



UNIVERSITY OF CALICUT
G & A - IV - K SECTION

No. 194023/GA-IV-K-ASST-2/2024/Admn

Calicut University.P.O

Dated: 21.11.2025

From

The Registrar

To

The Principal

Sacred Heart College(Autonomous)

Thrissur

Sir/Madam,

Sub:- Syllabus of Integrated Psychology programme (first and second semester FYIP)-
Approved-reg

Ref:- 1. Communication received from the Principal of Sacred Heart College (Autonomous
) ,Thrissur
2. Remarks of the Chairperson, BoS in Psychology (UG).
3. Orders of the Vice-Chancellor, dated 19.11.2025

With reference to the above, this is to inform that the Board of Studies in Psychology (UG), vide reference cited (2) above, has approved the syllabus of Integrated Psychology programme (first and second semester FYIP) for the 2025 admissions onwards, submitted by Sacred Heart College (Autonomous), Thrissur.

The details of the programme are as follows:

1. Name of the awarding faculty: **Science**
2. Name of the Board of Studies: **Board of Studies in Psychology**
3. Regulations followed for the programme: **FYIP Regulations 2025**
4. Pattern of the programme : **Regular FYIP**
5. Whether approval from any regulatory council is required for this programme: **No**

The Vice-Chancellor has approved the resolution of the Board of Studies.

Yours faithfully

Ajayakumar T.K

Assistant Registrar

(For The Registrar)

Copy to

PA to CE / DR, BSc Branch

FIVE YEAR INTEGRATED PROGRAMME 2025



SACRED HEART COLLEGE (AUTONOMOUS), CHALAKUDY

FIVE YEAR INTEGRATED PROGRAMME

CHOICE BASED CREDIT SEMESTER SYSTEM (FYIP-CBCSS)

PSYCHOLOGY

(FYIP-CBCSS-2025)

SYLLABUS

w.e.f. 2025 admission onwards

COMBINED BOARD OF STUDIES IN PSYCHOLOGY

Sl. No.	NAME	DESIGNATION & OFFICIAL ADDRESS
1.	Dr. Liby Leo Akkara	Assistant Professor (on contract) & Head Department of Psychology Sacred Heart College (Autonomous) Chalakudy
2.	Ms. Sanjana George	Assistant Professor (on contract) Department of Psychology Sacred Heart College (Autonomous) Chalakudy
3.	Ms. Amritha M	Assistant Professor (on contract) Department of Psychology Sacred Heart College (Autonomous) Chalakudy
4.	Ms. Parvanendhu K.V	Assistant Professor (on contract) Department of Psychology Sacred Heart College (Autonomous) Chalakudy
5.	Ms. Vandana Sreevalsan	Assistant Professor (on contract) Department of Psychology Sacred Heart College (Autonomous) Chalakudy
6.	Ms. Sreelakshmi K	Assistant Professor (on contract) Department of Psychology Sacred Heart College (Autonomous) Chalakudy
7.	Dr. Vidhya Ravindranadan	Associate Professor Department of Psychology Union Christian College Aluva

8.	Dr. Neelima Ranjith	Associate Professor Department of Psychology Union Christian College Aluva
9.	Dr. Soumya Starlet C T	Assistant Professor Department of Psychology Prajyoti Niketan College Pudukad
10.	Ms. Juliet George	Clinical Psychologist
11.	Dr. Salini Dharmadas	Assistant Professor Department of Anatomy PK Das Medical College

PROGRAMME OUTCOMES (PO):

At the end of the graduate programme, a student would:

PO1	Knowledge Acquisition: Demonstrate a profound understanding of knowledge trends and their impact on the chosen discipline of study.
PO2	Communication, Collaboration, Inclusiveness, and Leadership: Become a team player who drives positive change through effective communication, collaborative acumen, transformative leadership, and a dedication to inclusivity.
PO3	Professional Skills: Demonstrate professional skills to navigate diverse career paths with confidence and adaptability.
PO4	Digital Intelligence: Demonstrate proficiency in varied digital and technological tools to understand and interact with the digital world, thus effectively processing complex information.
PO5	Scientific Awareness and Critical Thinking: Emerge as an innovative problem-solver and impactful mediator, applying scientific understanding and critical thinking to address challenges and advance sustainable solutions.
PO6	Human Values, Professional Ethics, and Societal and Environmental Responsibility: Become a responsible leader, characterized by an unwavering commitment to human values, ethical conduct, and a fervent dedication to the well-being of society and the environment.
PO7	Research, Innovation, and Entrepreneurship: Emerge as a researcher and entrepreneurial leader, forging collaborative partnerships with industry, academia, and communities to contribute enduring solutions for local, regional, and global development.

PROGRAMME SPECIFIC OUTCOMES (PSO):

At the end of the Integrated MSc Psychology programme, a student would:

PSO 1	Demonstrate comprehensive understanding and proficient application of major theories and concepts in Psychology, including the ability to design and conduct laboratory experiments, as well as administer psychological assessments.
PSO 2	Exhibit interpersonal and communication skills essential for effective engagement in various professional settings within the field of Psychology, while fostering personal and professional growth.
PSO 3	Engage critically in the construction of knowledge within the field of Psychology, demonstrating a strong scientific temperament, and utilizing digital and technological tools for research, analysis, and presentation.
PSO 4	Enhance standards of ethical conduct and human values integral to the practice of Psychology, continuously advancing knowledge through a commitment to lifelong learning and active participation in research.
PSO 5	Apply advanced psychological principles to address challenges within the field, actively contributing to the betterment of communities, and demonstrating a strong sense of social and environmental responsibility in all professional endeavours.

Major with Practical

Se mes ter	Course Code	Course Title	Total Hours	Hours / Week	Credi ts	Marks		
						Inte rna l	Exte rnal	Total
1	PSY01IC101	Major with Practical – Foundations of Psychology	75	5	4	30	70	100
2	PSY02IC101	Major with Practical – Understanding Mental Processes	75	5	4	30	70	100

MDC COURSES (offered by the Department)

Se mes ter	Course Name	Course Title	Total Hours	Hours / Week	Credi ts	Marks		
						Inte rna l	Exte rnal	Total
1	MDC- I	The Art of Stress Management	45	3	3	25	50	75
		Life Skill Development						
		Child and Adolescent Mental Health						
		Science of Wellbeing						
2	MDC- II	Comprehensive Sexuality Education	45	3	3	25	50	75
		Psychology in Everyday Life						
		Adulthood and Parenting						
		Psychology and Personal Growth						

SEC COURSE (offered by the Department)

Se mes ter	Course Name	Course Title	Total Hours	Hours / Week	Credi ts	Marks		
						Inte rna l	Exte rnal	Total
5	SEC- II	Psychological First Aid and Competencies	45	3	3	25	50	75

MODEL QUESTIONPAPER FOR MAJOR COURSE
I Semester Integrated MSc Psychology (FYIP), October 2025

PSY01IC101: Foundations of Psychology

(Credits: 4)

Maximum Time: 2 hours

Maximum Marks: 70

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Define Psychology.
2. Name three early pioneers in the field of psychology.
3. Explain functionalism.
4. What are the primary goals of psychology as a scientific discipline?
5. Define absolute threshold.
6. Explain top-down processing.
7. What is perceptual set?
8. Define illusion.
9. What are circadian rhythms, and how do they influence our daily biological functions?
10. What is the primary function of REM sleep?

