Royal School of Behavioral & Allied Sciences (RSBAS)

Department of Psychology

Learning Outcomes-based Curriculum Framework (LOCF)

Undergraduate Programme

BA- (Honours) in Psychology/Applied Psychology

W.E.F. AY 2022-23

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1   Preamble

The Assam Royal Global University is upgrading its undergraduate programmes in the LOCF structure. Higher education plays an extremely important role in promoting human as well as societal well-being and in developing India as envisioned in its Constitution - a democratic, just, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. Higher education significantly contributes towards sustainable livelihoods and economic development of the nation.

A holistic and multidisciplinary education would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Such an education will help develop well-rounded individuals that possess.

As India moves towards becoming a knowledge economy and society, more and more young Indians are likely to aspire for higher education RGU aims at making higher education multidisciplinary learning process. In other words, the curriculum will be flexible, it will allow students to take up creative subject-combinations.

The new curriculum of BA-Honours in Psychology/Applied Psychology under The Assam Royal Global University will be in the line of Learning Outcomes-based Curriculum Framework – more flexible, multi-disciplinary and holistic.

1.1 Introduction

RGU aims at a new and forward-looking Vision for India's Higher Education System. At the societal level, higher education must enable the development of an enlightened, socially conscious, knowledgeable, and skilled nation that can find and implement robust solutions to its own problems. Higher education must form the basis for knowledge creation and innovation thereby contributing to a growing national economy. The purpose of quality higher education is, therefore, more than the creation of greater opportunities for individual employment. It represents the key to more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation.

This policy envisions a complete overhaul and re-energising of the higher education system to overcome these challenges and thereby deliver high-quality higher education, with equity and inclusion-- moving towards a more multidisciplinary undergraduate education, revamping curriculum, pedagogy, assessment, and student support for enhanced student experiences etc. A university will mean a

multidisciplinary institution of higher learning that offers undergraduate and graduate programmes, with high quality teaching, research, and community engagement. Looking at all these new concepts and progress, the detailed syllabus of BA (H) – Psychology/Applied Psychology has been designed and decided to be implemented from the academic session 2022-23.

1.2 Approach to Curriculum Planning:

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications such as a Bachelor's Degree (Hons) programmes are earned and awarded on the basis of (a) demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and (b) academic standards expected of graduates of a programme of study.

The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes which in turn will help in curriculum planning and development, and in the design, delivery, and review of academic programmes.

Learning outcomes-based frameworks in any subject must specify what graduates completing a particular programme of study are (a) expected to know, (b) understand and (c) beable to do at the end of their programme of study. To this extent, LOCF in Economics is committed to allowing for flexibility and innovation in (i) programme design and syllabi development by higher education institutions (HEIs), (ii) teaching-learning process, (iii) assessment of student learning levels, and (iv) periodic programme review within institutional parameters as well as LOCF guidelines, (v) generating framework(s) of agreed expected graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes.

The key outcomes that underpin curriculum planning and development at the undergraduate level include Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course Learning Outcomes.

The LOCF for undergraduate education is based on specific learning outcomes and academic standards expected to be attained by graduates of a programme of study. However, an outcome-based approach identifies moves way from the emphasis on what is to be taught to focuson what is learnt by way of demonstrable outcomes. This

approach provides greater flexibility to the teachers to develop—and the students to accept and adopt—different learning and teaching pedagogy in an interactive and participatory ecosystem. The idea is to integrate social needs and teaching practices in a manner that is responsive to the need of the community. HEIs, on their turn, shall address to the situations of their students by identifying relevant and common outcomes and by developing such outcomes that not only match the specific needs of the students but also expands their outlook and values.

1.2.1 Nature and Extent of Bachelor's Degree Programme in Psychology/Applied Psychology (Honours)

A bachelor's degree in Psychology/Applied Psychology with Research is a 4 years degree course which is divided into 8 semesters as under.

Sl. No.	Type of Award	Stage of Exit	Mandatory Credits to be secured for the Award
1	Certificate in the Discipline	After successful completion of 1st Year	48
2	Diploma in the Discipline	After successful completion of 1st and 2nd Years	96
3	B.A. (H) in Applied Psychology	After successful completion of 1st, 2nd and 3rd Years	148
4	B.A (Honours with Research) in Applied Psychology	After successful completion of 1st, 2nd, 3rd and 4th Years	180

A student pursuing 4 years undergraduate programme with research in a specific discipline shall be awarded an appropriate Degree in that discipline on completion of 8th Semester if he/she secures 180 Credits. Similarly, for certificate, diploma and degree, a student needs to fulfill the associated credits. An illustration of credits requirements in relation to the type of award is illustrated below:

Bachelor's Degree (Honours) is a well-recognized, structured, and specialized graduate level qualification in tertiary, collegiate education. The contents of this degree are determined in terms of knowledge, understanding, qualification, skills, and values that a student intends to acquire to look for professional avenues or move to higher education at the postgraduate level.

Bachelor's Degree (Honours) programmes attract entrants from the secondary level or equivalent, often with subject knowledge that may or may not be directly relevant to the field of study/profession. Thus, BA (Honours) Course in Psychology/Applied

Psychology aims to equip students to qualify for joining a profession or to provide development opportunities in particular employment settings. Graduates are enabled to enter a variety of jobs or to continue academic study at a higher level.

1.2.2 Aims of Bachelor's Degree (Honours) Programme in Psychology/Applied Psychology:

The overall objectives of the Learning Outcomes-based Curriculum Framework (LOCF) for BA-Honours degree in Psychology/Applied Psychology are-

a) To impart the basic knowledge of Psychological principles, models.

b) To impart more multi-disciplinary and holistic course curriculum.

c) To develop the learners by providing research based knowledge.

d) To develop the learner into competent and efficient individuals in the field of Psychology.

e) To empower learners with effective communication, professional and life skills.

f) To prepare socially responsible academicians, researchers, professionals with global vision.

g) To provide a curricula that prepares our graduates for employment.

h) To provide students with the opportunity to focus on applications of psychology

1.3 Graduate Attributes

GA 1. Disciplinary knowledge and Understanding: Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of BA-Honours Programme in Psychology/Applied Psychology. It will provide basic knowledge of psychological principles, application of psychological principles in different fields like clinical, sports etc. and knowledge of other courses relating to core areas of study. Along with the core papers, The Assam Royal Global University gives much more emphasis on broader coverage of generic electives. A student of BA in Psychology/Applied Psychology Programme can choose any discipline from a wide range of basket as his/her generic electives, which facilitate the student better understanding of the core courses. Moreover, a wide range of Skilled based papers are designed to improve the skill of the students.

GA 2. Communication Skills: Ability to express thoughts and ideas effectively in writing and orally is very essential for a student. The Assam Royal Global University at Undergraduate has made Communicative English compulsory for all students in all semesters. A student at UG level will study six papers of Communicative English as Ability Enhancement Compulsory Courses (AECC) with a view to improve communication skills of the students.

GA 3. Critical thinking: A student will be capable of using analytic thought to a body of knowledge and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence. Faculty members organize Group Discussion, Power Point presentation, Debate, Quiz, seminars, lecture series etc regularly to develop this quality among the students.

GA 4. Problem solving: this course is designed to develop capacity to extrapolate from what a student has learned and apply their competencies to solve different kinds of non-familiar problems, and apply one's learning to real life situations.

GA 5. Analytical reasoning: The ability to inculcate inductive and deductive reasoning; to comprehend the basic structure and interrelationship; to deduct inferences of various concept of applied psychology.

GA 6. Research-related skills: To develop an attitude of scientific enquiry and critical thinking, ability to plan, design and carry out research, data analysis and drawing inferences. Maintain ethical research practices.

GA 7. Cooperation/Team work: Capable of working effectively in diverse teams in both classroom and field-based situations.

GA 8. Information/digital literacy: Capable of using computers in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources and use appropriate software for analysis of data.

GA 9. Moral and ethical awareness/reasoning: Capable of conducting their work with honesty and precision thus avoiding unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, and appreciating environmental and sustainability issues.

GA 10. Lifelong learning: The Applied Psychology graduate has an ethical responsibility to maintain competence in all their work as researchers, trainers, educators and/or practitioners etc. through lifelong learning.

1.4 Qualification Descriptors for a Bachelor's Degree programme in Applied Psychology

The Applied Psychology graduate will demonstrate the following qualification descriptors:

- Demonstrate

    (i) comprehension of the field of academic inquiry in psychology , its major sub fields of study and applications and how the discipline is positioned in relation to key social and biological disciplines;

    (ii) understanding methodological 12 approaches to psychological understanding including experimentation, observation, interviewing, using self report (verbal) measures and various instruments;

    (iii) skills of communication, counselling and scientific writing.

- Use psychological knowledge, understanding and skills to identify problems, literature search, formulating and designing relevant studies incorporating psychological variables and processes and conducting small studies using suitable methods.

- Making attempt at self analysis, self-awareness and taking steps for self growth.

- Documenting the studies in terms of scientific reports as well as popular writing with evidence.

1.5 Programme learning outcomes relating to B.A. (Honours) degree programme in Applied Psychology

Programme Outcomes

PO-1: Knowledge of Psychology

(i) A systematic or coherent understanding of the academic field of Psychology, its different learning areas and applications, and its linkages with related disciplinary areas/subjects;

(ii) Procedural knowledge that creates different types of professionals in various areas like research and development, teaching and government and public service;

(iii) Skills in areas related to specialization area relating to the subfields and current developments in the academic field of Psychology.

PO2: Communications skills:

Capability to express various concepts of Psychology in effectively in writing and speaking.

PO3: Critical thinking

i) Ability to employ analytic thought to a body of knowledge and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence.

PO4: Problem solving:

Capacity to use the earned knowledge to solve different non-familiar problems and apply the learning to real world situations.

PO5: Analytical thinking:

Ability to inculcate inductive and deductive reasoning; to comprehend the basic structure and interrelationship; to deduct inferences of various concept of psychology.

PO6: Research-related skills:

Potentiality to think and inquire about relevant/appropriate questions, ability to define problems, formulate and test hypotheses, formulate mathematical arguments and proofs, draw conclusions; ability to write the obtained results clearly.

PO6: Cooperation/Team work:

Ability of working effectively in diverse teams in both classroom and field-based situations.

PO8: Information Literacy/ Digital literacy:

Ability to use computers in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant informationsources and use appropriate software for analysis of data.

PO9: Moral and ethical Learning

Capable of conducting their work with honestyand precision thus avoiding unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, and appreciating environmental and sustainability issues.

PO10: Life Long Learning

Ability to earn knowledge and skills through self-learning that helps in personal development as well as skill development to make them suitable for changing demands of work place.

1.6 Programme Specific Outcomes

PSO 1: Moral and ethical awareness and reasoning involving objective and unbiased work attitude, avoiding unethical behaviours such as data fabrication and plagiarism, observing code of conduct, respecting intellectual property rights and being aware of the implications and ethical concerns of research studies.

PSO 2: Commitment to health and wellbeing at different levels (e.g. individual, organization, community, society).

PSO 3: Developing positive attributes such as empathy, compassion, social participation, and accountability.

PSO 4: Appreciating and tolerating different perspectives.

1.7 Teaching Learning Process

Teaching and learning in this programme involve classroom lectures as well tutorials.It allows-

- The tutorials allow a closer interaction between the students and the teacher aseach student gets individual attention.

- Written assignments and projects submitted by students

- the project-based learning

- Group discussion

- Home assignments

- Quizzes and class tests

- PPT presentations, Seminars, interactive sessions

- Co-curricular activity etc.

- Industrial Tour or Field visit

1.8 Assessment Methods

1. The Programme structures and examinations shall normally be based on Semester System. However, the Academic Council may approve Trimester/Annual System for specified programmes.

2. In addition to end term examinations, student shall be evaluated for his/her academic performance in a Programme through, presentations, analysis, homework assignments, term papers, projects, field work, seminars, quizzes, class tests or any other mode as may be prescribed in the syllabi. The basic structure of each Programme shall be prescribed by the Board of Studies and approved by the Academic Council.

3. Each Programme shall have a number of credits assigned to it depending upon the academic load of the Programme which shall be assessed on the basis of weekly contact hours of lecture, tutorial and laboratory classes, self-study. The credits for the project and the dissertation shall be based on the quantum of work expected.

