



**HINDUSTAN**  
INSTITUTE OF TECHNOLOGY & SCIENCE  
(DEEMED TO BE UNIVERSITY)

**B.SC. PSYCHOLOGY**

**(Duration: 3 Years)**

**CURRICULUM and SYLLABUS**

**Under Choice Based Credit System**

**(In line with NEP 2020)**

**(Applicable for Students admitted from Academic Year 2023-24)**

**DEPARTMENT OF PSYCHOLOGY**

**SCHOOL OF LIBERAL ARTS AND APPLIED SCIENCES**

## **HINDUSTAN INSTITUTE OF TECHNOLOGY AND SCIENCE**

### **Motto:**

*To Make Every Man a Success and No Man a Failure*

### **Vision:**

*To be an International Institute of Excellence, providing a conducive environment for education with a strong emphasis on innovation, quality, research and strategic partnership blended with values and commitment to society.*

### **Mission:**

- To create an ecosystem that promotes learning and world class research.
- To nurture creativity and innovation.
- To instil highest ethical standards and values.
- To pursue activities for the development of the Society.
- To develop national and international collaborations with institutes and industries of eminence.
- To enable graduates to become future leaders and innovators.

### **Value Statement:**

*Integrity, Innovation, Internationalization.*

## DEPARTMENT OF PSYCHOLOGY

### **Vision:**

The department pursues to be recognized through the quality education provided to serve the needs of the students to be competent, self-learners with the skills of academic and professional knowledge to make them a contributor in the growth of mankind in the growing discipline of psychology

### **Mission:**

- Encourage high quality education with effective and conducive academic environment with innovative and skill-oriented curriculum for psychological and professional competence.
- Create awareness about mental health and generate psychological knowledge through interdisciplinary focus to prepare for a successful career.
- Develop analytical skills to serve the psychological needs of the society for personal and societal development with a good value system.

### **PROGRAM EDUCATIONAL OBJECTIVES (PEO'S):**

**PEO 1:** Graduates will deliver the basic psychological concepts, principles and themes and can develop the skills to face the challenges in the multidisciplinary fields of psychology

**PEO 2:** Graduates will acquire basic skills of analyzing and understanding human behaviours, conducting psychological tests, finding out the causes and report writing as well as they develop the ability apply practical knowledge in their daily life.

**PEO 3:** Graduates will learn and practice ethical and moral values, they will socially responsible for personal and professional setting in improving the mental wellbeing.

**PEO 4:** Graduates will improve personal growth, promote positive self and positive relationships, self-understanding and can develop the dynamic personality

## **PROGRAMME OUTCOMES (PO'S):**

Upon completion of the Programme the graduates will be able to:

**PO 1: Critical Thinking:** Capability to evaluate assumptions, implications, arguments based on empirical evidence to knowledge development

**PO 2: Effective Communication Skills:** Ability to express thoughts and ideas effectively in all modes including appropriate social media in clear and concise manner in diverse areas

**PO 3: Multicultural competence:** Possess knowledge of the values and beliefs of multiple cultures and effectively engage in multicultural society and interact respectfully with diverse groups.

**PO 4: Effective Leadership Qualities:** Ability to map out tasks of the team or an organization and setting direction, building team who can help achieve the vision, motivating and inspiring team and guiding people in a smooth and effective manner

**PO 5: Moral and Ethical Awareness:** Recognise and Demonstrate the ability to identify ethical issues related to one's work, avoid unethical behaviour and appreciating environmental and sustainable issues in diverse situations.

**PO 6: Cooperation/ Team Work:** Ability to work effectively and respectfully with diverse teams, facilitate cooperative on the part of a group and act together as a group and work effectively as a member of the team.

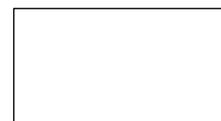
**PO 7: Self Directed and Life Long Learning:** Capability of working independently and manage project through to completion. To engage in lifelong learning by adopting appropriate technology and through skill development/ reskilling.

## **PROGRAM SPECIFIC OUTCOMES (PSO'S):**

**PSO 1:** To apply fundamental basic and theoretical concepts of psychology to develop and impart core competency in different areas of psychology.

**PSO 2:** Work individually and in group in various setting to pursue higher studies in psychology and interdisciplinary programs by applying the principles of ethics, research, environmental and social issues.

**PSO 3:** Apply basic assessment and practical skills pertaining to the psychology in counselling, assessment and in society and contributing to the overall personality and professional skills.


**BSC PSYCHOLOGY – NEP CURRICULUM – FOR THE ACADEMIC YEAR 2026-2027**
**SEMESTER I**

S. No	COURSE CATEGORY	COURSE TYPE	SEMESTER	COURSE CODE	NAME OF THE COURSE	L	T	P	C	S	TCH
1	CC	TH	I	APY21001	General Psychology - I	3	1	0	4	0	4
2	CC	TH	I	APY21002	Developmental Psychology - I	3	1	0	4	0	4
3	CC	TH	I	APY21003	Biological Bases of Behaviour- I	3	0	0	3	0	3
4	CC	TH	I	APY21004	Positive Psychology	3	0	0	3	0	3
5	HS	TP	I	GLS51001	Communication Skills	2	0	1	2	1	3
6	HS	TP	I	GLS11001	Tamil Art & Culture	1	0	1	1	2	2
7	VA	TH	I	GGE51003	Environmental Science and Sustainable Development	2	0	0	2	2	2
8	HS	PR	I	GBP01400	Health and Wellbeing	0	0	2	1	2	2
	VA	PR	I	GPE21401	Yoga						
				GPE21402	Sports						
				GPE21403	Fitness						
	HS	PR	I	AVC31401	Fine Arts (Visual/Performing)						
				GGE51401	NCC						
GGE51402	NSS										
9	NC	TP	I	ASS21001	Community Development	1	0	1	*	2	2
Total						18	2	5	20	9	25

L – Lecture; T – Tutorial; P – Practical; C – Credit; S- Self Study; TCH- Total Contact Hours\* Non Credit Course

**SEMESTER II**

S. No	COURSE CATEGORY	COURSE TYPE	SEMESTER	COURSE CODE	NAME OF THE COURSE	L	T	P	C	S	TCH
1	CC	TH	II	APY21005	General Psychology - II	2	1	0	3	0	3
2	CC	TH	II	APY21006	Developmental Psychology - II	2	1	0	3	0	3
3	CC	TH	II	APY21007	Biological Bases of Behaviour - II	2	1	0	3	0	3
4	CC	PR	II	APY21400	Experimental Psychology	0	0	6	3	0	6
5	HS	TP	II	GLS51002	Personality Development and Soft Skills	2	0	1	2	1	3
6	AE	TP	II	ACA31001	Digital Technological Solutions	2	0	2	3	2	4
7	HS	TH	II	GLS51008	Tamil	2	0	0	2	2	2
				GLS51009	Hindi						
				GLS51010	Telugu						
				GLS11002	Advanced Tamil						
8	HS	PR	II	GBP01400	Health and Wellbeing	0	0	2	1	2	2
	VA	PR	II	GPE21401	Yoga						
				GPE21402	Sports						
				GPE21403	Fitness						
				AVC31401	Fine Arts (Visual/Performing)						
	HS	PR	II	GGE51401	NCC						
GGE51402				NSS							
					Total	12	3	11	20	7	26

SEMESTER III											
S. No	COURSE CATEGORY	COURSE TYPE	SEMESTER	COURSE CODE	NAME OF THE COURSE	L	T	P	C	S	TCH
1	CC	TH	III	APY21008	Basic Statistics for Psychology	3	1	0	4	0	4
2	CC	TH	III	APY21009	Social Psychology – I	3	1	0	4	0	4
3	DE	TH	III	APY*****	<b>Department Elective - 1</b>	3	0	0	3	0	3
4	NE	TP	III	*****	Non- Department Elective	2	0	2	3	2	4
5	HS	TH	III	GLS51011	French	2	0	0	2	2	2
				GLS51012	German						
				GLS51013	Spanish						
				GLS51014	Korean						
				GLS51015	Mandarin						
				GLS51016	Japanese						
6	HS	PR	III	GLS51005	Public Speaking	0	0	2	1	1	2
7	NC	TH	III	GGE51015	Indian Knowledge System	3	0	0	*	0	3
8	NC	TP	III	ABB31001	CSR & SDG	1	0	2	*	2	3
9	SI	IN	III	APY21800	Internship Evaluation	#	#	#	4	#	#
Total						18	2	5	21	9	25
<p><b>L – Lecture; T – Tutorial; P – Practical; C – Credit; S- Self Study; TCH- Total Contact Hours</b>  <b>* Non Credit Course    #(Internship for 15 days to be done during Semester II summer vacation)</b></p>											

SEMESTER IV											
S. No	COURSE CATEGORY	COURSE TYPE	SEMESTER	COURSE CODE	NAME OF THE COURSE	L	T	P	C	S	TCH
1	CC	TH	IV	APY21010	Advanced Statistics for Psychology	3	1	0	4	0	4
2	CC	TH	IV	APY21011	Social Psychology - II	3	0	0	3	0	3
3	DE	TH	IV	APY*****	<b>Departmental Electives - 2</b>	3	0	0	3	0	3
4	CC	TH	IV	APY21012	Guidance and Counselling	3	0	0	3	0	3
5	CC	PR	IV	APY21401	Psychological Assessment - I	0	0	6	3	0	6
6	SE	TP	IV	APY21013	Skill Enhancement Course: (AI in Psychology)	1	0	2	2	0	3
7	HS	PR	IV	GLS51006	English for Competitive Examinations	0	0	2	1	1	2
8	HS	TH	IV	GLS11003	French Intermediate	2	0	0	2	2	2
				GLS11004	German Intermediate						
				GLS11005	Spanish Intermediate						
				GLS11006	Korean Intermediate						
				GLS11007	Mandarin Intermediate						
				GLS11008	Japanese Intermediate						
					Total	16	1	9	21	3	26
<b>L – Lecture; T – Tutorial; P – Practical; C – Credit; S- Self Study; TCH- Total Contact Hours</b>											

SEMESTER V											
S. No	COURSE CATEGORY	COURSE TYPE	SEMESTER	COURSE CODE	NAME OF THE COURSE	L	T	P	C	S	TCH
1	CC	TH	V	APY21014	Understanding Psychological Disorders - I	3	1	0	4	0	4
2	CC	TH	V	APY21015	Theories of Personality	3	1	0	4	0	4
3	CC	PR	V	APY21402	Psychological Assessment - II	0	0	8	4	0	8
4	CC	TP	V	AGE21001	Fundamentals of Research Methodology	3	0	2	4	2	5
5	DE	TH	V	APY*****	<b>Departmental Elective – 3</b>	3	0	0	3	0	3
6	HS	PR	V	GLS51007	Verbal Reasoning and Interview Skills	0	0	2	1	1	2
7	NC	TH	V	AGE31001	Methodology for Writing a Professional and Scientific Article	1	0	0	*	2	1
<b>Total</b>						14	2	11	20	5	27
<b>L – Lecture; T – Tutorial; P – Practical; C – Credit; S- Self Study; TCH- Total Contact Hours* Non Credit Course</b>											

<b>SEMESTER VI</b>											
<b>S. No</b>	<b>COURSE CATEGORY</b>	<b>COURSE TYPE</b>	<b>SEMESTER</b>	<b>COURSE CODE</b>	<b>NAME OF THE COURSE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>S</b>	<b>TCH</b>
1	CC	TH	VI	APY21016	Understanding Psychological Disorders – II	3	1	0	4	0	4
2	CC	TH	VI	APY21017	Human Resource Management	3	1	0	4	0	4
3	CC	TH	VI	APY21018	Psychotherapeutics	3	1	0	4	0	4
4	DE	TH	VI	APY*****	<b>Department Elective 4</b>	3	0	0	3	0	3
5	NC	TH	VI	GGE51011	Introduction to Women and Gender Studies	3	0	0	*	2	3
6	HS	TH	VI	GGE51001	Universal Human Values	2	0	0	2	2	2
7	SI	PJ	VI	APY21801	Project	0	0	14	7	0	14
<b>Total</b>						<b>17</b>	<b>3</b>	<b>14</b>	<b>24</b>	<b>4</b>	<b>34</b>
<b>L – Lecture; T – Tutorial; P – Practical; C – Credit; S- Self Study; TCH- Total Contact Hours</b>											

\*Indicates Non-Credit Course

**LIST OF DEPARTMENT ELECTIVES****DEPARTMENT ELECTIVE-1 (DE-1)**

S. No	COURSE CATEGORY	COURSE TYPE	SEMESTER	COURSE CODE	NAME OF THE COURSE	L	T	P	C	S	TCH
1	DE	TH	III	APY21500	Organizational Psychology	3	0	0	3	0	3
2	DE	TH	III	APY21501	Health Psychology	3	0	0	3	0	3

**L – Lecture; T – Tutorial; P – Practical; C – Credit; S- Self Study; TCH- Total Contact Hours**

**DEPARTMENT ELECTIVE-2 (DE-2)**

S. No	COURSE CATEGORY	COURSE TYPE	SEMESTER	COURSE CODE	NAME OF THE COURSE	L	T	P	C	S	TCH
1	DE	TH	IV	APY21502	Disability and Rehabilitation	3	0	0	3	0	3
2	DE	TH	IV	APY21503	Psycho-Oncology	3	0	0	3	0	3

**L – Lecture; T – Tutorial; P – Practical; C – Credit; S- Self Study; TCH- Total Contact Hours**

**DEPARTMENT ELECTIVE-3 (DE-3)**

S. No	COURSE CATEGORY	COURSE TYPE	SEMESTER	COURSE CODE	NAME OF THE COURSE	L	T	P	C	S	TCH
1	DE	TH	V	APY21504	Sports Psychology	3	0	0	3	0	3
2	DE	TH	V	APY21505	Psychological Perspectives in Education	3	0	0	3	0	3

**L – Lecture; T – Tutorial; P – Practical; C – Credit; S- Self Study; TCH- Total Contact Hours**

**DEPARTMENT ELECTIVE-4 (DE-4)**

S. No	COURSE CATEGORY	COURSE TYPE	SEMESTER	COURSE CODE	NAME OF THE COURSE	L	T	P	C	S	TCH
1	DE	TH	VI	APY21506	Foundations of Transactional Analysis	3	0	0	3	0	3
2	DE	TH	VI	APY21507	Forensic Psychology	3	0	0	3	0	3

**L – Lecture; T – Tutorial; P – Practical; C – Credit; S- Self Study; TCH- Total Contact Hours**

**NON-DEPARTMENT ELECTIVES**

S. No	COURSE CATEGORY	COURSE TYPE	SEMESTER	COURSE CODE	NAME OF THE COURSE	L	T	P	C	S	TCH
	NE	TP	III	APY21700	Psychology of Addiction	2	0	2	3	2	4

COURSE CATEGORY		CREDITS
CC	Core course	75
NE	Non-Departmental Elective	3
DE	Departmental Electives	12
AE	Ability Enhancement Course	3
SE	Skill Enhancement Course	2
NC	Non-Credit Course	0
VA	Value-Added Course	4
HS	Humanities and Social Science	16
SI	Summer Internship	4
RP	Research Project	7
	Total	126

CREDIT COUNT	
SEMESTER	CREDIT
1	20
2	20
3	21
4	21
5	20
6	24
<b>Total</b>	126

COURSE TYPE	
TP	THEORY WITH PRACTICAL COURSE
TH	THEORY COURSE
PR	PRACTICAL
IN	INTERNSHIP
PJ	MAJOR PROJECT

## SEMESTER I

<b>COURSE TITLE</b>	<b>GENERAL PSYCHOLOGY - I</b>			<b>CREDITS</b>	<b>4</b>
<b>COURSE CODE</b>	<b>APY21001</b>	<b>COURSE CATEGORY</b>	<b>CC</b>	<b>L-T-P-S</b>	<b>3-1-0-0</b>
<b>Version</b>	<b>1.0</b>	<b>Approval Details</b>		<b>LEARNING LEVEL</b>	<b>BTL – 3</b>
<b>ASSESSMENT SCHEME</b>					
<b>First Periodical Assessment</b>	<b>Second Periodical Assessment</b>	<b>Seminar/ Assignments/ Project</b>	<b>Surprise Test / Quiz</b>	<b>Attendance</b>	<b>End Semester Exam</b>
<b>15%</b>	<b>15%</b>	<b>10%</b>	<b>5%</b>	<b>5%</b>	<b>50%</b>
<b>Course Description</b>	The aim of this course is to introduce students to the basics of psychology. These are the fundamental concepts in psychology for students with or without any background in the subject. This knowledge of the psychological phenomena is crucial for students to build on and apply more complex theories and praxes in higher levels.				
<b>Course Objective</b>	<ol style="list-style-type: none"> <li>1. To equip students with the science of mind and behaviour.</li> <li>2. To develop a curiosity in students regarding the nature of cognitive processing.</li> <li>3. To foster a conceptual understanding of the components of thought, action and emotion.</li> <li>4. To provide a process-oriented knowledge of the functioning of the mind.</li> </ol> <p>To elucidate the theories relating to psychological phenomena.</p>				
<b>Course Outcome</b>	<p>Upon completion of this course, the students will be able to</p> <ol style="list-style-type: none"> <li>1. Use the elements of cognition.</li> <li>2. Explain the motivational process that drives action</li> <li>3. Apply the correlation between negative affectivity and stress.</li> <li>4. Express an understanding of intelligence and creative energy.</li> </ol>				

	Recall the pioneering theories of personality.									
<b>Prerequisites:</b> NIL										
<b>Pedagogy:</b> Direct Instruction, Inquiry-based, Discussion, Assignments										
<b>CO, PO AND PSO MAPPING</b>										
CO	PO -1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3
CO-1	3	-	-	-	-	-	-	2	-	-
CO-2	3	-	-	-	-	-	-	3	-	-
CO-3	3	-	-	-	-	-	-	-	3	-
CO-4	2	-	-	-	-	-	-	-	3	-
CO-5	2	-	-	-	-	-	-	-	3	-
<b>1: Weakly related, 2: Moderately related and 3: Strongly related</b>										
<b>MODULE 1: INTRODUCTION</b>										<b>6Hrs</b>
<p><b>Psychology:</b> Definition – Goals. The History of Psychology – Schools - Modern Perspectives – Psychology in India – Psychology as Science - Scope of Psychology - Branches Psychology.</p> <p><b>Practicum:</b> Scope of Psychology</p> <p>Discussion on what motivated students to pursue psychology and career prospects</p>									<b>CO-1 BTL-1,2</b>	
<b>MODULE 2: SENSATION, PERCEPTION AND ATTENTION</b>										
<b>12Hrs</b>										
<p><b>Sensation:</b> Meaning – Psychophysics -Thresholds – Weber’s Law – Adaptation – <i>Basic sensation:</i> Vision – Hearing – Touch and other Skin senses – Olfaction-Gustation – Kinesthetic sense – Vestibular sense</p> <p><b>Perception:</b> Meaning– Organizing principles of perception–Constancies – Pattern perception – Distance perception – Errors in Perception – Illusion – Types; <i>Hallucinations:</i> Types; Extra Sensory Perception – Factors that influence perception – Depth perception</p> <p><b>Attention:</b> Meaning – Types – Determinants.</p> <p><b>Practicum:</b> Illusion</p>									<b>CO-2 BTL-2,3</b>	

Demonstration on Illusions of the various sensory modalities by audio-visual aids	
<b>MODULE 3: CONSCIOUSNESS</b>	
<b>9Hrs</b>	
<p><b>Consciousness</b> – Definition – Two Major Types – Natural State of Consciousness: Biological Rhythms – Circadian Rhythms; Waking States of Consciousness – Sleep – Functions – Stages – sleep disorders – Dream – Theories. <b>Altered States of Consciousness:</b> meaning – Hypnosis – Use of Drugs – Meditation – Other Altered States. <b>Sensory deprivation:</b> Near death Experience – Lucid dreaming.</p> <p><b>Practicum:</b> Consciousness</p> <p>Seminar by students in Lucid dreaming, near death experience, Hypnosis, Altered state of consciousness</p>	<p><b>CO-3</b> <b>BTL-3</b></p>
<b>MODULE 4: LEARNING</b>	
<b>12Hrs</b>	
<p><b>Learning:</b> Definition – Nature- Association Learning: Classical Conditioning – Basic Principles; Operant Conditioning – Basic Principles – Reinforcement – Types – Punishment – Types. Schedules of Reinforcement – Shaping – Learned Helplessness; Similarities and Differences between Classical Conditioning and Operant Conditioning. Social and Cognitive Learning: Latent Learning – Insight Learning – Observational Learning.</p> <p><b>Practicum:</b> Types of Conditioning and Differences</p> <p>Assignment on the types of Conditioning and its differences</p>	<p><b>CO-4</b> <b>BTL-3</b></p>
<b>MODULE 5: MEMORY AND FORGETTING</b>	
<b>6Hrs</b>	
<p><b>Memory:</b> Definition –Memory Process: Encoding – Storage – Retrieval – The information-processing model – Sensory memory – Short term memory – Long term memory –</p> <p><b>Forgetting:</b> Meaning – Forgetting curve - Theories of forgetting - Causes – Memory and Brain – Improving memory.</p> <p><b>Practicum:</b> Memory</p> <p>Using non-sense syllables (Consonant-vowel-consonant) to illustrate memory experiments</p>	<p><b>CO-5</b> <b>BTL-3</b></p>

**Skill Development Activities:** Reflecting on personal thoughts during daily activities for one day and observing/ introspecting on the various psychological phenomena taught in this course.

