



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

M SC APPLIED PSYCHOLOGY

(Duration: 2 Years)

CURRICULUM AND SYLLABUS

(Applicable for Students admitted from Academic Year 2024-25)

DEPARTMENT OF PSYCHOLOGY

SCHOOL OF LIBERAL ARTS AND 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 for learning and world class research.
- To nurture a sense of creativity and innovation.
- To in-still highest ethical standards and values with a sense of professionalism.
- To take up activities for the development of Society.
- To develop national and international collaboration and strategic partnership with industry and institutes of excellence.
- To enable graduates to become future leaders and innovators.

Vision:

To respond to the needs of students to grow as competent, self-reflective learners with relevant academic and professional skills and to prepare them as contributors to the growing discipline of psychology.

Mission:

- To provide a conducive academic environment with contemporary and innovative curriculum imparting high quality education
- To generate psychological knowledge through interdisciplinary focus
- To develop skills for rendering psychological services to the society for human and social development.

PROGRAMME'S EDUCATIONAL OBJECTIVES

PEO 1: Students will impart knowledge of psychological concepts and methods and developing ability to appreciate the challenges in field settings.

PEO 2: Students will acquire basic skills in major areas of application (e.g., psychological testing, experimentation, counselling, interviewing, data analysis, report writing). They will develop a strong sense of ethical and moral aptness in general and in the context of learning and its assessment in particular.

PEO 3: Students will promote self-understanding, reflexivity and personal growth and understand the complexities of self and human relationships and how the two make each other up. They will master the basic reflective, analytical, scientific writing, computational and communicative competencies and develop respect for social diversity and increasing social and cultural relevance of learning.

PROGRAMME OUTCOMES (PO's):

PO 1: Being a member of the academic community with advanced discipline-specific knowledge and professional skills in the relevant field with the prowess to communicate complex ideas and to engage in current critical debates with all sensitivity and fairness.

PO2: Ability to think, analyse, evaluate create new knowledge and skills both in the chosen discipline and across other fields.

PO3: Ability to design and carry out independent research, to update oneself with current research trends and contemporary inputs in the discipline and to evaluate research contributions.

PO4: Ability to participate in public discourse on varied themes and topics, seminar, conference and workshops and online mode on varied topics in their specialization.

PO5: To be academically honest, intellectually curious, ethically responsible, and professionally competent. Ability to function as matured democratic citizens with participation in issues of equity, gender equality, social justice, sustainable development and poverty alleviation

PO6: Ability to continuously develop oneself professionally and to critically improve oneself.

PO7: Ability to work effectively and to live responsibly in a global context of cross-cultural life and capability, to value human diversity and lead life of timeless learning and endless opportunities

PROGRAMME SPECIFIC OUTCOMES (PSO):

At the end of the Post Graduate Programme in Applied Psychology, the students will be able to:

PSO1: To apply the knowledge of psychological principles and theories in their respective area of specialization in Applied Psychology. Think critically and evaluate the problems in their area of specialization in applied Psychology and create an effective strategy to overcome the problems.

PSO2: To provide quality research in their respective area of specialization in Applied Psychology and contribute new knowledge. Develop their skills in the emerging areas of the field of specialization Participate in public discourses, seminar, conference and workshops and online mode on varied topics in their specialization.

PSO3: To develop ethical principles and commit to professional ethics, values, responsibilities and norms of applied psychology. Construct knowledge, skills, values and ability towards sustainable development for Nation building. Work effectively in their area of specialization in Applied Psychology, show multi-cultural skills, and work with consciousness and value human diversity in their area of specialization.

SEMESTER - I

Sl. No.	Course Category	Course Type	Course Code	Name of the Course	L	T	P	C	S	TCH
1.	PC	TH	APY02001	Psychotherapy I	4	0	0	4	0	4
2.	PC	TH	APY02002	Behavior Modification I	4	0	0	4	0	4
3.	PC	PR	APY02400	Advanced Psychological Assessment I	0	0	6	4	0	6
4.	DE	TH	*****	Elective I	3	0	0	3	0	3
5.	DE	TH	*****	Elective II	3	0	0	3	0	3
6.	AEC	PR	GLS42001	Professional Writing	0	0	2	1	0	2
Total					14	0	8	19	0	22
L – Lecture; T – Tutorial; P – Practical; C – Credit; S- Self Study; TCH- Total Contact Hours										

SEMESTER - II

Sl. No.	Course Category	Course Type	Course Code	Name of the Course	L	T	P	C	S	TCH
1.	PC	TH	APY02003	Psychotherapy II	4	0	0	4	0	4
2.	PC	TH	APY02004	Behavior Modification II	4	0	0	4	0	4
3.	PC	PR	APY02401	Psychological Assessment II	0	0	6	4	0	6
4.	DE	TH	*****	Elective III	3	0	0	3	0	3
5.	DE	TH	*****	Elective IV	3	0	0	3	0	3
6.	AEC	PR	GLS42400	Presentation Skills	0	0	2	1	0	2
Total					14	0	8	19	0	22
L – Lecture; T – Tutorial; P – Practical; C – Credit; S- Self Study; TCH- Total Contact Hours										

**Students will undergo internship for a period of 30 days in a mental health institute / NGO /Educational Institute with special needs center.*

SEMESTER - III										
Sl. No.	Course Category	Course Type	Course Code	Name of the Course	L	T	P	C	S	TCH
1.	PC	TH	APY02005	Neuro Psychology	4	0	0	4	0	4
2.	PC	TH	APY02006	Statistics for Psychology	4	0	0	4	0	4
3.	PC	TH	APY02007	Advanced Research Methodology	4	0	0	4	0	4
4.	DE	TH	*****	Elective V	3	0	0	3	0	3
5.	DE	TH	*****	Elective VI	3	0	0	3	0	3
6.	SI	IN	APY02800	Internship*	#	#	#	4	#	#
Total					18	0	0	22	0	18
L – Lecture; T – Tutorial; P – Practical; C – Credit; S- Self Study; TCH- Total Contact Hours										

**Students will undergo internship for a period of 30 days in a mental health institute / NGO /Educational Institute with special needs Centre.*

SEMESTER – IV									
Sl. No.	Course Category	Course Code	Name of the Course	L	T	P	C	S	TCH
1.	PC	APY02801	Research Project	-	-	-	20	-	-
Total				-	-	-	20	-	-
L – Lecture; T – Tutorial; P – Practical; C – Credit; S- Self Study; TCH- Total Contact Hours									

**Publication acceptance in Peer Reviewed or Indexed Journals / Presenting in Conference is mandatory. MOOC/NPTEL is mandatory.*

LIST OF DEPARTMENTAL ELECTIVES WITH GROUPING - SEMESTER WISE

SEM	COURSE CATEGORY	COURSE CODE	NAME OF THE COURSE	L	T	P	C	S	TC H
I	DE	APY02500	Personality Structure and Dynamics	3	0	0	3	0	3
I	DE	APY02501	Psychology of Well-being	3	0	0	3	0	3
I	DE	APY02502	Cognitive Psychology	3	0	0	3	0	3
I	DE	APY02503	Advanced Health Psychology	3	0	0	3	0	3
II	DE	APY02504	Concepts of Indian Psychology	3	0	0	3	0	3
II	DE	APY02505	Youth Psychology	3	0	0	3	0	3
II	DE	APY02506	Training and Development	3	0	0	3	0	3
II	DE	APY02507	Industrial Psychology	3	0	0	3	0	3
III	DE	APY02508	Psychology of Gender	3	0	0	3	0	3
III	DE	APY02509	Psycho-socio oncology	3	0	0	3	0	3
III	DE	APY02510	Psychology of Education	3	0	0	3	0	3
III	DE	APY02511	Psychology of Sports & Performance	3	0	0	3	0	3
III	DE	APY02512	Psychopathology	3	0	0	3	0	3

SEMESTER I

COURSE TITLE	PSYCHOTHERAPY I			CREDITS	4
COURSE CODE	APY02001	COURSE CATEGORY	PC	L-T-P-S	4-0-0-2
Version	1.0	Approval Details		LEARNING LEVEL	BTL- 2
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE
15%	15%	10%	5%	5%	50%
Course Description	<p>This comprehensive course offers an in-depth exploration of psychotherapy, delving into its historical roots and modern applications. Students will gain a solid understanding of various therapeutic approaches, including psychodynamic, behavioral, cognitive-behavioral, humanistic, existential, and family systems therapies. Through textbook references and case studies, students will examine key concepts, techniques, and real-world applications of each therapeutic modality.</p>				
Course Objective	<ol style="list-style-type: none"> 1. To provide students with a foundational understanding of the historical context and contemporary perspectives of psychotherapy. 2. To introduce students to the key concepts and techniques associated with Freudian psychoanalysis, Jungian and Adlerian approaches, and modern psychodynamic theories. 3. To familiarize students with the principles of classical and operant conditioning, as well as cognitive restructuring and cognitive-behavioral techniques. 4. To explore the principles and techniques of person-centered therapy, Gestalt therapy, and existential therapy, focusing on self-awareness, authenticity, and personal growth. 5. To introduce students to systems theory and its application to understanding family dynamics, including structural, strategic, and narrative approaches. 				

Course Outcome	<p>Upon completion of the course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Identify and discuss the key theoretical foundations of psychotherapy, including psychodynamic, behavioral, humanistic, cognitive, and integrative approaches. 2. Demonstrate an understanding of psychodynamic theories and techniques through the analysis of case studies and their application in therapeutic settings. 3. Apply behavioral and cognitive-behavioral strategies in treating various psychological disorders, such as anxiety and depression. 4. Demonstrate an understanding of humanistic and existential therapeutic approaches and their application in promoting individual well-being and personal development. 5. Identify and implement interventions aimed at resolving family conflicts, improving communication, and fostering healthier family relationships based on systems theory principles.
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Prerequisites:

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	3	2	2	3	1	2
CO-2	3	1	3	2	3	2	2	3	1	2
CO-3	3	1	3	2	3	2	2	3	1	2
CO-4	3	1	3	2	3	2	2	3	1	2
CO-5	3	1	3	2	3	2	2	3	1	2

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

MODULE – 1: INTRODUCTION TO PSYCHOTHERAPY

9L

Overview of psychotherapy: historical context and contemporary perspectives - Theoretical foundations: psychodynamic, behavioral, humanistic, cognitive, and integrative approaches.	CO 1 BTL 2
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MODULE – 2: PSYCHODYNAMIC PSYCHOTHERAPY

9L

Freudian psychoanalysis and its key concepts - Jungian and Adlerian approaches - Modern psychodynamic theories and techniques - Case studies and applications.	CO 2 BTL 2
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MODULE – 3: BEHAVIOURAL AND COGNITIVE-BEHAVIOURAL THERAPIE

9L

Principles of classical and operant conditioning - Cognitive restructuring and cognitive-behavioral techniques - Applications in treating anxiety, depression, and other disorders.	CO 3 BTL 2
MODULE – 4: HUMANISTIC AND EXISTENTIAL THERAPIES	
9L	
Person-centered therapy (Rogerian approach) - Gestalt therapy and existential therapy - Focus on self-awareness, authenticity, and personal growth.	CO 4 BTL 2
MODULE-5: FAMILY SYSTEMS THERAPY	
9L	
Systems theory and its application to family dynamics - Structural, strategic, and narrative approaches - Interventions for resolving family conflicts and improving communication.	CO 5 BTL 2
TEXTBOOKS	
1.	Sharf, R. S. (2010). Theories of Psychotherapy & Counseling: Concepts and Cases (5th ed.). Scientific Research Publishing.
2.	Usher, S. F. (2013). Introduction to Psychodynamic Psychotherapy Technique (2 nd ed.). Taylor and Francis Group.
REFERENCE BOOKS	
1.	Yalom, I. D. (2017). The Gift of Therapy: An Open Letter to a New Generation of Therapists and Their Patients. Harper Perennial.
2.	Nichols, M. P., & Davis, S. (2017). Family Therapy: Concepts and Methods. Pearson Publication.
E BOOKS	
1.	Dewan, M. J., & Stern Barger, B. N. (2018). *The Art and Science of Brief Psychotherapies: A Practitioner's Guide*. (3 rd Ed), State. American Psychiatric Association

COURSE TITLE	BEHAVIOUR MODIFICATION I			CREDITS	4
COURSE CODE	APY02002	COURSE CATEGORY	PC	L-T-P-S	4-0-0-2
Version	1.0	Approval Details		LEARNING LEVEL	BTL- 2
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE
15%	15%	10%	5%	5%	50%
Course Description	<p>This course provides a comprehensive overview of behavior modification, covering its principles, historical context, and assessment methods. Students will explore operant and classical conditioning, gaining insights into reinforcement, punishment, and practical applications. This course offers essential knowledge and skills for understanding and modifying behavior effectively.</p>				
Course Objective	<ol style="list-style-type: none"> 1. To introduce students to the definition, basic principles, and historical development of behavior modification, and to compare it with other psychological approaches. 2. To familiarize students with the definition, importance, and various methods of behavioral assessment, emphasizing reliability and validity issues. 3. To enable students to understand the antecedents, behaviors, and consequences (ABCs) of behavior, conduct functional analysis, and identify the function of behavior. 4. To educate students on the principles of operant conditioning, including reinforcement, punishment, schedules of reinforcement, and their applications in behavior modification. 5. To introduce students to the principles of classical conditioning, including extinction, spontaneous recovery, generalization, and their applications in behavior modification. 				

