



YENEPOYA

(DEEMED TO BE UNIVERSITY)

Recognized under Sec 3(A) of the UGC Act 1956

Accredited by NAAC with 'A' Grade

YENEPOYA (DEEMED TO BE UNIVERSITY)

Deralakatte, Mangaluru -575018

REGULATIONS AND CURRICULUM GOVERNING

UNDERGRADUATE PROGRAM

BACHELOR OF SCIENCE CLINICAL PSYCHOLOGY

(CURRICULUM - EFFECTIVE FROM 2020-21)

Structure of the program clearly indicating courses, credits/Electives

Ref. Page No. 8, 9, 10, 19-22

ATTESTED

Dr.Gangadhara Somayaji K.S.
Registrar
Yenepoza(Deemed to be University)
University Road, Deralakatte
Mangalore- 575 018, Karnataka

Ref: No. Y/REG/ACA/38-ACM/2020

14.05.2020

NOTIFICATION – 38-ACM/12 /2020 dtd. 14.05.2020

Sub: Revised curriculum of the existing B.Sc. (Tech) programmes and Starting of additional programmes under the Faculty of Allied and Healthcare Professions

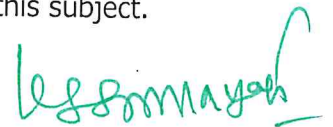
Ref: Resolution of the Academic council at its 38th meeting held on 27.04.2020, vide agenda - 23

The Academic Council at its 38th meeting held on 27.04.2020 and subsequently the Board of Management at its 49th meeting held on 30.04.2020 have resolved to approve the revised curricula and regulations of existing 08 B.Sc. Technology Programmes (Anaesthesia & O.T. Technology, Renal Dialysis Technology, Respiratory Care Technology, Medical Laboratory Technology, Medical Imaging Technology, Cardio Vascular Technology, Perfusion Technology, Optometry Technology) and starting of 04 new programmes under the Faculty of Allied & Healthcare Professions

1. B.Sc. in Physician Assistant
2. B.Sc. in Clinical Psychology
3. B.Sc. in Emergency Medicine Technology
4. B.Sc. in Neuro Science Technology

All these programmes shall follow Choice Based Credit System.

This notification will supersede all the earlier notifications issued on this subject.



REGISTRAR

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CC to:

1. Dean, Faculty of Allied and Healthcare Professions
2. Controller of Examinations
3. File copy

TABLE OF CONTENTS

Sl. No.	Title of Contents
1.	Preamble
2.	Programme Outcome
3.	Durations of the Programme
4.	Semester
5.	Medium of Instruction
6.	Eligibility for admission
7.	Semester System and Choice Based Credit System
8.	Definition of Key words
9.	Types of Courses
10.	Assigning credits hours per course
11.	Assigning total credits for a programme
12.	CBCS Programmes Coding System
13.	Attendance
14.	Scheme of Examination
15.	Evaluation of Answer Scripts
16.	Classification of Successful Candidates
17.	Declaration of Class
18.	Eligibility for the award of Degree
19.	Maximum Period for Completion of Program
20.	Minimum for Pass
21.	Re-Entry for Examination
22.	Programme Structure

Yenepoya (Deemed to be) University
Regulations & programme curriculum for
B.Sc. Clinical Psychology under Choice Based Credit System.

1. Preamble

Health care sector has become one of the largest employment generation sectors in India and abroad. Rapidly changing and expanding horizon of the health care sector demands formal training programs in all its allied areas. Advanced complex instrumentation & equipment require technologists not only to operate but also to care & maintain these instruments and equipment. These technologists should possess a strong scientific foundation to be able to perform these tasks at a much higher level than the traditionally trained technicians of the past used to perform. The students who are trained in the technological aspects of medical care with a good scientific foundation will be in a position to competently assist the Physician or Surgeon. With these goals Ministry of Human Resource Development (HRD), Govt. of India, has initiated number of reforms in our countries education system. In accordance with this, to match our education system with the international educational pattern, Choice based Credit system is introduced from the academic year 2020- 21 onwards.

Psychology is the psychological specialty that provides continuing and comprehensive mental and behavioral health care for individuals and families; consultation to agencies and communities; training, education and supervision; and research-based practice. It is a specialty in breadth one that is broadly inclusive of severe psychopathology and marked by comprehensiveness and integration of knowledge and skill from a broad array of disciplines within and outside of psychology. The scope of clinical psychology encompasses all ages, multiple diversities and varied systems.

Choice based Credit System is a flexible system of learning. The distinguishing features of CBCS are following:

- It permits students to learn at their own pace.
- Choose Electives from a wide range of Elective courses offered by the other departments/university.

- Undergo additional courses acquire more than the required number of credits.
- Adopt an Inter-disciplinary and Intra-disciplinary approach in learning.
- Make best use of the available expertise of the faculty across the departments or disciplines.
- Has an inbuilt evaluation system to assess the analytical and creative skills of students in addition to the conventional domain knowledge assessment pattern.

2. Programme Outcome:

Upon successful completion of the undergraduate course, students will have developed a broad knowledge in the field of evaluation, diagnosis assessment and management of different mental health conditions.

PO1: Apply knowledge of human psychology in the management of mental health related disorders.

PO2: In-depth knowledge on basic psychological theories

PO3: Awareness and understanding of different streams of psychology

PO4: Knowledge on major psychological disorders

PO5: In-depth knowledge on qualitative and quantitative research

PO6: Brief understanding of scientific therapeutic methods

PO7: Demonstrate effective oral and written communication skills

Expected skill to be acquired by the end of the programme:

PO8: Become well-versed in performing psychological assessments related to intelligence, memory, personality and clinical rating scales

PO9: Become well-versed in psychological history taking, mental state examination and diagnosing.

PO10: Apply the theoretical knowledge to conceptualize the case

PO11: Apply the knowledge and skills to do counselling for sub clinical cases

PO12: Completion of a psychological mini project using statistical techniques

3. Duration of the Programme:

The duration of the programme shall extend over 6 semesters (three academic years) each semester comprising minimum of 15 weeks or more each with a minimum of 90 actual working days of instructions in each semester. The successful completion of the Undergraduate program will lead to Bachelor Degree in Clinical Psychology (BSc Clinical Psychology).

4. Semester:

An academic year shall consist of two semesters;

Odd Semester 1 st , 3 rd & 5 th	July/August to December/January
Even semester 2 nd , 4 th & 6 th	January/February to June/July

5. Medium of Instructions:

The medium of instruction and examination shall be English.

6. Eligibility for admission:

To be eligible for admission in B.Sc Clinical Psychology, a candidate should have passed two-years Pre University examination/ Pre Degree examination/ two years after ten years of schooling or its equivalent as recognized by the Yenepoya (Deemed to be) University. Candidate needs to secure 40% or above marks in the qualifying examination to be eligible for admission. For SC/ST/OBC candidates minimum marks required in the qualifying exam are 35% marks.

7. Semester System and Choice Based Credit System:

The semester system accelerates the teaching-learning process. The credit-based semester system provides flexibility in designing curriculum and assigning credits based on the course content and hours of teaching. The choice-based credit system provides a cafeteria 'type approach in which the students can take courses of their choice, undergo additional courses and acquire more than the required credits, and adopt an interdisciplinary approach to learning.

8. Definition of Key words:

- a. **Academic Year:** Two consecutive (one odd + one even) semesters constitute one academic year.
- b. **Choice Based Credit System:** The CBCS provides choice for students to select from the prescribed courses (Core, Ability Enhancement, Skill Enhancement, Self-Learning, Discipline Specific Courses).
- c. **Course:** Usually referred to, as 'papers' is a component of a programme. The courses shall define learning objectives and learning outcomes. A course shall comprise lectures/ tutorials/ laboratory work/ field work/ outreach activities/

project work/ vocational training/viva/ seminars/ term papers/assignments/ presentations/ self-study etc. or a combination of some of these.

- d. Credits:** Credit defines the quantum of contents/syllabus prescribed for a course and determines the number of hours of instruction required per week. Thus, normally in each of the courses, credits will be assigned on the basis of the number of lectures/tutorial laboratory work and other forms of learning required, to complete the course contents in a 15-20week schedule: One credit =1 hour of lecture per week/ two hours of Laboratory or practical/three hours of clinical rotation, field work/posting. All courses need not carry the same credits.

	Lecture - L	Tutorial - T	Practical - P	Clinical Training/ Rotation CT/CR
1 Credit	1 Hour	1 Hour	2 Hours	3-5 Hours

- e. Programme:** An educational program leading to award of a degree, diploma or certificate.
- f. Grade Point:** It is a numerical weight allotted to each letter grade on a 10-point scale.
- g. Credit Point:** It is the product of grade point and number of credits for a course.
- h. Cumulative Grade Point Average (CGPA):** It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.
- i Letter Grade:** It is an index of the performance of students in a said course. Grades are denoted by letters: O, A+, A, B+, B, C, P, F, AB.
- j. Semester Grade Point Average (SGPA):** It is a measure of performance of work done in a semester. It is ratio of total credit points secured by a student in various

courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.

- k. Transcript or Grade Card or Certificate:** Based on the grades earned, a grade certificate shall be issued to all the registered students after every semester. The grade certificate will display the course details (code, title, number of credits, grade secured) along with SGPA of that semester.
- l. Semester System and Choice Based Credit System:** The semester system accelerates the teaching-learning process. The credit-based semester system provides flexibility in designing curriculum and assigning credits based on the course content and hours of teaching. The choice-based credit system provides a cafeteria 'type approach in which the students can take courses of their choice, undergo additional courses and acquire more than the required credits, and adopt an interdisciplinary approach to learning.

9. Types of Courses

Courses in a programme may be of three kinds:

- Core Course
- Ability Enhancement Compulsory Course (Foundation course)
- Elective Course

9.1 Core Course: A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course. This is the course which is to be compulsorily studied by a student as a core requirement to complete the program of study in a said discipline.

9.2 Ability Enhancement Compulsory Courses (AECC): Ability enhancement compulsory courses (AECC) are the courses based upon the content that leads to knowledge enhancement.

Example:

1. Environmental science
2. English/ MIL communication

These are mandatory for all disciplines.

9.3 Elective Course (EC):

9.3.1 Generic elective

9.3.2 Skill enhancement course

9.3.3 Self-learning courses (SWAYAM/MOOC)

9.3.4 Discipline Specific Elective courses

9.3.1 Generic elective: An Elective Course chosen from pool of courses which are unrelated from unrelated discipline/subject with intention to seek exposure beyond disciplines of choice. The purpose of this is to offer the students the option to explore disciplines of interest beyond the choices they make in core and discipline specific elective courses.

9.3.2: Skill enhancement course: SEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies and skills. These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge.

9.3.3: Self – learning course: with respect to- UGC (Credit Framework for Online Learning Courses through SWAYAM) Regulation, 2021. New Delhi, the 25th March, 2021. Vide No.F.1-100/2016 (MOOCs/e-content)

The List of MOOCS (Massive open online courses) and SWAYAM (Study webs of active learning for young aspiring minds) will be finalized by the faculty of allied health professions as per subject to time-to-time UGC notification and will be submitted to the academic council of the DU. Yenepoya (Deemed to be university) shall adopt the regulation of UGC governing MOOCS/ SWAYAM courses as amended from time to time.