#### Text Books

- |    |   |
|----|---|
| 1. | Cicarelli, K. S., Meyer, E. G. & Misra. (2018). General Psychology. New Delhi, South Asia Edition: Dorling Kingsley (India) Private Limited |
|----|---|

#### Reference Books

- |    |  |
|----|--|
| 1. | Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill. |
| 2. | Baron, A. R. (2015). Psychology (5th ed.). New Delhi, Pearson Education  |
| 3. | Feldman, R.S. (2010). Understanding Psychology (6th Edition), New Delhi, Tata-McGraw Hill.                     |

#### E-Books / Magazine / Articles

- |    |   |
|----|---|
| 1. | <a href="https://open.umn.edu/opentextbooks/textbooks/48">https://open.umn.edu/opentextbooks/textbooks/48</a> |
| 2. | <a href="https://www.psychologytoday.com/us">https://www.psychologytoday.com/us</a>                           |
| 3. | <a href="https://psychologymagazine.in/">https://psychologymagazine.in/</a>                                   |

#### Online Resources

- |    |   |
|----|---|
| 1. | <a href="https://www.youtube.com/watch?v=2fbrl6WoIyo">https://www.youtube.com/watch?v=2fbrl6WoIyo</a>   |
| 2. | <a href="https://in.coursera.org/learn/introduction-psychology">https://in.coursera.org/learn/introduction-psychology</a>                             |
| 3. | <a href="https://www.classcentral.com/report/psychology-free-online-courses/">https://www.classcentral.com/report/psychology-free-online-courses/</a> |
| 4. | <a href="https://onlinecourses.nptel.ac.in/noc21_hs49/preview">https://onlinecourses.nptel.ac.in/noc21_hs49/preview</a>                               |

<b>COURSE TITLE</b>	<b>DEVELOPMENTAL PSYCHOLOGY - I</b>			<b>CREDITS</b>	<b>4</b>
<b>COURSE CODE</b>	<b>APY21002</b>	<b>COURSE CATEGORY</b>	<b>CC</b>	<b>L-T-P-S</b>	<b>3-1-0-0</b>
<b>Version</b>	<b>1.0</b>	<b>Approval Details</b>		<b>LEARNING LEVEL</b>	<b>BTL – 3</b>
<b>ASSESSMENT SCHEME</b>					
<b>First Periodical Assessment</b>	<b>Second Periodical Assessment</b>	<b>Seminar/ Assignments/ Project</b>	<b>Surprise Test / Quiz</b>	<b>Attendance</b>	<b>ESE</b>
<b>15%</b>	<b>15%</b>	<b>10%</b>	<b>5%</b>	<b>5%</b>	<b>50%</b>
<b>Course Description</b>	The course introduces the concept of human development and maturation. It explains the influences of nature and nurture on the developmental milestones from conception to adolescence. It also introduces the various theories and approaches to understanding cognitive, moral and social development through these ages.				
<b>Course Objective</b>	<ol style="list-style-type: none"> <li>1. To impart an understanding regarding human development till adolescence.</li> <li>2. Explain the dimensions of infancy and childhood.</li> <li>3. Introduce to the cognitive aspects of childhood.</li> <li>4. Break down the adolescent characteristics.</li> <li>5. Elucidate the social characteristics of adolescence.</li> </ol>				
<b>Course Outcome</b>	<p>Upon completion of this course, the students will be able to</p> <ol style="list-style-type: none"> <li>1. Identify lifespan development starting from conception.</li> <li>2. Explain the clear conception of physical, sensory, motor, emotional and perceptual development of childhood.</li> <li>3. Use the works of pioneering developmental theorists and their stage approaches to developmental milestones.</li> <li>4. Develop understanding of adolescent intellectual growth.</li> <li>5. Discuss the risky behaviour and health challenges of adolescents.</li> </ol>				
<b>Prerequisites:</b> NIL					
<b>Pedagogy:</b> Direct Instruction, Constructivist, Reflective, Inquiry-based, Activities, Discussion					

CO, PO AND PSO MAPPING										
CO	PO -1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3
CO-1	-	2	-	-	1	-	-	2	-	-
CO-2	-	-	-	-	-	-	-	3	-	-
CO-3	-	-	1	-	-	1	-	3	-	-
CO-4	2	-	-	-	-	-	-	-	2	-
CO-5	-	-	3	-	-	-	-	-	1	-
<b>1: Weakly related, 2: Moderately related and 3: Strongly related</b>										
<b>MODULE-1:HUMAN DEVELOPMENT ACROSS THE LIFESPAN</b>										
<b>6L</b>										
<b>Life span Development:</b> Introduction – Importance of development – Characteristics of life span perspective – Theories by Freud, Piaget, Vygotsky – Information Processing: Behavioural – Social – Cognitive – Eclectic orientation									<b>CO-1</b>	
<b>Practicum:</b> Seminar on the perspectives of life span development									<b>BTL-2</b>	
<b>MODULE – 2: BIRTH AND PHYSICAL DEVELOPMENT</b>										
<b>9L</b>										
<b>Conception through birth:</b> Fertilization – heredity and environment – prenatal development, <b>birth:</b> stages, methods, and settings of childbirth – neonatal health and responsiveness – Consequences of low birth weight.									<b>CO-2</b>	
Physical development: Newborn reflexes – Height and weight, <b>Motor skills:</b> Fine, Gross – Handedness – Perceptual development – Characteristics of Early, Middle and late childhood – Changes in Early, Middle and Late childhood – Hazards of childhood										
<b>Practicum:</b> Assignment on the stages of birth										
<b>MODULE – 3: COGNITIVE DEVELOPMENT AND EMOTIONAL DEVELOPMENT OF CHILDHOOD</b>										
<b>12L</b>										
<b>Cognitive Development:</b> Sensory motor stage – Preoperational stage – Concrete operations,									<b>CO-3</b>	
<b>Language Development:</b> Early, middle and late childhood – Metalinguistic awareness										
<b>Emotional Development:</b> Infancy and Childhood – temperament in infancy and childhood – theories of attachment, <b>Moral development:</b> Piaget’s and Kohlberg’s theory of										

Stages – Erickson’s Stages – Social Learning theory – Social Conventional Reasoning – Resistance to temptation – Self-control – Empathy and Moral Characters.		
<b>Practicum:</b> Seminar Presentation on any one of the development of childhood		
<b>MODULE – 4: PHYSICAL AND PSYCHOLOGICAL CHARACTERISTICS OF ADOLESCENCE</b>		
<b>9L</b>		
<b>Adolescence:</b> Characteristics of Adolescence – Developmental tasks of Adolescence, Physical changes – Morality change in Adolescence – Intellectual development – Physical and Psychological Hazards of Adolescence.		<b>CO-4</b> <b>BTL-3</b>
<b>Practicum:</b> Assignment Psychological development of adolescence		
<b>MODULE – 5: SOCIAL CHARACTERISTICS OF ADOLESCENCE</b>		
<b>9L</b>		
<b>Social Changes during Adolescence:</b> Interests – Theoretical perception in adolescence – Identity formation – Approved sex roles – Family Relationships – Relationship with peers – Personality Changes – Hazards of adolescence, <b>Problems of Adolescence:</b> Teenage Pregnancy – Juvenile Delinquency – Positive view of Adolescence.		<b>CO-5</b> <b>BTL-2</b>
<b>Practicum:</b> Group Discussion on the Problems of Adolescence		
<b>TEXT BOOKS</b>		
1.	Hurlock, E. (1980). Developmental Psychology. Tata McGraw Hill Publishing	
<b>REFERENCE BOOKS</b>		
1.	Santrock, John W. (2007). Adolescence (11th edition). Tata McGraw Hill Publishing Company.	
2.	Berk, L.E (2003) Child Development (3rd ed). New Delhi: Pearson Education Pvt Ltd	
3.	Papalia, D.E et.al (2004) Human Development (9th Ed). New Delhi: Tata McGraw Hill Publishing Company	
<b>ONLINE REFERENCES</b>		
1	<a href="https://onlinecourses.swayam2.ac.in/cec22_ed17/preview">https://onlinecourses.swayam2.ac.in/cec22_ed17/preview</a>	
2	<a href="https://www.udemy.com/course/introduction-to-developmental-psychology/">https://www.udemy.com/course/introduction-to-developmental-psychology/</a>	
3	<a href="https://www.coursera.org/learn/child-development">https://www.coursera.org/learn/child-development</a>	

<b>COURSE TITLE</b>	<b>BIOLOGICAL BASES OF BEHAVIOUR - I</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>APY21003</b>	<b>COURSE CATEGORY</b>	<b>CC</b>	<b>L-T-P-S</b>	<b>3-0-3-0</b>
<b>Version</b>	<b>1.0</b>	<b>Approval Details</b>		<b>LEARNING LEVEL</b>	<b>BTL – 3</b>
<b>ASSESSMENT SCHEME</b>					
<b>First Periodical Assessment</b>	<b>Second Periodical Assessment</b>	<b>Seminar/ Assignments/ Project</b>	<b>Surprise Test / Quiz</b>	<b>Attendance</b>	<b>ESE</b>
<b>15%</b>	<b>15%</b>	<b>10%</b>	<b>5%</b>	<b>5%</b>	<b>50%</b>
<b>Course Description</b>	The aim of this course is to educate students about the mind-body connection; the various ways the body and the mind work in unison to produce the rich experience of affection and thought and coalesces in the production of behavior.				
<b>Course Objective</b>	<ol style="list-style-type: none"> <li>1. To explain the biological bases of behavior</li> <li>2. To explain the building block of the nervous system</li> <li>3. To explain how information is relayed among neurons</li> <li>4. To explain the structure and division of the nervous system</li> <li>5. To help students understand how hormones influence the brain functions</li> </ol>				
<b>Course Outcome</b>	<p>Upon completion of this course, the students will be able to</p> <ol style="list-style-type: none"> <li>1. Explain the field of biopsychology and the intricacies of the brain</li> <li>2. Review the details of neural conduction in the body</li> <li>3. Explain about the conduction messengers- the neurotransmitters</li> <li>4. Explain in detail the various divisions and parts of the brain</li> <li>5. Discuss about the chemical messenger system of the body</li> </ol>				
<b>Prerequisites:</b> Nil					
<b>Pedagogy:</b> Direct Instruction, Constructivist, Reflective, Inquiry-based, Activities, Discussion					

CO, PO AND PSO MAPPING										
CO	PO -1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3
CO-1	3	-	-	-	-	-	-	3	-	-
CO-2	3	-	-	-	-	-	-	3	-	-
CO-3	3	-	-	-	-	-	-	3	-	-
CO-4	3	-	-	-	-	-	-	3	-	-
CO-5	3	-	-	-	-	-	-	3	-	-
<b>1: Weakly related, 2: Moderately related and 3: Strongly related</b>										
<b>MODULE – 1: BIOLOGICAL FOUNDATIONS OF BEHAVIOUR</b>										<b>9L</b>
<p><b>Introduction:</b> Meaning of Biological Psychology – Viewpoints to explore Biology of Behaviour – Approaches that relate brain and behaviour – Levels of analysis - Correlating brain anatomy with behaviour – Recording brain activity – Effects of brain damage – Effects of brain stimulation</p> <p><b>Practicum:</b> Assignment on Brain parts and Lobes</p>									<b>CO-1</b> <b>BTL-1</b>	
<b>MODULE 2: NEURONS- BASIC UNIT OF NERVOUS SYSTEM</b>										
<b>9L</b>										
<p><b>Basic features of the Nervous System:</b> An overview, Meninges, Ventricular system and production of cerebrospinal fluid – <b>Cells of the Nervous System:</b> Neurons, Supporting cells, The blood-brain barrier – <b>Neural Communication:</b> An overview, Measuring electrical potentials of axons – <b>The Membrane Potential:</b> Balance of two forces, The Action Potential, Conduction of the action potential.</p> <p><b>Practicum:</b> Project on Neurons and Nervous system</p>									<b>CO-2</b> <b>BTL-2</b>	
<b>MODULE 3: COMMUNICATION BETWEEN NEURONS–SYNAPTIC TRANSMISSION</b>										
<b>9L</b>										
<p><b>Communication between Neurons:</b> Structure of synapses – <b>Neurotransmitter:</b> Meaning, Types – <b>Release of the Neurotransmitter:</b> Activation of receptors, Postsynaptic potentials, Termination of postsynaptic potentials</p> <p><b>Practicum:</b> Assignment on Synapses and Neurotransmitters</p>									<b>CO-3</b> <b>BTL-3</b>	

<b>MODULE 4: STRUCTURE &amp; DIVISIONS OF THE NERVOUS SYSTEM</b>	
<b>9L</b>	
<p><b>Nervous System:</b> Development of the central nervous system – <b>Brain:</b> The Forebrain, The Hindbrain, Midbrain &amp; Forebrain – <b>Division of Nervous System:</b> Central Nervous System, Peripheral Nervous System: Spinal nerves and Cranial nerves, Autonomic Nervous system – Sympathetic and Parasympathetic.</p> <p><b>Practicum:</b> Presentation on the Nervous System</p>	<p><b>CO-4</b> <b>BTL-2</b></p>
<b>MODULE 5: MODULE – 5: HORMONES AND THE BRAIN</b>	
<b>9L</b>	
<p><b>Hormonal actions:</b> General principles of hormonal actions – Hormonal action on cellular Mechanisms – Hormonal influence on growth and activity, Feedback control mechanisms in regulating secretion of hormones – <b>Endocrine glands and its specific hormones:</b> Pituitary, Pineal, Thyroid, Parathyroid, Pancreas, Adrenal, Gonads</p> <p><b>Practicum:</b> Presentation on Hormones and its functions</p>	<p><b>CO-5</b> <b>BTL-2</b></p>
<b>TEXT BOOKS</b>	
<b>1</b>	Carlson, N. R. (2007). Foundations of Physiological Psychology (6th ed.). New Delhi, India: Pearson Education.
<b>2</b>	Kalat, J.W. (2011). Biopsychology. India: Cengage Learning India Private Limited.
<b>REFERENCE BOOKS</b>	
<b>1.</b>	<b>Pinel, J. (2007). Biopsychology (6th ed.). New Delhi: Pearson Education.</b>
<b>2.</b>	Purves, D., Brannon, E., Huettel, S.A., Labar, K.S., Platt, M.L., & Woldorff, G.M. (2008).
<b>ONLINE REFERENCES</b>	
<b>1.</b>	<a href="https://onlinecourses.swayam2.ac.in/cec22_ed18/preview">https://onlinecourses.swayam2.ac.in/cec22_ed18/preview</a>
<b>2.</b>	<a href="https://archive.nptel.ac.in/content/syllabus_pdf/109104029.pdf">https://archive.nptel.ac.in/content/syllabus_pdf/109104029.pdf</a>
<b>3.</b>	<a href="https://www.udemy.com/course/biology-of-the-mind/">https://www.udemy.com/course/biology-of-the-mind/</a>

<b>COURSE TITLE</b>	<b>POSITIVE PSYCHOLOGY</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>APY21004</b>	<b>COURSE CATEGORY</b>	<b>CC</b>	<b>L-T-P-S</b>	<b>3-0-3-0</b>
<b>Version</b>	<b>1.0</b>	<b>Approval Details</b>		<b>LEARNING LEVEL</b>	<b>BTL- 3</b>
<b>ASSESSMENT SCHEME</b>					
<b>First Periodical Assessment</b>	<b>Second Periodical Assessment</b>	<b>Seminar/ Assignments/ Project</b>	<b>Surprise Test / Quiz</b>	<b>Attendance</b>	<b>ESE</b>
<b>15%</b>	<b>15%</b>	<b>10%</b>	<b>5%</b>	<b>5%</b>	<b>50%</b>
<b>Course Description</b>	The course focuses on the meaning and approaches of positive psychology. It focuses on understanding positive emotional states and various cognitive states. It focuses on the application of positive psychology in work place and personality development.				
<b>Course Objective</b>	<ol style="list-style-type: none"> <li>1. To understand the meaning, conceptual and biological approaches of positive psychology.</li> <li>2. To understand the how positive emotional states contribute to resilience, happiness, and wellbeing</li> <li>3. To learn the various pathways through which cognitive states and processes influence self- efficacy, optimism and wellbeing.</li> <li>4. To understand the concepts of empathy and gratitude.</li> <li>5. To identify the applications of positive psychology.</li> </ol>				
<b>Course Outcome</b>	<p>Under the completion of the course, the students will be able to</p> <ol style="list-style-type: none"> <li>1. Discuss the concept and approaches of positive psychology</li> <li>2. Describe the concept of positive emotional state</li> <li>3. Explain various cognitive state and process</li> <li>4. Describe the concepts of empathy and gratitude.</li> <li>5. Apply positive psychology in work place and personality development</li> </ol>				
<b>Prerequisites: Nil</b>					
<b>Pedagogy: Direct Instruction, Constructivist, Reflective, Inquiry-based, Activities, Discussion</b>					

CO, PO AND PSO MAPPING										
CO	PO -1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3
CO-1	3	-	-	-	-	-	-	-	3	-
CO-2	3	-	-	-	2	-	-	-	3	-
CO-3	3	-	-	-	2	-	-	-	3	-
CO-4	3	2	-	-	-	-	-	-	3	-
CO-5	3	2	1	-	2	1	1	1	1	1
<b>1: Weakly related, 2: Moderately related and 3: Strongly related</b>										
MODULE – 1: INTRODUCTION TO POSITIVE PSYCHOLOGY										9L
<p><b>Introduction:</b> Evolution of Psychology and its branches – introduction to positive psychology – Perspectives on Positive Psychology – Wellbeing and being whole. <b>Biological Approaches:</b> Physical health and wellbeing measures and activities – Positive social engagements.</p> <p><b>Practicum:</b> Group Discussion on the Wellbeing measures</p>									<b>CO 1</b> <b>BTL 2</b>	
MODULE – 2: EMOTIONAL APPROACHES										
9L										
<p><b>Emotion:</b> Focused approaches – <b>Subjective wellbeing:</b> Science of happiness and life satisfaction – Resilience in Development – <b>Concept of Flow:</b> Positive Affectivity, Positive Emotion – Social Construction of Self-Esteem – Adaptive potential of coping through emotional approach – Positive Psychology of Emotional Intelligence – Emotional Creativity.</p> <p><b>Practicum:</b> Assignment on Self-Esteem and Emotional Intelligence</p>									<b>CO 2</b> <b>BTL 2</b>	
MODULE – 3: COGNITIVE APPROACHES										
9L										
<p><b>Cognitive Approaches:</b> Creativity – Role of personal control in Adaptive Functioning – <b>Well-Being:</b> Mindfulness versus positive Evaluation – Optimism – Hope Theory – Self Efficacy - Problem Solving Appraisal and Psychological Adjustment - Setting Goals for Life and Happiness.</p> <p><b>Practicum:</b> Presentation on the Optimism and Self-Efficacy</p>									<b>CO 2</b> <b>BTL 2</b>	

<b>MODULE – 4: EMPATHY AND GRATITUDE</b>	
<b>9L</b>	
<p><b>Self-Based Approaches:</b> Reality Negotiation – Authenticity – Uniqueness seeking – Humility,  <b>Interpersonal approaches:</b> Relationship Connection Compassion – Gratitude Forgiveness –  Love – Empathy and Altruism – Sources of Moral motivation.</p> <p><b>Practicum:</b> Activity based on the Relationship</p>	<p><b>CO-3</b>  <b>BTL 3</b></p>
<b>MODULE–5: POSITIVE PSYCHOLOGY AND APPLICATION</b>	
<b>9L</b>	
<p><b>Positive Psychology:</b> Character – Strengths – Virtues, Applications: Work – Education –  Ageing</p> <p><b>Practicum:</b> Group Activity based on Strengths and Virtues</p>	<p>CO 4  <b>BTL 3</b></p>
<b>TEXT BOOKS</b>	
<p>1. Baumgardner, S.R., &amp; Crothers, M.K. (2010). <i>Positive Psychology</i>. Upper Saddle River, New Jersey.: Prentice Hall.</p> <p>2. Snyder, C.R., &amp; Lopez, S.J.(2007). <i>Positive Psychology: The Scientific and Practical Exploration of Human Strengths</i>. Thousand Oaks, CA: Sage.</p>	
<b>REFERENCE BOOKS</b>	
<p>1. Compton, W.C., &amp; Hoffman, E. (2012). <i>Positive Psychology: The Science of Happiness and Flourishing</i>. Wadsworth: Cengage Learning. Peterson, C. (2006). <i>A Primer in Positive Psychology</i>. New York: Oxford University Press</p>	
<p>2. Snyder, C. R., &amp; Lopez, S. (Eds.) (2002). <i>Handbook of Positive Psychology</i>. New York: Oxford University Press.</p>	
<b>E BOOKS</b>	
<p>1.</p>	<p><a href="https://www.researchgate.net/publication/341326376_Positive_Psychology_-_the_basics">https://www.researchgate.net/publication/341326376_Positive_Psychology_-_the_basics</a></p>
<p>2.</p>	<p><a href="https://onlinecourses.nptel.ac.in/noc19_hs63/preview">https://onlinecourses.nptel.ac.in/noc19_hs63/preview</a></p>
<p>3.</p>	<p><a href="https://archive.nptel.ac.in/courses/109/102/109102157/">https://archive.nptel.ac.in/courses/109/102/109102157/</a></p>