4. Depending upon the nature of the programme, the components of internal assessment may vary. However, the following suggestive table indicates the distribution of marks for various components in a semester: -

	Component of evaluation	Marks	Frequency	Code	Weightage (%)
A	Continuous evaluation				
	Analysis/Class test	Combination of any three from (i) to (v) with 5 marks each	1-3	C	25%
	Home Assignment		1-3	H	
	Project		1	P	
	Seminar		1-2	S	
	Viva-Voce/Presentation		1-2	V	
	MSE	MSE shall be of 10 marks	1-3	Q/CT	
	Attendance	Attendance shall be of 5 marks	100%	A	5%
	Semester end examination		1	SEE	70%
					100%

2. Learning Outcomes of different types of courses for BA (Honours) in Psychology/Applied Psychology

	B.A. (H) Psychology/Applied Psychology						
	Programme Structure						
	1st Semester						
Sl.No.	Subject Code	Names of subjects	L	T	P	C	TCP
		Core Subjects					
1	PSY062C101/ APY062C101	Introduction to Psychology I	3	1	0	4	4
2	PSY062C102/ APY062C102	Introduction to Social Psychology	3	1	0	4	4
3	PSY062C103/ APY062C103	Statistics in Psychological Research I	3	1	0	4	4
	Ability Enhancement Compulsory Courses (AECC)						
4	CEN982A101	Communicative English-I	1	0	0	1	1
5	BHS982A104	Behavioural Science-I	1	0	0	1	1
	Skill Enhancement Courses (SEC)						
6	PSY062S111	Life Skills	0	0	4	2	2
	Value Added Courses (VAC)						
7		Will select one course from a basket ofcourses	2	0	0	2	2
	Generic Elective						
8	PSY062G101	Introduction to Psychology I	3	0	0	3	3
9	PSY062G102	Understanding and Managing Mental Health	3	0	0	3	3
				Total credits			**24**
	2nd Semester						
Sl.No.	Subject Code	Names of subjects	L	T	P	C	TCP
	Core Subjects						
1	PSY062C201/ APY062C201	Introduction to Psychology II	3	1	0	4	4
2	PSY062C202/ APY062C202	Developmental Psychology	3	1	0	4	4
3	PSY062C203/ APY062C203	Statistics in Psychological Research I I	3	1	0	4	4
	Ability Enhancement Compulsory Courses (AECC)						
4	CEN982A201	Communicative English-II	1	0	0	1	1
5	BHS982A204	Behavioural Science-II	1	0	0	1	1
	Skill Enhancement Courses (SEC)						
6	PSY062S211	Psychological testing	0	0	4	2	2

		Value Added Courses (VAC)					
7		Will select one course from a basket ofcourses	2	0	0	2	2

		Generic Elective					
8	PSY062G201	Introduction to Psychology II	3	0	0	3	3
9	PSY062G202	Psychology for Health and Wellbeing	3	0	0	3	3
						Total credits	**24**

3rd Semester

Sl.No.	Subject Code	Names of subjects	L	T	P	C	TCP
		Core Subjects					
1	PSY062C301/ APY062C301	Abnormal Psychology I	3	1	0	4	4
2	PSY062C302/ APY062C302	Development of Psychological thought/Applied Psychology	3	1	0	4	4
		Discipline Specific Elective-(DSE) Any one					
3	PSY062D301/ APY062D301	Positive Psychology	3	1	0	4	4
4	PSY062D302/ APY062D302	Educational Psychology	3	1	0	4	4
		Ability Enhancement Compulsory Courses (AECC)					
5	CEN982A301	Communicative English-III	1	0	0	1	1
6	BHS982A304	Behavioural Science-III	1	0	0	1	1
		Generic Elective					
7	PSY062G301	Organizational Behaviour I	3	0	0	3	3
8	PSY062G102	Understanding and Managing Mental Health	3	0	0	3	3
		Internship					
		4 weeks internship after 2nd sem	0	0	0	4	0
						Total credits	**24**

4th Semester

Sl.No.	Subject Code	Names of subjects	L	T	P	C	TCP
		Core Subjects					
1	PSY062C401/ APY062C401	Abnormal Psychology II	3	1	0	4	4
2	PSY062C402/ APY062C402	Psychological Research	3	1	0	4	4
		Discipline Specific Elective-(DSE) Any one					
3	PSY062D401/ APY062D401	Youth, Identity and Gender Psychology	3	1	0	4	4
4	PSY062D402/	Community Psychology	3	1	0	4	4

	APY062D402						

Ability Enhancement Compulsory Courses (AECC)							
5	CEN982A401	Communicative English-IV	1	0	0	1	1
6	BHS982A404	Behavioural Science-IV	1	0	0	1	1

Skill Enhancement Courses (SEC)							
7	APY062S411	Practicum I	0	0	4	2	2

Value Added Courses (VAC)							
8		Will select one course from a basket ofcourses	2	0	0	2	2

Generic Elective							
9	PSY062G401	Organizational Behaviour II	3	0	0	3	3
10	PSY062G202	Psychology for Health and Wellbeing	3	0	0	3	3
					Total credits		**24**

5th Semester

Sl.No.	Subject Code	Names of subjects	L	T	P	C	TCP
Core Subjects							
1	PSY062C501/ APY062C501	Biopsychology	3	1	0	4	4
2	PSY062C502/ APY062C502	Health Psychology/Child Psychology	3	1	0	4	4
Discipline Specific Elective-(DSE) Any two							
3	PSY062D501/ APY062D501	Psychology and media	3	1	0	4	4
4	PSY062D502/ APY062D502	Environmental Psychology	3	1	0	4	4
5	PSY062D503/ APY062D503	Forensic Psychology	3	1	0	4	4
Ability Enhancement Compulsory Courses (AECC)							
5	CEN982A201	Communicative English-V	1	0	0	1	1
6		Environmental Studies & Sustainable Development I	1	0	0	1	1
Value Added Courses (VAC)							
8		Will select one course from a basket ofcourses	2	0	0	2	2
Internship							
		Mandatory 6 weeks internship after 4th sem exam.	0	0	0	6	0
					Total credits		**24**

6th Semester

Sl.No.	Subject Code	Names of subjects	L	T	P	C	TCP

Core Subjects

1	PSY062C601/ APY062C601	Cognitive Psychology	3	1	0	4	4
2	PSY062C602/ APY062C602	Cultural Psychology/Organizational Behaviour	3	1	0	4	4

Discipline Specific Elective-(DSE) Any three

3	PSY062D601/ APY062D601	Sports Psychology	3	1	0	4	4
4	PSY062D602/ APY062D602	Counselling Psychology	3	1	0	4	4
5	PSY062D603/ APY062D603	Indian Psychology	3	1	0	4	4
6	PSY062D604/ APY062D604	Rehabilitation Psychology	3	1	0	4	4

Ability Enhancement Compulsory Courses (AECC)

5	CEN982A601	Communicative English-VI	1	0	0	1	1
6		Environmental Studies & Sustainable Development II	1	0	0	1	1

Skill Enhancement Courses (SEC)

7	APY062S611	Practicum II	0	0	4	2	2

Value Added Courses (VAC)

8		Will select one course from a basket ofcourses	2	0	0	2	2
					Total credits		**24**

SYLLABUS (1ˢᵗ SEMESTER)

Subject Name: Introduction to Psychology I
Subject Code: PSY062C101/APY062C101
L-T-P-C: 3-1-0-4   Credit Units: 4   Scheme of Evaluation: T

Objective: The objective of **Introduction to Psychology I (PSY062C101/APY062C101)** is to introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

Course Outcomes:

After successful completion of the course, student will be able to		
Sl No	**Course Outcome**	**Bloom's Taxonomy Level**
CO1	**Define** the key concepts and theories in Psychology.	BT1

CO2	**Understand** the fundamental processes underlying human behavior such as sensation, perception, memory, motivation, emotion, individual differences.	BT2
CO3	**Apply** the principles of psychology in day-to-day life for a better understanding of themselves and others	BT3
CO4	**Analyze** the concept of individual differences in examining human mental processes	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	**Introduction** Definition and goals of Psychology, Role of a Psychologist in society, Scientific Method, Historical Development, Schools of Psychology, and Current Status	12
II.	**Perception** Attention & Perception - Nature, Processing of information, Selective and Divided Attention, Perceptual processes: laws of perceptual organizations, depth perception, constancies, factors affecting perception &Application.	12
III.	**Memory and Forgetting** Learning – Conditioning, Cognitive Learning, Observation learning, Verbal learning. Memory – Stages and Models, Theories of forgetting and improving memory.	15
IV.	**Motivation & Emotion** Understanding motivation and emotion, Types of Motives, Theories of motivation, Functions of Emotions; Theories of emotions, Bodily changes and Emotions; Culture & emotions.	11
	TOTAL	50

Textbook:

1. Baron, R. & Misra. G. (2013).*Psychology*. New Delhi: Pearson

Reference Book:

1. Spielberger, C. (2004). *Encyclopedia of applied psychology*. Academic press.

2. Kazdin, A. E. (2000). *Encyclopedia of psychology* (Vol. 8, p. 4128). American Psychological Association (Ed.). Washington, DC: American Psychological Association.

3. Matsumoto, D. E. (2009). *The Cambridge dictionary of psychology*. Cambridge University Press.

SYLLABUS (1ˢᵗ SEMESTER)

Subject Name: Introduction to Social Psychology

Subject Code: PSY062C102/APY062C102		
L-T-P-C: 3-1-0-4	**Credit Units: 4**	**Scheme of Evaluation: T**

Objective: The objective of **Introduction to Social Psychology I (PSY062C102/APY062C102)** is to understand the basic nature concept of social psychology.

Course Outcomes:

After successful completion of the course, student will be able to

Sl No	Course Outcome	Bloom's Taxonomy Level
CO1	**Define** the key concepts and theories of Social Psychology.	BT1
CO2	**Understand** the social influences on Human Behaviour	BT2
CO3	**Apply** the principles of attributions and biases in day-to-day life	BT3
CO4	**Analyze** the role of cognition in Social Psychology.	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	**Historical and conceptual issues in social psychology** Definition of social psychology; Growth of social psychology; alternative conceptions of social psychology, importance of social psychology	11
II.	**Social interaction** Social Perception and cognition; Theories of attribution; Biases and errors in attribution; Prejudice, Stereotypes and Discrimination	12
III.	**Social influences** Groups: Small groups and its functions; Social influence processes in groups. Altruism: Problems of definition; Influences of helping; Long-term helpfulness.	15
IV.	**Social issues** Environmental stresses and social behavior. Social psychological perspectives on health and illness. Marriage, divorce and Unemployment	12
	TOTAL	50

Textbook:

1. Myers, D. G., & Smith, S. M. (2012). *Exploring social psychology*. New York: McGraw-Hill.

   Reference Book:

1. Baumeister, R. F. (2007).*Encyclopedia of social psychology*(Vol. 1). Sage.

2. DeLamater, J. D., & Ward, A. (Eds.). (2006). *Handbook of social psychology* (p. 571). New York: Springer.

SYLLABUS (1st SEMESTER)

Subject Name: Statistics in Psychological Research I
Subject Code: PSY062C103/APY062C103
L-T-P-C: 3-1-0-4   Credit Units: 4   Scheme of Evaluation: T

Objective: The objective of **Statistics in Psychological Research I (PSY062C103/APY062C103)** is to introduce students to the basic concepts of statistics with an emphasis on its application in psychological research.