Course Outcome	<p>Upon completion of the course, the student will be able to</p> <ol style="list-style-type: none"> 1. Explore of the foundational concepts of behavior modification and its distinctiveness compared to other psychological methodologies. 2. Apply different behavioral assessment methods and evaluate their reliability and validity in real-world scenarios. 3. Demonstrate proficiency in conducting functional assessments, analyzing behavior patterns, and determining the underlying functions of observed behaviors. 4. Apply operant conditioning principles effectively to modify behaviors, design reinforcement schedules, and understand the role of punishment in behavior change. 5. Demonstrate an understanding of classical conditioning phenomena and their practical applications in modifying behaviors and responses.
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Prerequisites:

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	2	1	1	2	2	2	2	2
CO-2	3	3	2	2	1	2	2	3	1	2
CO-3	3	3	2	2	1	2	2	2	2	3
CO-4	3	2	2	1	1	2	2	3	2	2
CO-5	3	2	2	2	1	2	2	2	2	3

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

MODULE – 1: INTRODUCTION TO BEHAVIOUR MODIFICATION

9L

Definition and basic principles of behaviour modification - Historical overview and development of behaviour modification - Comparison with other approaches in psychology.	CO 1 BTL 2
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MODULE – 2: BEHAVIOURAL ASSESSMENT 9L	
Definition and importance of behavioural assessment - Types of behavioural assessment methods (e.g., interviews, observations, self-reports) - Reliability and validity issues in behavioural assessment.	CO 2 BTL 2
MODULE – 3: FUNCTIONAL ASSESSMENT 9L	
Understanding antecedents, behaviours, and consequences (ABCs) of behaviour - Functional analysis and its applications - Identifying and understanding the function of behaviour.	CO 3 BTL 2
MODULE – 4: OPERANT CONDITIONING 9L	
Principles of operant conditioning - Reinforcement and punishment - Schedules of reinforcement - Applications of operant conditioning in behaviour modification.	CO 4 BTL 2
MODULE –5: CLASSICAL CONDITIONING 9L	
Principles of classical conditioning - Extinction, spontaneous recovery, and generalization - Applications of classical conditioning in behaviour modification.	CO 5 BTL 2
TEXTBOOKS	
1.	Miltenberger, R. G. (2022). <i>*Behaviour Modification: Principles and Procedures*</i> (6th ed.). Publisher City, State: Cengage Publication.
2.	Bouton, M. E. <i>*Learning and Behavior: A Contemporary Synthesis*</i> (2016). Sinauer Associates, Oxford University Press
REFERENCE BOOKS	
1.	Cooper, J. O., Heron, T. E., & Heward, W. L. (2019). <i>*Applied Behavior Analysis*</i> (3 rd Edition). Pearson.
2.	Martin, G., Pear, J. (2024) <i>*Behavior Modification: What it is and How to Do it*</i> (12 th edition). Taylor and Francis Group- New York and London.

E BOOKS

Smith, J. A. (2020). *Behavior Modification Techniques* (2nd ed.). ABC Publishers. <https://www.example.com/behavior-modification-ebook>

COURSE TITLE	ADVANCED PSYCHOLOGICAL ASSESSMENT I						CREDITS	3		
COURSE CODE	APY02400	COURSE CATEGORY			PC	L-T-P-S	0-0-6-0			
Version	1.0	Approval Details				Learning Level	BTL- 4			
ASSESSMENT SCHEME										
Internal Assessment						ESE				
60%						40%				
Course Description	This course delves into the core methodologies and principles of experimental psychology, providing students with hands-on experience in designing, conducting, and analyzing psychological experiments. Topics covered include research ethics, experimental design, statistical analysis, and data interpretation. Additionally, students will explore various psychological constructs using specialized scales and inventories, such as Eysenck's Personality Test, Self-Esteem Scale, Raven Progressive Matrices, and more. The course aims to equip students with the skills and knowledge necessary to critically evaluate research findings and understand the broader implications of experimental psychology in both academic and applied settings.									
Course Objective	1. To analyze and interpret experimental data effectively, demonstrating a comprehensive understanding of the principles and practices of experimental psychology.									
Course Outcome	Under the completion of the course, the students will be able to 1. design and implement experiments to test psychological hypotheses using appropriate methodologies and tools. 2. Demonstrate the Concepts in psychology and better understand behaviour through assessments									
Prerequisites: -										
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	2	3	2	2	2	3	2	2
1: Weakly related, 2: Moderately related and 3: Strongly related										
Intelligence, Creativity and Imagination										

Test No: 1	Raven's Progressive Matrices
Test No: 2	Draw a Man test for Indian Children
Test No: 3	PGI Memory Scale
Interest Scale	
Test No: 4	Career Factors Inventory
Test No: 5	Comprehensive Interest Schedule
Personality and Counselling	
Test No: 6	Eysenck's Personality Test
Test No: 7	Thematic Apperception test
Test No: 8	16 Personality Factor Test
Clinical Related Test	
Test No: 9	State – Trait Anxiety test-2
Test No: 10	Beck's Depression Inventory

SEMESTER II

COURSE TITLE	PSYCHOTHERAPY II			CREDITS	4
COURSE CODE	APY02003	COURSE CATEGORY	PC	L-T-P-S	4-0-0-2
Version	1.0	Approval Details		LEARNING LEVEL	BTL- 2
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE
15%	15%	10%	5%	5%	50%
Course Description	This course delves into contemporary issues and practices within the field of psychotherapy. Through comprehensive exploration of group dynamics, integrative and eclectic approaches, cross-cultural consideration and ethical principles, students will gain a deep understanding of the complexities involved in providing effective psychotherapeutic interventions. Drawing from seminal texts and current research, this course equips students with the knowledge and skills necessary to navigate diverse therapeutic contexts with competence and compassion				
Course Objective	<ol style="list-style-type: none"> 1. To Understand the theoretical Underpinnings of group dynamics and its application in various types of group therapy 2. To Explore integrative and eclectic approaches to psychotherapy, including case conceptualization and treatment planning 3. To Enhance Cultural competence and awareness to effectively address cross-cultural issues in psychotherapy 4. To Analyse professional ethics and codes of conduct, including informed consent, confidentiality, and boundaries in therapy, to navigate ethical and legal considerations in psychotherapy practice effectively 5. To Apply ethical principles and codes of conduct to navigate legal considerations and emerging trends in psychotherapy practice 				
Course Outcome	<p>Upon Completion of the course, the student will be able to</p> <ol style="list-style-type: none"> 1. Demonstrate competence and proficiency in analysing group dynamics, selecting appropriate group therapy modalities, managing ethical dilemmas in clinical practice. 				

	<ol style="list-style-type: none"> 2. Demonstrate the ability to formulate comprehensive treatment plans utilizing integrative and eclectic therapeutic approach 3. Display enhanced sensitivity and effectiveness in working with diverse client populations 4. Apply ethical principles and legal considerations to ensure ethical and legal compliances in psychotherapy practice 5. Critically evaluate trends and incorporate relevant advancements into their clinical practice in psychotherapeutic interventions.
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Prerequisites:

CO, PO AND PSO MAPPING

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

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

MODULE - 1: Group Therapy 9L

- Theoretical foundations of group dynamics - Types of group therapy: psychoeducational, process-oriented, and support groups - Facilitation skills and ethical considerations	CO 1 BTL 2
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MODULE – 2: Integrative and Eclectic Approaches 9L

- Overview of integrative psychotherapy - Eclectic approaches and the blending of multiple therapeutic modalities - Case conceptualization and treatment planning	CO 2 BTL 2
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MODULE – 3: Cross-Cultural Issues in Psychotherapy 9L

- Cultural competence and diversity awareness - Addressing cultural differences in therapy - Culturally adapted interventions and multicultural perspectives	CO 3 BTL 2
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MODULE – 4: Ethical and Legal Considerations in Psychotherapy	
9L	
- Professional ethics and codes of conduct - Informed consent, confidentiality, and boundaries in therapy - Legal issues and risk management	CO 4 BTL 2
MODULE – 5: Emerging Trends and Future Directions	
9L	
- Advances in technology and teletherapy - Mindfulness-based interventions and alternative approaches - Research trends and evidence-based practice in psychotherapy	CO 5 BTL 2
TEXTBOOKS	
1.	Yalom, I. D., & Leszcz, M. (2015). *Theory and Practice of Group Psychotherapy*. New York: Basic Books.
1.	Dewan, M. J., & Steenbarger, B. N. (2018). *The Art and Science of Brief Psychotherapies: A Practitioner's Guide*.(3 rd Ed), State. American Psychiatric Association
2.	Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2019). *Counseling the Culturally Diverse: Theory and Practice*(8 th Ed). Wiley Publication.
REFERENCE BOOKS	
1	Pope, K. S., Keith-Spiegel, P., & Tabachnick, B. G. (2021). *Ethics in Psychotherapy and Counseling: A Practical Guide*(6 th Ed). Wiley Publication.
2	Duncan, B. L., Miller, S. D., Wampold, B. E., & Hubble, M. A. (2009). *The Heart and Soul of Change: Delivering What Works in Therapy*. (2 nd Ed). America Psychological Association.

COURSE TITLE	BEHAVIOR MODIFICATION II			CREDITS	4
COURSE CODE	APY02004	COURSE CATEGORY	PC	L-T-P-S	4-0-0-2
Version	1.0	Approval Details		LEARNING LEVEL	BTL- 2
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE
15%	15%	10%	5%	5%	50%
Course Description	This advanced course explores theories and techniques in behavior modification and therapy, beginning with Bandura's social learning theory and cognitive behavioral approaches. Students delve into self-regulation techniques and applications in behavior modification, including clinical settings. Ethical considerations in behavior modification research and practice, as well as cultural and diversity issues, are also addressed. Through theoretical study and practical application, students develop skills in implementing effective behavior modification strategies responsibly.				
Course Objective	<ol style="list-style-type: none"> 1. To understand Bandura's social learning theory and its application in observational learning. 2. To comprehend and apply cognitive restructuring techniques in behavior modification. 3. To explore the concept of self-regulation and techniques for enhancing self-control in behavior modification. 4. To familiarize yourself with behavior therapy techniques and their applications in treating psychological disorders. 5. To understand and adhere to ethical considerations and professional guidelines in behavior modification research and practice. 				
Course Outcome	<p>Upon Completion of the course, the student will be able to</p> <ol style="list-style-type: none"> 1. Describe the key components and principles of Bandura's social learning theory. 2. Identify and describe cognitive restructuring techniques used in behavior modification. 3. Define and explain the components of self-regulation. 4. Describe various behavior therapy techniques, including systematic desensitization and aversion therapy. 				

	5. Identify and discuss ethical considerations in behavior modification research and practice.
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Prerequisites:

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	2	1	1	2	2	2	2	2
CO-2	3	3	2	2	1	2	2	3	1	2
CO-3	3	3	2	2	1	2	2	2	2	3
CO-4	3	2	2	1	1	2	2	3	2	2
CO-5	3	2	2	2	1	2	2	2	2	3

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

MODULE – 1: Modeling and Observational Learning
9L

- Bandura's social learning theory - Modeling process and its components - Applications of modeling in behavior modification	CO 1 BTL 2
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MODULE – 2: Cognitive Behavioral Approaches
9L

- Cognitive restructuring techniques - Cognitive-behavioral therapy (CBT) principles and applications - Integrating cognitive and behavioral approaches in behavior modification	CO 2 BTL 2
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MODULE – 3: Self-Regulation and Self-Control
9L

- Definition and components of self-regulation - Techniques for enhancing self-control (e.g., goal setting, self-monitoring) - Applications of self-regulation in behavior modification	CO 3 BTL 2
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MODULE – 4: Behavior Modification in Clinical Settings
9L

- Behavior therapy techniques (e.g., systematic desensitization, aversion therapy) - Applications of behavior modification in treating psychological disorders (e.g., anxiety disorders, substance use disorders)	CO 4 BTL 2
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MODULE – 5: Ethical and Professional Issues in Behavior Modification
9L

- Ethical considerations in behavior modification research and practice - Professional guidelines and standards - Cultural and diversity considerations in behavior modification	CO 5 BTL 2
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TEXTBOOKS

1.	Miltenberger, R. G. (2022). <i>*Behavior Modification: Principles and Procedures*</i> (6th ed.). Publisher City, State: Cengage Publication.
2.	Bouton, M. E. <i>*Learning and Behavior: A Contemporary Synthesis*</i> (2016). Sinauer Associates, Oxford University Press

REFERENCE BOOKS

1.	Cooper, J. O., Heron, T. E., & Heward, W. L. (2019). <i>*Applied Behavior Analysis*</i> (3 rd Edition). Pearson.
2.	Martin, G., Pear, J. (2024) <i>*Behavior Modification: What it is and How to Do it*</i> (12 th edition). Taylor and Francis Group- New York and London.