**SEMESTER - II**

<b>COURSE TITLE</b>	<b>GENERAL PSYCHOLOGY - II</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>APY21005</b>	<b>COURSE CATEGORY</b>	<b>CC</b>	<b>L-T-P-S</b>	<b>2-1-0-0</b>
<b>Version</b>	<b>1.0</b>	<b>Approval Details</b>		<b>LEARNING LEVEL</b>	<b>BTL-3</b>
<b>ASSESSMENT SCHEME</b>					
<b>First Periodical Assessment</b>	<b>Second Periodical Assessment</b>	<b>Seminar/ Assignments/ Project</b>	<b>Surprise Test / Quiz</b>	<b>Attendance</b>	<b>ESE</b>
<b>15%</b>	<b>15%</b>	<b>10%</b>	<b>5%</b>	<b>5%</b>	<b>50%</b>
<b>Course Description</b>	This course benefits students by engaging them with advanced concepts in psychology. It is designed to provide students with an understanding of cognitive processes. It garners in students an attitude to learn more about the depths of psychological phenomena.				
<b>Course Objective</b>	<ol style="list-style-type: none"> <li>1.To equip students with the science of mind and behavior.</li> <li>2.To develop a curiosity in students regarding the nature of cognitive processing.</li> <li>3.To foster a conceptual understanding of the components of thought, action and emotion.</li> <li>4.To provide a process-oriented knowledge of the functioning of the mind.</li> <li>5.To elucidate the theories relating to psychological phenomena.</li> </ol>				
<b>Course Outcome</b>	<p>Upon completion of this course, the students will be able to</p> <ol style="list-style-type: none"> <li>1.Use the elements of cognition.</li> <li>2.Explain the motivational process that drives action</li> <li>3.Apply the correlation between negative affectivity and stress.</li> <li>4.Express an understanding of intelligence and creative energy.</li> <li>5.Recall the pioneering theories of personality.</li> </ol>				
<b>Prerequisites:</b> NIL					
<b>Pedagogy:</b> Direct Instruction, Constructivist, Reflective, Inquiry-based, Activities, Discussion					

CO, PO AND PSO MAPPING										
CO	PO -1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3
CO-1	1	-	-	-	-	-	-	1	-	-
CO-2	1	-	-	-	-	-	-	1	-	-
CO-3	1	-	-	-	-	-	-	1	-	-
CO-4	1	-	-	-	-	-	-	1	-	-
CO-5	1	-	1	1	-	-	-	1	-	-
<b>1: Weakly related, 2: Moderately related and 3: Strongly related</b>										
<b>MODULE – 1: COGNITION</b>										<b>9L</b>
<p><b>Introduction:</b> Meaning – Cognitive Psychology, <b>Types of cognition:</b> Mental Imagery – Concept formation – Problem solving &amp; Steps – Barriers to Effective problem solving, <b>Strategies of problem solving:</b> Algorithms – Heuristic – Decision making &amp; Steps – Reasoning: Inductive and Deductive reasoning, <b>Language:</b> Nature – Main Components of Language – Phonemes – Morphemes – Syntax – Semantics – Pragmatics.</p> <p><b>Practicum:</b> Assignment on Problem solving</p>										<b>CO-1 BTL-3</b>
<b>MODULE – 2: MOTIVATION</b>										
<b>9L</b>										
<p><b>Motivation:</b> Definition – Needs – Biological Needs – Social Needs – Psychological Needs, <b>Theories of Motivation:</b> Instincts – Drive-Reduction theory – Arousal – Incentive – Opponent-Process – Cognitive theories – Social cognitive theory – Need theories, <b>Classification of Motives:</b> Physiological motives – Psychological motives, <b>Conflicts:</b> Meaning – Types – Perspectives of Conflicts – Process – Stages – Conflict Management Strategies – Negotiation, <b>Frustration:</b> Meaning – Causes – Connotations – Sources – Consequences.</p> <p><b>Practicum:</b> Presentation on types of Conflicts</p>										<b>CO-2 BTL-2</b>
<b>MODULE – 3: EMOTION AND STRESS</b>										
<b>9L</b>										
<p><b>Emotion:</b> Meaning – Basic emotions – Components – Physiology of emotion – Expression of emotion – Theories of Emotions, <b>Stress:</b> Definition – Four variations – Stressors – Effects – General Adaptation Syndrome – Individual differences – Coping mechanism.</p>										<b>CO-3 BTL-3</b>

<b>Practicum:</b> Presentation on Types of emotions		
<b>MODULE – 4: INTELLIGENCE AND CREATIVITY</b>		
<b>9L</b>		
<b>Intelligence:</b> Definition – Concept of IQ – Individual differences in Intelligence – Mental retardation – Mentally gifted – Assessment of Intelligence, <b>Emotional Intelligence:</b> Meaning – Characteristics – Ways to improve Emotional Intelligence, <b>Creativity:</b> Definition – Nature – Steps – Characteristics of creative people – Creativity tests.		<b>CO-4 BTL-2</b>
<b>Practicum:</b> Activity on the creativity		
<b>MODULE 5: PERSONALITY</b>		<b>9L</b>
<b>Personality:</b> Definition – Theories – Psychoanalytic - <b>Neo Freudian:</b> Jung – Adler – Karen Horney – Erikson – Behavioristic view – Social Cognitive view – <b>Humanism and Personality:</b> Roger’s theory – Maslow’s theory – Trait Theories Psychology – Allport – Cattell – The Big Five Factors, Assessment of Personality – Uses of Personality tests.		<b>CO-5 BTL-1</b>
<b>Practicum:</b> Debate on Freud’s Psychoanalytic theory		
<b>TEXT BOOKS</b>		
1.	Cicarelli, K. S., Meyer, E. G. & Misra. (2008) General Psychology (South Asia Edition); New Delhi, Dorling Kingsley (India) Private Limited	
2.	Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.	
<b>REFERENCE BOOKS</b>		
1.	Pinel, J. (2007). <i>Biopsychology</i> (6th ed.). New Delhi, India: Pearson India Education Services Pvt Ltd.	
2.	Purves, D., Brannon, E., Huettel, S.A., Labar, K.S., Platt, M.L., & Woldorff, G.M. (2008). <i>Principles of cognitive neurosciences</i> . Sunderland, MA: Sinauer Associates, Inc. Publishers.	
<b>ONLINE REFERENCES</b>		
1.	<a href="https://www.youtube.com/watch?v=2fbrl6WoIyo">https://www.youtube.com/watch?v=2fbrl6WoIyo</a>	
2.	<a href="https://in.coursera.org/learn/introduction-psychology">https://in.coursera.org/learn/introduction-psychology</a>	
3.	<a href="https://www.classcentral.com/report/psychology-free-online-courses/">https://www.classcentral.com/report/psychology-free-online-courses/</a>	

4.

[https://onlinecourses.nptel.ac.in/noc21\\_hs49/preview](https://onlinecourses.nptel.ac.in/noc21_hs49/preview)

<b>COURSE TITLE</b>	<b>DEVELOPMENTAL PSYCHOLOGY - II</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>APY21006</b>	<b>COURSE CATEGORY</b>	<b>CC</b>	<b>L-T-P-S</b>	<b>2-1-0-0</b>
<b>Version</b>	<b>1.0</b>	<b>Approval Details</b>		<b>LEARNING LEVEL</b>	<b>BTL 3</b>
<b>ASSESSMENT SCHEME</b>					
<b>First Periodical Assessment</b>	<b>Second Periodical Assessment</b>	<b>Seminar/ Assignments/ Project</b>	<b>Surprise Test / Quiz</b>	<b>Attendance</b>	<b>ESE</b>
<b>15%</b>	<b>15%</b>	<b>10%</b>	<b>5%</b>	<b>5%</b>	<b>50%</b>
<b>Course Description</b>	The course focuses on the developmental perspectives of Adulthood and Old age. It focuses on the physical and psychological factors of Adulthood and Old age. It also focuses on the process of ageing and death.				
<b>Course Objective</b>	<ol style="list-style-type: none"> <li>1. To gain an understanding about the adult world.</li> <li>2. To understand the physical and intellectual dimensions of adulthood</li> <li>3. To understand the social characteristics of adulthood</li> <li>4. To gain an understanding of old age</li> <li>5. To gain perspective regarding the phenomena of ageing and death</li> </ol>				
<b>Course Outcome</b>	<p>Upon completion of this course, the students will be able to</p> <ol style="list-style-type: none"> <li>1. Recall the concept of adult world and adjustment in adulthood.</li> <li>2. Describe the Physiological and psychological factors in Adulthood.</li> <li>3. Summarise the social characteristics of adulthood</li> <li>4. Discuss the physical and intellectual Dimensions of Old age</li> <li>5. Identify and gain perspective of ageing and death</li> </ol>				
<b>Prerequisites: NIL</b>					
<b>Pedagogy: Direct Instruction, Constructivist, Reflective, Inquiry-based, Activities, Discussion</b>					

<b>CO, PO AND PSO MAPPING</b>										
<b>CO</b>	<b>PO -1</b>	<b>PO-2</b>	<b>PO-3</b>	<b>PO-4</b>	<b>PO-5</b>	<b>PO-6</b>	<b>PO-7</b>	<b>PSO-1</b>	<b>PSO-2</b>	<b>PSO-3</b>
<b>CO-1</b>	<b>3</b>	-	-	-		-	-	<b>2</b>	-	-
<b>CO-2</b>	-	-	<b>2</b>	-	-	-	-	<b>2</b>	-	-
<b>CO-3</b>	-	-	-	-	-	<b>3</b>	-	<b>1</b>	-	-
<b>CO-4</b>	<b>2</b>	-	-	-	-	-	-	<b>2</b>	-	-
<b>CO-5</b>	-	-	<b>1</b>	-	-	-	-	<b>2</b>	-	-
<b>1: Weakly related, 2: Moderately related and 3: Strongly related</b>										
<b>MODULE 1: INTRODUCTION TO ADULTHOOD</b>										
<b>9L</b>										
<b>Characteristics of Adulthood:</b> Physical, Sensory, and Psychomotor functioning – Health in adulthood – Changes in interest in adulthood – Social mobility – Sex role adjustment – Personal and Social hazards of Adulthood – Intellectual Development – Vocational Adjustment – Marital Adjustment – Adjustment to Parenthood.									<b>CO 1</b> <b>BTL 1</b>	
<b>Practicum:</b> Group Discussion on the characteristics of Adulthood										
<b>MODULE 2: PHYSICAL AND INTELLECTUAL DEVELOPEMNT IN ADULTHOOD</b>										
<b>9L</b>										
<b>Characteristics of Middle Age:</b> Developmental tasks – Physical changed – Sensory – Psychomotor Functioning – Health in Middle age – Intellectual Development.									<b>CO 2</b> <b>BTL 2</b>	
<b>Practicum:</b> Assignment on the developmental tasks of adulthood										
<b>MODULE 3: INTRODUCTION TO SOCIAL CHARACTERISTICS OF ADULTHOOD</b>										
<b>9L</b>										
<b>Personal and social hazards:</b> Changes to interest – Works in the middle age – Adjustment to changed family patterns – Marital hazards of middle age – Adjustment to single-hood – Adjustment to loss of a spouse – Relationship with maturing children and aging parents.									<b>CO 3</b> <b>BTL 2</b>	
<b>Practicum:</b> Presentation on Grief and Bereavement in adulthood										

<b>MODULE 4: INTRODUCTION TO OLD AGE</b>	
<b>9L</b>	
<p><b>Characteristics of old age:</b> Developmental tasks – Physical development – Sensory and psychomotor functioning – Intellectual development – Health in old age – Social adjustment in old age – Physical hazards – Psychological hazards – Religion, and Emotional well-being.</p> <p><b>Practicum:</b> Group discussion on hazards in Old age</p>	<p><b>CO 4</b> <b>BTL 2</b></p>
<b>MODULE 5: AGEING AND DEATH</b>	
<b>9L</b>	
<p><b>Ageing and Death:</b> Social issues related to aging – Relationship with siblings, friends, adult children – Family management of elder care – Adjustment to retirement – Adjustment to single-hood – Vocational and family hazards of old age – Living arrangements for the elderly, <b>Death:</b> Facing death – Three aspects of death.</p> <p><b>Practicum:</b> Assignment on the aspects of death</p>	<p><b>CO 4</b> <b>BTL 3</b></p>
<b>TEXT BOOKS</b>	
1.	Olda Sally Wendoke (2005). Human Development. 9th Edition. Tata McGraw Hill Publishing Co.
2.	Hurlock, E. Developmental Psychology (1995). IV Edition. Tata McGraw Hill Publishing.
<b>REFERENCE BOOKS</b>	
1	Shaffer, David R. (1993). Developmental Psychology. IV Edition. Brooks / Cole Publishing Company.
2	Smith, Barry D. (1998). Psychology Science and Understanding. The McGraw-Hill Company.
3	Gohale, S.D., Ramamurti, P.V., Pandit, N. & Pandal, B. (1999). Aging in India. Mumbai Somaign Publication Pvt. Ltd.
<b>E BOOKS</b>	
1	<a href="http://bookprem.com/gd-ebooks/0070484163">http://bookprem.com/gd-ebooks/0070484163</a>
<b>ONLINE REFERENCES</b>	
1	<a href="https://onlinecourses.swayam2.ac.in/cec22_ed17/preview">https://onlinecourses.swayam2.ac.in/cec22_ed17/preview</a>
2	<a href="https://www.udemy.com/course/introduction-to-developmental-psychology/">https://www.udemy.com/course/introduction-to-developmental-psychology/</a>
3	<a href="https://www.coursera.org/learn/child-development">https://www.coursera.org/learn/child-development</a>

<b>COURSE TITLE</b>	<b>BIOLOGICAL BASES OF BEHAVIOUR - II</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>APY21007</b>	<b>COURSE CATEGORY</b>	<b>CC</b>	<b>L-T-P-S</b>	<b>2-1-0-0</b>
<b>Version</b>	<b>1.0</b>	<b>Approval Details</b>		<b>LEARNING LEVEL</b>	<b>BTL-2</b>
<b>ASSESSMENT SCHEME</b>					
<b>First Periodical Assessment</b>	<b>Second Periodical Assessment</b>	<b>Seminar/ Assignments/ Project</b>	<b>Surprise Test / Quiz</b>	<b>Attendance</b>	<b>ESE</b>
<b>15%</b>	<b>15%</b>	<b>10%</b>	<b>5%</b>	<b>5%</b>	<b>50%</b>
<b>Course Description</b>	This course develops in students an inclination to learn more about the vast scope of neuropsychology. It binds the behavioral connections with the landscape of the brain and delivers an interesting synergy of the two. This is a great coursework for students with a knack for learning about the evolution of homo sapiens and how the brain plays a key role in helping us climb at the top of the phylogenetic ladder.				
<b>Course Objective</b>	<ol style="list-style-type: none"> <li>1. To foster in students a striving for understanding the human brain.</li> <li>2. To locate the various brain areas and their functions.</li> <li>3. To help students understand the correlation between brain and behavior.</li> <li>4. To impart a lucid understanding of the brain areas responsible for thought, emotion and motor action.</li> <li>5. To enrich students with an appreciation about the potential of the human brain in performing complex actions.</li> </ol>				
<b>Course Outcome</b>	<p>Upon completion of this course, the students will be able to</p> <ol style="list-style-type: none"> <li>1. Describe the phenomena of sleep and waking up.</li> <li>2. Describe about neuroplasticity.</li> <li>3. Summarize about the homeostatic condition of the body.</li> <li>4. Discuss the biological bases of emotion and limbic system.</li> <li>5. Recall about the neural systems responsible for retention of information.</li> </ol>				
<b>Prerequisites:</b> NIL					
<b>Pedagogy:</b> Direct Instruction, Constructivist, Reflective, Inquiry-based, Activities, Discussion					

CO, PO AND PSO MAPPING										
CO	PO -1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3
CO-1	3	1	-	-	-	-	-	3	1	-
CO-2	3	-	-	-	-	2	-	3	1	-
CO-3	3	-	-	1	-	-	-	3	1	-
CO-4	3	-	1	-	-	-	-	3	1	-
CO-5	3	-	-	-	2	-	1	3	1	-
<b>1: Weakly related, 2: Moderately related and 3: Strongly related</b>										
<b>MODULE – 1: CIRCADIAN RHYTHMS, SLEEP AND DREAMING</b>										
<b>9L</b>										
<p><b>Rhythms of waking and sleeping:</b> Endogenous cycles – Setting and resetting the biological clock – Mechanisms of the biological clock, <b>Sleep and Brain Mechanisms:</b> Sleep and other interruptions of consciousness, the onset of sleep and hypnagogic hallucinations, stages of sleep – Paradoxical or REM sleep, <b>Brain Mechanisms of Wakefulness and Arousal:</b> Brain functions in REM sleep – Functions of sleep, <b>Dreaming:</b> REM sleep and dreaming. Biological perspectives on dreaming.</p> <p><b>Practicum:</b> Activity on Sleep and Dreams</p>									<b>CO-1</b> <b>BTL-2</b>	
<b>MODULE – 2: BRAIN DEVELOPMENT AND PLASTICITY</b>										
<b>9L</b>										
<p><b>Development of the Brain:</b> Maturation of the vertebrate brain – Growth and development of neurons, <b>New Neurons later in life:</b> Path finding by axons – Determinants of neuronal survival, <b>Neural plasticity:</b> Meaning – Plasticity after brain damage.</p> <p><b>Practicum:</b> Group Activity on Neurons and its parts</p>									<b>CO-2</b> <b>BTL-1</b>	
<b>MODULE – 3: BIOLOGICAL BASIS OF THIRST AND HUNGER</b>										
<b>9L</b>										
<p><b>Thirst:</b> Mechanisms of water regulation – Osmotic thirst – Hypovolemic thirst and sodium specific hunger, <b>Hunger:</b> Digestion and food selection – Short- and long-term regulation of feeding – Brain mechanisms – Eating Disorders.</p> <p><b>Practicum:</b> Group Discussion on Eating disorders and Management.</p>									<b>CO-3</b> <b>BTL-2</b>	

<b>MODULE – 4: BIOLOGICAL BASIS OF EMOTIONS</b>	
<b>9L</b>	
<p><b>Emotions:</b> Introduction – <b>Emotions and Autonomic arousal:</b> James-Lange theory – Brain areas associated with emotions – The functions of emotions. <b>Attack and Escape Behaviours:</b> Attack behaviours – Escape – Fear and anxiety- Stress and Health</p> <p><b>Practicum:</b> Assignment on theories of Emotions</p>	<p><b>CO-4</b> <b>BTL-1</b></p>
<b>MODULE 5: BIOLOGICAL BASIS OF LEARNING AND MEMORY</b>	
<b>9L</b>	
<p><b>Memory:</b> Localized representations of memory – Types of memory – The Hippocampus – Theories on the function of the hippocampus, <b>Other types of amnesia:</b> Korsakoff's syndrome – Alzheimer's Disease – The role of the other brain areas.</p> <p><b>Practicum:</b> Presentation on Types of Amnesias</p>	<p><b>CO-5</b> <b>BTL-2</b></p>
<b>TEXT BOOKS</b>	
1.	<b>Carlson, N. R. (2007). Foundations of physiological psychology (6th ed.). New Delhi, India: Pearson India Education Services Pvt Ltd.</b>
2.	<b>Kalat, J.W. (2011). Biopsychology. Delhi, India: Cengage Learning India Private Limited.</b>
<b>REFERENCE BOOKS</b>	
	<b>Pinel, J. (2007). Biopsychology (6th ed.). New Delhi, India: Pearson India Education Services Pvt Ltd.</b>
<b>ONLINE REFERENCES</b>	
1.	<a href="https://onlinecourses.swayam2.ac.in/cec22_ed18/preview">https://onlinecourses.swayam2.ac.in/cec22_ed18/preview</a>
2.	<a href="https://archive.nptel.ac.in/content/syllabus_pdf/109104029.pdf">https://archive.nptel.ac.in/content/syllabus_pdf/109104029.pdf</a>
3.	<a href="https://www.udemy.com/course/biology-of-the-mind/">https://www.udemy.com/course/biology-of-the-mind/</a>

<b>COURSE TITLE</b>	<b>EXPERIMENTAL PSYCHOLOGY</b>				<b>CREDITS</b>	<b>3</b>				
<b>COURSE CODE</b>	<b>APY21400</b>	<b>COURSE CATEGORY</b>	<b>PR</b>	<b>L-T-P-S</b>	<b>0-0-6-0</b>					
<b>Version</b>	<b>1.0</b>	<b>Approval Details</b>		<b>Learning Level</b>	<b>BTL-3</b>					
<b>ASSESSMENT SCHEME</b>										
<b>Internal Assessment</b>				<b>ESE</b>						
<b>60%</b>				<b>40%</b>						
<b>Course Description</b>	The course focuses on concepts of Psychology and using assessments to understand behaviours.									
<b>Course Objective</b>	To gain understanding the Concepts in psychology and better understand behaviour through Experiments.									
<b>Course Outcome</b>	Under the completion of the course, the students will be able to Perform the Concepts in psychology and better understand behaviour through experiments .									
<b>Prerequisites: NIL</b>										
<b>Pedagogy:</b> Direct Instruction, Constructivist, Reflective, Inquiry-based, Activities, Discussion, Practical Based										
<b>CO, PO AND PSO MAPPING</b>										
<b>CO</b>	<b>PO -1</b>	<b>PO-2</b>	<b>PO-3</b>	<b>PO-4</b>	<b>PO-5</b>	<b>PO-6</b>	<b>PO-7</b>	<b>PSO - 1</b>	<b>PSO-2</b>	<b>PSO-3</b>
<b>CO-1</b>	-	-	<b>1</b>	-	<b>2</b>	-	<b>3</b>	-	-	<b>3</b>
<b>1: Weakly related, 2: Moderately related and 3: Strongly related</b>										
Students will be imparted a variety of skills to design and conduct psychological experiments ensuring controlled conditions, report writing and interpretations of the report.										
<b>Minimum 10 Practical to be conducted. (15 students per batch)</b>										
Expt No: 1	Division of Attention									
Expt No: 2	Span of Attention									
Expt No: 3	Intelligence									
Expt No: 4	Concept Formation									
Expt No: 5	Muller-Lyer Illusion									