Course Outcomes:

After successful completion of the course, student will be able to		
Sl No	**Course Outcome**	**Bloom's Taxonomy Level**
CO1	**Recall** the importance of Statistics in Psychological Research	BT1
CO2	**Describe** the various methods of statistics	BT2
CO3	**Application** of the principles of statistics in Social Sciences researches	BT3
CO4	**Analyze** raw data and draw logical conclusion	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	**Introduction** Statistics in Psychological Research; Relevance of Statistics in Psychological Research; Descriptive and Inferential Statistics; Variables and Constants; Scales of Measurement, Frequency Distributions, Percentiles, and Percentile Ranks, Graphic Representation of Data	12
II.	**Measures of central tendency and dispersion** Measures of Central Tendency: The Mode; The Median; The Mean; Properties and Comparison of Measures of Central Tendency; Central Tendency Measures in Normal and Skewed Distributions Measures of Variability: The Range; The Semi-Interquartile Range; The Variance; The Standard Deviation; Properties and Comparison of Measures of Variability; Effects of Linear Transformations on Measures of Variability.	12
III.	**Normal Distribution** Standard (z) Scores: Standard Scores; Properties of z-scores; Transforming raw scores into z-scores, Determining a raw score from a z-score, Some Common Standard Scores, Comparison of z-scores and Percentile Ranks. The Normal Probability Distribution: Nature and Properties of the Normal Probability Distribution; Standard Scores and the Normal Curve; The Standard Normal Curve: Finding Areas when the Score is Known, Finding Scores when the Area is Known; The Normal Curve as a Model for Real Variables; The Normal Curve as a Model for Sampling Distributions; Divergence from Normality (Skewness and Kurtosis).	15
	Correlation The Meaning of Correlation; The Scatterplot of Bivariate Distributions; Correlation: A	

IV.	Matter of Direction; Correlation: A Matter of Degree; The Coefficient of Correlation, Spearman's Rank-Order Correlation Coefficient; Correlation and Causation; Cautions concerning Correlation Coefficients.	11
	TOTAL	50

Textbook:

1. Chadha, N.K. (1991).*Statistics for Behavioral and Social Sciences.*Reliance Pub. House: NewDelhi
2. Coolican, H. (2006).*Introduction to Research Methodology inPsychology.* London: Hodder Arnold.
   Reference Book:
1. Cowles, M. (2005). *Statistics in psychology: An historical perspective*. Psychology Press.
2. Rasch, D., Kubinger, K., & Yanagida, T. (2011).*Statistics in psychology using R and SPSS*. John Wiley & Sons.

SYLLABUS (1ˢᵗ SEMESTER) SEC I

Subject Name: Life Skills
Subject Code: PSY062S101
L-T-P-C: 0-0-4-2   **Credit Units: 4**   **Scheme of Evaluation: T**

Objective: The objective of **Life skills (PSY062S101)** is to introduce students to the basic concepts and importance of life skills

Course Outcomes:

After successful completion of the course, student will be able to		
Sl No	**Course Outcome**	**Bloom's Taxonomy Level**
CO1	**Recalling** the meaning and importance of life skills	BT1
CO2	**Understand** the various types of life skills	BT2
CO3	**Apply** the various life skills specific to the situation.	BT3
CO4	**Analyze** concepts of various types of life skills	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	**Overview of Life Skills:** Meaning and significance of life skills, Life skills identified by WHO: Self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, problem solving, Effective communication, interpersonal relationship, coping with stress, coping with emotion Use of Life skills in personal and professional life Life Skills Training – Models-4 H,	**7**

	Life Skills Education in the Indian Context.		
II.	**Self-awareness and empathy:** Definition and need for self-awareness and empathy; Self-esteem and self-concept, Human Values, tools and techniques of Self-awareness and empathy Activities: Johari window and SWOC analysis, Journaling, reflective questions, meditation, mindfulness, psychometric tests and feedback.	**6**	
III.	**Critical and creative Thinking** Definition and need for Creativity and Critical Thinking, Need for Creativity in the 21st century, Imagination, Intuition, Experience and Sources of Creativity, Lateral Thinking, Critical thinking Vs Creative thinking, Convergent & Divergent Thinking. Activities: Fish Bowl, Debates, 9 dots puzzle, Circles of possibilities, Best out of waste, Socratic seminars, Group discussion, brain storming and lateral thinking exercises	**6**	
IV.	**Decision Making and Problem Solving** Definition of decision making and problem solving, Steps in problem solving: Problem Solving Techniques, Analytical Thinking, Numeric, symbolic, and graphic reasoning. Scientific temperament and Logical thinking Activities: Six Thinking Hats, Mind Mapping, Forced Connections, A shrinking vessel, reverse pyramid.	**6**	
	TOTAL	**25**	

Textbook:

1. Feldman, R. S. (2013). Understanding Psychology. New York: McGraw-Hills.
2. Carson,R.C., Butcher,J.N and Mineka,S.(2004). Abnormal psychology. 13th Edition. New Delhi: Pearson Education.

SYLLABUS (1ˢᵗ SEMESTER) (Generic Electives) (List-1)

Subject Name: Introduction to Psychology I	**Subject Code: PSY062G101**
L-T-P-C: 3-0-0-3 **Credit Units: 4**	**Scheme of Evaluation: T**

Objective: The objective of **Introduction to Psychology I (PSY062G101)** is to introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

Course Outcomes:

After successful completion of the course, student will be able to		
Sl No	**Course Outcome**	**Bloom's Taxonomy Level**
CO1	**Define** the key concepts and theories in psychology.	BT1
CO2	**Understand** the fundamental processes underlying human behavior	BT2

| CO3 | **Apply** the principles of psychology in day-to-day life for a better understanding of themselves and others | BT3 |
| CO4 | **Analyze** the concept of individual differences in examining human mental processes | BT4 |

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	**Introduction** Definition and goals of Psychology, Role of a Psychologist in society, Scientific Method, Historical Development, Schools of Psychology, and Current Status	**8**
II.	**Perception** Attention & Perception - Nature, Processing of information, Selective and Divided Attention, Perceptual processes: laws of perceptual organizations, depth perception, constancies, factors affecting perception &Application.	**8**
III.	**Memory and Forgetting** Learning – Conditioning, Cognitive Learning, Observation learning, Verbal learning. Memory – Stages and Models, Theories of forgetting and improving memory.	**8**
IV.	**Motivation & Emotion** Understanding motivation and emotion, Types of Motives, Theories of motivation, Functions of Emotions; Theories of emotions, Bodily changes and Emotions; Culture & emotions.	**8**
	TOTAL	**32**

Textbook:

1. Baron, R. & Misra. G. (2013).*Psychology*. New Delhi: Pearson

Reference Book:

1. Spielberger, C. (2004). *Encyclopedia of applied psychology*. Academic press.
2. Kazdin, A. E. (2000). *Encyclopedia of psychology* (Vol. 8, p. 4128). American Psychological Association (Ed.). Washington, DC: American Psychological Association.
3. Matsumoto, D. E. (2009). *The Cambridge dictionary of psychology*. Cambridge University Press.

SYLLABUS (1st SEMESTER) (Generic Electives) (List-2)

Subject Name: Understanding and Managing Mental Health **Subject Code: PSY062G102** **L-T-P-C: 3-0-0-3**   **Credit Units: 4**   **Scheme of Evaluation: T**

Objective: The objective of **Understanding and Managing Mental Health (PSY062G102)** is to introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

Course Outcomes:

After successful completion of the course, student will be able to		
Sl No	**Course Outcome**	**Bloom's Taxonomy Level**
CO1	**Define** the key concepts and theories in psychology.	BT1
CO2	**Understand** the basis of psychological disorders	BT2
CO3	**Apply** the principles of psychology in day-to-day life for a better understanding of themselves and others	BT3
CO4	**Distinguish** among the various types of psychological disorders	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	**Introduction** Psychology: Definition, Basis of Human behavior, Nature v/s Nurture basis of behavior, Applications of Psychology, Understanding the importance of Mental Health, Knowing Mental health Professionals.	**8**
II.	**Schools of Psychology** Psychodynamic approach of Psychology, Behavioral Approach of Psychology and Cognitive Approach of Psychology, Social Learning Approach of Psychology, Humanistic Approach of Psychology and Gestalt Approach of Psychology	**8**
III.	**Understanding Abnormal Behavior** Understanding Abnormal Behavior, Mental illnesses and neurodevelopmental disorders (Major Depression, Mania, Bipolar disorder, Obsessive Compulsive disorder, Phobia, Schizophrenia, Anorexia Nervosa, Bulimia Nervosa, Autism Spectrum Disorder, Attention Deficit Hyperactive Disorder, Intellectual Disability, specific Learning disabilities).	**8**
IV.	**Treatment & Therapies** Psychotherapies: Psychoanalytic and CBT, Effectiveness of psychotherapy, Bio-feedback, Yoga, Meditation, Reiki, Art therapy, Acupuncture, Music therapy,	**8**
	TOTAL	**32**

Textbook:

1. Feldman, R. S. (2013). Understanding Psychology. New York: McGraw-Hills.
2. Carson,R.C., Butcher,J.N and Mineka,S.(2004). Abnormal psychology. 13th Edition. New Delhi: Pearson Education.
   Reference Book:

1. Spielberger, C. (2004). *Encyclopedia of applied psychology*. Academic press.

2. Kazdin, A. E. (2000). *Encyclopedia of psychology* (Vol. 8, p. 4128). American Psychological Association (Ed.). Washington, DC: American Psychological Association.

3. McLeod, J. (2013). *An introduction to counselling*. McGraw-hill education (UK).

SYLLABUS (2nd SEMESTER)

Subject Name: Introduction to Psychology II
Subject Code: PSY062C201/APY062C201
L-T-P-C: 3-1-0-4	Credit Units: 4	Scheme of Evaluation: T

Objective: The objective of **Introduction to Psychology II (PSY062C201/APY062C201)** is to introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

Course Outcomes:

After successful completion of the course, student will be able to

Sl No	Course Outcome	Bloom's Taxonomy Level
CO1	**Define** the key concepts and Theories in psychology.	BT1
CO2	**Understand** the fundamental processes underlying human behavior such as intelligence, personality, individual differences.	BT2
CO3	**Apply** the Principles of Psychology in day-to-day life for a better understanding of themselves and others	BT3
CO4	**Analyze** theoretical perspectives, and empirical findings that address psychology.	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	**Intelligence** Definition, Theories; Measuring intelligence; Determinants of intelligence. Group differences in intelligence: Role of environment & genetics, Gender differences; Variability in intellectual ability: retardation & intellectual gifted; Creativity; Emotional Intelligence, Social intelligence, Spiritual Intelligence	**12**
II.	**Personality** Definition, Approaches: Psychoanalytic, Humanistic, Trait theories, Learning approaches. Assessment of Personality: Self report, Projective techniques and other measures.	**15**
III.	**Cognition: Thinking, Deciding &Communication Thinking:** Definition, Strategies to study thinking: Basic elements of thought & Reasoning process. **Decision Making**: Definition, Process, Heuristics, Framing & decision strategy; Problem Solving: Stages & methods; Factors facilitation & interfering effective problem solving. **Language: Nature & development of language, Relationship between language &**	**12**

	thought.	
IV.	**States of Consciousness** **Sleep & dreams:** Stages of sleep, REM sleep, Functions & meaning of dreaming, Sleep disturbances, Circadian rhythms, Daydreams. **Altered states of consciousness:** Hypnosis & Meditation Conscious altering drugs: Basic concepts, Psychological mechanisms underlying drug-abuse.	**11**
	TOTAL	**50**

Textbook:

1. Baron, R. & Misra. G. (2013).*Psychology*. New Delhi: Pearson
2. Feldman, R. S. (2013). Understanding Psychology. New York: McGraw-Hills.

Reference Book:

1. Spielberger, C. (2004). *Encyclopedia of applied psychology*. Academic press.

2. Kazdin, A. E. (2000). *Encyclopedia of psychology* (Vol. 8, p. 4128). American Psychological Association (Ed.). Washington, DC: American Psychological Association.

3. Matsumoto, D. E. (2009). *The Cambridge dictionary of psychology*. Cambridge University Press.

SYLLABUS (2nd SEMESTER)

Subject Name: Developmental Psychology **Subject Code: PSY062C202/APY062C202** **L-T-P-C: 3-1-0-4**	**Credit Units: 4**	**Scheme of Evaluation: T**

Objective: The objective of **Developmental Psychology (PSY062C202 /APY062C202)** is to make the students understand the role of family, peers and community in influencing development at different stages.