The college/ department will designate course coordinator/facilitator to guide the students throughout the course to facilitate the completion of the chosen course.

9.3.3.1 Evaluation and Certification of MOOCs:

Evaluation will be based on predefined norms and parameters and announced in the overview of the Course at the time of offering the course. Formative continuous online assessments and end of course proctored exams shall be completed by the student.

The Yenepoya (Deemed to be) University incorporate the marks/grade obtained by the student, as communicated by the Host Institution through the PI of the SWAYAM course in the marks sheet of the student that counts for final award of the degree by the University.

9.3.3.2 Credit Mobility of MOOCs:

The Yenepoya (Deemed to be) University will give the equivalent credit weightage to the students for the credits earned through online learning courses through SWAYAM platform in the credit plan of the program.

In case a student fails to complete the MOOCs course He/ She may be allowed to complete the course requirements by registering for another course online in subsequent semester or opt for a course offered at this Yenepoya (Deemed to be) University.

10. Assigning Credit Hours per Course

While there is flexibility for the departments in allocation of credits to various courses offered, the general formula shall be:

- Every Core course shall be restricted to a maximum of 4 credits.
- The elective course offered by the Yenepoya (Deemed to be) University shall be restricted to a maximum of 2 credits.
- A candidate shall compulsorily complete total Twelve Credits of Elective courses
- These courses shall be selected either from the Generic Electives, Skill enhancement courses offered by Yenepoya (Deemed to be) university or from the SWAYAM/MOOC/NPTEL courses notified by the UGC time to time and enlisted by the faculty of Allied Health Care Professions. A Candidate shall have freedom to choose the courses of once own choice and at their own pace from the external online platform (SWAYAM/MOOC) or a mix of courses offered by Yenepoya (Deemed to be) University but, require to complete before appearing the Sixth semester end examination.
- A candidate who is desirous to add more credits shall be permitted to do so during the academic duration. Extra credits earned by a candidate shall be included in the marks card on submission of course completion certificate. However, it shall not be considered for awarding the Grade in the UG programme.

- The credits assigned to the course is indicated as L:T:P format. For example, for a 4credit course format could be: 4:0:0 or 1:2:1 or 3:1:0 or 0:0:4etc.

11. Assigning Total Credits for a Programme:

The UGC, in its notification No.F.1-1/2015 (Sec.) dated 10/4/15 has provided a set of “Model curricula and syllabi for CBCS programmes. In conformation with this notification, at Yenepoya (Deemed to be University), for the B.Sc. Clinical Psychology program with duration of 3years study period or 6 semesters the total credits shall be a maximum of 130 credits.

12. CBCS Program Coding System

The coding system shall be in the consonance with the system followed by the office of the controller of examination. Presently the following coding pattern is followed.

- 12.1 First two letters describe the faculty name followed by level of programme (UG – 01; PG – 02) and two letters represent the programme.
- 12.2 Course code shall have prefix denoting semester number followed by an alphabet of respective type of courses such as C = Core, AECC= Ability Enhancement Compulsory, GE=Generic Elective, SE= Skill Enhancement, SL = Self -Learning, P=Practical followed by numbers denoting number of courses taught-

1st SEM: 1C1, 1C2, 1C3, 1AECC1, 1AECC2, GE1/SE1/SL1 1P1 etc.

2nd SEM: 2C1, 2C2, 2AECC1, 2AECC2, GE2/SE2/SL2, 2P1, etc.

3rd SEM: 3C1, 3C2, 3AECC1, 3AECC2, GE3/SE3/SL3, 3P1, 3P2 etc.

4th SEM: 4C1, 4C2, 4C3, 4P1, 4P2, GE4/SE4/SL4 etc.

5th SEM: 5C1, 5C2, 5GE1/5SE1, 5P1, 5P2, 5P3,GE5/SE5/SL5 etc.

6th SEM: 6C1, 6C2, 6GE1/6SE1, 6P1, 6P2, 6P, GE6/SE6/SL6 etc.

13 Attendance:

13.1 Each course (theory, practical, clinical etc.) shall be treated as an independent unit for the purpose of attendance. Candidates having minimum 80% attendance in each of the Courses can only qualify to appear for the Semester End Examination. The Candidates with less than 80% of attendance shall be required to repeat that Course by attending the semester.

13.2 There shall be no provision for condonation of shortage of attendance.

13.3 For SWAYAM/MOOC/NPTEL it shall be as per the regulations governing the courses of implementing authority.

13.4 The HOD/Course Coordinator through the Dean of Faculties shall announce the names of the candidates who will not be eligible to take the Semester End-Examinations (SEE) in the various courses and send a copy of the same to the Controller of Examinations (COE) Office. Registrations of such candidates for those courses shall be treated as cancelled.

Scheme of examination

13.5 Evaluation of a course shall be done based on continuous internal assessment (CIA) mode followed by semester end university examination (SEE) for each course.

13.6 The components of CIA (Continuous Internal Assessment) may include 2 internal assessment tests, assignments and assessment of conduct/discipline.

13.7 The marks for CIA shall be 40% and SEE shall be 60%.

13.8 There shall be no minimum marks for CIA for a pass, but the minimum marks for pass per course shall be 50% CIA and SEE added together.

13.9 There shall be examinations at the end of each semester ordinarily during December/January for odd (1st & 3rd) semesters and during June/July for even semesters. The SEE for 5th & 6th semester will be held during December/Jan & June/July of each year.

13.10 The SEE duration shall be three hours.

13.11 The question paper pattern shall be decided by the Board of Studies (BOS) of the respective departments.

Internal assessment format per course (distribution of marks)

Internal Assessment Components	Maximum Marks
Two IA tests	20
Assignment	10
Conduct/discipline	10
Total Marks	40

First internal examination will be held in the 6th week of the semester and the second Internal Assessment will be held one month before the semester end University Examination.

Question Paper Pattern for Core Course SEE

SUBJECTS HAVING MAXIMUM MARKS = 60					Duration
Type of question	Number of questions	To be Answered	Marks for each question	Total	180 minutes
LONG ESSAY TYPE	02	01	10	10	
SHORT ESSAY TYPE	10	08	05	40	
SHORT ANSWERS	07	05	02	10	
Total				60	

Question Paper Pattern for AECC SEE

SUBJECTS HAVING MAXIMUM MARKS = 40					Duration
Type of question	Number of questions	To be Answered	Marks for each question	Total	90 minutes
LONG ESSAY TYPE	02	01	10	10	
SHORT ESSAY TYPE	05	03	05	15	
SHORT ANSWERS	07	05	03	15	
Total				40	

Practical examination

SI.NO	Components	Marks
1	Spotters	20
2	Case scenario/Stations	20
3	Viva Voice	20
Total Marks		60

PARTICULARS OF PRACTICAL, VIVA-VOCE

- Practical examination will be aimed at examination of clinical skills and competence of the candidates for undertaking independent work as a specialist.
- Viva- Voce examination shall aim at assessing depth of knowledge, logical reasoning, confidence & oral communication skills.
- OSCE/OSPE- shall have minimum of 4 stations.

14 Evaluation of Answer Scripts

14.1 Each theory examination shall have single evaluation. There shall be provision for re-evaluation on a payment of a fee. An external examiner shall value the paper, if the difference is more than 15% of previous marks the answer script shall be sent for third evaluation. In such an event, the average of the best two out of the three scores will be taken as the final score.

14.2 Practical examination shall be jointly conducted and evaluated by one internal examiner and one external examiner.

15 Classification of Successful candidates:

The results of successful candidates at the end of each semester shall be declared in terms of Grade Point Average (GPA) and Alpha-Sign Grade. The results at the end of the sixth semester shall be classified on the basis of the Cumulative Grade Point Average (CGPA) obtained in all the six semesters and the corresponding overall alpha sign grade.

15.1 Letter Grades and Grade Points:

15.1.1 The Deemed to be University would be following the absolute grading system, where the marks are compounded to grades based on pre-determined class intervals.

15.1.2 The UGC recommended 10-point grading system with the following letter grades are given below:

Letter Grade	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)/ RA (Reappear)	0
Ab (Absent)	0
Not Eligible (NC) detained	0

15.1.3 A student obtaining Grade RA/ Ab shall be considered failed and will be required to reappear in the end semester examination.

15.2 The Semester Grade Point Average (SGPA)

The performance of a student in a semester is indicated by a number called 'Semester Grade Point Average' (SGPA). The SGPA is the weighted average of the grade points obtained in all the courses by the student during the semester.

For example, if a student takes five (Theory/Practical) in a semester with credits C1, C2, C3, C4 and C5 and the student's grade points in these courses are G1, G2, G3, G4 and G5, respectively, and then students' SGPA is equal to:

$$\text{SGPA} = \frac{C1G1 + C2G2 + C3G3 + C4G4 + C5G5}{C1 + C2 + C3 + C4 + C5}$$

The SGPA is calculated to two decimal points. It should be noted that, the SGPA for any semester shall take into consideration the F and ABS grade awarded in that semester. For example if a student has a F or ABS grade in program 4, the SGPA shall then be computed as:

$$\text{SGPA} = \frac{C1G1 + C2G2 + C3G3 + C4 * \text{ZERO} + C5G5}{C1 + C2 + C3 + C4 + C5}$$

15.3 Cumulative Grade Point Average (CGPA)

The CGPA is calculated with the SGPA of all the VI semesters to two decimal points and is indicated in final grade report card/final transcript showing the grades of all VI semesters and their courses. The CGPA shall reflect the failed status in case of F grade(s), till the course(s) is/are passed. When the program(s) is/are passed by obtaining a pass grade on subsequent examination(s) the CGPA shall only reflect the new grade and not the fail grades earned earlier. The CGPA is calculated as:

$$\text{CGPA} = \frac{C1S1 + C2S2 + C3S3 + C4S4 + C5S5 + C6S6}{C1 + C2 + C3 + C4 + C5 + C6}$$

Where C1, C2, C3... is the total number of credits for semester I, II, III,.... and S1, S2, S3.... is the SGPA of semester I, II, III,.....

Calculation of GPA & CGPA: An example (1st semester)

Program Code	Course	Credits (a)	Grade Obtained	Credit Value (b)	Grade Points (axb)
	Course 1	4	B	8	32
	Course 2	4	B	8	32
	Course 3	4	O	10	40
	Course 4	2	C	7	14
	Course 5	2	A	9	18
	Total	16	-	-	136

1st Semester GPA = Total Grade Points / Total Credits = 136 / 16 = 8.5 2nd Semester

GPA = 7 with respect to 18 Credits

Then 1st Year CGPA = $(8.5 \times 16) + (7 \times 18) / 16 + 18 = 7.7$

16 Declaration of Class

The class shall be awarded on the basis of Cumulative marks scored in all the Courses

First Class with Distinction= Aggregate Marks 75% and above

First Class = Aggregate Marks 60 to 74.9%

Second Class = Aggregate Marks 50 to 59.9%

16.1 Promotion Criteria

- The students are allowed to carry over any number of courses till sixth semester. But student is eligible to appear for the End semester exam of sixth semester if he/she has cleared all the Courses both Core and AECC of first, second, third & fourth semesters. If student has any pending course of first to fourth semesters he/she is not eligible to appear for the end semester exam of the sixth semester. However, Fifth semester courses are allowed to club with sixth semester end examination. But, all the Core courses and AECC Courses of first to fourth semester should be completed to be eligible for 6th end semester exam.
- Candidate should also complete 12 credits of elective course to be eligible for the 6th (in case of 3year program) end Semester Examination.

