REGULATIONS AND CURRICULUM GOVERNING

B.Sc. CLINICAL PSYCHOLOGY PROGRAM

Implemented in the Academic Year 2024-25

Revised in 2025

Amended Up to 2025

Name of the Constituent Unit: Yenepoya School of Allied Health Sciences



Deralakatte, Mangalore, Karnataka.

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NOTIFICATION FROM THE UNIVERSITY

Sl No	ACM with Date	Decisions/Approvals
1.	38th ACM/ 27.04.2020	Starting of B.Sc. in Clinical Psychology under the Faculty of Allied & Healthcare Professionals from the academic year 2020-21 Revised curriculum of the existing B.Sc. (Tech) Programs and starting of additional program under the Faculty of Allied and Healthcare Professions.
2.	39th ACM/ 27.08.2020	Reallocation of existing / proposed course B.Sc. in Clinical Psychology under the respective faculties. Faculty of Allied and Healthcare Professions
3.	44th ACM/ 22.03.2021	Proposal for introduction of Choice Based Credit System in all the undergraduate programs under the Faculty of Allied & Healthcare Professions
4.	47th ACM/ 20.06.2022	Modification in the syllabus of B.Sc. Clinical Psychology – approved
5.	49th ACM/ 13.12.2022	Curriculum of B.Sc. –M.Sc. Integrated UG –PG program with NEP regulations have approved for the implementation
6.	51st ACM/ 16.05.2023	Introduction of New National Credit Framework (NCRF) for all undergraduate program under the faculty of Allied & Healthcare Professions
7	-	B.Sc. Clinical Psychology 2024-Revision in the syllabus content as per the subject-specific learning requirements, program outcome was accepted and recommended for further course of action
8	64 th ACM/ -14-08-2025	Implementing the Ability Enhancement Course “English and Communication I &“English and Communication II ”

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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. Hence to prepare the students to meet the demands of the healthcare sector and in accordance with the Ministry of Human Resource Development (HRD), Govt. of India education system Choice based Credit system is introduced from the academic year 2020- 21 onwards.

Psychology is the 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. Definition of Key Words

2.1 Academic Year: Two consecutive (one odd + one even) semesters constitute one academic year.

2.2 Semester System/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

An academic year shall consist of two semesters

Odd Semester 1st, 3rd, 5th&	September/October to February/March
Even semester 2nd, 4th, 6th&	March/April to August/September

2.3 Course: Usually referred to, as ‘papers‟ is a component of a program. 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. The courses can be of the following types i.e. Core, Ability Enhancement, Skill enhancement, Value added courses and Multidisciplinary Elective

2.4 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 15–20-week

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**
1 Credit	1 Hour	1 Hour	2 Hours

Credit Hours for different types of Courses:

Each course may have only a lecture component or a lecture and tutorial component or a lecture and practicum component or a lecture, tutorial, and practicum component, or only practicum component. For example, a three-credit lecture course in a semester means three one-hour lectures per week with each one-hour lecture counted as one credit. In a semester of 15 weeks' duration, a three-credit lecture course is equivalent to 45 hours of teaching. One credit for tutorial work means one hour of engagement per week. In a semester of 15 weeks' duration, a one-credit tutorial in a course is equivalent to 15 hours of engagement.

A one-credit course in practicum or lab work, community engagement and services, and fieldwork in a semester mean two-hour engagement per week. In a semester of 15 weeks' duration, a one-credit practicum in a course is equivalent to 30 hours of engagement.

A one-credit of Seminar or Internship or Studio activities or Field practice/projects or Community engagement and service means two-hour engagements per week. Accordingly, in a semester of 15 weeks' duration, one credit in these courses is equivalent to 30 hours of engagement.

A course can have a combination of lecture credits, tutorial credits, and practicum credits. For example, a 4–credit course with three credits assigned for lectures and one credit for practicum shall have three 1-hour lectures per week and one 2-hour duration field-based learning/project or lab work, or workshop activities. In a semester of 15 weeks' duration, a 4-credit course is equivalent to 45 hours of lectures and 30 hours of practicum. Similarly, a 4 – credit course with 3- credits assigned for lectures and one credit for tutorial shall have three 1-hour lectures per week and one 1-hour tutorial per week. In a semester of 15 weeks' duration, a four-credit course is equivalent to 45 hours of lectures and 15 hours of tutorials.

Experiential learning credit is equal to 3-hour duration per week. For example, 1 credit for experiential learning will mean 45 hours of learning. 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.

2.5 Program: An educational program leading to award of a degree, diploma or certificate. The following types of courses/activities constitute the program of study. Each of them will require a specific number of hours of teaching/guidance and laboratory/studio/workshop activities, field-based learning/projects, internships, and community engagement and service

a. Lecture courses: Courses involving lectures relating to a field or discipline by an expert or qualified personnel in a field of learning, work/vocation, or professional practice.

b. **Tutorial courses:** Courses involving problem-solving and discussions relating to a field or discipline under the guidance of qualified personnel in a field of learning, work/vocation, or professional practice.

c. **Practicum or Laboratory work:** A course requiring students to participate in a project or practical or lab activity that applies previously learned/studied principles/theory related to the chosen field of learning, work/vocation, or professional practice under the supervision of an expert or qualified individual in the field of learning, work/vocation or professional practice.

d. Seminar: A course requiring students to participate in structured discussion/conversation or debate focused on assigned tasks/readings, current or historical events, or shared experiences guided or led by an expert or qualified personnel in a field of learning, work/vocation, or professional practice.

f. **Studio activities:** Studio activities involve the engagement of students in creative or artistic activities. Every student is engaged in performing a creative activity to obtain a specific outcome. Studio-based activities involve visual- or aesthetic focused experiential work.

g. Field practice/projects: Courses requiring students to participate in field-based learning/projects generally under the supervision of an expert of the given external entity.

h. Community engagement and service: Courses requiring students to participate in field- based learning/projects generally under the supervision of an expert of the given external entity. The curricular component of 'community engagement and service' will involve activities that would expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems.

i. Experiential learning activities: Field project work / Day out learning activities etc. are considered as experiential activities.

2.6 Grade Point: It is a numerical weight allotted to each letter grade on a 10-point scale.

2.7 Credit Point: It is the product of grade point and number of credits for a course.

2.8 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.

2.9 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.

2.10 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.

2.11 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.

2.12 Academic Bank Account: means an individual account with the Academic Bank of Credits opened and operated by a student, to which all academic credits earned by the Student

from course(s) of study are deposited, recognized, maintained, accumulated, transferred, validated or redeemed for the purposes of the award of degree/diploma/certificates etc. by an awarding institution.

2.13 Academic Bank of Credits: means the provision for innovative and interchangeable curricular structures to enable creative combinations of Courses or Program in Disciplines of study leading to Degree or Diploma or Post Graduate Diploma or Certificate of Study offering multiple entry and multiple exit facilities, while removing rigid curricular boundaries and creating new possibilities of life-long learning

2.14 Credit-accumulation: means the facility created by Academic Bank of Credits in the Academic Bank Account opened by students in order to transfer and consolidate the credits earned by them by undergoing Courses.

2.15 Credit-redemption: means the process of commuting the accrued credits in the Academic Bank Account of the students maintained in ABC for the purpose of fulfilling the credits requirements for the award of Degrees or Diplomas or Certificates or Course work for Ph.D. program etc., by the registered degree-awarding Higher Educational Institutions.

2.16 Credit-transfer: Means the mechanism by which the Registered Higher Educational Institutions are able to receive or provide prescribed credits to individual Academic Bank Accounts in adherence to the University Grants Commission credit norms for the 'course/s' undertaken by students enrolled in any Registered Higher Education Institution within India.

2.17 Curricular components of the B.Sc. Clinical Psychology Program:

Courses in the program may be of the following types:

a. Core Course

b. Skill Enhancement Courses (SEC)

c. Ability Enhancement Courses (AEC)

d. Value Added Courses (VAC)

e. Multidisciplinary Elective (ME)

a. Core Course (CC): 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 the major disciple/subject having main focus and degree will be awarded in this discipline. This core course provides opportunity for our student to pursue in depth study of a particular subject or discipline hence, it is compulsorily studied by a student as a core requirement to complete the program of study in a said discipline. Every Core course shall be restricted to a minimum of 4 credits.

b. Skill Enhancement Course (SEC): SEC courses are aimed at imparting practical skills, hands- on training, competencies etc. to enhance the skill-based knowledge and thus the employability of the students.

c. Ability Enhancement Courses (AEC): These are the courses which aim to provide the students the competency in a modern Indian language (MIL) and in the English language with special emphasis on language and the communication skills. The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic skills, that helps students articulate their arguments and present their thinking clearly and coherently and recognize the importance of language as a mediator of knowledge and identity. The courses will also emphasize the development and enhancement of skills such a communication, and the ability to participate/ conduct discussion and debate.

d. Value Added Courses (VAC): These are the courses relating to understanding India, environmental science/ education, Health and Wellness etc.

i. Constitution of India: The course aims at enabling the students at acquire and demonstrate the knowledge and understanding of contemporary India with its historical perspective, the basic framework of the goals and policies of National development, and the constitutional obligations with special emphasis on constitutional values and fundamental rights and duties.

ii. Environmental Studies: The course aims to equip the students with the ability to apply the acquired knowledge, skills, attitudes, and values require to take appropriate actions for mitigating the effects of environmental degradation, climate change, and pollution, effective waste management, conservation of biological diversity, management of biological resources, forest and wild life conservation, and sustainable development and living.

iii. Human Rights & Gender equity: The Course emphasis understanding social justice issues and roles of human rights in promoting equitable society including international, national perspective, contemporary issues with this holistic coverage and relevance to today's world.

iv. Medical Ethics: The course deals with ethics involving fundamental and moral issues related to decision making while performing professional practice. It guides the students in systematic and rational way of working through dilemmas and to determine the best course of action in their field of practice.

e. Multidisciplinary Electives (ME): These courses are intended to broaden the intellectual experience and form part of liberal arts and science education. Students are not allowed to choose or repeat courses already undergone at the higher secondary level (Twelfth class). The courses relating to any of the broad discipline given below will come under this category.

i. Natural and Physical Sciences: Students can choose basic courses from disciplines such as natural science, for example, Biology, Botany, Zoology, Biotechnology, Biochemistry, Chemistry, Physics, Biophysics, Astronomy and Astrophysics, Earth and Environmental sciences, etc.

ii. Mathematics, Statistics and computer applications: Courses under this category will facilitate the students to use and apply tools and techniques in their major and minor disciplines. The course may include training in programming software like python among others and application software like STATA, SPSS, TALLY, etc. Basic courses under

this category will be helpful; for science and social science in data analysis and the application of quantitative tools.

iii. Library, Information, and Media Sciences: Courses from this category will help the students to understand the recent developments in information and media science (journalism, Mass Media, and Communication)

iv. Commerce and Management: Courses include business management, accountancy, financial institutions, Fintech, etc.

v. Humanities and Social Sciences: The courses relating to Social sciences, for example, Anthropology, Communication and Media, Economics, History, Linguistics, Political science, Psychology, Social work, Sociology, etc. will enable students to understand the individuals and their social behavior, society and nation. Students be introduced to survey methodology and available large –scale databases for India. The courses under humanities include for example, Archeology, History, Comparative Literature, Arts and creative Expressions, Creative writing and literature, language(s), philosophy etc., and interdisciplinary courses relating to humanities. The list of courses that can include interdisciplinary subjects such as cognitive science, environmental science, global environment and health, international relations, political economy and development, sustainable development, Women's and gender studies, etc. will be useful to understand society.

The Multidisciplinary elective offered by Yenepoya (Deemed to be) University includes:

i. First Aid and Basic Life Support (BLS): This Course deals with training the students to be a first responder when there are medical or traumatic emergencies.

ii. Yoga: The course develops a comprehensive understanding of yoga, including its history, various schools, practices, and their application in daily life, while also recognizing its potential for personal well-being, professional growth, and promoting positive health.

iii. Vermitechnology: This category of course will help students to gain skills in using worms to convert decomposing food waste into nutrient-rich fertilizer in simple, inexpensive and energy efficient way.

iv. Positive Psychology: The course will enable students to enrich themselves to thrive on the belief that people want to lead meaningful and fulfilling lives, cultivate what is best within them, and enhance their experiences of love, work, and play.

v. National Service Scheme (NSS): Students can choose NSS to understand the basic concept of NSS, to identify the needs and problems of the community in which they work and to gain skills in mobilizing community participation.

vi. Lifestyle Management: This course will help students to learn to achieve health goals through lifestyle and behavior adjustments by creating healthy habits as well as stress management.

vii. Youth Red Cross: The course deals with providing knowledge on Youth Red Cross volunteer ship and identifying the role of youth in humanitarian service. It also enables youth to promote national and international understanding by using international link of the movement.

viii. Jeevan Kaushal: University grant commission identified 4 modules on life skills (Jeevan Kaushal), the skills that required through our life. Jeevan Kaushal courses such as Communication skills, Professional Skills, Leadership and Management skills and Universal Human Values which will help students in developing personal competencies that helps to deal with challenges of life effectively thereby realizing his/her infinite potential as a human being.

ix. Self – learning course: In accordance with the UGC (Credit Framework for Online Learning Courses through SWAYAM) Regulation, 2021, New Delhi, dated 25th March 2021, and reference No.F.1-100/2016 (MOOCs/e-content), students are encouraged to augment their

learning experience by opting for Massive Open Online Courses (MOOCs), Study Webs of Active Learning for Young Aspiring Minds (SWAYAM), and Coursera courses as part of the multidisciplinary elective.

Yenepoya (Deemed to be University) will adhere to UGC regulations governing MOOCs/SWAYAM/Coursera courses, incorporating amendments as communicated by UGC over time. To facilitate the seamless completion of chosen courses, the department will appoint a designated course coordinator. The coordinator will guide and support students throughout the duration of the selected online courses.

The evaluation process will adhere to predefined norms and parameters, which will be communicated in the course overview at the time of offering.

In COURSERA, the assessment is multifaceted and include quizzes or tests at the conclusion of each module, assignments or projects demonstrating the practical application of concepts, active participation in discussion forums, and peer-reviewed assessments. The culmination of each course involves final quizzes or capstone projects tailored to the course content. Upon successful completion, students receive an online certificate, Yenepoya (Deemed to be University) will integrate the acquired credits into the student's official marks sheet.

In SWAYAM, Assessment will include formative continuous online assessments and end-of-course proctored exams, all of which are mandatory for successful completion by the student. Yenepoya (Deemed to be University) will integrate the marks or grade achieved by the student, conveyed by the Host Institution through the PI of the SWAYAM course, into the student's official marks sheet. These marks contribute to the final award of the degree conferred by the University.

3. Eligibility for admission

To be eligible for admission in BSc 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 candidate's minimum marks required in the qualifying exam are 35% marks

4. Duration of the Program

The duration of the program 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).

5. Maximum Period for Completion of Program

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.

6. Aim of the Program

The B.Sc. Clinical Psychology program aims to equip students with foundational knowledge of human behavior, psychological processes, and mental health, along with essential skills in assessment, diagnosis, research, and basic interventions. Through a blend of theory, practical training, and supervised clinical exposure, the program prepares students to apply psychological principles ethically and effectively in healthcare and the community.

7. Outcomes of the Program

Program Outcome (PO): (Knowledge – K, Skill – S, Attitude – A, Communication – C)
Upon successful completion of the undergraduate course, students will have developed a

broad knowledge in the field of evaluation, diagnosis and management of different conditions of the cardiopulmonary system.