Expt No: 6	Tweezer Dexterity
Expt No: 7	Transfer of learning- Habit Interference
Expt No: 8	Colour Preference
Expt No: 9	Progressive Weights
Expt No: 10	Level of Aspiration
Expt No: 11	Mirror Drawing
Expt No: 12	Maze learning
Expt No: 13	Knowledge of Results

### SEMESTER III

<b>COURSE TITLE</b>	<b>Basic Statistics for Psychology</b>			<b>CREDITS</b>	<b>4</b>
<b>COURSE CODE</b>	<b>APY21008</b>	<b>COURSE CATEGORY</b>	<b>CC</b>	<b>L-T-P-S</b>	<b>3-1-0-0</b>
<b>Version</b>	<b>1.0</b>	<b>Approval Details</b>		<b>LEARNING LEVEL</b>	<b>BTL- 2</b>
<b>ASSESSMENT SCHEME</b>					
<b>First Periodical Assessment</b>	<b>Second Periodical Assessment</b>	<b>Seminar/ Assignments/ Project</b>	<b>Surprise Test / Quiz</b>	<b>Attendance</b>	<b>ESE</b>
<b>15%</b>	<b>15%</b>	<b>10%</b>	<b>5%</b>	<b>5%</b>	<b>50%</b>
<b>Course Description</b>	To help students gain an understanding of basic statistical concepts and also to help them use appropriate statistical tests for data analysis. To help students to understand the importance of statistics in psychology and learn to represent data graphically. Students will be able to compute measures of central tendency and Variance.				
<b>Course Objective</b>	<ol style="list-style-type: none"> <li>1. To provide clarity on the importance of statistics, levels of measurements and statistical notations</li> <li>2. To use the measures of central tendency in Parametric tests</li> <li>3. To use the measures of variability in research projects and understand the significance of normal distribution</li> <li>4. To apply probability and sampling distribution in research</li> <li>5. To create a definite hypothesis for research</li> </ol>				
<b>Course Outcome</b>	<p>After completion of the course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Use various statistical notations in research</li> <li>2. Apply the measure of central tendency in research</li> <li>3. Compute the measures of variability and understand the importance of normal distribution</li> <li>4. Compute probability and standard error in research project</li> <li>5. Create a well-defined hypothesis</li> </ol>				
<b>Prerequisites: APY21008- Basic Statistics for Psychology</b>					

<b>CO, PO AND PSO MAPPING</b>										
<b>CO</b>	<b>PO -1</b>	<b>PO-2</b>	<b>PO-3</b>	<b>PO-4</b>	<b>PO-5</b>	<b>PO-6</b>	<b>PO-7</b>	<b>PSO-1</b>	<b>PSO-2</b>	<b>PSO-3</b>
<b>CO-1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO-2</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO-3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO-4</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO-5</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>1: Weakly related, 2: Moderately related and 3: Strongly related</b>										
<b>Module 1: Basic Concepts of Statistics</b>										
What is Statistics; Importance of Statistics, Parameters and Estimates, Descriptive and Inferential Statistics; Types of Variables, Levels of Measurement, Role of Measurement Scales, Using computers in Statistics; Summation and Statistical Notations									<b>CO 1 BTL 2</b>	
<b>Module 2: Measures of Central Tendency and Frequency Distribution</b>										
Central Tendency: Definition, Mean, Median and Mode; Analyzing the measures of Central Tendency; Frequency Distribution: Frequency table, Grouped Frequency Table, Shape of the Frequency Distribution, Graphs.									<b>CO 2 BTL 2</b>	
<b>Module 3: Measures of Variability and Normal Distribution</b>										
Range; Interquartile Range and Semi- Interquartile Range; Z-Score; Standard Deviation: Computation, when to find Standard Deviation, Variance: Computation, Difference in Standard Deviation of Sample and Population. Normal Distribution: Properties of the Normal Curve- Areas under the Normal Curve- Importance of Normal Distribution- Skewness- Kurtosis- Importance of measures of Skewness and Kurtosis.									<b>CO 3 BTL 2</b>	
<b>Module 4: Probability and Sampling Distribution</b>										
Probability: Definition; Basic Probability Rules, Probability Distribution for Discrete and Continuous Variables, Probability in Graphs and Distribution, sampling distribution describe how statistics vary, sampling distributions of sample means, Review: population, sample data and sampling distributions, standard errors,									<b>CO 4 BTL 2</b>	

<b>Module 5: Introduction to Hypothesis Testing</b>	
The logic of Hypothesis testing, The Hypothesis Testing Process, Implications of Rejecting or Failing to reject the Null Hypothesis, One- Tailed and Two-Tailed Hypothesis Test, Hypothesis Test in Research articles	<b>CO 5</b> <b>BTL 2</b>
<b>TEXT BOOKS</b>	
1.	Howell, D. (2012). <i>Statistical method for psychology</i> (8th ed.). Delhi, India: Cengage Learning.
2.	Agresti, A., & Finlay, B. (2013). <i>Statistical methods for the social sciences</i> . Hoboken, NJ: Pearson Education
<b>REFERENCE BOOKS</b>	
1.	Aron, A., Aron, E. N., & Coups, E. J. (2013). <i>Statistics for psychology</i> (4th ed.). New Delhi, India: Pearson India Education Services Pvt Ltd
2.	Heiman, G. (2013). <i>Basic statistics for the behavioral sciences</i> (7th ed.). Belmont, CA: Cengage Learning.
<b>E BOOKS</b>	
1.	<a href="https://www.google.co.in/books/edition/STATISTICS_IN_PSYCHOLOGY_AND_EDUCATION/ERf_GT-0gB4C?hl=en&amp;gbpv=1&amp;dq=statistics+for+psychology+ebook&amp;printsec=frontcover">https://www.google.co.in/books/edition/STATISTICS_IN_PSYCHOLOGY_AND_EDUCATION/ERf_GT-0gB4C?hl=en&amp;gbpv=1&amp;dq=statistics+for+psychology+ebook&amp;printsec=frontcover</a>

<b>COURSE TITLE</b>	<b>SOCIAL PSYCHOLOGY - I</b>			<b>CREDITS</b>	<b>4</b>
<b>COURSE CODE</b>	<b>APY21009</b>	<b>COURSE CATEGORY</b>	<b>CC</b>	<b>L-T-P-S</b>	<b>3-1-0-0</b>
<b>Version</b>	<b>1.0</b>	<b>Approval Details</b>		<b>LEARNING LEVEL</b>	<b>BTL-2</b>
<b>ASSESSMENT SCHEME</b>					
<b>First Periodical Assessment</b>	<b>Second Periodical Assessment</b>	<b>Seminar/ Assignments/ Project</b>	<b>Surprise Test / Quiz</b>	<b>Attendance</b>	<b>ESE</b>
<b>15%</b>	<b>15%</b>	<b>10%</b>	<b>5%</b>	<b>5%</b>	<b>50%</b>
<b>Course Description</b>	This course aspires to develop an understanding of the individual in relation to the social world among students. It tries to introduce students to the realm of social influence. It explains how individuals think, feel and behave in social situations.				
<b>Course Objective</b>	<ol style="list-style-type: none"> <li>1. To explain scope of social psychology.</li> <li>2. To explore the concept of self and the self in relation to the society.</li> <li>3. To objectively enumerate the relation between cognition and social phenomena.</li> <li>4. To underscore social perception and its theories.</li> <li>5. To explicate why people help or engage in altruistic behavior.</li> </ol>				
<b>Course Outcome</b>	<p>Upon completion of this course, the students will be able to</p> <ol style="list-style-type: none"> <li>1. Illustrate the science of social psychology in interpersonal relationships</li> <li>2. Utilize the principle of social psychology to gain an understanding of people's behavior</li> <li>3. Demonstrate how social situations influence behavior</li> <li>4. Locate one's self esteem and move towards personal growth</li> <li>5. Illustrate peer pressure and harmful social influence</li> </ol>				
<b>Prerequisites: Social Psychology - I</b>					

<b>CO, PO AND PSO MAPPING</b>										
<b>CO</b>	<b>PO -1</b>	<b>PO-2</b>	<b>PO-3</b>	<b>PO-4</b>	<b>PO-5</b>	<b>PO-6</b>	<b>PO-7</b>	<b>PSO-1</b>	<b>PSO-2</b>	<b>PSO-3</b>
<b>CO-1</b>	<b>3</b>	-	-	-	-	-	-	-	<b>3</b>	-
<b>CO-2</b>	-	<b>2</b>	-	<b>2</b>	-	-	-	-	<b>3</b>	-
<b>CO-3</b>	-	-	<b>2</b>	-	-	-	-	-	<b>3</b>	-
<b>CO-4</b>	-	-	<b>2</b>	-	-	-	-	-	<b>3</b>	-
<b>CO-5</b>	-	-	<b>2</b>	-	-	-	-	-	<b>3</b>	-
<b>1: Weakly related, 2: Moderately related and 3: Strongly related</b>										
<b>MODULE – 1: INTRODUCTION</b>										<b>9L</b>
Definition of Social Psychology – Nature of Social Psychology- Brief History- Principles of Social Psychology - Social Psychology and Human Values- Social Psychology and Common Sense-Research Methods.										<b>CO-1 BTL-1</b>
<b>MODULE 2: THE SELF</b>										
<b>9L</b>										
Self-Presentation: Self-Other accuracy in predicting behaviour- Self-Presentation tactics, Self-Knowledge: Introspection, the self from the observer’s standpoint, Personal identity versus social identity: the importance of the social context and others’ treatment Social Comparison: Self-serving biases and unrealistic optimism, Self-esteem: the measurement of self-esteem – the impact of migration on self-esteem - gender differences and self-esteem, Self as a target of prejudice: concealing one’s identity and its impact on well-being - overcoming the effects of stereotype threat.										<b>CO-2 BTL-2</b>
<b>MODULE – 3: SOCIAL BELIEFS AND JUDGEMENTS</b>										
<b>9L</b>										
Judging the social world: Perceiving the social world - Explaining the social world– Importance of social beliefs- Self-fulfilling prophecy, Cognitive social psychology, Behaviour and Attitudes: Conditions When Attitudes Determine Behaviour – Conditions When Behaviour Determines Attitudes- Explaining Why Behaviour Affect Attitudes, Self-presentation: Impression Management, Self-justification: Cognitive Dissonance- Self-perception: Comparing the theories.										<b>CO-3 BTL-3</b>

**MODULE – 4: CONFORMITY, COMPLIANCE AND OBEDIENCE**  
**9L**

Conformity: Definitions- Classic Studies on Conformity- Compliance & Obedience- Factors Predicting Conformity- Reasons for Conformity- Characteristics of people who conform- Resisting social pressures to conform, Compliance: Principles of compliance, Effectiveness of compliance strategies, Obedience: Causes & resisting the effects of destructive obedience.	<b>CO-4</b> <b>BTL-2</b>
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**MODULE – 5: HELPING BEHAVIOR**  
**9L**

Altruism and pro-social behaviour: Theoretical perspectives- By Stander Effect, Helping: Reasons for Helping – Conditions Governing Helping – Characteristics of People Who Help – Increasing Helping Behaviour.	<b>CO-5</b> <b>BTL-2</b>
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**TEXT BOOKS**

<b>1.</b>	Myers, D.G. & Twenge, J.M. (2017): Social psychology (12th ed.). New York, NY: McGraw –Hill Education.
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**REFERENCE BOOKS**

1	Branscombe, N.R., Baron, R.A. & Kapur, P. (2017). Social psychology (14th ed.). Chennai, India: Pearson India Education Services Pvt. Limited.
2	Baron, A., & Byrne, D. (2002). Social psychology (10th ed.). New Delhi, India: Prentice-Hall of India.
3	Baron, A., Branscombe, N., Byrne, D., & Bhardwaj, G. (2009). Social psychology (12th ed.). NewDelhi, India: Dorling Kindersley (India) Private Limited

## SEMESTER IV

<b>COURSE TITLE</b>	<b>Advanced Statistics for Psychology</b>			<b>CREDITS</b>	<b>4</b>
<b>COURSE CODE</b>	<b>APY21010</b>	<b>COURSE CATEGORY</b>	<b>CC</b>	<b>L-T-P-S</b>	<b>3-1-0-0</b>
<b>Version</b>	<b>1.0</b>	<b>Approval Details</b>		<b>LEARNING LEVEL</b>	<b>BTL- 2</b>
<b>ASSESSMENT SCHEME</b>					
<b>First Periodical Assessment</b>	<b>Second Periodical Assessment</b>	<b>Seminar/ Assignments/ Project</b>	<b>Surprise Test / Quiz</b>	<b>Attendance</b>	<b>ESE</b>
<b>15%</b>	<b>15%</b>	<b>10%</b>	<b>5%</b>	<b>5%</b>	<b>50%</b>
<b>Course Description</b>	To help students gain an understanding of different inferential statistics and its applications in research projects. It also helps the students to decide which statistical test is appropriate for a particular psychology experiment				
<b>Course Objective</b>	<ol style="list-style-type: none"> <li>1. To find out about correlations and its types</li> <li>2. To find out the applications of regression analysis</li> <li>3. To apply t-test to any data given</li> <li>4. To apply ANOVA to the statistical data provided</li> <li>5. To give knowledge on different non-parametric test in statistics</li> </ol>				
<b>Course Outcome</b>	<p>After completion of the course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Apply appropriate correlation method to the given data</li> <li>2. Apply regression analysis to the data provided and draw inferences</li> <li>3. Use appropriate t-test to any given data and provide inferences</li> <li>4. Use One Way ANOVA and Two Way ANOVA to the data</li> <li>5. Apply and understand different non-parametric test</li> </ol>				
<b>Prerequisites: APY21010- Advanced Statistics for Psychology</b>					

CO, PO AND PSO MAPPING										
CO	PO -1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3
CO-1	2	1	1	1	2	1	3	3	2	2
CO-2	3	1	1	1	2	1	3	3	2	2
CO-3	3	1	1	1	2	1	3	3	2	2
CO-4	2	1	1	1	2	1	3	3	2	2
CO-5	3	1	1	1	2	1	3	3	2	2
<b>1: Weakly related, 2: Moderately related and 3: Strongly related</b>										
<b>Module 1: Correlation</b>										
The Correlation: The Concept of Correlation- the Scatter Plot- the Product Moment Correlation- Calculation of Product Moment Correlation- Spearman's Rank- Difference Correlation Co-efficient- Properties of Correlation Co-efficient.									<b>CO 1 BTL 2</b>	
<b>Module 2: Regression Analysis</b>										
Linear regression, Regression Equation, Identifying the Regression Lines properties of regression coefficients, numerical problems									<b>CO 2 BTL 2</b>	
<b>Module 3: Introduction to t-test</b>										
t' Tests- the t' test for a Single Sample- the t' test for a Dependent Means- Assumptions of Single Sample and the t' Test for a Dependent Means. The t' test for Independent Means: the Distribution of Differences between Means- Hypothesis Testing with a 't' test for Independent Means.									<b>CO 3 BTL 2</b>	
<b>Module 4: Analysis of Variance</b>										
The logic of ANOVA, ANOVA Vocabulary, Notation and Formulas, The distribution of F-ratios, Post Hoc tests, The relationships between ANOVA and t-test, One Way ANOVA, Two Way ANOVA.									<b>CO 4 BTL 2</b>	
<b>Module 5: Non-Parametric Test</b>										
The Chi-Square: Degrees of Freedom; Test of the Hypothesis of Normality; Calculation of the Chi-Square for 2x2 tables; Yates' Correction for Continuity; Assumptions of the Chi Square test; The Non-parametric Methods: Sign test- Assumptions and Uses of Sign Test- the Median Test- Run Test- the Kolmogrov and Smirnov Two Sample test- Precautions of the use of the Non-parametric tests									<b>CO 5 BTL 2</b>	

<b>TEXT BOOKS</b>	
1.	Howell, D. (2012). <i>Statistical method for psychology</i> (8th ed.). Delhi, India: Cengage Learning.
2.	Agresti, A., & Finlay, B. (2013). <i>Statistical methods for the social sciences</i> . Hoboken, NJ: Pearson Education
<b>REFERENCE BOOKS</b>	
1.	Aron, A., Aron, E. N., & Coups, E. J. (2013). <i>Statistics for psychology</i> (4th ed.). New Delhi, India: Pearson India Education Services Pvt Ltd
2.	Heiman, G. (2013). <i>Basic statistics for the behavioral sciences</i> (7th ed.). Belmont, CA: Cengage Learning.
<b>E BOOKS</b>	
1.	<a href="https://www.google.co.in/books/edition/STATISTICS_IN_PSYCHOLOGY_AND_EDUCATION/ERf_GT-0gB4C?hl=en&amp;gbpv=1&amp;dq=statistics+for+psychology+ebook&amp;printsec=frontcover">https://www.google.co.in/books/edition/STATISTICS_IN_PSYCHOLOGY_AND_EDUCATION/ERf_GT-0gB4C?hl=en&amp;gbpv=1&amp;dq=statistics+for+psychology+ebook&amp;printsec=frontcover</a>

<b>COURSE TITLE</b>	<b>SOCIAL PSYCHOLOGY - II</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>APY21011</b>	<b>COURSE CATEGORY</b>	<b>CC</b>	<b>L-T-P-S</b>	<b>3-0-0-0</b>
<b>Version</b>	<b>1.0</b>	<b>Approval Details</b>		<b>LEARNING LEVEL</b>	<b>BTL- 2</b>
<b>ASSESSMENT SCHEME</b>					
<b>First Periodical Assessment</b>	<b>Second Periodical Assessment</b>	<b>Seminar/ Assignments/ Project</b>	<b>Surprise Test / Quiz</b>	<b>Attendance</b>	<b>ESE</b>
<b>15%</b>	<b>15%</b>	<b>10%</b>	<b>5%</b>	<b>5%</b>	<b>50%</b>
<b>Course Description</b>	This course is designed to fulfill the goals of educating students about social persuasion, influence and group psychology. it delves into the concepts of interpersonal relationships. It also sensitizes students about prejudice, stereotyping and aggression against people from outgroup members.				
<b>Course Objective</b>	<ol style="list-style-type: none"> <li>1. To facilitate the learning of interpersonal communication.</li> <li>2. To explain the effect of social groups on individuals.</li> <li>3. To sensitize students regarding verbal and non-verbal violence through discriminatory acts and implicit biases.</li> <li>4. To explain the theories of aggression and conflict.</li> <li>5. To delineate about the channels of promoting attraction, love and harmony.</li> </ol>				
<b>Course Outcome</b>	<p>Upon completion of this course, the students will be able to</p> <ol style="list-style-type: none"> <li>1. Compare the pros and cons of social communication.</li> <li>2. Discuss to theories of social influence.</li> <li>3. Sketch the source of prejudice and mitigate it.</li> <li>4. Describe the specific ways aggression is perpetrated.</li> <li>5. Locate interpersonal and intrapersonal channels of peaceful coexistence.</li> </ol>				
<b>Prerequisites: Social Psychology - II</b>					

<b>CO, PO AND PSO MAPPING</b>										
<b>CO</b>	<b>PO -1</b>	<b>PO-2</b>	<b>PO-3</b>	<b>PO-4</b>	<b>PO-5</b>	<b>PO-6</b>	<b>PO-7</b>	<b>PSO-1</b>	<b>PSO-2</b>	<b>PSO-3</b>
<b>CO-1</b>	<b>3</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>-</b>
<b>CO-2</b>	<b>3</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>-</b>
<b>CO-3</b>	<b>3</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>-</b>
<b>CO-4</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>2</b>	<b>-</b>
<b>CO-5</b>	<b>3</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>-</b>
<b>1: Weakly related, 2: Moderately related and 3: Strongly related</b>										
<b>MODULE – 1: PERSUASION</b>										<b>9L</b>
Theories of Persuasion: the central route - the peripheral route - different pathways for different purposes- Elements of Persuasion: communicator, content, channel, audience – Cults & persuasion - Resisting Persuasion: strengthening personal commitment, inoculation programs, implications of attitude inoculation.									<b>CO-1 BTL-2</b>	
<b>MODULE – 2: GROUP INFLUENCE</b>										
<b>9L</b>										
Definition of Group - Social Facilitation: mere presence of others, crowding, factor, Social Loafing: Introduction, social loafing in everyday life, Deindividuation: importance of working together, diminishing self-awareness, Group Polarization: The risky shift phenomenon, Group influence on opinions, Group Think: symptoms, critiquing, preventing group think, group problem solving, The influence of the minority: consistency, self-confidence, deflections from majority, leadership as minority influence.									<b>CO-2 BTL-2</b>	
<b>MODULE – 3: PREJUDICE</b>										
<b>9L</b>										
Nature and Power of Prejudice – Social Sources of Prejudice – Motivational Sources of Prejudice– Cognitive Sources of Prejudice – Consequences of Prejudice -Discrimination-prejudice in action-Techniques for countering the effects of prejudice.									<b>CO-3 BTL-3</b>	
<b>MODULE – 4: AGGRESSION</b>										
<b>9L</b>										
Aggression: Definition - Hurting Others – Theories of Aggression – Media violence – Sexual violence - Strategies to reduce Aggression.									<b>CO-4 BTL-2</b>	

**MODULE – 5: LIKING, LOVE AND OTHER CLOSE RELATIONSHIPS****9L**

Internal sources of liking others: the role of needs and emotions, External sources of attraction: the effects of proximity, familiarity and physical beauty- Sources of liking based on social interaction - Close relationships - foundations of social self - Divorce & the detachment process.

**CO-5****BTL-2****TEXT BOOKS**

1.	Myers, D.G. & Twenge, J.M. (2017): Social psychology (12th ed.). New York, NY: McGraw-Hill Education.
2.	Branscombe, N.R., Baron, R.A. & Kapur, P. (2017). Social psychology (14th ed.). Chennai, India: Pearson India Education Services Pvt. Limited.