Course Outcomes:

After successful completion of the course, student will be able to

Sl No	Course Outcome	Bloom's Taxonomy Level
CO1	**Recall** the importance of life span development.	BT1
CO2	**Understand** the various stages of development.	BT2
CO3	**Apply** the principles of psychology in human development	BT3
CO4	**Differentiate** the psychological needs of each stage of development.	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
	Introduction	

I.	Concept of human development-Introduction, meaning, stages of life span development. Aspects of human development- Physical, social, cognitive, moral. Principles of human development (Balte). Factors influencing human development-Ecological factors, hereditary factors; chromosomal abnormalities. Theoretical Orientations to Human Development: Freud's Psycho-sexual stages of development, Erik Erikson's Psycho-social stages of development. Piaget Cognitive stages of development, Vygotskys' Theories, and Kohlberg's Theory		12
II.	**Prenatal development, Infancy and Childhood** Stages of prenatal development; Teratogens and prenatal environment. Neonatal appearance, reflexes, assessment and states. Infancy: Physical and motor development, language development, psychosocial development: Emotions, attachment and temperament. Early and late childhood: Physical and motor development Language development; Psychosocial development: Emotions, play.		15
III.	**Pubescence and Adolescence** Puberty: Meaning, biological changes: Sexual maturation, growth spurt, primary and secondary sexual characteristics; responses to physical change; Development of identity: Erikson and Marcia's view. Psychosocial aspects: emotional, intellectual and social adjustments: Adolescent personality and ideology.		12
IV.	**Adulthood & Old age** Characteristics, Changes in interest, physical changes, psychological changes, relationship and adjustment with others,		11
		TOTAL	50

Textbook:

1. Papalia,D.E. (2004).Human Development. 9thEdition, New Delhi: TataMcGraw

2. Santrock, J.W. (2014) A Topical Approach to Life Span Development. 7th Edition, Dallas: McGraw Hill Education.

Reference Book:

1. Butterworth, G. (2014). *Principles of developmental psychology: An introduction*. Psychology Press.

2. Harris, M., & Butterworth, G. (2012).*Developmental psychology: A student's handbook*. Psychology Press.

SYLLABUS (2nd SEMESTER)

Subject Name: Statistics in Psychological Research II **Subject Code: PSY062C203/APY062C203** **L-T-P-C: 3-1-0-4   Credit Units: 4   Scheme of Evaluation: T**

Objective: The objective of **Statistics in Psychological Research II (PSY062C203/APY062C203)** is introduce students to the basic concepts of statistics to be applied in the field of psychology.

Course Outcomes:

Sl No	Course Outcome	Bloom's Taxonomy Level
After successful completion of the course, student will be able to		
CO1	**Recall** the importance of statistics in psychological research	BT1
CO2	**Describe** the various methods of statistics	BT2
CO3	**Application** of the principles of statistics in Social Science Researches	BT3
CO4	**Analyze** raw data and draw logical conclusion	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	**Introduction to Inferential Statistics and Hypothesis Testing:** The meaning of Statistical Inference and Hypothesis Testing;; Null and the Alternative Hypotheses; Choice of HA: One-Tailed and Two-Tailed Tests; Steps for Hypothesis Testing; The Statistical Decision regarding Retention and Rejection of Null Hypothesis	12
II.	**Hypothesis Testing About the Difference between Two Independent and Dependent (Correlated) Means** Determining a Formula for t; Degrees of Freedom for Tests of No Difference between Independent and Dependent Means; Testing a Hypothesis about Two Independent and Dependent Means; Assumptions When Testing a Hypothesis about the Difference between Two Independent and Dependent Means.	15
III.	**Hypothesis Testing for Differences among Three or More Groups: One-Way Analysis of Variance (ANOVA)** The Basis of One-Way Analysis of Variance: Assumptions Associated with ANOVA; Variation within and between Groups; Partition of the Sums of Squares; Degrees of Freedom; Variance Estimates and the F Ratio; The ANOVA Summary Table; Raw-Score Formulas for Analysis of Variance only; Comparison of t and F.	12
IV.	**Hypothesis Testing for Categorical Variables and Inference about Frequencies** The Chi-Square as a Measure of Discrepancy between Expected and Observed Frequencies; Logic of the Chi-Square Test; Assumptions of Chi-Square; Calculation of the Chi- Square Goodness-of-Fit-Test- One Way Classification; Chi Square for Two Classification Variables-Contingency Table Analysis; Interpretation of the Outcome of a Chi-Square Test. Nonparametric Approaches to Data: Introduction to Distribution-free	11
	TOTAL	50

Textbook:

1. Aron, A., Aron, E.N., & Coups, E.J. (2007).*Statistics for Psychology (*4th Ed). India: Prentice Hall.
2. Chadha, N.K. (1991).*Statistics for Behavioral and Social Sciences*. Reliance Pub. House: NewDelhi

       Reference Book:

1. Cowles, M. (2005). *Statistics in psychology: An historical perspective*. Psychology Press.

2. Rasch, D., Kubinger, K., & Yanagida, T. (2011).*Statistics in psychology using R and SPSS*. John Wiley & Sons.

SYLLABUS (2nd SEMESTER) SEC II

Subject Name: Psychological Testing **Subject Code: PSY062S211** **L-T-P-C: 0-0-4-2**   Credit Units: 4   Scheme of Evaluation: T

Objective: The objective of **Psychological Testing (PSY062S211)** is to familiarize students with the application of psychological testing.

Course Outcomes:

After successful completion of the course, student will be able to		
Sl No	**Course Outcome**	**Bloom's Taxonomy Level**
CO1	**Define** psychological testing.	BT1
CO2	**Understand** the importance of psychological test construction.	BT2
CO3	**Application** of the psychological testing	BT3
CO4	**Analyze** the findings of various psychological testings	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	**Nature and uses:** Uses and varieties of Psychological Tests, Origins, What is a Psychological Tests. Test Administration. Effects of Examiner and Situational Variables.	5
II.	**Test construction.** Ethical issues in psychological testing. Norms: Meaning, &Types Age, Grade, Percentile, Standard Scores, Normalized standard score.	10
III.	**Intelligence testing:** Stanford- Binet, Wechsler Scales; Raven's progressive matrices, VSMS	5
IV.	**Personality Testing**: Self-report Personality Inventory inventories: 16PF, Eysenck Personality Questionnaire; Projective techniques: Nature of Projective techniques and types	5
	TOTAL	25

Textbook:

1. Singh, A.K. (2006). Tests Measurements and Research Methods in Behavioural Sciences. New Delhi: Bharati Bhawan.

Subject Name: Introduction to Psychology II	**Subject Code: PSY062G201**
L-T-P-C: 3-0-0-3 **Credit Units: 4**	**Scheme of Evaluation: T**

Objective: The objective of **Introduction to Psychology II (PSY062G201)** is to introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

Course Outcomes:

After successful completion of the course, student will be able to

Sl No	Course Outcome	Bloom's Taxonomy Level
CO1	**Define** the key concepts and theories in psychology.	BT1
CO2	**Understand** the fundamental processes underlying human behavior such as intelligence, personality, individual differences.	BT2
CO3	**Apply** the principles of psychology in day-to-day life for a better understanding of themselves and others	BT3
CO4	**Analyze** the concept of altered mental states	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	**Intelligence** Definition, Theories; Measuring intelligence; Determinants of intelligence. Group differences in intelligence: Role of environment & genetics, Gender differences; Variability in intellectual ability: retardation & intellectual gifted; Creativity; Emotional Intelligence.	**8**
II.	**Personality** Definition, Approaches: Psychoanalytic, Humanistic, Trait theories, Learning approaches. Assessment of Personality: Self report, Projective techniques and other measures.	**8**
III.	**Cognition: Thinking, Deciding &Communication Thinking:** Definition, Strategies to study thinking: Basic elements of thought & Reasoning process. **Decision Making**: Definition, Process, Heuristics, Framing & decision strategy; Problem Solving: Stages & methods; Factors facilitation & interfering effective problem solving. **Language: Nature & development of language, Relationship between language & thought.**	**8**
IV.	**States of Consciousness** **Sleep & dreams:** Stages of sleep, REM sleep, Functions & meaning of dreaming, Sleep disturbances, Circadian rhythms, Daydreams.	

	Altered states of consciousness: Hypnosis & Meditation Conscious altering drugs: Basic concepts, Psychological mechanisms underlying drug-abuse.	8
	TOTAL	**32**

Textbook:

1. Baron, R. & Misra. G. (2013).*Psychology*. New Delhi:Pearson

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SYLLABUS (2ⁿᵈ SEMESTER) (Generic Electives) (List-2)

Subject Name: Psychology for Health & Wellbeing
Subject Code: PSY062G102
L-T-P-C: 3-0-0-3   **Credit Units: 4**   **Scheme of Evaluation: T**

Objective: The objective of **Psychology for Health & Wellbeing (PSY062G102)** is to introduce students to the basic concepts of health psychology.

Course Outcomes:

After successful completion of the course, student will be able to		
Sl No	**Course Outcome**	**Bloom's Taxonomy Level**
CO1	**Recall** the concept of health psychology	BT1
CO2	**Understand** the sources of stress	BT2
CO3	**Apply** the different types of coping mechanisms to deal effectively with stress.	BT3
CO4	**Examine** the human strengths and virtues	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	**Illness, Health and Well being** Continuum and Models of health and illness: Medical, Bio-psychosocial, holistic health; health and well-being.	8
II.	**Stress and Coping** Nature and sources of stress; Theories of stress; Effects of stress on physical and mental health; Coping and stress management	8
III.	**Health management** Health compromising behaviors: Smoking, Alcoholism & Substance use; Health-enhancing behaviors: Exercise, Nutrition, Diet, Weight control, Yoga.	8
IV.	**Human strengths and life enhancement** Classification of human strengths and virtues; cultivating inner strengths: Hope and optimism; gainful Employment and Me/We Balance	8
	TOTAL	**32**

Textbook:

1. Snyder, C.R., &Lopez, S.J.(2007). *Positive psychology: The scientific and practical explorations of human strengths.* Thousand Oaks, CA: Sage.
2. Taylor, S.E. (2006). *Health psychology*, 6th Edition. New Delhi: Tata McGraw Hill.

SYLLABUS (3ʳᵈ SEMESTER)

Subject Name: Abnormal Psychology I
Subject Code: PSY062C301/APY062C301
L-T-P-C: 3-1-0-4   **Credit Units: 4**   **Scheme of Evaluation: T**

Objective: The objective of **Abnormal Psychology I (PSY062C301/APY0623101)** is to introduce students the aspects of psychopathology

Course Outcomes:

Sl No	Course Outcome	Bloom's Taxonomy Level
After successful completion of the course, student will be able to		
CO1	**Define** abnormal behaviour	BT1
CO2	**Understand** different types of psychological disorders	BT2
CO3	**Apply** different types of treatment to deal with the disorders	BT3
CO4	**Analyse** the different types of treatment methods specific to the disorder	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	**Introduction and Theoretical Perspective** Defining Abnormal Behaviour, Criteria of Abnormal Behaviour, Brief Mention of DSM and ICD classification systems, Causes of Abnormal Behaviour – Necessary, Predisposing, Precipitating and Reinforcing Causes.	**12**
II.	**Mood disorders and Suicide** Unipolar Mood Disorders, Bipolar Mood Disorders, Suicide: Classification, Frequency, Causes, Treatment. Identification and Prevention	**15**
III.	**Anxiety disorder** Panic Disorder, Generalized Anxiety Disorder, Phobic Disorder and Obsessive-Compulsive Disorder with Causal Factors.	**12**
IV.	**Personality disorders** Introduction - Clinical Features and Brief Descriptions of Cluster A, B, and C Personality Disorders with Psychosocial Causal Factors	**11**
	TOTAL	**50**

Textbook:

1. Carson, R.C., Butcher, J.N and Mineka,S.(2004).Abnormal psychology. 13th Edition New Delhi: Pearson Education.
2. Alloy, L.B., Riskind, J H., and Manos, M.J.(2006). Abnormal Psychology – Current Perspectives. 9th Edition. New Delhi: Tata McGraw-HillEdition.
   Reference Book:
1. McKay, D. (Ed.). (2008). *Handbook of research methods in abnormal and clinical psychology*. Sage.

SYLLABUS (3rd SEMESTER)

Subject Name: Development of Psychological thought **Subject Code: PSY062C302**		
L-T-P-C: 3-1-0-4	**Credit Units: 4**	**Scheme of Evaluation: T**

Objective: The objective of **Development of Psychological thought (PSY062C302)** is to provide a basic introduction to the development of the discipline both from the Indian as well as western perspective.