PO1: Apply knowledge of human psychology in the management of mental health-related disorders. (K, S)

PO2: In-depth knowledge on basic psychological theories (K, S, A)

PO3: Awareness and understanding of different streams of psychology (K, S, A)

PO4: Knowledge on major psychological disorders (K, A)

PO5: In-depth knowledge on qualitative and quantitative research (K, S)

PO6: Brief understanding of scientific therapeutic methods (K, S)

PO7: Demonstrate effective oral and written communication skills (K, C)

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

PO8: Become well-versed in performing psychological assessments related to intelligence, memory, personality and clinical rating scales (K, S, A, C)

PO9: Become well-versed in psychological history taking, mental state examination and diagnosing. (K, S, A, C)

PO10: Apply the theoretical knowledge to conceptualize the case (K, S)

PO11: Apply the knowledge and skills to do counselling for subclinical cases (K, S, C)

PO12: Completion of a psychological mini project using statistical techniques (K, S, A, C)

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Program structure

	Broad category of course	Hours/Credits	Course (Title + Course Code)
1.	**Discipline-Specific Courses**		
a)	Theory	**I Semester**	
		60 Hours /4 Credits	General Psychology
		60 Hours /4 Credits	Biopsychology
		60 Hours /4 Credits	Social Psychology-I
		60 Hours /4 Credits	Life Span Development I
		II Semester	
		60 Hours /4 Credits	Brain and Behavior
		60 Hours /4 Credits	Social Psychology II
		60 Hours /4 Credits	Life Span Development – II
		III Semester	
		60 Hours /4 Credits	Cognitive Psychology
		60 Hours /4 Credits	Theories of Personality
		60 Hours /4 Credits	Health Psychology
		60 Hours /4 Credits	Introduction to Clinical Psychology
		IV Semester	
		60 Hours /4 Credits	Abnormal Psychology

	Broad category of course	Hours/Credits	Course (Title + Course Code)
		60 Hours /4 Credits	Research in Social Sciences
		60 Hours /4 Credits	Areas of Psychology
		60 Hours /4 Credits	Positive Psychology
		V Semester	
		60 Hours /4 Credits	Counselling Psychology
		60 Hours /4 Credits	Psychological Testing
		60 Hours /4 Credits	Basics of Psychological Interventions
		VI Semester	
		60 Hours /4 Credits	Emerging Trends in Psychology
b)	Practical (SEC)*	**II Semester**	
		150 Hours/5 Credits	Experimental Psychology
		III Semester	
		120 Hours/4 Credits	Psychological Assessment-I
		V Semester	
		120 Hours/4 Credits	Clinical Skills
		180 Hours/6 Credits	Psychological Assessments-II
		VI Semester	
		180 Hours/6 Credits	Life skills education
c)	Clinical (SEC)*	-	-
d)	Simulation-based (SEC)*	-	-

	Broad category of course	Hours/Credits	Course (Title + Course Code)
2.	**Curriculum Enrichment Courses**		
a)	Field Visit	-	-
b)	Community Posting	-	-
c)	Industry / Clinical Internship	-	-
	Research Project	**VI Semester**	
		180 Hours/6 Credits	Project
3.	**Electives**		
a)	Discipline-Specific Electives	-	-
b)	Interdisciplinary Courses	135 Hours/9 Credits	Coursera/Swayam/NSS/Red Cross
c)	**Ability Enhancement Courses** • *Soft skills development* • *Language and communication skill development* • *Analytical skill development* • *Personality and professional development* • *Employability skill development*	**I Semester**	
		45 Hours/3 Credits	English & Communication I
		II Semester	
		45 Hours/3 Credits	English & Communication II
		III Semester	
		30 Hours/2 Credits	Kannada
		IV Semester	
		30 Hours/2 Credits	Biostatistics
d)	Value Added Courses	**I Semester**	
		30 Hours/2 Credits	Constitution of India
		III Semester	

	Broad category of course	Hours/Credits	Course (Title + Course Code)
		30 Hours/2 Credits	Human Rights & Gender Equity
		V Semester	
		30 Hours/2 Credits	Medical ethics
		VI Semester	
		30 Hours/2 Credits	Environment Studies
	TOTAL	**2,475 Hours/134 Credits**	

8. Attendance

- 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.

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

- The HOD/Program 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.

9.Teaching - Learning methods course-wise

Teaching - Learning method	Courses
Experiential learning	Experimental Psychology Clinical skills
Integrated/Inter-disciplinary learning	Medical ethics

Teaching - Learning method	Courses
	Biostatistics
Participatory learning	Psychological Assessment-I Psychological Assessment-II
Problem-solving methodologies	Clinical skills
Self-directed learning	Life skills education
Patient-centric and Evidence-based learning	-
The Humanities	Constitution of India Human Rights & Gender Equity
	Environment Studies
Project-based learning	Project
Role-play	Clinical skills
Team-work	Life skills education Project
Reflective writing	English & Communication I, English & Communication II Kannada
Any other	Multidisciplinary elective

10. Scheme of Examination

- Evaluation of a course shall be done based on continuous internal assessment (CIA) mode followed by Semester End University Examination (SEE) for each core, SEC, AEC & VAC. The evaluation of the Multidisciplinary elective offered by Yenepoya (Deemed to be) University shall be done based on formative assessment.
- The components of CIA (Continuous Internal Assessment) may include sessional tests Seminar, Assignment/ Social involvement and other activities as determined by the respective specialty.
- The marks for CIA shall be 50% and SEE shall be 50%.

- The minimum marks for CIA shall be 40% and SEE shall be 40% for a pass, but the minimum marks for pass per course shall be 50% CIA and SEE added together.
- There shall be examinations at the end of each semester ordinarily during February/March for odd semesters and during August/September for even semesters.
- The SEE duration shall be 60 minutes for 25 marks paper and 120 minutes for 50 marks paper.
- The various Formative assessment methods include Assignments, reports, Quiz, Group discussion; Open Book Exam, Mind Mapping, Minute paper etc.

10.1 Examination structure

The Examination structure shall vary depending on the course, however, broadly divided as follows:

Examination/Assessment	**Core/SEC/AEC(English)**	**AEC (Hindi & Kannada) /VAC**
Continuous Internal Assessment	50 Marks	25 Marks
Semester End Examination	50 Marks	25 Marks
Total	100 Marks	50 Marks

10.2 Multidisciplinary Elective

The Multidisciplinary elective will be assessed through Continuous and Comprehensive assessment throughout the Semester (50 Marks).

i. Evaluation and Certification of online courses

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 certificate obtained shall be submitted to the college office which will be communicated to the office of the Controller of Examinations of Yenepoya (Deemed to be University).

The Yenepoya (Deemed to be) University will give the equivalent credit weightage to the students for the credits earned through online learning courses through MOOCS/Coursera as per the credit plan of the program.

ii. Credit Mobility of Online Courses

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

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

The elective course offered by the Yenepoya (Deemed to be University) shall be restricted to a maximum of 3 credits. A candidate shall compulsorily complete total 9 Credits of Multidisciplinary courses.

These courses shall be selected either from the Generic Electives offered by the Yenepoya (Deemed to be) university or from the SWAYAM/Coursera courses. A Candidate shall have freedom to choose the courses of once own choice and learn at their own pace but, require to complete minimum 3 credits before second semester, 6 credits before fourth semester and 9 credits before 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 program.

10.3 Parameters for Continuous Internal Assessment (CIA)

Internal Assessment Components	Core/SEC/AEC(English)	AEC(Hindi & Kannada) /VAC
Internal Assessment tests	20	10
Assignment	10	05
Continuous and Comprehensive assessment	20	10
Total Marks	**50**	**25**

Assessment Methods

1	Quiz	6	Role Play
2	Group Discussion	7	Peer to Peer Assessment
3	Open Book Exam	8	Mind Mapping
4	Think-Pair-Share	9	Minute paper
5	Presentations	10	Case Study

10.4 Question Paper Pattern for Core course (Internal Assessment & Semester End Examination)

	MAXIMUM MARKS = 50				**Duration**
Type of question	**Number of questions**	**To be Answered**	**Marks for each question**	**Total**	120 minutes
LONG ESSAY TYPE	02	01	10	10	

SHORT ESSAY TYPE	07	05	04	20	
SHORT ANSWERS	12	10	02	20	
Total				**50**	

	MAXIMUM MARKS = 50				**Duration**
PART A					
Type of question	**Number of questions**	**To be Answered**	**Marks for each question**	**Total**	120 Minutes
LONG ESSAY TYPE	02	01	10	10	
SHORT ESSAY TYPE	02	01	05	05	
SHORT ANSWERS	06	05	2	10	
PART B					
LONG ESSAY TYPE	02	01	10	10	
SHORT ESSAY TYPE	02	01	05	05	
SHORT ANSWERS	06	05	2	10	
Total				**50**	

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10.5 Question Paper Pattern for Ability Enhancement Compulsory (AEC) Course

	MAXIMUM MARKS = 25				**Duration**
Type of question	**Number of questions**	**To be Answered**	**Marks for each question**	**Total**	
ESSAY	05	03	05	15	60 minutes
SHORT ANSWERS	07	05	02	10	
Total				**25**	

10.6 Question Paper Pattern for Value Added (VAC) Course

	SUBJECTS HAVING MAXIMUM MARKS = 25				**Duration**
Type of question	**Number of question**	**To be Answered**	**Marks for each questi**	**Total**	
ESSAY	05	03	05	15	60 minutes
SHORT ANSWERS	07	05	02	10	
Total				**25**	

10.7 Practical examination (SEC)

SI.NO	**Components**	**Marks**
1	Spotters	10
2	Case scenario/Stations	20
3	Viva Voce	20
	Total Marks	50

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 3 stations.

11. Eligibility to appear for the University examination

- 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.
- There shall be no provision for condonation of shortage of attendance.
- Evaluation of a course shall be done based on continuous internal assessment (CIA) mode followed by Semester End University Examination (SEE) for each core, SEC, AEC & VAC. The evaluation of Multidisciplinary elective offered by Yenepoya (Deemed to be) University shall be done based on formative assessment.
- The Components of CIA (Continuous Internal Assessment) may include sessional tests, Seminar, Assignment/Social involvement and other activities as determined by the respective specialty.
- The marks for CIA shall be 50% and SEE shall be 50%. The minimum marks for CIA shall be 40% and SEE shall be 40% for a pass, but the minimum marks for pass per course shall be 50% CIA and SEE added together.
- There shall be examinations at the end of each semester ordinarily during February/March for odd semesters and during August/September for even semesters.
- The SEE duration shall be 60 minutes for 25 marks paper and 120 minutes for 50 marks paper.
- The various Formative assessment methods include Assignments, reports, Quiz, Group discussion; Open Book Exam, Mind Mapping, Minute paper etc.

The HOD/Program 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.

12. Criteria for passing

a. A candidate shall be declared to have passed the UG program 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.
b. 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).
c. 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.

13. Grading and Classification

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.

a. Letter Grades and Grade Points:

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

Letter Grade	Marks	Grade Point
O (Outstanding)	90-100	10
A+ (Excellent)	80-89	9
A (Very Good)	70-79	8

B+ (Good)	60-69	7
B(Above Average)	55-59	6
P (Pass)	50-55	5
F (Fail)/ RA (Reappear)	Below 50	0
Ab (Absent)		0

*The Marks with 0.5 shall be rounded up to the next whole number.

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

b. 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:

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

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:

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

c. Cumulative Grade Point (CGPA) & Letter Grade

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:

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

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 x 16) + (7 x 18) / 16 + 18 = 7.7

The results at the end of six semesters shall be classified on the basis of CGPA obtained & the corresponding overall letter grade.

The letter grade as described below shall be adopted

Letter Grade	CGPA Range
O (Outstanding)	9.0-10.0
A+ (Excellent)	8.0-8.99
A (Very Good)	7.0-7.99
B+ (Good)	6.0-6.99

B (Above Average)	5.5-5.99
C (Average)	5.0-5.49

Note: The CGPA will be calculated only after the successful completion of all six semesters.

14. Journals

- Journal of Clinical Psychology. J Clin Psychol.
- Clinical Psychology Review. Clin Psychol Rev.
- Journal of Abnormal Psychology. J Abnorm Psychol.
- Behavior Research and Therapy. Behav Res Ther.

15. Any other information

(Progression criteria, Re-Entry after the Break of the study, Evaluation of Answer scripts)

15.1 Progression 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.

15.2 Re-Entry after Break of the study

- Candidates admitted to a program abstaining for more than 3 months must seek readmission into the appropriate semester.
- The candidate shall follow the syllabus in vogue (currently approved/is being followed) for the program.
- All re-admissions of candidates are subject to the approval of the University.

15.3 Evaluation of Answer Scripts

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

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SEMESTER I

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GENERAL PSYCHOLOGY

Course: Core **Number of hour: 60**

Credits: 4

Course Outcomes:

By the end of the course, the students will be able to:

CO1. Demonstrate comprehension of foundational concepts in psychology

CO2. Analyze the mechanisms and phenomena associated with attention and perception

CO3. Evaluate various theories and processes of learning

CO4. Explain the key processes and types of memory and forgetting, and techniques for enhancing memory

CO5. Critically analyze theories of motivation and understand the need for motivation

CO6. Understand the nature of emotions, theories of emotion, stress, and coping styles

CO7. Evaluate theories and determinants of intelligence

Course contents

Unit	T/L Hours	Contents (SLOs)	Must Know	Good to Know	Desirable to know	Weightage in %	Type of questions
1	8	**Evolution of psychology**				10	LE, SE, SA
		1.1.1 Definition 1.1.2 Psychology as a science	✓				
		1.2 School of thoughts: structuralism, functionalism, psychoanalytic	✓				
		1.3 Goals and scope/ fields of psychology		✓			

Unit	T/L Hours	Contents (SLOs)	Must Know	Good to Know	Desirable to know	Weightage in %	Type of questions
		1.4 Modern Perspectives: Behaviorism, Gestalt psychology, Biopsychosocial, cognitive, social, developmental, humanistic.	✓				
		1.5 Methods in psychology: introspection, observation, experiment, interview.	✓				
2	9	**Attention and Perception**				15	LE, SE, SA
		2.1 Attention: Definition, factors affecting attention	✓				
		2.2 Phenomenon associated with attention: division of attention, Selective attention, distraction of attention, span of attention, sustained attention.	✓				
		2.3 Perception: Definition, Perceptual constancy	✓				
		2.4 Top-down processing and bottom-up processing.	✓				

Unit	T/L Hours	Contents (SLOs)	Must Know	Good to Know	Desirable to know	Weightage in %	Type of questions
		2.5 Gestalt principles: figure ground relationship, proximity, similarity, closure, continuity	✓				
		2.6 Depth perception: monocular cues and binocular cues		✓			
		2.7 Perceptual illusions	✓				
3	8	**Learning**				15	LE, SE, SA
		3.1 Introduction	✓				
		3.2 Nature of Learning		✓			
		3.3 Classical Conditioning: Pavlov experiment, principles	✓				
		3.4 Operant/Instrumental Conditioning: Skinner's experiment, reinforcement, punishment, schedules of reinforcement.	✓				
		3.5 Observational Learning	✓				
		3.6 Factors affecting Learning	✓				
		3.7 Insight learning	✓				

Unit	T/L Hours	Contents (SLOs)	Must Know	Good to Know	Desirable to know	Weightage in %	Type of questions
		3.8 Trial and error Learning	✓				
		3.9 Stages of Learning		✓			
		3.10 Methods of Learning		✓			
4	9	**Memory and forgetting**				15	LE, SE, SA
		4.1 Key processes in memory: Encoding, Storage and Retrieval	✓				
		4.2 Atkinson - Shiffrin Model: sensory memory, short term memory and long-term memory	✓				
		4.3 Types of Memory- Working memory, Episodic memory, Semantic memory, Prospective memory	✓				
		4.4 Types of LTM - procedural memory, declarative memory, semantic memory, episodic memory	✓				
		4.5 Flash-bulb memory, tip of the tongue phenomenon		✓			
		4.6 Forgetting- Curve of forgetting		✓			

Unit	T/L Hours	Contents (SLOs)	Must Know	Good to Know	Desirable to know	Weightage in %	Type of questions
		4.7 Nature and Causes of Forgetting- Forgetting due to trace decay, Interference and Retrieval Failure	✓				
		4.8 Mnemonic technique		✓			
5	9	**Motivation**				15	LE, SE, SA
		5.1 Definition, types of motivation, motivation cycle	✓				
		5.2 Theories of motivation: Drive theory, incentive theory, arousal theory, opponent process theory, Optimal level theory, goal setting theory, Maslow's hierarchy of needs, McClelland's theory	✓				
6	8	**Emotion**				15	LE, SE, SA
		6.1 Nature of Emotions	✓				
		6.2 Theories of Emotions- James-Lange theory, Cannon-Bard theory, Schacter-Singer theory, Cognitive-appraisal theory of emotions	✓				
		6.3 Stress and coping styles	✓				

Unit	T/L Hours	Contents (SLOs)	Must Know	Good to Know	Desirable to know	Weightage in %	Type of questions
		6.4 Physical, Physiological, Psycho-social basis of Stress		✓			
7	9	**Intelligence**				15	LE, SE, SA
		7.1 Definition, intelligence quotient	✓				
		7.2 Intellectual disability and giftedness	✓				
		7.3 Heredity and environment as determinants of intelligence	✓				
		7.4 Theories of intelligence: two factor theory, spearman's factor theory, Sternberg's triarchic theory, Cattel's fluid and crystallized intelligence, Gardner's-Multiple intelligence theory.	✓				
		7.5 Emotional intelligence	✓				

❖ **LE-** Long Essay**, SE-** Short Essay**, SA-** Short Answer

Recommended books

- Baron, R.A & Misra, G *Psychology* (5th edn) Pearson. 2016
- Ciccarelli, S.K., White, J.N & Misra, G *Psychology* (6th edn). Pearson. 2022
- Hoeksema, S.N., Fredrickson, B.L., Loftus, G.R & Lutz, C *Atkinson & Hilgard's.*
- *Introduction to Psychology*. Cengage. 2014
- Lahey, B.B. *Psychology an introduction* (11th edn). McGraw-Hill companies 2014

- Morgan, C.T., King, R.A., Weisz, J.R & Schopler, J. *Introduction to Psychology* (7th edn). McGraw-Hill Education. 1993

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BIOPSYCHOLOGY

Course: Core **Number of hour: 60**

Credits: 4

Course Outcomes:

By the end of the course, the students will be able to:

CO1: Explore the fundamental principles of biopsychology and have a foundational understanding of the biological approach to behavior.

