2013). *Child Development* (9th Edition). Pearson Education.

Reference Books:

1. Santrock, J. W. (2011). *Child Development* (13th Edition). McGraw-Hill Education.
2. Axline, V. M. (1947). *Play Therapy*. Ballantine Books.
3. Schaefer, C. E., & Drewes, A. A. (2013). *The Therapeutic Powers of Play: 20 Core Agents of Change* (2nd Edition). Wiley.

E-Resources

1. www.apa.org
2. www.nimh.nih.gov
3. www.srcd.org
4. www.childtrauma.org

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	3	1	1	1	1	1	17
CO2	3	9	3	3	3	3	1	25
CO3	1	3	9	9	3	9	3	37
CO4	1	3	9	9	9	9	3	43
CO5	3	3	9	9	9	9	9	51
Total	17	21	31	31	25	31	17	173

Low -1

Medium - 3

High - 9

Core IV – Play Therapy Assessment Tools

(For Students Admitted from 2025-26)

Semester: I
Subject Code: JDPT4**Hours/week: 6**
Credit: 5**Course Objectives:**

1. To provide foundational knowledge of play therapy assessment, including its principles, ethical considerations, and the developmental understanding required for effective assessment in therapeutic settings.
2. To introduce observational and informal assessment methods used in play therapy, such as naturalistic and structured observation, interviews, and rating scales, and develop students' skills in documentation and interpretation.

Unit 1: Foundations of Play Therapy Assessment (18 hours)

Foundations of Play Therapy Assessment- Principles of Play Therapy Assessment- Ethical Considerations in Assessment- Understanding Child Development in Assessment- Establishing Rapport for Assessment- The Role of Play in Assessment.

Unit 2: Observational and Informal Assessment Tools (18 hours)

Observational and Informal Assessment Tools- Naturalistic Observation- Structured Observation- Parent and Teacher Interviews- Play-Based Interviews- Checklists and Rating Scales- Documenting Observations.

Unit 3: Standardized Play Therapy Assessments (18 hours)

Standardized Play Therapy Assessments- Overview of Standardized Tests- Selection and Administration of Tests- Interpretation of Standardized Test Results- Limitations of Standardized Tests- Using Standardized Tests Ethically.

Unit 4: Projective and Expressive Techniques (18 hours)

Projective and Expressive Techniques- Art-Based Assessments- Sand tray Assessments- Storytelling and Narrative Assessments- Using Puppets and Role-Play in Assessment- Interpreting Projective Data- Ethical Considerations in Projective Techniques.

Unit 5: Integrating Assessment into Treatment Planning (18 hours)

Integrating Assessment into Treatment Planning- Synthesizing Assessment Data- Developing Treatment Goals from Assessment- Selecting Appropriate Play Therapy Techniques- Monitoring Progress and Adapting Treatment- Communicating Assessment Findings.

Course Outcomes:

- CO1:** Compare formal and informal play therapy assessment tools.
CO2: Administer and interpret at least 3 standardized play assessments.
CO3: Apply observational techniques to identify developmental or psychological concerns.
CO4: Integrate assessment results into culturally responsive treatment plans.

CO5: Evaluate the effectiveness of play therapy interventions using progress-monitoring tools.

Text Books:

1. Kaduson, H. G., & Schaefer, C. E. (Eds.). (2001). 101 Favorite Play Therapy Techniques. Jason Aronson - A comprehensive guide covering various assessment and therapeutic techniques used in play therapy.

Reference Books:

1. Bratton, S. C., & Ray, D. C. (2000). What the Research Shows About Play Therapy. International Journal of Play Therapy - A well-documented overview of empirical support for play therapy assessment and practice.
2. Gil, E. (2015). Play in Family Therapy. Guilford Press - Includes strategies for using play assessment in family and child therapy settings.
3. O'Connor, K. J. (2000). The Play Therapy Primer: An Integration of Theories and Techniques. Wiley - Offers a theoretical and practical foundation for play therapy and assessment approaches.

E-Resources:

1. Association for Play Therapy (APT) – <https://www.a4pt.org>
2. Play Therapy International (PTI) – <https://www.playtherapy.org>
3. ERIC – Education Resources Information Center – <https://eric.ed.gov>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO								
CO1	9	3	3	3	3	1	1	23
CO2	3	9	3	1	3	3	3	25
CO3	3	3	9	3	3	3	1	25
CO4	3	3	9	3	3	3	3	27
CO5	3	3	7	7	5	5	3	33
Total	21	21	31	17	17	15	11	133

Low -1

Medium - 3

High - 9

Core V – Play Therapy Project

(For Students Admitted from 2025-26)

Semester: I

Subject Code: JDPT5PW

Hours/week: 6

Credit: 2

Course Objectives:

1. To apply theoretical knowledge in a practical setting
2. To design and implement a play therapy intervention

Course Guidelines:

- Students will design a play therapy intervention for a specific case.
- The project will include a detailed report and presentation.

Type: Applied Research/Case-Based Project

Suggested Hours: 50 hours (including research, intervention design, implementation, and reporting).
Flexible structure (can be spread over 10 weeks)

Deliverables:

Written report (15–20 pages) covering:

Theoretical foundation:**Intervention plan (materials, techniques, goals)****Ethical/cultural considerations:**

Evaluation methods (e.g., observational notes, pre/post-assessment)

Presentation (20–30 mins) to faculty/peers.

Setting: Can be conducted in a simulated environment or supervised fieldwork (if available). Assessed online

Course outcomes:

CO1: Demonstrate understanding of theoretical foundations relevant to applied research in [insert subject area, e.g., psychology, education, public health].

CO2: Design a contextually appropriate intervention plan using evidence-based materials, techniques, and measurable goals.

CO3: Integrate ethical and cultural considerations into the planning and implementation of the intervention.

CO4: Apply appropriate research and evaluation methods (e.g., observational notes, assessments) to measure the effectiveness of the intervention.

CO5: Communicate project findings effectively through a structured written report and oral presentation to faculty and peers.

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	1	3	3	1	1	3	21
CO2	3	1	3	1	3	9	3	23
CO3	3	1	3	9	1	3	3	23
CO4	3	1	9	3	3	3	3	25
CO5	3	9	3	3	3	3	3	27
Total	21	13	21	19	11	19	15	119

Low -1

Medium - 3

High - 9

Core VI – Advanced Play Therapy Techniques

(For Students Admitted from 2025-26)

Semester: II
Subject Code: JDPT6**Hours/week: 6**
Credit: 5**Course Objectives:**

1. To develop a comprehensive understanding of advanced play therapy techniques, including trauma-informed, sensory-based, and creative arts approaches.
2. To enhance the ability to design and implement developmentally appropriate, culturally responsive, and ethical play therapy interventions for diverse child populations.

Unit 1: Trauma-Informed Play Therapy Interventions**(18 hours)**

Trauma-Informed Play Therapy Interventions- Understanding Trauma's Impact on Children- Safety and Stabilization Techniques and tools- Processing Traumatic Experiences Through Play- Building Resilience in Traumatized Children- Ethical Considerations in Trauma Play Therapy.

Unit 2: Neurodiversity and Sensory-Based Play Techniques**(18 hours)**

Neurodiversity and Sensory-Based Play Techniques- Play Therapy with Children with Autism Spectrum Disorder- Play Therapy with Children with ADHD- Sensory Integration in Play Therapy- Adapting Play for Sensory Needs- Promoting Self-Regulation Through Play.

Unit 3: Expressive and Creative Arts in Play Therapy**(18 hours)**

Expressive and Creative Arts in Play Therapy- Therapeutic Use of Art Materials- Music and Movement in Play Therapy- Drama and Role-Playing for Expression- Sandtray Therapy for Emotional Processing- Integrating Creative Arts for Therapeutic Goals.

Unit 4: Group Play Therapy and Social Skills Development**(18 hours)**

Group Play Therapy and Social Skills Development- Facilitating Group Dynamics- Promoting Social Interaction Through Play- Developing Social Skills in Group Settings- Addressing Conflict in Group Play Therapy- Ethical Considerations in Group Play.

Unit 5: Specific to Indian and other Regional Scenario**(18 hours)**

Integrative and Culturally Responsive Play Therapy- Combining Play Therapy Approaches- Tailoring Play Therapy to Cultural Backgrounds- Addressing Diversity in Play Therapy- Ethical Considerations in Culturally Responsive Practice- Developing Individualized Treatment Plans.