Course Outcomes:

After successful completion of the course, student will be able to		
Sl No	**Course Outcome**	**Bloom's Taxonomy Level**
CO1	**Recall** different approaches to psychology	BT1
CO2	**Identifying** the diversity of contributions to the contemporary fields of psychology	BT2
CO3	**Application** of different perspective to understand the behaviour	BT3
CO4	**Comparison** of eastern and western perspectives	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	**Understanding Psyche** Indian Views on Consciousness: Yoga and Vedant; Early Western Views (Structuralism, Functionalism, and Gestalt); Debates in Western Psychology, Free Will and Determinism, Empiricism and Rationalism; Content and Methodological Shifts across schools of Psychology	**12**
II.	**Early Schools of Psychology:** Associationism, Structuralism and Functionalism (Brief Introduction) Positivist Orientation: From behaviorism to cognition: Key contributions of Watson, Tolman, Hull, and Skinner; Cognitive revolution, Information Processing Model.	**15**

III.	**Psychoanalytic and Humanistic-Existential Orientation** Freudian Psychoanalysis, The turn towards 'social' – Adler, Jung, Fromm, Ego psychology – Erik Erikson, Object relations; Cultural psychoanalysis (Sudhir Kakar), contributions of Phenomenologically oriented humanistic and existential thinkers.		12
IV.	**Contemporary Developments** Feminism and social constructionism.		11
		TOTAL	50

Textbook:

1.	Benjamin Jr. (2009). A History of Psychology: Original Sources & Contemporary Research 3rd Edn. Blackwell Publishing.

2.	Schultz & Schultz (1999). A History of Modern Psychology. Harcourt College Publishers/ Latest edition available.

  Reference Book:

1.	Feist & Feist. Theories of Personality Mc Graw Hill Higher Education.

2.	King, D.B., Viney, W. & Woody, W.D. (2008). A history of psychology: Ideas and context. (4th Ed.). Pearson education.

3.	Kurt Pawlik,Gery D'ydewalle (2006). Psychological Concepts: An International Historical Perspective.

4.	Taylor Francis Group. Leahey, T.H. (2005). A History of Psychology: Main currents in psychological thought (6th Ed.). Singapore: Pearson Education.

5.	Mc Adams (2000). The Person: An Integrated Introduction to Personality Psychology John Wiley

6.	Paranjpe, A. C. (1984). Theoretical psychology: The meeting of East and West. New York: Plenum

7.	Press. St. Clair, Michael. (1999). Object Relations and Self-Psychology: An Introduction. Wadsworth Publishing Company.

8.	Wolman, B.B. (1979). Contemporary theories & systems in psychology. London: Freeman Book Co**.**

SYLLABUS (3ʳᵈ SEMESTER)

Subject Name: Applied Psychology **Subject Code: APY062C302** **L-T-P-C: 3-1-0-4**   **Credit Units: 4**   **Scheme of Evaluation: T**

Objective: The objective of **Applied Psychology (APY062C302)** is to introduce different domains of applied psychology and understand the application of psychology in different sectors.

Course Outcomes:

After successful completion of the course, student will be able to		
Sl No	**Course Outcome**	**Bloom's Taxonomy Level**
CO1	**Define** the concept of psychology	BT1
CO2	**Understanding** the different branches of psychology	BT2
CO3	**Application** of psychological principles in different branches	BT3
CO4	**Analyse** human behaviour from the perspectives of different branches	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	**Introduction** Concept and definitions of Applied psychology, Theoretical approaches to applied psychology. Areas of Applied psychology, Methods and approaches of applied psychology.	12
II.	**Psychology in community settings** Clinical Psychology - the role of Clinical Psychologist -Community Psychology - the role of Community Psychologist - Health Psychology - the role of Health Psychologist - Applied Social Psychology - the role of Applied Social Psychologist -Applied Environmental Psychology - the role of Environmental Psychologist.	15
III.	**Psychology in business and industrial settings** Engineering Psychology - the role of engineering psychologist - Industrial and Organizational Psychology - the role of Organizational Psychologist - Organizational Development - the role of Organizational development professionals - Applied Cognitive Psychology - the role of applied Cognitive Psychologist -Consumer Psychology - the role of Consumer Psychologist.	12
IV.	**Psychology and Human Development** Applied Psychology in Education- School Psychology the role of School Psychologist- Applied Sport Psychology- the role of Sport Psychologist- Applied Developmental Psychology- the role of Applied Developmental Psychologist.	11
	TOTAL	50

Textbook:

1. Griffith, C. R. (2010). An introduction to applied psychology, New York, NY, US: MacMillan Co.
2. Oskamp, S. (1984). Applied social psychology. Prentice Hall.

Reference Book:

1. Anne Anastasi. Fields of Applied Psychology. McGraw Hill Book Company
2. W. L. Gregory, W. J. Burroughs (1989). Introduction to Applied Psychology. Scott, Foresman and Company.

3.   Oamar Hasan (1998). Applied Psychology: Indian Perspective. NewDelhi: GyanPublishing House.

SYLLABUS (3rd SEMESTER)

SYLLABUS (3rd SEMESTER) Discipline Specific (DSE) (Any one)

Subject Name: Positive Psychology
Subject Code: PSY062D301/APY062D301
L-T-P-C: 3-1-0-4	**Credit Units: 4**	**Scheme of Evaluation: T**

Objective: The objective of **Positive Psychology (PSY062D301/APY062D301)** is to equip the students with the skill and competence to apply positive psychology principles in a range of environments to increase individual and collective wellbeing.

Course Outcomes:

After successful completion of the course, student will be able to

Sl No	Course Outcome	Bloom's Taxonomy Level
CO1	**Define** positive psychology, health psychology, development psychology and clinical psychology	BT1
CO2	**Understand** human strengths and virtues	BT2
CO3	**Apply** the principles of positive psychology in real life situation	BT3
CO4	**Examine** the importance of self control and personal goal	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	**Introduction** Positive psychology: Definition; goals and assumptions; Relationship with health psychology, developmental psychology, clinical psychology Activities: Personal mini experiments; Collection of inspiring life stories (magazines, websites, films etc)	**12**
II.	**Positive emotions, Well-being and Happiness** Positive emotions: Broaden and build theory; Cultivating positive emotions; Happiness- hedonic and Eudaimonic; Well- being: negative vs positive functions; Subjective well- being: Emotional, social and psychological well-being; Models of positive mental health	**15**
III.	**Positive States and Processes** Self-control: The value of self-control; Personal goals and self-regulation; Personal goal and well-being; goals that create self-regulation. (SWOT analysis)	**12**

	Resilience: Developmental and clinical perspectives; Sources of resilience in children; Sources of resilience in adulthood and later life; Optimism- How optimism works; variation of optimism and pessimism	
IV.	**Applications of Positive Psychology** Positive schooling, Positive parenting, Components; Positive coping strategies; Gainful employment Mental health: Moving toward balanced conceptualization; Lack of a developmental perspectives. (An action plan for coping)	**11**
	TOTAL	**50**

Textbook:

1. Baumgardner, S.R & Crothers, M.K.(2009).Positive Psychology. U.P: Dorling Kindersley PvtLtd.

Reference Book:

1. Snyder, C.R. & Lopez, S.J. (2002).Handbook of positive psychology. (eds.). New York: Oxford UniversityPress.

SYLLABUS (3rd SEMESTER) Discipline Specific (DSE) (Any one)

Subject Name: Educational Psychology   **Subject Code: PSY062D302/APY062C302**   **L-T-P-C: 3-1-0-4**   **Credit Units: 4**   **Scheme of Evaluation: T**

Objective: The objective of **Educational Psychology (PSY062D302/APY062C302)** is to introduce the application of psychological principles and theories in the discipline of education.

Course Outcomes:

After successful completion of the course, student will be able to		
Sl No	**Course Outcome**	**Bloom's Taxonomy Level**
CO1	**Recall** the branches of psychology.	BT1
CO2	**Understand** the nature of educational psychology.	BT2
CO3	**Use** the psychological principles to understand the discipline of education.	BT3
CO4	**Examine** the different classroom management skills	BT4

Detailed Syllabus

Modules	**Topics / Course content**	**Hours**
I.	Education and Psychology: An Introduction: Education as a Discipline, Education & Schooling; Contributions of Psychology to Education; 'Child-centred' and 'progressive' education	**12**

II.	Debates and Issues in Educational Psychology: De-constructing childhood; Role of Play in Education; Role of a teacher: Teacher as a potter, as gardener, as animal-trainer, as priest, education as dialogue		12
III.	Classroom Management & Assessment: Issues related to Classroom Management, Discipline and Control: Behavioural objective myth, the law and order myth, the myth of irresponsible youth; Uses and abuses of psychological testing in education, The IQ controversy; Issues related to Classroom Assessment & Evaluation: grades and grading, alternatives to traditional assessment		15
IV.	Inclusive Education: Dealing with Classroom Diversity: Inclusive Education: Nature, Concept & Importance; Addressing classroom diversity: Gender, Socio-Economic Status, Caste, Regional, Ethnic & Linguistic Diversity, Disability; Towards an inclusive classroom: Responsibilities of Teachers towards learners with Diverse Needs, Issues related to Categorization & Labelling		11
		TOTAL	50

Textbook:

1. Woolfolk, A. (2013). Educational psychology. Delhi: Pearson.

Reference Book:

1. Salkind, N. J. (Ed.). (2008). *Encyclopedia of educational psychology*. SAGE publications.

SYLLABUS (3rd SEMESTER) (Generic Electives) (List-1)

Subject Name: Organizational Behaviour I	**Subject Code: PSY062G301**
L-T-P-C: 3-0-0-3 **Credit Units: 4**	**Scheme of Evaluation: T**

Objective: The objective of **Organizational Behaviour I (PSY062G301)** is to introduce students the role of group and team in organization.

Course Outcomes:

After successful completion of the course, student will be able to		
Sl No	**Course Outcome**	**Bloom's Taxonomy Level**
CO1	**Define** the concept of organizational behaviour	BT1
CO2	**Understand** the importance of group and team work	BT2
CO3	**Apply** the psychological principles in work setting	BT3
CO4	**Analyses** the effectiveness of different types of leadership styles	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	**Introduction**: Definition of organization and behaviour, Historical Development of OB, Goals of OB, Components	**8**
	Organizational Design: Key factors in organizational design, Types of	

II.	organizational design, Need and significance of a sound organizational design, organizational structures- traditional and contemporary structures	8
III.	**Groups and Teams:** Group dynamics- Group versus teams, nature and types of groups and teams, five stages of group/team development, determinants of group behaviour, typical teams in organizations.	8
IV.	**Leadership:** as a concept and its aspects, Leaders versus managers, leadership skills, transactional versus transformational leadership.	8
	TOTAL	32

Textbook:

1. Newstrom, J.W. (2007). *Organisational Behaviour- Human Behaviour at work* (12th Edition): Tata McGraw-Hill

SYLLABUS (4th SEMESTER)

Subject Name: Abnormal Psychology II **Subject Code: PSY062C401/APY062C401** **L-T-P-C: 3-1-0-4** **Credit Units: 4** **Scheme of Evaluation: T**

Objective: The objective of **Abnormal Psychology II (PSY062C401/APY062C401)** is to make the students understand various behavioral dysfunctions and use the same in day-to-daylife

Course Outcomes:

After successful completion of the course, student will be able to		
Sl No	**Course Outcome**	**Bloom's Taxonomy Level**
CO1	**Recall** different types of psychological disorder	BT1
CO2	**Understand** the criteria for psychological disorders	BT2
CO3	**Apply** different types of treatment to deal with the disorders	BT3
CO4	**Analyse** the different types of treatment methods specific to the disorder	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	**Somatoform and Dissociative disorder** **Somatoform Disorders**: Somatization Disorder, Somatoform Pain disorder, and Conversion Disorder with Symptoms and Causal Factors. **Dissociative disorder**: Dissociative identity disorder, dissociative amnesia, depersonalization/ derealisation disorder.	12
II.	**Disorders of childhood and adolescence** Intellectual disability - Definition, Levels, Clinical Types and Causal Factors; Autism spectrum disorders, Learning Disorder, Attention-Deficit/Hyperactivity Disorder, Conduct disorder, Opposition defiant disorder	15

III.	**Psychotic disorders** Schizophrenia: types, symptoms, treatment and management ,delusion, other psychotic disorders; Clinical characteristics.	**12**
IV.	**Sexual and Gender Variants** Transgender, types The Paraphilia's and Gender Identity Disorders with Causal Factors, symptoms of sexual and gender identity disorder, treatment.	**11**
	TOTAL	**50**

Textbook:

1. Carson, R.C., Butcher, J.N and Mineka,S.(2004).Abnormal psychology. 13th Edition New Delhi: Pearson Education.
2. Alloy, L.B., Riskind, J H., and Manos, M.J.(2006). Abnormal Psychology – Current Perspectives. 9th Edition. New Delhi: Tata McGraw-HillEdition.