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Compare and contrast behavioristic and psychodynamic perspectives in psychology.
12. Discuss the importance of scientific temper in maintaining objectivity and accuracy in psychological research.
13. Compare and contrast structured, semi-structured, and unstructured interview methods in psychological research.
14. Explain the concept of perceptual constancies and provide examples for each.
15. Explain the concept of depth perception and discuss how binocular and monocular cues contribute to our perception of depth.
16. Explain different methods used in psychological research.
17. Describe the stages of sleep in the sleep-wake cycle and their characteristics.
18. Summarize the major psychoactive drugs and their influences on consciousness and behavior.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10marks)

19. Summarize the evolution of psychology from its early history to modern times.
20. Explain different theories of Theories of Selective Attention

MODEL QUESTIONPAPER FOR MDC
I Semester Integrated MSc Psychology (FYIP), October 2025
Adulthood and Parenting

(Credits: 3)

Maximum Time: 1.5 hours

Maximum Marks: 50

Section A

[Answer All. Each question carries 2 marks]

(Ceiling 16 marks)

1. Define the concept of reciprocal socialization
2. What is Scaffolding
3. Explain myths about parenting
4. Define authoritative parenting
5. Explain parental self efficacy
6. Define intimacy
7. Explain cohabitation
8. Define sexual orientation
9. Explain Fatuous love
10. Explain vocational adjustment

PART B

[Answer All. Each question carries 6 marks] (Ceiling 24 marks)

11. Explain Baumrinds parenting styles
12. Explain childbearing trends in modern society
13. Discuss the consequences child neglect on a child's development
14. Discuss the impact of working parent on parent child relationship
15. Discuss some strategies for promoting positive parent child relationship in diverse family structures

PART C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

16. Discuss adult life styles
17. Discuss the role of parents in adolescent development

DETAILED SYLLABUS

SEMESTER I

Programme	Integrated MSc Psychology				
Course Title/ Course code	Foundations of Psychology PSY01IC101				
Type of Course	Major With Practical				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	Nil				
Course Summary	This foundational Psychology course offers students a thorough comprehension of Psychology as a scientific discipline, encompassing its historical evolution, diverse perspectives, and various branches. Through an examination of human cognitive processes like attention, perception, and consciousness, the course seeks to foster a heightened insight into the intricate workings of the human mind.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Explain different perspectives of psychology	U	C	Instructor-created exams / Quiz
CO2	Develops foundational knowledge and the practical application of psychological concepts	U	C	Writing reflective journals
CO3	Distinguish different methods used for studying human behaviour	An	C	Design and conduct interviews or surveys/ Practical Assignment / Observation of Practical Skills
CO4	Apply psychological principles to real-world scenarios, demonstrating the practical relevance of the discipline.	Ap	C	Discussion / Practical Assignments
CO5	Explore foundational psychological principles and theoretical frameworks underlying the concepts of attention, perception, and consciousness.	U	C	Instructor-created exams / Quiz/ Seminars/ Instructor-created exams / Quiz
CO6	Appreciate the value of Psychology and embrace a lifelong learning attitude towards psychological inquiry and discovery	Ap	C	Discussion

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
 # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)
 Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs (45 +30)	Marks (70)
I	Evolution of Psychology		10	15
	1	What is Psychology?	1	
	2	The Evolution of Psychology- Philosophical origin-Psychology's Early History- Psychology's Modern History- Psychology Today	3	
	3	Theoretical Approaches to Psychology: Structuralism, Functionalism, Behaviourism, Psychodynamic Approach, Humanistic Approach, Gestalt Psychology, Cognitive Perspectives, Biological Perspective, Evolutionary Perspective, Socio-Cultural Perspective.	3	
	4	Branches of Psychology, Scope of Psychology.	2	
	5	Evolution of Psychology in India-Colonial and post independent period	1	
II	Scientific methods to study human behaviour		10	15
	6	Psychology as a Science,	1	
	7	Goals of Psychology, Scientific temper and Scientific attitudes	3	
	8	Methods of Psychological research: Observation-Participant and Non-Participant Observation, Naturalistic Observation; Interview Methods- Structured, Semi Structured and Unstructured Interviews. Surveys; Case study; Questionnaires; Correlational studies; Experimental Method.	6	
III	Attention and Perception		15	25
	9	Attention: Types of Attention, Functions of Attention-Factors affecting Attention.	2	
	10	Phenomena associated with Attention: Span of Attention-Division of Attention-Distraction of Attention - Set in Attention.	2	
	11	Selective and Sustained Attention-(Theories of Selective Attention)	1	
	12	Sensation and Perception; Sensory threshold: Absolute threshold; Difference threshold; Just Noticeable Differences	2	
	13	Perceiving forms, patterns and objects: Perceptual Set, Feature analysis, Bottom-up Processing, Top- Down Processing.	2	
	14	Depth Perception	2	
	15	Perceptual Organization: Gestalt principles, Figure and Ground Segregation, phi-phenomenon.	1	
	16	Perceptual Constancies: Size, Shape, Brightness and Location Constancy	1	
	17	Visual Illusions and Types of Illusion	2	

IV	Consciousness		10	15
	18	Nature of consciousness; Biological rhythms-Circadian rhythms.	1	
	19	Sleep and waking cycle-Stages of sleep; Functions of sleep; Functions of REM sleep	3	
	20	Dreams(Theories of dreams)	1	
	21	Altered states of consciousness: Hypnosis; Meditation.	2	
	22	Altering consciousness with drugs	3	
V	Experiments, and Practical Applications		30	
	1	Carry-out any four experiments of the following: 1. Span of Attention Conduct an experiment to determine the span of attention of the subject 2. Distraction of Attention: Conduct an experiment to demonstrate the effect of distraction of attention on the performance of the subject. 3. Division of Attention: Conduct an experiment to demonstrate division of attention in simultaneous performance of two tasks. 4. Set in Attention: Conduct an experiment to demonstrate the effect of mental set 5. Illusion: Determine the extent of Muller-Lyer illusion 6. Illusion: Determine the extent of Horizontal Vertical Illusion 7. Depth perception: 8. Meditation Examine the physiological and psychological effects of different meditation practices. Measure variables such as heart rate, blood pressure, and or subjective experiences before, during, and after meditation sessions to understand the impact on consciousness.	20	
	2	Design and conduct an interview or survey	5	
	3	Assignment: Write a report on Prominent psychologists- their entry to psychology “Pathways to Psychology: Tracing the Journeys of Prominent Psychologists”	5	

Books and References:

Coon, D., & Mitterer, J. O. (2013). *Introduction to Psychology: Gateways to Mind and Behavior* (13th ed.). Wadsworth Cengage Learning.

Gerrig, R.J. (2013). *Psychology and Life* (20th ed.). Pearson education.

Gross, R. (2020). *Psychology the Science of Mind and Behaviour* (8th ed.). Hodder education.

Hussain, A. (2014). *Experiments in Psychology*. PHI Learning Private Limited.

Misra, G., & Paranjpe, A.C. (2021) *Psychology in Modern India*. Springer Singapore. <https://scholar.google.com>

Mohsin, S.M. (2016). *Experiments in Psychology*. Motilal Banarsidass.

Passer, M. W., & Smith, R. E. (2019). *Psychology the Science of Mind and Behaviour* (3rd ed.). McGraw-Hill Education.

Sternberg, J.R., Sternberg, K., & Mio, J. (2012). *Cognitive Psychology* (6th ed.). Wadsworth Cengage Learning.

Weiten, W. (2022). *Psychology: Themes and Variations* (11th ed.). Cengage Learning.

Note: The syllabus has five modules. There should be a total 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for the first four modules and 30 hrs for the final one. Module V is designed to equip students with practical skills. Practical examination will be based on internal evaluations. Internal assessments (30 marks) are split between the practical module (20 marks) and the first four modules (10 marks). The end-semester examination for the theory part will be based on the 22 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	2	-	-	2	-	-	-	-	3	-
CO 2	3	-	-	3	-	-	-	3	2	-	-	3
CO 3	2	-	3	1	-	-	3	-	-	1	2	-
CO 4	3	-	2	3	-	-	-	-	-	1		-
CO 5	3	-	-	-	-	3	-	-	-	2	2	2
CO 6	-	-	2	2	-	-	-	-	2	-	2	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Project/ Practical/ Experiment (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4			✓	
CO 5	✓	✓	✓	✓
CO 6	✓			