- Candidate should clear all Courses (Core, AECC & Elective courses) of all the semester, to be eligible to start the one year of mandatory internship.
- A fail in any one Course will mean the candidate has to reappear for the exam in that Course only.
- A candidate who passes the semester examinations in parts is eligible for only CGPA and letter grade but not for Class/ ranking/award/medal from the University.

17 Eligibility for the award of Degree

A candidate shall have passed in all the Courses (Core, AECC and Electives) amounting to 106 credits.

18 Maximum Period for Completion of Programme:

A candidate shall complete six semesters (Three Years) program within Six years from the date of admission. Hence the maximum period for the completion of the program is 6 years.

19 Minimum for a pass:

19.1 A candidate shall be declared to have passed the UG programme if he/she secures at least CGPA of 4.0 (Course Alpha-Sign Grade P) in the aggregate of both internal assessment and semester end examination marks.

19.2 The candidates who pass all the semester examinations in the first attempts in Three years are eligible for ranks provided they secure at least a CGPA of 8.0 (at least Alpha-Sign Grade A).

19.3 The results of the candidates who have passed the sixth semester examination but not passed the lower semester examinations shall be declared as NCL (Not Completed Lower semester examinations). Such candidates shall be eligible for the degree only after completion of all the lower semester examinations.

19.4 A candidate who passes the semester examinations in parts is eligible for only CGPA and Alpha-Sign Grade but not for ranking.

19.5 There shall be no minimum in respect of internal assessment and viva-voce marks.

20 Re-Entry after Break of the study:

20.1 Candidates admitted to a program abstaining for more than 3 months must seek readmission into the appropriate semester.

20.2 The candidate shall follow the syllabus in vogue (currently approved/is being followed) for the program.

20.3 All re-admissions of candidates are subject to the approval of the University

22. Program Structure

Semester 1

Sl. No	Category	Course Name	Max Marks		Total Marks	Hours Per week			Credits
			IA	SEE		L	T	P	
1	Core	General psychology	40	60	100	4	-	-	4
2	Core	Bio-psychology	40	60	100	3	1		4
3	Core	Social Psychology.	40	60	100	4	-	-	4
4	Core	Theories of Personality	40	60	100	4			4
5	AECC	English & Communication	10	40	50	2	-	-	2
6	AECC	Constitution of India	10	40	50	2	-	-	2
Total					500				20

Note: Of the total available 36 hours per week for teaching learning processes, 20 hours per week is dedicated to Core and AECC courses. Remaining hours are available for Elective/Value added courses/Extracurricular activities etc.

Semester 2

Sl. No	Category	Course Name	Max Marks		Total Marks	Hours Per week			Credits
			IA	SEE		L	T	P	
1	Core	Cognitive Psychology	40	60	100	4	-	-	4
2	Core	Research I	40	60	100	4	-	-	4
3	Core	Developmental Psychology	40	60	100	4			4
4.	Core	Psychological Assessment		100	100		2	4	4
6.	AECC	Environmental Studies	10	40	50	2	-	-	2
7.	AECC	Health Care	10	40	50	2		-	2
8.	AECC	Medical Ethics	10	40	50	1			1
9.	AECC	Sociology	10	40	50	1			1
Total					600				22

Note; of the total available 36 hours per week for teaching learning processes, 24 hours per week is dedicated to Core and AECC courses. Remaining hours are available for Elective/Value added courses/Extracurricular activities etc.

Semester 3

Sl. No	Category	Course Name	Max Marks		Total Marks	Hours Per week			Credits
			IA	SEE		L	T	P	
1	Core	Abnormal Psychology I	40	60	100	3	1	-	4
2	Core	Childhood & Adolescents Disorders	40	60	100	4		-	4
3	Core	Research II	40	60	100	4	-	-	4
4	Core	Health Psychology	40	60	100	4	-	-	4
5	AECC	Kannada	10	40	50	2	-		2
Total					450				18

Note: Of the total available 36 hours per week for teaching learning processes, 18 hours per week is dedicated to Core and AECC courses. Remaining hours are available for Elective/Value added courses/Extracurricular activities etc.

Semester 4

Sl. No	Category	Course Name	Max Marks		Total Marks	Hours Per week			Credits
			IA	SEE		L	T	P	
1	Core	Psychopathology I	40	60	100	4		-	4
2	Core	Guidance & Counselling	40	60	100	4		-	4
3	Core	Psychological Assessment II		100	100		2	4	4
4	Core	Clinical Skills I		100	100	2		4	4
5	AECC	Human Rights & Gender Equity	10	40	50	2	-	-	2
6	AECC	Biostatistics	10	40	50	2	-	-	2
Total					500				20

Note; of the total available 36 hours per week for teaching learning processes, 24 hours per week is dedicated to Core and AECC courses. Remaining hours are available for Elective/Value added courses/Extracurricular activities etc.

Semester 5

Sl. No	Category	Course Name	Max Marks		Total Marks	Hours Per week			Credits
			IA	SEE		L	T	P	
1	Core	Psychopathology II	40	60	100	4	-	-	4
2	Core	Psychotherapy I	40	60	100	3	1	-	4
3	Core	Psychological testing	40	60	100	4			4
4	Core	Integrated psychological Interventions	40	60	100	4			4
5	Core	Clinical Skills II	40	60	100	4	-	-	4
Total					500				20

Note; of the total available 36 hours per week for teaching learning processes, 20 hours per week is dedicated to Core and AECC courses. Remaining hours are available for Elective/Value added courses/Extracurricular activities etc.

Semester 6

Sl. No	Category	Course Name	Max Marks		Total Marks	Hours Per week			Credits
			IA	SEE		L	T	P	
1	Core	Psychotherapy II	40	60	100	4			4
2	Core	Psychological Assessment III		100	100		2	4	4
3	Core	Clinical Skills III		100	100	2		4	4
4	Core	Project		100	100		-	-	6
Total					400				18

Note; Of the total available 36 hours per week for teaching learning processes, 16 hours per week is dedicated to Core and AECC courses. Remaining hours are available for Elective/Value added courses/Extracurricular activities etc.

Total credit		118
Elective		12
Total Credit of the program		130

SEMESTER 1

GENERAL PSYCHOLOGY

Course: Core

Number of hours: 60

Credits: 4

Course Objectives

1. To develop an understanding of processes involved in learning and cognition.
2. To become familiar with the theories concerning human behaviour in a social context.
3. To understand the basics of various theories in Psychology
4. To provide basic knowledge about systems and processes like attention, learning and Intelligence.

COURSE CONTENT:

Unit I: Introduction

12 Hours

Nature, Scope, Origin, Definition, Psychology- as a Science, Specialties within Psychology, Psychology and Other Disciplines. Perspectives in Psychology

Unit II: Methods of assessment in Psychology

12 Hours

Goals of Psychological Enquiry, Introspective Method, Observation Method, Experimental Method, Correlation Method, Case Study Method, Clinical Method, Genetic Method, Interview Method, Survey Method, Rating Scales, Checklists, Questionnaires, Psychological Tests, Cross-cultural Method.

Unit III: Attention and Perception

12 Hours

(a) **Attention:** Definition, Characteristics, Types, Determinants of Attention

(b) **Perception:** Principles of Perceptual Organization, Constancies in Perception - Size, Shape, Form, Space, Movement etc., Depth Perception, Life-span Changes in Perception, Extra Sensory Perception (ESP), Illusions.

Unit IV: Memory and intelligence

12 Hours

Memory and forgetting: Meaning and definitions of basic concepts; Types of memory; Causes of forgetting.

Unit V: Intelligence:

12 Hours

Meaning and definitions of basic concepts; Determinants of intelligence.

Course Outcomes:

- Students will be able to generate interest in psychology
- Students will be develop the understanding about the basic concept of the field of psychology with an emphasis on applications of psychology in everyday life.

Recommended Books

- Baron RA. Psychology. 3rd ed. New Delhi: Prentice Hall; 1996.
- Lahey BB. Psychology: An Introduction. New Delhi: Tata Mc GrawHill; 1998.
- Feldman RS. Understanding Psychology. New Delhi: Tata Mc GrawHill; 2002.
- Bootzin RR, Bower GH, Crocker J, Hall E. Psychology Today. London: Mc Graw Hill; 1991.
- NCERT (2002). Introduction to Psychology- Part-I. New Delhi: NCERT.

BIO-PSYCHOLOGY

Course: Core

Number of hours: 60

Credits: 4

Course Objectives

- To explore the basic concept of brain and behavior.
- To explore an understanding of the influence of behavior, cognition, and the environment on bodily system.
- To explore an appreciation of the neurobiological basis of psychological function and dysfunction.
- To analyze how the brain and neurotransmitters influence our behaviors, thoughts and feelings.

COURSE CONTENT:

Unit I: Introduction to biopsychology **15 hours**

Nature and scope; Methods and ethics in biopsychology; Divisions of biopsychology.

Unit II: The Functioning brain **15 hours**

Structure and functions of neurons; neural conduction and synaptic transmission.

Unit III: Organization of nervous systems **15 hours**

CNS & PNS: Structure and functions. Functional abnormalities of neurotransmitters: dopamine and serotonin hypothesis. Neuroplasticity of Brain (neural degeneration, neural regeneration, and neural reorganization), hemispheric specialization. Lobs.

Unit IV: Endocrinology **15 hours**

Glands and hormones, functions of hormones, disorders

Course Outcome:

- To explore the biological basis of experience and behaviour.

- To develop an understanding of the influence of behaviour, cognition, and the environment on bodily system.
- To develop an appreciation of the neurobiological basis of psychological function and dysfunction.

Recommended Books

- Breedlove SM, Rosenzweig MR, Watson NV. *Biological Psychology: An introduction to behavioural, cognitive, and clinical neuroscience*, 5th Ed. Sinauer Associates Inc. Sunderland, Massachusetts; 2007.
- Carlson NR. *Foundations of Physiological Psychology*, 6th Ed. New Delhi: Pearson Education; 2009.
- Pinel JPJ. *Biopsychology*, 8th Ed. New Delhi: Pearson Education; 2011.
- Rozenweig MH. *Physiological Psychology*. New York: Random; 1989.

SOCIAL PSYCHOLOGY

Course: Core

Number of hours: 60

Credits: 4

Course Objectives:

- To gain knowledge of the social cognitive processing.
- To understand various areas of social psychology.
- To understand cognition and behavior as they naturally occur in social context.
- In-depth understanding of social psychology theories.

COURSE CONTENT:

Unit I: Introduction

12 Hours

Nature and Scope of Social psychology; Methods of Study: observation, experimental, correlational, survey, sociometry. Social Psychology and Related Disciplines

Unit II: Social Perception

12 Hours

Perceiving Self: Self-concept, Perceived Self-control, Self-serving Bias, Self- presentation, Self-esteem, Self and Gender

Perceiving Others: Non-Verbal Communication, Attribution, Impression Formation, Impression Management

Unit III: Social Cognition

12 Hours

Schemas, Heuristics & Automatic Processing, Potential Sources of Error in Social Cognition, Affect and Cognition, Social Cognition and Problem Behaviors.