SYLLABUS (4th SEMESTER)

Subject Name: Psychological Research
Subject Code: PSY062C402/APY062C402
L-T-P-C: 3-1-0-4   Credit Units: 4   Scheme of Evaluation: T

Objective: The objective of **Psychological Research (PSY062C402/APY062C402)** is to educate students with the process and the methods of quantitative and qualitative psychological research traditions.

Course Outcomes:

After successful completion of the course, student will be able to		
Sl No	**Course Outcome**	**Bloom's Taxonomy Level**
CO1	**Recall** the importance of research	BT1
CO2	**Understand** different research methods for Social Science Research	BT2
CO3	**Apply** different research methods in Social Science Research	BT3
CO4	**Analyse** social science data by using different research methods.	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	**Research Traditions** Quantitative and Qualitative Orientations towards Research and their Steps; Comparing Qualitative and Quantitative Research Traditions; Formulating a Problem and Research Hypothesis.	**12**
II.	**Experimental Method** Introduction to Experimental and Quasi-experimental Methods. Methods of Data Collection Sampling; Probability Sampling Methods and Non-Probability Sampling Methods.	**15**

III.	**Non-Experimental Methods (I)** Case Study: Clinical case study,, Observation: case observation Surveys, Focus Group Discussion, Interviews: types, stages	**12**
IV.	**Psychological Research Tool** Psychological Testing: Standardization; Reliability, Validity and Norms of a Psychological Test; Applications: testing against concepts such as intelligence, motives, emotion, aptitude and personality	**11**
	TOTAL	**50**

Textbook:

1. Dyer, C. (2001).Research in Psychology: A Practical Guide to Research Methodology and Statistics(2nd Ed.) Oxford: BlackwellPublishers
   Reference Book:
1. Bhattacherjee, A. (2012). Social science research: Principles, methods, and practices.
2. Kara, H. (2015). *Creative research methods in the social sciences: A practical guide*. Policy Press.

SYLLABUS (4th SEMESTER) Discipline Specific (DSE) (Any one)

Subject Name: Youth, Identity and Gender Psychology **Subject Code: PSY062D401/APY062C401** **L-T-P-C: 3-1-0-4**   **Credit Units: 4**   **Scheme of Evaluation: T**

Objective: The objective of **Youth, Identity and Gender Psychology (PSY062D401/APY062C401)** is to introduce the students with an understanding of the concepts of youth, identity and gender and their issues related to identity formation.

Course Outcomes:

After successful completion of the course, student will be able to		
Sl No	**Course Outcome**	**Bloom's Taxonomy Level**
CO1	**Define** the concept of youth.	BT1
CO2	**Understand** the influences of society in forming identity	BT2
CO3	**Apply** the parent-child relationship in forming identity	BT3
CO4	**Analyze** the influences of globalization in forming identity.	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	**Introduction** Concepts of Youth: Transition to Adulthood, Extended Youth in the Indian context Concepts of Gender: Sex, Gender Identity, Sexual Orientation, Gender Roles, Gender Role Attitudes, Gender Stereotypes Concepts of Identity: Multiple identities Influences on gender: Biological, Social and Cognitive. Gender similarities and differences: Physical, Cognitive and Socio-emotional. Gender in context Transgender Persons (Protection of right) Act	**12**
II.	**Youth and Identity** Family: Parent-youth conflict, sibling relationships, intergenerational gap	

		Peer group identity: Friendships and Romantic relationships. Workplace identity and relationships. Youth culture: Influence of globalization on Youth identity and Identity crisis	**12**
III.		**Gender and Identity** Issues of Sexuality in Youth, Gender schema theory, Gender discrimination, Culture and Gender: Influence of globalization on Gender identity, Gender differences in development, communicating and aging. Gender in Transition: Social behaviour of men and women, Changing roles for men and women, Glass ceiling effect, Consequences of token women in high places, Encouraging non-gendered attitudes	**15**
IV.		**Issues related to Youth, Gender and Identity** Encouraging non-gender stereotyped attitudes in youth Gender Differences: Independence versus connectedness, Social dominance, Aggression, Sexuality	**11**
		TOTAL	50

Textbook:

1. Vicki S. Helgeson, V.S. (2012). *Psychology of Gender:* Pearson Education, Inc.,

Reference Book:

1. Unger, R. K. (Ed.). (2004). *Handbook of the psychology of women and gender*. John Wiley & Sons.
2. Branscombe, N. R., & Ryan, M. K. (2013). The SAGE Handbook of gender and psychology. *The SAGE Handbook of Gender and Psychology*, 1-560.

SYLLABUS (4th SEMESTER) Discipline Specific (DSE) (Any one)

Subject Name: Community Psychology **Subject Code: PSY062D402/APY062D402** **L-T-P-C: 3-1-0-4**   **Credit Units: 4**   **Scheme of Evaluation: T**

Objective: The objective of **Community Psychology (PSY062D402/APY062D402)** is to develop a community based orientation towards mental health.

Course Outcomes:

After successful completion of the course, student will be able to		
Sl No	**Course Outcome**	**Bloom's Taxonomy Level**
CO1	**Define** the concept of community psychology.	BT1
CO2	**Understand** the importance of community research.	BT2
CO3	**Apply** the findings of community research to understand mental health issues	BT3
CO4	**Examine** the effectiveness of research in community psychology	BT4

Detailed Syllabus

Modules	**Topics / Course content**	**Hours**
I.	Introduction to Community Psychology Definition of community psychology, emergence and association to field of Psychology, core values; Historical and social contexts of community	**12**

	psychology: concept, evolution and nature of community psychology; Role of community psychologist.		
II.	Research in Community psychology Aims of community research; Models of research in community Psychology; Methods of community research	12	
III.	Individuals within communities Person in context; Understanding communities; Sense of community; Human diversity.	15	
IV.	Applying community research to individual issues Understanding stress and coping in context: social support, mutual help groups; Preventing Problem behavior; Promoting Social competence.	11	
		TOTAL	50

Textbook:

1. Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). Community Psychology: Linking Individuals and Communities, Wadsworth Cengage Learning

Reference Book:

1. Jackson, Y. (Ed.). (2006). *Encyclopedia of multicultural psychology*. Sage Publications.
2. Nelson, G., & Prilleltensky, I. (2005). *Community psychology: In pursuit of liberation and well-being*. Palgrave Macmillan.

SYLLABUS (4th SEMESTER) (Generic Electives) (List-1)

Subject Name: Organizational Behaviour II	**Subject Code: PSY062G401**
L-T-P-C: 3-0-0-3 **Credit Units: 4**	**Scheme of Evaluation: T**

Objective: The objective of **Organizational Psychology II (PSY062G401)** is to introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

Course Outcomes:

After successful completion of the course, student will be able to		
Sl No	**Course Outcome**	**Bloom's Taxonomy Level**
CO1	**Define** the concept of organizational behaviour	BT1
CO2	**Understand** the importance of group and team work	BT2
CO3	**Apply** the psychological principles in work setting	BT3
CO4	**Analyses** the effectiveness of different types of leadership styles	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	**Introduction to motivation:** Definition and meaning, theories of motivation - content theories and process theories, Managing motivation within	

	organization, job satisfaction, measurement of job satisfaction.	**8**
II.	**Introduction to performance appraisal:** Definition and dimensions, characteristics, performance appraisal methods, traditional methods, modern methods, methods of feedback, importance of performance appraisal	**8**
III.	**Introduction to personal selection and assessment:** definition, job analysis, job description, selection process, models of training, importance of training.	**8**
IV.	**Introduction to organizational culture:** Definition, impact of culture and change, organizational structure. **Stress:** Stress at work, causes of stress, consequences of stress, health workplace	**8**
	TOTAL	**32**

Textbook:

1. Newstrom, J.W. (2007). *Organisational Behaviour- Human Behaviour at work* (12th Edition): Tata McGraw-Hill
2. Warren, J.W. (2013). *Occupational Psychology- AN Applied Approach* (1st Edition): Pearson Education Ltd.

SYLLABUS (5th SEMESTER)

Subject Name: Biopsychology **Subject Code: PSY062C501/APY062C501** **L-T-P-C: 3-1-0-4**　　　　　　**Credit Units: 4**　　　　　**Scheme of Evaluation: T**

Objective: The objective of **Biopsychology (PSY062C501/APY062C501)** is to familiarize students with an introductory knowledge of the topics and methods of biological psychology to create an understanding of the underlying biological foundations of human behaviour.

Course Outcomes:

After successful completion of the course, student will be able to		
Sl No	**Course Outcome**	**Bloom's Taxonomy Level**
CO1	**Recall** the biological basis of experience and behaviour	BT1
CO2	**Understand** the influence of behaviour, cognition, and the environment on bodily system	BT2
CO3	**Apply** the biological foundations for behaviour regulation	BT3
CO4	**Analyses** the influence of biological foundation in behaviour regulation	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	**Introduction** Roots**:** The origins and nature of biopsychology, basic cytology and biochemistry, Mind Brain relationship. **Methods of study of research in biopsychology:** anatomical methods, degeneration techniques, lesion techniques, stereotaxic surgery, Histological methods, Tracing neural connections, Studying	**10**

		the structure of the living human brain	
II.	Neurons and neuronal conduction Structure of neurons, types, functions, neural conduction, communication between neurons, Synaptic conduction, Neurotransmitters	**15**
III.	**The Brain**: Basic Features of Nervous System, Central Nervous System, Peripheral nervous system: Cranial Nerves, Autonomous nervous system; Major structures and functions, spinal cord, Brain: Fore brain, Mid brain, Hind brain, Cerebral cortex, temporal, parietal and occipital lobes; prefrontal cortex. Reflex behaviour, Reflex Model, Anatomy and Physiology of Reflex	**15**
IV.	**Sensory and motor nervous systems , Endocrine System** Anatomy of the Visual System, Analysis of visual information: Visual messages to the brain, Optic nerve conduction of stimulus. Audition – Auditory nervous system, auditory coding : Neuroendocrine system: Structure, functions and abnormalities of major glands: Thyroid, Adrenal, Gonads, Pituitary	**10**
	TOTAL	**50**

Textbook:

1.   Carlson, N.R. (2000). *Physiology of behaviour.*: London: Allen and Bacon.

SYLLABUS (5ᵗʰ SEMESTER)

Subject Name: Health Psychology   **Subject Code: PSY062C502**   **L-T-P-C: 3-1-0-4**   **Credit Units: 4**   **Scheme of Evaluation: T**

Objective: The objective of **Health Psychology (PSY062C502)** is to introduce the relationship between psychological factors and physical health and learn how to enhance well-being.