SEMESTER II

Programme	Integrated MSc Psychology				
Course Title/ Course Code	Understanding Mental Processes PSY02IC101				
Type of Course	Major With Practical				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	Nil				
Course Summary	This course covers fundamental themes in psychology, including cognition, problem-solving and decision-making, and memory and learning. Students explore how people perceive, think, and learn, as well as how they solve problems and make decisions. Understanding these themes provides insights into human behaviour and mental processes, enhancing students' analytical and practical skills.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Develop the basic understanding of the origin and history of cognitive psychology	U	C	Quiz
CO2	Explain the basic process of problem solving and decision making	U	C	Exam
CO3	Develop fundamental knowledge and practical applications of theories of cognitive domain such as learning and memory	AP	C	Exam/ Seminar
CO4	Apply the principles of learning, memory and forgetting in daily life situation	AP	C	Group discussion/ Practical application
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs (45 +30)	Marks (70)
I	Cognition		10	15
	1	Introduction to cognitive Psychology	2	
	2	History of cognitive Psychology- Early History(empiricism and nativism), focus on introspection, focus on behaviour, and cognitive revolution	4	
	3	Types of reasoning: induction and deduction	2	
	4	Psychological theories of reasoning: Mental logic, Mental models and The probabilistic approach.	2	
II	Problem solving & decision making		10	15
	5	Problem solving cycle Types of problems: Well-structured problems and Ill-structured problems, problems of inducing structure, problems of transformation, problems of arrangement	2	
	6	Obstacles of problem solving(types)-mental set, functional fixedness Aids to Problem Solving: Trial and error, heuristics, algorithm, forming subgoals, searching for analogy, changing the representation of problem	3	
	7	Introduction Decision Making	1	
	8	Classical Decision Theory- The Model of Economic Man and Woman and Subjective Expected Utility Theory	3	
	9	Heuristics and Biases Fallacies	1	
III	Memory and forgetting		14	20
	10	Key process in memory: encoding, storage and retrieval Measuring memory: recall, recognition, relearning	1	
	11	Sensory memory(iconic- echoic), short term memory(rehearsal, chunking), long term memory(declarative, procedural, episodic, Implicit and explicit memory, flashbulb memory, tip of tongue)	3	
	12	Level of processing theory Working memory model – Alan Baddeley	3	
	13	Retrieval cues: encoding specificity principle; context dependent memory and state dependent memory, serial position effect, reconstructive memory; eyewitness testimony, flashbulb memory and meta memory.	2	
	14	Forgetting: Forgetting Curve	1	

	15	Reason for forgetting(theories of forgetting):decay theory,displacement theory,retrieval failure theory, cue dependent forgetting, interference theory decay theory, interference theory, prospective theory, absents of retrieval cues,	2	
	16	Strategies for remembering: rehearsal, elaboration, organization	2	
IV	Learning		11	20
	17	Concept of Learning	1	
	18	Basics of classical conditioning, principles of conditioning: acquisition, extinction, spontaneous recovery, generalization, discrimination and higher order conditioning.	2	
	19	Basics of operant conditioning: Law of effect reinforcement, punishment, schedules of reinforcement, shaping and chaining. Difference between classical and operant conditioning	3	
	20	Cognitive learning: latent learning,	3	
	21	Observational learning	1	
	22	Insight learning	1	
V	Practical Applications		30	

1	Carry-out any four experiments of the following: 1. Bilateral transfer 2. Rote/ meaningful learning 3. Massed/ Spaced learning 4. Immediate memory span 5. Working memory scale 6. PGI memory scale	20	
2	Write applications of classical conditioning and operant conditioning in daily life situation	5	
3	Assignment: Prepare a life skill training module to improve memory	5	

Books and References:

- Baron, R.A. (2018). *Psychology*, 5th ed. Pearson education.
- Bootzin, R., & Bower, G.H. (1991). *Psychology today- An Introduction*. 7th ed. Mc Graw Hill Inc.
- Braisby, N. & Gellatly, A. (2005). *Cognitive psychology*. Oxford University Press Inc.,
- Commer, R. & Gould, E. (2011). *Psychology around Us*. John Wiley & Sons Inc.
- Coon, D. & Mitterer, J.O. (2013). *Introduction to Psychology: Gateways to Mind and Behavior*, 13th ed. Wadsworth, Cengage Learning
- Feldman, R. (2011). *Understanding Psychology*, 10th edition. Tata McGraw Hill.
- Gross, R. (2020). *Psychology the Science of Mind and Behaviour* (8th ed.). Hodder education
- Hussain, A. (2014). *Experiments in Psychology*. PHI Learning Private Limited.
- Sternberg, J.R., Sternberg, K., & Mio, J. (2012). *Cognitive psychology*. 6th edition.
- Weiten, W. (2011). *Psychology: Themes and Variations*, 5th ed. Brooks/Cole Publishing.

Note: The syllabus has five modules. There should be a total 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for the first four modules and 30 hrs for the final one. Module V is designed to equip students with practical skills. Practical examination will be based on internal evaluations. Internal assessments (30 marks) are split between the practical module (20 marks) and the first four modules (10 marks). The end-semester examination for the theory part will be based on the 22 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	1	-	3	-	-	2	-	3	-	2	3	1
CO 2	1	-	3	-	2	-	-	-	-	-	-	-
CO 3	1	-	3	2	1	-	2	3	-	2	-	3
CO 4	1	1	2	3	3	-	-	-	-	-	1	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Assignment/ **activity points**/ Discussion / Seminar
- Midterm Exam
- Project/ Practical/ Experiment (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓	✓	✓
CO 4			✓	

MDC COURSES

SEMESTER I

Programme	Integrated MSc Psychology				
Course Title	The Art of Stress Management				
Type of Course	MDC 1				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Nil				
Course Summary	The objective of a stress management course is to understand, prevent, and efficiently cope with stress. It aims to equip individuals with the knowledge and skills necessary to navigate life's challenges effectively, ultimately contributing to a healthier and more fulfilling life.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the nature and key definitions of stress and symptoms associated with being stressed.	U	C	Written assessments.
CO 2	Practice stress risk assessment	U& Ap	C	Assessment/ Discussion
CO3	Practice stress management techniques	An	P	Role play
CO4	Identify the stressful situations and demonstrate the stress management techniques.	Ap	M	Develop and present various real-life scenarios / case studies
CO5	Practise stress management in personal and professional life	E	P	Analysis of skills in different life situations

CO6	Create life skill-based interventions for different age groups- child, adolescent, adult and old age.	An	P	Discussion
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs (36+9)	Marks (50)
I	Introduction to Stress		8	10
	1	Stress- Key Definitions	2	
	2	Stressors and its types- (physical, psychological, environmental)	2	
	3	Types of Stress-Eustress, Distress, Acute, Chronic	2	
	4	Symptoms of stress -physical, emotional, psychological, behavioural	2	
II	Sources of Stress		8	10
	5	Sources of stress Frustration and its sources -(internal and external)	2	
	6	Conflict and its types-(Approach- Approach, Avoidance- Avoidance, Approach- Avoidance)	2	
	7	Pressure	2	
	8	Life events- daily hassles	2	
III	Models of Stress		8	15
	9	Flight or fight response , General Adaptation Syndrome	2	
	10	Cognitive appraisal model- Primary and Secondary Appraisal	2	
	11	Diathesis stress model	2	
	12	Stress and immune system	2	
IV	Stress Management Techniques		12	15
	13	Coping mechanisms- Emotion-focused and problem-focused	2	
	14	Relaxation exercises- muscular exercises- breathing- mental relaxation	2	
	15	Meditation and yoga	2	
	16	Mindfulness	2	

	17	Healthy lifestyles	1	
	18	Biofeedback	1	
	19	Cognitive Behaviour Therapy	2	
	Open Ended Module: Application of stress management.- --Students are expected to submit a report of any two of the following Activities.		9	
V		Teachers can choose stress management activities using a combination of direct and indirect methods. Students can actively participate in activities designed by the teacher, with continuous assessment of their performance. An interactive teaching method can be preferred to engage students effectively. • E.g. Encourage students to engage in reflective exercises where they can express their feelings, identify stressors, and explore coping strategies. • Use self-assessment surveys or questionnaires to allow students to reflect on their stress levels and stress management practices. Suggested activities for different modules (Demonstrate any two) Module 1: • Analyzing the signs and symptoms of stress – to identify the physiological and psychological changes in body and mind. The teacher or students can observe self/ others to evaluate the stressful situations that may be positive/negative. Group activities like surveys, interviews to understand the stress level of individuals. Module 2 • Explore the various types of conflict in real life situations /Stories/ Cinema. Categorize them in to each type of conflict. E.g. an approach –approach example is when a person is offered a job that has a good salary and benefits but denies the individual time for		

		oneself and family. Module 3 • Do role play, group activities based on cognitive appraisal theory. • E.g. ask the participants to count backwards from 1000 by reducing 7 like 993,986,979. Consider those who perceive it as threat as first group and who see it as challenging as second group. Find out the physiological responses of both groups in before and after counting. • Make group discussions on cultural influences on cognitive appraisal. • E.g. work – life balance, parent- child interaction patterns. Module 4 • Activities – Practice laughter therapy/Guided imagery. • Identifying and observing one's stressors, stressful situations, and signs, and handling it / Self-evaluation of own stress. • Assign students an assignment where they must conduct a survey of stress among college students /any other group. • How do you manage stress- compare between students- unique ways of managing stress- discussion • Awareness sessions on importance of developing resilience and coping skills with the mix of stress relievers like breathing exercises, time management, connect with others ,sleep, diet and exercise. • Analyse a case study and make a report on it.		
Books and References: Baron, R. A. (2004). Psychology. (5th ed). New Delhi: Prentice Hall of India Pvt Ltd. Ciccarelli, S.K., & Meyer, G. E. (2008). Psychology: South Asian Edition, Pearson Education India. Ghosh, M. (2014). Health Psychology: Concepts in Health and Well-being. Pearson Education India. Sarafino, E. P., & Smith, T. W. (2014). Health psychology: Biopsychosocial interactions. John Wiley & Sons. Taylor, S. E., Sirois, F. M., & Molnar, D. S. (1995). Health psychology (p. 474). New York: McGraw-hill.				