E BOOKS

1.	Smith, J. A. (2020). <i>*Behavior Modification Techniques*</i> (2nd ed.). ABC Publishers. https://www.example.com/behavior-modification-ebook
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COURSE TITLE	ADVANCED PSYCHOLOGICAL ASSESSMENT II						CREDITS	3		
COURSE CODE	APY02401	COURSE CATEGORY	PC	L-T-P-S	0-0-6-0					
Version	1.0	Approval Details		Learning Level	BTL- 4					
ASSESSMENT SCHEME										
Internal Assessment				ESE						
60%				40%						
Course Description	This course delves into the core methodologies and principles of experimental psychology, providing students with hands-on experience in designing, conducting, and analyzing psychological experiments. Topics covered include research ethics, experimental design, statistical analysis, and data interpretation. Additionally, students will explore various psychological constructs through the use of specialized scales and inventories, such as Eysenck's Personality Test, Self-Esteem Scale, Raven Progressive Matrices, and more. The course aims to equip students with the skills and knowledge necessary to critically evaluate research findings and understand the broader implications of experimental psychology in both academic and applied settings.									
Course Objective	2. To analyze and interpret experimental data effectively, demonstrating a comprehensive understanding of the principles and practices of experimental psychology.									
Course Outcome	Under the completion of the course, the students will be able to 3. design and implement experiments to test psychological hypotheses using appropriate methodologies and tools. 4. Demonstrate the Concepts in psychology and better understand behaviour through assessments									
Prerequisites: -										
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	2	3	2	2	2	3	2	2
1: Weakly related, 2: Moderately related and 3: Strongly related										

Clinical Related Test	
Test No: 1	Symptom Checklist – 90R
Test No: 2	SACK’S Sentence Completion Test
Test No: 3	Bender Gestalt Test for Adults
School Related Test	
Test No: 4	Ways of Coping Questionnaire
Test No:5	WHO= Quality of Life (BREF)
Test No: 6	Student Stress Scale
Test No: 7	Vineland Adaptive Behaviour Scale
Test No: 8	Emotional Maturity Scale
Test No: 9	Student Problem Inventory
Test No: 10	Hogan Personality Inventory

SEMESTER III

COURSE TITLE	NEUROPSYCHOLOGY			CREDITS	4
COURSE CODE	APY02005	COURSE CATEGORY	PC	L-T-P-S	4-0-0-2
Version	1.0	Approval Details		LEARNING LEVEL	BTL-3
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE
15%	15%	10%	5%	5%	50%
Course Description	The course aims to provide fundamental knowledge in central nervous system functioning with implications for cognition, affect and behavior across developmental stages. It also aims to train the student in conditions including traumatic brain injury, dementia, mood disorders, anxiety disorders, substance use disorders and developmental disorders.				
Course Objective	<ol style="list-style-type: none"> 1. To understand the fundamental principles and theories underlying neuropsychology. 2. To identify and explain the neurocognitive processes involved in various aspects of human behavior and cognition. 3. To recognize and differentiate between different neuropsychological disorders and their etiologies. 4. To apply theoretical knowledge to clinical practice by assessing, diagnosing, and treating neuropsychological disorders. 5. To critically evaluate ethical and legal considerations in neuropsychological research and practice. 				
Course Outcome	<p>By the end of this course, students will:</p> <ol style="list-style-type: none"> 1. Understand the fundamental principles and theories underlying neuropsychology. 2. Identify and explain the neurocognitive processes involved in various aspects of human behavior and cognition. 3. Recognize and differentiate between different neuropsychological disorders and their etiologies. 				

	<p>4. Apply theoretical knowledge to clinical practice by assessing, diagnosing, and treating neuropsychological disorders.</p> <p>5. Critically evaluate ethical and legal considerations in neuropsychological research and practice.</p>
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Prerequisites:

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	2	1	3	2	1	3	1	2
CO-2	2	2	2	1	3	2	2	3	1	2
CO-3	2	2	1	1	3	2	2	3	2	2
CO-4	3	3	2	1	3	2	2	3	1	2
CO-5	2	3	2	3	3	2	2	3	2	3

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

MODULE – 1: FOUNDATIONS OF NEUROPSYCHOLOGY 12L

<p>- Understanding the Brain: Structure and Function- Historical Perspectives in Neuropsychology- Methods in Neuropsychological Research- Neuroimaging Techniques- Neuroplasticity and Brain Development</p>	<p>CO 1 BTL 2</p>
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MODULE – 2: NEUROCOGNITIVE PROCESSES 12 L

<p>- Attention and Perception- Memory Systems and Amnesia- Language Processing- Executive Functions and Decision Making- Motor Control and Movement Disorders</p>	<p>CO 2 BTL 2</p>
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MODULE – 3: NEUROPSYCHOLOGICAL DISORDERS 12 L

<p>Traumatic Brain Injury- Stroke and Cerebrovascular Disorders- Neurodegenerative Disorders (e.g., Alzheimer's disease, Parkinson's disease)- Neurodevelopmental Disorders (e.g., Autism Spectrum Disorder, A</p>	<p>CO 3 BTL 2</p>
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DHD)- Psychiatric Disorders and Neuropsychology (e.g., Depression, Schizophrenia)		
MODULE – 4: CLINICAL NEUROPSYCHOLOGY		
12 L		
- Neuropsychological Assessment and Diagnosis of Brain Lesions- Rehabilitation Strategies in Neuropsychology- Ethical and Legal Issues in Neuropsychological Practice- Case Studies and Clinical Applications		CO 4 BTL 3
MODULE–5: EMERGING TOPICS IN NEUROPSYCHOLOGY		
12L		
Neuro ethics: Ethical Considerations in Neuroscience- Neuropsychological Interventions and Brain-Computer Interfaces - Cultural and Cross-Cultural Perspectives in Neuropsychology- Future Directions in Neuropsychological Research		CO 4 BTL 3
TEXTBOOKS		
1.	Foundations of Neuropsychology by Bryan Kolb and Ian Q. Whishaw	
2.	Cognitive Neuroscience: The Biology of the Mind" by Michael Gazzaniga, Richard B. Ivry, and George R. Mangun	
3.	Neuropsychological Assessment by Muriel D. Lezak, Diane B. Howieson, Erin D. Bigler, and Daniel Tranel	
REFERENCE BOOKS		
1	Clinical Neuropsychology: A Pocket Handbook for Assessment by Laura H. Goldstein and Jane E. McNeil	
2	Neuroscience: Exploring the Brain by Mark F. Bear, Barry W. Connors, and Michael A. Paradiso	

COURSE TITLE	STATISTICS FOR PSYCHOLOGICAL RESEARCH			CREDITS	4
COURSE CODE	APY02006	COURSE CATEGORY	PC	L-T-P-S	4-0-0-2
Version	1.0	Approval Details		LEARNING LEVEL	BTL-
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE
15%	15%	10%	5%	5%	50%
Course Description	The aim of the course is to introduce the students to psychological applications of measures of central tendency, measures of variability, frequency distributions and standardization of scores .				
Course Objective	<ol style="list-style-type: none"> 1.To understand fundamental statistical concepts and their application in psychological research. 2. To demonstrate proficiency in descriptive and inferential statistics. 3. To apply appropriate statistical techniques to analyze psychological data. 4. To interpret statistical output and draw valid conclusions based on statistical analyses. 5. To critically evaluate research studies in psychology by considering the appropriateness and accuracy of statistical methods used. 				
Course Outcome	<p>By the end of this course, students will:</p> <ol style="list-style-type: none"> 1. Understand fundamental statistical concepts and their application in psychological research. 2. Demonstrate proficiency in descriptive and inferential statistics. 3. Apply appropriate statistical techniques to analyze psychological data. 4. Interpret statistical output and draw valid conclusions based on statistical analyses. 5. Critically evaluate research studies in psychology by considering the appropriateness and accuracy of statistical methods used. 				
Prerequisites:					

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	2	1	3	2	1	3	1	2
CO-2	2	2	2	1	3	2	2	3	1	2
CO-3	2	2	1	1	3	2	2	3	2	2
CO-4	3	3	2	1	3	2	2	3	1	2
CO-5	2	3	2	3	3	2	2	3	2	3
1: Weakly related, 2: Moderately related and 3: Strongly related										
MODULE-1: INTRODUCTION TO STATISTICAL CONCEPTS										
12L										
- Descriptive vs. Inferential Statistics- Measures of Central Tendency (Mean, Median, Mode)- Measures of Variability (Range, Variance, Standard Deviation)- Frequency Distributions and Histograms- Graphical Representation of Data.									CO 1 BTL 2	
MODULE – 2: PROBABILITY AND PROBABILITY DISTRIBUTIONS										
12L										
- Basic Concepts of Probability- Probability Rules and Laws- Probability Distributions (Normal, Binomial, Poisson)- Sampling Distributions and Central Limit Theorem- Confidence Intervals and Hypothesis Testing									CO 2 BTL 2	
MODULE – 3: PARAMETRIC TESTS										
12L										
- t-Tests (One-sample, Independent Samples, Paired Samples)- Analysis of Variance (ANOVA)- Assumptions and Interpretation of Parametric Tests- Post-hoc Tests and Multiple Comparisons- Effect Size and Power Analysis									CO 3 BTL 2	
MODULE – 4: NONPARAMETRIC TESTS										
12L										
- Chi-Square Test- Mann-Whitney U Test- Kruskal-Wallis Test- Wilcoxon Signed-Rank Test- Assumptions and Interpretation of Nonparametric Tests									CO 4 BTL 3	

MODULE-5: CORRELATION AND REGRESSION ANALYSIS**12L**

- Pearson Correlation Coefficient- Spearman Rank-Order Correlation- Simple Linear Regression- Multiple Regression Analysis- Assumptions and Interpretation of Correlation and Regression

CO 4

BTL 3

TEXTBOOKS

1.

"Discovering Statistics Using IBM SPSS Statistics" by Andy Field

"Introduction to the Practice of Statistics" by David S. Moore, George P. McCabe, and Bruce A. Craig

2.

"Understanding Statistics in Psychology with SPSS" by Dennis Howitt and Duncan Cramer

3.

REFERENCE BOOKS

1

"Essentials of Statistics for the Behavioral Sciences" by Frederick J Gravetter and Larry B. Wallnau

2

"Statistics for Psychology" by Arthur Aron, Elaine N. Aron, and Elliot J. Coups

COURSE TITLE	ADVANCED RESEARCH METHODOLOGY			CREDITS	4
COURSE CODE	APY02007	COURSE CATEGORY	PC	L-T-P-S	4-0-0-2
Version	1.0	Approval Details		LEARNING LEVEL	BTL- 2
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE
15%	15%	10%	5%	5%	50%
Course Description	This course offers a comprehensive exploration of research methodology, encompassing both quantitative and qualitative approaches, as well as mixed methods research. Students will delve into the epistemological and ontological foundations of research paradigms, including positivism, interpretivism, and critical realism. The course covers complex statistical analysis techniques, advanced qualitative research methods, and mixed methods designs. Students will learn advanced data analysis and interpretation skills, focusing on data visualization, theory integration, and effective communication of research findings.				
Course Objective	<ol style="list-style-type: none"> 1. To provide students with a foundational understanding of advanced research methodology, including epistemological and ontological foundations, research paradigms, and ethical considerations. 2. To familiarize students with advanced experimental designs, complex statistical analysis techniques, longitudinal and cross-sectional studies, and quantitative data collection techniques. 3. To equip students with advanced interviewing techniques, grounded theory, ethnography, discourse analysis, and qualitative research reflexivity and triangulation methods. 4. To enable students to integrate quantitative and qualitative approaches, understand mixed methods designs, data transformation, analysis strategies, and enhance validity and reliability in mixed methods studies. 5. To enhance students' skills in advanced data visualization techniques, interpretation of complex findings, theory integration, effective communication of results, and addressing bias and limitations. 				
Course Outcome	Upon completion of the course, the student will be able to				

1. Demonstrate knowledge of the philosophical underpinnings of research and understand the ethical considerations involved in advanced research methodologies.
2. Design and implement advanced quantitative research studies, analyze complex statistical data, and interpret findings using appropriate methods and techniques.
3. Demonstrate proficiency in conducting advanced qualitative research, including designing interviews, analyzing qualitative data, and ensuring methodological rigor through reflexivity and triangulation.
4. Design and implement mixed methods research projects, integrate and analyze quantitative and qualitative data, and enhance the validity and reliability of their research findings.
5. Demonstrate proficiency in advanced data analysis and interpretation, effectively communicate complex research findings, integrate theoretical frameworks into analysis, and critically evaluate and address potential biases and limitations in research studies.