Course Outcomes:

After successful completion of the course, student will be able to		
Sl No	**Course Outcome**	**Bloom's Taxonomy Level**
CO1	**Define** the concept of health psychology	BT1
CO2	**Understand** the models and theories that are used to explain health risk and health-enhancing behaviours	BT2
CO3	**Apply** different types of health enhancing behaviours	BT3
CO4	**Analyze** the chronic illness and its management	BT4

Detailed Syllabus

Modules	**Topics / Course content**	**Hours**
I.	**Introduction** Definition; Mind-body relationship; Functions and need of health psychologists ; Bio- psychosocial model	**12**
II.	**Stress and Coping** Theories of stress (Selye and Lazarus) , Stress and health: Sources of Chronic Stress, Stress related illness(PTSD and Acute stress disorder, Digestive system disorders, Asthma, Recurrent Headaches) Psychoneuroimmunology ,Moderators of the stress experience , Coping with Stress	**12**

Modules	Topics / Course content	Hours
III.	**Pain and Chronic Illness** Pain: Psychological factors and pain, Individual differences in reactions to pain, Types of Pain, Assessment of Pain, Pain Control Techniques Cardiovascular diseases, Cancer, AIDS (12 Hours) Living with chronic illness, Quality of life, Emotional response to chronic illness, Rehabilitation, psychological interventions	15
IV.	**Health and Behaviour** Health compromising behaviours: Smoking, Alcoholism and substance abuse Health enhancing behaviour: Weight control, Diet, Exercise, Yoga	11
	TOTAL	50

Textbook:

1. Taylor, S.E. (2006) .*Health Psychology*. New Delhi : Tata Mc Graw-HillSarafino,

2. E.P. & Smith, T.W. (2012).*Health Psychology: Biopsychosocial interventions*. New Delhi: Wiley

SYLLABUS (5ᵗʰ SEMESTER)

Subject Name: Child Psychology
Subject Code: APY062D502
L-T-P-C: 3-1-0-4   Credit Units: 4   Scheme of Evaluation: T

Objective:

- The objective of **Child Psychology (APY062D502)** is to make the students understand the behavioural concepts pertaining to children.

Course Outcomes:

After successful completion of the course, student will be able to

Sl No	Course Outcome	Bloom's Taxonomy Level
CO1	**Introduce** the concept of family influences, cultural influences and biological influences on child's behaviour.	BT1
CO2	**Understand** the multiple factors that are responsible for reactions to stress and maltreatment in children.	BT2
CO3	**Apply** the knowledge of Childhood Psychological Disorders in understanding children's behaviour.	BT3
CO4	**Analyses** child psychopathology through the knowledge of assessments and intervention.	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	**Developing Competencies:** Family and Systemic Influences, Sibling Influences, Cultural Influences, Biological Influences, Over all development (Emotional, Social Cognition, Language) **Legal Aspects of Child Psychology:** POCSO Act, Juvenile Justice Act,	10

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	Domestic Violence Act.	
II.	**Impact of multiple factors on Child Psychology:** Attachment theories, Parenting theories, Adoption and Fostering, Resilience, Impact of childhood trauma (reactions to stress, maltreatment)	**15**
III.	**Childhood Psychological Disorders/Disabilities and Intervention**: Feeding/Eating disorders, Learning disabilities, Autism Spectrum Disorder, ADHD, Childhood Depression, OCD, Substance Misuse, Mood disorders	**15**
IV.	**Assessments and Intervention for Child Psychopathology:** Diagnostic classification, Neuropsychological Assessments, Psychological Assessments,	**10**
	TOTAL	**50**

Textbook:

1. *Skuse,D., Bruce, H., Dowdney. L, Mrazek. D, Child Psychology and Psychiatry: Frameworks for Practice, 2ⁿᵈ Ed, 2011, West Sussex,* Willey-Blackwell

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SYLLABUS (5ᵗʰ SEMESTER) Discipline Specific (DSE) (Any one)

Subject Name: Psychology and Media
Subject Code: PSY062D501/APY062C501
L-T-P-C: 3-1-0-4   **Credit Units: 4**   **Scheme of Evaluation: T**

Objective: The objective of **Psychology and Media (PSY062D501/APY062C501)** is to introduce the effect of media on human psyche and to develop a critical awareness of the underlying psychological processes and mechanisms

Course Outcomes:

After successful completion of the course, student will be able to		
Sl No	**Course Outcome**	**Bloom's Taxonomy Level**
CO1	**Recall** the influence of media on daily life	BT1
CO2	**Discuss** the psychological effects of media	BT2
CO3	**Usage** of media to promote mental health awareness.	BT3
CO4	**Analyze** the effect of media on behaviour.	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Interface of Media and Psychology: Understanding the interface between media & psychology; Fantasy v/s Reality	12
II.	Being a Consumer: Why to Consume?: Consumption & Happiness: The Psychology of Consumer; Consumer Culture & Identity	

			12
III.	Knowing and Creating Consumer Needs: Consumer and Advertising: Role of psychology and effects of advertising; Propaganda: Nature, history, psychoanalysis and propaganda		**15**
IV.	Critical issues in Media Influence: Portrayal of Social Groups in Media: Gender, Minority Groups; Effect of Media Violence; Use & Abuse of Media: Internet Addiction; Role of Media in Social Change		**11**
		TOTAL	50

Textbook:

1. Vicki S. Helgeson, V.S. (2012). *Psychology of Gender:* Pearson Education, Inc.,

Reference Book:
1. Unger, R. K. (Ed.). (2004). *Handbook of the psychology of women and gender*. John Wiley & Sons.
2. Branscombe, N. R., & Ryan, M. K. (2013). The SAGE Handbook of gender and psychology. *The SAGE Handbook of Gender and Psychology*, 1-560.

SYLLABUS (5th SEMESTER) Discipline Specific (DSE) (Any one)

Subject Name: Environmental Psychology Subject Code: PSY062D502/APY062D502 L-T-P-C: 3-1-0-4   Credit Units: 4   Scheme of Evaluation: T

Objective: The objective of **Environmental Psychology (PSY062D502/APY062D502)** is to acquaint students with the interrelationships of man and environment and to introduce concepts of sustainable environmental development.

Course Outcomes:

After successful completion of the course, student will be able to		
Sl No	**Course Outcome**	**Bloom's Taxonomy Level**
CO1	**Define** the concept of human-environment relationship	BT1
CO2	**Understand** the theoretical orientations of environmental psychology	BT2
CO3	**Apply** the knowledge of pro-environmental behaviour in the promotion of sustainable environmental development	BT3
CO4	**Analyses** the strategies and persuasive technology to promote pro environmental behaviour	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	**Introduction:** Nature, Concept and goals, Historical development, Role and Functions of Environmental psychologists, Research Methods in Environmental Psychology	**10**

II.	**Theoretical Orientations:** Psychology of Perception- From the Gestalt school to the 'New Look' schools, Brunswik's probabilistic theory; the 'lens model', Gibson's ecological theory, The transactional school. Social psychological perspective: Kurt Lewin's Field Theory, Urie Bronfenbrenner; Barker's Ecological Psychology	**15**
III.	**Spatio- physical dimensions of behavior**: Privacy, Personal space, Territoriality; Crowding; Urban environment and stress: Noise pollution	**15**
IV.	**Pro-environmental Behavior:** Informational strategies to promote pro-environmental behavior, Encouraging pro-environmental behavior with rewards and penalties, Persuasive technology to promote pro-environmental behavior	**10**
	TOTAL	**50**

Textbook:

1.   Steg, L. E., & De Groot, J.I. (2019). *Environmental psychology: An introduction.* BPS Blackwell.

References:

1. Fisher, J.D., Bell, P.A., and Baum, A. (1984). *Environmental Psychology.* NY: Holt, Rinchart and Winston
2. Holahan, C.J. (1982). *Environmental Psychology*. NY: Random House.
3. Bonnes, M., & Secchiaroli, G. (1995). *Environmental psychology: A psycho-social introduction.* Sage.

SYLLABUS (5th SEMESTER) Discipline Specific (DSE) (Any one)

Subject Name: Forensic Psychology   **Subject Code: PSY062D503/APY062C503**   **L-T-P-C: 3-1-0-4**   **Credit Units: 4**   **Scheme of Evaluation: T**

Objective: The objective of **Forensic Psychology (PSY062D503/APY062C503)** is to introduce the students to understand the application of psychological principles in the justice and legal system.

Course Outcomes:

After successful completion of the course, student will be able to		
Sl No	**Course Outcome**	**Bloom's Taxonomy Level**
CO1	**Define** the concept of forensic psychology	BT1
CO2	**Identify** the roles and responsibilities of forensic psychologists	BT2
CO3	**Apply** the psychological concepts of assessment and evaluation to legal institutions	BT3
CO4	**Analyze** the ethical issues related to the practice of forensic psychology.	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Forensic Psychology: Introduction and overview, Historical Perspective, Fields of Forensic Psychology.	12
II.	Criminal and Investigative Psychology: Police Psychology, Mental and Aptitude testing, Personality assessment. Occupational stress in Police and investigation, Hostage taking Police interrogation and False confession. Psychological autopsy of criminal; Criminal Identification.	12
III.	Psychological impacts of violence and sexual offences, Post-traumatic stress disorder, Family violence and victimization, Psychology of the bystanders, Sexual and Gender based violence act.	15
IV.	Correctional Psychology: Legal rights of inmates: Rights to treatment, Right to refuse treatment, Inmates with mental disorders, Solitary confinement, Psychological assessment in correction, Psychological methods of correction, Community-based correction, Group homes, Family preservation model, Substance abuse model, Prevention of violence.	11
	TOTAL	50

Textbook:

1. Bartol, C. R. & Bartol, A. M. (2004) Introduction to forensic psychology. New Delhi: Sage.

Reference Book:

1. Blackburn, R., (1993) The psychology of criminal conduct: Theory research and practice. Chichester: Wiley & Sons.
2. Dhanda, A. (2000) Legal order and mental disorder. New Delhi: Sage.
3. **Harari, L. (1981) Forensic psychology. London: Batsford Academic**

SYLLABUS (6th SEMESTER)

Subject Name: Cognitive Psychology
Subject Code: PSY062C601/APY062C601
L-T-P-C: 3-1-0-4   **Credit Units: 4**   **Scheme of Evaluation: T**

Objective: The objective of **Cognitive Psychology** (**PSY062C601/APY062C601**) is to introduce the practical implications of cognitive processes in human performance

Course Outcomes:

Sl No	Course Outcome	Bloom's Taxonomy Level
	After successful completion of the course, student will be able to	
CO1	**Define** the concept of cognitive psychology and brain-behaviour relationship	BT1
CO2	**Understand** the anatomy of the brain and its mechanisms responsible for human behaviour	BT2
CO3	**Apply** the knowledge of cognitive psychology in improving memory processes	BT3
CO4	**Analyse** the functions of the brain in language comprehension, language	BT4

| | acquisition and thought | |

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	**Introduction to Cognitive Psychology:** Definition, History of cognitive psychology, Emergence of cognitive psychology, Cognition and Intelligence, Research Methods in Cognitive Psychology	10
II.	**Cognitive neuroscience:** Cognition in the brain: Mechanisms of the Brain, and executive Functions of the Brain, Brain Disorders, Intelligence and Neuroscience, Methods in cognitive neuroscience	15
III.	**Perception:** Sensation to Representation, Approaches to Perception, Visual perception in brain, Visual pattern recognition, speech recognition, context and pattern recognition. Attention and consciousness Memory: Models, Exceptional Memory and Neuropsychology, Processes, Practical Applications of Cognitive Psychology in improving memory processes, Representation and manipulation of Knowledge in: Images and Propositions: Spatial cognition and Cognitive Map	15
IV.	**Language:** Language Structure, Language Comprehension, Field of linguistics, Language acquisition, Language and Thought, Neurpsychology of Language	10
	TOTAL	**50**

Textbooks:

1. Anderson, J.R. (2010). *Cognitive psychology and its implications* (8th Edition). NY: Worth Publishers.
2. Sternberg, R.J., & Sternberg, K. (2012). *Cognitive Psychology* (6th Edition). CA: Nelson Education.