Course Outcomes:

CO1: Apply trauma-informed play therapy interventions to address the emotional and psychological impact of trauma in children.

CO2: Design and implement sensory-based play strategies for neurodiverse children, including those with ASD and ADHD.

CO3: Utilize expressive and creative arts techniques to facilitate emotional expression and therapeutic processing in play therapy.

CO4: Implement group play therapy techniques and cultural diversity to promote social skills development and manage group dynamics.

CO5: Integrate culturally responsive and individualized approaches in play therapy to ensure inclusive, ethical, and effective therapeutic practice.

Reference Books:

1. **Oaklander, V.** (2006). *Hidden Treasure: A Map to the Child's Inner Self*. Karnac Books.
2. **Schaefer, C. E., & Kaduson, H. G.** (2006). *Contemporary Play Therapy: Theory, Research, and Practice*. Guilford Press.
3. **Booth, P. B., & Jernberg, A. M.** (2010). *Theraplay: Helping Parents and Children Build Better Relationships Through Attachment-Based Play* (3rd ed.). Jossey-Bass.
4. **Homeyer, L. E., & Sweeney, D. S.** (2020). *Sandtray Therapy: A Practical Manual* (4th ed.). Routledge.
5. **Kaduson, H. G., & Schaefer, C. E. (Eds.)**. (2001). *101 More Favorite Play Therapy Techniques*. Jason Aronson.
6. **Landreth, G. L.** (2012). *Play Therapy: The Art of the Relationship* (3rd ed.). Routledge.
7. **Gil, E.** (2017). *Play in Family Therapy* (2nd ed.). Guilford Press.
8. **Ray, D. C.** (2011). *Advanced Play Therapy: Essential Conditions, Knowledge, and Skills for Child Practice*. Routledge.

E-Resources

1. <https://www.a4pt.org/page/EducationTraining>
2. <https://learn.synergeticplaytherapy.com/>
3. <https://courses.jentaylorplaytherapy.com/courses/creative-play-therapy-interventions-supervision-process>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	1	3	3	1	3	1	21
CO2	3	1	3	1	3	9	3	23
CO3	3	3	3	3	3	3	3	21
CO4	3	3	3	3	1	3	9	25
CO5	3	3	3	9	3	3	3	27
Total	21	11	15	19	11	21	19	117

Low - 1

Medium - 3

High - 9

Core VII – Clinical Supervision, Ethics, and Professional Development in Play Therapy

(For Students Admitted from 2025-26)

Semester: II
Subject Code: JDPT7

Hours/week: 6
Credit: 5

Course Objectives:

1. To develop a comprehensive understanding of ethical principles, clinical supervision models, and professional standards that guide competent and ethical practice in play therapy.
2. To enhance the professional identity of play therapists through the application of reflective practices, supervision skills, and strategies for ongoing personal and professional development.

Unit 1: Foundations of Play Therapy and Clinical Supervision (18 hours) Introduction to Play Therapy, History and Theoretical Approaches in Play Therapy, Roles and Responsibilities of Play Therapists, Introduction to Clinical Supervision, Models of Clinical Supervision in Mental Health Settings, Importance of Supervision in Play Therapy, Supervision Relationship Dynamics, Supervisor and Supervisee Responsibilities.

Unit 2: Ethical Principles and Legal Issues in Play Therapy (18 hours) Overview of Ethics in Counseling and Play Therapy, Informed Consent and Confidentiality in Play Therapy, Mandated Reporting and Child Protection, Boundaries and Dual Relationships, Cultural Competency and Diversity Ethics, Documentation and Record-Keeping Ethics, Ethical Decision-Making Models, Professional Codes of Ethics (e.g., APT, APA, ACA).

Unit 3: Assessment of Models and Techniques of Clinical Supervision in Play Therapy (18 hours) Developmental Models of Supervision, Discrimination Model of Supervision, Integrated Developmental Model (IDM), Reflective Supervision in Play Therapy, Use of Creative Techniques in Supervision, Live and Recorded Supervision Methods, Feedback and Evaluation in Supervision, Addressing Resistance and Ruptures in Supervision.

Unit 4: Professional Development and Competency in Play Therapy (18 hours) Stages of Professional Growth in Play Therapists, Self-Awareness and Reflective Practice, Burnout and Compassion Fatigue, Building Emotional Resilience, Continuing Education and Credentialing (e.g., RPT), Peer Supervision and Consultation, Setting and Achieving Professional Goals, Advocacy and Leadership in the Field.

Unit 5: Contemporary Issues and Future Directions in Play Therapy Supervision (18 hours) Teletherapy and Online Supervision, Legal and Ethical Concerns in Virtual Play Therapy, Trauma-Informed Supervision Practices, Culturally Responsive Supervision, Research and Evidence-Based Practices in Supervision, Interdisciplinary Collaboration in Supervision, Global Perspectives on Play Therapy Supervision, Trends and Innovations in Supervision and Ethics.

Course Outcomes:

- CO1:** Demonstrate foundational knowledge of play therapy principles and supervision models.
CO2: Analyze and apply ethical decision-making frameworks in play therapy practice.
CO3: Evaluate supervision approaches to enhance therapeutic skills and client outcomes.
CO4: Apply reflective and professional development techniques as a play therapist.
CO5: Integrate ethical, legal, and cultural aspects into professional play therapy practice.

Text Books:

1. Drewes, A. A., Bratton, S. C., & Schaefer, C. E. (Eds.). (2011). *Integrative play therapy*. John Wiley & Sons.
2. Henderson, D. A., & Thompson, C. L. (2016). *Counseling children* (9th ed.). Cengage Learning.
3. Bernard, J. M., & Goodyear, R. K. (2018). *Fundamentals of clinical supervision* (6th ed.). Pearson.

Reference Books:

1. Kaduson, H. G., & Schaefer, C. E. (Eds.). (2007). *Contemporary play therapy: Theory, research, and practice*. Guilford Press.
2. Campbell, J. M. (2006). *Essentials of clinical supervision*. John Wiley & Sons.
3. Corey, G., Corey, M. S., & Callanan, P. (2014). *Issues and ethics in the helping professions* (9th ed.). Cengage Learning.
4. Carroll, M., & Gilbert, M. C. (2011). *On being a supervisee: Creating learning partnerships* (2nd ed.). VIVA Books.
5. Association for Play Therapy. (2019). *Play therapy best practices: Clinical, professional and ethical responsibilities*. Association for Play Therapy. <https://www.a4pt.org>

E-Resources:

1. <https://www.a4pt.org/page/EducationTraining>
2. <https://www.telementalhealthtraining.com/play-therapy-supervision>
3. <https://www.telementalhealthtraining.com/product/ethical-guidelines-for-utilizing-play-therapy-during-the-supervision-process-online-self-study>
4. <https://courses.jentaylorplaytherapy.com/courses/creative-play-therapy-interventions-supervision-process>
5. <https://learn.synergeticplaytherapy.com/courses/ethical-issues-in-play-therapy-supervision-2024>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	3	3	3	3	3	9	33
CO2	9	3	9	3	3	3	9	39
CO3	9	3	3	9	3	3	3	33
CO4	9	9	3	9	3	3	3	39
CO5	9	3	9	3	3	3	9	39
Total	45	21	27	27	15	15	33	183

Low -1

Medium - 3

High - 9

Core VIII – Current Trends, Research, and Advocacy in Play Therapy

(For Students Admitted from 2025-26)

Semester: II**Hours/week: 6****Subject Code: JDPT8****Credit: 5****Course Objectives:**

1. To explore and critically evaluate emerging trends, innovations, and challenges in the field of play therapy.
2. To build research literacy and skills for conducting and analyzing play therapy research.

Unit 1: Emerging Trends in Play Therapy**(18 hours)**

Contemporary Approaches and Innovations, Technology-Assisted Play Therapy, Trauma-Informed Play Therapy Practices, Play Therapy in School Settings, Effects of play therapy in academic performance, Parent-Child Interaction Therapy (PCIT), Neurobiological Findings Related to Play, Play Therapy Across the Lifespan, Integration with Other Therapies (CBT, DBT, etc.)