CO2: Analyze the role of genetics in shaping behavior.

CO3: Examine the role of the endocrine system in regulating behavior and physiological functions

CO4: Understand the anatomy and functions of the visual system

CO5: Explore the auditory and vestibular systems, including sound perception and spatial orientation.

CO6: Explore somatosensory processing, taste, and smell, including pain perception and the role of pheromones.

Course contents

Unit	T/L Hours	Contents (SLOs)	Must Know	Good to Know	Desirable to know	Weightage in %	Type of questions
1	8	**Biological Approach to behaviour**				10	LE, SE, SA
		1.1 Definition 1.2 Nature and Scope		✓			
		1.3 Divisions of biopsychology	✓				
		1.4 Ethics in biopsychology			✓		
	8	**Genetics and Behaviour**					
		2.1 Structure of DNA	✓				

Unit	T/L Hours	Contents (SLOs)	Must Know	Good to Know	Desirable to know	Weightage in %	Type of questions
2		2.2 Mendelian Genetics 2.3 Sex-linked and Sex-Limited Genes 2.4 Genetic Mutation 2.5 Role Heredity and Environment		✓		15	LE, SE, SA
				✓			
					✓		
			✓				
3	10	**The Endocrine & Exocrine System**				15	LE, SE, SA
		3.1 Glands and its hormones: Types	✓				
		3.2 Actions of hormones in the body		✓			
		3.3 Exocrine glands			✓		
		3.4 Difference between endocrine and exocrine glands.		✓			
		The Visual System					
		4.1 Anatomy of the eye			✓		
		4.2 Photoreceptors	✓				
		4.3 Components of Visual pathway and connections to the brain		✓			

Unit	T/L Hours	Contents (SLOs)	Must Know	Good to Know	Desirable to know	Weightage in %	Type of questions
4	15	4.4 Color vision: The trichromatic theory, The opponent-process theory, The retinex theory.		✓		25	LE, SE, SA
		4.5 Color Blindness		✓			
5	9	**The Auditory & Vestibular Systems**				25	LE, SE, SA
		5.1 Physics and psychology of sound	✓				
		5.2 Anatomy of the ear			✓		
		5.3 Auditory pathway		✓			
		5.4 Pitch perception		✓			
		5.5 Sound localisation.	✓				
		5.6 Vestibular sensation	✓				
6	10	**Somatosensory, Gustatory & Olfactory Systems**				10	LE, SE, SA
		6.1 Somatosensory receptors and somatosensory pathways			✓		
		6.2 Pain: Components of pain stimuli and pain paths, ways of relieving pain, social pain	✓				
		6.3 Gustation: Qualities of taste stimuli, taste receptors		✓			

Unit	T/L Hours	Contents (SLOs)	Must Know	Good to Know	Desirable to know	Weightage in %	Type of questions
		6.4 Olfaction: Olfactory receptors		✓			
		6.5 Pheromones		✓			
		6.6 Synesthesia			✓		

❖ **LE**- Long Essay**, SE**- Short Essay**, SA**- Short Answer

Recommended Books

- Breedlove SM, Rosenzweig MR, Watson NV. *Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience*, 5th Ed. Sinauer Associates Inc. Sunderland, Massachusetts; 2007.
- Carlson NR. *Foundations of physiological psychology*. 7th ed. Pearson; 2009.
- Kalat, J. W. *Biological Psychology* (13th ed.). CENGAGE Learning Custom Publishing. 2019.
- Sembulingam, K., & Sembulingam, P. *Essentials of medical physiology* (4th ed.). Juta Legal and Academic. 2008.

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SOCIAL PSYCHOLOGY – I

Course: Core **Number of hour: 60**

Credits: 4

Course Outcomes:

By the end of the course, the students will be able to:

CO1 Develop insight and analyze the causal factors of social behavior

CO2 Evaluate and apply effective strategies for socialization

CO3 Inculcate a sense of adjustment and sustain in competitive excellence

CO4 Apply psychological principles in social interactions

Course contents:

Unit	T/L Hours	Contents (SLOs)	Must Know	Good to Know	Desirable to know	Weightage in %	Type of questions
1	10	**Introduction to Social Psychology**				20	LE, SE, SA
		1.1 Definition	✓				
		1. 2 History of social psychology		✓			
		1.3 Basic concepts – social influence, social felicitation, attitude, cognitive dissonance, attribution, prejudice and discrimination			✓		

Unit	T/L Hours	Contents (SLOs)	Must Know	Good to Know	Desirable to know	Weightage in %	Type of questions
		1.4 Nature, causes of human behavior and thought	✓				
		1.5 Principles of social psychology		✓			
		1.6 Scope of social psychology	✓				
2	10	**Understanding self**				15	LE, SE, SA
		2.1 Self presentation - predicting behaviour, self - presentation tactics	✓				
		2.2 Self -knowledge - personal vs social identity, self -esteem, social comparison	✓				
3	10	**Impression Management**				20	LE, SE, SA
		3.1 Impression formation and impression management	✓				
		3.2 Central and Peripheral Traits in Impression Formation			✓		
		3.3 Verbal and nonverbal communication		✓			
	10	**Social schemas**					

Unit	T/L Hours	Contents (SLOs)	Must Know	Good to Know	Desirable to know	Weightage in %	Type of questions
4		4.1 Schemas - the impact of schemas on social cognition: attention, encoding, retrieval	✓			15	LE, SE, SA
		4.2 Priming, Schema persistence, Reasoning by metaphor; Automatic processing and automatic social behaviour		✓			
5	10	**Social Cognition**				10	LE, SE, SA
		5.1 Heuristics: Reducing Efforts in Social Cognition, Representativeness Heuristics, Availability Heuristics, Anchoring and Adjustment Heuristics	✓				
	10	**Social perception**					
		6.1 Kelly's theory of causal attributions, basic sources of attribution error: the correspondence bias, the actor-observer effect, the self-serving bias	✓				

Unit	T/L Hours	Contents (SLOs)	Must Know	Good to Know	Desirable to know	Weightage in %	Type of questions
6		6.2 The influence of affect on cognition and the influence of cognition on affect	✓			20	LE, SE,SA
		6.3 Potential Sources of Errors in Social Cognition: Negativity Bias, Optimistic bias, Counterfactual Thinking, Thought Suppression, Magical Thinking	✓				

❖ **LE**- Long Essay**, SE**- Short Essay**, SA**- Short Answer

Recommended books:

- Baron, R., A. & Byrne, D. *Social Psychology*. New Delhi: Prentice Hall.1999.
- Bonner, H. Group Dynamics: Principles of Application.
- David, J.W. & Harari, H. *Social Psychology*. New York: Harper & Row. 1969
- De Lamater & Myers. *Text book of Social Psychology,* Cengage learning.2009
- Feldman, R.S. *Social Psychology* 2nd edition New Jersey: Prentice Hall Inc 1998
- Forsyth, D. *Group Dynamics*, (2nd Ed). Pacific Grove : Brooks/Cole Publication 1990.
- Gun, R., Semen & Klaus Fielder. Ed. *Applied Social Psychology*. London: Sage.1996.
- Lamberth, J. *Social Psychology*. Mac Millan Publications 1980
- Myers. D. G. *Social Psychology*. 8th Edition, Tata-McGraw Hills. 2005
- Prabhu, V.V. & Joshi, M.S. *Social Psychology*. Mumbai: Vipul Prakashan

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LIFESPAN DEVELOPMENT I

Course: Core **Number of hours: 60**

Credits: 4

Course Outcomes:

By the end of the course, the students will be able to:

CO1: Define the field of lifespan development and describe what it encompasses.

CO2: Describe different perspectives of lifespan development.

CO3: Explain how the environment and genetics work together to determine human characteristics.

CO4: Describe the capabilities acquired from infancy to middle childhood.

CO5: Describe development and its major influences in the formative years.

Course contents:

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
1	10	**Introduction to Lifespan development**				20	LE, SE, SA
		1.1 Definition	✓				
		1.2 Nature and Scope of Lifespan Development	✓				
		1.3 Historical foundations of developmental psychology	✓				
		1.4 Key issues and questions	✓				
		1.5 Concept of development-goals of development changes	✓				
		1.6 Domains of development	✓				
		1.7 Characteristics of lifespan development	✓				

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
		1.8 Research methods in lifespan development- Longitudinal and cross sectional		✓			
		1.9 Theories of development- Erikson, Piaget, Vygotsky and Kohlberg.	✓				
2	7	**Prenatal Development**				15	LE, SE, SA
		2.1 Biological beginnings- Genetic foundations of development	✓				
		2.2 Stages of prenatal development	✓				
		2.3 Teratogens	✓				
		2.4 Prenatal diagnostic techniques	✓				
		2.5 Birth process and complications	✓				
		2.6 Assessing a new born baby	✓				
		Infancy					
		3.1 post-partum period- Physical, emotional and psychological adjustments.	✓				
		3.2 Physical development – 3.2.1 Patterns of growth	✓				

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
3	12	3.3 Motor development 3.3.1 – reflexes 3.3.2 - gross and fine motor skills 3.3.3 - development of senses	✓			30	LE, SE, SA
		3.4 Cognitive development 3.4.1 Intelligence 3.4.2 – Language development in infancy (Sounds and Symbols).	✓				
3	16	**Early Childhood**				20	LE, SE, SA
		4.1 Characteristics of Early childhood	✓				
		4.2 Physical development 4.2.1 Growing brain 4.2.2 Motor development	✓				
		4.3 Intellectual development 4.3.1 Information processing among preschoolers: memory	✓				
		4.4 Language development 4.4.2 Learning from media	✓				
		4.5 Social and Personality development 4.5.1 Self-concept in preschool years 4.5.2 Gender awareness 4.5.3 Friends- development of friendships	✓				

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
		4.5.4 Play- concept and types					
		4.6 Moral development	✓				
4	15	**Middle Childhood**				15	LE, SE, SA
		5.1 Characteristics of middle childhood	✓				
		5.2 Physical development – growth and development 5.2.1 Physical and mental health in middle childhood	✓				
		5.3 Language development 5.3.1 Metalinguistic awareness, bilingualism	✓				
		5.4 Social and Personality development 5.4.1 Self-esteem 5.4.2 School environment 5.4.3 Gender and friendships	✓				

❖ **LE- Long Essay, SE- Short Essay, SA- Short Answer**

Recommended Books

- Berk LE. Child development: United States edition. 8th ed. Upper Saddle River, NJ: Pearson; 2008.
- Feldman RS. Development across the life span. 8th ed. Upper Saddle River, NJ: Pearson; 2016.
- Santrock J. Life Span Development. 13th ed. India Higher Education; 2011

YENEPOYA
(DEEMED TO BE UNIVERSITY)

ENGLISH AND COMMUNICATION I

Course: AEC **No of Hours: 60 Hours**

Credits: 3

Course Outcomes:

At the end of the course, students will be able to:

CO1: Acquire the LSRW (Listening, Speaking, Reading, and Writing) skills. Through Cambridge Interchange Fifth Edition, students will develop real world communication skills-enhancing fluency in speaking, listening, reading and writing – wile mastering grammar, expanding vocabulary and improving pronunciation with supportive digital tools.

CO2: Learn to appreciate Literature.

CO3: Be aware of social responsibilities.

CO4: Enhance the analytical skill

Course contents

Unit	Hrs	Content	Must Know	Know	Desirable to Know	Weightage	Types Of Questions
Unit I	10hrs	**UNIT 1: CAMBRIDGE: INTERCHANGE FIFTH EDITION** 1.1 Good Memories 1.2 Life in the City 1.3 Making Changes 1.4 Have you ever tried it? 1.5 Hit the Road. 1.6 Sure. I will do it. 1.7 What do you use this for? 1.8 Time to Celebrate.	√			23%	SA

Unit	Hrs	Content	Must Know	Know	Desirable to Know	Weightage	Types Of Questions
Unit II	8hrs	**UNIT- II: PHONETICS** 2.1 Brief Introduction 2.2 Classification of Vowels, Diphthongs and Consonants 2.3 Pronouncing the words phonemically and transcribing them into Phonetics 2.4 IPA	√			18%	SA
Unit III	11hrs	**UNIT – III: Grammar and Written Communication** 3.1 Parts of Speech 3.2 Verb Tenses 3.3 Articles 3.4 Capitalization and Punctuation 3.5 E-mail Drafts 3.6 Formal Letters 3.7 Essay Writing	√			24%	SA
Unit IV	4hrs	**UNIT – IV : Prose** 4.1 Steev Jobs: Commencement Address 4.2 Mother Teresa's Award-Winning Speech	√			9%	LE, SE
Unit	6hrs	**UNIT – V: Poetry**	√			13%	

Unit	Hrs	Content	Must Know	Know	Desirable to Know	Weightage	Types Of Questions
V		5.1 The Road Not Taken: Robert Frost 5.2 The Man with the Wooden Leg: Catherine Mansfield 5.3 Our Casuarina Tree : Toru Dutt					LE, SE
Unit VI	6hrs	**UNIT – VI: Short Stories** 6.1 Gift of the Magi: O' Henry 6.2 Kabulivala : Raindranath Tagore 6.3 The Blue Umbrella: Ruskin Bond		√		13%	LE, SE

- **LE-** Long Essay**, SE-** Short Essay**, SA-** Short Answer

- **Recommended Books:**

1. Murphy Raymond, English Grammer in Use, Cambridge University, 2012.
2. Green David, Contemporary English Grammer Structures and Composition, Macmillan Publishers. 2015.

YENEPOYA
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CONSTITUTION OF INDIA

Course: VAC **No of Hours: 30 Hours**

Credits: 2

Course Outcome:

At the end of this course, students will gain knowledge on

CO1: This course is to keep the students abreast with the knowledge of the Constitution of India.