Unit IV: Attitudes

12 Hours

Attitude Formation, Attitude Behaviour Link, Attitude Change, The Fine Art of Persuasion, Resistance to Persuasion, Cognitive Dissonance

Unit V. Interpersonal Relationship

12 Hours

(a) Interpersonal Attraction: Proximity, Affective Basis of Attraction, Immediate Determinants of Likes and Dislikes.

(b) Interdependent relationship: Family, Relationship beyond the Family, Adult Relationship and Attachment Style, Romance, Marriage, Relationship problems, Reaction to the Problems,

Effect of Relationship Failure.

Unit VI: Social Influence: Conformity, Compliance- principles and tactics, symbolic social influence, obedience

Unit VII: Group dynamics

12 Hours

Group and team: Meaning, definitions, characteristics, types; Formation of groups; Team player styles; team building process; Leadership: Definitions, types and characteristics; Characteristics and factors influencing- Group formation, Group cohesion, group influence, Group structure.

Course Outcomes-

Develop the understanding of Social Psychology

Develop the knowledge about the various areas of social psychology & its theories.

Recommended Books -

- Baron RA, Byrne D. Social Psychology, 10th ed. New Delhi:Prentice Hall; 2003.
- Myers DG. Social Psychology, 7th ed. Int. Education: Mc Graw Hill; 2002.
- Chaube SP. Chaube A. Ground Work for Social Psychology. NewDelhi: Neelkamal; 2007.
- Taj H, An Introduction to Social Psychology. New Delhi: Neelkamal; 2007.

THEORIES OF PERSONALITY

Course: Core

Number of hours: 60

Credits: 4

Course Objectives

- To broadly understand in depth, specific theories under each of the major psychological models of personality.
- Competent to apply and conceptualizes the theories in real life situations
- To develop the skills necessary to be able to describe and explain an individual's personality or behaviour.

COURSE CONTENT:

Unit I: Basic understanding, Assessment, Factors and Research in personality 15 hours

Defining personality, personality and psychopathology, Assessment of personality: importance and methods, Factors (Role of social media, Gender, Race and Culture) in the development and shaping of personality and research in personality.

Unit II: Psychoanalytic, Life Span and Humanistic Theories of personality 15 hours

Psychoanalytic approach: Freudian and Neo-Freudian approach (Karl Yung, Adler and Karen Horney), Life Span Approach: Erik Erikson's Identity Theory; Humanistic Approach: Abraham Maslow: Needs-Hierarchy Theory; Carl Rogers: Self-Actualization Theory, Genetic Approach: Gordon Allport (motivation and Personality); Cattell's approaches to personality traits

Unit III: 15 hours

Behavioural Approach: Classical Conditioning B.F Skinner's Reinforcement Theory Social learning Approach: Albert Bandura's modelling theory

Limited Domain Approach; Marvin Zuckerman's sensation seeking; Martine Seligman's learned helplessness;

Personality in perspective (overview of different contributing personality factors based on research evidence)

Course Outcome:

- To broadly understand the human personality and its formation
- Competent to apply and conceptualizes the theories in real life situations
- To understand broadly the personality based on each schools of psychology

Recommended Books

1. Jensen M. Personality Traits, Learning and Academic Achievements. Journal of Education and Learning. 2015.
2. Schultz DP, Schultz SE. Theories of personality. Cengage Learning; 2016.
3. Hall CS, Lindzey G, Campbell JB. Theories of personality. New York: Wiley; 1957.
4. Eysenck HJ, Eysenck MW. Personality and individual differences. New York, NY: Plenum; 1987.

ENGLISH AND COMMUNICATION

Course: AECC

Credits: 2
hours

Number of Hours: 30

Course Objectives

- The course is designed to enable students to enhance their ability to speak and write English required for effective communication in their professional work.
- Students will practice their skills in verbal and written English during clinical and classroom experience.

COURSE CONTENT

UNIT – I: Phonetics (4 Hours)

- Brief introduction to the history of English Language & Phonetics
- Vowels, Diphthongs, Consonants
- Native pronunciation of English words

UNIT – II: Difference between American & British English (2 Hours)

- Difference with regards to the Vocabulary, Accent, Grammar & Spellings.
- Syllables & Word Stress

UNIT – III: Grammatical Skills (10 hours)

- Verb Tenses
- Appropriate Use of Prepositions
- Articles
- Subject Verb Agreement
- Appropriate usage of Punctuation and Capitalization
- Modals
- Transformation of Sentence structures
- Active Passive Voice

- Reporting skills
- Question Tags
- Homonyms & Homophones
- Degrees of Comparison
- One word Substitution
- Linkers

UNIT – IV: Written Communication Skills

(5 Hours)

- Drafting of formal letters
- Email drafts – Do’s and don’ts in professional emails.
- Article and Essay writing
- Notice writing
- Speech writing
- News Report writing
- Dialogue writing

UNIT – V: Oral Communication Skills

(6 Hours)

- Way of Communicating when we meet people.
Face to Face Communication
Tone of voice
Body Language
- Small Talk
- Elevator Speech
- Etiquettes of Phone Conversation & Phone role play
- Basics of meeting online
- Video conference role play

- Group discussion
- First Impressions
- Interview Skills: Purpose of an Interview
Do's & Don'ts of an Interview

UNIT-VI: Presentation Skills

(3Hours)

- Debating
- Speech Relay
- Presentations

Course Outcomes

On completion of the course, the students will be able to

- Identify the significance of Communicative English for healthcare professionals
- Apply the concepts and principles of English Language use in professional development such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, Spelling, pause and silence.
- Converse effectively and appropriately.
- Enhance expressions through writing skills.
- Apply LSRW (Listening, Speaking, Reading and Writing) Skill in combination to learn, teach, educate and share information, ideas and results.

Recommended Books:

- 'English Grammar in Use' fourth edition by Raymond Murphy
- 'Contemporary English Grammar Structures and Composition' by David Green

CONSTITUTION OF INDIA

Course: AECC

Credits: 02

Number of hours: 30 hours

Course Objectives: By the end of this course, a student will

- State and explain the constitution of India and its Constituent Assembly
- Explain fundamental rights and duties of citizen
- Identify union, state and federalism of India
- Knowledge of electoral process in India.
- State the basic concepts of Human Rights and its functions and authorities in society.

COURSE CONTENT

Unit 1: Indian Constitution

5 hours

- Meaning and Importance of Constitution
- The Constituent Assembly
- The Preamble
- Salient Features of Constitution

Unit 2: Fundamental Rights and Directive Principles

3 hours

- Meaning and Differences between Fundamental Rights and Directive Principles
- Fundamental Rights
- Rights Information Act Meaning, importance of RTI 2005

Unit 3: Union Government

4 hours

- President of India- Election, Powers and Position
- Prime Minister and council of Ministers
- Parliament – Lok Sabha, Rajya Sabha- Organizations and Powers

Unit 4: State Government

4 hours

- The Governor
- Chief Minister and Council of Ministers
- State Legislature Vidhana Sabha, Vidhana Parishad – organization and Powers

Unit 5: Federalism in India	2 hours
<ul style="list-style-type: none"> • Meaning Federal and Unitary Features 	
Unit 6: The Judiciary	2 hours
<ul style="list-style-type: none"> • The supreme Court – Organization, Jurisdiction and Role • The High Court – Organization Jurisdiction and Role 	
Unit 7: Electoral Process In India	2 hours
<ul style="list-style-type: none"> • Election Commission – Organization, Functions 	
Unit 8: Local Governments	2 hours
<ul style="list-style-type: none"> • Rural and Urban – Organization, Powers and Functions 	
Unit 9: Human Rights	3 hours
<ul style="list-style-type: none"> • Human rights – Meaning • Universal Declaration of Human Rights • Remedies against Violation of Human Rights in India 	
Unit 10: Special constitutional provisions	3 hours
<ul style="list-style-type: none"> • Special Rights created in the constitution for: Dalits, Backwards, women and Children and the Religious and Linguistic Minorities. • Constitution and Sustainable Development in India. • Minority Commission in India 	
Course Outcome:	
<ul style="list-style-type: none"> • This course is to keep the students abreast with the knowledge of the Constitution of India. • To make the students understand the importance of human rights as citizens of India. 	
Recommended Books:	
<ul style="list-style-type: none"> • Dinesh S, David P Stuart, International Human Rights in Nutshell. Thomas Burgenthel, West Nutshell Publisher; London; 2005. • ParvathyA, Constitution of India, Mangalore DivyaDeepa Publication; 2005 • ParvathyA, Human Rights. DivyaDeepa Publication Mangalore; 2019 • RajRam. M, Constitution of India Himalaya Publication, New Delhi; 1999 • Basu DD, Constitution of India, New Delhi Himalaya Publication; 2001 	

SECOND SEMESTER
COGNITIVE PSYCHOLOGY - II

Course: Core

Number of hours: 60

Credits: 4

COURSE CONTENT

1. To develop an understanding of processes involved in learning and cognition.
2. To become familiar with the theories concerning human behaviour in a social context.
3. To understand the basics of various theories in Psychology
4. To provide basic knowledge about systems and processes like attention, learning and Intelligence.

Unit-I: Motivation:

12 Hours

Definition, meaning, types of motivation; theories of motivation: Instinct, Drive reduction, Arousal, Incentive, arousal theory, Cognitive; Maslow's hierarchy of motivation. Types of Motives –Physiological, Psychological, social, unconscious, self-actualization.

Unit-II: Emotion:

12 Hours

Meaning, definitions and nature of emotion; functions of emotions; internal and external changes in emotion; Different types of emotions; Physiological basis of emotions. Theories of Emotion: James Lange Theory, Cannon Bard Theory, Cognitive appraisal Theory, two factor theory.

Unit – III: Thinking

12 Hours

Thinking: Definition and nature; Types of thinking; Tools of thinking: concepts, imagery, prototypes, script, schema, language and thought.

Unit – IV: Reasoning

12 Hours

Meaning and definition; Types: Deductive and inductive reasoning; Elimination by aspects; Heuristics and biases; Types of fallacious reasoning.

Unit – V: Problem solving

12 Hours

Definition and basic concepts; Types and strategies; Facilitating and hindering factors in problem solving, Methods of problem solving: Links between creativity, problem solving and decision making

Course Outcome:

- Student will be able to understand different theories related to Social Psychology.
- To understand various areas of social psychology and the cognition and behaviour as they naturally occur in social context.
- Gain in-depth understanding of social perception, attitudes, influences and group behaviors.

Recommended Books

- Baron RA, Branscombe NR, Byrne DE. Social Psychology. Pearson Education India; 2008.
- Feldman RS, Garrison M. Understanding psychology. New York, NY: McGraw-Hill; 1993
- Morgan CT, King RA. Introduction to Psychology: 3d Ed. McGraw-Hill; 1966.

RESEARCH I

Course: Core

Number of hours: 60

Credits: 4

Objective:

- To educate students with the process and the methods of quantitative and qualitative psychological research traditions.