Note: The course is divided into five modules, with four modules together having total 19 fixed units and one open-ended module with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the 5th module (5 marks) and the first four modules (20 marks). The end-semester examination for the theory part will be based on the 19 units in the first four modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	-	-	-	-	2	-	1	-	-	-	2
CO 2	-	2	-	-	2	-	-	-	-	-	3	-	-
CO 3	-	-	-	3	3	-	-	3	-	-	-	-	-
CO 4	-	3	-	-	-	-	-	-	-	2	-	3	3
CO 5	1	-	3	-	-	3	-	-	-	-	-	-	-
CO 6	-	2	-	-	2	-	-	3	-	-	2	-	-
CO7	2	-	-	-	-	-	-	-	2	3	-	2	2
CO8	-	-	-	-	2	-	-	-	-	-	-	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2		✓		
CO 3		✓		
CO 4	✓	✓		
CO 5	✓			✓
CO 6				
CO 7		✓		✓
CO 8				

MDC I

Programme	Integrated MSc Psychology				
Course Title	Life Skill Development				
Type of Course	MDC -I				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Nil				
Course Summary	The Life Skill Development course equips students with essential tools and strategies to navigate everyday challenges, fostering self-awareness, enhanced interpersonal skills, effective communication, and the confidence to tackle life's challenges with resilience and adaptability for lifelong success				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate a profound understanding of different life skills and its significance in daily life	U	C	Instructor-created exams
CO2	Practise life skills	U & Ap	P	Role-Playing Assessments
CO3	Critically Analyse situations and illustrate the life skills utilized	An	M	Develop and present various real-life scenarios / case studies/ Analysis of skills in different life situations
CO4	Develop effective communication and interpersonal relationship.	Ap	P	Role play

CO5	Compare between problem-focused and emotion-focused coping strategies.	U	C	Written Assessments
CO6	Practise stress management in personal and professional life	Ap	P	Role play
CO7	Create life skill-based interventions in personal and professional life.	C	C	Discussion
CO8	Originate socially sensitive decisions and solve problems through internalization and characterization of life skills.	C	P	Discussion
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs (45)	Marks (50)
I	Introduction to Life Skills		7	10
	1	Life skills- Definition by WHO	2	
	2	10 Core Life Skills	2	
	3	Components of life skill	1	
	4	Significance of Life skills for adolescents and youth	2	
II	Social Skills		7	12
	5	Self-Awareness- Understanding oneself- Importance of Balanced Diet, Exercise, Sleep Hygiene	1	
	6	Empathy	2	
	7	Effective communication and interpersonal relationship	2	
	8	Assertiveness as a type of communication- Passive communication and aggressive communication	2	
III	Cognitive Skills		15	16
	9	Critical Thinking	1	
	10	Creative Thinking Skills - Thinking 'out of the box'	1	
	11	Decision making	1	
	12	Career decision	2	
	13	Conflict and its types-(Approach- Avoidance, Avoidance- Avoidance, Approach- Avoidance)	2	
	14	Attempts of negotiation	2	
	15	Problem-solving- Individual Level, Problem-solving- Group level	2	

	16	Barriers to problem solving	2	
	17	Goal Setting	2	
IV	Coping skills/ Management skills		7	12
	18	Coping with emotion- Significance of Emotional regulation	1	
	19	Stress- Biological changes associated with stress	2	
	20	Eustress and Distress, Role of Perception in Stress	2	
	21	Coping mechanisms- Emotion-focused and problem-focused Time management	2	
V	Open Ended Module: Application of life skills for various groups		9	
	Teachers can decide the application of life skills to any specific groups or organizations according to the locality or social needs of the college. Students can engage in the activities designed by the teacher and the teacher will do a continuous assessment of the performance of the student. An interactive method of teaching can be preferred. ● Eg.: Encourage students to craft personal narratives that highlight their experiences, values, and goals to relate it to life Skills ● Share and discuss these narratives in a supportive and constructive environment. ● Facilitate activities that allow students to explore their leadership styles and preferences. ● Encourage role-playing scenarios to practice and reinforce interpersonal skills. Suggested activities for different modules(Submit report of any two) ● Analysis of skills in different life situations- to identify the usage of life skills and lack of skills- The teacher or students can select suitable activities to identify and internalize life skill ● Eg. Compare short-term and long-term goals.(Identify life skills used and apply life skills in analysis, and suggest decisions with self awareness- Impulsive decision- habit formation etc. -generate discussion) ● Analyze a story- for example-the Story of Crocodile and Monkey- relationship development- Effective Communication- emotional management- quick decision making- terminating relationship- identified toxicity in relationship etc.- generate discussion ● SWOT analysis- Identify components of toxic relationship quoting examples from cinema or stories- Students' presentation- Group discussion. ● The teacher presents cases for the identification of a lack of empathy and discusses the need for social inclusion (Eg. Reciprocal relationship between parent and offspring, teacher and students etc.- Need for empathy from both sides) ● Students can identify success stories of social inclusion from their locality and present them as a seminar. ● Develop code of conduct for college/ department- critically analyze based on human right. ● Group discussion of POSH (Prohibition of Sexual Harassment) Act at the workplace- Prevention, Prohibition and Redressal- Equality and Equity-Discussion On Sexual Exploitation and the Need For Assertive Communication. ● Develop a theme dance on inclusion. ● 'One-day' activity analysis of a male and female teacher- to discuss in the class based on Social Skills			

	- Students write project proposals to the government based on efforts for gender justice/ students can analyze school or nursery textbooks in terms of gender. Module 3 - Categorise types of conflicts using examples or list conflicts into different types. - Analyse the difficulty in decision-making according to the complexity of problems- puzzles, social conflict, personal conflicts etc. - Make group discussions on social problems like causes of population explosion, increased drug abuse- based on life skills, and life skills applications to prevent substance abuse on college campuses. Explore hypothetical scenarios to prompt reflection on the importance of values in decision-making. - Case study analysis on domestic violence- discuss what a UG Student can do as per their competence. - Students conducting awareness classes on webaholism and internet addiction for school students - Students cite examples of intolerance from stories or history to become aware of their cultural biases and assumptions. - Foster an inclusive environment that values diversity and different perspectives. Module 4 - Seminar on the students' stress, academic stress, exam fear, study skills, social anxiety, Emotional regulation, etc – along with generating a discussion. - Adolescents' conflicts with parents and teachers- list out causes. - How do you manage stress- compare between students- unique ways of managing stress- discussion - Lifestyle disorders- causes and consequences- collage - Gender differences in expression of emotions- role play - Case analysis of self-harming behaviour- suicidal tendency - Use case studies or simulations to allow students to practice handling challenging interpersonal situations.
	Books and References: Caproni, P. (2000). Practical coach: management skills for everyday life, the. Prentice Hall Press. Davis, M., Eshelman, E.R., & MKay, M. (2000). The Relaxation & Stress Reduction Workbook. New Harbinger Publication, Inc. Life Skills Education Toolkit for Orphans & Vulnerable Children in India, India – (October 2007) ISBN 1-933702-19-2 Schab, L. M. (2022). The Self-esteem Workbook for Teens: Activities to Help You Build Confidence and Achieve Your Goals. New Harbinger Publications. Seaward, B.L. (2022). Managing Stress- Skills for Self- care, Personal Resiliency, and Work life Balance in a rapidly changing world. Jones & Bartlett Learning. Weiten, W., Dunn, D. S., & Hammer, E. Y. (2018). Psychology applied to modern life- Adjustment in the 21st century, 12th Ed. USA: Cengage learning American India Foundation (2018). Handbook of activities on life skills. Pealidezine. https://aif.org/wp-content/uploads/2018/10/Lifeskills-2018a_MAST.pdf Ministry of Youth and Sport of the Republic of Azerbaijan. (2019). Basic Life Skills Course Facilitator's Manual.