Prerequisites:

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	3	2	2	2	2	3	3	2
CO-2	2	2	3	2	2	2	2	3	3	2
CO-3	2	2	3	2	2	2	2	3	3	2
CO-4	2	2	3	2	2	2	2	3	3	2
CO-5	2	2	3	2	2	2	2	3	3	2

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

**MODULE – 1: INTRODUCTION TO ADVANCED RESEARCH METHODOLOGY
9L**

Overview of Advanced Research Methodology - Epistemological and Ontological Foundations - Understanding Research Paradigms: Positivism, Interpretivism, and Critical Realism - Philosophical Underpinnings of Research - Ethical Considerations in Advanced Research.

**CO 1
BTL 2**

MODULE – 2: ADVANCED QUANTITATIVE RESEARCH METHODS	
9L	
Advanced Experimental Designs - Complex Statistical Analysis Techniques (e.g., Structural Equation Modeling, Hierarchical Linear Modeling) - Longitudinal and Cross-Sectional Studies - Meta-Analysis and Systematic Reviews - Quantitative Data Collection Techniques (e.g., Surveys, Observational Methods).	CO 2 BTL 2
MODULE – 3: ADVANCED QUALITATIVE RESEARCH METHODS	
9L	
Advanced Interviewing Techniques (e.g., Phenomenological, Narrative, Semi-Structured) - Grounded Theory and Ethnography - Discourse Analysis and Content Analysis - Reflexivity and Positionality in Qualitative Research - Triangulation and Member Checking.	CO 3 BTL 2
MODULE – 4: MIXED METHODS RESEARCH	
9L	
Integration of Quantitative and Qualitative Approaches - Sequential and Concurrent Mixed Methods Designs - Data Transformation and Analysis Strategies - Practical Considerations in Mixed Methods Research - Enhancing Validity and Reliability in Mixed Methods Studies.	CO 4 BTL 2
MODULE – 5: ADVANCED DATA ANALYSIS AND INTERPRETATION	
9L	
Advanced Data Visualization Techniques - Interpretation of Complex Findings - Integration of Theory into Analysis - Communicating Results Effectively - Addressing Bias and Limitations.	CO 5 BTL 2
TEXTBOOKS	
1.	Creswell, J. W., & Creswell, J. D. (2017). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Sage Publications.
2.	Bryman, A. (2016). Social Research Methods. Oxford University Press.
REFERENCE BOOKS	
1.	Flick, U. (2018). An Introduction to Qualitative Research. Sage Publications.
2.	Field, A. (2018). Discovering Statistics Using IBM SPSS Statistics. Sage Publications.

E BOOKS

1.

Morse, J. M. (2016). *Critical Issues in Qualitative Research Methods*. Sage Publications.

COURSE TITLE	INTERNSHIP			CREDITS	4
COURSE CODE	APY02800	COURSE CATEGORY	PC	L-T-P-S	*_*_*_*
Version	1.0	Approval Details		LEARNING LEVEL	BTL- 4

ASSESSMENT SCHEME

First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE
30%	30%	10%	5%	5%	20%

Course Description	The students will approach an organization/hospital/Educational setting of their choice anywhere in India/abroad . They have to get an acceptance letter from the organization for not less than a month. Internship with individual practitioner / professionals / experts will be approved only on the basis of the merit of the professionals by the Internship Faculty Coordinator.
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Course Objective	The core objective of the Internship is to give an opportunity to the students, industry exposure in an organization of their choice and learn about its structure, functions and work process for a month.
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Course Outcome	On the successful completion of the course, student will be able to 1. Prepare an entry to the permanent workforce to complement their academic preparation. 2. Reframe industry knowledge from organizations and professionals. 3. Develop a sense of responsibility to an organization. 4. Practice communication and teamwork skills. 5. Practice networking skills to establish a network of professional contacts, mentors and references.
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Prerequisites:

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	1	3	2	3	3	2	1	3
CO-2	3	3	1	3	2	3	3	2	1	3
CO-3	3	3	1	3	2	3	3	2	1	3
CO-4	3	3	1	3	2	3	3	2	1	3

CO-5	3	3	1	3	2	3	3	2	1	3
1: Weakly related, 2: Moderately related and 3: Strongly related										
MODULE –										
1:										
<p>Given the special nature of the course, Internship is compulsory. Students will undergo internship in an 37 Organization. Students should undergo one month internship during semester break and internship report will be evaluated in the consecutive end semester.</p> <p>After completion of the internship students will submit a detailed internship report containing a certificate of internship and narrating experiences during internships in a prescribed performance prepared by the Centre. Each student will also give a presentation on the same in the Centre.</p>									<p>CO 1 BTL 3</p>	

DEPARTMENTAL ELECTIVE

COURSE TITLE	PERSONALITY STRUCTURE AND DYNAMICS			CREDITS	4
COURSE CODE	APY02500	COURSE CATEGORY	PC	L-T-P-S	4-0-0-2
Version	1.0	Approval Details		LEARNING LEVEL	BTL- 2
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE
15%	15%	10%	5%	5%	50%
Course Description	<p>This course provides an in-depth exploration of the major theories of personality, tracing their historical development from ancient to modern perspectives. Participants will delve into psychodynamic theories, focusing on Freudian and Neo-Freudian contributions, and explore assessment and therapeutic techniques associated with these approaches. The course also covers behavioral and social-cognitive theories, highlighting behaviorist perspectives and cognitive theories of personality, along with their applications and criticisms. Additionally, humanistic and existential theories are examined, emphasizing concepts such as self-actualization, client-centered therapy, and existential perspectives on existence and freedom. Lastly, the course explores trait theories, biological influences on personality, and integrative approaches, concluding with a discussion on cross-cultural perspectives and future trends in personality research and theory.</p>				
Course Objective	<ol style="list-style-type: none"> 1. To Understand the foundational concepts, historical evolution, major theoretical approaches, critiques, controversies, and applications of personality theories across various fields. 2. To Explore Freudian psychoanalytic theory and its derivatives, focusing on the structure of the mind, defense mechanisms, stages of development, and associated assessment and therapeutic techniques. 3. To Examine behaviorist and social-cognitive perspectives on personality, emphasizing classical and operant conditioning, social learning theory, cognitive theories, and their applications. 4. To Investigate humanistic and existential perspectives on personality, focusing on concepts such as self-actualization, client-centered therapy, existential themes of existence and freedom. 				

	5. To Explore trait perspectives on personality, biological influences, integrative approaches, cross-cultural perspectives, and future trends in personality research and theory
Course Outcome	<p>Upon completion of the course, the students will be able to</p> <ol style="list-style-type: none"> 1. Define personality, identify key historical developments in personality theory, recognize major theoretical approaches, critically evaluate critiques and controversies, and apply personality theories in diverse fields such as psychology, sociology, and counseling. 2. Demonstrate an understanding of Freudian and Neo-Freudian theories, differentiate between the id, ego, and superego, explain defense mechanisms and stages of psychosexual development, and evaluate criticisms and contemporary perspectives on psychodynamic theories 3. Explaining behaviorist principles and social learning theory, identifying key concepts in cognitive theories of personality, applying these theories in behavior modification and therapy contexts, and critically assessing limitations and criticisms of these approaches. 4. Explain Maslow's hierarchy of needs, Rogers' person-centered theory, existential perspectives on meaning and responsibility, apply client-centered and existential therapy techniques, and appreciate the relevance of these theories in contemporary psychology. 5. Identify major trait theories, understand biological and genetic influences on personality traits, explain integrative approaches such as the Big Five and NEO Personality Inventory, discuss cross-cultural perspectives on personality, and anticipate future directions in personality research and theory.

Prerequisites:

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	1	1	2	2	3	3	1	2
CO-2	3	2	1	1	2	2	3	3	1	2
CO-3	3	2	1	1	2	2	3	3	1	2
CO-4	3	2	1	1	2	2	3	3	1	2

CO-5	3	2	2	1	2	2	3	3	2	2
1: Weakly related, 2: Moderately related and 3: Strongly related										
MODULE – 1: Introduction to Theories of Personality										
9L										
- Definition and scope of personality - Historical overview of personality theory: From ancient to modern perspectives - Major theoretical approaches: Psychodynamic, behavioral, humanistic, trait, and social-cognitive - Critiques and controversies in personality theory - Application of personality theories in various fields (e.g., psychology, sociology, counseling)									CO 1 BTL 2	
MODULE – 2: Psychodynamic Theories of Personality										
9L										
- Freudian psychoanalytic theory: Structure of the mind (id, ego, superego), defense mechanisms, stages of psychosexual development - Neo-Freudian theories: Contributions of Adler, Jung, Horney, and Erikson - Assessment and therapeutic techniques associated with psychodynamic approaches - Criticisms and contemporary perspectives on psychodynamic theories									CO 2 BTL 2	
MODULE – 3: Behavioral and Social-Cognitive Theories of Personality										
9L										
- Behaviorist perspective: Pavlov, Skinner, and classical and operant conditioning - Social learning theory: Bandura's concept of reciprocal determinism, observational learning - Cognitive theories of personality: Kelly's personal construct theory, Beck's cognitive triad - Application of behavioral and social-cognitive theories in behavior modification and therapy - Limitations and criticisms of behavioral and social-cognitive approaches									CO 3 BTL 2	
MODULE – 4: Humanistic and Existential Theories of Personality										
9L										
- Humanistic perspective: Maslow's hierarchy of needs, Rogers' person-centered theory - Existential perspective: Meaning of existence, freedom, and responsibility, contributions of Frankl and Yalom - Self-actualization and the fully functioning person - Client-centered therapy and existential therapy techniques - Relevance of humanistic and existential theories in contemporary psychology									CO 4 BTL 2	
MODULE – 5: Trait Theories and Integrative Approaches										
9L										
- Trait perspective: Allport's trait theory, Cattell's 16 Personality Factors, Eysenck's PEN model, the Big Five - Biological and genetic influences on personality traits - Integrative approaches: Five-factor theory, McCrae and Costa's NEO Personality Inventory - Cross-cultural perspectives on									CO 4 BTL 2	

personality: Universality vs. cultural specificity - Contemporary trends and future directions in personality research and theory	
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TEXTBOOKS	
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1.	Friedman, H. S., & Schustack, M. W. (2016). *Personality: Classic Theories and Modern Research*. London: Pearson Education
2.	Feist, J., Feist, G. J., & Roberts, T.-A. (2017). *Theories of Personality*. (19 th Ed). McGraw Hill
3.	Larsen, R. J., & Buss, D. M. (2002). *Personality Psychology: Domains of Knowledge About Human Nature*. Boston: McGraw Hill

REFERENCE BOOKS	
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1	Cervone, D., & Pervin, L. A. (2013). *Personality: Theory and Research*. New York: Wiley and Sons
2	Pervin, L. A., Cervone, D., & John, O. P. (2017). *Personality: Theory and Research*. (13 th Ed). Wiley & Sons

COURSE TITLE	PSYCHOLOGY OF WELL-BEING			CREDITS	3
COURSE CODE	APY02501	COURSE CATEGORY	PE	L-T-P-S	3-0-0-1
Version	1.0	Approval Details		LEARNING LEVEL	BTL- 2
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE
15%	15%	10%	5%	5%	50%
Course Description	This course will help you embark on a transformative journey through Positive Psychology in this comprehensive course. Explore foundational theories, cultivate positive emotions, identify and apply your character strengths, and enhance interpersonal relationships and family dynamics. Drawing from renowned texts by Alan Carr, Sonja Lyubomirsky, and Christopher Peterson, uncover the keys to a flourishing, fulfilling life.				
Course Objective	<ol style="list-style-type: none"> 1. To understand the history, key concepts, and theoretical foundations of Positive Psychology, including Seligman's PERMA Model, Dweck's Growth Mindset, and Csikszentmihalyi's Flow Theory. 2. To explore the role of positive emotions in enhancing well-being, learn techniques to cultivate specific positive emotions, and develop strategies for effective emotion regulation. 3. To introduce the VIA Classification of Strengths, guide students in identifying and nurturing their personal character strengths, and demonstrate applications of strengths in personal and professional contexts. 4. To Highlight the importance of social connections for well-being, enhance students' interpersonal skills, and provide insights into building supportive networks and positive family dynamics. 5. To Deepen understanding of meaning and purpose in life, explore various sources of meaning including work, relationships, creativity, and spirituality, and introduce existential positive psychology approaches to coping with existential concerns and finding meaning in adversity and trauma. 				