Unit 2: Research in Play Therapy**(18 hours)**

Importance of different Practices and approaches in play therapy, Research Methodologies in Play Therapy, Quantitative and Qualitative Approaches, Interpreting Play Therapy Outcomes, Ethical Issues in Play Therapy Research, Writing Research Proposals, Critical Appraisal of Literature, Translating Research into Practice.

Unit 3: Cultural and Global Perspectives**(18 hours)**

Culturally Sensitive Play Therapy, Multicultural Competency in Practice, Global Practices and Adaptations, Working with Marginalized Populations, Indigenous and Traditional Play Practices, Language and Symbolism in Diverse Cultures, Addressing Cultural Barriers in Therapy, International Play Therapy Associations and Guidelines.

Unit 4: Advocacy in Play Therapy**(18 hours)**

Role of the Play Therapist as Advocate, Advocacy in Schools and Communities, Promoting Play Therapy in Mental Health Policy, Collaborating with Stakeholders (parents, educators, policymakers), Ethical Advocacy Practices, Media and Public Awareness Campaigns, Developing Advocacy Skills, Case Studies of Advocacy in Action.

Unit 5: Future Directions in Play Therapy**(18 hours)**

Artificial Intelligence and Play-Based Interventions, Trends in Supervision and Credentialing, Funding and Policy Opportunities, Advances in Neuroscience and Child Development, Sustainability and Eco-Play Therapy, Interdisciplinary Collaboration, Expanding Access to Play Therapy Services, Visioning the Future of Play Therapy, Data Safety security breach confidentiality in maintaining clinical data.

Course Outcomes:

- CO1:** Identify and interpret current trends and innovations in play therapy.
CO2: Develop competencies to engage in and apply research in the field of play therapy.
CO3: Analyze the role of culture and diversity in the application of play therapy practices.
CO4: Demonstrate skills to advocate effectively for the value and integration of play therapy.
CO5: Synthesize knowledge of current developments to contribute to the future growth of the discipline.

Text Books:

1. Schaefer, C. E., Kelly-Zion, K., McCormick, J., & Ohnogi, A. (Eds.). (2020). *International handbook of play therapy: Advances in assessment, theory, research and practice*. Jason Aronson.
2. Ray, D. C. (2011). *Research and evaluation in play therapy: A practical approach*. Routledge.
3. Drewes, A. A., Bratton, S. C., & Schaefer, C. E. (Eds.). (2011). *Integrative play therapy*. John Wiley & Sons.

Reference Books:

1. Landreth, G. L. (2012). *Play therapy: The art of the relationship* (3rd ed.). Routledge.
2. Cattanach, A. (2008). *Play therapy with abused children* (2nd ed.). Jessica Kingsley Publishers.
3. Malchiodi, C. A. (2005). *Expressive therapies*. Guilford Press.
4. Oaklander, V. (2006). *Hidden treasure: A map to the child's inner self*. Karnac Books.
5. Homeyer, L. E., & Morrison, M. O. (2023). *The handbook of group play therapy: How to do it, how it works, whom it's best for*. Routledge.

E-Resources:

1. <https://www.a4pt.org>
2. <https://www.ncbi.nlm.nih.gov/pmc/>
3. <https://psycnet.apa.org/>
4. <https://scholar.google.com>
5. <https://www.playtherapylibrary.com>

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	3	3	3	3	3	9	33
CO2	9	3	9	3	3	3	9	39
CO3	3	3	3	9	3	3	3	27
CO4	9	9	3	9	3	3	3	39
CO5	9	3	9	3	3	3	9	39
Total	39	21	27	27	15	15	33	177

Low -1

Medium - 3

High - 9

Core IX – Advanced Play Therapy Practice: Case Studies and Application

(For Students Admitted from 2025-26)

Semester: II**Subject Code: JDPT9****Hours/week: 6****Credit: 5****Course Objectives:**

1. To develop a comprehensive understanding of ethical, legal, and cultural considerations in the practice of play therapy, including adherence to professional codes, ethical decision-making, and navigating complex professional relationships.

2. To equip learners with the skills to apply ethical principles and multicultural competence in real-world play therapy scenarios, ensuring responsible, inclusive, and legally compliant practice.

Unit 1: Foundations of Ethical Practice in Play Therapy (18 hours)

Foundations of Ethical Practice in Play Therapy- Core Ethical Principles- Ethical Decision-Making Models- Understanding Professional Codes of Ethics- Ethical Responsibilities to Clients- Ethical Responsibilities to the Profession.

Unit 2: Legal & Regulatory Considerations (18 hours)

Legal & Regulatory Considerations- Child Protection Laws- Reporting Requirements- Confidentiality and Privacy Laws- Informed Consent and Assent- Legal Documentation and Record Keeping.

Unit 3: Multicultural & Diversity Competence (18 hours)

Multicultural & Diversity Competence- Understanding Cultural Sensitivity- Addressing Diversity in Play Therapy- Working with Diverse Family Structures- Avoiding Bias and Discrimination- Promoting Inclusive Practices.

Unit 4: Boundary Issues & Dual Relationships (18 hours)

Boundary Issues & Dual Relationships- Defining Professional Boundaries- Avoiding Dual Relationships- Managing Transference and Countertransference- Addressing Boundary Violations- Ethical Considerations in Online Play Therapy.

Unit 5: Professional Development & Advocacy (18 hours)

Professional Development & Advocacy- Ongoing Professional Development- Supervision and Consultation- Advocacy for Children and Families- Promoting Play Therapy in the Community- Ethical Considerations in Research.

Course Outcomes:

CO1: Explain the core ethical principles and professional codes of conduct relevant to play therapy.

CO2: Apply legal and regulatory standards including child protection laws, confidentiality, and documentation procedures in play therapy settings.

CO3: Demonstrate cultural competence by integrating inclusive and non-discriminatory practices in play therapy sessions

CO4: Analyze ethical dilemmas related to boundaries and dual relationships in both in-person and online play therapy contexts

CO5: Evaluate strategies for professional development, supervision, and advocacy to enhance ethical practices in play therapy and contribute to the field.

Text Books:

1. *Play Therapy: The Art of the Relationship* by Garry L. Landreth
2. *Ethics and Law for School Psychologists* by Susan Jacob, Dawn M. Decker, Timothy S. Hartshorne
3. *Legal Issues in Counseling: A Guide for Mental Health Professionals* by Richard S. Balkin
4. *Law and Ethics in Counseling* by Alexandra G. Redcay

5. *Culturally Competent Play Therapy: A Guide for Clinicians and Students* by Dee Ray and Phyllis B. Post
6. *Multicultural Counseling Competencies: Individual and Organizational Development* by Donald B. Pope-Davis & Derald Wing Sue
7. *Boundaries and Boundary Violations in Psychoanalysis* by Glen O. Gabbard
8. *Ethics in Psychotherapy and Counseling* by Kenneth S. Pope & Melba J. Vasquez
9. *Play Therapy Theory and Practice: Comparing Theories and Techniques* by Kevin J. O'Connor & Lisa D. Braverman
10. *The Reflective Counselor: Daily Meditations for Enhancing Your Practice* by Jenna LeJeune

Reference books:

1. "Counseling Ethics and Decision Making" by R. Rocco Cottone and Vilia Tarvydas
2. "The Ethical and Professional Practice of Counseling and Psychotherapy" by Len Sperry
3. "Legal Issues in Counseling: A Guide for Mental Health Professionals" by Richard S. Balkin
4. "Law and Ethics in Counseling" by Alexandra G. Redcay
5. "Counseling the Culturally Diverse" by Derald Wing Sue & David Sue
6. "Diversity and Cultural Competence in Health Care: A Systems Approach" by Janice L. Dreachslin
7. "Dual Relationships and Psychotherapy" by Arnold A. Lazarus and Ofer Zur
8. "The Ethical Use of Touch in Psychotherapy" by Mic Hunter
9. "Advocacy in Counseling: Counselors, Clients, and Community" by Judy Daniels & Michael D'Andrea
10. "Clinical Supervision in the Helping Professions" by Gerald Corey et al.