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<https://www.unicef.org/azerbaijan/media/2796/file/BLS%20Student%60s%20book%20.pdf>

Life skills on adolescent reproductive health: package of lessons and curriculum materials.

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Websites:

UNESCO - <http://www.unesco.org/>

UNFPA - <http://www.unfpa.org/>

UNICEF - <http://www.unicef.org/>

United Nations - <http://www.un.org/>

WHO - <http://www.who.int/en/>

Additional Reading

Kelly-Plate, J., & Eubanks, E. (2010). Applying life skills. USA: The McGraw-Hill Companies, Inc.

https://aif.org/wp-content/uploads/2018/10/Lifeskills-2018a_MAST.pdf

Note: The course is divided into five modules, with four modules together having total 21 fixed units and one open-ended module with a variable number of units. There are a total of 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 21 units from the fixed modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	-	-	-	2	-	2	3	-	3	-
CO 2	-	2	-	-	2	-	-	-	3	2	-	2
CO 3	-	-	-	-	3	-	3	-	-	-	-	-
CO 4	-	3	-	-	-	-	-	-	-	-	-	-
CO 5	1	-	-	-	-	-	2	-	1	3	-	3
CO 6	-	2	-	-	2	-	-	-	-	-	-	-
CO7	2	-	-	-	-	-	3	-	-	-	2	-
CO8	-	-	-	-	2	-	-	3	2	-	-	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2		✓		
CO 3		✓		
CO 4	✓	✓		
CO 5	✓	✓		✓
CO 6		✓		
CO 7		✓		
CO 8		✓		

MDC I

Programme	Integrated MSc Psychology				
Course Title	Child and Adolescent Mental Health				
Type of Course	MDC I				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Nil				
Course Summary	This paper explores child and adolescent mental health, covering definitions, developmental stages, social media's impact, and the role of community services. Promoting early intervention and holistic approaches is crucial for positive outcomes.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Make aware the students about mental health and addressing mental health issues in young individuals can have significant positive impacts on their well-being, development, and society as a whole.	U	C	Instructor-created exams / Quiz
CO2	Increased awareness fosters empathy and understanding, creating a more supportive environment for those facing mental health challenges.	U & Ap	C & Cr	Writing assignments

CO3	Identify and prevent risk factors for mental health issues and to explore the role of community organizations and services in mental health	U & Ap	C & E	Create exams & Discuss about the scientific contributions toward the field of child & adolescent mental health
CO4	Students can learn different strategies to improve mental health & can contribute to community mental health	U & Ap	C& P	Instructor created exam and Practical Assignments
CO5	Create awareness of the risks associated to a problematic social media use for the young's health and identify sentinel signs in children as well as prevent negative outcomes in accordance with the family.	U & Ap	C & E	Instructor-created discussions //Seminars/ ask the students to observe & evaluate ones own social media use
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs (45)	Marks (50)
I	Introduction		9	12
	1	Definition of Mental Health	1	
	2	The importance of studying Mental Health in child and adolescent population	2	
	3	Prevalence of mental health issues	2	
	4	Identification of factors influencing mental health outcomes	2	
	5	Existing policies, programs, and services for child and adolescent mental health in India	2	
II	Child & adolescent development		9	15
	6	Understanding physical, cognitive and socio-emotional development in children & adolescents	1	
	7	Development theory of Eric Erickson: Developmental tasks of child and adolescent.	3	

	8	Identify risk factors for mental health issues- Family, psychosocial, and environmental factors	3	
	9	Protective factors that promote mental health	2	
III	Social media & mental health		9	15
	10	Introduction to social media use and mental health	2	
	11	Social media and depression, anxiety	2	
	12	Social media and sleep, social media and cyber bullying	2	
	13	Social media and addiction & sex related problems	1	
	14	Online Grooming	1	
	15	Potential benefits and challenges with social media for mental health disorders	1	
IV	Community mental health		9	8
	16	Introduction to community mental health care	2	
	17	Access to mental health services in underserved communities	3	
	18	Role of community organizations in mental health of youth	2	
	19	Mental health prevention and early intervention in youth- Primary, secondary and tertiary prevention in youth mental health	2	
V	Enhancing Mental health		9	
		Activities to improve mental health of children & adolescents: Demonstrate any one of the following Exercise- aerobic and Anaerobic Meditation-Focused, Transcendental Yoga, Games to improve teens to make 'connect with others' etc. can also be practiced	9	

Books and References

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Hooper, C., Thompson, M., Laver-Bradbury, C., & Gale, C. (2012). Child and Adolescent Mental Health: Theory and Practice. CRC Press.

Books and References:

Dogra, N., Parkin, A., Frake, C., & Gale, F. (2002). A Multidisciplinary Handbook of Child and Adolescent Mental Health for Front-Line Professionals. Jessica Kingsley Publishers: London.

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Prevention and early intervention in youth mental health: Is it time for a

Santrock, J. W. (2011). Life-Span Development (13th ed.). New Delhi: McGraw-Hill Pvt. Ltd.

Scharff, C. (2022). Three Activities to Improve Mental Well-being in Youth. Psychology Today.

<https://www.psychologytoday.com/us/blog/> [URL]

Note: The syllabus has five modules. There should be a total 19 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for five modules. Module V is designed to equip students with practical skills through activities. Internal assessments (25 marks) are split between the 5th module (5 marks) and the first four modules (20 marks). The end-semester examination for the theory part will be based on the 19 units in the first four modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	-	2	1	-	3	-	2	-	3	-
CO 2	3	3	-	2	2	-	-	-	-	-	2	-
CO 3	3	3	2	1	3	3	-	2	-	3	-	3
CO 4	3	1	3	2	2	-	-	-	-	-		-
CO 5	3	2	-	-	2	-	2	-	3	-	-	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Assignment/ Quiz/ Discussion / Seminar
- Internal Exam
- Final Exam

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		
CO 5	✓	✓		✓

MDC I

Programme	Integrated MSc Psychology				
Course Title	Science of Well-being				
Type of Course	MDC I				
Semester	1				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Nil				
Course Summary	This course explores the scientific principles and research behind well-being, happiness, and life satisfaction. Students will examine various psychological, social, and physiological factors that contribute to a fulfilling and meaningful life. Through lectures, readings, discussions, and practical exercises, students will gain insights into the science of well-being and learn strategies to enhance their happiness and life satisfaction.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Students will be aware of science & theories of well-being and what contributes toward well-being and happiness. Explore roots of happiness and build more productive habits	U	C & R	Instructor-created exams / Quiz
CO2	Various facets of well-being can be understood	U & Ap	C	Writing assignments

CO3	Students can explore the role of social relationships in well-being and this awareness inspire them to connect with others	U & Ap	C	Create exams & Discuss about the scientific contributions toward the field of life satisfaction and happiness
CO4	This course help the students to explore the connection between physical health (role of physical activity, nutrition etc.) and well-being, which in turn enhances practice of health behaviours and to create an interest in the research on this area	U & Ap	C & Ap	Instructor created exam and Practical Assignments
CO5	Students will learn and apply specific techniques or skills to improve well-being through some activities and practices. They can apply that skills in their own lives and to help others	P & Ap	P	Assess through seminars & assignments on specific techniques /skills /activities
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs (45)	Marks (50)
I	Overview Well -Being		9	12
	1	Definitions of well-being and happiness	1	
	2	Introduction to positive psychology	2	
	3	Various Facets of Well- being	2	
	4	The broaden-and-build theory of positive emotions	2	
	5	Ryff's model of well-being	2	
II	Exploring Happiness and Well- Being		9	15
	6	The concept of Hedonic and eudaimonic happiness	2	
	7	Determinants of happiness. Adaptation and its impact of happiness	2	
	8	The role of positive emotion & Social relationships in well-being	2	
	9	Economic and cultural influence of happiness	2	
	10	Effects of happiness/positive emotions	1	