COURSE CONTENT

UNIT I- Introduction to Measurement and Scaling Techniques 15 Hours

Definition of measurement, levels of measurement, properties of scales of measurement. Concept of Psychophysics

UNIT II- Experimental Method 15 Hours

Introduction to Experimental

Methods of Data Collection: Sampling; Probability Sampling Methods and NonProbability Sampling Methods.

UNIT III- Non Experimental Methods (I) 15 Hours

Case Study, Observation, Surveys, Focus Group Discussion & Interviews.

UNIT IV- Psychological Testing (II) 15 Hours

Psychological Testing: Standardization; Reliability, Validity and Norms of a Psychological Test; applications

Course outcome:

- To improve the ability of students to apply basic concepts of statistics and principles of scientific enquiry in planning and evaluating the Psychological research studies.
- To make the students participate in and/or conduct different types of research studies in Psychology
- To help the students to evaluate and apply the results of Psychological research studies in various contexts.

Recommended Books

- Chadha NK. Applied Psychometry. SAGE Publications, India; 2009.
- Gregory RJ. Psychological testing: History, principles. Pearson Education Limited 2014.
- Murphy KR, Davidshofer CO. Psychological testing. Principles, and Applications, Englewood Cliffs. 1988; 18.

DEVELOPMENTAL PSYCHOLOGY

Course: Core

Number of hours: 60

Credits: 4

Objectives:

- To equip the learner with an understanding of the concept and process of humandevelopment across the life span
- To impart an understanding of the various domains of human development
- To inculcate sensitivity to socio-cultural context of human development

COURSE CONTENT

UNIT I: Introduction

15 Hours

History & Research designs

UNIT II: Periods of Life Span Development

15 Hours

- a) Prenatal development b) Birth and Infancy c) Childhood d) Adolescence
e) Adulthood

UNIT III: Domains of Human Development

15 Hours

- a) Cognitive development: perspectives of Piaget and Vygotsky b) Language development c) Physical development d) Emotional development e) Moral development f) Self and Social development

UNIT IV: Socio-Cultural Contexts for Human Development

15 Hours

- a) Family b) Peers, Media & Schooling

Course outcome:

- To study human development in Psychological Perspectives
- To create awareness about major Psychological changes along with physical and cognitive Development

Recommended Books

- Berk LE, Meyers AB. Infants, children, and adolescents. Boston: Allyn and Bacon; 1996.
- Mitchell P, Ziegler F. Fundamentals of developmental psychology. Psychology press; 2013 Mar 5.
- Papalia DE, Olds SW, Feldman RD. Human development. McGraw-Hill; 2007.
- Ray DC. Therapist's Guide to Child Development. Routledge; 2016.
- Santrock JW. Life-span development 13th edition. New York: McGraw-Hill; 2005.

PSYCHOLOGICAL ASSESSMENT

Course: Core

Number of hours: 60

Credits: 4

Course Objectives:

- Paper is aimed at helping the students understand the theoretical framework that they have learnt with the help of a series of experiments in the practical class.

COURSE CONTENT

Attention

1. Knox cube imitation test
2. Colour cancellation test
3. Bender Gestalt Visual motor test
4. Division of attention

Memory

5. Immediate memory span
6. PGI-MS

Illusion

7. Muller lyre Illusion

Learning

8. Massed V/s spaced
9. Bilateral transference of learning
10. Habit interference

ENVIRONMENTAL STUDIES

Course: AECC

Credit: 2 hours

Number of hours: 30 hours

Course Objectives:

- Students will be able to learn about environment, factors affecting it, environmental ethics and its protection.
- Students will be able to describe a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
- Students will be able to Critically analyze technical subject matter (written or oral) for scientific merit apply learned environmental knowledge and understanding to solve technical /research problems in new contexts

COURSE CONTENT

Unit 1: Multidisciplinary nature of Environmental Studies (1 hour)

- Multidisciplinary nature of Environmental Studies
- Concept of sustainability and sustainable development

Unit 2: Ecosystems (4 hours)

- What is an ecosystem? Structure and function of an ecosystem; Energy flow in the ecosystem; Food chains, food webs and ecological succession. Case studies of the following ecosystems:
 - a. Forest ecosystem
 - b. Grassland ecosystem
 - c. Desert ecosystem
 - d. Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)
- History of ecosystem ecology
- Ecosystem services

Unit 3: Natural Resources (5 hours)

Renewable and Non-renewable resources

- Land resources and land use change; Land degradation, soil erosion and desertification.
- Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.

- Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state).
- Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

Unit 4: Biodiversity and its conservation

(6 hours)

- Levels of biological diversity: genetic, species and ecosystem diversity; Bio geographic zones of India; Biodiversity patterns and global biodiversity hotspots
- India as a mega-biodiversity nation; Endangered and endemic species of India
- Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.
- Ecosystem and biodiversity services: ecological, economic, social, ethical, aesthetic and informational value.
- Nature Reserves, tribal populations and rights, Human wildlife conflicts in Indian context

Unit 5: Environmental Pollution

(6 hours)

Definition

- Cause, effects and control measures of: -
 - a. Air pollution
 - b. Water pollution
 - c. Soil pollution
 - d. Light pollution
 - e. Noise pollution
 - f. Thermal pollution
 - g. Nuclear hazards
- Climate change, Greenhouse effect, Global warming, Acid rain, Ozone layer depletion.
- Solid waste Management: control measures of urban and industrial wastes.
- Pollution case studies.

Unit 6 Environmental Policies & Practices

(3 hours)

- Environmental Laws: Environment Protection Act.
- Air (Prevention and Control of Pollution) Act.
- Water (Prevention and control of Pollution) Act
- Wildlife Protection Act

- Forest Conservation Act
- International Agreements: Montreal protocol, Kyoto protocol, Convention on Biological Diversity (CBD)
- Environmental Impact Assessment
- Carbon footprint
- Sustainable Development Goals

Unit 7: Human communities and the environment (3 hours)

- Human Population growth – impacts on environment
- Resettlement and rehabilitation of project affected persons: case studies
- Disaster management – floods, earthquake, cyclone and landslides
- Environmental movements: Chipko, Silent Valley, Bishnoi's of Rajasthan
- Environmental ethics
- Consumerism and Environment
- Environmental communication and public awareness, case studies.

Unit 8: Field work (2 hours)

- Visit to a local area to document environmental assets river/forest/grassland/hill/mountain
- Visit to a local polluted site-Urban/Rural/Industrial/Agricultural
- Study of common plants, insects, birds. Study of simple ecosystems-pond, river, hill slopes, etc.
-

Course Outcomes:

- Students learn to knowledge on Echo systems, biodiversity and environmental policies and practices.

Recommended Books

- Agarwal KC. Environmental Biology, Nidi Publ. Ltd. Bikaner; 2001.
- Brunner RC. Hazardous Waste Incineration, McGraw Hill; 1998.
- Clark RS. Marine Pollution, Clarendon Press Oxford; 2001.
- Hawkins R.E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)

HEALTHCARE

Course: AECC

Credit: 02 hours

Number of hours: 30 hours

Course Objectives:

- To be able to describe the concepts of health, illness and national health policy various welfare programs in India.
- To be able to explain the concepts of Nursing
- To be able to Explain the basic, special needs of the patient, bandaging and first aid for common emergencies.
- To be able to Explain infection control

Unit I: Introduction to Health:

(4 Hours)

Definition of Health, Determinants of Health, Health Indicators of India, Health Team Concept. National Health Policy.

National Health Programmes (Briefly Objectives and scope) Population of India and Family welfare programme in India

Unit II: Introduction to Nursing:

(1 Hours)

What is nursing? Nursing principles. Inter- Personnel relationships.

Unit III: Bandaging:

(3 Hours)

Basic turns; bandaging extremities; Triangular Bandages and their application.

Nursing Position, Bed making, prone, lateral, dorsal, dorsal re-cumbent, Fowler's positions, comfort measures, Aids and rest and sleep.

Unit IV: Lifting And Transporting Patients:

(2 Hours)

Lifting patients up in the bed. Transferring from bed to wheel chair. Transferring from bed to stretcher.

Unit V: Bed Side Management:

(2 Hour)

Giving and taking Bed pan, Urinal: Observation of stools, urine. Observation of sputum, Understand the use and care of cathetres and enema giving.

Unit VI: Methods of Giving Nourishment:

Feeding, Tube feeding, drips, transfusion Care of Rubber Goods

Unit VII: Vital Parameter Recording:

(1 Hour)

Recording of body temperature, respiration and pulse,

Unit VIII: Asepsis :

(1 Hour)

Simple aseptic technique, sterilization and disinfection. Surgical Dressing: Observation of dressing procedures

Unit IX: First Aid.

(1 Hour)

Course Objectives:

At the end of the course student will be able to,

- Describe the concept of health, illness and national health policy various welfare programs in India.
- Explain the basic, special needs of the patient, bandaging and first aid for common emergencies

Recommended Books:

1. Singh H. Essentials of management for healthcare professionals. 1st ed. Hari S, editor. Boca Raton : Taylor & Francis, a CRC title, part of the Taylor & Francis imprint, a member of the Taylor & Francis Group, the academic division of T&F Informa plc, 2018.: Productivity Press; 2017.

MEDICAL ETHICS

Course: AECC

Credit: 01

Number of hours: 15 hours

Course objectives:

- To understand the about the ethical importance in medicine
- Knowledge regarding ethical concepts and teaching/learning experience
- Understand the importance of informed consent and ethical issues in health care.

COURSE CONTENT

Introduction

Medical ethics is a systematic effort to work with in the ethos of medicine, which has traditionally been service to sick.

Objectives: Identify underlying ethical issues and problem in medical practice

Unit I: Introduction to medical ethics (3 Hours)

What is ethics, what are values and norms, freedom and personal responsibility?

Unit II: Definition of medical ethics (2Hour)

Major principles of medic ethics.

Unit III: Perspective of medical ethics (4 Hours)

The Hippocratic oath, The Declaration of Helsinki, The WHO

Declaration of Geneva, International code of Medical Ethics (1993),

Medical Council of India Code of Ethics (2002).

Unit IV: Ethics of the individual (2 Hours)

Truth and confidentiality, the concept of disease, health and healing, the Right to health.

Unit V: The ethics of human life (1 Hour)

Prenatal sex determination.

Unit VI: The family and society in medical ethics (1 Hour)

Euthanasia, cancer and terminal care.

Unit VII: Death and dying (1 Hour)

Use of life-support systems, the right to die with dignity, suicide—the Ethical outlook.

Unit VIII: Professional Ethics (1 Hour)

Contract and confidentiality, malpractice and negligence.

Course Outcomes:

- Increasing the awareness and knowledge of students of the value dimensions of interactions with the patients, colleagues, relations and public.
- Fostering the development of skills of analysis, decision making and judgment.
- Making the students aware of the need to respect the rights of the patient.
- Duties and responsibilities of the technologists.

Recommended Books:

- 1) Tsai DF. The WMA medical ethics manual. Journal of Medical Ethics. 2006 Mar 1;32(3):163.