CO2: To make the students understand the importance of human rights as citizens of India.

Course contents:

Unit	Hrs	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage
1	5	**Indian Constitution**					
		• Meaning and Importance of Constitution • The Constituent Assembly • The Preamble • Salient Features of Constitution	✓			Lecture assignment	10%
2	3	**Fundamental Rights and Directive Principles**					
		• Meaning and Differences between Fundamental Rights and Directive Principles • Fundamental Rights • Rights Information Act Meaning, importance of RTI 2005	✓			Lecture	20%

Unit	Hrs	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage
3	4	**Union Government** • The President of India-Election, Powers and Position • Prime Minister and Council of Ministers • Parliament – Loksabha ,Rajyasabha-Organisations and Powers	✓			Lecture	15%
4	4	**State Government** • The Governor • Chief Minister and Council of Ministers • State Legislature Vidhanasabha ,vidhanaParishad-Organisations and Powers	✓			Lecture	10%
5	2	**Federalism in India** • Meaning Federal and Unitary Features	✓			Lecture	10%
6	2	**The Judiciary** • The Supreme Court-Organization, Jurisdiction and Role • The High Court-	✓			Lecture	10%

Unit	Hrs	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage
		Organization, Jurisdiction and Role					
7	2	**Electoral Process In India**					
		• Election Commission – Organization, Functions	✓			Lecture	10%
8	2	**Local Governments**					
		• Rural and Urban- Organization, Powers and Functions	✓			Lecture	5%
9	3	**Human Rights**					
		• Human Rights- Meaning • Universal Declaration of Human Rights • Remedies against Violation of Human Rights in India	✓			Lecture	5%
10	3	**Special Constitutional Provisions**					
		• Special Rights created in the constitution for: Dalits , Backwards, Women and Children and the Religious and Linguistic Minorities. • Constitution and	√			Lecture	5%

Unit	Hrs	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage
		Sustainable Development in India • Minority Commission in India					

Recommended books

- Basu, D.D, Constitution of India, New Delhi Himalaya Publication ; 2001
- Dinesh Shelton, David P Stuart, International Human Rights in Nutshell. Thomas Burgenthel, West Nutshell Publisher; London; 2005.
- ParvathyAppaiah, Constitution of India, Mangalore DivyaDeepa Publication; 2005
- ParvathyAppaiah, Human Rights. DivyaDeepa Publication Mangalore; 2016
- RajRam. M, Constitution of India Himalaya Publication, New Delhi; 1999

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SEMESTER II

YENEPOYA
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BRAIN AND BEHAVIOUR

Course: Core **Number of hours: 60**

Credits: 4

Course Outcomes

By the end of the course student will be able to

CO1: Gain knowledge on cells of nervous system and neuronal conduction.

CO2: Gain an understanding of the structure and functions of the nervous system.

CO3: Understand various methods used to study brain and behaviour relationship

CO4: Gain knowledge about the neural underpinnings of the various human behaviours like sleep, motivation, learning and emotion.

Course contents:

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
1	6	**Cells of the nervous system**				15	LE, SE, SA
		1.1 Neuron and structure of neuron	✓				
		1.2 Classification of neuron (based on number of poles, function and length of axon) and nerve fibre (based on structure, distribution, origin, function, secretion of neurotransmitter, diameter and conduction of impulse),			✓		

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
		1.3 Neuroglia; classification of neuroglia (central neuroglia cells – astrocytes, microglia, oligodendrocytes, peripheral neuroglia – schwann cells, satellite cells)	✓				
		1.4 The blood brain barrier	✓				
2	12	**Neuronal communication and neuronal plasticity**				20	LE, SE, SA
		2.1 The membrane potential		✓			
		2.2 The action potential and its conduction, Saltatory conduction	✓				
		2.3 Structure of a synapse, Types of synapses (anatomical and functional classification); properties of synapse (one way conduction, synaptic delay, fatigue, summation, electrical property), convergence and divergence	✓				
		2.4 Neurotransmitter-function and types	✓				
		2.5 Release of neurotransmitter, activation of receptor, post synaptic potential, termination of post synaptic potential		✓			

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
3	12	**The nervous system**				20	LE, SE, SA
		3.1 Cerebral environment (meninges, CSF and ventricular spaces)	✓				
		3.2 Central Nervous system- Structure and function of - The forebrain, The midbrain and the hind brain, The spinal cord	✓				
		3.3 Peripheral nervous system - Spinal nerves, Cranial nerves, The autonomous nervous system – sympathetic and parasympathetic division	✓				
4	12	**Methods to study brain – behavior relationship**				10	LE, SE, SA
		4.1 Neuroanatomical- Ablation, histological methods, brain lesions, stereotaxic surgery, Staining methods	✓				
		4.2 Neurochemical – 2 de-oxy glucose technique and cerebral dialysis	✓				

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
		4.3 Electrophysiological methods - intracellular unit recording, extracellular unit recording, multiple-unit recording, and invasive EEG recording	✓				
		4.4 Neuroimaging techniques : CT scan, MRI and fMRI scan, PET Scan and SPECT Scan	✓				
5	6	**Sleep**				15	LE, SE, SA
		5.1 Stages and functions of sleep		✓			
		5.2 Brain mechanisms of wakefulness	✓				
		5.3 Sleep and arousal		✓			
		5.4 Circadian sleep cycle	✓				
		5.5 Jet lag and shift work			✓		
		5.6 Biological perspectives on dreaming (the activation synthesis hypothesis, neuro-cognition hypothesis)			✓		
		Biopsychology of motivation and emotion					
		6.1 Homeostasis and allostasis		✓			

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
6	12	6.2 Thirst: mechanism of water regulation; osmotic thirst, hypovolemic thirst; overview of the biological correlates of thirst	✓			20	LE, SE, SA
		6.3 Hunger : short term and long term regulation of feeding	✓				
		6.4 Overview of the brain mechanisms of hunger		✓			
		6.5 Sex: Anatomy of human reproductive system		✓			
		6.6 Effects of sex hormones on male and females			✓		
		6.7 Biological basis of emotions (neural and chemical correlates)	✓				
		6.8 Emotions and autonomic arousal		✓			
		6.9 Attack behaviour, influence of heredity and environment on violence			✓		
		6.10 Fear and anxiety- neural and chemical correlates			✓		
		6.11 Neural chemical correlates of aggression		✓			

❖ **LE- Long Essay, SE- Short Essay, SA- Short Answer**

Recommended books

- Carlson, Neil, R., Foundations of Physiological Psychology, 6th edition, New Delhi: Pearson Education 2009
- Kalat J.W, Biological Psychology, 10th edition, Wadsworth Cengage Learning.
- Breedlove SM, Rosenzweig MR, Watson NV. Biological Psychology: An introduction to behavioural, cognitive, and clinical neuroscience, 5th Ed. Sinauer Associates Inc. Sunderland, Massachusetts; 2007.
- Pinel JPJ. Biopsychology, 8th Ed. New Delhi: Pearson Education; 2011.
- Rozenweig MH. Physiological Psychology. New York: Random; 1989.

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SOCIAL PSYCHOLOGY – II

Course: Core **Number of hours: 60**

Credits: 4

Course Outcomes

By the end of the course student will be able to

CO1 Understand the major concepts, theories, and empirical findings within social psychology

CO2 Analyze how social psychological principles informs our understanding of human behavior

CO3 Critically evaluate social psychological theories and research

CO4 Apply the theories and concepts learned in class to real world experiences and their own life

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
1	10	**Attitude**				20	LE, SE, SA
		1.1 Introduction		✓			
		1.2 Attitude formation: Attitude development, Cause & Reasons for attitudes to influence behavior, impact of attitude over behavior	✓				
		1.3 The fine art of persuasion: attitude changed, Resisting Persuasion attempts		✓			

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
2	10	**Stereotyping, Prejudice and Discrimination**				15	LE, SE, SA
		2.1 Introduction, nature and origin of the concepts			✓		
		2.2 Techniques to counter prejudice and its effects	✓				
		2.3 Gender stereotype		✓			
		2.4 Reasoning for forming and using stereotype			✓		
		2.5 Emotions and prejudice	✓				
		2.6 Modern racism			✓		
3	10	**Social Influence**				10	LE, SE, SA
		3.1 Conformity – meaning and definition		✓			
		3.2 Asch's research , factors affecting conformity	✓				
		3.3 Social foundation of conformity	✓				
		3.4 Compliance – principles			✓		
		3.5 Obedience – Milgram study		✓			
		3.6 Destructive obedience	✓				
		Interpersonal attraction					
		4.1 Introduction to interpersonal attraction, affect and attraction, external determinants of attraction, Interpersonal determinants of attraction	✓				

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
4	10	4.2 The need to affiliate and the basic role of affect, Affect as a basic response system, The importance of affiliation for human existence		✓		20	LE, SE, SA
		4.3 Affect and attraction			✓		
		4.4 Proximity and other observable characteristics		✓			
		4.5 Sternberg theory of Love	✓				
5	10	**Interpersonal Relationship**				20	LE, SE, SA
		5.1 The power of proximity, unplanned contacts			✓		
		5.2 Observable characteristics: instant evaluations	✓				
		5.3 Factors based on interacting with others, similarity and mutual liking	✓				
		5.4 Types of relationships, attachment styles	✓				
6	10	**Groups and Individuals**				15	LE, SE, SA
		6.1 Benefit and costs of joining a group		✓			
		6.2 Social facilitation, social loafing	✓				
		6.3 Responding to and resolving conflicts, emotions and groups		✓			

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
		6.4 The decision-making process		✓			
		6.5 Role of leadership	✓				

❖ **LE- Long Essay, SE- Short Essay, SA- Short Answer**

Recommended books

- Baron, R., A. & Byrne, D. *Social Psychology*. New Delhi: Prentice Hall.1999.
- Bonner, H. Group Dynamics: Principles of Application.
- David, J.W. & Harari, H. *Social Psychology*. New York: Harper & Row. 1969
- De Lamater & Myers. *Text book of Social Psychology*, Cengage learning.2009
- Feldman, R.S. *Social Psychology* 2nd edition New Jersey: Prentice Hall Inc 1998
- Forsyth, D. *Group Dynamics*, (2nd Ed). Pacific Grove: Brooks/Cole Publication 1990.
- Gun, R., Semen & Klaus Fielder. Ed. *Applied Social Psychology*. London: Sage.1996.
- Lamberth, J. *Social Psychology*. Mac Millan Publications 1980
- Myers. D. G. *Social Psychology*. 8th Edition, Tata-McGraw Hills. 2005
- Prabhu, V.V. & Joshi, M.S. *Social Psychology*. Mumbai: Vipul Prakashan

YENEPOYA
(DEEMED TO BE UNIVERSITY)

LIFE-SPAN DEVELOPMENT-II

Course: Core **Number of hours: 60**

Credits: 4

Course Outcomes

By the end of the course student will be able to

CO1 Understand physical developmental aspects throughout the life span stages.

CO2 Understand and analyze the cognitive development across the life span.

CO3 Outline the social and emotional development throughout human life span.

Course Contents:

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
1	15	**Adolescence**				25	LE, SE, SA
		1.1 Physical change: 1.1.1 Puberty- sexual 1.1.2 Adolescent sexuality 1.1.3 Adolescent Cognition 1.1.4 Schools	✓				
		1.2 Socio-emotional change: 1.2.1Self-esteem 1.2.2 Identity 1.2.3 Families 1.2.4 Peers Adolescent problems.		✓			
2	15	**Young Adulthood**				25	LE, SE, SA
		2.1 Physical development	✓				
		2.2 Sexuality	✓				
		2.3 Cognitive development	✓				
		2.4 Careers and work			✓		
		2.5 Socioemotional		✓			

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
		development: 2.5.1 Close relationships 2.5.2 Adult lifestyles 2.5.3 Marriage and family					
3	15	**Middle Age**				25	LE, SE, SA
		3.1 Physical development	✓				
		3.2 Cognitive development	✓				
		3.3 Careers and work			✓		
		3.4 Socioemotional development: 3.4.1 Personality theories and development 3.4.2 Stability and change 3.4.3 Close relationships		✓			
4	15	**Old Age**				25	LE, SE, SA
		4.1 Physical development	✓				
		4.2 Health	✓				
		4.3 Cognitive development: 4.3.1 language development 4.3.2 work and retirement 4.3.3Mental health	✓				
		4.4 Socioemotional development: 4.4.1 Theories 4.4.2 Families and social relationships 4.4.3 Becoming a grandparent 4.4.4 Successful aging		✓			

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
		4.5 Facing one's own death	✓				
		4.6 Kubler-Ross five stages of loss	✓				

❖ **LE- Long Essay, SE- Short Essay, SA- Short Answer**

Recommended Books

- Berk LE. Child development: United States edition. 8th ed. Upper Saddle River, NJ: Pearson; 2008.
- Feldman RS. Development across the life span. 8th ed. Upper Saddle River, NJ: Pearson; 2016.
- Santrock J. Life Span Development. 13th ed. India Higher Education; 2011

YENEPOYA
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EXPERIMENTAL PSYCHOLOGY

Course: SEC **Number of hours: 150**

Credits: 5

Course Outcomes

By the end of the course student will be able to

CO1: Understand the basic concepts in Experimental Psychology and Psychophysics

CO2: Gain practical knowledge on experiments on attention, perception, dexterity and transfer of learning

Course content:

Introduction to Experimental Psychology

1. Tweezer dexterity
2. Minnesota rate of manipulation test
3. Bilateral transfer
4. Ishihara Color blindness test
5. Depth perception
6. Muller- Lyer Illusion

Introduction to Psychophysics

7. Experiment of Progressive weights
8. Span of attention
9. Stroop effect
10. Habit interference

Recommended Books

- Postman.L F., & Fagan.J.P *Experimental Psychology.An Introduction.* New York Harper and Brother Publishers.1949

- Rajamani.M. *Experimental Psychology with AdvancedExperiments.* New Delhi. Concept Publishing Company. 2005.

- Woodworth. R.S & Schlosberg. H *Experimental Biology.* New York Methen and Co. Ltd.1965

YENEPOYA
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ENGLISH AND COMMUNICATION II

Course: AEC **No of Hours: 45 Hours**

Credits: 3

Course Outcome:

CO1 Acquire the LSRW (Listening, Speaking, Reading, and Writing) skills. Through Cambridge Interchange Fifth Edition, students will develop real world communication skills-enhancing fluency in speaking, listening, reading and writing – wile mastering grammar, expanding vocabulary and improving pronunciation with supportive digital tools.

CO2 Learn to appreciate Literature.

CO3 Be aware of social responsibilities.

CO4 Enhance the analytical skill

Course content:

Unit	Hrs	Content	Must Know	Good to Know	Desirable to Know	Weightage	Types Of Questions
Unit I	13hrs	**UNIT – I: CAMBRIDGE INTERCHANGES FIFTH EDITION** 1.1 Only Time Will Tell 1.2 I Like Working with People 1.3 It's Really Worth Seeing 1.4 It's a Long Story 1.5 That's Entertainment 1.6 Now I Get it 1.7 I wouldn't have done that 1.8 Making Excuses	√			29%	SA

Unit	Hrs	Content	Must Know	Good to Know	Desirable to Know	Weightage	Types Of Questions
Unit II	3hrs	**UNIT – II: Phonetics – IPA Transcription**	√			7%	SA
Unit III	13hrs	**UNIT – III: Grammar and Written Communication** 3.1 Reported Speech 3.2 Modals 3.3 Clauses 3.4 Gerunds 3.5 Active and Passive Voice 3.6 Synonyms and Antonyms 3.7 News Report Writing 3.8 Speech Writing 3.9 Dialogue Writing	√			29%	SA
Unit IV	4hrs	**UNIT – IV: PROSE** 4.1 Chicago Address by Swami Vivekananda 4.2 I have a Dream: Martin Luther King	√			9%	LE, SE
Unit V	6hrs	**UNIT – V: Poetry** 5.1 Still I Rise: Maya Angelou 5.2 BThe Raven: Edgar Allen Poe 5.3 Break, Break, Break: Alfred Lord Tennyson	√			13%	LE, SE

Unit	Hrs	Content	Must Know	Good to Know	Desirable to Know	Weightage	Types Of Questions
Unit VI	6hrs	**UNIT – VI: Short Stories** 6.1 The Luncheon: William Somerset Maugham 6.2 The Power of Prayer: APJ Abdul Kalam 6.3 The Necklace: Guy De Maupassant		√		13%	LE, SE

- **LE**- Long Essay**, SE**- Short Essay**, SA**- Short Answer

- **Recommended Books:**

- Murphy Raymond, English Grammer in Use, Cambridge University, 2012.
- Green David, Contemporary English Grammer Structures and Composition, Macmillan Publishers. 2015.