Course Outcome	<ol style="list-style-type: none"> 1. Articulate the history, key concepts, and main theories of Positive Psychology, demonstrating a foundational understanding of the field's development and theoretical underpinnings. 2. Equip themselves with practical tools and techniques to identify, cultivate, and regulate positive emotions, enhancing overall well-being and life satisfaction. 3. Enhance their interpersonal skills, communication strategies, and an understanding of the significance of positive relationships and supportive networks in fostering overall well-being and life satisfaction. 4. Identify their unique character strengths, understand their applications in various life domains, and leverage these strengths to foster resilience and personal growth. 5. Identify and articulate sources of meaning in their lives, apply existential positive psychology principles to cope with existential concerns and adversity, and cultivate a deeper sense of purpose and fulfillment in both personal and professional domains.
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Prerequisites:

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	1	2	3	3	2	3	1	1
CO-2	3	2	1	2	3	3	2	3	1	1
CO-3	3	2	1	2	3	3	2	3	1	1
CO-4	3	2	1	2	3	3	2	3	1	1
CO-5	3	2	1	2	3	3	2	3	1	1

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

MODULE – 1: Introduction to Positive Psychology

9L

- Overview of Positive Psychology: History, Definition, and Key Concepts - Theoretical Foundations: Martin Seligman's PERMA Model, Carol Dweck's Growth Mindset, Csikszentmihalyi's Flow Theory - Research Methods in Positive Psychology - Criticisms and Limitations of Positive Psychology	CO 1 BTL 2
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MODULE – 2: Positive Emotions and Well-being	
9L	
- Understanding Positive Emotions: Joy, Gratitude, Serenity, Hope, and Love - The Role of Positive Emotions in Enhancing Well-being - Practices for Cultivating Positive Emotions: Gratitude Journaling, Random Acts of Kindness, Mindfulness Meditation - Positive Emotion Regulation Strategies	CO 2 BTL 2
MODULE – 3: Character Strengths and Virtues	
9L	
- Introduction to Character Strengths: VIA Classification of Strengths - Identifying and Cultivating Personal Strengths - Application of Strengths in Personal and Professional Life - Building Resilience Through Character Strengths	CO 3 BTL 2
MODULE – 4: Positive Relationships and Social Connection	
9L	
- Importance of Social Connections for Well-being - Enhancing Interpersonal Relationships: Communication Skills, Empathy, and Forgiveness - Building Supportive Networks - Positive Parenting and Family Dynamics	CO 4 BTL 2
MODULE – 5: Meaning and Purpose in Life	
9L	
- Understanding Meaning and Purpose - Sources of Meaning: Work, Relationships, Creativity, and Spirituality - Existential Positive Psychology: Coping with Existential Concerns - Finding Meaning in Adversity and Trauma	CO 5 BTL 2
TEXTBOOKS	
1.	Carr, A. (2011). *Positive Psychology: The Science of Happiness and Human Strengths*. (2 nd Ed). Routledge/ Taylor & Francis Group.
2.	Lyubomirsky, S. (2008). *The How of Happiness: A New Approach to Getting the Life You Want*. (Penguin Books)
3.	Peterson, C., & Seligman, M. E. P. (2004). *Character Strengths and Virtues: A Handbook and Classification. New York: Oxford University Press and Washington DC: American Psychological Association.
REFERENCE BOOKS	
1	Fredrickson, B. L. (2013). *Love 2.0: How Our Supreme Emotion Affects Everything We Feel, Think, Do, and Become. Fredrickson, Barbara

2	Esfahani Smith, E. (2017). *The Power of Meaning: Crafting a Life That Matters. Crown
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COURSE TITLE	COGNITIVE PSYCHOLOGY			CREDITS	4
COURSE CODE	APY02502	COURSE CATEGORY	PC	L-T-P-S	4-0-0-2
Version	1.0	Approval Details		LEARNING LEVEL	BTL-2
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE
15%	15%	10%	5%	5%	50%
Course Description	<p>This comprehensive course delves into the fascinating field of cognitive psychology, exploring the intricacies of cognitive processes, memory, learning, language, perception, attention, and cognitive development across the lifespan. Students will gain insights into the historical perspectives, current trends, and applications of cognitive psychology, as well as the underlying brain-behavior relationships. The course covers key theories, models, and research methods in cognitive psychology, equipping students with a solid understanding of how humans perceive, think, learn, and remember. This course offers valuable knowledge and practical insights into the complexities of the human mind.</p>				
Course Objective	<ol style="list-style-type: none"> 1. To provide students with an overview of cognitive psychology, including its historical perspectives, current trends, cognitive processes, and the relationship between brain and behavior. 2. To familiarize students with models of memory, encoding, storage, retrieval processes, forgetting mechanisms, and learning theories, as well as their applications in education and cognitive rehabilitation 3. To equip students with knowledge of language processing, comprehension, production, language acquisition theories, problem-solving, decision-making, creativity, and the cognitive processes underlying these phenomena. 4. To explore sensation, perception, perceptual organization, visual and auditory perception, attention mechanisms, and their role in shaping our understanding of the world. 5. To examine cognitive development across the lifespan, including Piaget's stages of cognitive development, socio-cultural influences, cognitive aging, interventions for enhancing cognitive functioning in older adults, and lifespan perspectives on cognitive development. 				

Course Outcome	<p>Upon completion of the course, the student will be able to</p> <ol style="list-style-type: none"> 1. Demonstrate a foundational understanding of cognitive psychology concepts, methods, and applications across various fields. 2. Identify and explain different memory models, learning theories, and their practical implications in educational settings and cognitive rehabilitation programs. 3. Demonstrate an understanding of language processing, acquisition theories, problem-solving strategies, and the cognitive mechanisms involved in creative thinking and decision-making. 4. Identify and describe various perceptual processes, attention mechanisms, and their contributions to our sensory experiences and cognitive functioning. 5. Demonstrate knowledge of cognitive development theories, cognitive aging processes, and interventions, understanding the continuity and changes in cognitive abilities across the lifespan.
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Prerequisites:

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	1	2	2	3	2	3	1	2
CO-2	3	2	1	2	2	3	2	3	1	2
CO-3	3	2	1	2	2	3	2	2	1	2
CO-4	3	2	1	2	2	3	2	3	1	2
CO-5	3	2	1	2	2	3	2	3	1	2

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

MODULE – 1: INTRODUCTION TO COGNITIVE PSYCHOLOGY
9L

<p>Overview of Cognitive Psychology: Historical Perspectives and Current Trends - Cognitive Processes: Perception, Attention, Memory, and Language - Cognitive Neuroscience: Understanding Brain-Behaviour Relationships - Methods in Cognitive Psychology Research: Experimental Design and Data Analysis - Applications of Cognitive Psychology in Various Fields.</p>	<p>CO 1 BTL 2</p>
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MODULE – 2: MEMORY AND LEARNING	
9L	
Models of Memory: Atkinson-Shiffrin Model, Levels of Processing Theory, and Working Memory Model - Encoding, Storage, and Retrieval Processes in Memory - Forgetting and Memory Errors: Interference, Decay, and Retrieval Failure - Learning Theories: Classical Conditioning, Operant Conditioning, and Observational Learning - Applications of Memory and Learning Principles in Education and Cognitive Rehabilitation.	CO 2 BTL 2
MODULE – 3: LANGUAGE AND THOUGHT	
9L	
Language Comprehension and Production: Syntax, Semantics, and Pragmatics - Theories of Language Acquisition: Behaviorists, Nativist, and Interactionist Perspectives - Problem Solving and Decision Making: Heuristics, Algorithms, and Biases - Creativity and Innovation: Cognitive Processes Underlying Creative Thinking.	CO 3 BTL 2
MODULE – 4: PERCEPTION AND ATTENTION	
9L	
Sensation and Perception: Bottom-Up and Top-Down Processing - Perceptual Organization: Gestalt Principles and Depth Perception - Visual Perception: Object Recognition, Face Perception, and Visual Illusions - Auditory Perception: Sound Localization, Speech Perception, and Music Cognition - Attention Mechanisms: Selective Attention, Divided Attention, and Sustained Attention.	CO 4 BTL 2
MODULE – 5: COGNITIVE DEVELOPMENT AND AGING	
9L	
Piaget's Theory of Cognitive Development: Sensorimotor, Preoperational, Concrete Operational, and Formal Operational Stages - Socio-Cultural Influences on Cognitive Development: Vygotsky's Sociocultural Theory - Cognitive Aging: Changes in Memory, Attention, and Problem-Solving Abilities - Cognitive Interventions for Enhancing Cognitive Functioning in Older Adults - Lifespan Perspectives on Cognitive Development: Continuity and Change.	CO 5 BTL 2

TEXT BOOKS	
	Goldstein, E. B. (2019). <i>Cognitive Psychology: Connecting Mind, Research, and Everyday Experience</i> . Cengage Learning.
	Anderson, J. R. (2019). <i>Cognitive Psychology and its Implications</i> . Worth Publishers.
REFERENCE BOOKS	
	Eysenck, M. W., & Keane, M. T. (2015). <i>Cognitive Psychology: A Student's Handbook</i> . Psychology Press.
	Sternberg, R. J., & Sternberg, K. (2017). <i>Cognitive Psychology</i> . Cengage Learning.
E BOOKS	
	Baddeley, A., Eysenck, M. W., & Anderson, M. C. (2015). <i>Memory</i> . Psychology Press.

COURSE TITLE	ADVANCED HEALTH PSYCHOLOGY			CREDITS	3
COURSE CODE	APY02503	COURSE CATEGORY		L-T-P-S	3-0-0-0
Version	1.0	Approval Details		LEARNING LEVEL	BTL- 3
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE
15%	15%	10%	5%	5%	50%
Course Description	The course health psychology deals with the the role of psychological processes in the experience of, the causes of, the progression of, and the consequences of health and illness.				
Course Objective	<ol style="list-style-type: none"> 1. To understand the principles and theories of health psychology and their application in promoting health and well-being. 2. To analyze the biopsychosocial factors that influence health, illness, and health behaviors. 3. To apply psychological principles and techniques to promote health behavior change and disease prevention. 4. To demonstrate understanding of the psychological impact of chronic illness and effective coping strategies. 5.To evaluate and apply evidence-based interventions for pain management and palliative care. 				
Course Outcome	<p>By the end of this course, students will:</p> <ol style="list-style-type: none"> 1. Understand the principles and theories of health psychology and their application in promoting health and well-being. 				