E- Resources:

1. <https://www.counseling.org/ethics>
2. <https://www.a4pt.org>
3. <https://www.childwelfare.gov>
4. <https://www.hhs.gov/hipaa>
5. <https://www.socialworkers.org>
6. <https://www.apa.org/pi/oema/resources>
7. <https://www.zurinstitute.com>
8. <https://www.a4pt.org>
9. <https://www.a4pt.org>
10. <https://www.apa.org/advocacy>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	9	3	3	1	1	1	27
CO2	9	3	1	3	1	3	1	21
CO3	3	3	9	3	1	1	3	23
CO4	9	9	3	9	1	1	1	33
CO5	1	1	3	3	9	3	9	29
Total	31	25	19	21	13	9	15	133

Low -1

Medium - 3

High - 9

Core X – Play Therapy Internship

(For Students Admitted from 2025-26)

Semester: II
Subject Code: JDPT10I**Hours/week: 6**
Credit: 2**Internship Objectives:**

1. To gain hands-on experience in a play therapy setting
2. To apply theoretical knowledge in real-world scenarios

Internship Guidelines:

- Students will complete a minimum of 100 hours of supervised play therapy practice.
- The internship will include regular supervision and feedback sessions.
- A final report and presentation will be required.

Type: Clinical Practicum

Total Hours: 100 hours (minimum)

Breakdown:

Direct Client Contact: 60–70 hours (conducting play therapy sessions under supervision).

Indirect Hours: 30–40 hours (case notes, supervision meetings, treatment planning).

Internship Guidelines:**Setting Options:**

1. Mental health clinics (child-focused)
2. Schools (counseling departments)
3. Hospitals (pediatric wards)
4. NGOs (trauma rehabilitation centers)
5. Supervision Requirements:
6. 1 hour of individual/group supervision per 10 client hours (10:1 ratio).
7. Supervisor must be a licensed play therapist (RPT or equivalent)

Deliverables:

Logbook (tracking hours, client demographics, techniques used).

Final reflection paper (10–15 pages) on skills gained, ethical challenges, and personal growth.

Case presentation (1–2 detailed cases with outcomes).

Book References

Play Therapy: The Art of the Relationship by Garry L. Landreth

Theories of Play Therapy by Charles E. Schaefer

Ethical and Legal Issues in Play Therapy by Mary Anne Peabody

Child Development: A Practitioner's Guide by Douglas Davies

Play Therapy with Children in Crisis by Nancy Boyd Webb

The Out-of-Sync Child by Carol Kranowitz

Play Therapy Materials and Techniques by Kevin J. O'Connor

Play Diagnosis and Assessment by Charles E. Schaefer, Karen Gitlin-Weiner, and Alice Sandgrund

Cultural Issues in Play Therapy by Eliana Gil and Athena A. Drewes

DIPLOMA IN INCLUSIVE PRACTICES

(1-year Regular Programme)

(For Students Admitted from 2025-26)

Programme Specific Outcomes

On completion of the Diploma in Inclusive Practices, students will be able to achieve the following outcomes:

PSO 1: Disciplinary Knowledge and Therapeutic Expertise

Demonstrate foundational and applied knowledge of inclusive education, developmental psychology, and therapeutic interventions to support diverse learners, including those with special needs.

PSO 2: Empathetic and Effective Communication

Exhibit the ability to communicate empathetically, clearly, and effectively with individuals from diverse backgrounds including children, families, educators, and professionals using verbal, non-verbal, and assistive communication strategies.

PSO 3: Social Interaction and Community Engagement

Engage collaboratively with communities, institutions, and stakeholders to promote inclusive practices, social cohesion, and active participation of all individuals, especially those from marginalized groups.

PSO 4: Research Skills and Reflective Practice**PSO 5: Ethical Principles and Professional Integrity**

Apply basic research methodologies and reflective strategies to evaluate inclusive practices, analyze outcomes, and improve service delivery through data-informed decision-making.

PSO 6: Creative and Digital Literacy

Adhere to ethical standards and demonstrate professional responsibility, confidentiality, respect for diversity, and a commitment to upholding the rights and dignity of all individuals in educational and therapeutic settings.

PSO 7: Self-Directed Learning and Professional Development

Demonstrate the ability to pursue continuous self-improvement through reflective learning, self-assessment, and engagement in ongoing professional development aligned with emerging trends in inclusive education and therapy.

PROGRAMME STRUCTURE

Sem	Subject Code	Course	Subject title	Hours/ Week	Credits	CIA	ESE	Total
I	JDINP1	Core-I	Foundations of Inclusive Education	6	5	25	75	100
	JDINP2	Core-II	Understanding Diverse Learning Needs	6	5	25	75	100
	JDINP3	Core-III	Assessment and Individualized Planning	6	5	25	75	100
	JDINP4	Core- IV	Collaborative Practices in Inclusive Schools	6	5	25	75	100
	JDINP5PW	Core-V	Inclusive Practices Project	6	2	-	100	100
	Total			30	20 + 2	100	300 + 100	500
II	JDINP6	Core-VI	Inclusive Teaching Strategies	6	5	25	75	100
	JDINP7	Core-VII	Behavior Support and Social-Emotional Learning	6	5	25	75	100
	JDINP8	Core-VIII	Technology for Inclusive Education	6	5	25	75	100
	JDINP9	Core- IX	Policy, Advocacy, and Leadership in Inclusion	6	5	25	75	100
	JDINP10	Core-X	Inclusive Practices Internship	-	2	-	100	100
	Total			30	20 + 2	100	300 + 100	500
	Grand Total			60	40 + 4	200	600 + 200	1000

Core I – Foundations of Inclusive Education

(For Students Admitted from 2025-26)

Semester: I
Subject Code: JDINP1**Hours/week: 6**
Credit: 5**Course Objectives:**

1. To understand the foundations, models, and policies of inclusive education.
2. To apply inclusive strategies and collaborate in designing and implementing IEPs.

Unit 1: Historical and Theoretical Perspectives on Inclusion (18 hours)

Evolution of Special Education to Inclusive Education-The Social Model vs. Medical Model of Disability-Global Trends and UNESCO Guidelines on Inclusion-Philosophical Underpinnings: Equity, Diversity, and Human Rights-Theories Supporting Inclusive Education (Vygotsky, Bronfenbrenner, etc.)

Unit 2: Legal and Policy Frameworks for Inclusive Education (18 hours)

National and International Laws (RPWD Act, UNCRPD, RTE Act, NEP 2020)-Policies Supporting Inclusive Education in India and Globally-Rights-Based Approach to Education-Implementation and Monitoring Mechanisms-Ethical and Legal Responsibilities of Educators

Unit 3: Models of Inclusion (18 hours)

Universal Design for Learning (UDL): Principles and Application-Differentiated Instruction: Adapting Content, Process, and Product-Response to Intervention (RTI)-Inclusive Classroom Structures and Practices-Blended and Collaborative Teaching Models

Unit 4: Barriers to Inclusion and Strategies to Overcome Them (18 hours)

Attitudinal, Structural, and Instructional Barriers-Cultural and Linguistic Diversity in the Classroom-Accessibility: Physical, Curricular, Technological-Inclusive Assessment Practices-Strategies for Enhancing Participation and Engagement

Unit 5: Role of Teachers and Stakeholders in Inclusive Education (18 hours)

Inclusive Educator Competencies and Mindsets-Collaboration with Parents, Therapists, and Special Educators-Role of School Leadership in Promoting Inclusion-Interdisciplinary and Community Engagement-Developing and Implementing Individualized Education Plans (IEPs)

Course Outcomes:

- CO1:** Trace the historical evolution and theoretical foundations of inclusive education.
CO2: Interpret key laws and policies that support inclusive education in India and globally.
CO3: Apply UDL and differentiated instruction to meet diverse learner needs.
CO4: Identify and address barriers to effective inclusion in various educational settings.
CO5: Collaborate with multiple stakeholders to design inclusive learning environments.

Reference Books:

1. Gargiulo, R. M., & Metcalf, D. J. (2019). *Teaching in today's inclusive classrooms: A universal design for learning approach* (3rd ed.). Cengage Learning.
2. Loreman, T., Deppeler, J., & Harvey, D. (2010). *Inclusive education: Supporting diversity in the classroom* (2nd ed.). Routledge.
3. Florian, L. (Ed.). (2013). *The SAGE handbook of special education: Volume 1 & 2* (2nd ed.). SAGE Publications.
4. Ainscow, M., Booth, T., & Dyson, A. (2006). *Improving schools, developing inclusion*. Routledge.