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SEMESTER III

YENEPOYA
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COGNITIVE PSYCHOLOGY

Course: Core **Number of hours: 60**

Credits: 4

Course Outcomes

By the end of the course student will be able to

CO1 Understand the cognitive processes of human mind.

CO2 Acquire and develop the basic cognitive functions of humans such as attention, and perception.

CO3 Develop higher knowledge about cognitive functions such as memory, and thinking.

CO4 Predict the language comprehension and individual differences in cognitive functions.

Course Contents:

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
1	10	**Introduction**				15	SE, SA
		1.1 Definition nature, goals, scope	✓				
		1.2 Artificial Intelligence	✓				
		1.3 Cognitive Neuroscience	✓				
		1.4 Key issues		✓			
		1.5Paradigms		✓			
		Attention and Perception					
		2.1 Attention: Theories of attention- Early theories of attention, and Feature-integration theory.	✓				

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
2	10	2.2 Theories of perception 2.2.1 Theories of visual perception- Template matching theory, Feature analysis theory, and The recognition-by-cognition theory. 2.2.2 Theories of speech perception- The special mechanism approach, and The general mechanism approaches.	✓			20	LE, SE, SA
3	10	**Memory**				20	LE, SE, SA
		3.1 Sensory memory	✓				
		3.2 Short-term memory	✓				
		3.3 Working memory	✓				
		3.4 Retrieving memories: 3.4.1 Long-term memory, 3.4.2 Reconstructive nature of memory, 3.4.3 Amnesia- Anterograde amnesia, and Retrograde amnesia.	✓				
		Language development, Reasoning and Decision making					

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
4	15	4.1 Language: 4.1.1 structure of language- Phonology, Syntax, Semantics, and Pragmatics	✓			25	LE, SE, SA
		4.2 The modularity hypothesis, and The Whorfian hypothesis		✓			
		4.3 Reasoning: types of reasoning, approaches to the study of reasoning	✓				
		4.4 Making decisions: phases of decision making, cognitive illusions in decision making	✓				
5	15	**Problem Solving and Creativity**				20	LE, SE, SA
		5.1 Problem solving strategies: 5.1.1 The analogy approach 5.1.2 The means-ends heuristic 5.1.3 The hill climbing heuristic	✓				
		5.2 Factors that Influence Problem Solving: 5.2.1 Expertise 5.2.2 Mental set 5.2.3 Functional fixedness 5.2.4 Insight versus non-insight problems	✓				

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
		5.3 Creativity: 5.3.1 Definition 5.3.2 Approaches to creativity- Divergent production, and Investment theory of creativity.	✓				
		5.4 Task motivation- The Relationship Between Intrinsic Motivation and Creativity, and The Relationship Between Extrinsic Motivation and Creativity	✓				

❖ **LE- Long Essay, SE- Short Essay, SA- Short Answer**

Recommended books

- Galotti, K.M.,*Cognitive Psychology In and Out of the Laboratory*, Sage Publication,5th Edition, 2014.
- Kellogg, R.T, Fundamentals of Cognitive Psychology, Sage Publications,2007.
- Matlin M W, Cognition, Wiley & Sons, Inc, 2005.
- Sternberg, J. R, *Cognitive Psychology*, Thomson Wadsworth, 4th Edition, 2007.

YENEPOYA
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THEORIES OF PERSONALITY

Course: Core **Number of hours: 60**

Credits: 4

Course Outcomes

By the end of the course student will be able to

CO1 Explain the purpose and significance of studying personality theories in psychology.

CO2 Explore the key concepts, analyze the theory and evaluate the personality theories.

Course Contents:

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
1	10	**Introduction to Personality**				15	LE, SE, SA
		1.1 Definition of theory and personality	✓				
		1.2 Theory and its relatives – philosophy, speculation, hypothesis, and taxonomy	✓				
		1.3 Purpose of learning personality theories			✓		
		1.4 Evaluation of usefulness of personality theory - generates research, is falsifiable, organizes data, guides action, internally consistent, parsimonious	✓				
		1.5 Factors affecting personality		✓			

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
		1.6 Personality assessment: testing and non-testing methods - self report inventories, rating scale, clinical interviews, behavioural assessment, thought sampling procedures, projective techniques	✓				
2	10	**Freudian theory**				20	LE, SE, SA
		2.1 History, Structure, dynamics		✓			
		2.2 Development of personality - the conscious, the preconscious, and the unconscious, the id, ego, ego and superego, defense mechanisms, psycho sexual stages of development	✓				
3	12	**Neo Freudian theories**				20	LE, SE, SA
		3.1 Alfred Adler: fictional functionalism, striving for superiority, inferiority feelings and compensation, social interest, style of life, the creative self, neurosis, order of birth and personality, early memories, childhood experiences	✓				

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
		3.2 Carl Jung: Personal history, the structure of personality, the dynamics of personality, the development of personality.	✓				
		3.3 Karen Horney: basic anxiety, the neurotic needs, three solutions, alienation	✓				
4	10	**Trait theories**				15	LE, SE, SA
		4.1 Raymond Cattell: Personal history, the nature of personality, the development of personality	✓				
		4.2 Costa Mc Crae's Big five personality theory: Description of the five factors, evolution of the five-factor theory, units of the five-factor theory basic postulates	✓				
		4.3 Gordon Allport: structure of personality - definition, traits or dispositions, the proprium, dynamics of personality - functional autonomy, conscious and unconscious motivation, psychological maturity.	✓				
		Humanistic theories					

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
5	10	5.1 Carl Rogers: the structure of personality, the dynamics of personality, the development of personality.	✓			15	LE, SE, SA
		5.2 Abraham Maslow: History, Motivation hierarchy of needs, aesthetic needs, cognitive needs, neurotic Needs, self-Actualization	✓				
6	8	**Limited domain theories**				10	LE, SE, SA
		6.1 Julian Rotter: overview of theory, social learning theory, personality development - locus of control, interpersonal trust, maladaptive behaviour	✓				
		6.2 Marvin Zuckerman: Sensation seeking - assessing of sensation seeking, characteristics of sensation seekers, behavioural differences, cognitive processes, occupational preferences, attitudes, physiological differences, heredity vs environment, reflection on sensation seeking	✓				

❖ **LE- Long Essay, SE- Short Essay, SA- Short Answer**

Recommended Books

- Bischof, L.J *Interpreting Personality Theories* (2nd Edition.) Harper International Edition. 1970
- Feist, J., & Feist, G. J. (Eds). Theories of personality. 7th Edition. McGraw – Hill Primis.). 2008.
- Friedman,H.S and Schustack,M.W. *Personality,* (2nd edition), Pearson Education Pvt Ltd.India. 2004
- Gerrig,R.G & Zimbardo,P.G. Psychology *and Life*. (17th Ed.) New Delhi: Pearson Education.Inc. 2006
- Hall.C.S & Gardner,L . *Theories of Personality* (3rd Edition) John Wiley & Sons, New york. 1989
- Hergenhann,B.R and Olson, M.H. *Theories of Personality*. New Delhi: Prentice Hall. 2002
- Isaacson, R.L.., Hutt,M.L Blum, M. L Psychology: *The Science of Behavior The Science of Interpersonal Behavior* .New York: Harper & Row Publishers. 1965
- Schultz, D.P & Schultz, S.E *Theories of Personality*. New Delhi: Wadsworth. 2007.

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HEALTH PSYCHOLOGY

Course: Core **Number of hour: 60**

Credits: 4

Course Outcomes:

By the end of the course, the students will be able to:

CO1. Understand the concept of health and its dynamic nature

CO2. Analyze health behaviors, habits, and their impact on overall well-being, identifying methods for promoting positive health behaviors and overcoming barriers to change.

CO3. Apply theoretical models to understand and facilitate the process of changing health habits.

CO4. Evaluate the benefits of health-promoting behaviors by emphasizing the importance of proactive health management.

Course Contents:

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
1	12	**An overview of Psychology and Health**				20	LE, SE, SA
		1.1 What is Health?	✓				
		1.2 Illness Wellness continuum	✓				
		1.3 Mind body relationship: A brief history.	✓				
		1.4 Biomedical model.	✓				
		1.5 Biopsychosocial model	✓				
		1.6 Need for health psychology	✓				
		1.7 Quality of life	✓				
2	12	**Health behavior**				20	LE, SE, SA
		2.1 Health promotion	✓				
		2.2 Health behavior and health habits	✓				
		2.3 Practicing and changing health behavior	✓				

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
		2.4 Barriers to modifying poor health behaviour	✓				
		2.5 Intervening with children, adolescents and at risk people	✓				
3	12	**Changing Health Habits**				20	LE, SE, SA
		3.1 Attitude change and Health behaviour	✓				
		3.2 The health belief model	✓				
		3.3 Theory of planned behaviour.	✓				
		3.4 Self-regulation and health behaviour		✓			
		3.5 Self-determination theory		✓			
		3.6 Implementation intention.		✓			
		3.7 Motivational interviewing		✓			
		3.8 Social engineering		✓			
4	12	**Health promoting behavior**				20	LE, SE, SA
		4.1 Exercise-Benefits of exercise.	✓				
		4.2 Exercise interventions	✓				
		4.3 Accident prevention- Home and workplace accidents		✓			
		4.4 Motorcycle and automobile accidents		✓			
		4.5 Vaccination and screening		✓			
		4.6 Sun safety practices		✓			

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
		4.7 Developing a healthy diet-changing diet, resistance to modifying diet.	✓				
5	12	**Health compromising behavior**				20	LE, SE, SA
		5.1 Obesity and weight control	✓				
		5.2 Alcohol and problem drinking	✓				
		5.3 Smoking: factors associated with smoking in adolescents, nicotine addiction and smoking	✓				
		5.4 Infection and AIDS		✓			
		5.5 Cardiovascular diseases		✓			
		Cancer: psychosocial factors, adjusting to cancer, psycho-oncology	✓				

❖ **LE- Long Essay, SE- Short Essay, SA- Short Answer**

Recommended Books

- Brannon, L., Feist, J & Updegraff, J.A *Health Psychology: An Introduction to Behaviour and Health* (8th edn). Wadsworth Cengage learning. 2013
- Ghosh, M. *Health Psychology: Concepts in health and wellbeing.* Pearson .2015
- Sarafino, E.P & Smith, T.W. *Health Psychology: Biopsychosocial Interactions* (7th edn). John Wiley & Sons. 2011.
- Taylor, S.E. *Health Psychology* (11th edn) McGraw-Hill Education. 2018.

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INTRODUCTION TO CLINICAL PSYCHOLOGY

Course: Core **Number of hours: 60**

Credits: 4

Course Outcomes:

By the end of the course, the students will be able to:

CO1 Gain knowledge about normality /abnormality, various perspectives to abnormality

CO2 Gain knowledge on the diagnostic manuals and classification of various disorders

CO3 Understand and differentiate disorders based on its symptomatology

CO4 Know the causal factors of various disorders

Course Contents:

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
1	12	**Overview of Clinical Psychology**				15	LE, SE, SA
		1.1 Abnormality: Definition, Criteria for determining abnormal behavior,	✓				
		1.2 Understanding Normality-Abnormality	✓				
		1.3 Historical Perspectives		✓			
		1.4 Mental health acts			✓		
		Perspectives of Clinical Psychology				20	LE, SE, SA
		2.1 Psychodynamic	✓				
		2.2 Humanistic	✓				

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
2	12	2.3 Behavioral	✓				
		2.4 Cognitive	✓				
		2.5Biological perspectives	✓				
		2.6 Sociocultural perspectives	✓				
		2.7 Biopsychosocial perspectives	✓				
3	12	**Classification & Assessment of Abnormal Behavior**				25	LE, SE, SA
		3.1 Introduction to DSM-5-TR & ICD-11 classification	✓				
		3.2 Standards of assessment- Reliability, Validity	✓				
		3.3 Methods of assessment- Clinical interview, Physical examination, Behavioral assessment, Psychometric testing, Neuropsychological testing	✓				
4	12	**Stress Related Disorders**				20	LE, SE, SA
		4.1 Stress- Definition, Stress & Health	✓				
		4.2 The General Adaptation Syndrome	✓				
		4.3 Adjustment disorder- Definition, Symptom, Types,	✓				
		4.4 Anxiety disorders- Definition, Symptoms, Types	✓				

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
		Posttraumatic Stress Disorder(PTSD) – Clinical Description	✓				
5	12	**Somatic Symptoms & Related Disorders**				20	LE, SE, SA
		5.1 Somatic Symptom Disorders	✓				
		5.2 Hypochondriasis	✓				
		5.3 Somatization Disorder	✓				
		5.4 Pain Disorder	✓				
		5.5 Conversion Disorder	✓				
		5.6 Dissociative Disorders – Depersonalization/ Derealization Disorder, Dissociative Amnesia and Dissociative Fugue, Dissociative Identity Disorder (DID).	✓				

❖ **LE- Long Essay, SE- Short Essay, SA- Short Answer**

Recommended books

- American Psychiatric Association. Diagnostic and Statistical Manual of Mental Disorders. (5th Ed.) . *DSM- V-TR*., 2013.
- Butcher JN, Mineka S, Hooley JM. *Abnormal psychology*. Pearson Education India; 2017.
- Brenstein, D.A.,Teachman, B.A., Olatunji, B.0.,& Lilienfeld, S.O *Introduction to Clinical Psychology* (9th Ed). Cambridge University Press. 2021.
- Mikeka S, Carson R, Butcher J, Mineka S. *Abnormal Psychology and Modern*

Life.10th ed. Newyork: 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-11 Classification of Mental and Behavioral Disorders*, (1993)

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PSYCHOLOGICAL ASSESSMENT I

Course: SEC **Number of hours: 120**

Credits: 4

Course Outcomes:

By the end of the course, the students will be able to:

CO1 Proceed with administration, scoring interpretation of intelligence, personality, adjustment and aptitude tests

Assessment on Intelligence:

- Seguin Form Board Test
- Bhatia's Battery of Performance Test of Intelligence
- Coloured Progressive Matrices

Assessment on Personality:

- NEO Inventory
- Eysenck Personality Questionnaire
- Edwards Personal Preference Schedule (EPPS)
- Myers-Briggs Personality Test

Assessment on Adjustment:

- Bell's Adjustment Inventory

Assessment on Aptitude:

- David's Battery of Differential Abilities (DBDA)

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KANNADA

Course: AEC **No of Hours: 30 Hours**

Credits: 2

Course Outcome:

CO1 Enable students to learn alphabets, words and simple sentences in Kannada.

CO2 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.

Recommended Books

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

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HUMAN RIGHTS AND GENDER EQUITY

Course: VAC **No of Hours: 30 Hours**

Credits: 2

Course Outcome:

At the end of this course, students will gain knowledge on,

CO1: Human Rights and its function and authorities in society and industry women's status, issues and gender equity.