	<p>2. Analyze the biopsychosocial factors that influence health, illness, and health behaviors.</p> <p>3. Apply psychological principles and techniques to promote health behavior change and disease prevention.</p> <p>4. Demonstrate understanding of the psychological impact of chronic illness and effective coping strategies.</p> <p>5. Evaluate and apply evidence-based interventions for pain management and palliative care.</p>
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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	2	1	3	2	1	3	1	2
CO-2	2	2	2	1	3	2	2	3	1	2
CO-3	2	2	1	1	3	2	2	3	2	2
CO-4	3	3	2	1	3	2	2	3	1	2
CO-5	2	3	2	3	3	2	2	3	2	3

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

MODULE-1:INTRODUCTION TO HEALTH PSYCHOLOGY
9L

<p>- Overview of Health Psychology as a Field- Biopsychosocial Model of Health and Illness- Theories and Models in Health Psychology (e.g., Health Belief Model, Social Cognitive Theory)- Research Methods in Health Psychology- Health Promotion and Disease Prevention</p>	<p>CO 1 BTL 2</p>
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MODULE – 2: STRESS, COPING AND HEALTH	
9L	
- Understanding Stress: Definitions and Types- Stress and Health: Impact on the Body and Mind- Coping Strategies and Adaptation to Stress- Stress Management Techniques (e.g., Relaxation, Cognitive-Behavioral Interventions)- Resilience and Psychological Well-being	CO 2 BTL 2
MODULE – 3: HEALTH BEHAVIOR CHANGE	
9L	
- Theories of Health Behavior Change (e.g., Transtheoretical Model, Theory of Planned Behavior)- Health Risk Behaviors (e.g., Smoking, Physical Inactivity, Unhealthy Eating)- Motivation and Goal Setting in Health Behavior Change- Interventions for Health Behavior Change (e.g., Behavioral Interventions, Motivational Interviewing)- Adherence to Medical Regimens and Treatment Compliance	CO 3 BTL 2
MODULE – 4: CHRONIC ILLNESS AND HEALTH PSYCHOLOGY	
9L	
- Understanding Chronic Illness: Definitions and Types- Psychological Adjustment to Chronic Illness- Quality of Life and Psychological Well-being in Chronic Illness- Coping Strategies and Supportive Interventions for Individuals with Chronic Illness- Family Dynamics and Caregiver Stress in Chronic Illness	CO 4 BTL 3
MODULE–5: PAIN MANAGEMENT AND PALLIATIVE CARE	
9L	
- Understanding Pain: Types and Mechanisms- Psychological Factors in the Perception and Experience of Pain- Multidisciplinary Approaches to Pain Management (e.g., Pharmacological, Psychological, Physical)- Palliative Care and End-of-Life Issues- Bereavement and Grief Counseling	CO 4 BTL 3

TEXT BOOKS	
	<p>"Health Psychology: Biopsychosocial Interactions" by Edward P. Sarafino and Timothy W. Smith</p> <p>"The Handbook of Stress Science: Biology, Psychology, and Health" by Richard Contrada and Andrew Baum</p>
REFERENCE BOOKS	
1	"Changing Behavior: Using the Transtheoretical Model in Interventions" by James O. Prochaska, John C. Norcross, and Carlo C. DiClemente
2	"Chronic Physical Disorders: Behavioral Medicine's Perspective" by Laura Weiss Roberts and Richard R. Bootzin

COURSE TITLE	CONCEPTS OF INDIAN PSYCHOLOGY			CREDITS	4
COURSE CODE	APY02504	COURSE CATEGORY	DE	L-T-P-S	4-0-0-2
Version	1.0	Approval Details		LEARNING LEVEL	BTL- 3
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE
15%	15%	10%	5%	5%	50%
Course Description	<p>Indian Psychology is an interdisciplinary course that explores the rich and diverse psychological traditions rooted in Indian philosophy, culture, and spirituality. The course covers the theoretical foundations, practical applications, and contemporary relevance of Indian psychological thought. Students will engage with classical texts, modern interpretations, and empirical research to understand the Indian perspective on mind, behavior, and consciousness.</p>				
Course Objective	<ul style="list-style-type: none"> • To introduce students to the fundamental concepts and theories of Indian Psychology. • To explore the psychological insights found in ancient Indian texts such as the Vedas, Upanishads, Bhagavad Gita, and Yoga Sutras. • To examine the applications of Indian psychological principles in modern contexts, including mental health, well-being, and personal development. • To critically analyze and compare Indian Psychology with Western psychological paradigms. • To foster an understanding of the relevance of Indian psychological practices in contemporary society. 				

Course Outcome	<ul style="list-style-type: none"> • Demonstrate a comprehensive understanding of key concepts and theories in Indian Psychology. • Analyze and interpret classical Indian texts from a psychological perspective. • Apply Indian psychological principles to address contemporary psychological issues and enhance personal well-being. • Critically evaluate the differences and complementarities between Indian and Western psychological traditions. • Conduct basic research or projects that integrate Indian psychological concepts with modern psychological practices.
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Prerequisites:

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	1	2	2	3	2	3	1	2
CO-2	3	3	1	2	2	3	2	3	1	2
CO-3	3	3	1	2	2	3	2	3	1	2
CO-4	3	3	1	2	2	3	2	3	1	2
CO-5	3	3	2	2	2	3	2	3	2	2

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

MODULE – 1: FOUNDATIONS OF INDIAN PSYCHOLOGY 9L

<ul style="list-style-type: none"> • Introduction to Indian Psychology: Definition and Scope • Historical Development: Vedas, Upanishads, and Classical Indian Philosophy • Key Concepts: Atman, Brahman, Karma, Dharma, and Moksha • Comparative Analysis: Indian vs. Western Psychology. 	<p>CO 1 BTL 2</p>
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MODULE – 2: PSYCHOLOGICAL INSIGHTS FROM INDIAN TEXTS	
9L	
<input type="checkbox"/> The Bhagavad Gita: Concepts of Self, Mind, and Duty <input type="checkbox"/> The Upanishads: Insights into Consciousness and Reality <input type="checkbox"/> Patanjali's Yoga Sutras: Psychological Practices and Techniques <input type="checkbox"/> Buddhism and Jainism: Perspectives on Mind and Behavior	CO 2 BTL 2
MODULE – 3: INDIAN APPROACHES TO MENTAL HEALTH AND WELL-BEING	
9L	
Ayurvedic Psychology: Tridosha Theory and Mental Health- Meditation and Mindfulness: Techniques and Benefits- The Role of Yoga in Psychological Well-being- Contemporary Therapies Based on Indian Psychology	CO 3 BTL 2
MODULE – 4: INDIAN PSYCHOLOGY IN MODERN CONTEXTS	
9L	
<input type="checkbox"/> Positive Psychology and Indian Traditions <input type="checkbox"/> Indian Psychology in Organizational Behavior and Leadership <input type="checkbox"/> Indian Psychological Practices in Education and Counseling <input type="checkbox"/> Research Trends in Indian Psychology	CO 4 BTL 3
MODULE – 5: RESEARCH AND PRACTICE IN INDIAN PSYCHOLOGY	
9L	
<input type="checkbox"/> Research Methods in Indian Psychology <input type="checkbox"/> Case Studies and Practical Applications <input type="checkbox"/> Integrating Indian and Western Psychological Practices <input type="checkbox"/> Future Directions and Emerging Trends	CO 5 BTL 2

TEXTBOOKS

1.	"Researching Yoga: A Guide to Applying the Scientific Method to Understanding the Practice and Benefits of Yoga" by Timothy McCall
2.	"The Psychology of the Bhagavad Gita: A Study of Liberation and Integration" by Swami Ajaya

REFERENCE BOOKS

1	"Psychology in the Indian Tradition" by K. Ramakrishna Rao & Anand C. Paranjpe
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COURSE TITLE	YOUTH PSYCHOLOGY			CREDITS	3
COURSE CODE	APY02505	COURSE CATEGORY	PC	L-T-P-S	3-1-0-0
Version	1.0	Approval Details		LEARNING LEVEL	BTL- 3
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE
15%	15%	10%	5%	5%	50%
Course Description	The course focuses on the concept of understanding youth, difference among culture, sensitivity to issues related to youth especially on the emphasis of gender and risky behaviour. To understand the theories related to empowerment and empowerment in India and training and its implications				
Course Objective	<ol style="list-style-type: none"> 1. To help students understand the notion of youth, youth across cultures, youth identity, significant concerns among the youth. 2. To inculcate sensitivity to issues related to youth with special emphasis on gender stereotypes/discrimination and risky behaviour. 3. To develop an understanding of ways of empowering the youth 4. To understand the psychological principle employed in the field 				
Course Outcome	<p>Under the completion of the course, the students will be able to</p> <ol style="list-style-type: none"> 1. State youth, their identity and cultural difference and similarities among youth Gender identification, orientation and roles 2. Compare the effect of globalisation, body image peer pressure, bullying, stereotypes, discrimination etc. 3. Discuss the concept of women empowerment, optimism and resilience 				

	4. Illustrate the concept of psychological empowerment, training and implications									
Prerequisites: PCB1301- Youth Psychology										
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	-	-	-	3	-
CO-2	3	-	-	-	2	-	-	-	3	-
CO-3	3	-	-	-	2	1	-	-	3	-
CO-4	3	-	-	-	2	2	-	-	3	-
CO-5	3	-	-	-	-	2	-	-	3	-
1: Weakly related, 2: Moderately related and 3: Strongly related										
MODULE 1: INTRODUCTION										
9L										
Defining Youth (Transition to Adulthood); Youth Across Cultures; Formulation of Youth Identity (Erikson and Marcia's Work on Identity), Gender Identity, Gender Roles, Sexual Orientation										CO-1 BTL-1
MODULE 2: YOUTH DEVELOPMENT										
9L										
Influence of Globalization on Youth; Body Image concerns among youth; Peer Pressure and Bullying.										CO-2 BTL- 2
MODULE 3: ISSUES AND CHALLENGES FOR TODAY'S YOUTH										
9L										
Gender Stereotypes and Gender Discrimination Impacting Youth, Substance (Alcohol) Use among Youth, Juvenile Delinquency, Risky Sexual Behaviour										CO-3 BTL- 3
MODULE 4: DEVELOPING YOUTH										
9L										
Women Empowerment in the Indian Context, Encouraging Non-Gender Stereotyped Attitudes; Building Resources (Optimism; Resilience)										CO-4 BTL-2

MODULE 5: PSYCHOLOGICAL EMPOWERMENT FOR YOUTH**9L**

Definition- dimension- theories on psychological empowerment – training – implications

CO-5**BTL-2****TEXT BOOKS**Snyder, C.R., Lopez, S.J. & Pedrotti, J. (2011). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. New Delhi: Sage.Brannon, L. (2017). *Gender: Psychological Perspectives* (7th edition). New Delhi Routledge**REFERENCE BOOKS**Arnett, J.J. (2013). *Adolescence and Emerging Adulthood* (5th Ed). Delhi: Pearson.Bansal, P. (2012). *Youth in Contemporary India: Images of Identity and Social Change*. New Delhi: Springer.**E BOOKS**https://www.researchgate.net/publication/5401531_Adolescent_Psychological_Development_A_Review

COURSE TITLE	TRAINING AND DEVELOPMENT			CREDITS	4
COURSE CODE	APY02506	COURSE CATEGORY		L-T-P-S	
Version	1.0	Approval Details		LEARNING LEVEL	BTL-
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE
15%	15%	10%	5%	5%	50%
Course Description	<p>The course covers theoretical frameworks and practical applications related to training and development in psychology. It explores topics such as learning theories, human cognition, motivation, assessment techniques, instructional design, program evaluation, and organizational development. Emphasis is placed on understanding the psychological principles underlying effective training methods and interventions.</p>				
Course Objective	<ol style="list-style-type: none"> 1.To provide students with a comprehensive understanding of psychological theories relevant to learning, motivation, and behavior change. 2.To equip students with the skills to design and develop training programs tailored to the needs of different learners and organizational objectives. 3.To teach students how to assess individual and organizational training needs, as well as how to evaluate the effectiveness of training interventions using appropriate research methods and tools. 4.To enable students to apply psychological principles to enhance performance, productivity, and well-being within various organizational contexts, such as businesses, educational institutions, healthcare facilities, and government agencies. 5.To foster an understanding of ethical guidelines and cultural factors that 				

	<p>influence training and development practices, ensuring sensitivity to diversity and inclusion.</p>
<p>Course Outcome</p>	<p>By the end of this course, students will:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of various learning theories, such as behaviorism, cognitivism, and constructivism, and apply them effectively to design and implement training programs tailored to individual and organizational needs. 2. Students will develop proficiency in instructional design principles and methodologies, including needs assessment, curriculum development, and instructional strategies, enabling them to create engaging and effective learning experiences. 3. Acquire skills in evaluating the effectiveness of training programs through the use of assessment tools and techniques, such as pre- and post-training assessments, surveys, and performance evaluations, to measure learning outcomes and program impact. 4. Demonstrate ethical awareness and cultural competence in the design and delivery of training programs, recognizing and addressing issues related to diversity, equity, and inclusion to ensure training initiatives are accessible and relevant to all learners. 5. Develop the ability to collaborate effectively with diverse stakeholders, including organizational leaders, trainers, and trainees, to identify training needs, design solutions, and implement interventions that align with organizational goals and priorities.