III	Holistic Well-being: Integrating Physical and Mental Health for a Fulfilling Life		9	13
	11	The connection between physical health and mental health-	1	
	12	Exercises and its impact on well-being	2	
	13	Nutrition and well-being	2	
	14	Sleep and its role in overall well-being	2	
	15	Physiology of well-being : Hormones, neurotransmitters and Vitamins	2	
IV	Mindfulness Awareness		9	10
	16	Introduction to Mindfulness: what is mindfulness?	2	
	17	Mindfulness and meditation	3	
	18	Mindfulness and its effects on well-being-	2	
	19	Mindfulness and health- Mindfulness-Based Eating Awareness Training-Mindfulness and decision making	2	
V	Strategies to improve well-being		9	
		Learn & practice the following activities an submit the report on the same. 1. Aerobic exercises 2. Yoga 3. Daily meditation practice for 15-25 minutes 4. Mindful Awareness- cultivating positive mind set through mindful gratitude 5. Developing awareness through mindfulness- mindful body scan techniques for increased Awareness-Incorporating mindfulness into daily life	9	

Books and References:

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Note: The syllabus has five modules. There should be a total 19 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for five modules. Module V is designed to equip students with practical skills through activities. Internal assessments (25 marks) are split between the 5th module (5 marks) and the first four modules (20 marks). The end-semester examination for the theory part will be based on the 19 units in the first four modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
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CO 2	2	3	2	3	-	-	-	3	-	2	3	2
CO 3	2	2	3	1	3	-	2	-	-	-	-	-
CO 4	1	3	2	1	2	-	-	-	2	-	-	-
CO 5	2	2	1	-	3	-	-	3	-	3	3	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Assignment/ Quiz/ Discussion / Seminar
- Internal Exam
- Final Exam

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment/ seminar	Project Evaluation	End Semester Examinations
CO1	√	√		√
CO 2	√	√		√
CO 3	√	√		√
CO 4	√	√		√
CO 5	√	√		

SEMESTER II

MDC II

Programme	Integrated MSc Psychology				
Course Title	Comprehensive Sexuality Education				
Type of Course	MDC 2				
Semester	11				
Academic Level	100 -199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	NIL				
Course Summary	This sexuality education course aims to provide comprehensive knowledge and skills related to various aspects of human sexuality, relationships, and reproductive health. It covers topics ranging from puberty and pregnancy to gender roles and norms, sexual behaviours, and skills for well-being. The course is designed to equip individuals with the necessary information and tools to make informed decisions about their sexual health and relationships, navigate societal norms and expectations, and advocate for gender equality and bodily autonomy.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To understand anatomical and physiological aspects of human sexuality	U	C	Instructor-created exams
CO2	To explore various aspects of reproductive health	U	C	Assignments
CO3	To provide knowledge in building healthy relationships	An	M	Instructor-created exams
CO4	To understand the importance of inclusion	U	p	Instructor-created exams
CO5	Discuss the emotional and psychological aspects of sexual health	U	C	Instructor-created exams Written Assessments

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
 # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)
 Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs 45	Marks 50
I	Body, Sex and Gender		12	10
	1	Puberty and pregnancy-sex determination, hormones; distinguishing the biological and social aspects of sex, gender and reproduction;	3	
	2	Gender roles, Gender norms, and Gender Biases;	3	
	3	Feelings about body and unrealistic standards about bodily appearance; LGBTQIA+; Sexual coercion,	3	
	4	Sexual orientation, Difference between reproductive functions and sexual feelings; infertility	3	
II	Values, rights and violence		12	12
	5	Knows one's own values, beliefs and attitudes	2	
	6	Human rights and its violations- sexual abuse, sexual assault, intimate partner violence, and bullying; different forms of violence;	2	
	7	privacy, consent and bodily integrity	2	
	8	Prevention of child sexual abuse	3	
	9	Sources of unwanted sexual attention, Sexually explicit media	3	
III	Relationships		12	16
	10	Families; friends-positive and negative influence	3	
	11	Healthy and unhealthy relationships	3	
	12	stigma and discrimination; Inclusive education	3	
	13	Marriage and long-term commitments	3	
IV	Sexual Behaviours & Sexual and Reproductive Health		12	12
	14	Biological dimensions of sexuality	2	
	15	Sexual behaviours- myths and facts;	2	
	16	Ways to minimize risk of sexual behaviours	2	
	17	Different forms of contraception; adoption	2	

	18	Prenatal Practices; abortion	2	
	19	STIs including HIV	2	
V	Skills for Well-being		12	
	1Strategies for challenging negative peer influence; making rational decisions about sexual behaviors and its consequences;			
	2. Good communication for relationships; Expressing personal needs and limits			
	3. Learning sexuality education in a developmental perspective			
	4. Gender Equality; finding help and support			
	5Conduct workshops on effective communication, active listening, and conflict resolution.			
Books and References:				
Corrêa, S., Petchesky, R., & Parker, R. (2008). Sexuality, health and human rights. London: Routledge.				
Wingood, G. M., & DiClemente, R. J. (2002). Handbook of women’s sexual and reproductive health. Springer. https://www.frontiersin.org/articles/10.3389/fpsy.2019.00864/full				
Caproni, P. (2000). Practical coach: management skills for everyday life, the. Prentice Hall Press.				
Baldry, A. C., & Winkel, F. W. (2008). Intimate partner violence prevention and intervention: The risk assessment and management approach. Nova Science Publishers				
Kassin, S., Fein, S., & Markus, H. R. (2008). Social Psychology. (7th ed.). New York: Houghton Mifflin company				
Bijlmakers, L., de Haas, B., & Peters, A. (2018). The political dimension of sexual rights. Reproductive Health, 15(1), 18. https://reproductive-healthjournal.biomedcentral.com/articles/10.1186/s12978-018-0458-y				
https://www.un.org/sustainabledevelopment/gender-equality/				
https://www.ripublication.com/ijhss17/ijhssv7n1_02.pdf				
https://www.sciencedirect.com/science/article/pii/S1054139X21003475				

Note: The syllabus has five modules. There should be a total 19 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for five modules. Module V is designed to equip students with practical skills through activities. Internal assessments (25 marks) are split between the 5th module (5 marks) and the first four modules (20 marks). The end-semester examination for the theory part will be based on the 19 units in the first four modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	--	-	-	-	-	-	-	-	-	3	2
CO 2	3	-	-	3	-	2	-	-	3	-	--	-
CO 3	2	3	-	-	3	3	2	-	-	-	2	3
CO 4	2	-	-	-	-	-	-	-	-	-	-	-
CO 5	-	-	2	-	-	-	-	3	-	2	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	√	√		√
CO 2	√	√		√
CO 3	√	√		√
CO 4	√	√		√
CO 5	√	√		

MDC II

Programme	Integrated MSc Psychology				
Course Title	Psychology In Everyday Life				
Type of Course	MDC 2				
Semester	II				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Course Summary	The aim of this course is to enrich students' understanding of themselves and others by nurturing a foundation in basic psychology concepts, empowering them to navigate the diverse aspects of everyday life.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Develop a foundational understanding of psychology, applying it to enhance everyday life by navigating challenges, fostering character strengths and making informed decisions for personal growth and well-being.	U	C,A,B	Instructor-created exams / Quiz
CO2	Analyse genetic and environmental factors shaping behaviour, master cognitive processes, employ memory enhancement techniques and apply strategies for overcoming biases.	Ap	C	Assignment/created exams

CO3	Apply psychological principles to cultivate emotional intelligence, comprehend motivations, role in daily life, master goal-setting. explore social dynamics and implement strategies for building and maintaining healthy relationships.	Ap	C	Seminar Presentation / Group Tutorial Work
CO4	Analyse Challenges to healthy living, identify sources of stress apply coping techniques, recognize the mental-physical health model, and employ skills for enhancing interpersonal relationships, advancing cognitive understanding in healthy living.	An	C	Instructor-created exams / Home Assignments
CO5	Student will be able to apply psychology in their every day life.	Ap	C,A,B	
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # Cognitive component ©, Affective component (A), Behavioural component (B) Metacogni				

Detailed Syllabus:

Module	Unit	Content	Hrs (45)	50 Marks
I	Introduction		8	10
	1	Concept and meaning of Psychology, relevance of Psychology.	2	
	2	Psychology in everyday life: formation and challenges.	2	
	3	Character strength and virtues.	2	
	4	Practice of everyday living.	2	
II	Understanding of Human Behaviour		10	14
	5	Exploration of genetics and environmental influences on behaviour.	2	
	6	How we think, learn and remember information.	2	
	7	Memory improvement techniques.	2	
	8	Perception and interpretation of the world around us.	2	
	9	Common cognitive biases affecting decision-making, strategies to overcome cognitive biases.	2	
III	Emotion, motivation and Social Psychology.		10	14
	10	Understanding emotions and their impact.	2	
	11	Developing emotional intelligence.	1	
	12	Type of motivation and their role in everyday life.	2	

	13	Goal-setting strategies.	1	
	14	Exploring social dynamics, conformity and obedience.	2	
	15	Building and maintaining healthy relationships.	2	
IV	Role of Psychology in Health		8	12
	16	Challenges to healthy living, Health behaviour: Diet-Exercise, Sleep and Rest.	2	
	17	Sources of stress in everyday life, coping mechanisms and stress reduction techniques.	2	
	18	Model linking to psychology and physical health.	2	
	19	Psychological skills for enhancing interpersonal skills.	2	
V	Conduct activity based on Psychology in everyday life		9	
	20	Conduct group discussion based on present life style and psychological health.		
	21	Observing yourself, family members and friends social interaction style and submit report.		

Books and References

Compton, W. C., & Hoffman, E. (2013). Positive Psychology The Science of Happiness and Flourishing (2nd ed.). Belmont, CA Wadsworth.

DeWall, C. N., & Myers, D. G. (2023). Psychology in everyday life (6th ed.). New York, NY: Worth.

Goleman, D. (1995). Emotional Intelligence: Why It Can Matter More Than IQ. Bantam Books.

Peterson, C., & Seligman, M. (2004). Character strengths and virtues. Oxford University Press.

Plomin, R., DeFries, J. C., Knopik, V. S., & Neiderhiser, J. M. (2016). Behavioral Genetics (7th ed.). Worth Publishers.

Sarafino, E. P., & Smith, T. W. (2016). Health Psychology: Biopsychosocial Interactions. Wiley.

Sternberg, R. J., & Sternberg, K. (2016). Cognitive Psychology (7th ed.). Cengage Learning.

Suzanne C., de Janasz., Karen O., Dowd., Beth Z., & Schneider. (2015). Interpersonal Skills in Organizations .(5th ed.). New York , McGraw-Hill Education.

Weiten, W. (1998). Psychology: Themes and variations (4th ed.). Thomson Brooks/Cole Publishing Co.

Note: The course is divided into five modules, with four modules together having total 19 fixed units and one open-ended module with a variable number of units. There are a total 36

instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 21 units from the fixed modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	3	3	3	-	-	2	-	-	3	3
CO 2	2	3	2	2	2	-	3	-	2	-	-	-
CO 3	1	3	1	1	2	-	-	-	-	3	-	-
CO 4	1	2	2	2	2	-	3	-	-	-	3	3
CO 5	-	1	-	-	-	-	-	-	2	-	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6				

MDC II

Programme	Integrated MSc Psychology				
Course Title	Adulthood And Parenting				
Type of Course	MDC 2				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Course Summary	This course delves into the complexities of adulthood and parenting, exploring psychological facets of vocational adjustments, and the intricate dynamics within parent-child relationships. It addresses various parenting styles and their impact on child development, fostering a nuanced understanding of both adult psychology and effective parenting strategies. Through this exploration, students gain insights applicable to personal and professional aspects of life.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Develop understanding on various concepts related to adulthood	U	C,A,B	Instructor-created exams / Quiz
CO2	Determine vocational development and family adjustment in adulthood	An	C	Assignment/created exams
CO3	The student will be able to understand the concept of parenting.	An	C	Seminar Presentation / Group Tutorial Work
CO4	The student will be differentiating types of parenting and child care.	Ap	C,A,B	Instructor-created exams / Home Assignments
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)				

Cognitive component ©, Affective component (A), Behavioural component (B) Metacogni

Detailed Syllabus:

Module	Unit	Content	Hours (36+9)	Marks 50
I	Introduction to Adulthood		8	12
	1	Becoming an adult: Features of adulthood, physical development. Health, Eating and weight, Exercise, Substance abuse.	2	
	2	Vocational and family adjustment: Factors making vocational choice difficult.	2	
	3	Conditions Influencing vocational satisfaction, Men's adjustment, women's adjustment.	2	
	4	Relationship Adjustment: Sexual adjustment , Financial adjustment, In law adjustment , Adjustment to parenthood.	2	
II	Adult life		10	12
	5	The faces of love: Intimacy, friendship, Romantic love, Companionate love, Fatuous love, Consummate love	4	
	6	Adult life styles: Single adults, Cohabiting adults, married adults, Divorced adults, Remarried adults, Gay and lesbian adults.	3	
	7	Sexual activity in emerging adulthood: Sexual orientation.	3	
	Parenting and childcare		10	14
III	8	Parenting: myths and reality, trends in childbearing- Vaginal, Assisted vaginal, C-section, VBAC	1	
	9	Becoming a parent: Concept of parenting.	2	
	10	Types of Parenting: Baumarind's parenting style, impact of parenting styles on child development.	2	
	11	Impact of parenting styles on child development.	1	
	12	Child care: The transition to parenthood, Reciprocal Socialization, Scaffolding.	2	
	13	Maternal and Paternal Care giving, Parental love, variations in child care.	2	
IV	Parenting Dynamics		8	12
	14	Parenthood as a developmental experiences	1	
	15	Types of Child maltreatment: physical social and emotional abuse, child neglect.	1	
	16	Developmental consequences of abuse.	1	
	17	Developmental changes in parent-child relationships:	2	

		Parent as managers, step families. Working parent, children in divorced families.		
	18	Gay and Lesbian Parents, Parental culture, ethnic and socio-economic variations.(single parent)	1	
	19	Role of parents in adolescent development: Parental monitoring, autonomy and attachment, parent adolescent conflict. Parent & adolescent conflict.	2	
V	Open Ended Module: Application of Adult Psychology and Parenting		9	
	1	Students can engage in the activities designed by the teacher and the teacher will do a continuous assessment of the performance of the student. An interactive method of teaching can be preferred. 1)-Present case studies depicting various parenting styles and challenges faced by parents in different cultural and socioeconomic contexts 2)-Conduct a group discussion on “ gender stereotypes in job among young, adults ” 3)-Conduct a survey based on current vocational interest among early adults		
Books and References: Berk, L.E (2003) Child Development (3rd de). New Delhi: Pearson Education Pvt Ltd. Hurlock, E.B (1996) Developmental Psychology-A Life span Approach. New Delhi: Tata McGraw Hill Publishing Company. Papalia, D.E et.al (2004) Human Development (9th Ed). New Delhi: Tata McGraw Hill Publishing Company. Santrock, J.E (2007) Child Development (2nd end) New Delhi: Tata McGraw Hill Publishing Company.				

Note: The course is divided into five modules, with four modules together having total 19 fixed units and one open-ended module with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 12 units from the fixed modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	1	-	-	-	-	-	-	3	-	2	3
CO 2	2	3	1	2	2	3	3	2	-	3	-	-
CO 3	3	3	-	-	-	-	-	-	-	-	-	3
CO 4	3	3	-	-	-	-	-	3	-	-	3	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3				✓
CO 4		✓		✓
CO 5		✓		✓
CO 6				✓
CO 7		✓		
CO 8				✓

MDC II

Programme	Integrated MSc Psychology				
Course Title	Psychology and Personal Growth				
Type of Course	MDC 2				
Semester	II				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Course Summary	To understand the basic concept in psychology, knowledge about positive psychology, and to understand the concept self and personality.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	The students will be able to explain the basic concept in psychology and the concepts related to personality and self.	U	C,A,B	Instructor-created exams / Quiz
CO2	The student will be able to comprehend the process of self-discovery	An	A,B	Assignment/created exams
CO3	The student will be able to understand emotional, cognitive and interpersonal concept for personal growth	Ap,An	A,B	Seminar Presentation / Group Tutorial Work
CO4	The students will be able to understand theoretical aspects in personal growth	An	C	Instructor-created exams / Home Assignments
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)				
# Cognitive component ©, Affective component (A), Behavioural component (B) Metacogni				