Journals:

1. Florian, L., & Black-Hawkins, K. (2011). Exploring inclusive pedagogy. *British Educational Research Journal*, 37(5), 813–828. <https://doi.org/10.1080/01411926.2010.501096>
2. Sharma, U., & Sokal, L. (2016). Can teachers be trained to promote inclusive classrooms? *International Journal of Inclusive Education*, 20(12), 1217–1231. <https://doi.org/10.1080/13603116.2016.1155664>
3. Mitchell, D. (2005). Contextualizing inclusive education: Evaluating old and new international perspectives. *Comparative Education*, 41(4), 429–446. <https://doi.org/10.1080/03050060500317521>

E-Resources:

1. <https://unesdoc.unesco.org/ark:/48223/pf0000374332>
2. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
3. <https://legislative.gov.in/actsofparliamentfromtheyear/rights-persons-disabilities-act-2016>
4. <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	3	3	3	1	1	3	23
CO2	9	3	1	9	1	1	3	27
CO3	3	9	9	3	3	9	3	39
CO4	3	3	3	9	3	9	3	33
CO5	3	9	3	3	3	3	9	33
Total	27	27	19	27	11	23	21	155

Low -1

Medium - 3

High - 9

Core II – Understanding Diverse Learning Needs

(For Students Admitted from 2025-26)

Semester: I**Hours/week: 6****Subject Code: JDINP2****Credit: 5****Course Objectives:**

1. To understand the characteristics, needs, and strengths of students with diverse neurodevelopmental and learning profiles.
2. To apply inclusive strategies and supports tailored to specific disabilities for effective classroom participation and learning.

Unit 1: Introduction to Neurodiversity and Learning Differences**(18 hours)**

Concept of Neurodiversity-Spectrum of Learning Needs and Cognitive Profiles-Strength-Based vs. Deficit-Based Approaches-Early Identification and Developmental Milestones-Role of Environment in Learning Development

Unit 2: Specific Learning Disabilities (SLD)**(18 hours)**

Types of SLD: Dyslexia, Dyscalculia, Dysgraphia-Cognitive and Academic Characteristics-Assessment Tools and Diagnostic Criteria-Classroom Strategies for Supporting SLD-Assistive Technology and Learning Supports

Unit 3: Intellectual and Developmental Disabilities (IDD)**(18 hours)**

Classification and Levels of Intellectual Disability-Characteristics and Educational Implications-Down Syndrome, Autism, Global Developmental Delay-Functional Academic and Life Skills Approach-Differentiation and Inclusion Strategies

Unit 4: Emotional and Behavioral Disorders (EBD)**(18 hours)**

Types: ADHD, ODD, Conduct Disorder, Anxiety, Depression-Impact on Learning and Classroom Behavior-Positive Behavioral Interventions and Supports (PBIS)-Emotion Regulation and Social Skills Training-Trauma-Informed Practices

Unit 5: Sensory, Cerebral Palsy, and Multiple Disabilities**(18 hours)**

Hearing, Visual, and Orthopaedic Impairments-Sensory Processing Challenges-Communication Disorders (including AAC needs)-Inclusive Strategies and Environmental Modifications-Supporting Students with Multiple Disabilities

Course Outcomes:

CO1: Describe the spectrum of diverse learning needs across developmental domains.

CO2: Identify key characteristics and educational implications of SLD, IDD, and EBD.

CO3: Implement inclusive strategies for learners with sensory and physical disabilities.

CO4: Apply strength-based, individualized approaches to support neurodiverse students.

CO5: Utilize assistive tools and collaborative methods to promote access and participation for all learners.

Reference Books:

1. Armstrong, T. (2012). *Neurodiversity in the classroom: Strength-based strategies to help students with special needs succeed in school and life*. ASCD.
2. Gargiulo, R. M., & Metcalf, D. J. (2019). *Teaching in today's inclusive classrooms: A universal design for learning approach* (3rd ed.). Cengage Learning.
3. Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2019). *Exceptional learners: An introduction to special education* (14th ed.). Pearson.
4. Sousa, D. A. (2016). *How the special needs brain learns* (3rd ed.). Corwin Press.
5. Westwood, P. (2018). *Commonsense methods for children with special educational needs* (8th ed.). Routledge.

Journals:

1. Armstrong, T. (2012). *Neurodiversity in the classroom: Strength-based strategies to help students with special needs succeed in school and life*. ASCD.
2. Gargiulo, R. M., & Metcalf, D. J. (2019). *Teaching in today's inclusive classrooms: A universal design for learning approach* (3rd ed.). Cengage Learning.
3. Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2019). *Exceptional learners: An introduction to special education* (14th ed.). Pearson.
4. Sousa, D. A. (2016). *How the special needs brain learns* (3rd ed.). Corwin Press.
5. Westwood, P. (2018). *Commonsense methods for children with special educational needs* (8th ed.). Routledge.

E-Resources:

1. <https://www.ncl.org/what-is-ld/>
2. <https://doi.org/10.1176/appi.books.9780890425596>
3. <https://www.understood.org/>
4. <https://developingchild.harvard.edu/>
5. <http://udlguidelines.cast.org/>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	3	3	3	1	3	3	25
CO2	9	3	3	3	1	3	1	23
CO3	3	3	3	3	3	9	3	27
CO4	3	3	9	3	3	3	3	27
CO5	3	3	3	3	9	9	3	33
Total	27	15	21	15	17	27	13	135

Low -1

Medium - 3

High – 9

Core III – Assessment and Individualized Planning

(For Students Admitted from 2025-26)

Semester: I**Hours/week: 6****Subject Code: JDINP3****Credit: 5****Course Objectives:**

1. To understand the principles, tools, and ethical practices of assessment in inclusive education settings.
2. To develop skills in planning, implementing, and reviewing individualized education plans (IEPs) through collaborative and data-driven approaches.

Unit 1: Foundations of Assessment in Inclusive Education**(18 hours)**

Purpose and Principles of Assessment-Types of Assessment: Formal & Informal tools checklist for Assessment, Diagnostic, Formative, Summative-Ethical Considerations and Cultural Sensitivity in Assessment-Multidisciplinary and Holistic Assessment Approaches-Role of the Inclusive Educator in the Assessment Process, Assessment and Individualized Education planning

Unit 2: Screening and Identification of Learning Needs**(18 hours)**

Early Identification and Intervention Models-Observation Techniques and Developmental Checklist-Screening Tools for SLD, IDD, ADHD, and Autism-Collaborating with Specialists for Diagnosis-Documentation and Referral Processes

Unit 3: Individualized Education Planning (IEP)**(18 hours)**

IEP Framework and Legal Mandates (RPWD Act, RTE, UNCRPD)-Components of an Effective IEP: Present Levels, Goals, Accommodations-Writing SMART Goals and Selecting Instructional Strategies-Family and Student Participation in Planning-Monitoring and Reviewing IEP Progress, Understanding various boards & syllabus during curriculum modification and adaptation

Unit 4: Curriculum Adaptation and Instructional Planning**(18 hours)**

Differentiation of Content, Process, Product, and Environment-Adapting Curriculum for Various Disabilities-Use of Assistive Technology in Instructional Design-Aligning IEP Goals with Classroom Objectives-Planning for Inclusive Group Activities

Unit 5: Progress Monitoring and Documentation**(18 hours)**

Techniques for Measuring Learning Outcomes-Data Collection Tools (rubrics, portfolios, anecdotal records)-Using Assessment Data to Inform Teaching-Reporting Progress to Stakeholders-Creating Transition Plans and Annual Reviews

Course Outcomes:

CO1: Explain foundational concepts and ethical principles of assessment in inclusive education.

CO2: Apply appropriate tools for screening and identifying diverse learning needs.

CO3: Design comprehensive and individualized IEPs in collaboration with stakeholders.

CO4: Adapt curriculum and instruction based on assessment data.

CO5: Monitor student progress and revise individualized plans to ensure inclusive learning outcomes.

Reference Books:

1. Salvia, J., Ysseldyke, J. E., & Witmer, S. (2017). *Assessment in special and inclusive education* (13th ed.). Cengage Learning.
2. Overton, T. (2015). *Assessing learners with special needs: An applied approach* (8th ed.). Pearson Education.
3. Pierangelo, R., & Giuliani, G. A. (2007). *Assessment in special education: A practical approach* (2nd ed.). Allyn & Bacon.