Course contents:

Unit	Hrs	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage
1	5	**Human Rights**					
		1.1Human Rights –Meaning 1.2 Universal declaration of Human Rights	✓			Lecture	20 %
2	5	**Human Rights Advocacy**					
		2.1 Global Advocacy of Human Rights; Amnesty International and Other Organizations 2.2 People's Union for Civil Liberty (PUCL) 2.3 Human Rights Commission in India 2.4 Minority Commission in India 2.5 Remedies Against	✓			Lecture	25%

Unit	Hrs	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage
		Violation of Human Rights in India					
3	5	**Gender Equity**					
		Key Concepts- 3.1 Sex and Gender 3.2 Masculinity and Femininity 3.3 Patriarchy, Matriarchy 3.4 Gender roles and Attributes, Gender Division of Labor 3.5 Gender Bias 3.6 Gender Stereotypes 3.7 Need for Gender Sensitization	✓			Lecture	20%
4	5	**Women's Status in India**					
		Important indicators-Sex Ratio, Education, Health, Nutrition, Maternal and Infant Mortality, Work Participation Rate, and Political Participation.	✓			Assignment Lecture	15%
5	5	**Contemporary Women's Issues**					
		5.1 Discrimination Against Girl Child 5.2 Violence Against Women 5.3 Problems of health and nutrition 5.4 Women's Education and	✓			Lecture	15%

Unit	Hrs	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage
		Gender Bias in Education 5.5 Trafficking in women 5.6 Globalization and Impact on Women					
6	5	**State Initiatives for Gender Equity**					
		6.1 Constitutional Rights of Women 6.2 Laws Pertaining to Women 6.3 The National and State Commissions for Women		✓		Lecture	05%

Recommended Books

- Nirmal Chiranjivi: *Human Rights in India*, New Delhi, OUP,2001.
- Parvathy Appaiah, *Human Rights, Gender Equity and Environmental Studies*, Shivam Books publishers, 2012.
- Parvathy Appaiah, Human Rights, Gender Equity and Environmental Studies, Jai Bharath Prakashan publishers, 2016.
- Parvathy Appaiah, *Human Rights, Gender Equity and Environmental Studies*, Jai Bharath Prakashan publishers, 2018-19.

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SEMESTER IV

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ABNORMAL PSYCHOLOGY

Course: Core **Number of hours: 60**

Credits: 4

Course Outcomes:
By the end of the course, the students will be able to:

CO1 Gain knowledge about major psychological disorders

CO2 Understand and differentiate disorders based on its symptomatology

CO3 Know the causal factors of various disorders

Course Contents

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
1	12	**Mood disorders**				15	LE, SE, SA
		1.1 An overview of Depression and Mania- definition, clinical symptoms, causes and types	✓				
		1.2 Prevalence of depression in children, adolescents and Adults		✓			
		1.3 Mood Disorders: Types- Unipolar, Bipolar	✓				
		1.4 Other Forms of Depression- Cyclothymia, Dysthymia, RDD, Persistent depressive disorder			✓		
		Substance Related & Addictive Disorders					
		2.1 Definition, causes, Symptoms & Types of Substance abuse	✓				

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
2	12	2.2 Substance use & Abuse		✓		20	LE, SE, SA
		2.3 Clinical Picture of Substance Abuse Disorder	✓				
		2.4 Drugs of abuse- Depressants, Stimulants, Hallucinogens	✓				
3	12	**Schizophrenia**				20	LE, SE, SA
		3.1 Definition & positive and negative Symptoms of Schizophrenia	✓				
		3.2 Different types	✓				
		3.3 Difference between Hallucination & Delusion		✓			
4	12	**Delusional Disorder**				25	LE, SE, SA
		4.1 Definition, causes & Symptoms of Delusional disorder	✓				
		4.2 Paranoid delusion	✓				
		4.3 Persecutory delusion	✓				
		4.4 Delusion of Grandiosity	✓				
		4.5 Delusion of Reference		✓			
		4.6 Nihilistic delusion			✓		
		4.7 Other forms of delusional disorders- Erotomania, and Jealous			✓		
		Personality Disorders					

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
5	12	5.1 Cluster A Personality Disorders-Paranoid Personality, Schizoid Personality, and Schizotypal Personality	✓			20	LE, SE, SA
		5.2 Cluster B Personality Disorders- Histrionic Personality, Borderline personality Narcissistic Personality, Antisocial Personality	✓				
		5.3 Cluster C Personality Disorders- Avoidant Personality, Dependent personality, Obsessive-Compulsive personality	✓				

❖ **LE- Long Essay, SE- Short Essay, SA- Short Answer**

Recommended books

- Ahuja N. *A short textbook of psychiatry*. 7th edition. New Delhi: Jaypee Brothers medical publishers' private limited. 2011

- American Psychiatric Association. Diagnostic and Statistical Manual of Mental Disorders. (5th Ed.) . *DSM- V.*, 20013.
- Butcher JN, Mineka S, Hooley JM. *Abnormal psychology*. Pearson Education India;2017.
- Mikeka S, Carson R, Butcher J, Mineka S. *Abnormal Psychology and Modern Life*.10th ed. Newyork: 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 andBehavioral Disorders* .1993.

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RESEARCH IN SOCIAL SCIENCES

Course: Core **Number of hours: 60**

Credits: 4

Course Outcomes

By the end of the course student will be able to

CO1: Gain knowledge about the steps involved in research process.

CO2: Participate in and/or conduct different types of research studies in Psychology

CO3: Evaluate and apply the results of psychological research studies in various contexts.

Course Contents

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
1	12	**Research Methodology: An introduction**				20	LE, SE, SA
		1.1 Meaning and characteristics of Research		✓			
		1.2 Criteria of good research			✓		
		1.3 Phases/stages in research		✓			
		1.4 Types of research – Laboratory experiments, Field experiments, Field studies, Ex post facto research, Survey research, case study	✓				
		1.5 Ethical problems in research	✓				
		Research problem and the hypothesis					
		2.1 Research problem: meaning, characteristics	✓				

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
2	10	2.2 Criteria for selecting a problem			✓	15	LE, SE, SA
		2.3 Steps in formulating a research problem		✓			
		2.4 Hypothesis: meaning, characteristics	✓				
		2.5 Types of hypotheses		✓			
		2.6 Basic concepts in testing a hypothesis –Level of significance, Type I and type II error, Two and one tailed tests.	✓				
3	5	**Review of Literature and Variables**				15	LE, SE, SA
		3.1 Purpose of the review			✓		
		3.2 Types of literature review			✓		
		3.3 Sources of review	✓				
		3.4 Abstract and types of literature	✓				
		3.5 Variables: Meaning and types of variables	✓				
		3.6 Techniques of controlling extraneous variables		✓			
4	10	**Sampling**				20	LE, SE, SA
		4.1 Meaning, fundamentals and principles of sampling	✓				
		4.2 Method of drawing random sample	✓				
		4.3 Probability sampling methods	✓				

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
		4.4 Non probability sampling methods	✓				
		4.5 Sampling error	✓				
5	15	**Research Design**				20	LE, SE, SA
		5.1 Meaning and Principles of Experimental design	✓				
		5.2 Experimental Research designs	✓				
		5.3 Non experimental research designs	✓				
6	8	**Research report and Proposal**				10	SE, SA
		6.1 Structure and format of research report	✓				
		6.2 Oral presentation		✓			
		6.3 Preparing a research proposal	✓				
		6.4 APA style of referencing	✓				

❖ **LE- Long Essay, SE- Short Essay, SA- Short Answer**

Recommended books

- Kothari, C.R. *Research Methodology: Methods and Techniques* (2nd Edition). New Delhi: New Age International Publishers. 2004.

- Singh AK. *Tests, Measurements and research methods in Behavioral sciences* (6th Edition) Patna: Bharathi Bhawan Publishers 2020

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AREAS OF PSYCHOLOGY

Course: Core **Number of Hours: 60**

Credits: 4

Course Outcomes:

CO1: The students will be able to gain knowledge in the fields of Corporate Psychology.
CO2: The students will have a clear idea on Violence, Civil commitment and Juvenile Delinquency.
CO3: Students will have a better understanding of Teaching styles, Motivation, and Assessments of Educational Psychology.
CO4: Students will understand the concepts of Sports psychology, its Models, Theories and Coping strategies.
CO5: Students will be able to critically analyze the theories, components, and Non-violence.
CO6: Students will gain knowledge about Artificial Intelligence, and what role does it play in Decision making, Reasoning.

Course Contents

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
		Corporate Psychology					
		1.1 Introduction, Definition, and Major Fields- Personnel Psychology, Organizational Psychology, Human factors/ergonomics	✓				
		1.2 Ethics in corporate psychology		✓			
		1.3 Employee Motivation: Employee predisposed to being motivated- Personality, Self-	✓				

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
		esteem, Intrinsic motivation, Needs for achievement and power.					
1	10	1.4 Types of Organizational Communication: Upward communication, Downward communication, Business communication, Informal Communication.			✓	15	LE, SE, SA
		1.5 Stress Management: 1.5.1 Sources of Stress- Personal stressors, Occupational stressors, Stressors in the physical work environment, Stress caused by work schedules, and other sources of stress. 1.5.2 Managing Stress- Planning for stress.	✓				
		Forensic Psychology					
		2.1 Introduction, Definition. And major areas of Forensic psychology.	✓				
		2.2 Expert Testimony: 2.2.1 Admissibility of expert testimony- Frye standard, Daubert Merrell Dow, and The rest of the Daubert trilogy.					

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
2	10	2.2.2 Challenges to Expert Testimony- Cross-examination, Opposing expert, and Judicial instructions.		✓		15	LE, SE, SA
		2.3 Violence Risk Assessment: 2.3.1 Nature of violence- Defining violence, and Violence as a choice. 2.3.2 Risk and protective factors- Static risk factors, Dynamic risk factors, and Protective factors.	✓				
		2.4 Civil Commitment: 2.4.1 Definition, Criteria for Civil Commitment- Mental illness, Dangerousness, and Need for treatment	✓				
		2.5 Juvenile Delinquency: 2.5.1 Juvenile Violence- Risk factors for nonsexual violence, and Risk factors for sexual violence. 2.5.2 Role of the Forensic Psychologist in Juvenile Courts- Evaluating treatment amenability, Providing treatment, Transfer evaluations, Competency	✓				

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
		evaluations, Insanity evaluations, and Risk assessment					
3	10	**Educational Psychology**				15	LE, SE, SA
		3.1 Introduction to Educational Psychology- Definition, Needs, and Scope	✓				
		3.2 Planning: Instructional planning, Time Frames and planning		✓			
		3.3 Teaching Styles: Directing, Discussing, and Delegating					
		3.4 Motivation: 3.4.1 Motives as behavior 3.4.2 Motives as goals 3.4.3 Motives as interests 3.4.4 Motives related to attributions 3.4.5 Motivation as self-efficacy 3.4.6 Motivation as self-determination	✓				
		3.5 Assessments: 3.5.1 High Quality Assessments- Validity 3.5.2 Types of Teacher-Made Assessments- Observation, Questioning, Record Keeping		✓			

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
4	10	**Sports Psychology**				15	LE, SE, SA
		4.1 Defining Sport Psychology	✓				
		4.2 Sport Psychology Related to Confidence: 4.2.1 Psychological Momentum in Sport 4.2.2 Models of Psychological Momentum- Antecedents-consequences Model, Multidimensional model, and Projected performance model. 4.2.3 Hot Hand Phenomenon in Basketball. 4.2.4 Gender and Self-confidence		✓			
		4.3 Goal Perspective Theory: 4.3.1 Achievement Goal Orientation 4.3.2 Developmental Nature of Goal Orientation 4.3.3 Measuring Goal Orientation 4.3.4 Goal Involvement 4.3.5 Motivational Climate	✓				
		4.4 Anxiety, Stress and Mood Relationships: 4.4.1 The Multidimensional Nature of Anxiety					

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
		4.4.2 Perfectionism in Sport- Measuring Perfectionism 4.4.3 Relationship Between Arousal and Athletic Performance- Inverted-U theory, Easterbrook's Cue Utilization Theory, and Signal Detection theory.	✓				
		4.5 Coping and Intervention Strategies in Sport: 4.5.1 Coping Strategies in Sport- Conceptual Framework for Coping Strategies and Styles, Measurement of Coping Skill, and The Dynamic Nature of Coping Styles and Strategies. 4.5.2 Self-Talk as an Intervention 4.5.3 Relaxation Strategies Used in Sport- Progressive Relaxation, Autogenic Training, Meditation, Biofeedback Training.	✓				
		Peace Psychology					
		5.1 Meaning of Violence, Aggression, Non-violence and	✓				

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
		Pacifism.					
		5.2 Theories of Non-violence: 5.2.1 Blumberg's Utility Model of Nonviolent Mass Demonstrations 5.2.2 Hare's Social-Psychological Perspective on Nonviolent Action 5.2.3 Kool's Theory of Nonviolence 5.2.4 Teixeira's Theory of Nonviolence	✓				
5	10	5.3 Intrapersonal Nonviolence from an Individualistic Perspective: 5.3.1 Personality Characteristics of a "Peaceful Person"- Agreeableness, Anger control, Empathy, Need for cognition, Spirituality, Materialism, Optimism, Forgiveness, Happiness, Positive psychology.		✓		20	LE, SE, SA
		5.4 Major Components of Cultures of Peace: 5.4.1 Social Justice 5.4.2 Gender Equality and Empowerment					

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
		5.4.3 Human Rights 5.4.4 Nonviolence 5.4.5 Inclusiveness 5.4.6 Civil Society 5.4.7 Education and Peace Education 5.4.8 Sustainability			✓		
6	10	**Artificial Intelligence**				20	LE, SE, SA
		6.1 Introduction to Artificial Intelligence and Ethics of Artificial intelllignce	✓				
		6.2 Emotions in AI: 6.2.1 Functional roles of emotions. 6.2.2 Communicative vs. architectural aspects of emotion 6.2.3 Process models of emotion	✓				
		6.3 Machine Consciousness in AI: 6.3.1 Conscious agents		✓			
		6.4 Knowledge representation and reasoning: 6.4.1 Logic and combinatorics			✓		
		6.5 Automated decision making: 6.5.1 Decisions in logical, combinatorial spaces			✓		

❖ **LE- Long Essay, SE- Short Essay, SA- Short Answer**

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Recommended books

- Aamodt, M. G. *Industrial/organizational psychology: An applied approach*. Cengage Learning. 2022.
- Amir, E., Wilks, Y., Alonso, E., Scheutz, M., Husbands, P., Bedau, M. A., … Yudkowsky, E. *The Cambridge handbook of artificial intelligence* (K. Frankish & W. M. Ramsey, Eds.). Cambridge University Press. 2020.
- Boden, M. A., Sun, R., Beer, R. D., Danks, D., Vincze, M., Wachsmuth, S., Sagerer, G.,
- Cox, R. *Sport psychology: Concepts and Applications*. McGraw-Hill Education. 2011.
- Frankish, K., Ramsey, W. M., Franklin, S., Arkoudas, K., Bringsjord, S., Robinson, W. S., Huss, M. T. *Forensic psychology*. John Wiley & Sons. 2013.
- Mayton, D. *Nonviolence and peace psychology*. Springer US. 2009.
- Seifert, K., & Sutton, R. (n.d.). *Educational Psychology - second edition* (Second Edition). University of Manitoba.

YENEPOYA
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POSITIVE PSYCHOLOGY

Course: Core **Number of hours: 60**

Credits: 4

Course Outcomes:

By the end of the course student will be able to

CO1 Comprehend the basic concepts of Positive psychology

CO2 Understand the impact of positive emotions on the over-all well-being

CO3 Integrate wellness, principles and strategies into life and thereby contribute to their holistic growth.

CO4 Understand and recognize areas of growth and build a greater sense of well-being.