SOCIOLOGY

Course: AECC

Credit: 01

Number of hours: 15 hours

Course Objectives:

- To develop the abilities of students to analyse the sociological concepts and their relationship with social work practice
- To understand Indian social problems and its impact on social development.
- To develop skills for social analysis.
- To develop an understanding of emerging issues of social concern and their impact on society.
- To develop basic understanding of health perspectives and their practice in social work

Course Content:

Unit I: Introduction

Meaning - Definition and scope of sociology

Its relation to Anthropology, Psychology, Social Psychology

Methods of Sociological investigations - Case study, social survey, questionnaire, interview and opinion poll methods.

Importance of its study with special reference to health care professionals

Unit II: Social Factors in Health and Disease:

Meaning of social factors

Role of social factors in health and disease

Unit-III: Socialization:

Meaning and nature of socialization

Primary, Secondary and Anticipatory socialization Agencies of socialization

Unit IV: Social Groups:

1. Concepts of social groups, influence of formal and informal groups on health and sickness.

The role of primary groups and secondary groups in the hospital and rehabilitation setup.

Unit V: Family:

The family, meaning and definitions Functions of types of family Changing family patterns
Influence of family on individual's health, family and nutrition, the effects of sickness in the family and psychosomatic disease and their importance to physiotherapy

Unit VI: Community:

Rural community: Meaning and features - Health hazards to rural communities, health hazards to tribal community.

Urban community - Meaning and features - Health hazards of urbanities

Unit VII: Culture and Health:

Concept of Health

Concept of culture

Culture and Health

Culture and Health Disorders

Unit VIII: Social Change:

Meaning of social changes

Factors of social changes

Human adaptation and social change

Social change and stress

Social change and deviance

Social change and health programme

The role of social planning in the improvement of health and rehabilitation

Unit IX: Social Problems of disabled:

Consequences of the following social problems in relation to sickness and disability, remedies to prevent these problems

Population explosion

Poverty and unemployment

Beggary

Juvenile delinquency

Prostitution

Alcoholism

Problems of women in employment

Unit X: Social Security:

Social Security and social legislation in relation to the disabled

Unit XI: Social Work:

Meaning of Social Work

The role of a Medical Social Worker

Recommended Books:

1. An Introduction to Sociology, VidyaBhushan, D R Sachdeva. Kitabmahal- Allahabad
2. An Introduction to Sociology, First edition. Roshni Jain, 2012. AITBS publishers- New Delhi
3. Sociology for Nurses, Sixth edition. Krishna Gowda, 2010. CBS Publishers & Distributors Pvt Ltd- New Delhi
4. Social problems in India, third edition. Ram Ahuja, 2014. PremRawat for Rawat Publication.
5. Sociology of Health, Mohammed Akram, 2014. PremRawat for Rawat Publication- Jaipur

THIRD SEMESTER

ABNORMAL PSYCHOLOGY-I

Course: Core

Number of hours: 60

Credits: 4

Course Objectives:

- To enable students to understand the concepts of abnormal behavior.
- To develop awareness about major psychological disorders
- To encourage the students to know different therapeutic techniques in management of major psychological disorders
- To enable the students in identifying the cause, diagnosis and treatment of maladaptive behavior.

COURSE CONTENT

Unit I: Substance abuse disorder

20 Hours

Alcohol Related Disorders – Clinical Picture of Alcohol Related Disorders, Biological Causal Factors in the Abuse of and Dependence on Alcohol, Psychosocial Causal Factors in Alcohol Abuse and Dependence, Sociocultural Causal Factors. Drug Abuse and Dependence – Opium and Its Derivatives (Narcotics), Cocaine and Amphetamines (Stimulants), Methamphetamine, Barbiturates (Sedatives) , Hallucinogens, Ecstasy, Marijuana ,Stimulants

Unit II: Schizophrenia and other psychotic disorder

20 Hours

Schizophrenia – Origins of the Schizophrenia Construct, Epidemiology, Clinical Picture Delusions, Hallucinations, Disorganized Speech and Behaviour, Positive and Negative Symptoms. Subtypes of Schizophrenia, Other Psychotic Disorders -Schizoaffective Disorder, Schizophreniform Disorder, Delusional Disorder, Brief Psychotic Disorder. Causal factors

Unit III: Personality disorders

20 Hours

Cluster A Personality Disorders-Paranoid Personality Disorder, Schizoid Personality Disorder, and Schizotypal Personality Disorder. Cluster B Personality Disorders- Histrionic Personality Disorder, Narcissistic Personality Disorder, Antisocial Personality Disorder, Borderline Personality Disorder. Cluster C Personality Disorders – Avoidant Personality Disorder, Dependent Personality Disorder, Obsessive-Compulsive Personality Disorder. Causal factors.

Course outcomes

- To develop awareness about major psychological disorders
- To acquaint the students with causes of major psychological disorders

Recommended Books

- Butcher JN, Mineka S, Hooley JM. Abnormal psychology. Pearson Education India; 2017.
- Mineka S, Carson R, Butcher J, Mineka S. Abnormal Psychology and Modern Life. 10th ed. New York: Harper Collins College Publishers; 1996.
- Sadock BJ, Sadock VA, Ruiz P. Synopsis of psychiatry: behavioral sciences, clinical psychiatry. Wolters Kluwer; 2015.
- World Health Organization, Geneva. The ICD-10 Classification of Mental and Behavioral Disorders, (1993).
- American Psychiatric Association. Diagnostic and Statistical Manual of Mental Disorders. (5th Ed.) . DSM- V., 2013.
- Ahuja N. A short textbook of psychiatry. 7th edition. New Delhi: Jaypee Brothers medical publishers' private limited. 2011; 19.

CHILDHOOD AND ADOLESCENCE DISORDERS

Course: Core

Number of hours: 60

Credits: 4

OBJECTIVES:

- To outline some of the critical issues in abnormal child psychology.
- To describe important features that distinguishes most child and adolescent disorders.
- To identify key historical breakthrough in abnormal child psychology.
- To help students identify the psychological disorders, its clinical features and management of maladaptive behaviour.

COURSE CONTENT

Unit I– **15 Hours**

Introduction: Infant, Child, and Adolescent Development.

Unit II – **15 Hours**

Intellectual disability, Communication disorders , Autism spectrum disorder, Attention deficit / hyperactive disorder, Specific learning disorder, Motor disorder

Unit III – **15 Hours**

Feeding and eating disorders, Elimination disorder, trauma stress related disorder, suicide and mood related disorders

Unit IV – **15 Hours**

Anxiety disorders, Obsessive compulsive disorders, early onset of schizophrenia, Adolescents substance abuse, child psychiatry other conditions

Course outcome

- Students will gain understanding about normal and abnormal development and temperament
- Understanding of models and assessment of disorders
- Acquire knowledge on the symptoms of learning disabilities and other psychopathologies

Recommended Books

- Butcher JN, Mineka S, Hooley JM. Abnormal psychology. Pearson Education India; 2017.
- Mineka S, Carson R, Butcher J, Mineka S. Abnormal Psychology and Modern Life. 10th Ed. New York: Harper Collins College Publishers; 1996.
- Sadock BJ, Sadock VA, Ruiz P. Synopsis of psychiatry: behavioral sciences, clinical psychiatry. Wolters Kluwer; 2015.
- World Health Organization, Geneva. The ICD-10 Classification of Mental and Behavioral Disorders, (1993).
- American Psychiatric Association. Diagnostic and Statistical Manual of Mental Disorders. (5th Ed.). DSM- V., 2013.
- Ahuja N. A short textbook of psychiatry. 7th Ed. New Delhi: Jaypee brothers medical publishers private limited. 2011; 19.
- Mash EJ, Dozois DJ. Child psychopathology: a developmental-systems perspective. Guilford Press; 2003.

RESEARCH II

Course: Core

Number of hours: 60

Credits: 4

Course Objectives:

- To improve the ability of students to apply basic concepts of statistics and principles of scientific enquiry in planning and evaluating the psychological research studies.
- To make the students participate in and/or conduct different types of research studies in Psychology
- To help the students to evaluate and apply the results of psychological research Studies in various contexts.

COURSE CONTENT

Unit I. Introduction:

15 Hours

Definition and nature of Statistics. Statistics in Psychological Research. Measurement & levels of measurement, scaling methods. Descriptive statistics: Measures of central tendency and variability; Mean, Median and Mode, Range, Percentiles, Quartile, Standard Deviation, Coefficient of Variation; Concept of Probability, Normal Distribution; Characteristics of Normal Probability Curve.

Unit II Correlation, Regression and Factor Analysis:

15 Hours

Concept of Correlation – Types (Pearson’s Product moment correlation, Spearman Rho, Biserial and Point Biserial) and uses. Regression, multiple regression. Basic information on Factor Analysis

Unit III Concepts of Hypothesis testing:

15 Hours

Standard error; standard ‘t’ test. Type I and type II errors, ANOVA and MANOVA, Non-parametric tests: nature and assumption, important non- parametric tests. Use of computer in research and evaluation: use of statistical software for coding, data entry, data verification, data processing, analysis, retrieval of information through internet and report writing.

Unit IV. Qualitative Research:**15 Hours**

Definition, types, Methods of data collection and data analysis, pros and cons of qualitative research.

Course Outcomes:

- Able to apply basic concepts of statistics and principles of scientific enquiry in planning and evaluating the psychological research studies.
- Ability to participate in and/or conduct different types of research studies in Psychology

Recommended Books

- Kothari CR. Research methodology: Methods and techniques. New Age International; 2004.
- Singh AK. Tests, measurements and research methods in behavioural sciences. Bharati Bhawan; 2015 Jan 1.

HEALTH PSYCHOLOGY

Course: Core

Number of hours: 60

Credits: 4

Course Objective

- To understand the relationship between mind and body
- In-depth understanding of clinical symptoms, etiology and diagnosis
- To understand the effect of physical diseases on psychological health

COURSE CONTENT

Unit I

12 Hours

Understanding Body-Mind connection (overview of Psychology and Health), Definition of Health, the illness-wellness continuum, Psychology's role in health, current perspectives on health. Health related behaviour and health promotion, Life-styles, risk factors, and health; Developmental factors, gender & socio-cultural factors in health. Bio-psycho-social Model

Unit II

12 Hours

Stress, illness and Coping – physiology of stress – Theories of stress – measurement of stress – understanding stress and disease- understanding pain and stress – psycho-neuro-immunology – personality and stress – coping with stress – techniques of coping – relaxation training, yoga, biofeedback, behaviour modification, cognitive therapies.

Unit III

12 Hours

A. Nature of HIV/AIDS, its progression and symptom, risk factors in transmission, impact of HIV/AIDS, prevention of HIV transmission, living with HIV/AIDS. Psychosocial impact of Cancer and HIV/AIDS, HIV Counselling B. Psycho-oncology-Identifying risk factors for Cancer, modifying the risk factors, living with cancer.

Unit IV

12 Hours

Psychological intervention in the context of Kidney disease. Dialysis, organ transplant, nephritic syndrome

Unit V

12 Hours

Nature and symptoms of Pain, Pain Perception, Theories of Pain, coping, Bio-psycho-social aspects of pain, Pain in children, assessing pain, managing and controlling clinical pain, Behaviour and cognitive methods for treating pain.

Course Outcome:

- The student will understand the relationship between mind and body
- In-depth understanding of clinical symptoms, etiology and diagnosis and the effect of physical diseases on psychological health.