**REFERENCE BOOKS**

1.	Baron, A., & Byrne, D. (2002). Social psychology (10th ed.). New Delhi, India: Prentice-Hall of India.
2.	Myers, D.G. (2002). <i>Social psychology</i> (7th ed.). New York, NY: McGraw Hill Book Company.
3.	Baron, A., Branscombe, N., Byrne, D., & Bhardwaj, G. (2009). <i>Social psychology</i> (12th ed.). New Delhi, India: Dorling Kindersley (India) Private Limited

<b>COURSE TITLE</b>	<b>GUIDANCE AND COUNSELLING</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>APY21012</b>	<b>COURSE CATEGORY</b>	<b>CC</b>	<b>L-T-P-S</b>	<b>3-1-0-0</b>
<b>Version</b>	<b>1.0</b>	<b>Approval Details</b>		<b>LEARNING LEVEL</b>	<b>BTL- 3</b>
<b>ASSESSMENT SCHEME</b>					
<b>First Periodical Assessment</b>	<b>Second Periodical Assessment</b>	<b>Seminar/ Assignments/ Project</b>	<b>Surprise Test / Quiz</b>	<b>Attendance</b>	<b>ESE</b>
<b>15%</b>	<b>15%</b>	<b>10%</b>	<b>5%</b>	<b>5%</b>	<b>50%</b>
<b>Course Description</b>	The course is specifically designed keeping in mind the goal of empowering students to be better adjusted to life. This course helps students apply guidance and counselling principles in real life to have a repertoire of tools for mitigating their stressors and improve their overall mental hygiene.				
<b>Course Objective</b>	<ol style="list-style-type: none"> <li>1. Engage with the nuances of counselling dynamic between client and counsellor</li> <li>2. Delineate the various approaches of counselling</li> <li>3. Describe the various approaches of counselling</li> <li>4. Explain the need for counselling in educational and vocational settings</li> <li>5. Enumerate the counselling process for special populations</li> </ol>				
<b>Course Outcome</b>	<p>Upon completion of this course, the students will be able to</p> <ol style="list-style-type: none"> <li>1. Discuss regarding the difference between counselling and guidance.</li> <li>2. Describe the various forms of counselling strategies and implement an eclectic approach.</li> <li>3. Apply the ethics, steps and rules of counselling.</li> <li>4. Illustrate the need for educational and vocational guidance for students and youth.</li> <li>5. Explain complex psychological issues of substance abuse and counselling for terminal illness.</li> </ol>				
<b>Prerequisites PCB1119 GUIDANCE AND COUNSELLING</b>					

<b>CO, PO AND PSO MAPPING</b>										
<b>CO</b>	<b>PO -1</b>	<b>PO-2</b>	<b>PO-3</b>	<b>PO-4</b>	<b>PO-5</b>	<b>PO-6</b>	<b>PO-7</b>	<b>PSO-1</b>	<b>PSO-2</b>	<b>PSO-3</b>
CO-1	3	-	-	-	-	-	-	3		-
CO-2	3	-	-	-	-	-	-	3	-	-
CO-3	-	-	-	1	2	-	-	3	-	-
CO-4	3	-	-	-	-	3	-	3	-	-
CO-5	3	-	-	-	-	3	-	3	-	-
<b>1: Weakly related, 2: Moderately related and 3: Strongly related</b>										
<b>MODULE – 1: INTRODUCTION TO GUIDANCE AND COUNSELING</b>										
<b>9L</b>										
Definitions of Counselling – Guidance: Role of counseling in guidance – Scope of counselling – The client counsellor relationship – Characteristics of an effective counselor – Counselling Skills - Dimensions of Counsellor functioning – Ethical issues in counseling.									<b>CO-1 BTL-2</b>	
<b>MODULE – 2: APPROACHES TO COUNSELING</b>										
<b>9L</b>										
The Directive approach – Humanistic approach – Roger’s Client centered approach – Behaviouristic approach – Existential approach – The Minnesota point of view – The Eclectic approach.									<b>CO-2 BTL-2</b>	
<b>MODULE – 3: THE PROCESS OF COUNSELING</b>										
<b>9L</b>										
The Counselling Process: Goals of counseling – Relationship Establishment – Problem Identification and Exploration: Planning for Problem solving – Solution, Application and Termination – Evaluation.									<b>CO-3 BTL-3</b>	
<b>MODULE – 4: EDUCATIONAL AND VOCATIONAL GUIDANCE</b>										
<b>9L</b>										
Guidance needs related to education – Aptitudes and Interests – Guidance at school level – Guidance towards life goals – Educational counseling. Vocational Guidance – Theories of vocational development – The vocational counseling process – Exploration and contract setting – The state of critical decision									<b>CO-4 BTL-2</b>	

<b>MODULE – 5: COUNSELING FOR SPECIAL POPULATIONS</b>		<b>9L</b>
Relationship counseling – Counselling women – Counselling older adults – Counselling for substance dependents ,People with AIDS ,Victims of abuse – Counselling the differently abled and their care givers.		<b>CO-5</b>  BTL-2
<b>TEXT BOOKS</b>		
1.	Gibson L Robert & Mitchell H Marianne. (2003). Introduction to counseling and Guidance. 6 <sup>th</sup> ed. Delhi: Pearson Education	
2.	Nelson-Jones. (1995). The theory and practice of counseling. 2 <sup>nd</sup> Ed. London: Holt, Rinehart and Winston Ltd.	
<b>REFERENCE BOOKS</b>		
1.	Burnard Philip. (1995). Counselling Skills Training – A sourcebook of Activities. New Delhi: Viva Books Private Limited.	

<b>COURSE TITLE</b>	<b>PSYCHOLOGICAL ASSESSMENT I</b>				<b>CREDITS</b>	<b>3</b>				
<b>COURSE CODE</b>	<b>PCB1341</b>	<b>COURSE CATEGORY</b>	<b>PC</b>	<b>L-T-P-S</b>	<b>0-0-6-0</b>					
<b>Version</b>	<b>1.0</b>	<b>Approval Details</b>		<b>Learning Level</b>	<b>BTL- 4</b>					
<b>ASSESSMENT SCHEME</b>										
<b>Internal Assessment</b>				<b>ESE</b>						
<b>60%</b>				<b>40%</b>						
<b>Course Description</b>	The course focuses on concepts of Psychology and using assessments to understand behaviours.									
<b>Course Objective</b>	To gain understanding the Concepts in psychology and better understand behaviour through assessments.									
<b>Course Outcome</b>	Under the completion of the course, the students will be able to Demonstrate the Concepts in psychology and better understand behaviour through assessments									
<b>Prerequisites: PCB1341- Psychological Assessment</b>										
<b>CO, PO AND PSO MAPPING</b>										
<b>CO</b>	<b>PO -1</b>	<b>PO-2</b>	<b>PO-3</b>	<b>PO-4</b>	<b>PO-5</b>	<b>PO-6</b>	<b>PO-7</b>	<b>PSO-1</b>	<b>PSO-2</b>	<b>PSO-3</b>
<b>CO-1</b>	-	2	3	-	-	-	2	-	-	3
<b>1: Weakly related, 2: Moderately related and 3: Strongly related</b>										
Test No: 1	Multiple Intelligence Test -2									
Test No: 2	Altruism									
Test No: 3	Eysenck's Personality Test - 3									
Test No: 4	Social Maturity Scale									
Test No: 5	Self-Concept Questionnaire - 7									
Test No: 6	Self-esteem scale									
Test No: 7	Job satisfaction scale									
Test No: 8	Career Maturity Scale									
Test No: 9	Raven Progressive Matrices -4									

<b>COURSE TITLE</b>	<b>AI IN PSYCHOLOGY</b>			<b>CREDITS</b>	<b>2</b>
<b>COURSE CODE</b>	<b>APY21013</b>	<b>COURSE CATEGORY</b>	<b>SE</b>	<b>L-T-P-S</b>	<b>1-0-2-0</b>
<b>Version</b>	<b>1.0</b>	<b>Approval Details</b>		<b>LEARNING LEVEL</b>	<b>BTL- 2</b>
<b>ASSESSMENT SCHEME</b>					
<b>First Periodical Assessment</b>	<b>Second Periodical Assessment</b>	<b>Seminar/ Assignments/ Project</b>	<b>Surprise Test / Quiz</b>	<b>Attendance</b>	<b>ESE</b>
<b>15%</b>	<b>15%</b>	<b>10%</b>	<b>5%</b>	<b>5%</b>	<b>50%</b>
<b>Course Description</b>	<p>The course emphasis understanding of how natural cognition can be understood with the help of artificial cognition and how psychological phenomena arise in artificial cognition. Application is made in neural networks, natural language processing, AI-generated images and how AI affects society. The course contains theoretical lectures, laboratory work, and a project work. The course requires no prior knowledge.</p>				
<b>Course Objective</b>	<ol style="list-style-type: none"> <li>1. To gain foundation on the relationship between AI and Mental Health care</li> <li>2. To gain practical foundation in the therapeutic games designed for the clients</li> <li>3. To gain practical foundation on the technologies used in mental health care</li> <li>4. To analyse the use of artificial neural diagnostics and prognostic in cognition</li> <li>5. To gain foundation on the ethics in the use of AI in mental health care</li> </ol>				
<b>Course Outcome</b>	<p>Upon completion of the course, the student will be able to</p> <ol style="list-style-type: none"> <li>1. Summarise on the use of AI on psychology in mental health care</li> <li>2. Analyse the use of virtual therapeutic games in mental health care</li> <li>3. Analyse the use of mobiles and other technologies in mental health</li> <li>4. Analyse the use of artificial neural diagnosis and prognosis in cognition</li> <li>5. Follow the ethics in the use of AI in mental health care</li> </ol>				
<b>Prerequisites: APY21013- AI in Psychology</b>					

CO, PO AND PSO MAPPING										
CO	PO -1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3
CO-1	2	2	2	2	1	1	2	2	2	2
CO-2	2	2	2	2	1	2	2	2	2	2
CO-3	2	2	2	2	1	2	2	2	2	2
CO-4	2	2	2	2	1	2	2	2	2	2
CO-5	2	2	2	2	3	2	2	2	2	2
<b>1: Weakly related, 2: Moderately related and 3: Strongly related</b>										
MODULE 1: INTRODUCTION TO AI AND PSYCHOLOGY IN MENTAL HEALTH CARE										
Introduction: Key Concepts and Technologies, Benefits of AI for behavioural and Mental Health Care, Additional Consideration, Applications and Uses of AI <b>Practicum:</b> Review a case study on the relation with AI and Psychology									<b>CO 1 BTL 1</b>	
MODULE 2: VIRTUAL AFFECTIVE AGENTS AND THERAPEUTIC GAMES										
Brief History of virtual affective agents and serious games, State of the Art, Applicable Ethical and Privacy Considerations, Future Prospects <b>Practicum:</b> Create a therapeutic game for special children (OR) Create a website for any psychological assessments for clients u									<b>CO 2 BTL 2</b>	
MODULE 3: INTELLIGENT MOBILE, WEARBLE, AND AMBIENT TECHNOLOGIES IN MENTAL HEALTH										
Intelligent Capabilities for Mobile Health, Overview of Aml, Design Recommendations, Robotics Technologies in Mental Health care <b>Practicum:</b> Create a 3D model of any special aids for a person with disability									<b>CO 3 BTL 3</b>	
MODULE 5: SELF- SOOTHING IN COGNITIVE SYSTEMS										
The self- soothing in AI Systems: Imagery, Acupressure, deep breathing, amplification of the feeling, mindfulness and positive psychology, Artificial Social Intelligence <b>Practicum:</b> Review a case study on the use of the above techniques in AI									<b>CO 4 BTL 4</b>	
MODULE 5: ETHICS IN AI AND MENTAL HEALTH CARE										
Ethical Issues and Recommendations: Overview of Ethics Codes and Ethical Behaviour in Health Care, Particular ethics challenges, Design and Testing Recommendation									<b>CO 5 BTL 5</b>	

<b>TEXT BOOKS</b>	
1.	Crowder, A.J., Shelli,F., Carbone, J. (2020). <i>Artificial Psychology- Psychological Modeling And Testing of AI Systems</i> , Springer: Switzerland
2.	Luxton, D.D. (2016). <i>Artificial Intelligence in Behavioural and Mental Health Care</i> , Elsevier
<b>REFERENCE BOOKS</b>	
1.	Rusell, S.J., Norvig, P. (2010). <i>Artificial Intelligence: A Modern Approach (3<sup>rd</sup> Ed)</i> . Prentice Hall
<b>E BOOKS</b>	
1.	file:///C:/Users/Joseph%20Gilbert%20Gijo/Downloads/Using_Artificial_Intelligence_to_Assist_Psychologi.pdf

**SEMESTER V**

<b>COURSE TITLE</b>	<b>UNDERSTANDING PSYCHOLOGICAL DISORDERS- I</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>APY21014</b>	<b>COURSE CATEGORY</b>	<b>PC</b>	<b>L-T-P-S</b>	<b>3-1-0-0</b>
<b>Version</b>	<b>1.0</b>	<b>Approval Details</b>		<b>LEARNING LEVEL</b>	<b>BTL- 3</b>
<b>ASSESSMENT SCHEME</b>					
<b>First Periodical Assessment</b>	<b>Second Periodical Assessment</b>	<b>Seminar/ Assignments/ Project</b>	<b>Surprise Test / Quiz</b>	<b>Attendance</b>	<b>ESE</b>
<b>15%</b>	<b>15%</b>	<b>10%</b>	<b>5%</b>	<b>5%</b>	<b>50%</b>
<b>Course Description</b>	This course introduces basics of deviant behavior and the various models of abnormal behavior. It delves into the depths of the various anxiety disorders, somatoform and dissociative disorders. It concludes with therapeutic interventions and treatment of mental illnesses.				
<b>Course Objective</b>	<ol style="list-style-type: none"> <li>1. To educate students about behaviours that fall outside the gamut of normalcy.</li> <li>2. To discuss the various models of abnormal behaviour.</li> <li>3. To explain the various anxiety disorders: phobias, panic disorders, GAD, OCD.</li> <li>4. To explain the various somatoform and dissociative disorders.</li> <li>5. To explain the perspectives of prevention, therapy and cure.</li> </ol>				
<b>Course Outcome</b>	<p>Upon completion of this course, the students will be able to</p> <ol style="list-style-type: none"> <li>1. Identify constituents of abnormal behaviour.</li> <li>2. Discuss the elements of abnormal behaviour models.</li> <li>3. Sketch the causes, symptoms, prevalence and treatment of anxiety disorders.</li> <li>4. Identify the causes, symptoms, prevalence and treatment of somatoform and dissociative disorders.</li> <li>5. Explain the key forms of therapies.</li> </ol>				
<b>Prerequisites UNDERSTANDING PSYCHOLOGICAL DISORDERS- I</b>					

<b>CO, PO AND PSO MAPPING</b>										
<b>CO</b>	<b>PO -1</b>	<b>PO-2</b>	<b>PO-3</b>	<b>PO-4</b>	<b>PO-5</b>	<b>PO-6</b>	<b>PO-7</b>	<b>PSO-1</b>	<b>PSO-2</b>	<b>PSO-3</b>
<b>CO-1</b>	-	-	-	-	<b>1</b>	-	-	<b>2</b>	-	-
<b>CO-2</b>	-	<b>2</b>	-	-	-	-	-	<b>2</b>	-	-
<b>CO-3</b>	-	-	-	-	-	<b>1</b>	-	<b>2</b>	-	-
<b>CO-4</b>	<b>2</b>	-	-	-	-	-	-	<b>1</b>	-	-
<b>CO-5</b>	-	<b>2</b>	-	-	-	-	-	<b>2</b>	-	-
<b>1: Weakly related, 2: Moderately related and 3: Strongly related</b>										
<b>MODULE – 1: INTRODUCTION TO ABNORMAL BEHAVIOR</b>										<b>9L</b>
Definition of abnormal behavior, Incidence of mental disorders, Historical views of abnormal behavior, Humanitarian approach, Contemporary views of abnormal behavior.									<b>CO-1</b>	<b>BTL-2</b>
<b>MODULE – 2: THE BIOPSYCHOSOCIAL MODEL OF ABNORMAL BEHAVIOR</b>										
<b>9L</b>										
Causal and risk factors for abnormal behavior- Biological view point and causal factor, Psychosocial view point and causal factor, Socio cultural view point and causal factors.									<b>CO-2</b>	<b>BTL-2</b>
<b>MODULE – 3: INTRODUCTION TO ANXIETY DISORDERS</b>										
<b>9L</b>										
Specific phobia, social phobia, panic disorders with and without Agora phobia, generalized anxiety disorder, obsessive compulsive disorder; Biological psychosocial and sociocultural causal factors for all anxiety disorders, Treatment and outcome.									<b>CO-3</b>	<b>BTL-3</b>
<b>MODULE – 4: INTRODUCTION TO SOMATOFORM AND DISSOCIATIVE DISORDERS</b>										
<b>9L</b>										
Somatoform disorder- Hypochondriasis, Somatization disorder, Pain disorder, Conversion disorder and Body dysmorphic disorder - Dissociative disorders- Depersonalization disorder, Dissociation amnesia and fugue, Dissociative identity disorder, Biological, Psychosocial and sociocultural causal factors of somatoform and dissociative disorders, Treatment and outcomes.									<b>CO-4</b>	<b>BTL-2</b>

<b>MODULE – 5: PREVENTION AND TREATMENT OF ABNORMAL BEHAVIOR</b>	
<b>9L</b>	
Perspectives on prevention, psychological approach to treatment- Behaviour therapy, Cognitive and cognitive behavioural therapies, Humanistic and experiential therapy, Psychodynamic therapy, Family and marital therapy, Eclectism and integration.	<b>CO-5</b> <b>BTL-2</b>
<b>TEXT BOOKS</b>	
	Robert C. Carson, James N. Butcher, Susan Mineka, Jill M. Hooley (2007). Abnormal psychology. 13 th edition. Pearson Education. Butcher , J.N.(2014).Abnormal Psychology.New Delhi : Pearson Education.
<b>REFERENCE BOOKS</b>	
1.	James C. Coleman (1976). Abnormal psychology and modern life. 5 <sup>th</sup> ed. Scott, Foresman and Company.

<b>COURSE TITLE</b>	<b>THEORIES OF PERSONALITY</b>		
<b>COURSE CODE</b>	<b>APY21015</b>	<b>COURSE CATEGORY</b>	<b>CC</b>
<b>Version</b>	<b>1.0</b>	<b>Approval Details</b>	
<b>ASSESSMENT SCHEME</b>			
<b>First Periodical Assessment</b>	<b>Second Periodical Assessment</b>	<b>Seminar/ Assignments/ Project</b>	<b>Surprise Test / Quiz</b>
<b>15%</b>	<b>15%</b>	<b>10%</b>	<b>5%</b>
<b>Course Description</b>	This course is designed to make students comprehend the essence of personality. It helps students to have a coherent understanding of the various theoretical approaches to personality. It also builds the foundation to personality assessments and measurement of personality variables.		
<b>Course Objective</b>	<ol style="list-style-type: none"> <li>1. To enumerate classical approaches to Personality</li> <li>2. To explain the various traits that make up Personality</li> <li>3. To delineate the humanistic and positive divisions of Personality theories</li> <li>4. To outline the contemporary approaches of Personality</li> <li>5. To impart an understanding regarding the assessments of personality</li> </ol>		
<b>Course Outcome</b>	<p>Upon completion of this course, the students will be able to</p> <ol style="list-style-type: none"> <li>1. Explain in-depth understanding of ways to probe into human personality</li> <li>2. Express an appreciation for unique personality traits and dispositions of people</li> <li>3. Summarize an understanding of the ways to explain personality with classical and modern approaches</li> <li>4. Describe a systematic repertoire of knowledge regarding the idiographic and nomothetic approaches to measuring personality</li> <li>5. Sketch a comprehensive and precise knowledge about the various systems of classification of personality</li> </ol>		
<b>Prerequisites: PCB1104 THEORIES OF PERSONALITY</b>			

<b>CO, PO AND PSO MAPPING</b>										
<b>CO</b>	<b>PO -1</b>	<b>PO-2</b>	<b>PO-3</b>	<b>PO-4</b>	<b>PO-5</b>	<b>PO-6</b>	<b>PO-7</b>	<b>PSO-1</b>	<b>PSO-2</b>	<b>PSO-3</b>
<b>CO-1</b>	<b>2</b>	<b>-</b>	<b>1</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>-</b>
<b>CO-2</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>-</b>
<b>CO-3</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1</b>
<b>CO-4</b>	<b>1</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>CO-5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>2</b>	<b>-</b>
<b>1: Weakly related, 2: Moderately related and 3: Strongly related</b>										
<b>MODULE – 1: CONCEPT, ASSESSMENT, MEASUREMENT AND RESEARCH</b>										<b>9L</b>
<b>METHODS</b>										
Personality: Definition, Meaning & Nature - Individual Uniqueness – Gender – Culture – Formal Theories – Personal Theories – Subjectivity in Personality Theories - Self-Report Measure: Biological Measures – Behavioral Assessment – Projective Techniques – Clinical Interviews – Online and Social Media Analysis.										
<b>MODULE – 2: PSYCHOANALYTIC THEORIES</b>										<b>9L</b>
Sigmund Freud: Classical Psychoanalysis – Instincts – Structure of Mind – Psychosexual Development – Therapeutics Techniques – Free Association – Catharsis – Dream Analysis; Carl Jung: Analytical Psychology – Psychological Types – Collective Unconscious; Alfred Adler: Individual Psychology – Inferiority Feelings – Role of Birth Order.										
<b>MODULE – 3: LIFE-SPAN AND TRAIT PERSPECTIVES ON PERSONALITY</b>										<b>9L</b>
Erik Erikson: Identity Formation – Ego Crises – Approaches to Trait: Lexical – Statistical Theoretical; Gordon Allport: Culture – Functional Equivalence – Personal Dispositions, Eysenck’s: Hierarchical Model of Personality, Cattell’s Taxonomy: The 16 Personality Factor System										
<b>MODULE – 4: EXISTENTIAL - HUMANISTIC PERSPECTIVES ON PERSONALITY</b>										<b>9L</b>
Roots in Gestalt – Kurt Lewin’s Field; Martin E. P. Seligman: Learned Helplessness and the Optimistic/Pessimistic Explanatory Style, Rotter: Locus of Control theory Maslow: Hierarchy of Needs – Self-Actualization, Rogers: Growth – Inner Control – Becoming One’s Self.										