Course Contents:

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
1	10	**Introduction to Positive Psychology**				15	LE, SA
		1.1 Definition, Goals and Scope of Positive Psychology.	✓				
		1.2 Historical Development of Positive Psychology		✓			
		1.3 Western and Eastern Perspectives			✓		
		Positive emotions				15	LE, SE, SA
		2.1 Optimism – Definition, Dispositional Optimism, Explanatory style of optimism.	✓				
		2.2 Hope - Hope theory and Importance of hope.	✓				

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
2	11	2.3 Gratitude- Function of Gratitude, Benefits of Gratitude, Cultivating Gratitude	✓				
		2.4 Happiness – Theories & Determinants of Happiness, Hedonic and Eudaimonic Happiness, Seligman's PERMA model.	✓				
		2.5 Forgiveness – Meaning, Types and benefits of Forgiveness	✓				
		2.6 Resilience – Meaning, Nature and Theories of Resilience.	✓				
3	11	**Flow, mindfulness and savouring**				25	LE, SE, SA
		3.1 Flow: Definition, Characteristics, Contexts and situations of flow	✓				
		3.2 Mindfulness: Definition, Ellen Langer's Approach to Mindfulness	✓				
		3.3 Savouring : Definition, Types of Savouring techniques	✓				
		3.4 Difference between Flow, Mindfulness and Savouring		✓			

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
		3.5 Influence of Flow, Mindfulness and Savouring on Wellbeing	✓				
4	13	**Character strengths and virtues**				25	LE, SE, SA
		4.1 Definition & Significance of character strengths	✓				
		4.2 VIA classification of character strengths	✓				
		4.3 Other classification to character strengths		✓			
		4.4 Barriers to develop strengths			✓		
5	15	**Positive Clinical Psychology**				20	LE, SE, SA
		5.1 Introduction to positive clinical psychology	✓				
		5.2 Mindfulness in positive clinical psychology	✓				
		5.3 Well-being therapy	✓				
		5.4 A growth perspective on post-traumatic stress	✓				
		5.5 Post traumatic growth	✓				

❖ **LE-** Long Essay**, SE-** Short Essay**, SA-** Short Answer

Recommended Books

- Baumgardner, S. *Positive Psychology*. Pearson 2014.
- Carr, A. *Positive Psychology: The Science of Happiness and Human Strengths*, New York: Brunner – Routledge . 2004.

- Compton,W.C., &Hoffman, E. *Positive Psychology*. SAGE Publications.2019.
- Crompton, W.C. *An Introduction to Positive Psychology*, Singapore: Thomson. 2005.
- Hefferon, K., & Boniwell, I. *Positive Psychology*. McGraw- Hill Education. 2011.
- Snyder, C.R.& Lopez. S. *Positive Psychology. The scientific and Practical explorations of Human Strengths*. Sage Publications. 2007.
- Snyder, C.R. and Lopez, S.J. *Handbook of Positive Psychology,* New York Oxford University Press. 2005.
- Wood, A. M., & Johnson, J. (Eds.). *The Wiley handbook of positive clinical psychology: An integrative approach to studying and improving well-being (*1st ed.). John Wiley & Sons. 2016.

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BIOSTATISTICS

Course: AEC **No of Hours: 30 Hours**

Credits: 2

Course Outcomes:

At the end of the course, students will be able to:

CO 1: Understand the concepts of Statistics in the field of Health Professionals.

Course Content

Unit	Hrs	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage
		Introduction					
1	3	1.1 Meaning, definition of statistics. 1.2 Importance of the study of statistics. 1.3 Branches of statistics. 1.4 Statistics and health science including nursing. 1.5 Parameters and estimates. 1.6 Descriptive and inferential statistics. 1.7 Variables and their types. 1.8 Measurement scales		✓		Lecture	15%
		Tabulation of Data					

Unit	Hrs	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage
2	3	2.1 Raw data, the array, frequency distribution 2.2 Basic principles of graphical representation 2.3 Types of diagrams - histograms, frequency polygons, smooth frequency polygon, cumulative frequency curve, ogive. 2.4 Normal probability curve.	✓			Lecture	15%
3	4	**Measure of Central Tendency**					
		3.1 Need for measures of central tendency 3.2 Definition and calculation of mean - ungrouped and grouped 3.3 Meaning, interpretation and calculation of median ungrouped and grouped 3.4 Meaning and calculation of mode. 3.5 Comparison of the mean, and mode.	✓			Lecture	15%
4	6	**Measure of Variability**					

Unit	Hrs	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage
		4.1 Need for measure of dispersion. The range, the average deviation. 4.2 The variance and standard deviation. 4.3 Calculation of variance and standard deviation ungrouped and grouped. 4.4 Properties and uses of variance	✓			Lecture	15%
5	6	**Probability and Standard Distributions**					
		5.1 Meaning of probability of standard distribution. 5.2 The Binominal distribution. 5.3 The normal distribution. 5.4 Divergence from normality - skewness, kurtosis.	✓			Lecture	15%
6	5	**Sampling Techniques**					
		6.1 Need for sampling - Criteria for good samples. 6.2 Various sampling designs. 6.3 Procedures of sampling and sampling designs	✓			Assignment Lecture	15%

Unit	Hrs	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage
		errors. 6.4 Sampling variation. 6.5 Tests of significance.					
7	3	**Health Indicator** 7.1 Importance of health Indicator. 7.2 Indicators of population, morbidity, mortality, health services. 7.3 Calculation of rates and rations of health.		✓		Seminar Lecture	10%

Recommended books

- A P Kulkarni, *Basics of Biostatistics*, CBS Publishers & Distributors, 2018
- Arun Badra Kanhal, Mahajan's *Methods in Biostatistics for Medical Students and Research Workers*. 8th Ed. JAYPEE Brothers Medical Publishers(P) Ltd., 2016.
- Balavendra Antonisamy Prasanna S. Premkumar, Soloman Christopher, *Principles and Practices in Biostatistics*. Elsevier ,2017
- Bernard Rosner, *Fundamentals of Biostatistics*. 8thEd. CENGAGELearning;2016
- Jerrold H.Zar *Bio statistical Analysis*, 5th Edition, PEARSON Education Limited, 2016.
- K S Negi, *Biostatistics*, Third Edition, AITBS Publishers, India, 2020.
- K Visveswara Rao, *Biostatistics a Manual of Statistical Methods for Use in Health Nutrition and Anthropology*. 2 nd Edition, JAYPEE, 2009.

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SEMESTER V

YENEPOYA
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COUNSELLING PSYCHOLOGY

Course: Core **Number of hours: 60**

Credits: 4

Course Outcomes

By the end of the course student will be able to

CO1: Gain knowledge about the nature, scope, roles, origin and qualities of an effective counsellor.

CO2: Apply the models, process and techniques of counselling.

CO3: Understand the need, and importance of various assessment techniques used in counselling

Course Contents

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
1	12	**Introduction to Counselling**				15	LE, SE, SA
		1.1 Nature, Definition, Themes and Goals of counselling	✓				
		1.2 Scope of counselling- Counselling adolescents, Career counselling, Counselling for substance and alcohol abuse, Premarital counselling, Family counselling, School counselling, Group counselling, Counselling terminally ill, Grief counselling		✓			

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
		1.3 Counselling Psychology and its relation to Guidance, Clinical Psychology and Psychotherapy			✓		
		1.4 History and current status of counselling			✓		
		1.5 Counselling Psychology in India		✓			
		1.6 Current trends in Counselling	✓				
2	5	**Skilled Counsellor: Person ad Profession**				15	LE, SE, SA
		2.1 Personal and professional qualities of a counsellor	✓				
		2.2 Ethical issues in counselling	✓				
		2.3 Legal and professional issues in counselling	✓				
3	6	**Counselling process**				10	LE, SE, SA
		3.1 Definition of counselling process and Steps in Counselling	✓				
		3.2 Egan's model of counselling		✓			
		3.3 Ivey's model of counselling		✓			
		3.4 Planning and duration of counseling sessions			✓		
		Building the helping conversation					

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
4	10	4.1 Characteristics of therapeutic relationship		✓		20	LE, SE, SA
		4.2 Relationship building techniques: Opening, Attending, Listening, Structuring, Reflection, Acceptance, Leading , Reassurance and Suggestion, Termination	✓				
5	6	**Challenges in Counselling Relationship**				15	LE, SE, SA
		5.1 Transference	✓				
		5.2 Countertransference	✓				
		5.3 Resistance	✓				
6	8	**Assessments in Counselling**				15	LE, SE, SA
		6.1 Autobiography		✓			
		6.2 Anecdotes		✓			
		6.3 Cumulative Records,		✓			
		6.4 Case Study	✓				
		6.5 Rating scales		✓			
		6.6 Sociometric Techniques			✓		
		6.7 Pupil Data Questionnaire, Diaries			✓		
		6.8 Observation		✓			
		6.9 Interview	✓				
7	13	**Counselling Special Population**				10	LE, SE, SA
		7. 1 Counselling elderly		✓			
		7.2 HIV/AIDS Counselling		✓			
		7.3 Counselling Rape victims	✓				

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
		7.4 Trauma Counselling	✓				
		7.5 Psychological first aid	✓				

- **LE**- Long Essay**, SE**- Short Essay**, SA**- Short Answer

Recommended books

- Brammer L.M., & ShostromnE.L : *Therapeutic Psychology- Fundamentals of Counselling and Psychotherapy*: Prentice hall.
- Egan, G. *The skilled helper*. (10 Ed). UK: Brooks Cole 2013.
- Gelso and Fretz. *Counselling Psychology*. Bangalore: A prism Indian edition. 1995.
- Ivey, A.E & Ivey,M.B. *Intentional interviewing and Counselling* (6 Ed) USA : Thomson Brooks / Cole. 200)
- Jones, R. N. *Theory and practice of counselling and therapy*. New Delhi: Sage publication. 2001.
- Kottler and Brown. *Introduction to Therapeutic counseling* (4th edition). Brooks/Cole. 2001.
- McLeod, J. *An introduction to Counselling*. (4th edition). U.S.A: McGraw hill. 2009.
- Paterson, E.L (2000). *Counselling process.* Wadsworth: Brooks/Cole.
- Rao, S.N: *Counselling and Guidance.* Tata McGraw Hill.
- Sharf, R S., & Sharf (2000).*Theories of Psychotherapy and counseling.* Australia: Brooks/ Cole.

YENEPOYA
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PSYCHOLOGICAL TESTING

Course: Core **Number of hour: 60**

Credits: 4

Course Outcomes:

By the end of the course, the students will be able to:

CO1 Understand the fundamental concepts of measurement

CO2 Demonstrate knowledge of test construction principles, including the classification of tests, characteristics of a good test, and the general steps involved in test construction.

CO3 Apply item analysis techniques to evaluate test items,

CO4 Evaluate the reliability and validity of assessment tools

CO5 Understand norms and different types of norms

Course Contents:

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
1	10	**Introduction**				20	LE, SE, SS
		1.1 Measurement and evaluation - definition, scales of Measurement	✓				
		1.2 Difference among assessment, testing and measurement	✓				
		1.3 Uses and limitations of psychological testing	✓				
		1.4 Use of computer in assessment and testing		✓			
2	8	**Test Construction**				20	LE, SE, SS
		2.1 Classification of test	✓				
		2.2 Characteristics of a good test	✓				

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
		2.3 General steps of test construction	✓				
3	12	**Item Analysis**				20	LE, SE, SS
		3.1 Meaning and types of items	✓				
		3.2 General guidelines for item writing	✓				
		3.3 Meaning and purpose of item analysis	✓				
		3.4 Item difficulty	✓				
		3.5 Index of discrimination	✓				
		3.6 Distractor analysis	✓				
		3.7 Problems of item analysis	✓				
4	10	**Reliability**				20	LE, SE, SS
		4.1 Meaning of reliability	✓				
		4.2 Methods or types of reliability	✓				
		4.3 Standard error of measurement	✓				
		4.4 Factors influencing reliability of test scores	✓				
5	10	**Validity**				20	LE, SE, SS
		5.1 Meaning of validity	✓				
		5.2 Types of validity	✓				
		5.3 Factors influencing validity	✓				
6	10	**Norms and Test scales**				20	LE, SE, SS
		6.1 Meaning of norm	✓				
		6.2 Steps in developing norms	✓				

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
		6.3 Types of norms and test scales	✓				
		6.4 Criteria of good test norms		✓			

❖ **LE**- Long Essay**, SE**- Short Essay**, SA**- Short Answer

Recommended books

- Anastasi, A & Urbina, S. *Psychological Testing* (7th Edn). Pearson Education. 1997.

- Singh, A.K. *Test, Measurement and Research Methods in Behavioural Sciences.* Bharati Bhawan Publishers. 1996.

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BASICS OF PSYCHOLOGICAL INTERVENTION

Course: Core **Number of hours: 60**

Credits: 4

Course Outcomes

By the end of the course student will be able to

CO1 Comprehend the concepts of Psychological Intervention.

CO2 Learn different approaches of interventions.

CO3 Acquire an understanding on the application of the techniques in different scenarios.

Course Contents:

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
1	10	**Introduction to Psychological Intervention**				15	LE, SE, SA
		1.1Psychotherapy- Definition, Nature, Scope	✓				
		1.2 Roles and Functions of Psychotherapists	✓				
		1.3 Difference between Counselling and Psychotherapy		✓			
		1.4 Areas of application		✓			
2	13	**Psychoanalytical & Psychodynamic Approach**				25	LE, SE, SA
		2.1 Psychoanalytic approaches - Goals, Functions and Roles	✓				
		2.2 Basic Techniques -Free association, Interpretation, Transference and Resistance	✓				
		2.3 Psychodynamic approaches - Goals, Functions and Roles, Strategies	✓				

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
		2.4 Areas of application	✓				
3	13	**Behavioral Approach**				25	LE, SE,SA
		3.1 Basics of Applied behavioural Analysis	✓				
		3.2 Operant Conditioning techniques- Shaping, Chaining, Time out	✓				
		3.3 Relaxation techniques – JPMR, Diaphragmatic breathing	✓				
		3.4 Aversive therapy	✓				
		3.5 Systematic Desensitization – Graded Exposure, Flooding	✓				
		3.6 Social Skills training	✓				
		3.7 Assertiveness training	✓				
		3.8 Modelling	✓				
		3.9 Areas of application	✓				
4	12	**Cognitive- Behavioral Approach**				15	LE, SE,SA
		4.1 Cognitive- Behavioural Models- Aaron Beck and Albert Ellis	✓				
		4.2 Techniques of Aaron Beck	✓				
		4.3 Techniques of Albert Ellis	✓				
		4.2 Areas of application	✓				
		Humanistic & Existential Approach					

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
5	12	5.1 Humanistic approaches – Introduction, Role of Counselor, Techniques/ Strategies	✓			20	LE, SE,SA
		5.2 Existential approaches - Introduction, Role of Counselor, Goals, techniques	✓				
		5.3 Areas of application	✓				

❖ **LE**- Long Essay**, SE**- Short Essay**, SA**- Short Answer

Recommended books

- Capuzzi D & Gross D R. Counselling and Psychotherapy. Theories and Interventions. Prentice Hall Inc. 1999.

- Corey, G. Theory and practice of counselling and psychotherapy (10th ed.). Cengage Learning. 2000.

- Donner, Fisher., & Hayer. Cognitive Behavior Therapy. John Wiley and sons.2003.

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CLINICAL SKILLS

Course: SEC **Number of hours: 120**

Credits: 4
Course Outcomes
By the end of the course student will be able to

CO1: Conduct clinical interviews.

CO2: Gain practical knowledge on relaxation techniques, habit reversal and self-awareness techniques

Course Content:

1. Clinical Interview:

1.1 Case history – Child

1.2 Case history – Adult

2. Mental Status Examination

3. **Relaxation Techniques:**

3.1 Mindfulness meditation

4. Habit Reversal

5. Self-Awareness – Johari Window, SWOC

Recommended books

- Ahuja N. A short textbook of psychiatry. New Delhi, India: Jaypee Brothers Medical; 2011.
- Bansal R. Pocket manual to case taking. Jaypee Brothers Medical Publishers (P) Ltd; 2003.
- Casey P, Kelly B. Fish's clinical psychopathology: Signs and symptoms in psychiatry. Cambridge, England: Cambridge University Press; 2019.
- Habit Reversal Training handout.
- Fish F. Clinical psychopathology: Signs and symptoms in psychiatry. 2nd ed. Oxford, England: Butterworth-Heinemann: 1985.