Recommended Books

- Curtis A. Health psychology. Routledge; 2002 Jan 4.
- Brannon L, Feist J, Updegraff JA. Health psychology: An introduction to behaviour and health. Cengage Learning; 2013.
- Ogden J. EBOOK: Health Psychology, 6e. McGraw Hill; 2019 May 3.

KANNADA

Course: AECC

Credits: 02

Number of hours: 60

hours

Course Objectives

- Enable students to learn alphabet, words and simple sentences in Kannada.
- Enable students to enhance speaking and writing communicative skills in Kannada and learn technical words related to medical science

COURSE CONTENT:

Unit I: Kannada Letters (vowels, Consonant)

Unit II: Words, Phrases, formation of sentences, Letter Writing, Essay Writing. Treatment related Kannada words (from English to Kannada)

Unit III:

- 1) Possible communication in Kannada between Patients and Doctors.
- 2) Advising sentences to the possible questions of patients.
- 3) Some important sentences which enable to communicate with doctors and colleagues.

Course Outcome

- Allied health science students will be able to attend health issues of native Kannada speaking patients more effectively.
- They can also act as a bridge between doctors and patients.

Recommended Books

- Kannada Vyakarana – (8th ,9th and 10th Karnataka government text books)
- HSK, Vyavarahika Kannada

FOURTH SEMESTER

PSYCHOPATHOLOGY - I

Course: Core

Number of hours: 60

Credits: 4

Course Objective

- To gain in-depth knowledge about etiology of each disorder
- To understand the clinical features of each disorder
- In-depth knowledge on theoretical model

COURSE CONTENT

UNIT I Concept of Mental Health and Psychopathology

12 Hours

Concept of mental health Dimensions of mental health.

- Health-Disease Spectrum
- Characteristics of mentally healthy individual
- Prevention and Levels of Prevention
- Classification of Mental Disorders - Need for Classification of Mental Disorders
- Different systems of classification

UNIT II Theoretical Models of Psychopathology

12 Hours

Psychodynamic and Psychoanalytically oriented Models

- Behavioral, Humanistic, Interpersonal, Cognitive, Models
- Bio-psycho-social Model ▪ Socio-cultural Models
- Models of Psychopathology – Critical Analysis

NOTE: All the syndromes should include basic information on clinical features and diagnosis, signs of relapse, causes, basic information about their medical management, medicines used and possible side effects in addition to understanding of the psychopathology.

UNIT III - Psychopathology of Substance Abuse Disorders

12 Hours

Alcohol, Drug Addiction and Nicotine

• UNIT IV - Psychopathology of Anxiety and Somatoform Disorders 12 Hours

- GAD,
- Panic,
- Phobia,
- OCD,
- Dissociative and Conversion disorders
- Somatoform Disorder, Post Traumatic Disorders (PTSD)
- Somatization Disorder

UNIT V - Personality Disorders

12 Hours

- Clinical Characteristics of Personality Disorders
- Etiology of Cluster ABC Personality Disorders

Recommended Books

- Adams HE, Sutker PB, editors. Comprehensive handbook of psychopathology. Springer Science & Business Media; 2007 May 8.
- Fish FJ. Fish's clinical psychopathology: signs and symptoms in psychiatry. John Wright; 1985.
- World Health Organization, Geneva. The ICD-10 Classification of Mental and Behavioural Disorders;1993.
- American Psychiatric Association. Diagnostic and Statistical Manual of Mental Disorders. (4th Ed.) Text Revision. DSM-IV-TR., 2000.

GUIDANCE & COUNSELLING

Course: Core

Number of hours: 60

Credits: 4

Course Objective

- To understand the concept of guidance & counselling.
- To understand the process of counselling
- To understand the techniques & scope of counselling.

COURSE CONTENT

Unit I: Introduction

20 Hours

Guidance and counselling: meaning and goals, Educational guidance: need and goals, Vocational guidance: need and goals, Counselling as a profession-training and skills, characteristics of a counsellor

Unit II: Counselling Process

20 Hours

Stages of Counselling, Counsellor and the counselee: relationship, expectations and goals, role and functions of a counsellor, Ethical issues in counselling, Multicultural counselling

Unit III: Techniques and areas

20 Hours

Psychoanalytic, Humanistic, Behaviouristic and cognitive.

Individual and Group Counselling, Areas of counselling: Marriage, family and career counselling, Crisis intervention, Transactional analysis

Course outcome:

- Develop an understanding of the multi-disciplinary applications of counseling
- To understand basic concepts of counseling
- To acquire theoretical and practical knowledge on stages of counseling

Recommended Books

- Vacc NA, DeVaney SB, Brendel JM, editors. Counselling multicultural and diverse populations: Strategies for practitioners. Psychology Press; 2003.
- Blocher DH. Counselling: A developmental approach. Wiley; 2000 Feb 14.
- Thompson RA. Counselling techniques: Improving relationships with others, ourselves, our families, and our environment. Routledge; 2015 Aug 27.
- Walsh WB. Counselling psychology and optimal human functioning: An introduction. Counselling psychology and optimal human functioning. 2003.
- Gibson RL. Introduction to counseling and guidance. Prentice Hall; 1999.

PSYCHOLOGICAL ASSESSMENT – II

Course: Core

Number of hours: 60

Credits: 4

Course Objective:

- Provide understanding and training in administering sensation and perception
- Training in administering different Intelligence tests.

COURSE CONTENT

Sensation and Perception

1. Depth Perception
2. Test for Colour blindness

Intelligence

3. Seguin Form Board
4. Standard Progressive matrices
5. Vineland Social Maturity Scale
6. Binet Kamat Test
7. BHATIA Battery of Performance Test
8. Wechsler Adult Performance Intelligence Scale
9. Malin's Intelligence Scale for Indian children
10. Wechsler Intelligence Scale for Children

Course outcome

- Administer experiments to measure Sensation
- Administer experiments to measure perception
- Administer experiment to explain levels of intelligence

CLINICAL SKILLS – I

Course: Core
60Credits: 4

Number of hours:

Course Objective:

- Students will be able to identify how individual differences and diversity impact psychological diagnosis & treatment
- Students will be able to understand the APA code of ethics and how it is applied to Clinical situations.
- Enable the students to understand, predict and treat or alleviate disorders, disabilities or any kind of maladjustments.

COURSE CONTENT

Clinical interview

30 Hours

1. Case history – Child
2. Case history – Adult
3. Case history – ASD
4. Mental States Examination

Report writing

30 Hours

5. DRAP
6. SOAP

Counselling skills

7. Paraphrasing
8. Reflecting
9. Summarizing

Couse outcome

- Aptitude to conduct clinical interview
- Competent in report writing
- Develop basic counselling skills

HUMAN RIGHTS AND GENDER EQUITY

Course: AECC

Number of Hours: 30 Hours

Credits: 02

Course Objectives:

- To make the student understand the human rights as citizens of India.

COURSE CONTENT:

Unit I: Human Rights (5 Hours)

- Human Rights- Meaning
- Universal declaration of Human rights

Unit II: Human Rights Advocacy (5 Hours)

- Global Advocacy of human rights amnesty international and other organizations
- Peoples union for Civil Liberty (PUCL)
- Human Rights Commission in India
- Minority Commission in India
- Remedies against Violation of Human rights in India

Unit III : Gender Equity (5 Hours)

- Key Concepts- Gender and sex- Masculinity and Femininity, Patriarchy- Matriarchy, Gender roles and attributes, Gender division or labour, Gender Bias, Gender Stereotypes, Need for Gender Sensitization.

Unit IV: Woman Status in India (5 Hours)

- Important indicators- Sex Ratio, Education, Health, Nutrition, Maternal and Infant Mortality, Work Participation rate, Political Participation.

Unit V: Contemporary Women's Issues (5 Hours)

- Discrimination against Girl child
- Violence against women
- Problems of health and nutrition
- Women's education gender bias in education
- Trafficking in Women
- Globalization and Impact on Women

Unit VI: State Initiatives on Gender Issues

(5 Hours)

- Constitutional Rights of Women
- Laws Pertaining to Women
- The National Commission for Women

Course Outcome:

- Basic Knowledge of Human Rights and its function and authorities in society and industry women's status, issues and gender equity.

Recommended Books:

1. Parvathy Appaiah, Human Rights, Gender Equity and Environmental Studies, Shivam Books publishers, 2012.
2. Parvathy Appaiah, Human Rights, Gender Equity and Environmental Studies, Jai Bharath Prakashan publishers, 2016.
3. Parvathy Appaiah, Human Rights, Gender Equity and Environmental Studies, Jai Bharath Prakashan publishers, 2018-19.

BIostatistics

Course: AECC

Credit: 02

Number of Hours: 30

Course Objectives:

- Understands statistical terms.
- Possesses knowledge and skill in the use of basic statistical methods.

COURSE CONTENT:

Unit 1: Introduction

(3 hours)

- Meaning, definition of statistics.
- Importance of the study of statistics.
- Branches of statistics.
- Statistics and health science including nursing.
- Parameters and estimates.
- Descriptive and inferential statistics.
- Variables and their types.
- Measurement scales

Unit 2 : Tabulation of Data

(3 hours)

- Raw data, the array, frequency distribution
- Basic principles of graphical representation
- Types of diagrams - histograms, frequency polygons, smooth frequency polygon, cumulative frequency curve, ogive.
- Normal probability curve.

Unit 3: Measure of Central Tendency (4 hours)

- Need for measures of central tendency
- Definition and calculation of mean - ungrouped and grouped
- Meaning, interpretation and calculation of median ungrouped and grouped
- Meaning and calculation of mode.
- Comparison of the mean, and mode.

Unit 4: Measure of Variability (6 hours)

- Need for measure of dispersion. The range, the average deviation.
- The variance and standard deviation.
- Calculation of variance and standard deviation ungrouped and grouped.
- Properties and uses of variance

Unit 5: Probability and Standard Distributions (6 hours)

- Meaning of probability of standard distribution.
- The Binominal distribution.
- The normal distribution.
- Divergence from normality - skewness, kurtosis.

Unit 6: Sampling Techniques (5 hours)

- Need for sampling - Criteria for good samples.
- Various sampling designs.
- Procedures of sampling and sampling designs errors.
- Sampling variation.
- Tests of significance.

Unit 7: Health Indicator (3 hours)

- Importance of health Indicator.
- Indicators of population, morbidity, mortality, health services.
- Calculation of rates and ratios of health.

Course Outcomes

- Gains Knowledge in application of statistics in medical field and research.
- Possesses knowledge and skill in the use of basic statistical methods.

Recommended Books:

1. Mahajan BK, Gupta MC. Textbook of preventive and social medicine. Jaypee Brothers; 1995.

FIFTH SEMESTER
PSYCHOPATHOLOGY II

Course: Core

Number of hours: 60

Credits: 4

Course Objective:

- Students will be able to understand the etiology of different psychological disorders
- Make the student understand and identify the clinical feature of disorders related to both child and adult.