Journals:

1. Gargiulo, R. M., & Metcalf, D. J. (2019). *Teaching in today's inclusive classrooms: A universal design for learning approach* (3rd ed.). Cengage Learning.
2. Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2019). *Exceptional learners: An introduction to special education* (14th ed.). Pearson.

E-Resources:

1. <https://nceo.info/>
2. <http://udlguidelines.cast.org/>
3. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
4. <http://rehabcouncil.nic.in/>
5. <https://www.understood.org/>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	3	3	9	3	1	1	29
CO2	9	3	9	3	9	3	1	37
CO3	9	3	9	9	3	9	3	45
CO4	9	3	9	3	9	9	3	45
CO5	9	3	9	3	3	9	9	45
Total	45	15	39	27	27	31	17	201

Low -1

Medium - 3

High – 9

Core IV – Collaborative Practices in Inclusive Schools

(For Students Admitted from 2025-26)

Semester: I**Hours/week: 6****Subject Code: JDINP4****Credit: 5****Course Objectives**

1. To understand the foundations and importance of collaboration in inclusive educational settings.
2. To recognize the roles and responsibilities of stakeholders in promoting inclusive practices.

Unit 1: Foundations of Collaboration in Inclusive Education**(18 hours)**

Importance of Collaboration in Inclusive Settings-Principles and Benefits of Team-Based Approaches-Inclusive Culture and Shared Responsibility-Interdependence vs. Independence in Learning Environment-Respecting Diverse Professional Roles and Perspectives

Unit 2: Roles and Responsibilities of Stakeholders**(18 hours)**

Classroom Teachers, Special Educators, and Therapists-School Counselors, Administrators, and Support Staff-Parents and Caregivers as Partners-Role of Peers and Student Self-Advocacy-Community Involvement and NGO Partnerships, Awareness orientation of POCSO Act

Unit 3: Effective Communication and Conflict Resolution**(18 hours)**

Communication Strategies for Inclusive Teams-Active Listening, Empathy, and Building Trust-Conducting Collaborative Meetings and Case Conferences-Conflict Resolution Techniques and Restorative Practices-Culturally Responsive and Family-Centered Communication

Unit 4: Co-Teaching and Inclusive Instructional Strategies**(18 hours)**

Models of Co-Teaching (One Teach–One Support, Parallel, Station Teaching, etc.)-Planning and Reflection in Collaborative Teaching-Integrating UDL and Differentiated Instruction in Co-Taught Classrooms-Collaborative Lesson Planning and Assessment-Classroom Management in Shared Teaching Environments

Unit 5: Building and Sustaining Inclusive School Communities**(18 hours)**

Creating a School-Wide Inclusion Vision and Mission-Professional Development and Peer Mentoring-Collaborative Policy Development and Implementation-Monitoring and Evaluating Collaborative Practices-Promoting Belonging, Respect, and Equity at All Levels

Course Outcomes:

CO 1: Demonstrate an understanding of the importance and principles of collaboration in inclusive education.

CO 2: Identify and engage various stakeholders in shared support for learners with diverse needs.

CO 3: Apply effective communication and conflict resolution skills in inclusive teams.

CO 4: Implement co-teaching models and collaborative planning for inclusive instruction.

CO 5: Foster a collaborative, equitable, and inclusive school culture.

Textbook

- Villa, R. A., Thousand, J. S., & Nevin, A. I. (2013). *A Guide to Co-Teaching: New Lessons and Strategies to Facilitate Student Learning*. Corwin Press.

Reference Books

- Friend, M., & Cook, L. (2017). *Interactions: Collaboration Skills for School Professionals* (8th ed.). Pearson.
- Turnbull, A., Turnbull, R., Shank, M., & Smith, S. J. (2020). *Exceptional Lives: Special Education in Today's Schools* (9th ed.). Pearson.
- Salend, S. J. (2016). *Creating Inclusive Classrooms: Effective and Reflective Practices*. Pearson.

E-Resources

- https://www.researchgate.net/publication/343123456_Collaborative_Teaching_and_Inclusive_Education
- <https://www.inclusiveeducation.ca/resources/>
- <https://udlguidelines.cast.org/>
- <https://www.edutopia.org/article/keys-collaboration-inclusive-classrooms>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	3	3	3	1	3	3	25
CO2	9	3	3	3	3	3	3	27
CO3	3	3	9	3	3	3	3	27
CO4	3	3	3	3	3	9	3	27
CO5	3	3	3	9	3	3	9	33
Total	27	15	21	21	13	21	21	139

Low-1 Medium-3 High-9

Core V – Inclusive Practices Project

(For Students Admitted from 2025-26)

Semester: I**Subject Code: JDINP5PW****Hours/week: 6****Credit: 5****Course Objectives:**

- To apply inclusive education principles through case-based or field-based interventions.
- To develop and implement individualized inclusive strategies in collaboration with key stakeholders.

Type: Applied Research / Case-Based Project

Suggested Hours: 50 hours (including observation, research, planning, implementation, and reporting)

Flexible Structure: Can be spread over 10 weeks

Project Guidelines

Students will identify or be assigned a case (real/simulated) involving a child with diverse learning needs

Design an inclusive education intervention plan tailored to the learner's profile

Emphasize collaboration with stakeholders (e.g., co-teachers, therapists, parents)

Integrate Universal Design for Learning (UDL) and differentiated instruction techniques

Submit a detailed report and present key outcomes to peers and faculty

Deliverables

Written Report (15–20 pages) covering:

Learner profile and contextual background

Theoretical and policy foundation for inclusive strategies

Instructional plan: accommodations, modifications, tools

Stakeholder collaboration and ethical considerations

Evaluation tools (e.g., observation logs, learning progress evidence)

Presentation (20–30 mins) to peers and faculty:

Summary of intervention, strategies used, and impact

Reflections on challenges and insights from the experience

Setting

Can be conducted in a simulated classroom, inclusive school setting, or during supervised fieldwork (if available)

Assessed via online submission and presentation

Course Outcomes:

After successful completion of this course, the student will be able to

CO1: Apply inclusive education theories in real or simulated contexts

CO2: Design, implement, and document individualized inclusive strategies

CO3: Demonstrate collaboration with stakeholders in planning inclusive interventions

CO4: Evaluate and reflect on the effectiveness of inclusive practices through a case-based report and presentation

CO5: Promote equity, access, and participation for diverse learners through inclusive teaching

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	3	1	3	1	1	3	3	15
CO2	3	1	3	3	1	3	3	17
CO3	3	3	3	3	1	3	3	19
CO4	3	3	3	3	3	3	3	21
CO5	3	3	3	3	3	3	3	21
Total	15	11	15	13	9	15	15	93

Low-1

Medium-3

High-9

Core VI – Inclusive Teaching Strategies

(For Students Admitted from 2025-26)

Semester: II

Subject Code: JDINP6

Hours/week: 6

Credit: 5

Course Objectives

1. To equip students with knowledge of inclusive pedagogical approaches and instructional design.
2. To develop competencies in curriculum adaptation, UDL, and differentiation.

Unit 1: Understanding Inclusive Teaching

(18 hours)

Definition and Scope of Inclusive Teaching-Principles of Equity, Access, and Participation-Addressing Intersectionality in Classrooms (Gender, Disability, Socioeconomic Status, etc.)-Barriers to Inclusion and Strategies to Overcome Them-Legal and Policy Frameworks Supporting Inclusive Education (RTE Act, RPWD Act, NEP)

Unit 2: Curriculum Adaptation and Differentiation

(18 hours)

Differentiated Instruction: Concepts and Applications-Adapting Content, Process, Product, and Learning Environment-Tiered Activities and Flexible Grouping-Integrating Assistive Technology and Learning Aids-Designing Individualized Education Plans (IEPs) and Group-Based Modifications

Unit 3: Universal Design for Learning (UDL)

(18 hours)

Overview of UDL Principles-Multiple Means of Representation, Expression, and Engagement-Designing Accessible and Flexible Learning Goals-Integrating UDL into Daily Lesson Planning-UDL and Inclusive Assessment Practices

Unit 4: Evidence-Based Inclusive Strategies**(18 hours)**

Scaffolding, Modeling, and Explicit Instruction-Peer Tutoring, Cooperative and Collaborative Learning-Use of Visual Supports, Schedules, and Structured Routines-Multi-Sensory and Experiential Learning Approaches-Culturally Sustaining and Responsive Pedagogies

Unit 5: Assessment and Reflective Practice**(18 hours)**

Inclusive Assessment: Formative and Summative Approaches-Alternative Assessments (Portfolios, Rubrics, Narratives)-Tracking Progress and Modifying Instruction-Student Voice and Self-Assessment-Teacher Reflection and Continuous Professional Growth

Course Outcomes:

After successful completion of this course, the student will be able to

CO1: Understand the foundational principles of inclusive teaching.