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PSYCHOLOGICAL ASSESSMENT II

Course: SEC **Number of hours: 180**

Credits: 6

Course Outcomes:

CO1 Students will be able to demonstrate the required assessments to the subjects.

CO2 Students will get a clear understanding of the assessments.

Assessment on Positive Psychology

1. Subjective well-being
2. Mindfulness attention awareness scale
3. Cope inventory
4. Flow Questionnaire
5. VIA Character Strengths

Clinical Rating Scales

1. State Trait Anxiety Scale
2. Geriatric Depression Inventory
3. General Heath Questionnaire
4. Mini Mental Status Examination

Assessment of Organizational Behavior

1. Job Satisfaction Survey
2. Multifactor leadership questionnaire
3. Employees mental health scale inventory
4. Multidimensional work motivation scale
5. Workplace stress questionnaire/Job stress scale

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MEDICAL ETHICS

Course: VAC **No of Hours: 30 Hours**

Credits: 2

Course Outcomes:

At the end of the course, students will be able to:

CO1: Increasing the awareness and knowledge of students of the value dimensions of interactions with the patients, colleagues, relations and public.

CO2: Fostering the development of skills of analysis, decision making and judgment.

CO3: Making the students aware of the need to respect the rights of the patient.

Course Contents:

Unit	Hrs	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage
1	3	**Introduction to ethics**					
		What is ethics, what are values and norms, freedom and personal responsibility?	✓			Lecture	15%
2	4	**Definition of medical ethics**					
		Major principles of medic ethics.	✓			Lecture	20%
3	4	**Perspective of medical ethics**					
		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).	✓			Lecture	15%

Unit	Hrs	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage
4	4	**Ethics of the individual**					
		Truth and confidentiality, the concept of disease, health and healing, the Right to health.	✓			Lecture	15%
5	3	**The ethics of human life**					
		Prenatal sex determination.	✓			Lecture	15%
6	4	**The family and society in medical ethics**					
		Euthanasia, cancer and terminal care.		✓		Lecture	10%
7	4	**Death and dying**					
		Use of life-support systems, the right to die with dignity, suicide–the Ethical outlook.		✓		Lecture	05%
8	4	**Professional Ethics**					
		Contract and confidentiality, malpractice and negligence.		✓		Lecture	05%

Recommended books

- Loewy EE, Loewy RS. Textbook of healthcare ethics. S*pringer Science & Business Media;* 2004 Jun 29.

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

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SEMESTER VI

YENEPOYA
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EMERGING TRENDS IN PSYCHOLOGY

Course: Core **Number of hours: 60**

Credits: 4

Course Outcomes

By the end of the course student will be able to

CO1 Develop an awareness of the most happening trends in the field of psychology

CO2 Navigate their area of interest with regard to further research and higher studies

Course Contents:

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
1	10	**Geopolitics**				20	LE, SE,SA
		1.1 Learning of geo politics	✓				
		1.2 Classification of values and identity in society		✓			
		1.3 Characteristics of political being		✓			
		1.4 Political psychology and its approaches to leaders			✓		
		1.5 Psychology of genocide	✓				
		1.6 Concept of ethnic conflict	✓				
		1.7 Relationship between conflict resolution and world peace			✓		
		Media Psychology					
		2.1 Concept of Media Psychology and mass communication	✓				

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
2	10	2.2 Relevance of Media Psychology			✓	20	LE, SE,SA
		2.3 Theories of mass communication - socio cognitive theory, socialization theory, gratification theory, schema theory, theories of persuasion	✓				
		2.4 Use of media across lifespan		✓			
		2.5 Role of psychology in advertisements			✓		
		2.6 Relationship between media and education	✓				
		2.7 Concept of media literacy	✓				
		Queer Affirmative Psychology					
		3.1 Introduction	✓				
		3.2 Scientific study of sexuality and gender ambiguity	✓				
		3.3 Relationship between LGBTQ psychology and positive social change	✓				
		3.4 Understanding diversity in LGBTQ communities, young people, sexuality and gender identity		✓			
		3.5 Models of LGBTQ identity development	✓				

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
3	15	3.6 Sexual fluidity			✓	20	LE, SE,SA
		3.7 Legal recognition of same-sex relationships			✓		
		3.8 Comparing same-sex and different-sex relationships		✓			
		3.9 Sexual practices			✓		
		3.10 Comparing lesbian-, gay- and trans-headed families with heterosexual-headed families	✓				
		3.11 Looking inside LGBTQ families	✓				
4	15	**Cyber Psychology**				20	LE, SE,SA
		4.1 Cyber psychology - self and identity in cyber space	✓				
		4.2 Online behavior theories - Equalization Hypothesis & Social Identity Model of Deindividuation Effects (SIDE) Theory.	✓				
		4.3 Identifiable online environments - Online dating, Identity and self in anonymous versus identifiable online environments.		✓			

Unit	T/L Hours	Contents (SLO's)	Must know	Good to know	Desirable to know	Weightage in %	Types of questions
		4.4 Prejudice and stereotyping online - Effects of online ostracism and prejudice, Individual differences and prejudice	✓				
		4.5 Description of Sexual harassment online, cyber stalking, grieving	✓				
		4.6 Love & Relationship online - Seeking love online, motivation to online romance, maintaining relationships online, breaking up			✓		
		4.7 Applications of LGBTQ psychology	✓				
5	10	**Psycho-oncology**				20	LE, SE,SA
		5.1 Training of psychologists and psychiatrists in palliative care	✓				
		5.2 PTSD associated with cancer diagnosis and treatment	✓				
		5.3 Supportive psychotherapy and cancer	✓				
		5.4 Changing health behaviors after treatment		✓			
		5.5 Physical activity and exercise interventions for cancer survivors	✓				

- **LE**- Long Essay**, SE**- Short Essay**, SA**- Short Answer

YENEPOYA
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Recommended books

- Giles, D. *Media Psychology.* London: Lawrence Erlbaum Associates Publishers .2003.
- Holland, JC. *Psycho-oncology*. (3rd edition). Oxford University Press, USA. 2015.
- Irene Connolly, M. P. *An Introduction to Cyber Psychology.* UK: Florence Production Ltd, Stoodleigh, Devon, UK. 2016.
- Martha L Cottam, E. M. *An Introduction to Political Psychology.* (3rd Edition) UK: Psychology Press .2016.
- Victoria Clarke, D. W. *Lesbian Gay Bisexual Transgender Trans and Queer psychology.* UK: Cambridge University Press. 2019.

LIFE SKILLS EDUCATION

YENEPOYA
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Course: sec **No of Hours: 180 Hours**

Credits: 6

Course Outcomes

By doing the project student will be able to

CO1: Understand different life skills proposed by WHO

CO2: Demonstrate activities based on each life skills and to get practical exposure

Course Content:

1. Decision making
2. Problem solving
3. Creative thinking
4. Critical thinking
5. Effective communication
6. Interpersonal relationship
7. Self-awareness
8. Empathy
9. Coping with emotions
10. Coping with stress

Recommended books

- American India Foundation. *Handbook of Activities on Life Skills.* 2018.

- World Health Organization. *Life Skills Education for Children and Adolescents*. WHO.1997.

PROJECT

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Course: RP **No of Hours: 180 Hours**

Credits: 6

Course Outcomes

By doing the project student will be able to

CO1 Develop skills to choose relevant topics for research that are socially relevant

CO2 Gain skill on appropriate use of research methodology and relevant 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.
- 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 references (APA format).
- An abstract of the study should be submitted along with the research report.
- The project will be valued both internally and externally.

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ENVIRONMENTAL STUDIES

Course: VAC **No of Hours: 30 Hours**

Credits: 2

Course outcomes:

By the end of the course student will be able to

CO1 Learn about environment, factors affecting it, environmental ethics and its protection.

CO2 Describe a system, component, or process to meet desired needs within realistic constrains such as economic, environmental, social, political, ethical and sustainability.

CO3 Critically analyze technical subject matter for scientific merit apply learned environmental knowledge and understanding to solve technical/ research problems in new context.

CO4 Gain knowledge on Echo systems, biodiversity and environmental policies and practices.

Course Content

Unit	Hrs	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage
1	1	**Multidisciplinary nature of Environmental Studies**					
		1.1 Multidisciplinary nature of Environmental Studies 1.2 Concept of sustainability and sustainable development	✓			Lecture	5%
2	4	**Ecosystems**					
		2.1 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) 2.2 History of ecosystem ecology	✓			Lecture	10%

Unit	Hrs	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage
		2.3 Ecosystem services					
3	5	**Natural Resources** 3.1 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.	✓			Lecture	15%
4	6	**Biodiversity and its conservation** 4.1 Levels of biological diversity: genetic, species and ecosystem diversity; Bio geographic zones of India; Biodiversity patterns and global biodiversity hotspots 4.2 India as a mega-biodiversity nation; Endangered and endemic species of India 4.3 Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity. 4.4 Ecosystem and biodiversity services: ecological, economic, social, ethical, aesthetic and informational value. 4.5 Nature Reserves, tribal populations and rights, Human wildlife conflicts in Indian context	✓			Lecture	15%

Unit	Hrs	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage
5	6	**Environmental Pollution** 5.1 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 5.2 Climate change, Greenhouse effect, Global warming, Acid rain, Ozone layer depletion. 5.3 Solid waste Management: control measures of urban and industrial wastes. 5.4 Pollution case studies.	✓			Lecture	15%
6	3	**Environmental Policies & Practices** 6.1 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 6.2 International Agreements: Montreal protocol, Kyoto protocol, Convention on Biological Diversity (CBD) 6.3 Environmental Impact Assessment 6.4 Carbon footprint 6.5 Sustainable Development Goals	✓			Lecture	15%
7	3	**Human communities and the environment** 7.1 Human Population growth – impacts on environment 7.2 Resettlement and rehabilitation of project affected persons: case studies 7.3 Disaster management – floods, earthquake,	✓			Lecture	15%

Unit	Hrs	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage
		cyclone and landslides 7.4 Environmental movements: Chipko, Silent Valley, Bishnois of Rajasthan 7.5 Environmental ethics 7.6 Consumerism and Environment 7.7 Environmental communication and public awareness, case studies.					
8	2	**Field work** 8.1 Visit to a local area to document environmental assets river/ forest/grassland/hill/mountain 8.2 Visit to a local polluted Site-Urban/Rural/Industrial/Agricultural 8.3 Study of common plants, insects, birds. Study of simple ecosystems-pond, river, hill slopes, etc.		✓		Field visit	10%

Recommended books

- Agarwal, K.C. Environmental Biology, Nidi Publ. Ltd. Bikaner. 2001
- Brunner R.C Hazardous Waste Incineration, McGraw Hill Inc. 480p. 1989
- Clark R.S., Marine Pollution, Clanderson Press Oxford (TB)
- Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. Environmental Encyclopedia, Jaico Publ. House, Mumabai, 1196p. 2001.
- De A.K., Environmental Chemistry, Wiley Eastern Ltd.
- Gleick, H.P. Water in crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute Oxford Univ. Press. 473p. 1993.
- Hawkins R.E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)

- Heywood, V.H & Waston, R.T. Global Biodiversity Assessment. Cambridge Univ. Press 1140p. 1995.

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ANNEXURES

List of Annexures

- ANNEXURE – I: Question Paper Layout for Theory IA & SEE Examination (Core)
- ANNEXURE – II: Question Paper Layout for Theory IA & SEE Examination (AEC &VAC)
- ANNEXURE – III – Question Paper Layout for Practical IA & SEE Examination (SEC)
- ANNEXURE – IV – Scoring Rubric for Project SEE Examination (RP)

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ANNEXURE I

Model Question Paper for theory examination of IA &SEE

I Semester B.Sc. Clinical Psychology

Time: 2 Hours Max. Marks: 50 Marks

SUBJECT NAME:

Q.P Code:

Your answer shall be specific to question asked.

Draw neat and labeled diagrams wherever necessary.

LONG ESSAY (Answer any One) **(1x10=10Marks)**

1.

2.

SHORT ESSAY (Answer any Five) **(5x4=20Marks)**

3.

4.

5.

6.

7.

8.

9.

SHORT ANSWERS (Answer any Ten) **(10x2=20Marks)**

10.

11.

12.

13.

14.

15

16.

17.

18.

19.

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21.

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ANNEXURE II

Model Question Paper for theory examination of AEC/VAC

I Semester B.Sc. Clinical Psychology

Time: 2 Hours Max. Marks: 50 Marks

Subject Name

Q.P Code:

Your answer shall be specific to question asked.

Draw neat and labeled diagrams wherever necessary.

LONG ESSAY (Answer any One) **(1x10=10Marks)**

1.

2.

SHORT ESSAY (Answer any Five) **(5x4=20Marks)**

3.

4.

5.

6.

7.

8.

9.

SHORT ANSWERS (Answer any Ten) **(10x2=20Marks)**

10.

11.

12.

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21.

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ANNEXURE III

Checklist fir Skill Enhancement Course

1) 10 marks
2) Part A 10 marks
3) Part B 15 marks

Stations 1 - Rapport		
Max marks - 5		
Time – 5 min		
Checklist for observer		
	Steps/procedure protocol	**Max Marks**
Non-verbal	Posture	0.5
	Eye-contact	1
	Facial Expression	0.5
Verbal	Greeting the client	1
	Positive attitude	0.5
	Non-judgmental attitude	0.5
	Balance between question and answers	1
Total		

Stations 2 - Instruction/Conduction	
Max marks: 5	
Time: 5 min	
Checklist for observer	
Steps/Procedure Protocol	**Marks**

Clear instructions for the test	2
Precautions of the test	1
Materials required	1
Accuracy in demonstration	1
Total	

Station 3 - Q& A **Max marks: 5**

a) (2)

b) (2)

c) (1)

4) Viva 15 marks

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Annexure IV
Department of Clinical Psychology
BSc Clinical Psychology
Project Rubric

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Research Content	Exceeds Project includes relevant research-based information; it is well-organized. Information included is relevant and covers the entire topic.	Good The project includes all information relevant to the topic in an organized fashion. Information is relevant and covers most information.	Fair Does not have all of the relevant information. There is not enough information presented. Information is presented in an unorganized fashion.	Poor The project is lacking in elements required. There are many gaps in information presented.
Work quality/Relevant Researchers	Exceeds The work done exceeds all expectations and shows that the learner is proud of his/her work. The effort that was put into this task is the best it can be by the learner.	Good The work was done with good effort that shows what the learner is capable of. It is evident that time was put into this project and presentation.	Fair Work is done with fair effort, but the quality is still not what the learner is capable of. It is evident that the work was rushed.	Poor Work is done with little effort, quality is not what the learner is capable of. It is evident that the work was rushed and little time was spent on the final product. Work is incomplete.
Style/Mechanics	Exceeds The project has an element of creativity and style, and is not just a list of facts. The project is presented in a clear and concise manner with full understanding of the subject.	Good The project is clear and logical and contains facts as well as very few mistakes. Good clear presentation.	Fair The project lacks style and reads more like a list of facts than an informational presention. The project lacks neatness and clarity.	Poor The project lacks a clear understanding of the subject matter and there are many errors. Project is absent of creativity.
References	Exceeds The project contains at-least 3 references.	Good That project contains at-least 2 references	Fair The project contains at-least 1 reference.	Poor If the project is absent of references, it is not complete and will be handed back to the student without a grade until complete.
Effective	Exceeds	Good	Fair	Poor

communication	The students were generally professional and confident while discussing their heir project. The answers to questions communicated an excellent understanding of the content of their project.	The students were generally able to communicate the purpose and results of their project. They answer questions adequately, but could have more depth in their answers.	The student was able to communicate the purpose of the research and results of their project. They answered questions minimally and could definitely improve their answers.	The students struggled to communicate the purpose and results of their project. They found it difficult to answer relevant questions.