**MODULE – 5: BEHAVIORAL, COGNITIVE AND SOCIAL PERSPECTIVE ON PERSONALITY.**

**9L**

Albert Bandura: Social-Cognitive Learning Theory- Self- System, Skinner: Operant Conditioning; Cognitive Style – Perceptual Mechanisms – Schema Theory – Kelly’s Personal Construct Theory

**TEXT BOOKS**

1.	Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). <i>Theories of Personality</i> (4 <sup>th</sup> ed.). Wiley:India.
2.	Schultz, P. D., Schultz, S. E., & Schultz, S. (2012). <i>Theories of Personality</i> (10 th ed.). Cengage Learning, India.

**REFERENCE BOOKS**

1.	Friedman, H. S., & Schustack, M. W. (2016): <i>Personality: Classic theories and modern research</i> (6th ed.). Boston, Pearson/Allyn and Bacon.
2.	Larsen, R. J & Buss, D. M. (2018). <i>Personality psychology: Domains of knowledge about human nature</i> (6th ed.). Boston, McGraw-Hill.
3.	Rao, K., Paranjpe, A. C., & Dalal, A. K. (2008). <i>Handbook of Indian psychology</i> . Cambridge University Press India/Foundation Books.

<b>COURSE TITLE</b>	<b>PSYCHOLOGICAL ASSESSMENT II</b>						<b>CREDITS</b>	<b>3</b>		
<b>COURSE CODE</b>	<b>APY21402</b>	<b>COURSE CATEGORY</b>			<b>PC</b>	<b>L-T-P-S</b>		<b>0-0-6-0</b>		
<b>Version</b>	<b>1.0</b>	<b>Approval Details</b>				<b>Learning Level</b>		<b>BTL- 4</b>		
<b>ASSESSMENT SCHEME</b>										
<b>Internal Assessment</b>						<b>ESE</b>				
<b>60%</b>						<b>40%</b>				
<b>Course Description</b>	The course focuses on concepts of Psychology and using assessments to understand behaviours.									
<b>Course Objective</b>	To gain understanding the Concepts in psychology and better understand behaviour through assessments.									
<b>Course Outcome</b>	Under the completion of the course, the students will be able to Demonstrate the Concepts in psychology and better understand behaviour through assessments									
<b>Prerequisites: PCB1341- Psychological Assessment</b>										
<b>CO, PO AND PSO MAPPING</b>										
<b>CO</b>	<b>PO -1</b>	<b>PO-2</b>	<b>PO-3</b>	<b>PO-4</b>	<b>PO-5</b>	<b>PO-6</b>	<b>PO-7</b>	<b>PSO-1</b>	<b>PSO-2</b>	<b>PSO-3</b>
<b>CO-1</b>	-	2	3	-	-	-	2	-	-	3
<b>1: Weakly related, 2: Moderately related and 3: Strongly related</b>										
Test No: 1	State or trait Anxiety Scale - 1									
Test No: 2	Student Stress scale - 5									
Test No: 3	Emotional Maturity Scale - 6									
Test No: 4	Expression of Emotions Scale									
Test No: 5	Religious Attitude Scale									
Test No: 6	Eysenck Personality Inventory									
Test No: 7	Organizational Climate Inventory									
Test No: 8	State Trait Anger Expression Inventory									
Test No: 9	Superstitious Scale									

**SEMESTER VI**

<b>COURSE TITLE</b>	<b>UNDERSTANDING PSYCHOLOGICAL DISORDERS - II</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>APY21016</b>	<b>COURSE CATEGORY</b>	<b>PC</b>	<b>L-T-P-S</b>	<b>3-1-0-0</b>
<b>Version</b>	<b>1.0</b>	<b>Approval Details</b>		<b>LEARNING LEVEL</b>	<b>BTL- 3</b>
<b>ASSESSMENT SCHEME</b>					
<b>First Periodical Assessment</b>	<b>Second Periodical Assessment</b>	<b>Seminar/ Assignments/ Project</b>	<b>Surprise Test / Quiz</b>	<b>Attendance</b>	<b>ESE</b>
<b>15%</b>	<b>15%</b>	<b>10%</b>	<b>5%</b>	<b>5%</b>	<b>50%</b>
<b>Course Description</b>	The course focuses on the concept, types, symptoms, causes, effects and treatment of the following psychological disorders: Mood disorders, Schizophrenia, Personality, Addiction and Sexual Disorders.				
<b>Course Objective</b>	<ol style="list-style-type: none"> <li>To gain an understanding regarding the unipolar and bipolar mood disorders</li> <li>To gain an understanding regarding the disorder of Schizophrenia</li> <li>To gain an understanding regarding the various personality disorder</li> <li>To gain an understanding regarding the various addiction disorder</li> <li>To gain an understanding regarding the various sexual disorders.</li> </ol>				
<b>Course Outcome</b>	<p>Upon completion of the course, the students will be able to</p> <ol style="list-style-type: none"> <li>Sketch the concept of mood disorder</li> <li>Describe the symptoms, causes and treatment of Schizophrenia</li> <li>Describe the types and treatment of Personality Disorders</li> <li>Explain addiction and its effects</li> <li>Explain the concept of sexual disorders in detail</li> </ol>				
<b>Prerequisites: UNDERSTANDING PSYCHOLOGICAL DISORDERS - II</b>					

<b>CO, PO AND PSO MAPPING</b>										
<b>CO</b>	<b>PO -1</b>	<b>PO-2</b>	<b>PO-3</b>	<b>PO-4</b>	<b>PO-5</b>	<b>PO-6</b>	<b>PO-7</b>	<b>PSO-1</b>	<b>PSO-2</b>	<b>PSO-3</b>
<b>CO-1</b>	-	-	-	-	<b>2</b>	<b>1</b>	-	<b>3</b>	-	-
<b>CO-2</b>	-	-	-	-	-	<b>1</b>	-	<b>2</b>	-	-
<b>CO-3</b>	-	-	-	-	-	<b>1</b>	-	<b>2</b>	-	-
<b>CO-4</b>	<b>2</b>	-	-	-	<b>2</b>	<b>1</b>	-	<b>2</b>	-	-
<b>CO-5</b>	-	-	-	-	-	<b>1</b>	-	<b>2</b>	-	-
<b>1: Weakly related, 2: Moderately related and 3: Strongly related</b>										
<b>MODULE 1: INTRODUCTION TO MOOD DISORDERS</b>										
<b>9L</b>										
Unipolar mood disorders, Biological, psychosocial, socio-cultural causal factors in Unipolar mood disorders, Bipolar disorders, Biological, Psychosocial and socio-cultural causal factors affecting bipolar disorders, Treatment and outcomes.									<b>CO 1 BTL 3</b>	
<b>MODULE 2: INTRODUCTION TO SCHIZOPHRENIA</b>										
<b>9L</b>										
Schizophrenia- schizophrenia and clinical picture, subtypes of Schizophrenia, Biological, Psychosocial and socio-cultural Causes of schizophrenia, Treatment and outcomes									<b>CO 2 BTL 2</b>	
<b>MODULE 3: INTRODUCTION TO PERSONALITY DISORDERS</b>										
<b>9L</b>										
Clinical features, categories of personality disorders, Treatment and outcomes; antisocial personality disorder and Psychopathy, etiology and treatment of antisocial personality disorder and Psychopathy									<b>CO 3 BTL 2</b>	
<b>MODULE 4: INTRODUCTION TO ADDICTION DISORDERS</b>										
<b>9L</b>										
Alcohol abuse and dependence, Drug abuse and drug dependence, – Internet Addiction, Mobile Addiction and Social Media addiction Biological, Psychosocial and socio-cultural Cause, Treatment and outcome									<b>CO 4 BTL 2</b>	
<b>MODULE 5: INTRODUCTION TO SEXUAL DISORDERS</b>										
<b>9L</b>										
Sexual variants, sexual abuse and Sexual dysfunctions- Sexual and gender variants, sexual abuse, sexual dysfunction, Biological, Psychosocial and socio-cultural causes and treatment of sexual dysfunctions.									<b>CO 5 BTL 2</b>	
<b>TEXT BOOKS</b>										

1.	David H. Barlow & Durand V. Mark (2000). <i>Abnormal psychology</i> . 2 <sup>nd</sup> edition. Brooks/Cole Publishing Co.
2.	Robert C. Carson, James N. Butcher, Susan Mineka, Jill M. Hooley (2007). <i>Abnormal Psychology</i> . 13 <sup>th</sup> edition. Pearson Education.
3.	Butcher, J.N., Hooley, J. M., Mineka, S & Dwivedi, C.B. (2017). <i>Abnormal Psychology</i> 16th ed. Noida: Pearson.

**REFERENCE BOOKS**

1.	James C. Coleman (1976). <i>Abnormal Psychology and Modern Life</i> . 5 <sup>th</sup> ed. Scott, Foresman and Company
2.	Irwin G. Sarason, Barbara Sarason (2005). <i>Abnormal Psychology</i> . New Delhi: Prentice Hall Publication.

**E BOOKS**

1.	<a href="https://opentext.wsu.edu/abnormal-psych/wp-content/uploads/sites/41/2018/05/Abnormal-Psychology-2nd-Edition.pdf">https://opentext.wsu.edu/abnormal-psych/wp-content/uploads/sites/41/2018/05/Abnormal-Psychology-2nd-Edition.pdf</a>
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<b>COURSE TITLE</b>	<b>HUMAN RESOURCE MANAGEMENT</b>			<b>CREDITS</b>	<b>4</b>
<b>COURSE CODE</b>	<b>APY21017</b>	<b>COURSE CATEGORY</b>	<b>C C</b>	<b>L-T-P-S</b>	<b>3-1-0-0</b>
<b>Version</b>	<b>1.0</b>	<b>Approval Details</b>		<b>LEARNING LEVEL</b>	<b>BTL – 4</b>
<b>ASSESSMENT SCHEME</b>					
<b>First Periodical Assessment</b>	<b>Second Periodical Assessment</b>	<b>Seminar/ Assignments/ Project</b>	<b>Surprise Test / Quiz</b>	<b>Attendance</b>	<b>End Semester Exam</b>
<b>15%</b>	<b>15%</b>	<b>10%</b>	<b>5%</b>	<b>5%</b>	<b>50%</b>
<b>Course Description</b>	This course provides an in-depth understanding of the principles, practices, and challenges associated with Human Resources Management (HRM). Students will explore key HR functions, including recruitment, selection, training and development, performance management, employee relations, and legal compliance. The course emphasizes the strategic role of HRM in achieving organizational goals and fostering a positive workplace culture.				
<b>Course Objective</b>	<ol style="list-style-type: none"> <li>To gain an understanding regarding over the introduction to human resource management.</li> <li>To gain an understanding regarding the training and development.</li> <li>To gain an understanding regarding the employee relationship.</li> <li>To gain an understanding regarding the recruitment and selection.</li> <li>To gain an understanding regarding the legal and ethical consideration in human resource management.</li> </ol>				
<b>Course</b>	<ol style="list-style-type: none"> <li>Express a wide range of knowledge in the field in human resource management.</li> <li>Explain the deep understanding regarding the training and development.</li> <li>Summarize an understanding of the employee relationship.</li> <li>Describe a systematic repertoire of knowledge regarding the recruitment and selection.</li> </ol>				

<b>Outcome</b>	5. Sketch a comprehensive and precise knowledge about the various systems aspects of legal and ethical consideration in human resource management.
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**Prerequisites:** Nil

**Pedagogy:** Direct Instruction, Inquiry-based, Discussion, Assignments

**CO, PO AND PSO MAPPING**

CO	PO - 1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3
CO-1	3	-	-	-	-	-	-	2	-	-
CO-2	3	-	2	-	-	-	-	3	-	-
CO-3	3	2	-	-	3	-	-	-	3	3
CO-4	2	2	-	2	-	2	-	-	3	3
CO-5	2	-	-	-	-	-	1	-	3	-

**1: Weakly related, 2: Moderately related and 3: Strongly related**

**MODULE 1: INTRODUCTION HUMAN RESOURCE MANAGEMENT**

**6Hrs**

Overview of HRM and its strategic importance - Evolution of HRM- HRM and organizational performance; Workforce planning and forecasting- Job analysis and job design- Competency modeling

**CO-1 BTL-1,2**

**MODULE 2: TRAINING AND DEVELOPMENT**

**12Hrs**

Training needs analysis - Training methods and delivery - Employee development and career planning; Performance appraisal - Feedback and coaching - Performance improvement plans

**CO-2 BTL-2,3**

<b>MODULE 3: EMPLOYEE RELATIONS</b>		<b>9Hrs</b>
Employee engagement- Conflict resolution- Workplace communication; Wage and salary administration- Employee benefits and perks- Pay equity and fairness		<b>CO-3 BTL-3</b>
<b>MODULE 4: RECRUITMENT AND SELECTION</b>		<b>12Hrs</b>
Recruitment strategies- Selection methods and tools- Diversity and inclusion in recruitment		<b>CO-4 BTL-3</b>
<b>MODULE 5: LEGAL AND ETHICAL CONSIDERATIONS IN HRM</b>		<b>6Hrs</b>
Employment laws and regulations- Ethical issues in HRM- HRM in a global context; HR technology and analytics- Remote and flexible work arrangements- Future challenges and opportunities in HRM		<b>CO-5 BTL-3</b>

<b>TEXT BOOKS</b>
1. "Organizational Behavior: Improving Performance and Commitment in the Workplace" by Jason A. Colquitt, Jeffery A. LePine, Michael J. Wesson.
<b>REFERENCE BOOKS</b>
1. "The Psychology of Work: Insights into Successful Working Practices" by Donald M. Truxillo, Talya N. Bauer, Berrin Erdogan.
2. "Applying Psychology in the Workplace: A Practice-Based Guide" by Adrian Furnham.
3. "Industrial and Organizational Psychology: Research and Practice" by Paul E. Spector.

COURSE TITLE	Psychotherapeutics			CREDITS	4
COURSE CODE	APY21018	COURSE CATEGORY	CC	L-T-P-S	3-1-0-0
Version	1.0	Approval Details		LEARNING LEVEL	BTL- 2
ASSESSMENT SCHEME					
<b>First Periodical Assessment</b>	<b>Second Periodical Assessment</b>	<b>Seminar/ Assignments/ Project</b>	<b>Surprise Test / Quiz</b>	<b>Attendance</b>	<b>ESE</b>
<b>15%</b>	<b>15%</b>	<b>10%</b>	<b>5%</b>	<b>5%</b>	<b>50%</b>
<b>Course Description</b>	To help students gain foundation on different psychotherapies used in schools, clinics, hospitals etc. The students will gain practical knowledge on the theoretical backgrounds on therapies like Cognitive Behavioural therapy, Psychoanalysis and Psychodynamic, Group, Family, Interpersonal and Art Therapy. The students will also gain knowledge on ethical consideration and process in a therapy session				
<b>Course Objective</b>	<ol style="list-style-type: none"> <li>1. To gain foundation on the objectives, therapeutic process in psychotherapy</li> <li>2. To gain theoretical and practical knowledge of psychoanalytic and psychodynamic therapies</li> <li>3. To analyse and use the techniques of cognitive behavioural therapy in live counselling sessions</li> <li>4. To analyse and use the techniques of Interpersonal, Group and family therapy</li> <li>5. To use the techniques of art therapy and understand the ethical considerations in psychotherapy</li> </ol>				
<b>Course Outcome</b>	<p>Upon completion of the course, the student will be able to</p> <ol style="list-style-type: none"> <li>1. Gain foundation on the objectives, features and therapeutic process in psychotherapy</li> <li>2. Apply the theoretical knowledge and techniques of Psychoanalytic and Psychodynamic therapies</li> <li>3. Apply the theoretical knowledge and techniques of Cognitive Behavioural Therapy</li> <li>4. Apply the theoretical knowledge and techniques of Interpersonal, Group and Family therapy</li> <li>5. Apply the theoretical knowledge and techniques of Art therapy and follow the ethical considerations in Psychotherapy</li> </ol>				

**Prerequisites: APY21018- Psychotherapeutics**

**CO, PO AND PSO MAPPING**

CO	PO -1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3
CO-1	1	2	2	1	1	1	2	3	1	2
CO-2	2	2	1	1	2	1	2	2	1	3
CO-3	2	2	1	1	2	1	2	2	2	3
CO-4	2	2	1	1	2	1	2	2	1	3
CO-5	2	2	1	1	3	1	2	2	1	3

**1: Weakly related, 2: Moderately related and 3: Strongly related**

**Module 1: Introduction to Psychotherapy**

Introduction to Psychotherapy, Main Features, Objectives of Psychotherapy, Therapeutic Process- Effectiveness of Psychotherapy, Negative Beliefs and Self attitudes	<b>CO 1</b> <b>BTL 2</b>
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**Module 2: Psychoanalytic and Psychodynamic Therapy**

Introduction of psychoanalytic and Psychodynamic therapy, Theoretical basis of psychoanalytic and Psychodynamic therapy, Therapeutic techniques and procedures of Psychoanalytic and Psychodynamic therapy, Multicultural perspectives of psychoanalytic and Psychodynamic therapy, Contemporary Trends: Self Psychology and Relational Psychoanalysis	<b>CO 2</b> <b>BTL 2</b>
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**Module 3: Cognitive and Behavioural Therapies**

Treatment Principles, Cognitive- Behavioural Techniques, Effective Cognitive- Behavioural treatments by disorders, Limitations of the therapy, Cognitive- Behavioural group interventions: Rationale, General Issues, Procedures and Strategies, Clinical Illustrations, Limitations	<b>CO 3</b> <b>BTL 2</b>
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**Module 4: Interpersonal, Family and Group Therapy**

<b>Interpersonal Therapy:</b> Theoretical basis, Treatment principles and phases of therapy, Treatment techniques and common problems in interpersonal psychotherapy. <b>Group Therapy:</b> Historical roots and development, Group therapy today, Theoretical basis and treatment principles, The conceptualization of the group process, major theoretical developments and variations within group therapy, Diversity in Group therapy, <b>Family therapy:</b> Major Theoretical Developments and Variations in family therapy, Principles of change and case conceptualization in family therapy, Diversity in Family therapy, Treatment in family therapy	<b>CO 4</b> <b>BTL 2</b>
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<b>Module 5: Art therapy and Ethics in Psychotherapy</b>	
<b>Art therapy:</b> A brief history Of Art Therapy, Theoretical Developments and Variations in Art Therapy, Art- Based Assessments, Scope of practice, Education, Supervision, <b>Ethics:</b> Ethical Decision- Making Models, Ethical issues in Multicultural perspective, Assessment Process, Evidence based Practice	<b>CO 5</b> <b>BTL 2</b>
1.	Reeves, A. (2013). <i>An Introduction to Counselling and Psychotherapy: From Theory to Practice</i> . Sage Publications, New Delhi.
2.	Corey, G. (2013). <i>Theory and Practice of Counselling and Psychotherapy. (9<sup>th</sup> Edition)</i> . Cengage Learning: USA
<b>REFERENCE BOOKS</b>	
1.	Consoli, A.J., Beutler, L.E., Bongar, B. (2017). <i>Comprehension Textbook of Psychotherapy, (2<sup>nd</sup> Edition)</i> . Oxford University Press
1.	Gabbard, G.O., Beck, J.S., Holmes, J. (2007). <i>Oxford Textbook of Psychotherapy</i> . Oxford University Press
<b>E BOOKS</b>	
1.	<a href="https://www.google.co.in/books/edition/Oxford_Textbook_of_Psychotherapy/TxrS70Ygp4cC?hl=en&amp;gbpv=1&amp;dq=psychotherapeutics+book+pdf&amp;printsec=frontcover">https://www.google.co.in/books/edition/Oxford_Textbook_of_Psychotherapy/TxrS70Ygp4cC?hl=en&amp;gbpv=1&amp;dq=psychotherapeutics+book+pdf&amp;printsec=frontcover</a>

## DEPARTMENT ELECTIVES

COURSE TITLE	ORGANISATIONAL PSYCHOLOGY		
COURSE CODE	APY21500	COURSE CATEGORY	DE 1
Version	1.0	Approval Details	
<b>ASSESSMENT SCHEME</b>			
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz
15%	15%	10%	5%
Course Description	<p>This course introduces the basic concepts of organizational behaviour along with the relationship with the practices of organization. It gives a clear understanding of the different fields of organizational behaviour along with different theoretical perspectives. It gives an understanding on the motivational factors in the employees and strategies to increase it</p>		
Course Objective	<ol style="list-style-type: none"> <li>1. To develop an awareness of the concepts related to organisational behaviour</li> <li>2. Help the students develop the connection between concepts and practices of organisations</li> <li>3. Understanding the evolution of the field of organisational behaviour and the challenges faced by the field today, for instance diversity, corporate social responsibility, etc</li> <li>4. To understand leadership process from different theoretical perspectives</li> <li>5. Developing a deeper understanding of conceptual and theoretical bases of motivation and employees work attitudes and their relationship with performance and outcomes.</li> </ol>		

<b>Course Outcome</b>	<p>Upon completion of this course, the students will be able to</p> <ol style="list-style-type: none"> <li>1. State on the concept related to organisational behaviour</li> <li>2. Develop a clear understanding on the relationship between concepts and practices of organisation</li> <li>3. Develop a knowledge of the challenges faced in the organisation and corporate sector</li> <li>4. Explain leadership process from different perspectives theoretically</li> <li>5. Describe the conceptual and theoretical bases of motivation and employees work attitudes and their relationship with performance and outcomes.</li> </ol>
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**Prerequisites ORGANISATIONAL BEHAVIOUR**

**CO, PO AND PSO MAPPING**

CO	PO -1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3
CO-1	3	-	-	-	-	-	-	2	-	-
CO-2	2	-	-	-	-	-	-	3	-	-
CO-3	-	-	-	-	-	-	2	-	3	3
CO-4	3	-	-	-	-	-	-	-	3	3
CO-5	3	-	-	-	-	-	-	-	3	-

**1: Weakly related, 2: Moderately related and 3: Strongly related**

**MODULE – 1: INTRODUCTION TO ORGANISATIONAL BEHAVIOR**

**9L**

Definition, Fundamental concepts, Basic Approaches, Models, Organizational Behavior, Organizational Structure, Limitations of Organizational Behavior, Continuing Challenges.