Detailed syllabus

Module	Unit	Content	Hrs (45)	50 Marks
I	Introduction		8	10
	1	Understanding Psychology: Definition, goals of psychology.	1	
	2	Themes related to psychology as a field of study, Common themes related to subject matter of psychology	1	
	3	Application of psychology: Application of psychology in personal and social life.	2	
	4	Branches of psychology.	1	
	5	Positive Psychology: definition, assumption, and goals.	2	
	6	Well-being: Definition, subjective well-being.	1	
II	Understanding Self		10	14
	7	Understanding the self: self -esteem, self-concept, self-efficacy.	3	
	8	Facilitating self-awareness: Facilitating self-awareness through reflective exercises, JOHARI window, personal SWOT analysis.	4	
	9	Self-awareness questionnaires/inventories :	3	
III	Persona: Empirical and philosophical approaches		10	14
	10	Foundation of human development: stages of personality development.	2	
	11	Nature of personality:Definition,personality traits,five factor model,ABCD personality types.	2	
	12	Personality and Self in the Indian thought: Contribution of Indian thought to the understanding of personality and self.	2	
	13	Empirical approaches to personality:Renewed interest in narcissism,Terror management.	2	
	14	Barriers to Personality Development:Managing anxiety shyness and fear, understanding shyness,self-blame, tolerating failure, persisting and celebrating success, mistakes and self-talk.	2	
IV	Competencies of personality		8	12
	15	Emotional Competence:Understanding and expressing emotions.	1	
	16	Managing difficult emotions; Applying emotional Intelligence, emotional regulation.	2	

	17	Cognitive Competence: Setting and achieving goals, Metacognitive strategies	2	
	18	Interpersonal Competence: Effective Interpersonal Communication (Conversational Skills, Listening Skills, Reading Non-Verbal Messages, Improving Communication Climates).	2	
	19	Intimacy and Self-Disclosure in Close Relationships; Managing Interpersonal Conflicts.	1	
V	Conduct activity based on Personal growth		9	
	20	Conduct group discussion based on the factors affecting and hindering self development of a person		
	21	Student should do a study on the self awareness and various techniques associated with it and submit report		

Books and References:

Adler, R. B., & Proctor II, R.F. (2012). Looking out/Looking in (14th ed.). Boston, USA: B.Kuppuswamy. (1990). Elements of Ancient Indian Psychology. Konark publishers Pvt. Ltd, India.

Weiten, W. (1998). Psychology: Themes and variations (4th ed.). Thomson books/colepublishing co.

Misra, B.K. (2008). Psychology :the study of human behaviour. New Delhi: prentice Hall of India Wadsworth Cengage Learning

Waters, S. H. & Schneider, W. (2010). Metacognition: Strategy Use and Instruction. New York: Guilford Press.

Suggested Readings

Alan Carr (2011). Positive Psychology: The Science of Happiness & Human strengths (II edition). Routledge, London & New York.

Baron, R.A. (2004). Psychology, 5th ed. New Delhi: Pearson education Carr, Alan (2011). Positive Psychology (2nd Edn), New York: Routledge Taylor and Francis Group.

Ciccarelli, S.K. & Meyer, G.E. (2010). Psychology South Asian Edition. New Delhi: Person Education.

Weiten, W. & Lloyd, M.A. (2006). Psychology Applied to Modern Life: Adjustment in the 21st Century (8th ed.). Belmont, CA: Thomson Wadsworth.

Sanghi, S. (2008). Towards personal excellence. New Delhi: Response books.

Note: The course is divided into five modules, with four modules together having total 19 fixed units and one open-ended module with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 19 units from the fixed

modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	3	0	1	-	32	-	-	-	3	2
CO 2	3	3	-	1	-	-	-	-	3	-	-	-
CO 3	3	3	-	0	-	3	-	3	-	-	-	3
CO 4	3	2	-	1	-	-	-	-	-	-	3	-
CO 5	-	-	2	-	3	-	2	3	-	2	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6				

SEMESTER V
SEC COURSE

Programme	Integrated MSc Psychology				
Course Title	Psychological First Aid and Competencies				
Type of Course	SEC				
Semester	V				
Academic Level	100 -199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	NIL				
Course Summary	The goal of courses like Compassionate Communication and Psychological First Aid (PFA) is to provide people the information and abilities they need to help those who have experienced trauma or upsetting events right away.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the Fundamentals of Psychological First Aid (PFA) and Nonviolent Communication (NVC)	U	F	Test paper/ quiz/ assignment/ seminar
CO2	Develop Active Listening and Reflective Listening Skills	Ap	P	Practical sessions/ test paper
CO3	Evaluate the impact of diversity and culture on crisis response and recovery when administering psychological first aid	E	C	Group discussions/ assignments/ case studies
CO4	Establish Rapport and Trust through Compassionate Communication	A	C	Assignment/ test paper
CO5	Demonstrate Crisis Intervention Skills	Ap	P	Viva voce
CO6	Analyze Ethical Considerations in Crisis Intervention	An	C	Assignment, critical discussions, seminars and test papers

* - Remember I, Understand (U), Apply (Ap), Analyse (An), Evaluate I, Create I
 # - Factual Knowledge(F) Conceptual Knowledge I Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs (36 +9)	Marks (50)
I	Introduction to psychological first aid(PFA)		12	15
	1	Definition of PFA what is PFA and what not Objectives of PFA	2	
	2	The characteristics of people who need PFA	2	
	3	RAPID model	2	
	4	How to provide PFA-Prepare, Look, Listen, Link, Rest and Reflect	2	
	5	Definition of PFA what is PFA and what not Objectives of PFA	2	
	6	The characteristics of people who need PFA	2	
II	Psychological first aid for children and groups		6	10
	7	PFA for children-different reactions to trauma(emotional, mental, physical and behavioural),different reactions of children based on age.	2	
	8	PFA for groups-Look, listen and link pattern in groups	2	
	9	Ethical considerations-Dos and Don'ts of PFA Self -care after providing PFA	2	
III	Non-violent communication(NVC)		9	10
	10	NVC process, applying NVC in our lives and the world	3	
	11	Communication that blocks compassion-moralistic judgments, making comparisons, denial of responsibility,	2	
	12	Other forms of life alienating communication	2	
	13	The power of empathy	2	
IV	The processes of NVC		9	15
	14	Observation without evaluation and judgment	2	
	15	Identifying and expressing feelings	2	
	16	Taking responsibility for our feelings	2	
	17	Requesting in a NVC way	1	
	18	Receiving empathetically	1	
	19	How to express gratitude in NVC way	1	
	Open Ended Module: PFA and Non-violent communication in practice		9	

V		1. Give the students case studies of people in upsetting circumstances and ask them to evaluate and suggest a Psychological First Aid strategy. 2. Students should participate in role-playing activities where they alternate between being a distressed person and a PFA provider. 3. Make a list of the local community services to provide assistance for those who are experiencing a crisis. 4. Analyse the day to day conversation style and find the ways to convert to NVC way		
Books and References: A short introduction to psychological first aid For Red Cross and Red Crescent Societies, Psychosocial center, International Federation of Red cross and Red Crescent societies Psychological First Aid Field Worker’s Guide Dr. Vinod Singaravelu Jr., G. S., & Lating, J. M. (2022). The Johns Hopkins guide to psychological first aid. JHU Press. Rosenberg, M. B., & Chopra, D. (2015). Nonviolent communication: A language of life: life-changing tools for healthy relationships. PuddleDancer Press. https://pscentre.org/wp-content/uploads/2019/05/PFA-Guide-low-res.pdf Suggested Readings Trainers’ guide: Psychological First Aid (PFA) and Mental Health and Psychosocial Support (MHPSS) Training Module for Sub-national Social Service Workforce in Lao PDR, UNICEF				

Note: The course is divided into five modules, with four modules together having total 19 fixed units and one open-ended module with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 19 units from the fixed modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	-	2	2	-	-	3	-	-	-	-	-	-
CO 2	-	3	-	-	3	3	-	2	-	-	-	-
CO 3	-	-	-	-	3	-	-	-	-	-	-	-
CO 4	-	-	-	-	3	-	-	-	-	-	-	-
CO 5	2	-	1	-	-	3	-	-	-	-	-	-
CO 6	-	-	-	3	-	-	-	-	-	-	3	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2				✓
CO 3		✓		
CO 4	✓	✓		✓
CO 5				
CO 6	✓	✓		✓