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	2	1	3	2	1	3	1	2
CO-2	2	2	2	1	3	2	2	3	1	2
CO-3	2	2	1	1	3	2	2	3	2	2
CO-4	3	3	2	1	3	2	2	3	1	2
CO-5	2	3	2	3	3	2	2	3	2	3
1: Weakly related, 2: Moderately related and 3: Strongly related										

MODULE – 1: Introduction to Training and Development 12L	
<ul style="list-style-type: none"> - Understanding the concept of training and development - Importance and benefits of training and development for individuals and organizations - Historical overview and evolution of training and development practices - Current trends and challenges in training and development - Case studies and examples of successful training and development initiatives 	CO 1 BTL 2
MODULE – 2: Training Needs Analysis 12L	
<ul style="list-style-type: none"> - Definition and purpose of training needs analysis (TNA) - Methods and techniques for conducting TNA, including surveys, interviews, and observations - Identifying organizational, task, and individual training needs - Prioritizing training needs based on urgency and importance - Case studies and practical exercises on conducting TNA effectively 	CO 2 BTL 2
MODULE – 3: Designing and Implementing Training Programs 12L	

<ul style="list-style-type: none"> - Principles of instructional design and adult learning theories - Developing clear training objectives and learning outcomes - Choosing appropriate training methods and delivery modes (e.g., classroom training, e-learning, on-the-job training) - Developing training materials and resources - Planning and managing the training program implementation process - Evaluation and assessment of training effectiveness - Case studies and real-world examples of successful training program design and implementation 	CO 3 BTL 2
MODULE – 4: Employee Development and Career Management	
12L	
<ul style="list-style-type: none"> - Understanding the difference between training and development - Importance of employee development for career growth and organizational success - Various approaches to employee development, including mentoring, coaching, job rotation, and career planning - Creating a supportive organizational culture for employee development - Strategies for fostering continuous learning and skill development among employees - Case studies and best practices in employee development and career management 	CO 4 BTL 3
MODULE –5:Evaluating Training and Development Programs	
12L	
<ul style="list-style-type: none"> - Purpose and importance of evaluating training and development programs - Kirkpatrick's Four-Level Training Evaluation Model 	CO 4 BTL 3

<ul style="list-style-type: none"> - Methods and tools for assessing training effectiveness, including surveys, interviews, and performance metrics - Analyzing and interpreting evaluation data - Using evaluation results to improve future training initiatives - Ethical considerations in training evaluation - Case studies and examples of effective training evaluation practices 	
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TEXT BOOKS

	<p>"Employee Training and Development" by Raymond Noe</p> <p>"Effective Training: Systems, Strategies, and Practices" by P. Nick Blanchard and James W. Thacker</p> <p>"Training Needs Assessment: Methods, Tools, and Techniques" by Jean Barbazette</p>
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REFERENCE BOOKS

	<p>"Evaluating Training Programs: The Four Levels" by Donald L. Kirkpatrick and James D. Kirkpatrick</p>
	<p>"The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development" by Malcolm S. Knowles, Elwood F. Holton III, and Richard A. Swanson</p>

COURSE TITLE	INDUSTRIAL PSYCHOLOGY			CREDITS	4
COURSE CODE	APY02507	COURSE CATEGORY	PC	L-T-P-S	3-1-0-0
Version	1.0	Approval Details		LEARNING LEVEL	BTL- 3
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE
15%	15%	10%	5%	5%	50%
Course Description	This course aims to provide training and instruction in labor law and relations, employee recruitment and development processes, management theories, organizational communication, and other subjects that prepare students to manage an organization's human assets from a psychological perspective.				
Course Objective	<ol style="list-style-type: none"> 1. To understand the fundamental principles and functions of human resource management. 2. To evaluate recruitment, selection, training, and development processes to meet organizational objectives. 3 To analyze and apply training and development strategies and practices in different organizational contexts. . 4. To implement effective performance management and compensation systems. 5. To develop interpersonal and communication skills necessary for effective employee relations in global context. 				

Course Outcome	<p>By the end of this course, students will:</p> <p>2. Understand the fundamental principles and functions of human resource management.</p> <p>2. Evaluate recruitment, selection, training, and development processes to meet organizational objectives.</p> <p>3 Analyze and apply training and development strategies and practices in different organizational contexts.</p> <p>. 4. Implement effective performance management and compensation systems.</p> <p>5. Develop interpersonal and communication skills necessary for effective employee relations in global context.</p>
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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	2	1	3	2	1	3	1	2
CO-2	2	2	2	1	3	2	2	3	1	2
CO-3	2	2	1	1	3	2	2	3	2	2
CO-4	3	3	2	1	3	2	2	3	1	2
CO-5	2	3	2	3	3	2	2	3	2	3

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

MODULE – 1: INTRODUCTION TO HUMAN RESOURCE MANAGEMENT	
12L	
- Evolution and Role of HRM in Organizations- Strategic HRM vs. Traditional Personnel Management- HRM Functions: Recruitment, Selection, Training, and Development- Legal and Ethical Considerations in HRM- HRM's Role in Organizational Culture and Employee Relations	CO 1 BTL 2
MODULE – 2: RECRUITMENT AND SELECTION	
12L	
- Job Analysis and Job Design- Recruitment Strategies and Sources- Selection Methods and Techniques (e.g., Interviews, Assessment Centers, Tests)- Employee Retention and Turnover Management- Diversity and Inclusion in Recruitment and Selection	CO 2 BTL 2
MODULE – 3: TRAINING AND DEVELOPMENT	
12L	
- Training Needs Analysis- Training Methods and Techniques (e.g., On-the-Job Training, Classroom Training, E-Learning)- Employee Development Programs (e.g., Mentoring, Coaching, Job Rotation)- Evaluating Training Effectiveness- Career Development and Succession Planning	CO 3 BTL 2
MODULE – 4: PERFORMANCE MANAGEMENT AND COMPENSATION	
12L	
- Performance Appraisal Methods and Systems- Goal Setting and Performance Feedback- Reward Systems and Compensation Strategies- Pay Structure and Benefits Administration- Legal and Ethical Issues in Performance Management and Compensation	CO 4 BTL 3
MODULE – 5: EMPLOYEE RELATIONS AND HRM IN A GLOBAL CONTEXT	
12L	
- Employee Engagement and Motivation- Conflict Resolution and Employee Relations- Workplace Health and Safety- International HRM and Cross-Cultural Management- Managing Virtual Teams and Remote Workforce	CO 4 BTL 3
TEXT BOOKS	
	"Human Resource Management" by Gary Dessler "Recruitment and Selection in Canada" by Victor M. Catano, Willi H. Wiesner, and Rick D. Hackett "Employee Training and Development" by Raymond A. Noe

REFERENCE BOOKS

1	"Performance Management" by Herman Aguinis
2	"International Human Resource Management" by Peter J. Dowling, Marion Festing, and Allen D. Engle, Sr.

COURSE TITLE	PSYCHOLOGY OF GENDER			CREDITS	3
COURSE CODE	APY02508	COURSE CATEGORY		L-T-P-S	3-0-0-2
Version	1.0	Approval Details		LEARNING LEVEL	BTL- 3
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE
15%	15%	10%	5%	5%	50%
Course Description	The course gender psychology is a subfield of psychology that examines the role of gender in shaping individuals' thoughts, feelings, and behaviors. It encompasses a wide range of topics, from the development of gender identity to the impact of gender stereotypes on mental health.				
Course Objective	<ol style="list-style-type: none"> 1. To demonstrate an understanding of the psychological theories and research methods used in the study of gender. 2. To analyze the impact of biological, social, and cultural factors on gender identity and gender development. 3. To evaluate the role of gender in cognitive processes, socialization, and mental health outcomes. 4. To critically examine gender-related issues in various social contexts, including education, media, and the workplace. 5. To apply theoretical concepts to analyze and understand real-world gender dynamics and challenges. 				
Course Outcome	<p>By the end of this course, students will:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the psychological theories and research methods used in the study of gender. 2. Analyze the impact of biological, social, and cultural factors on gender identity and gender development. 				

	<p>3. Evaluate the role of gender in cognitive processes, socialization, and mental health outcomes.</p> <p>4. Critically examine gender-related issues in various social contexts, including education, media, and the workplace.</p> <p>5. Apply theoretical concepts to analyze and understand real-world gender dynamics and challenges.</p>
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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	2	1	3	2	1	3	1	2
CO-2	2	2	2	1	3	2	2	3	1	2
CO-3	2	2	1	1	3	2	2	3	2	2
CO-4	3	3	2	1	3	2	2	3	1	2
CO-5	2	3	2	3	3	2	2	3	2	3

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

MODULE-1: Introduction to the Psychology of Gender
9L

- Historical Perspectives on Gender - Gender Identity and Gender Role Development - Biological, Social, and Cultural Influences on Gender - Gender Stereotypes and Gender Bias - Intersectionality: Understanding Gender in Relation to Other Social Identities	CO 1 BTL 2
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MODULE – 2: Gender and Cognitive Processes 9L

- Cognitive Differences Between Gender - Gender and Language Development - Gender and Spatial Abilities - Gender and Mathematical Abilities - Stereotype Threat and its Effects on Gender Performance	CO 2 BTL 2
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MODULE – 3: Gender and Socialization 9L

-Social Learning Theory and Gender Socialization - Parenting Styles and Gender Role Acquisition - Peer Influences on Gender Development - Media and Gender Socialization - Educational Institutions and Gender Socialization	CO 3 BTL 2
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MODULE – 4: Gender and Mental Health 9L

<ul style="list-style-type: none"> - Gender Differences in Psychological Disorders (e.g., Depression, Anxiety) - Gender and Coping Strategies - Gender and Help-Seeking Behavior - Intersectionality and Mental Health - Gender-Based Violence and its Psychological Impact 	CO 4 BTL 3
MODULE – 5: Gender and Relationships 9L	
<ul style="list-style-type: none"> - Gender Differences in Communication Style - Gender and Intimate Relationships - Workplace Dynamics and Gender - Gender and Leadership Styles - Balancing Work and Family: Gendered Perspectives 	CO 4 BTL 3
TEXTBOOKS	
<ol style="list-style-type: none"> 1. 2. 3. 	<ul style="list-style-type: none"> “The Psychology of Gender” by Vicki S. Helgeson “Gender: Psychological Perspectives” by Linda Brannon and Julia R. Busch “Gender Roles: A Sociological Perspective” by Linda L. Lindsey
REFERENCE BOOKS	
<ol style="list-style-type: none"> 1 	"\"The Handbook of Gender and Psychology\" edited by Janet Shibley Hyde and Sue Rosenberg Zalk
<ol style="list-style-type: none"> 2 	"\"Gender in Communication: A Critical Introduction\" by Catherine Helen Palczewski, Victoria Pruin DeFrancisco, and Danielle Dick McGeough

COURSE TITLE	PSYCHO-SOCIO ONCOLOGY			CREDITS	3
COURSE CODE	APY02509	COURSE CATEGORY	PE	L-T-P-S	3-0-0-0
Version	1.0	Approval Details		LEARNING LEVEL	BTL- 3
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE
15%	15%	10%	5%	5%	50%
Course Description	This course imparts knowledge on psychosocial aspects throughout the cancer journey, emphasizing clinical and counseling skills, as well as ethical sensitivity.				
Course Objective	<ol style="list-style-type: none"> 1.To understand the psychological impact of cancer diagnosis and treatment on patients and their families. 2. To apply theoretical knowledge to assess and address psychosocial issues in cancer care. 3. To demonstrate proficiency in implementing evidence-based psychosocial interventions in cancer settings. 4. To evaluate the effectiveness of psychosocial support services in improving patient outcomes and quality of life. 5. To recognize and navigate ethical, cultural, and interdisciplinary challenges in providing psycho-oncological care. 				
Course Outcome	<p>By the end of this course, students will:</p> <ol style="list-style-type: none"> 1. Understand the psychological impact of cancer diagnosis and treatment on patients and their families. 				