**MODULE – 2: MICRO PERSPECTIVE OF ORGANIZATIONAL BEHAVIOR**

**9L**

Perception, Attribution, Impression Management, Learning, Personality, Job satisfaction, Organizational Commitment

**MODULE – 3: MICRO & MACRO DYNAMICS OF ORGANIZATIONAL BEHAVIOR**

**9L**

Group Dynamics and teams, Stress and Health, Power and Politics, Leadership, Conflict Resolution, Motivation

<b>MODULE – 4: MACROPERSPECTIVE OF ORGANIZATIONAL BEHAVIOR</b>	
<b>9L</b>	
Communication, Decision Making, Organizational Culture and Climate.	
<b>MODULE – 5: EMERGING TRENDS</b>	
<b>9L</b>	
Positive organizational behavior as an offshoot of positive Psychology movement and its emphasis on subjective well-being; Core aspects of positive organizational behavior; Self-efficacy, Optimism, hope and resiliency	
<b>TEXT BOOKS</b>	
1.	Luthans, F. (2011). <i>Organizational Behaviour: An Evidence Based Approach</i> (11th Edition). New York: McGraw-Hill/Irwin.
2.	Singh, K. (2010). <i>Organizational Behavior: Texts &amp; Cases</i> . Noida: Dorling Kindersley.
3.	Aamodt, G. Michael (2013). <i>Applying Psychology to Work</i> . (7 <sup>th</sup> ed.) Cengage Learning.
<b>REFERENCE BOOKS</b>	
1.	Prakash, A. (2011). Organizational Behaviour in India: An Indigenous Perspective. In G. Misra (Ed.), <i>Handbook of Psychology</i> . New Delhi: Oxford University Press.
2.	Griffin, R.W.& Moorhead, G. (2009). <i>Organizational Behaviour: Managing people &amp; organizations</i> . New Delhi: Biztantra Publishers.

<b>COURSE TITLE</b>	<b>HEALTH PSYCHOLOGY</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>APY21501</b>	<b>COURSE CATEGORY</b>	<b>DE</b>	<b>L-T-P-S</b>	<b>3-0-0-0</b>
<b>Version</b>	<b>1.0</b>	<b>Approval Details</b>		<b>LEARNING LEVEL</b>	<b>BTL- 2</b>
<b>ASSESSMENT SCHEME</b>					
<b>First Periodical Assessment</b>	<b>Second Periodical Assessment</b>	<b>Seminar/ Assignments/ Project</b>	<b>Surprise Test / Quiz</b>	<b>Attendance</b>	<b>ESE</b>
<b>15%</b>	<b>15%</b>	<b>10%</b>	<b>5%</b>	<b>5%</b>	<b>50%</b>
<b>Course Description</b>	The course focuses on concept of health psychology and identify the characteristics of healthy relationships and how to promote them. It focuses on the importance of health enhancing behaviour like exercise, nutrition and safety. It helps in understanding the concept of stress and pain and its management. The course focuses on the intervention and research carried out in health psychology.				
<b>Course Objective</b>	<ol style="list-style-type: none"> <li>1. To understand health psychology and the relation between mind and body.</li> <li>2. To identify the characteristics of healthy behaviours and promoting them.</li> <li>3. To gain foundation on the variety of health enhancing behaviours and the importance of exercise, nutrition, safety and Indian Healing Method</li> <li>4. To identify the techniques of coping mechanism and stress</li> <li>5. To identify and gain knowledge on the health depreciating behaviours such as substance abuse and the ways to reduce it</li> </ol>				
<b>Course Outcome</b>	<p>Upon completion of this course, the students will be able to</p> <ol style="list-style-type: none"> <li>1. Define the concept of health psychology and the relationship between mind and body</li> <li>2. Describe the characteristics of healthy behaviour and its approaches</li> <li>3. Use the concept of health promotion and management.</li> <li>4. Identify and apply the various techniques to cope with stress</li> <li>5. Identify and apply various techniques to reduce substance abuse</li> </ol>				
<b>Prerequisites: APY21501- HEALTH PSYCHOLOGY</b>					

<b>CO, PO AND PSO MAPPING</b>										
<b>CO</b>	<b>PO -1</b>	<b>PO-2</b>	<b>PO-3</b>	<b>PO-4</b>	<b>PO-5</b>	<b>PO-6</b>	<b>PO-7</b>	<b>PSO-1</b>	<b>PSO-2</b>	<b>PSO-3</b>
<b>CO-1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>
<b>CO-2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO-3</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO-4</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>2</b>
<b>CO-5</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>1: Weakly related, 2: Moderately related and 3: Strongly related</b>										
<b>MODULE 1: INTRODUCTION TO HEALTH AND PSYCHOLOGY</b>										
What is Health: Illness/ Wellness Continuum, Illness today and in the past; Viewpoints from History: Early Cultures, Ancient Greece and Rome, The Middle Ages, The Renaissance and After; Psychology's role in Health, Current perspectives on health and illness; Related Fields, Research Methods									<b>CO 1</b> <b>BTL 2</b>	
<b>MODULE 2: HEALTH RELATED BEHAVIOUR</b>										
Health and Behaviour: Lifestyle =, Risk factors and Health, Interdisciplinary perspectives on preventing illness, Problems in promoting wellness; What determines people's health related behaviour: General factors, The roles of beliefs and intentions, The role of less rational process; Developmental, Gender and Sociocultural factors in Health.									<b>CO 2</b> <b>BTL 2</b>	
<b>Module 3: HEALTH PROMOTION</b>										
Nutrition: Components of Food, What people Eat, Nutrition and Health; Exercise: The health effects of Physical Activity, who gets enough exercise, who does not and why, Reasons for not exercising, Promoting exercising behaviour; Safety: Accidents, Environmental Hazards; Indian Healing Method									<b>CO 3</b> <b>BTL 2</b>	
<b>MODULE 4: COPING AND STRESS</b>										
What is Coping; Functions and Methods of Coping; Reducing the Potential of Stress: Enhancing Social Support, Managing Interpersonal Problems, Improving One's Personal Control, Organizing One's world better, Exercising: Links to stress and Health, Preparing for stressful events; Reducing Stress Reactions: Stress Management: Medication, Behavioural and Cognitive Methods, Massage, Meditation and Hypnosis									<b>CO 4</b> <b>BTL 2</b>	

**MODULE 5: SUBSTANCE USE AND ABUSE**

Substance Abuse: Addiction and Dependency, Process Leading to Dependence; Smoking tobacco: Who smokes and How much, why do people smoke, Smoking and Health; Alcohol Use and Abuse: Who drinks and how much, Why people use and abuse alcohol, Drinking and health; Drug use and abuse: Who uses drugs and why' Drug Use and health; Reducing Substance Use and ABUSE: Preventing substance use, Quitting a substance without therapy,

**CO 5**  
**BTL 2**

**TEXT BOOKS**

1. Sarafino, E.P & Smith, T.W. (2016). *Health psychology-Biopsychosocial Interactions* (9<sup>th</sup> ed). Wiley: US.
2. Ogden, J. (2012) *Health Psychology: A textbook*. (5<sup>th</sup> ed) , McGraw Hill Book Company: New York

**REFERENCE BOOKS**

2. Taylor, S.E. (2018). *Health psychology*. (10<sup>th</sup> ed). McGraw Hill Book Company. New York
2. Regan, A.R & Gurung. (2018). *Health Psychology: Well-being in a Diverse World*. (4<sup>th</sup> ed) Sage Publications: USA

**E BOOKS**

2. [https://www.researchgate.net/publication/349127704\\_Health\\_psychology](https://www.researchgate.net/publication/349127704_Health_psychology)

<b>COURSE TITLE</b>	<b>DISABILITIES AND REHABILITATION</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>APY21500</b>	<b>COURSE CATEGORY</b>	<b>P C</b>	<b>L-T-P-S</b>	<b>3-1-0-0</b>
<b>Version</b>	<b>1.0</b>	<b>Approval Details</b>		<b>LEARNING LEVEL</b>	<b>BTL – 3</b>

#### ASSESSMENT SCHEME

<b>First Periodical Assessment</b>	<b>Second Periodical Assessment</b>	<b>Seminar/ Assignments/ Project</b>	<b>Surprise Test / Quiz</b>	<b>Attendance</b>	<b>E S E</b>
<b>15 %</b>	<b>15 %</b>	<b>10%</b>	<b>5 %</b>	<b>5%</b>	<b>50 %</b>

<b>Course Description</b>	The aim of this course is to introduce students to the basics of disabilities and rehabilitation. These are the fundamental concepts in disabilities and rehabilitation for students with or without any background in the subject. This knowledge of the disabilities and rehabilitation is crucial for students to build on and apply more complex therapies and practices in higher levels.
<b>Course Objective</b>	<ol style="list-style-type: none"> <li>1. To explain the history of disabilities</li> <li>2. To help students grasp the concepts of disability, various treatment methods.</li> <li>3. To help students develop insights about how the disability and rehabilitation works in disabled children</li> </ol>
<b>Course Outcome</b>	<p>Upon completion of this course, the students will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the history of disabilities.</li> <li>2. Explain the interventional plan and treatment plan</li> <li>3. Apply the various therapy methods</li> <li>4. Explain rehabilitation technique.</li> </ol>

**CO, PO AND PSO MAPPING**

<b>C O</b>	<b>PO -1</b>	<b>PO-2</b>	<b>PO-3</b>	<b>PO-4</b>	<b>PO-5</b>	<b>PO-6</b>	<b>PO-7</b>	<b>PSO-1</b>	<b>PSO-2</b>	<b>PSO-3</b>
<b>CO-1</b>	<b>3</b>	-	-	-	-	-	-	<b>2</b>	-	-
<b>CO-2</b>	<b>3</b>	-	-	-	-	-	-	<b>3</b>	-	-
<b>CO-3</b>	<b>3</b>	-	-	-	-	-	-	-	<b>3</b>	-
<b>CO-4</b>	<b>2</b>	-	-	-	-	-	-	-	<b>3</b>	-
<b>CO-5</b>	<b>2</b>	-	-	-	-	-	-	-	<b>3</b>	-

**1: Weakly related, 2: Moderately related and 3: Strongly related**

**MODULE 1: LEARNING DISABILITY****9L**

Basic learning disabilities – disorders of perception and perceptual, motor learning, visual perceptual, visual motor, motor, kinesthetic, auditory disabilities. Verbal language disabilities- oral, reading, spelling, written language and arithmetic disabilities. Attention, memory & thinking disorders- Distractibility and Hyperactivity. Social- emotional disturbances.

**CO-1  
BTL-  
1**

**MODULE 2: ASSESSMENT AND TESTING****9L**

Introduction to assessment – definition, meaning , screening, assessment, testing, diagnosis, Purpose of assessment - decision making, planning and evaluation, types of assessment- formal, informal, comparison of formal & informal Methods of assessment – psychological tests, types of tests, advantages of psychological testing.

**CO-2  
BTL-  
2**

**MODULE 3: ATTENTION DEFICIT HYPERACTIVITY DISORDER(ADHD)****9L**

Hyperactivity- hyperkinetic syndrome, hyperactive child syndrome, attention deficit disorder, attention deficit hyperactive disorder, symptoms of ADHD- Inattention, hyperactivity, impulsivity. Treatment of ADHD- Drug, Individual, alternative therapy, social skills training.

**CO-3  
BTL-  
3**

**MODULE 4: FAMILY AND CHILD CARE****9L**

<p>The study of family- need for family, nuclear/Biological family group, psychological factors- the love, parental impulse(disciplinary techniques) affecting family- habit formation, influences of customs and social selection.</p>	<p><b>CO-4</b> <b>BTL-</b> <b>2</b></p>
<p><b>MODULE 5: REHABILITATION CASE WORK &amp; COUNSELLING</b> <span style="float: right;"><b>9L</b></span></p>	
<p>social case work practice- social investigation, diagnosis and treatment, Case recording- purpose, uses, problems, principles. Reluctance reaction- counselling techniques, silence, hostility. Dependence reaction- social, emotional, financial, psychomedical dependency.</p>	<p><b>CO-5</b> <b>BTL-</b> <b>2</b></p>
<p><b>TEXT BOOKS</b></p>	
<p>1.</p>	<p>Disability &amp; Rehabilitation 1<sup>st</sup> edition 2023 by Shyam D Ganvir</p>
<p><b>REFERENCE BOOKS</b></p>	
<p>1.</p>	<p>Panda, S,(Ed) (2002) Educational Planning and Management Curriculum Designing and Research in Booklet on Evaluation , Bhopal, Madhya Pradesh Bhoj Open University.</p>
<p>2.</p>	<p>Gautham Banerjee, (2001). Legal Rights of the disabled in India , New Delhi; RCI</p>

<b>COURSE TITLE</b>	<b>PSYCHO- ONCOLOGY</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>APY21503</b>	<b>COURSE CATEGORY</b>	<b>D E</b>	<b>L-T-P-S</b>	<b>3-0-0-0</b>
<b>Version</b>	<b>1.0</b>	<b>Approval Details</b>		<b>LEARNING LEVEL</b>	<b>BTL – 3</b>
<b>ASSESSMENT SCHEME</b>					
<b>First Periodical Assessment</b>	<b>Second Periodical Assessment</b>	<b>Seminar/ Assignments /Project</b>	<b>Surprise Test / Quiz</b>	<b>Attendance</b>	<b>End Semester Exam</b>
<b>15 %</b>	<b>15%</b>	<b>10 %</b>	<b>5 %</b>	<b>5%</b>	<b>50%</b>
<b>Course Description</b>	This course explores the intersection of psychology and oncology, focusing on the psychological aspects of cancer diagnosis, treatment, and survivorship. Students will gain an understanding of the emotional and mental challenges faced by individuals affected by cancer, as well as the role of psychological interventions in improving their well-being.				
<b>Course Objective</b>	<ol style="list-style-type: none"> <li>1. To understand the psychological impact of cancer on individuals and their families.</li> <li>2. To explore the various stages of the cancer journey from diagnosis to survivorship.</li> <li>3. To examine the role of stress, coping mechanisms, and resilience in cancer patients.</li> <li>4. To evaluate the impact of cancer on different age groups and cultural backgrounds.</li> <li>5. To explore the various communication and intervention strategies in cancer treatment</li> </ol>				
<b>Course Outcome</b>	<p>Upon completion of this course, the students will be able to</p> <ol style="list-style-type: none"> <li>1. Demonstrate a thorough understanding of the fundamental principles of oncology and the stages of cancer development.</li> <li>2. Understand the importance of a multidisciplinary approach to cancer care.</li> </ol>				

	<p>3. Examine the role of stress and coping mechanism .</p> <p>4. Understand the impact of cancer on different age groups.</p> <p>5. Develop effective communication skills for interacting with patients, their families, and the broader healthcare team in the context of oncology.</p>									
<b>Prerequisites:</b> Nil										
<b>Pedagogy:</b> Direct Instruction, Inquiry-based, Discussion, Assignments										
<b>CO, PO AND PSO MAPPING</b>										
CO	PO -1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3
CO-1	3	-	-	-	-	-	-	2	-	-
CO-2	3	-	-	-	2	-	-	3	-	-
CO-3	3	2	-	2	-	-	-	-	3	-
CO-4	2	-	-	-	-	-	-	-	3	-
CO-5	2	-	-	-	-	2	-	-	3	-
<b>1: Weakly related, 2: Moderately related and 3: Strongly related</b>										
<b>MODULE 1: INTRODUCTION TO PSYCHO-ONCOLOGY</b>										<b>6Hrs</b>

Definition and scope of psycho-oncology - Historical perspective - The biopsychosocial model of cancer care	<b>CO-1 BTL-1</b>
<b>MODULE 2: PSYCHOLOGICAL IMPACT OF CANCER DIAGNOSIS</b>	
<b>12Hrs</b>	
Emotional reactions to diagnosis - Coping strategies - Family dynamics	<b>CO-2 BTL-2</b>
<b>MODULE 3: TREATMENT PHASE</b>	
<b>9Hrs</b>	
Psychological aspects of different treatments (surgery, chemotherapy, radiation) - Supportive care and symptom management	<b>CO-3 BTL-3</b>
<b>MODULE 4: SURVIVORSHIP AND PALLIATIVE CARE</b>	
<b>12Hrs</b>	
Life after treatment - Long-term effects and survivorship care plans - Introduction to palliative care; Pediatric psycho-oncology - Cultural considerations.	<b>CO-4 BTL-3</b>

<b>MODULE 5: INTERVENTIONS AND COMMUNICATION</b>	<b>6Hrs</b>
Cognitive-behavioral therapy - Mindfulness and relaxation techniques - Effective communication with patients and families	<b>CO-5 BTL-3</b>

<b>TEXT BOOKS</b>
"Psycho-Oncology" by Jimmie C. Holland, William S. Breitbart, Paul B. Jacobsen, et al.
<b>REFERENCE BOOKS</b>
"Cancer and Emotion" by Robert Buckman
"Psychosocial Oncology and Palliative Care in Hong Kong" by Amy Y.M. Chow and Phyllis N.M. Lam

<b>COURSE TITLE</b>	<b>SPORTS PSYCHOLOGY</b>			
<b>COURSE CODE</b>	<b>APY21504</b>	<b>COURSE CATEGORY</b>	<b>DE</b>	
<b>Version</b>	<b>1.0</b>	<b>Approval Details</b>		
<b>ASSESSMENT SCHEME</b>				
<b>First Periodical Assessment</b>	<b>Second Periodical Assessment</b>	<b>Seminar/ Assignments/ Project</b>	<b>Surprise Test / Quiz</b>	<b>Attendance</b>
<b>15%</b>	<b>15%</b>	<b>10%</b>	<b>5%</b>	<b>5%</b>
<b>Course Description</b>	The course focuses role of psychology in sports and its evolution. It focuses on understanding sportsman ship as a psychological construct. This course focuses on the importance of sports psychology for rehabilitation and coping with stress.			
<b>Course Objective</b>	<ol style="list-style-type: none"> <li>1. To increasing understanding regarding the dynamics of sports</li> <li>2. To foster an understanding of sportsman spirit as a psychological construct</li> <li>3. To develop insights about stress on and off the field</li> <li>4. To understand the importance of improving performance by looking into physical and psychological well-being .</li> <li>5. 5. To appreciate the importance of sports psychologists.</li> </ol>			
<b>Course Outcome</b>	<p>Upon completion of this course, the students will be able to</p> <ol style="list-style-type: none"> <li>1. Discuss different perspectives of sports and psychology. Evolution, orientation and roles of sports psychology in present world</li> <li>2. Foster an understanding of individualism in sportsman spirit</li> <li>3. Develop insights of stress in sports and how to manage it.</li> <li>4. To understand the importance of improving performance by looking into physical and psychological wel being.</li> <li>5. Explain the importance of rehabilitation and having sports psychologist as a career</li> </ol>			
<b>Prerequisites: PCC1363- Sports Psychology</b>				

<b>CO, PO AND PSO MAPPING</b>											
<b>CO</b>	<b>PO -1</b>	<b>PO-2</b>	<b>PO-3</b>	<b>PO-4</b>	<b>PO-5</b>	<b>PO-6</b>	<b>PO-7</b>	<b>PSO-1</b>	<b>PSO-2</b>	<b>PSO-3</b>	
<b>CO-1</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>-</b>	
<b>CO-2</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-3</b>	
<b>CO-3</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>-</b>	
<b>CO-4</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>3</b>	<b>-</b>	
<b>CO-5</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>-</b>	
<b>1: Weakly related, 2: Moderately related and 3: Strongly related</b>											
<b>MODULE – 1: INTRODUCTION TO SPORTS PSYCHOLOGY</b>											<b>9L</b>
Definition of sport psychology - Perspectives of Sport Psychology – Roles of sport psychologist – historical evolution of sport psychology – Understanding present and future trends – psychological orientation											
<b>MODULE – 2: INDIVIDUAL DIFFERENCES</b>											<b>9L</b>
Self-perceptual system - Attribution and control- Personality and sport – Measurement, theory, identification of psychologist role in understanding personality; Motivation – Approaches, theory, developing achievement motivation; Arousal, Stress and anxiety – Understanding sources of stress and anxiety, managing stress; Achievement goal theories– Psychological characteristics of peak performance - Flow perspective of optimal experience											
<b>MODULE – 3: SOCIO-ENVIRONMENTAL FACTORS</b>											<b>9L</b>
Group dynamics in sports and physical activity – Leadership – Definition, approaches, components of leadership, research, leadership training; Communication – Understanding and improving communication; Coaching effectiveness in sports domain – Social influence in sports – Competition and cooperation – Feedback, reinforcement and intrinsic motivation											
<b>MODULE – 4: IMPROVING PERFORMANCE</b>											<b>9L</b>
Introduction to psychological skills training – Arousal regulation – Imagery – Self -confidence – Goal setting –Fundamental goal concept: Path to process and performance success - Attentional processes in sports - Concentration – Exercise and psychological well-being – Exercise behaviour and adherence – Athletic injuries and psychology – Addictive and unhealthy behaviour – Burnout and overtraining											