COURSE CONTENT

UNIT-I Psychopathology of Psychotic Disorders

15 Hours

- Schizophrenia
- Delusional Disorders

UNIT – II Psychopathology of Affective Disorders

15 Hours

- Depression
- Bipolar
- Mania

UNIT –III – Psychopathology of Sexual Dysfunctions and Alternate Sexuality 15 Hours

- Male Sexual Dysfunctions
- Female Sexual Dysfunctions
- Alternate Sexuality
- Legal issues

UNIT - IV Psychopathology of Behaviour and Emotional Disorders in Childhood

15 Hours

- ADHD
- PDD
- ODD (Oppositional Defiant Disorder)
- ASD (Autism Spectrum Disorder)

Course Outcome

- To gain in-depth knowledge about etiology of each disorder
- To understand the clinical features of each disorder
- In-depth knowledge on theoretical model

Reference

- Adams HE, Sutker PB, editors. Comprehensive handbook of psychopathology. Springer Science & Business Media; 2007 May 8.
- World Health Organization, Geneva. The ICD-10 Classification of Mental and Behavioural Disorders, (1993).
- American Psychiatric Association. Diagnostic and Statistical Manual of Mental Disorders. (4th Ed.) Text Revision. DSM-IV-TR., 2000.

PSYCHOTHERAPY - I

Course: Core

Number of hours: 60

Credits: 4

Course Objective:

- To understand the concept of psychotherapy
- To learn the finer details of the psychotherapies

COURSE CONTENT

UNIT – I: Introduction:

15 Hours

- Definition, aims & Course outcomes, Counseling v/s Psychotherapy
- Individual, Group, and Family approach
- Settings
- Professional and Ethical issues and Cultural issues
- Planning and recording

UNIT – II: Behavioural Therapy

15 Hours

- Overview, Theoretical & Conceptual Issues
- Behavioural Analysis ABC
- Behavioural Therapy based on Classical & Operant Conditioning

UNIT – III: Contingency Management (BT)

15 Hours

- Behaviour Modification Technique
- Relaxation Procedures – JPMR, Guided Imagery
- Aversive Procedures
- Self-Control Procedures
- Social Skills Training
- Bio Feedback Procedures – GSR, Alpha & Temperature

UNIT –IV: Cognitive – Behavioural and Acceptance Therapies

15 Hours

- Ellis Rational Emotive Therapy
- Beck’s Cognitive Therapy
- Dialectical Behaviour Therapy
- Acceptance and Commitment Therapy
- Mindfulness Based Cognitive Therapy

Course outcome:

- To develop an understanding of treatment methods
- Enable them to develop treatment plan and set goals
- To understand the role of each school in therapeutic procedure in accordance with each disorder

Recommended Books

- Milton B. Behaviour Modification- Principles & Procedures. 2nd ed. Wadsworth; 2001.
- Bellack AS, Hersen M, Kazdin AE, editors. International handbook of behavior modification and therapy. Springer Science & Business Media; 2012 Dec 6.
- Brems C. Basic skills in psychotherapy and counseling. Wadsworth/Thomson Learning; 2001.
- Corey G. Theory and practice of counseling and psychotherapy. Pacific Grove, CA: Brooks.

PSYCHOLOGICAL TESTING

Course: Core

Number of hours: 60

Credits: 4

Course Objective

- Provide basic understanding Psychological Tests
- Able to administer Psychological and Neuropsychological tests
- Training in administering Clinical Tests

COURSE CONTENT

UNIT I

12 Hours

Tests for Intelligence and Cognition: Individual and Group tests; verbal and nonverbal tests .Specific Intelligence tests: Bhatias, WAIS, CPM, MISIC. Attention/Concentration tests: Knox cube, Colour Cancellation, Letter digit substitution. Memory tests: PGI, WMS

UNIT II

12 Hours

Tests of cognitive functions and Intelligence for children, Screening test for learning disability- AIMS, NIMHANS test for LD (general and specific). Mental retardation- Seguin form board, BKT, DST. Assessment of social & emotional development of children- VSMS, DAP, Problem checklist.

UNIT III

12 Hours

Neuropsychological assessment of adults and children. Screening tests. Major neuropsychological test batteries – NIMHANS Neuropsychological battery, Luria Nebraska Neuropsychological test battery.

UNIT VI

12 Hours

Personality Assessment of Adults and Children: Inventories/ questionnaire -EPI.MPI.16PF, CPQ. Projective/semi projective -Rorschach Inkblot test, Thematic Apperception Test, Sentence Completion Test (Adults and children), Children's& Thematic Apperception test, Rosenzweig Picture Frustration Test(Adults and children) .

UNIT V

12 Hours

Clinical tests: scales for anxiety disorder- Hamilton, Becks, strait trait anxiety, Sinha's anxiety scale .Depression rating scales- becks, Hamilton. Suicide rating scale: Becks suicidal ideation, becks suicidal intent scale. Geriatric rating scales: Dementia rating scale, Disability Assessment. OCD -Y-BOCS, Maudsley obsession inventory Hodgson& Rachman, Life Satisfaction Scale – PGC Morale Scale. Tests for community based interventions (WHO-DAS; IDEAS; Quality of Life). Other rating scale: PANSS, BPRS, GHQ, Mania rating scale.

Course Outcomes

- Student will gain basic understanding of different psychological tests
- Able to administer psychological and Neuropsychological tests

Recommended Books

- Aiken LR. Psychological testing and assessment. Pearson Education India; 2009.
- Anastasi A, Urbina S. Psychological testing. Prentice Hall/Pearson Education; 1997.
- Gregory RJ. Psychological testing. Pearson Education Canada; 2014.

INTEGRATED PSYCHOLOGICAL INTERVENTIONS

Course: Core

Number of hours: 60

Credits: 4

Course Objective

- To learn about the different modalities of psychological interventions
- To learn the concept of integrated psychological interventions.

COURSE CONTENT

Unit I: Introduction

20 Hours

Meaning of integrated psychological interventions, Indian views, virtual therapies-online

Altered states of consciousness: functions of consciousness, hypnosis

Yoga, meditation, and religious experiences

Patanjali's Yoga

Drugged states

Unit II: Cognitive Interventions

20 Hours

Cognitive-Behaviour Therapy: Beck

Rational Emotive Behaviour Therapy: Ellis

Couple therapy, marital and family therapy

Relapse and follow-ups in psychotherapy

Schema therapy

Unit III: Other psychological interventions

20 Hours

Positive Psychological interventions: mindfulness, savouring

Biofeedback, Life style coaching, progressive muscle relaxation, leisure planning

Course outcome:

- To integrate psychological interventions
- To acquire knowledge on different modalities of psychological therapies.
- Enable them to get familiarized with virtual treatment methods

Recommended Books

1. Friend J. Yoga-Philosophy for Everyone: Bending Mind and Body. John Wiley & Sons; 2011 Sep 7.
2. Gerrig RJ, Zimbardo PG, Campbell AJ, Cumming SR, Wilkes FJ. Psychology and life. Pearson Higher Education AU; 2015 May 20.

CLINICAL SKILLS -II

Course: Core

Number of hours: 60

Credits: 4

Course Objective:

- Students will be able to identify how individual differences and diversity impact psychological diagnosis & treatment
- Enable the students to understand, predict and treat or alleviate disorders, disabilities or any kind of maladjustments
- Students will be able to learn different therapeutic skills and relaxation techniques.

COURSE CONTENT

Relaxation Techniques

30 Hours

1. Diaphragmatic breathing
2. JPMR
3. Guided imagery
4. Body scan meditation
5. Mindfulness meditation

Therapeutic skills

30 Hours

6. Socratic questioning – 6 types
7. Decision making metrics
8. Thought diary
9. Diagnostic formulation

Course Outcome

- Ability to administer relaxation techniques
- Equipped with counseling and therapeutic skills

SIXTH SEMESTER

PSYCHOTHERAPY – II

Course: Core

Number of hours: 60

Credits: 4

Course Objective:

- To know the concept of behavioral intervention
- To know the concept of psychotherapy
- To know the different types of psychotherapy

COURSE CONTENT

UNIT –I Cognitive – Behavioural and Acceptance Therapies

30 Hours

- Ellis Rational Emotive Therapy
- Beck's Cognitive Therapy
- Schema therapy
- Michenbaum's cognitive behaviour modification

UNIT – II

30 Hours

- Dialectical Behaviour Therapy
- Acceptance and Commitment Therapy
- Solution focused behaviour therapy
- Mindfulness based cognitive therapy

Course outcome:

- To integrate psychological interventions
- To acquire knowledge on third wave therapy
- Enable them to get familiarized with virtual treatment methods

Recommended Books

- Milton B. Behaviour Modification- Principles & Procedures. 2nd ed. Wadsworth; 2001.
- Bellack AS, Hersen M, Kazdin AE, editors. International handbook of behavior modification and therapy. Springer Science & Business Media; 2012 Dec 6.
- Brems C. Basic skills in psychotherapy and counseling. Wadsworth/Thomson Learning; 2001.
- Corey G. Theory and practice of counseling and psychotherapy. Pacific Grove, CA: Brooks.

PSYCHOLOGICAL ASSESMENT III

Course: Core

Number of hours: 60

Credits: 4

Course Objective:

- Provide training in administering different personality tests
- Provide training in administering different Clinical rating scales

COURSE CONTENT

Personality

1. Catell's 16 Personality Factors
2. Bell's Adjustment Inventory
3. Neo Five Factor Inventory
4. Sentence Completion Test

Clinical rating scales

5. Hamilton Anxiety Rating Scale
6. Brief psychiatric rating scale
7. Beck's Depression Inventory — II
8. Positive and Negative Syndrome Scale
9. Mini mental Status Examination
10. Dementia Rating Scale

Course outcome:

- Administer experiments to identify personality
- Equipped in administering clinical rating scale

CLINICAL SKILL TRAINING III

Course: Core

Number of hours: 60

Credits: 4

Course Objective:

- Provide practical training in Parent Management Training
- Encouraging the student to present and submit case histories

COURSE CONTENT

1. Parent management training
 - 12 sessions
2. Case submission
 - 3 adult cases
 - 2 child cases
3. Case Presentation
 - History
 - MSE
 - Assessment
 - Diagnostic formulation
 - Conceptualization
 - Management plan

Course outcome:

- Practical knowledge in parent management training
- Mandatory case submission and presentation

PROJECT

Course: Core

Number of hours: 60

Credits: 6

Course Objective:

- Student has to conduct projects on socially relevant topics making use of research methodology and statistics.

COURSE CONTENT

Pursuing a research project enables students to pursue an original study about a topic of interest. Students are expected to conduct a small project on socially relevant topics. Project work should be carried out with the supervision of faculty members in the department. The project work must be started from the fifth semester onwards and students should submit their report at the end of sixth semester.

Guide lines for the Project work

- The project work shall be a quantitative, qualitative or exploratory study and the use of simple statistical techniques may be encouraged.
- Students must do the project work individually and submit the report in manuscript format.
- Preferably tool can be prepared by the students themselves such as interview schedule, observation schedule, questionnaires, categories of content analysis etc
- Authenticity of the project work should be verified.
- The report must have five chapters such as Introduction, review, method, result and discussion, summary and conclusion and reference (APA format).
- An abstract of the study should be submitted along with the research report.
- The project will be valued both internally and externally

Course outcomes:

- Able to conduct projects that are relevant to the current societal conditions.