Reference Books:

1. Best, J.B. (1992). *Cognitive Psychology* (3rd Edition). West Publishing Company
2. Galotti, K.M. (2001). *Cognitive Psychology In and Out of the Laboratory*. 2nd Edition. Wadsworth

SYLLABUS (6th SEMESTER)

Subject Name: Cultural Psychology
Subject Code: PSY062C602
L-T-P-C: 3-1-0-4   **Credit Units: 4**   **Scheme of Evaluation: T**

Objective: The objective of **Cultural Psychology** (**PSY062C602**) is to recognize the cultural influence on human behavior, communication, attitudes, and values

Course Outcomes:

After successful completion of the course, student will be able to		
Sl No	**Course Outcome**	**Bloom's Taxonomy Level**

CO1	**Define** the concept of culture	BT1
CO2	**Understand** the role of culture in perception and cognition	BT2
CO3	**Apply** the knowledge of cultural psychology	BT3
CO4	**Analyse** the current status of mental health practice and the key issues in the practice of mental health in India	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	**An Introduction to the study of culture and Psychology:** Definition of culture Approaches to culture Interface between psychology and culture Pancultural principles verses culture-specific Differences: Ethics and Emics Methods of understanding culture, scope of cultural psychology	**10**
II.	**Culture and Basic psychological processes:** Culture and perception- perception and experience cultural influence on visual perception Culture and Cognition- culture, categorization and concept formation, culture and memory, Culture and consciousness- culture and dreams, culture and time, culture and perception of pain Culture and intelligence- cross cultural research on intelligence, cultural differences in the meaning and concept of intelligence	**15**
III.	**Culture, self and personality:** Culture and health- difference in the definition of health, sociocultural influence on physical health and medical disease process Cultural influences on attitudes and beliefs related to health and diseases **Culture and gender-** culture and gender stereotype. How does culture influence gender	**15**
IV.	**Culture and mental health in India**: Indigenous healing traditions in India. History of mental health practices in India Current status of mental health practice in India Key issues in the theory and practice of mental health in India	**10**
	TOTAL	**50**

Textbooks Books:

1. Heine, S. J. (2010). *Cultural psychology*. John Wiley & Sons, Inc..

SYLLABUS (6th SEMESTER)

Subject Name: Organizational Behaviour
Subject Code: APY062C602
L-T-P-C: 3-1-0-4   **Credit Units: 4**   **Scheme of Evaluation: T**

Objective: The objective of **Organizational Behaviour** (**APY062C602**) is to introduce the basic concepts of Organizational Behaviour and its applications in contemporary organizations.

Course Outcomes:

After successful completion of the course, student will be able to		
Sl No	**Course Outcome**	**Bloom's Taxonomy Level**
CO1	**Define** concepts of industrial and organizational psychology	BT1
CO2	**Understand** the implications of organizational behaviour on the	BT2

	process of management	
CO3	**Apply** the knowledge of organizational psychology in work place and implementing leadership skills	BT3
CO4	**Analyse** organizational outcome and productivity based on the applications of psychological interventions like motivation and development of human resources	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	**Introduction to Industrial and Organizational Psychology:** Definiton, goals, key forces, and fundamental concepts, History of industrial psychology, Major Fields of I/O Psychology	10
II.	**Individual in Workplace:** Motivation- Definition, Types, Theories, Influencing factors Job satisfaction- Definition, Factors affecting job satisfaction, Consequences Leadership- Definition, Leadership Styles, Approaches to Leadership.	15
III.	**Development of Human Resources:** Job Analysis- Definition, Purpose, Types, Process, Methods Recruitment and Selection- Nature and objectives, Sources- Internal and External, Selection process Performance Management-Definition, Scope, Process, Tools	15
IV.	**Organization Systems:** Communication in Organizations: Communication process, purpose of communication in organizations, barriers to effective communication, managing communication Organizational Culture- Definition, Levels, Characteristics, Types, Functions Workplace Violence Act	10
	TOTAL	**50**

Textbooks Books:

1. Luthans, F. (2009). *Organizational Behaviour.* New Delhi: McCraw Hill
2. Robbins, S.P. & Judge, T.A. (2007). *Organizational Behaviour(12th Ed).* New Delhi: Prentice Hall of India

SYLLABUS (6th SEMESTER) Discipline Specific (DSE) (Any one)

Subject Name: Sports Psychology **Subject Code: PSY062D601/APY062D601** **L-T-P-C: 3-1-0-4** **Credit Units: 4** **Scheme of Evaluation: T**

Objective: The objective of **Sports Psychology** (**PSY062D601/APY062D601**) is to introduce the basic concepts and principles essential to understanding the psychological and behavioral aspects of sport and exercise

Course Outcomes:

Sl No	Course Outcome	Bloom's Taxonomy Level
After successful completion of the course, student will be able to		
CO1	**Define** role of sports psychology and athletic performance	BT1
CO2	**Understand** the integrated theory of motivation that contributes to sports performance	BT2
CO3	**Apply** the knowledge of sports psychology in enhancing individual and team performance	BT3
CO4	**Analyse** the sportsman behaviour and prepare the required sports psychological interventions	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	**Understanding sports psychology:** History, Role of sports psychology. Recent perspectives- Issues of race, gender and sexual orientation in sports. Psychology of the athlete. Personality, mood state and athletic performance, Theories of Leadership	10
II.	**Motivation in sports:** Causal Attribution. The Attribution model, causal attribution in competitive situations, Attributional training Models of self-confidence, integrated theory of motivation, Goal Perspective theory, Team Cohesion.	15
III.	**Enhancing individual and team performance:** The role of stress, arousal, anxiety and attention in the performance of individual and team sports Aggression, injury, & addictive behaviors. Drug Abuse in Sport and Exercise. Burnout: Overtraining & overreaching	15
IV.	**Sports psychological interventions:** Cognitive and behavioural interventions. Relaxation, Self-talk, Imagery Training/coaching techniques. Psychological Skills Training	10
	TOTAL	50

Textbooks Books:
1. Richard H. Cox. *Sport Psychology.* McGraw Hill. Current edition.
2. Weinberg R.S. & Gould, D. (2007). *Foundations of Sport and Exercise Psychlogy (4th edtion).* Champaign, II,: Human Kinetics

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SYLLABUS (6th SEMESTER) Discipline Specific (DSE) (Any one)

Subject Name: Counselling Psychology		
Subject Name: Counselling Psychology **Subject Code: PSY062D602/APY062D602**		
L-T-P-C: 3-1-0-4	**Credit Units: 4**	**Scheme of Evaluation: T**

Objective: The objective of **Counselling Psychology** (**PSY062D602/APY062D602**) is to introduce the theoretical basis of counselling skills, interviewing techniques

Course Outcomes:

After successful completion of the course, student will be able to		
Sl No	**Course Outcome**	**Bloom's Taxonomy Level**
CO1	**Define** scope and goals of counselling psychology	BT1
CO2	**Understand** the concepts and techniques of various approaches of therapies	BT2
CO3	**Apply** the knowledge of counselling in practice	BT3
CO4	**Analyse** ethics and professional issues in counselling	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	**Introduction to Counselling psychology:** Definition: Aims and Allied Professions, A brief overview of scope of counselling and psychotherapy; Goals of counselling in various areas; Counselling psychotherapy, types of counselling.	**10**
II.	**Approaches to Counselling Therapy:** The humanistic approach person-centered therapy): Historical Context, Carl Roger's Contribution, Key Concepts and Techniques in the Humanistic Approach, The Counsellor-Client Relationship, Application of the Humanistic Approach; Cognitive behaviour therapy: History Context of Cognitive Behavior Therapy; Gestalt therapy, Psychoanalytic therapy.	**15**
III.	**Counselling as a process:** Understanding counselling as a process- Outcome & process goals in counselling; Psychoanalysis: Introduction- Assumptions-acquisition- Maintenance- Practice. The counsellor as a Person- Personality characteristics, Self-awareness and Needs of the Counsellor Motivations of Becoming a Counsellor Role and Functions of a counsellor.	**15**
IV.	**Ethical and Legal Consideration:** Ethics and Professional Issues in Counselling, Definition of ethics, Ethics and Counselling, Professional codes of ethics and standards, the Development of Code of Ethics of Counsellors, Ethical counselling, legal concerns of counsellors, Conflicts within and among ethical codes, Ethical decision making, The Right of Informed Consent, Dimensions of Confidentiality, The Counselling Code of Ethics- Foundation-Purpose- Content- Violations- Considerations, Ethical Issues in Multi-Cultural counselling. Mental Health Care Act 2017	**10**
	TOTAL	**50**

Textbooks Books:

1. Gladding, Samue T. (2009): *Counselling- A Comprehensive Profession, Sixth Edition*, Pearson Education, Published by Kindersley

SYLLABUS (6ᵗʰ SEMESTER) Discipline Specific (DSE) (Any one)

Subject Name: Indian Psychology
Subject Code: PSY062D603/APY062D603
L-T-P-C: 3-1-0-4　　　　　　　**Credit Units: 4**　　　　　**Scheme of Evaluation: T**

Objective: The objective of **Indian Psychology** (**PSY062D603/APY062D603**) is to introduce the students with the core psychological concepts available in the Indian traditions.

Course Outcomes:

After successful completion of the course, student will be able to

Sl No	Course Outcome	Bloom's Taxonomy Level
CO1	**Recall** the history of psychology	BT1
CO2	**Understand** the concepts of psychological ideas in the Vedas	BT2
CO3	**Apply** the principles of karma yoga	BT3
CO4	**Analyse** the relationship between Indian concept and wellbeing	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	**Introduction:** Historical events in the development of psychology in India, implications and applications, psychological ideas in the Vedas, Indian psychological thoughts in the age of globalization	**10**
II.	**Self and personality:** Ego and ahaṁkāra, Models of personality in Buddhist psychology, Integral Psychology	**15**
III.	**Pathways to knowledge** Indian psychology and the scientific method, Integrating yoga epistemology and ontology into an expanded integral approach to research, Knowing in the Indian tradition	**15**
IV.	**Affect and motivation** Psychology of emotions: Some cultural perspectives, Implications of self and identity for conceptualizing motivation, the principles and practice of karma yoga	**10**
	TOTAL	**50**

Textbooks Books:

1. Cornelissen, M., Misra, G., & Verma, S. (2011). *Foundations of Indian Psychology, Volume 1: Theories and Concepts* (Vol. 1). Pearson Education India.

Subject Name: Rehabilitation Psychology
Subject Code: PSY062D604/APY062D604
L-T-P-C: 3-1-0-4   **Credit Units: 4**   **Scheme of Evaluation: T**

Objective: The objective of **Rehabilitation Psychology** (**PSY062D604/APY062D604**) is to introduce the importance of rehabilitation, recovery and rehabilitation psychology.

Course Outcomes:

After successful completion of the course, student will be able to		
Sl No	**Course Outcome**	**Bloom's Taxonomy Level**
CO1	**Define** the concept of rehabilitation psychology	BT1
CO2	**Identify** the importance of theoretical foundations in psychology for the study of rehabilitation, disability, and health.	BT2
CO3	**Apply** knowledge of models and concepts of disability and chronic illness to education, rehabilitation, and healthcare services	BT3
CO4	**Analyse** different psychological approaches to rehabilitation counselling	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	**Introduction to Rehabilitation psychology** Nature and scope of rehabilitation psychology; Concepts of ability and disability; Recovery and rehabilitation; Medical, neuropsychological, social and biopsychosocial model of disability.	**10**
II.	**Rehabilitation of Persons with Disability** Rehabilitation of persons with physical disabilities: physical, psycho- social and vocational rehabilitation.; Assessment of persons with disabilities; Assistive technology for enhancing functional capacities of persons with disabilities; Legal issues in rehabilitation for persons with disabilities: overview of RPwD act 2016	**15**
III.	**Application of Rehabilitation Psychology** Rehabilitation of addictions: drug and alcohol; Rehabilitation after abuse and violence; Palliative care, pain management and symptom control d; Sports Injury and Rehabilitation.	**15**
IV.	**Psychological approaches to rehabilitation counselling** Psychodynamic therapy in rehabilitation counselling; Person-centered therapy in rehabilitation counselling; Behavioural therapy in rehabilitation counselling; Cognitive-behavioural therapy in rehabilitation counselling.	**10**
	TOTAL	**50**

Textbooks Books:

1. Frank, G.R., Rosenthal, M., Caplan, B. (2010). Handbook of Rehabilitation Psychology. American Psychological Association.

2. Kennedy, P. (2012).The Oxford Handbook of Rehabilitation Psychology (Eds.). New York, NY : Oxford University Press.

References:

1. Chan, F., Berven, N.L., Thomas, K.R. (2004). Counselling Theories and Techniques for Rehabilitation Health Professionals. New York, NY: Springer Publishing Company.
2. Falvo, D.R. (2013). Medical and psychosocial aspects of Chronic Illness and disability (5th ed.). Burlington, MA: Jones and Bartlett Learning.
3. Marini, I. & Stebnicki, N. (2012). The Psychological and Social Impact of Illness and Disability (Eds.), New York, NY: Springer Publishing Company.