<b>MODULE – 5: SPORTS PSYCHOLOGIST AS A CAREER</b>	<b>9L</b>
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Rehabilitation – counselling – training

<b>TEXT BOOKS</b>
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|----|--|
| 1. | Weinberg, R.S., & Gould, D. (2015). Foundations of Sport and Exercise Psychology. US: Human Kinetics               |
| 2. | Williams, J., & Krampe, V. (2014). Applied Sport Psychology: Personal growth to peak performance. US: McGraw Hill. |

<b>REFERENCE BOOKS</b>
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|---|---|
| 1 | Horn, T.S. (2008). Advances in Sport Psychology. US: Human Kinetics |
| 2 | Robbins, Stephen, Organizational Behavior, Prentice Hall, India     |

<b>E BOOKS</b>
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- |   |   |
|---|---|
| 1 | <a href="https://www.researchgate.net/publication/337554420_Sport_Psychology">https://www.researchgate.net/publication/337554420_Sport_Psychology</a> |
|---|---|

<b>COURSE TITLE</b>	<b>PSYCHOLOGICAL PERSPECTIVES IN EDUCATION</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>APY21505</b>	<b>COURSE CATEGORY</b>	<b>DE</b>	<b>L-T-P-S</b>	<b>3-0-0-0</b>
<b>Version</b>	<b>1.0</b>	<b>Approval Details</b>		<b>LEARNING LEVEL</b>	<b>BTL- 2</b>

**ASSESSMENT SCHEME**

<b>First Periodical Assessment</b>	<b>Second Periodical Assessment</b>	<b>Seminar/ Assignments/ Project</b>	<b>Surprise Test / Quiz</b>	<b>Attendance</b>	<b>ESE</b>
<b>15%</b>	<b>15%</b>	<b>10%</b>	<b>5%</b>	<b>5%</b>	<b>50%</b>

<b>Course Description</b>	The course focuses imparting behavioural and social skills in education. Develop cognitive skills to enhance achievement, intelligence and creativity along with managing and facilitating classroom teaching. It focuses on promoting skills to impart special needs education.
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<b>Course Objective</b>	<ol style="list-style-type: none"> <li>1. To learn the behavioural and social skills of imparting education.</li> <li>2. To develop cognitive skills that will enhance achievement, intelligence and creativity among various groups.</li> <li>3. To enhance skills that will facilitate effective teaching in the classroom</li> <li>4. To enhance the skills required to for classroom management</li> <li>5. To promote skills that will help to impart education to those with special needs</li> </ol>
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<b>Course Outcome</b>	<p>Upon completion of this course, the students will be able to</p> <ol style="list-style-type: none"> <li>1. Impart the concept of behavioural and social skills in education</li> <li>2. Develop cognitive skills to enhance achievement, intelligence and creativity</li> <li>3. Develop skills as effective teacher</li> <li>4. Develop skills to facilitate effective and manage classroom</li> <li>5. Impart skills in education for special needs</li> </ol>
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**Prerequisites: APY21505- PSYCHOLOGICAL PERSPECTIVES IN EDUCATION**

<b>CO, PO AND PSO MAPPING</b>										
<b>CO</b>	<b>PO -1</b>	<b>PO-2</b>	<b>PO-3</b>	<b>PO-4</b>	<b>PO-5</b>	<b>PO-6</b>	<b>PO-7</b>	<b>PSO-1</b>	<b>PSO-2</b>	<b>PSO-3</b>
CO-1	1	2	2	1	1	1	2	2	3	2
CO-2	1	2	2	2	2	2	3	2	3	2
CO-3	3	3	2	2	2	2	3	2	3	2
CO-4	3	3	2	2	2	3	3	2	3	2
CO-5	2	2	2	3	2	3	3	2	3	2
<b>1: Weakly related, 2: Moderately related and 3: Strongly related</b>										
<b>MODULE – 1: INTRODUCTION TO EDUCATIONAL PSYCHOLOGY</b>										
Nature, Scope & Relevance of Educational Psychology; Conceptual and Theoretical Perspectives in Educational Psychology: Behavioristic and Social Learning, Cognitive & Humanistic Perspectives, Constructivism									<b>CO 1 BTL 2</b>	
<b>MODULE – 2: HUMAN DIVERSITY AND EDUCATION</b>										
Differences in Cognitive Styles & Learning Strategies, Readiness for Learning & Classroom Achievement, Intelligence, Creativity & Personality; Socio-cultural Differences: Gender, Socio-Economic Status, Regional, Ethnic & Linguistic Diversity; Meta-cognitive strategies through self-reflective accounts of student’s own learning methods and processes									<b>CO 2 BTL 2</b>	
<b>MODULE – 3: EFFECTIVE TEACHING</b>										
Characteristics of Effective Teachers; Teaching Methods & Issues related to Technological Advances									<b>CO 3 BTL 2</b>	
<b>MODULE – 4: CLASSROOM MANAGEMENT</b>										
Classroom Management Exploring different teaching-learning methods and reflecting on their importance in the teaching-learning process; Understanding inclusive classroom practices through interview of educators and class- room observations									<b>CO 4 BTL 2</b>	
<b>MODULE – 5: EXCEPTIONALITY AND SPECIAL EDUCATION</b>										
Conceptualizing Exceptionality: Categorization, Labelling and its Educational Implications; Responsibilities of Teachers towards Learners with Special Needs									<b>CO 5 BTL 2</b>	

<b>TEXT BOOKS</b>	
1.	Santrock, J. W. (2017). <i>Educational Psychology</i> (6 <sup>th</sup> Edition). New York: McGraw Hill Education., J.E. & Jones, B. (2018). <i>Essentials of Educational Psychology</i> (5th Edition). New York: Pearson.
2.	Ormrod, J.E. & Jones, B. (2018). <i>Essentials of Educational Psychology</i> (5th Edition). New York: Pearson
<b>REFERENCE BOOKS</b>	
3.	Slavin, R. (2008). <i>Educational Psychology: Theory Into Practice</i> , (9th ed.). Boston: Allyn and Bacon.
3.	Woolfolk, A. (2018). <i>Educational Psychology</i> (14th Edition). Texas: Pearson

<b>COURSE TITLE</b>	<b>FOUNDATIONS OF TRANSACTIONAL ANALYSIS</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>APY21506</b>	<b>COURSE CATEGORY</b>	<b>DE</b>	<b>L-T-P-S</b>	<b>3-0-0-0</b>
<b>Version</b>	<b>1.0</b>	<b>Approval Details</b>		<b>LEARNING LEVEL</b>	<b>BTL-2</b>
<b>ASSESSMENT SCHEME</b>					
<b>First Periodical Assessment</b>	<b>Second Periodical Assessment</b>	<b>Seminar/ Assignments/ Project</b>	<b>Surprise Test / Quiz</b>	<b>Attendance</b>	<b>ESE</b>
<b>15%</b>	<b>15%</b>	<b>10%</b>	<b>5%</b>	<b>5%</b>	<b>50%</b>
<b>Course Description</b>	This course introduces the basic concepts of Transactional analysis that can facilitate better understanding of self and others. It gives an understanding on the communication skills to effectively resolve a conflict. With its comprehensible concepts and tools, it gives an opportunity to lead a more self-determined life.				
<b>Course Objective</b>	<ol style="list-style-type: none"> <li>1.To develop an awareness on the foundational concepts of Transactional Analysis.</li> <li>2. Understanding the evolution of the field of TA and the main concepts in frame work.</li> <li>3.To help the students develop the connection between concepts and theories in TA.</li> <li>4.To understand the influence of birth order in transactions of passitivity and autonomy in behaviour.</li> <li>5.To disseminate knowledge about the ethical perspectives in practising the concepts of TA.</li> </ol>				
<b>Course Outcome</b>	<p>Upon completion of this course, the students will be able to</p> <ol style="list-style-type: none"> <li>1.State on the concept related to Foundations of Transactional analysis.</li> <li>2.Develop a knowledge on the evolution of the field of TA and the main concepts in frame work.</li> <li>3.Develop a clear understanding on the relationship between concepts and theories application in practice.</li> <li>4.Explain the influence of birth order in transactions of passitivity and autonomy in behaviour.</li> <li>5.Describe the ethical perspectives in practising the concepts of TA..</li> </ol>				

<b>CO, PO AND PSO MAPPING</b>										
<b>CO</b>	<b>PO -1</b>	<b>PO-2</b>	<b>PO-3</b>	<b>PO-4</b>	<b>PO-5</b>	<b>PO-6</b>	<b>PO-7</b>	<b>PSO-1</b>	<b>PSO-2</b>	<b>PSO-3</b>
<b>CO-1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>
<b>CO-2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>
<b>CO-3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>
<b>CO-4</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>
<b>CO-5</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>
<b>1: Weakly related, 2: Moderately related and 3: Strongly related</b>										
<b>MODULE – 1: INTRODUCTION TO TA</b>										<b>9L</b>
Introduction : History and Origin of TA, Dr.Berne . Personality: Ego State Model, Structural and Functional Analysis of Ego States , Structural and Functional Pathology, Energy theory, Egogramme										<b>CO-1 BTL-1</b>
<b>MODULE – 2: TYPES AND STROKES AND LIFE POSITIONS</b>										<b>9L</b>
Transactional Analysis Proper Rules of Transactions, Types, Redefining, Tangential, Bulls eys, Carron, Gallows Types. Stroke: Strokes, Stroke theory, Stroke Economy, Time Structurin Life Position : Life Position , Corralogram ,										<b>CO-2 BTL-2</b>
<b>MODULE – 3: GAMES , SCRIPTS AND FRAME OF REFERENCE</b>										<b>9L</b>
Psychological Games: Games, Drama Triangle, Role of Emotions ,Racket system , stamp collection Script : Script theory, Counter scripts, Process Scripts, Injunctions, Drivers, Script Matrix, Mini Script Discount : Discounting , Discount Matrix Frame Of Reference : Frame of Reference ,Role of Perception, Role of Script										<b>CO-3 BTL-2</b>
<b>MODULE – 4: BIRTH ORDER , PASSITIVITY AND AUTONOMY</b>										<b>9L</b>
Symbiosis First order, second order, competitive and hierarchical types. Passivity: Passivity, Passive behavior .Redefining: Redefining, Redefining Transactions. Autonomy : Autonomy, Autonomy Vs. Script										<b>CO-4 BTL-2</b>
<b>MODULE – THEORIES AND ETHICS</b>										<b>9L</b>
Child Development : Child Development theories --- Psycho-sexual, Psycho-social Triology : Triology theory . Ethics : Ethical Norms of TA Practitioner.										<b>CO-5 BTL-2</b>

**TEXT BOOKS**

1.	Transactional Analysis in Psychotherapy: A Systematic Individual and Social Psychiatry, Dr. Eric Berne., Pickle Partners Publishing, 09-Aug-2016 - Psychology
2.	Principles of group treatment – Eric Berne
3.	Ego and intuition – Eric Berne

**REFERENCE BOOKS**

1.	Egogram – J.Dusay
2.	Script people live – Claude Steiner

<b>COURSE TITLE</b>	<b>FORENSIC PSYCHOLOGY</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>APY21507</b>	<b>COURSE CATEGORY</b>	<b>DE</b>	<b>L-T-P-S</b>	<b>3-0-0-0</b>
<b>Version</b>	<b>1.0</b>	<b>Approval Details</b>		<b>LEARNING LEVEL</b>	<b>BTL-2</b>
<b>ASSESSMENT SCHEME</b>					
<b>First Periodical Assessment</b>	<b>Second Periodical Assessment</b>	<b>Seminar/ Assignments/ Project</b>	<b>Surprise Test / Quiz</b>	<b>Attendance</b>	<b>ESE</b>
<b>15%</b>	<b>15%</b>	<b>10%</b>	<b>5%</b>	<b>5%</b>	<b>50%</b>
<b>Course Description</b>	The purpose of this course is to teach criminological theory and to introduce the concepts and methods used in the study of forensics sciences. This course will provide the presentation and analysis of the current issues in victimization and victim assistance. The course will provide knowledge about correctional laws and facilities.				
<b>Course Objective</b>	<ol style="list-style-type: none"> <li>1.To develop an awareness on the foundational concepts of Forensic Psychology.</li> <li>2.To analyse the sociological and psychological background of various types of crime.</li> <li>3.To analyse the nature and extent of crime and victimization.</li> <li>4.To understand the cycle of violence and its effects on women and Children.</li> <li>5.Demonstrate an understanding of the various components of the criminal justice system and their interrelationships.</li> </ol>				
<b>Course Outcome</b>	<p>Upon completion of this course, the students will be able to</p> <ol style="list-style-type: none"> <li>1.State on the concept related to Foundations of Forensic Psychology.</li> <li>2.Develop a knowledge on the sociological and psychological background of various types of crime.</li> <li>3.Develop a clear understanding on the nature and extent of crime and victimization.</li> <li>4.Describe the cycle of violence and its effects on women and Children.</li> <li>5.Understand the various components of the criminal justice system and their interrelationships.</li> </ol>				

<b>CO, PO AND PSO MAPPING</b>										
<b>CO</b>	<b>PO -1</b>	<b>PO-2</b>	<b>PO-3</b>	<b>PO-4</b>	<b>PO-5</b>	<b>PO-6</b>	<b>PO-7</b>	<b>PSO-1</b>	<b>PSO-2</b>	<b>PSO-3</b>
<b>CO-1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>
<b>CO-2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>
<b>CO-3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>
<b>CO-4</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>
<b>CO-5</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>
<b>1: Weakly related, 2: Moderately related and 3: Strongly related</b>										
<b>MODULE – 1: INTRODUCTION TO FORENSIC SCIENCE</b>										<b>9L</b>
History and Origin of Forensic Psychology, History of Investigating Crime , Distinguishing Therapeutic Assessment from Forensic Assessment									<b>CO-1</b>	<b>BTL-1</b>
<b>MODULE – 2: CAUSATION OF CRIME</b>										<b>9L</b>
The Nature ,Types and Extent of Crime , Victims and Victimization , Rational Choice Theory, Empirical basis for criminological theories , Social Structural Perspectives ,Critical Perspective , Developmental Perspective , Contrasting similar theories in Crime causation.									<b>CO-2</b>	<b>BTL-2</b>
<b>MODULE – 3: VICTIMOLOGY AND VICTIM ASSISTANCE</b>										<b>9L</b>
Victimology Basics , Perspectives in Victimization, Individual and Mass Victimization , Victim Assistance .									<b>CO-3</b>	<b>BTL-2</b>
<b>MODULE – 4: VIOLENCE AGAINST WOMEN AND CHILDREN</b>										
<b>9L</b>										
Violence Cycle , Abuse Types ,Effects of Domestic Violence on Victim Mental Health , Managing Domestic Violence and Sexual Violence.									<b>CO-4</b>	<b>BTL-2</b>
<b>MODULE–CORRECTIONAL INSTITUTES (JUVENILE AND ADULTS)</b>										
<b>9L</b>										
Concept of correctional setting, Objectives of correctional setting in prisons, Justice system and reforms.									<b>CO-5</b>	<b>BTL-2</b>

<b>TEXT BOOKS</b>	
	Chockalingam, K. 1985, Readings in Victimology, Raviraj Publications, Chennai. Page 2 of 141 2. Fattah, E.A. 1991.
	Gupta M.C., Chockalingam K., and Jayatilak Guha Roy 2001, Child Victims of Crime-Problems and Perspectives. Gyan Publishing House, New Delhi
	Madhava Soma Sundaram, P., Jaishankar, K., & Ramdoss, S. (2008). Crime Victims and Justice: An Introduction to Restorative Principles. New Delhi: Serials Publications.
<b>REFERENCE BOOKS</b>	
	Seigel, Larry J. Criminology, 10th ed. Belmont, Calif.: Thomson Higher Education, 2009. ISBN: 0-495-39102-6
	Rajan, V.N., 1981, Victimology in India, Allied Publishers Pvt Ltd., New Delhi 9. Ronel, N., Jaishankar, K., & Bensimon, M. (2008). Trends and Issues in Victimology. New Haven, UK: Cambridge Scholars Publishing.

### NON-DEPARTMENTAL ELECTIVES

<b>COURSE TITLE</b>	<b>PSYCHOLOGY OF ADDICTION</b>			<b>CREDITS</b>	<b>3</b>
<b>COURSE CODE</b>	<b>GAF1194</b>	<b>COURSE CATEGORY</b>	<b>OE</b>	<b>L-T-P-S</b>	<b>3-1-0-0</b>
<b>Version</b>	<b>1.0</b>	<b>Approval Details</b>		<b>LEARNING LEVEL</b>	<b>BTL – 3</b>
<b>ASSESSMENT SCHEME</b>					
<b>First Periodical Assessment</b>	<b>Second Periodical Assessment</b>	<b>Seminar/ Assignments/ Project</b>	<b>Surprise Test / Quiz</b>	<b>Attendance</b>	<b>ESE</b>
<b>15%</b>	<b>15%</b>	<b>10%</b>	<b>5%</b>	<b>5%</b>	<b>50%</b>
<b>Course Description</b>	<p>This course will introduce students to the basics of addictive behaviours. They will examine both substance abuse and behavioral compulsions, including alcohol and other drugs, smoking, compulsive gambling, eating disorders, and sexual addictions. There will also be a focus on diversity in addicted populations and prevention. Attention will be given to biological and genetic factors in the etiology of addiction, family issues, and community responses.</p> <p>The consequences of addictions will be studied at the individual, family, community and societal levels. This course will draw on current research in the field of addictions, and will emphasize critical thinking and analysis of the current controversies in the field.</p>				
<b>Course Objective</b>	<ol style="list-style-type: none"> <li>1. To gain an understanding regarding the Addictive behaviours.</li> <li>2. To gain an understanding regarding the Addictive Substance.</li> <li>3. To gain an understanding regarding the Internet Addiction Disorder.</li> <li>4. To gain an understanding regarding the Gambling.</li> <li>5. To gain an understanding regarding the Eating Disorder.</li> </ol>				

<b>Course Outcome</b>	<p>Upon completion of this course, the students will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the key aspect of addictive behaviours.</li> <li>2. Describe a deep overview of substance addiction.</li> <li>3. Sketches the definition, symptoms, cause, and treatment of internet addiction disorder.</li> <li>4. Describe the definition, symptoms, cause, and treatment of Gambling.</li> <li>5. Explain the definition, symptoms, cause, and treatment of Eating Disorder.</li> </ol>
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**Prerequisites: GAF1194- ADDICTIVE BEHAVIOURS**

**CO, PO AND PSO MAPPING**

CO	PO -1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PSO-1	PSO-2	PSO-3
CO-1	3	-	-	-	-	-	-	2	-	-
CO-2	3	-	-	-	-	-	-	3	-	-
CO-3	-	-	-	3	3	-	-	-	3	-
CO-4	-	-	-	2	3	-	-	-	3	-
CO-5	2	-	-	3	3	-	-	-	3	-

**1: Weakly related, 2: Moderately related and 3: Strongly related**

**MODULE 1: INTRODUCTION TO ADDICTIVE BEHAVIOURS**

Definition of addictive behaviours. The models of addiction development, including disease, psychological, social, family systems, and multi-causal, all considered from an eco-systems perspective.	<b>CO-1 BTL-1</b>
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**MODULE 2: ADDICTION TO SUBSTANCES**

The definitions of drug use, abuse, dependency, and addictions. Basic physiological responses to drug use. The use of assessment criteria and tools. Family dynamics of chemical abuse, including co-dependency. Treatment models including self-help, behavioral, family systems, disease, and rehabilitative programmes.	<b>CO-2 BTL-2</b>
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**MODULE 3: INTERNET ADDICTION DISORDER**

Types – Internet, Social media, Mobile phone. Causes, Symptoms and Treatment.	<b>CO-3 BTL-3</b>
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<b>MODULE 4: GAMBLING</b>	
Types, Symptoms, Causes, Treatment and interventions.	<b>CO-4</b> <b>BTL-3</b>
<b>MODULE 5: EATING DISORDERS</b>	
<b>Types of eating disorders - Anorexia Nervosa, Bulimia Nervosa, Binge-Eating Disorder, Avoidant/restrictive food intake disorder (ARFID), Rumination Disorder, and Pica. Symptoms, Causes, Treatment and interventions.</b>	<b>CO-5</b> <b>BTL-3</b>
<b>TEXT BOOKS</b>	
<b>1.</b>	<i>Introduction to addictive behaviours</i> 4th edition by Dennis L.Thomas and Cynthia J. Osborn 2013
<b>2.</b>	<i>Chemical Dependency: A Systems Approach</i> by C. Aaron McNeece and Diane N. DiNitto, 3rd edition, Allyn and Bacon, 2005.
<b>REFERENCE BOOKS</b>	
<b>1</b>	<i>A book on 'Psychology of Addictive Behaviour</i> (Palgrave Insights in Psychology series) by <u>Antony C. Moss</u> and <u>Kyle R. Dyer</u> , Paperback, 2010.
<b>2</b>	<i>Treatment of Eating Disorders: Bridging the Research-Practice Gap"</i> edited by Margo Maine, William N. Davis, and Jane Shure.