CO2: Adapt curriculum and instruction to meet diverse learner needs.

CO3: Apply UDL and differentiated strategies to create inclusive classrooms.

CO4: Implement evidence-based and culturally responsive teaching practices.

CO5: Use inclusive assessment tools and engage in reflective teaching.

Textbooks

1. Loreman, T., Deppeler, J., & Harvey, D. (2011). *Inclusive Education: Supporting Diversity in the Classroom*. Routledge.
2. Gargiulo, R. M., & Metcalf, D. J. (2022). *Teaching in Today's Inclusive Classrooms: A Universal Design for Learning Approach*. Cengage Learning.

Reference Books

1. Florian, L. (Ed.). (2013). *The SAGE Handbook of Special Education*. SAGE Publications.
2. Tomlinson, C. A. (2017). *How to Differentiate Instruction in Academically Diverse Classrooms*. ASCD.

E-Resources

1. <https://udlguidelines.cast.org>
2. <https://www.inclusive.tki.org.nz/>
3. <https://www.teachertoolkit.co.uk>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	3	1	3	1	1	3	3	17
CO2	3	1	3	1	3	3	3	15
CO3	3	3	3	3	3	3	3	21
CO4	3	3	3	3	3	3	3	21

CO5	3	1	3	3	3	3	3	19
Total	15	9	15	11	13	15	15	93

Low-1

Medium-3

High-9

Core VII – Behavior Support and Social-Emotional Learning

(For Students Admitted from 2025-26)

Semester: II

Subject Code: JDINP7

Hours/week: 6

Credit: 5

Course Objectives

1. To understand the foundations of behavior and social-emotional needs in inclusive classrooms.
2. To develop and implement positive behavior supports and SEL strategies.

Unit 1: Understanding Behavior in Inclusive Settings (18 hours)

Theoretical Foundations of Behavior-Functional Behavior Assessment (FBA)-Behavior as Communication-Environmental and Sensory Triggers-Identifying Positive vs. Challenging Behaviors

Unit 2: Proactive Behavior Support Strategies (18 hours)

Positive Behavior Interventions and Supports (PBIS)-Creating Predictable Classroom Environments-Visual Schedules, Timers, and Transition Tools-Reinforcement Systems and Token Economies-Preventive Strategies for Escalation Management

Unit 3: Social-Emotional Learning (SEL) (18 hours)

CASEL Framework and SEL Competencies-Emotion Identification and Regulation Skills-Building Empathy and Social Awareness-Classroom Activities for SEL Integration-Teacher's Role in Modeling SEL

Unit 4: Collaborative Behavior Planning (18 hours)

Developing and Implementing Behavior Intervention Plans (BIP)-Role of Teachers, Therapists, and Families in Behavior Support-Documentation and Progress Monitoring-Crisis Management and De-escalation Protocols-Trauma-Informed and Strength-Based Practices

Unit 5: Promoting Respectful and Safe Learning Environments (18 hours)

Restorative Practices and Conflict Resolution-Inclusive Discipline Strategies-Building Peer Relationships and Social Safety-Teaching Self-Advocacy and Coping Mechanisms-Creating Culturally Responsive Behavior Expectations

Course Outcomes

CO1: Understand the foundations and functions of student behavior in inclusive settings.

CO 2: Design and apply proactive and positive behavioral support strategies.

CO 3: Integrate social-emotional learning into classroom practices.

CO 4: Collaborate with teams to create individualized behavior plans.

CO 5: Promote safe, respectful, and emotionally supportive learning environments.

Textbooks

1. Zins, J. E., Weissberg, R. P., Wang, M. C., & Walberg, H. J. (2004). *Building Academic Success on Social and Emotional Learning: What Does the Research Say?* Teachers College Press.
2. Crone, D. A., Hawken, L. S., & Horner, R. H. (2015). *Responding to Problem Behavior in Schools: The Behavior Education Program.* Guilford Press.

Reference Books

1. Bear, G. G., & Minke, K. M. (2011). *Children's Needs III: Development, Prevention, and Intervention.* National Association of School Psychologists.
2. Shanker, S. (2013). *Calm, Alert and Learning: Classroom Strategies for Self-Regulation.* Pearson Canada.

E-Resources

1. <https://casel.org/>
2. [https://edutopia.org/social-emotional-learning`](https://edutopia.org/social-emotional-learning)

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	3	1	3	1	1	3	3	15
CO2	3	3	3	3	3	3	3	21
CO3	3	3	3	3	3	3	3	21
CO4	3	1	3	3	3	3	3	19
CO5	3	3	3	3	3	3	3	21
Total	15	11	15	13	13	15	15	97

Low-1

Medium-3

High-9

Core VIII – Technology for Inclusive Education
(For Students Admitted from 2025-26)

Semester: II

Hours/week: 6

Subject Code: JDINP8

Credit: 5

Course Objectives

1. To provide foundational knowledge of assistive and educational technologies, including their definitions, categories, and the role of technology in promoting inclusion, accessibility, and equity for diverse learners.
2. To develop competencies in selecting, integrating, and ethically applying appropriate assistive and educational technologies to support individualized learning goals and inclusive classroom practices.

Unit 1: Foundations of Assistive and Educational Technology (18 Hours)

Definitions and Categories of Educational and Assistive Technologies-Role of Technology in Promoting Inclusion and Accessibility-Legal and Ethical Considerations in Tech Use for Diverse Learners-Aligning Technology with Learning Goals and IEPs-Barriers and Equity Issues in Technology Access, Understanding digital platforms for Ergonomics & Digital practices

Unit 2: Assistive Technology Tools for Diverse Needs (18 Hours)

Low-Tech, Mid-Tech, and High-Tech Aids-Tools for Communication (AAC Devices, Speech-to-Text)-Tools for Learning (Reading Pens, Audio Books, Visual Timers)-Technology for Physical and Sensory Support (Switches, Eye-Gaze Systems)-Customizing Tools for Individual Learners

Unit 3: Digital Platforms and Learning Resources (18 Hours)

Learning Management Systems (LMS) and Online Classrooms-Interactive Apps and Software for Skill Building-Gamification and Edutainment for Engagement-Use of AI and Adaptive Learning Systems-Creating Inclusive Multimedia Content

Unit 4: Technology Integration in Teaching and Assessment (18 Hours)

UDL-Based Tech Integration in Lesson Planning-Digital Tools for Differentiated Instruction-Technology for Formative and Summative Assessments-Real-Time Feedback and Progress Tracking-Collaborative Tools for Peer Interaction and Group Work

Unit 5: An Awareness of Inclusive workplaces, Role of Educator (18 Hours)

Training Educators in Tech Competencies-Evaluating and Selecting Appropriate Technologies-Data Privacy and Digital Citizenship-Building Tech-Responsive School Cultures-Advocacy for Inclusive Tech Policies

Course Outcomes

After the successful completion of this course, student will be able to

- CO1:** Identify and classify educational and assistive technologies relevant to diverse learner needs.
- CO2:** Analyze legal, ethical, and equity considerations in the use of technology for inclusion and accessibility.
- CO3:** Demonstrate the ability to select and customize assistive technology tools for communication, learning, and physical/sensory support
- CO4:** Integrate digital platforms and technology tools into lesson planning, differentiated instruction, and assessment based on UDL principles.
- CO5:** Evaluate and advocate for professional development, data privacy, and inclusive tech policies in educational settings.