	<p>2. Apply theoretical knowledge to assess and address psychosocial issues in cancer care.</p> <p>3. Demonstrate proficiency in implementing evidence-based psychosocial interventions in cancer settings.</p> <p>4. Evaluate the effectiveness of psychosocial support services in improving patient outcomes and quality of life.</p> <p>5. Recognize and navigate ethical, cultural, and interdisciplinary challenges in providing psycho-oncological care.</p>
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Prerequisites:

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	2	1	3	2	1	3	1	2
CO-2	2	2	2	1	3	2	2	3	1	2
CO-3	2	2	1	1	3	2	2	3	2	2
CO-4	3	3	2	1	3	2	2	3	1	2
CO-5	2	3	2	3	3	2	2	3	2	3

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

MODULE-1: INTRODUCTION TO PSYCHO-ONCOLOGY

9L

<p>- Definition and Scope of Psycho-oncology- Historical Development of Psycho-oncology as a Field- Biopsychosocial Model of Cancer Care- Psychosocial Impact of Cancer Diagnosis and Treatment- Role of Psycho-oncology in Comprehensive Cancer Care</p>	<p>CO 1 BTL 2</p>
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MODULE – 2: PSYCHOLOGICAL REACTIONS TO CANCER DIAGNOSIS	
9L	
- Emotional Responses to Cancer Diagnosis (e.g., Anxiety, Depression, Fear)- Coping Strategies and Adaptive Mechanisms- Adjustment Disorders and Acute Stress Reactions- Impact of Cancer on Identity, Self-esteem, and Relationships- Supportive Interventions for Patients and Families	CO 2 BTL 2

MODULE – 3: PSYCHOSOCIAL INTERVENTIONS IN CANCER CARE	
9L	
- Psychotherapy Approaches (e.g., Cognitive-Behavioral Therapy, Supportive Therapy)- Mindfulness-Based Interventions and Stress Reduction Techniques- Group Therapy and Support Groups- Family Therapy and Couples Counseling- Integrative Medicine and Complementary Therapies	CO 3 BTL 2

MODULE – 4: SURVORSHIP AND PALLIATIVE CARE	
9L	
- Psychological Issues in Cancer Survivorship- Challenges of Long-term Side Effects and Late Effects- Advance Care Planning and End-of-Life Care- Bereavement and Grief Counseling- Quality of Life Assessment and Management	CO 4 BTL 3

MODULE–5: ETHICAL AND CULTURAL CONSIDERATION IN PSYCHO-ONCOLOGY	
9L	
- Ethical Issues in Cancer Care (e.g., Truth-telling, Decision-making Capacity)- Cultural Competence and Diversity in Psycho-oncology- Health Disparities and Access to Psycho-oncological Services- Interdisciplinary Collaboration in Cancer Care- Future Directions and Innovations in Psycho-oncology	CO 4 BTL 3

TEXT BOOKS	
	<p>"Psycho-Oncology" by Jimmie C. Holland, William S. Breitbart, Paul B. Jacobsen, Margaret L. McLean, and Matthew J. Loscalzo</p> <p>"Cancer and Emotion: A Practical Guide to Psycho-oncology" by Andy Bradshaw, Rachel Hollis, and Gill Hubbard</p>
REFERENCE BOOKS	
1	"The Handbook of Psycho-oncology: Psychological Care of the Patient with Cancer" by Jimmie C. Holland, William S. Breitbart, and Yesne Alici
2	"Palliative Care in Oncology" by Eduardo Bruera, Irene Higginson, Charles F. von Gunten, and Tatsuya Morita

COURSE TITLE	PSYCHOLOGY OF EDUCATION			CREDITS	3
COURSE CODE	APY02510	COURSE CATEGORY	PE	L-T-P-S	3-1-0-0
Version	1.0	Approval Details		LEARNING LEVEL	BTL- 3

ASSESSMENT SCHEME

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

Course Description	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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Course Objective	<ol style="list-style-type: none"> To learn the behavioural and social skills of imparting education. To develop cognitive skills that will enhance achievement, intelligence and creativity among various groups. To enhance skills that will facilitate effective teaching in the classroom as well as managing class rooms. To promote skills that will help to impart education to those with special needs
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Course Outcome	<p>Upon completion of this course, the students will be able to</p> <ol style="list-style-type: none"> Impart the concept of behavioural and social skills in education Develop cognitive skills to enhance achievement, intelligence and creativity Develop skills to facilitate effective and manage classroom Impart skills in education for special needs
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Prerequisites PCB1316- Educational Psychology

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	-	-	-	-	3	-	-	2	-

CO 2	-	-	-	-	-	-	-	-	3	-
CO 3	-	-	-	-	-	-	-	-	3	-
CO 4	-	-	-	-	-	3	-	-	3	-

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

MODULE – 1: INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

9L

Nature, Scope & Relevance of Educational Psychology; Conceptual and Theoretical Perspectives in Educational Psychology: Behavioristic and Social Learning, Cognitive & Humanistic Perspectives, Constructivism

**CO 1
BTL 2**

MODULE – 2: HUMAN DIVERSITY AND EDUCATION

9L

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

**CO 2
BTL 3**

MODULE – 3: EFFECTIVE TEACHING

9L

Characteristics of Effective Teachers; Teaching Methods & Issues related to Technological Advances

**CO 3
BTL 3**

MODULE – 4: CLASSROOM MANAGEMENT

9L

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

**CO 3
BTL 3**

MODULE – 5: EXCEPTIONALITY AND SPECIAL EDUCATION

9L

Conceptualizing Exceptionality: Categorization, Labelling and its Educational Implications; Responsibilities of Teachers towards Learners with Special Needs	CO 4 BTL 3
TEXT BOOKS	
1.	Santrock, J. W. (2017). <i>Educational Psychology</i> (6 th 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
REFERENCE BOOKS	
1.	Slavin, R. (2008). <i>Educational Psychology: Theory Into Practice</i> , (9th ed.). Boston: Allyn and Bacon.
2.	Woolfolk, A. (2018). <i>Educational Psychology</i> (14th Edition). Texas: Pearson

COURSE TITLE	PSYCHOLOGY OF SPORTS AND PERFORMANCE				CREDITS	3				
COURSE CODE	APY02511	COURSE CATEGORY	PE	L-T-P-S	3-1-0-0					
Version	1.0	Approval Details		LEARNING LEVEL	BTL- 3					
ASSESSMENT SCHEME										
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE					
15%	15%	10%	5%	5%	50%					
Course Description	The course focuses role of psychology in sports and its evolution. It focuese on understanding sportsman ship as a psychological construct. This course focuses on the importance of sports psychology for rehabilitation and coping with stress.									
Course Objective	<ol style="list-style-type: none"> 1. To increasing understanding regarding the dynamics of sports 2. To foster an understanding of sportsman spirit as a psychological construct 3. To develop insights about stress on and off the field 4. To appreciate the importance of sports psychologists 									
Course Outcome	<p>Upon completion of this course, the students will be able to</p> <ol style="list-style-type: none"> 1. Discuss different perspectives of sports and psychology. Evolution, orientation and roles of sports psychology in present world 2. Foster an understanding of individualism in sportsman spirit 3. Develop insights of stress in sports 4. Explain the importance of rehabilitation and having sports psychologist as a career 									
Prerequisites: PCC1363- Sports Psychology										
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	-	-
CO-2	-	-	-	-	3	-	-	-	3	-
CO-3	3	-	-	-	-	-	-	-	3	-
CO-4	-	-	-	-	-	-	2	-	3	-
1: Weakly related, 2: Moderately related and 3: Strongly related										

MODULE – 1: INTRODUCTION TO SPORTS PSYCHOLOGY	
9L	
Definition of sport psychology - Perspectives of Sport Psychology – Roles of sport psychologist – historical evolution of sport psychology – Understanding present and future trends – psychological orientation	CO 1 BTL 2
MODULE – 2: INDIVIDUAL DIFFERENCES	
9L	
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	CO 2 BTL 2
MODULE – 3: SOCIO-ENVIRONMENTAL FACTORS	
9L	
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	CO 3 BTL 2

MODULE – 4: IMPROVING PERFORMANCE	
9L	
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	CO 4 BTL 3
MODULE – 5: SPORTS PSYCHOLOGIST AS A CAREER	
9L	
Rehabilitation – counselling – training	CO 4 BTL 3
TEXT BOOKS	
1.	Weinberg, R.S., & Gould, D. (2015). Foundations of Sport and Exercise Psychology. US: Human Kinetics
2.	Williams, J., & Kramke, V. (2014). Applied Sport Psychology: Personal growth to peak performance. US: McGraw Hill.
REFERENCE BOOKS	
1	Horn, T.S. (2008). Advances in Sport Psychology. US: Human Kinetics
2	Robbins, Stephen, Organizational Behavior, Prentice Hall, India
E BOOKS	
1	https://www.researchgate.net/publication/337554420_Sport_Psychology

COURSE TITLE	PSYCHOPATHOLOGY			CREDITS	3
COURSE CODE	APY02512	COURSE CATEGORY	DE	L-T-P-S	3-0-0-0
Version	2.0	Approval Details		LEARNING LEVEL	BTL- 2
ASSESSMENT SCHEME					
First Periodical Assessment	Second Periodical Assessment	Seminar/ Assignments/ Project	Surprise Test / Quiz	Attendance	ESE
15%	15%	10%	5%	5%	50%

Course Description	<p>This course provides a comprehensive understanding of psychopathology, focusing on the nature, classification, etiology, and treatment of mental disorders. The course introduces students to foundational concepts in abnormal psychology, ethical and cultural considerations, and contemporary diagnostic systems such as DSM-5-TR and ICD-11. It systematically examines major categories of psychological disorders, including anxiety disorders, obsessive-compulsive and related disorders, psychotic disorders, mood disorders, neurodevelopmental and neurocognitive disorders, personality disorders, and eating disorders. Emphasis is placed on clinical features, diagnostic criteria, causal models, and evidence-based interventions, equipping students with a critical and integrative understanding of mental health and illness.</p>
Course Objective	<ol style="list-style-type: none"> 1. To introduce students to the concept, scope, and historical development of psychopathology, including ethical, cultural, and classificatory issues. 2. To familiarize students with major diagnostic systems and contemporary models explaining the causation of mental disorders. 3. To enable understanding of the clinical features, etiology, and treatment approaches of anxiety, mood, psychotic, neurodevelopmental, neurocognitive, personality, and eating disorders. 4. To develop critical thinking regarding diagnosis, labeling, stigma, and the sociocultural context of mental illness. 5. To equip students with foundational knowledge essential for applied psychological practice, research.

Course Outcome	<p>Upon completion of the course, the students will be able to</p> <ol style="list-style-type: none"> 1. Demonstrate a foundational understanding of psychopathology, including concepts of abnormality, classification systems, ethical issues, and causal models. 2. Identify and explain the clinical features, diagnostic criteria, etiology, and treatment approaches of anxiety and obsessive-compulsive and related disorders. 3. Demonstrate an understanding of psychotic and mood disorders, including schizophrenia spectrum and bipolar and depressive disorders. 4. Describe neurodevelopmental and neurocognitive disorders, their diagnostic characteristics, and intervention strategies. 5. Explain personality disorders and eating disorders, with an understanding of their classification, clinical presentation, and management.
<p>Prerequisites: Basic understanding of General Psychology and Abnormal Psychology, including foundational concepts of human behavior, mental processes, and psychological assessment.</p>	

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	1	2	3	3	2	3	1	2
CO-2	3	2	1	2	3	3	2	3	1	2
CO-3	3	2	1	2	3	3	2	3	1	2
CO-4	3	2	1	2	3	3	2	3	1	2
CO-5	3	2	1	2	3	3	2	3	1	2

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

MODULE – 1: Foundations, Classification, and Causal Perspectives in Psychopathology 9L

<p>- Concept and scope of abnormal psychology – Criteria for defining abnormal behaviour – Ethical and cultural considerations - Systems of classification: DSM-5-TR and ICD-11 – Need for classification – Advantages and limitations of diagnostic systems – Issues of labelling and stigma; Historical overview of abnormal behaviour; Causal factors in psychopathology: Diathesis–stress and biopsychosocial models – Major perspectives on psychopathology: Biological, Psychodynamic, Behavioral, Cognitive-behavioral, Social, and Cultural</p>	<p>CO 1 BTL 2</p>
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MODULE – 2: Anxiety, Obsessions and their disorders 9L

<p>Clinical features, diagnostic criteria, etiology, treatment: Specific phobia – Social anxiety disorder – Panic disorder – Agoraphobia – Generalized anxiety disorder; Obsessive- compulsive disorder – Body dysmorphic disorder – Trichotillomania – Excoriation disorder – Hoarding disorder.</p>	<p>CO 2 BTL</p>
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MODULE – 3: Schizophrenia and Mood Disorders		9L
Clinical features, diagnostic criteria, etiology, treatment: Schizophrenia – Brief psychotic disorder – Schizophreniform disorder – Schizoaffective disorder; Unipolar disorders: Major depressive disorder – manic episode – Persistent depressive disorder (dysthymia) – Bipolar disorders: Bipolar I and II – Cyclothymic Disorder.		CO 3 BTL 2
MODULE – 4: Neurodevelopmental and Neurocognitive Disorders		9L
Clinical features, diagnostic criteria, etiology, treatment: Intellectual disabilities – Attention-deficit/hyperactivity disorder (ADHD) – Autism spectrum disorder – Specific learning disorders; Delirium – Major Neurocognitive disorders.		CO 4 BTL 2
MODULE – 5: Personality and Eating Disorders		9L
Cluster A: Paranoid – Schizoid – Schizotypal; Cluster B: Borderline – Narcissistic – Histrionic – Antisocial; Cluster C: Avoidant – Dependent – Obsessive-Compulsive; Anorexia Nervosa – Bulimia Nervosa – Binge-Eating Disorder.		CO 5 BTL 2
TEXTBOOKS		
1.	Butcher, J. N., Mineka, S., & Hooley, J. M. (2017). <i>Abnormal Psychology</i> . Pearson.	
2.	American Psychiatric Association. (2022). <i>DSM-5-TR: Diagnostic and Statistical Manual of Mental Disorders</i> . APA Publishing.	
REFERENCE BOOKS		
1.	Sadock, B. J., Sadock, V. A., & Ruiz, P. (2015). <i>Kaplan & Sadock's Synopsis of Psychiatry</i> . Wolters Kluwer.	