Textbook

1. Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities by Amy G. Dell, Deborah A. Newton, and Jerry G. Petroff

Reference Books

1. Assistive Technology for People with Disabilities by Diane P. Bryant, Brian R. Bryant, and Deborah D. Smith
2. Universal Design for Learning: Theory and Practice by Anne Meyer, David H. Rose, and David Gordon
3. The Inclusive Classroom: Strategies for Effective Differentiated Instruction by Margo A. Mastropieri and Thomas E. Scruggs

Journals

1. Journal of Special Education Technology
2. Assistive Technology
3. Disability and Rehabilitation: Assistive Technology
4. Computers & Education

E- Resources:

1. CAST (Center for Applied Special Technology):
<https://www.cast.org/what-we-do/universal-design-for-learning/1>
2. Inclusive Schools Network:
<https://inclusiveschools.org/> (Note: Not directly cited in search results, but this is the official site.)
3. ATIA (Assistive Technology Industry Association):
<https://www.atia.org/about-atia/11>
4. Edutopia (Educational Technology Best Practices):
<https://www.edutopia.org/article/leveraging-technology-support-students-needs8>
5. National Center on Accessible Educational Materials (AEM Center):
<https://aem.cast.org/>

Course Outcomes	Programme Outcomes							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	Total
CO1	9	3	1	1	1	3	1	19
CO2	3	9	9	3	3	3	3	33
CO3	1	3	3	9	9	3	3	31
CO4	3	3	1	9	9	3	9	37
CO5	1	3	3	3	3	9	9	31
Total	17	21	17	25	25	21	25	151

Low-1 Medium-3 High-9

Core IX – Policy, Advocacy, and Leadership in Inclusion

(For Students Admitted from 2025-26)

Semester: II
Subject Code: JDINP9

Hours/week: 6
Credit: 5

Course Objectives:

1. To critically examine the historical, legal, and policy foundations of inclusive education at international and national levels, and understand the principles of equity, access, and non-discrimination.
2. To develop leadership and advocacy skills for building, sustaining, and scaling inclusive school cultures, and effectively translate policy into practice through collaborative and ethical engagement with diverse stakeholders.

Unit 1: Foundations of Inclusive Education Policy (18 Hours)

Historical and Legal Frameworks (International and National)-Key Policies: UNCRPD, RTE Act, NEP 2020, RPWD Act-Principles of Equity, Access, and Non-Discrimination-Understanding Policy Implementation Gaps-Inclusive Policy Language and Terminology

Unit 2: Leadership for Inclusive School Cultures (18 Hours)

Characteristics of Inclusive Leadership-Building Vision and Shared Responsibility-Leading Collaborative Teams and Decision-Making-Change Management and School Transformation-Developing Inclusive School-Wide Systems and Structures

Unit 3: Advocacy and Stakeholder Engagement (18 Hours)

Role of Teachers, Parents, and Students in Advocacy-Strategies for Community and NGO Engagement-Promoting Voice and Agency of Learners with Disabilities-Media, Campaigns, and Social Mobilization for Inclusion-Ethical Considerations in Advocacy Work

Unit 4: Policy to Practice: Bridging the Gap**(18 Hours)**

Translating Policy into Classroom and School Practices-Creating Inclusive Development Plans (IDP) and SIPs-Monitoring, Evaluation, and Reporting of Inclusive Practices-Policy Audits and Feedback Loops-Addressing Systemic Barriers and Biases

Unit 5: Building Sustainable and Scalable Inclusion Models**(18 Hours)**

Resource Allocation and Budgeting for Inclusion-Cross-Sectoral Collaboration (Health, Education, Social Welfare)-Professional Development and Leadership Pipelines-Case Studies of Inclusive Leadership Models-Scaling Inclusive Practices at State and National Levels

Course Outcomes

After the successful completion of this course, student will be able to

CO1: Analyze historical, legal, and policy frameworks shaping inclusive education.

CO2: Demonstrate leadership skills for fostering inclusive school cultures and collaborative teams.

CO3: Apply advocacy strategies to engage stakeholders and promote the rights and agency of learners with disabilities.

CO4: Translate inclusive policies into actionable school and classroom practices, identifying and addressing implementation gaps.

CO5: Design sustainable and scalable models for inclusive education through resource planning, cross-sectoral collaboration, and professional development.

Textbooks

1. Inclusive Education: A Practical Guide by David Mitchell
2. Universal Design for Learning: Theory and Practice by Anne Meyer, David H. Rose, and David Gordon
3. The Inclusive Classroom: Strategies for Effective Differentiated Instruction by Margo A. Mastropieri & Thomas E. Scruggs

Reference Books

1. Behavior Support by Linda M. Bambara & Rachel Janney
2. Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities by Amy G. Dell, Deborah A. Newton, & Jerry G. Petroff

Journals

1. International Journal of Inclusive Education
2. European Journal of Special Needs Education
3. Disability & Society
4. Journal of Research in Special Educational Needs

E-Resources

1. <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>
2. <https://legislative.gov.in/sites/default/files/A2009-35.pdf>
3. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
4. https://legislative.gov.in/sites/default/files/A2016-49_1.pdf
5. <http://udlguidelines.cast.org/>
6. <https://en.unesco.org/themes/inclusion-in-education>
7. <http://www.niepmid.tn.nic.in/>
8. <https://www.tandfonline.com/journals/cjet20>

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	3	1	1	1	3	1	19
CO2	3	9	9	9	3	3	3	39
CO3	1	3	3	3	9	9	3	31
CO4	3	3	1	3	9	3	9	31
CO5	1	3	3	3	3	9	9	321
Total	17	21	17	19	25	27	25	151

Low-1

Medium-3

High-9

Core X – Inclusive Practices Internship

(For Students Admitted from 2025-26)

Semester: II**Subject Code: JDINP10I****Hours/week: 6****Credit: 5****Course Objectives:**

1. Gain hands-on experience in inclusive educational settings
2. Apply inclusive strategies under supervision

Internship Guidelines:

- Minimum 100 hours (60 direct, 40 indirect).
- Supervision by licensed inclusive education professionals.

Direct Contact Hours: 60–70 hours

- Engagements with children with diverse needs, including:
- Academic and behavioral support sessions
- Classroom observations and modifications

- One-on-one or group interventions (e.g., sensory integration, social skills training)
- Collaborative meetings with teachers/therapists/parents
- Assisting in IEP development and implementation

Indirect Contact Hours: 30–40 hours

- Documenting session notes and progress
- Creating accommodations and teaching materials
- Attending supervision sessions
- Curriculum adaptation and lesson planning
- Research on evidence-based inclusive strategies

Internship Settings (Options):

- Inclusive Schools
- Special Schools
- NGOs
- Learning Centers
- Hospitals/Rehabilitation Centers

Supervision Requirements:

1 hour of individual or group supervision per 10 direct contact hours

- Minimum 7 hours of supervision during internship
- Supervisor must be a certified special educator or therapist
- RCI licensed special educator / BCSE / psychologist with inclusive education expertise

Deliverables:**1. Logbook**

Daily/weekly log of:

Hours spent (direct and indirect)

Activities conducted

Populations served (age, needs, setting)

Strategies used

2. Final Reflection Paper (10–15 pages)**Topics to include:**

Skills acquired in inclusive practices

Ethical dilemmas and how they were addressed

Interdisciplinary collaboration experience

Insights on disability rights and advocacy

Personal and professional growth reflections

3. Case Presentation (1 detailed case)

Student background and needs

Assessments used

Strategies/interventions applied

Challenges and adaptations made

Measurable outcomes or progress

Reflections on cultural and contextual sensitivity

Course Outcomes

After the successful completion of this course, student will be able to

CO1: Gain hands-on experience in inclusive educational settings through direct engagement.

CO2: Apply inclusive strategies under supervision with children having diverse needs.

CO3: Demonstrate professional and ethical behavior in real-world settings.

CO4: Engage in interdisciplinary collaboration and reflect on disability rights and advocacy.

CO5: Document and evaluate intervention strategies, outcomes, and personal growth.

Course Outcomes	Programme Outcomes							Total
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	9	3	1	3	1	1	3	21
CO2	9	9	3	3	3	1	3	31
CO3	1	3	9	1	1	9	3	27
CO4	1	3	3	9	3	3	9	31
CO5	3	3	3	3	9	3	3	27
Total	23	21	19	19	17	17	21	137

Low-1

Medium-3

High-9